

OUTLINES OF  
EARLY EUROPEAN HISTORY

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1925a

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BASED ON WEBSTER'S  
EARLY EUROPEAN HISTORY  
REVISED EDITION

BY

WALTER JORGENSEN YOUNG

HEAD OF THE DEPARTMENT OF SOCIAL SCIENCE  
STATE TEACHERS COLLEGE  
FREDERICKSBURG, VIRGINIA



D. C. HEATH AND COMPANY

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## SUGGESTIONS TO TEACHERS

This Outline will aid the teacher, and it may also with profit be placed in the hands of the pupils.

### *Questions*

The questions are for the most part thought questions. The answers are found in the sections of the text indicated by the paragraph numbers, and on the pages indicated by the numbers in brackets.

### *Outline Building*

Have each pupil keep a notebook. Organize the notebook in the following manner:

Turn to the Table of Contents in the textbook. Copy the chapter number, the chapter title, the section number, and the section title.

For example:

Chapter I. The Ages Before History.

Section 1. The Study of History.

A. History is the story of what civilized man has done. It tells of the rise, progress, and decline of social groups called states and nations.

B. (Teacher or pupil write the answer to Question 2 in the Outline.)

C. (Write the answer to Question 3.)

D. (Write the answer to Question 4.)

Section 2. Prehistoric Peoples.

(Continued as above.)

In preparing the Outline encourage spontaneity and freedom in the search for knowledge. By following this method, the pupils will rapidly learn to make their own outlines and will have in their notebooks the important facts and principles for review and testing. Both teacher and class will obtain profit and pleasure in this pursuit.

Study and discuss with textbooks open. By supervised study or by oral reading, seek the answers to the questions. In the discussion lead the pupils to criticize their answers freely. Let each pupil profit by hearing the answers and criticisms of others. A good method is to underscore in the book the answers to questions from the Outlines.

The notebooks will be much alike, but encourage individual differences. See that the notebooks are neat, well organized, and written in ink. In review, books may be either open or shut. When testing, either orally or in writing, remove textbooks, notebooks, and extraneous paper.

### *Questions, Relations, and Objectives*

Remember that thought questions are intended to help both pupil and teacher to do some thinking. Answers to about nine out of ten questions are found specifically printed in the book. In about one question out of ten, however, the answer is indicated in the textbook, but interpretation by the pupil from previous study is necessary for a complete answer.

All questions are related to those which precede or follow. As you find the answers, look back and note that they tell a continuous story. They develop the lessons as they proceed.

Keep close watch on the objectives of each chapter. Notice how the answers to the questions develop the objectives.

When you come to the end of an era (for example, Chapters IV, V, and VI), have the class notice that following the objectives has developed the theme or story of the textbook. This will be found profitable.

*Topical Arrangement and Dates*

At the end of each era, check up from the Date Table in the Appendix of the textbook, pp. 726 ff. Your text is topically arranged. Pupils are at times bewildered as to what is happening in different countries at the same time. By following occasionally the main date schedules (in italics), your class can easily correct their ideas on matters about which they have become confused.

The eras are indicated in the Date Appendix by bold-faced type. The dates to be remembered are those in italics.

*For Fullness and Variety*

Include in your notebooks the answers to the Studies at the end of each chapter in the text.

Professor Webster has included excellent material in his *Readings in Ancient History* and *Readings in Medieval and Modern History*. References will be found in the footnotes at the bottom of the page at the beginning of each chapter in the text. Let the readings be oral, free, and pleasurable, and not so long as to be wearisome. The pupils should feel free to discuss such points as may arise in their reading.

Inviting variety may also be secured through biography. Plutarch's *Lives* and Lord's *Beacon Lights of History* are especially good. Assign to pupils one report each school month on the biographies of men and women found in these and other similar collections.

In sending forth this Outline, it is hoped that interest, pleasure, and zest will be added to the study of history in connection with an exceptionally readable and interesting text. Special notes covering specific important principles of a general nature are distributed throughout the Outlines. Summaries are added at the end of each chapter.

Due acknowledgement is hereby made for the suggestions and

criticisms of Miss Abbie Louise Day, of the Departments of History and Education in the Fredericksburg (Va.) State Teachers College, and for the assistance given by the third-year class in Modern European History in checking up and testing the work.

WALTER JORGENSEN YOUNG

Fredericksburg, Va.

May, 1925.



# EARLY EUROPEAN HISTORY

## CHAPTER I

### The Ages before History

OBJECTIVE. — To view briefly pre-history with an idea of understanding what progress civilization has made since the beginning of recorded history.

1. Why do we regard history as the story of human progress? (p. 1.) Where do we get our information (the data) about human history? (pp. 1-2.) Why does recorded history seem comparatively recent as compared to all history? (p. 4.) What is the value of studying early European history? (p. 3.)

2. How do we classify the ages of pre-history? (pp. 3-4.) Why does this seem a good classification? (Stone tools — savagery; metal tools — barbarism and civilization; iron tools — civilization, see p. 4.) What were the advantages of bronze over stone and of iron over bronze? (pp. 4-5.) Why would a people with iron tools and weapons be likely in the struggle for existence to overcome a people with bronze tools? (People with superior weapons and tools could overcome enemies and prevent famines.)

3. Why did all savage and barbarous peoples lead a nomadic life? (p. 5.) How was the agricultural stage better adapted for supplying human wants than its predecessors? (p. 8.) What other advantages did agricultural peoples derive from this mode of living? (p. 8.) Why was domestication of animals a great advantage? (p. 7.)

4. Why would picture writing naturally be the earliest form of writing? (p. 8.) What is the disadvantage of word signs (hieroglyphs) as compared with the alphabet? (p. 9.) What is the historic significance of the beginning of writing? (p. 11.)

5. What were some of the arts in which human beings were skilled at the beginning of the period of recorded history? (pp. 11–15.) Why are we so interested in the beginnings of reckoning and the calendar? (p. 12.) Why are art and architecture indicative of advancing civilization? (p. 13.) Why do you think early peoples were willing to raise colossal structures? (p. 15.)

6. Can we accurately classify races of men? Why? (p. 15.) Why are we specially interested in the Semitic and Indo-European groups and their history? (p. 16.) What peoples may be roughly classified as Indo-European? (p. 16.) As Semitic? (p. 17.)

SUMMARY. — Civilization, which covers the brief span beginning with the Iron Age and recorded history, has made great strides in social organization and in the art of living, as well as in supporting greater populations on limited land areas as compared with savagery in the Stone Age.

## CHAPTER II

### The Lands and Peoples of the East to about 500 B.C.

OBJECTIVE. — To study the civilizations of antiquity so as to gain a comprehension of how organized society developed.

7. From a study of the map opposite p. 21, explain how the mountains of Asia divide its river valleys into three groups. What civilizations grew up in these river valleys? (pp. 19–21.) Why were two of the seven countries of the Near East best fitted to become the homes of early civilizations? (p. 21.)

**8.** Why did Babylonia become attractive to ancient peoples? (p. 22.) How does this help to account for frequent barbarian conquests? (p. 21.) What divides Upper from Lower Egypt? (p. 23.) Why was Egypt properly called the "gift of the Nile?" (p. 23.)

**9.** Who was the most famous king of early Babylonia? (p. 25.) Why does he deserve to be remembered? (p. 25.) Why were the laws of Hammurabi necessarily so crude and severe? (p. 50.) Of what interest to us are Menes and Rameses II? (pp. 26 and 28.)

**10.** From what centers did the Hebrews and Phœnicians derive their culture? (cp. p. 33 with map opposite p. 20.) What influence did the geographic position of Palestine have on the downfall of the Hebrew nation? (p. 33.) Can you name some "buffer" states of modern times? What influence did the Phœnicians have on the westward spread of civilization? (p. 48 f.)

**11.** Why may Assyrian rule be viewed more as a curse than a blessing? (p. 34.) Can you compare the Assyrians with a modern nation ruling in the same region? (p. 333.) What one political achievement can be credited to them? (p. 34.) What was the probable fate of the Ten Tribes of Israel? (p. 35.)

**12.** What was the chief work of the Persian kings? (p. 39.) How did they control their vast dominions? (pp. 39-40.) What other people besides the Persians were to use military roads? (p. 157.) Were these roads of advantage for other than military purposes? (p. 40.)

**SUMMARY.** — European civilization was influenced chiefly from Babylon and Egypt. The Babylonians and Egyptians developed highly organized and centralized despotic governments and many arts and sciences as well as religions. By the Phœnicians these were spread to the western Mediterranean and so to Northwestern Europe.



## CHAPTER III

**Oriental Civilization**

OBJECTIVE. — To know how people lived in ancient Oriental society.

**13.** Why are we able to read hieroglyphs? (p. 42.) What five social classes do we recognize in the ancient Orient? (pp. 42–44.) What work did a king do? (p. 43.) What was the lot of slaves? (p. 44.)

**14.** How was farming carried on? (p. 44.) Did ancient peoples show much skill in manufactures? Along what lines? (p. 46.) Why was coinage an advantage? (p. 47.) What uses besides religious worship did temples serve? (p. 47.)

**15.** Why was Nineveh a good place for a trading city? (Study map, p. 48.) What items of commerce did the Near East get from the Far East? (p. 48.) What items of commerce did the Near East get from Europe? (pp. 48–49.) Why did the Phœnicians take to the sea for a living? (p. 49.) Why were the Phœnicians great colonizers? (p. 50.)

**16.** Was any distinction made in punishments between different social classes in ancient Babylon? (p. 51.) What influence did the code of Hammurabi have on the Hebrews? (p. 52.) Why was the Mosaic code a good one? (p. 52.)

**17.** Why were the Babylonians so famous? (p. 53.) What do we get from the astrologers? (p. 53.) In what countries did monotheism arise? (p. 54.) Which of these countries most influenced the world? Why? (p. 54.)

**18.** What Oriental literature is still generally read? Why? (pp. 57–58.) Why was the architecture of Egypt unlike that of Babylonia? (p. 58.) What use did the Babylonians and Egyptians make of sculpture? (p. 59.)

**19.** What was the Babylonian basis of reckoning or counting? What do we have now that reminds us of this system? (p. 60.)



What mechanical devices were known by the ancients? (p. 61-62.) Describe a temple school. Was it like ours? (p. 62.) Why was a scribe a busy man? (p. 63.) Why did the people of the Orient remain conservative? (p. 63.)

**SUMMARY.** — In liberal and fine arts, the Oriental peoples were advanced. Their social classes resembled those of the Middle Ages in Europe. In literature and science they were greatly surpassed by the Greeks and Romans.

## CHAPTER IV

### The Lands of the West and the Rise of Greece to about 500 B.C.

**OBJECTIVE.** — To study the rise of the Greek city-state and to show the different forms of government.

**20.** What four peninsulas jut into the Mediterranean sea? (map opposite p. 66.) What divides southern from northern Europe? (p. 66.) In which region did civilization first develop? (p. 66.)

**21.** Around what sea did Greek civilization arise? (p. 66.) What were the advantages of the location of Greece? (p. 67.)

**22.** What stories have come down to us about early Greece? (p. 68.) What do we know about the Ægean civilization? (p. 71.) What caused the downfall of the Ægean civilization? (p. 72.) How do we know that this civilization influenced other Mediterranean peoples? (p. 72.)

**23.** What do we know about industry and social life in Homeric times? (pp. 73-74.) Why was Homeric life described as simple? (p. 74.)

**24.** Who were the chief Greek divinities? (p. 76.) What functions did they serve? (p. 76.) What is meant by "personifications of natural phenomena?" (p. 76.)

**25.** How did the Delphic oracle obtain information and prevent mistakes? (pp. 78–79.) How did the Olympic games differ from modern athletic games? (p. 79.) What purposes did the Olympic games serve in ancient Greece? (p. 81.)

**26.** What was the nature of the city-state? (p. 81.) How did the city-state develop? (p. 82.)

**27.** How did the Spartans organize their government? (p. 83.) Why may it be called socialistic? (p. 84.) What was the purpose of Spartan education? (pp. 84–85.)

**28.** What kind of government did Athens develop? (p. 87.) Compare the results of the Athenian form of government with those of the Spartan form. (cp. p. 85 with p. 104.) What three men were responsible for Athenian law? (pp. 86–87.)

**29.** Why did the Greeks become great colonizers? (p. 88.) Where were the colonies located? (pp. 88–89.) What city was to be their chief rival in the western Mediterranean? (p. 89.) What did the Greeks call themselves? (p. 90.)

**30.** Why were language, literature, and religion common bonds among the Greeks? (p. 90 f.) Are these bonds as enduring as a strong government? (cp. pp. 91, 113, 116, and 154.)

**SUMMARY.** — The Greeks as the colonizers of antiquity remind us of the English people in the world of today. Sparta in state socialism and Athens in democracy anticipated some of the political and social developments of modern times. Literature, philosophy, and science practically originated with the Greeks.

## CHAPTER V

### The Great Age of the Greek Republics to 362 B.C.

**OBJECTIVE.** — To study Greek democracy, its strength and weakness.

**31.** What part of Greece was first conquered by the Persians? (p. 93.) Why was Greece in added peril under Cyrus and

Darius? (p. 94.) What power came to the rescue of the Asiatic Greeks? (p. 95.)

**32.** Was the battle of Marathon decisive? (p. 96.) How did Athens prepare to meet the Persians? (p. 97.) Can you think of a modern country which has relied on sea power (navies) instead of land power (armies)? (p. 679.)

**33.** What happened after Thermopylæ? (p. 98.) What was the effect of Salamis? (p. 99.) In what respects was the victory of the Greeks important to us? (p. 100.) What battle decided the issue? (p. 100.)

**34.** What two important steps did Themistocles and Aristides take after the Persian wars? (pp. 100–101.) What changes did Cimon make in the Delian league? (p. 102.) How did the Spartan allies view the power of Athens? (p. 102.)

**35.** Who was the leader of Athens in her golden age? (p. 103.) What kind of man was Pericles? (p. 103.) What was the weakness of Athenian imperialism? (pp. 104 and 106.) Describe the Athenian democracy? (pp. 104–105.) In what respect did Athenian courts differ from ours? (p. 106.) Did Athens give freedom to all her people? (p. 107.) What is the effect of slavery upon a democracy. (p. 107; cp. p. 224.)

**36.** What was the origin of the Peloponnesian war? (p. 109.) How did the contestants compare in strength? (p. 109.) What caused the downfall of Athens? (p. 110.)

**37.** In what respect did Thebes under Epaminondas differ from Sparta? (p. 112.)

**38.** Why did the city-state decline? (p. 113.)

**SUMMARY.** — The lack of national organization was the prime cause of the political decline of Greece. The Greeks lacked a representative system of government. They were the most highly educated and original people in history, and the age of Pericles is still uneclipsed as an age of genius.



## CHAPTER VI

**Mingling of East and West after 359 B.C.**

OBJECTIVE. — To show how Greek culture and language became world-wide and the consequent results on the Greeks.

**39.** Why was the Macedonian military system superior to that of the Greek city-states? (p. 116.) Why were the Macedonians able to conquer Greece? (p. 116.)

**40.** Who was Demosthenes? (p. 117.) What was the policy of Philip as conqueror of Greece? (p. 118.)

**41.** Give a vivid description of Alexander the Great. (pp. 119–120.) What showed the Greeks the weakness of the Persian power? (p. 120.) Why was Alexander's conquest of Persia so amazing? (p. 122.)

**42.** By what steps did Alexander subdue the Persian empire? (pp. 122–124.) What other countries did Alexander overrun? (pp. 124–125.) Why did his conquests come to an end? (p. 125.)

**43.** What was the immediate result of Alexander's conquests? (p. 126.) What were the ultimate results? (p. 126.) In what ways did Alexander show himself a statesman? (p. 125.) NOTE. — Bring out the effect upon Greece, that it caused her to be depopulated and that it dissipated her energies.

**44.** In what respects did the Hellenistic cities differ from the Greek cities? (p. 128.) What new cities became important? (pp. 128–129.)

**45.** Was the Hellenistic age a creative age like that of Pericles? (p. 130.) Why was the Alexandrian library of such significance? (p. 130.) In what respects does modern science differ from that of the ancients? (p. 131.) What was the Ptolemaic Theory? When was it finally overthrown? (p. 133; cp. p. 608.)

**46.** Did Persian life have a good effect upon the Greeks? (pp. 133–134.) What is meant by cosmopolitanism? (p. 135.)

**SUMMARY.** — Alexander alone of all conquerors realized the ambition of a united Indo-European world. He spread Greek culture throughout the Eastern and Western world, but in so doing, depopulated Greece and dissipated her energies.

## CHAPTER VII

### The Rise of Rome to 264 B.C.

**OBJECTIVE.** — To show the character of early Romans and how they obtained the supremacy of Italy.

**NOTE.** — From this time forward, it will be necessary to check comparative dates at important periods, owing to the topical arrangement of the text. These will be found scattered through the outline.

**47.** On the map opposite p. 136, locate the northern Italian plains of Cisalpine Gaul in the Po river valley. On which side of the Apennines are the plains of central Italy? (p. 136.) On which side of the mountains are the plains of southern Italy? (p. 136.) What was the influence of geographical conditions upon Italian history? (p. 137.)

**48.** What people inhabited the plains of northern Italy? (p. 136; cp. p. 164.) Locate Cisalpine and Transalpine Gaul on the map opposite p. 184. What two peoples occupied the central plains of Italy? (pp. 138–140.) What people established themselves on the plains of southern Italy? (p. 139.)

**49.** Why was Rome called a city of seven hills? (p. 141.) Of what significance are the myths of early Rome? (p. 143.)

**50.** In what respects did the early Romans differ from the early Greeks? (p. 143; cp. pp. 137 and 67.) In what respects did the Roman character set its mark upon history? (p. 144.) How did the Roman father bring up his children? (p. 145.)

**51.** What is ancestor worship? (p. 145.) How did the Lares and Penates affect Roman daily life? (p. 146.) What was the significance of the gates of the temple of Janus? (p. 146.) Who were the Vestal virgins? (p. 146.) In what respect did the priesthood of Rome differ from Oriental priesthoods? (p. 148.) What was the importance of Roman religion? (p. 148.)

**52.** How did Rome come to be a republic? (p. 149.) How did the plebs win a share in the government? (p. 150.) Compare the state of civilization in Greece and Rome at the time of the Twelve Tables in 449 B.C. (p. 150; cp. p. 103.) In what respect did the Athenian democracy differ from the Roman republic and the American republic? (p. 151; cp. pp. 104–106 and p. 155.) Why was the Roman senate compared to an assembly of kings? (p. 152.)

**53.** With what peoples did Rome have to contend for supremacy in central Italy? (p. 153.) How did Rome secure control in southern Italy? (p. 154.) When did Rome secure control in northern Italy? (p. 164.)

**54.** How did the Romans treat their Italian subjects? (p. 155.) Did this attitude at a later time prove of advantage to Rome? (p. 166.) In what two ways did Rome unite Italy? (pp. 156–157.) To what uses were the Roman roads put? (p. 157.)

**55.** What was the Roman method of fighting? (p. 159.) Of what use were the fortified camps? (p. 159.) What was said of the Romans in war? (p. 160.)

**SUMMARY.** — The Romans early showed their sterling qualities of political genius and military strength. They had the political sagacity which made possible their long rule of the Mediterranean world. They had the ability to absorb Greek culture and make use of it.



## CHAPTER VIII

### The Great Age of the Roman Republic, 264–31 B.C.

OBJECTIVE. — To learn how Rome gained supremacy over the Mediterranean world.

**56.** Why was Carthage certain to be a rival of Rome? (p. 162.) What two momentous events were taking place in 338 B.C. (p. 153; cp. p. 118.) Can you picture in your mind what was going on in the East and the West at the same time? What did Carthage lose as the result of the First Punic War? (p. 164.) What lesson did Rome learn as the result of this war? (p. 164; think of Athens in this connection, p. 96.)

**57.** Who was Hannibal, and what kind of man was he? (p. 164.) What kind of tactics did Fabius adopt? Was his choice wise? Why? (p. 166.) What was the significance of Rome's victory in the Second Punic War? (p. 167.) Why does Rome stand out "grand in disaster" after Cannæ? (p. 167.)

**58.** Why would the Roman orator Cato be justified in saying daily for a year before the Roman senate "Carthage must be destroyed" (*Carthago delenda est*)? (p. 168.) Why was the Roman problem of subduing Sicily different from that of subduing Spain? (p. 169.) How did Roman strength contrast with that of the effete East? (pp. 170–171.) Who said of the East *Veni, vidi, vici*? What does this mean? (p. 185.)

**59.** Did the Romans rule their provinces as they ruled Italy? (p. 172.) What four evils grew out of the Roman conquest? (pp. 172–173.) What was the influence of Greece upon Rome? (p. 174.)

**60.** What reforms did the Gracchi attempt? (p. 175.) Were their measures wise? Why? (p. 176.) Why did the Gracchi fail? (p. 177.)

**61.** From this time forward what was increasingly evident in Rome? (p. 180 and sect. 62.)

**62.** How did Cicero win fame? (p. 182.) How does he compare with Demosthenes? (p. 182.) What was Julius Cæsar's greatest achievement? (p. 184.) What was the significance of his conquest of Gaul? (p. 184.) What was the significance of Cæsar's crossing the Rubicon River? (p. 185.)

**63.** What reforms did Cæsar begin? (p. 186.) What was the outcome of Cæsar's murder? (p. 187.) Does there seem to be a certain "poetic justice" in the place of his death? Why? (p. 187.)

**64.** What was the significance of the battle of Philippi? (p. 189.) What beautiful woman was the undoing of Antony? (p. 189.) What other beautiful woman is a subject of ancient history?

**65.** What is marked by the battle of Actium? (p. 190.)

NOTE. — Go back over your history and memorize the following dates and the events they stand for. 539 B.C., 461–429 B.C., 449 B.C., 338 B.C., 323 B.C., 146 B.C., 44 B.C., 31 B.C., 4 B.C.

Can you give reasons why the world has often been said "to have been prepared for the coming of Christ" at this time? This will come only from your general study, but it will have special value in interpreting the universal Roman world in that day.

SUMMARY. — The struggle between Rome and Carthage was a struggle between Oriental and Occidental civilizations. It made possible laying the foundations of individual freedom, respect for law, morality, and religion of the virile Græco-Roman type as compared with that of the effete East of today. Rome lacked a representative system of government, and raised the still debated question, whether a republic can rule over subject peoples and survive.



## CHAPTER IX

**The Early Empire: the World under Roman Rule,  
31 B.C. – 180 A.D.**

OBJECTIVE. — To see how Rome ruled the Mediterranean world.

**66.** How did absolute power affect the character of Augustus? (p. 194.) What powers did he enjoy? (p. 194.) What did he call himself, and what did this name mean? (p. 194.) How did Augustus defend the frontiers against the barbarians? (p. 195.) How did the presence of these barbarians affect the people of the Roman world? (p. 195.) Show that Augustus served his day and time. (p. 195.) Explain the rise of emperor worship. (p. 196.)

**67.** Did the Claudian Cæsars leave any permanent marks upon Britain? (pp. 197 and 322.) What great event occurred during the reign of Vespasian? (p. 199.) Read about this event in other books, if you have them. Why was the destruction of Pompeii important to history? (p. 200.)

**68.** How did modern Rumania get its name? (p. 200.) Why do Hadrian and Marcus Aurelius deserve to be remembered? (p. 201.)

**69.** Was the Roman army any longer Roman? (p. 202.) How did the Roman roads serve the empire? (p. 203.) Why were the Roman peace and citizenship useful to business men? (pp. 204–206.)

**70.** What contributions did the Greeks, Romans, and Hebrews make to civilization? Why is the Roman law rightly regarded as Rome's imperishable gift to the world? (p. 207; cp. p. 331.) How did Latin become the foundation of the provincial languages? (p. 208.) What languages are called "Romance?" (p. 208.)

**71.** What were the more important cities of the Roman

empire? (pp. 208–209.) What improvements did these cities have as compared with cities in the Middle Ages? (p. 210; cp. p. 532.) Did the Roman idea of free cities die out? (p. 210.)

**72.** Why did the Roman system promote commerce? (p. 210.) Trace on a map the principal trade routes. (p. 211.) How did the free laborers protect themselves? (p. 212.) Do we hear of these organizations again later? (p. 534.) Why is the accumulation of riches in the hands of a few a bad social condition? (pp. 213–214.) Were conditions in Roman cities worse than in modern cities? (p. 214.)

**73.** What factors made for the cosmopolitan spirit in Rome? (p. 217.) What broad distinction remained between the East and the West? (p. 217.) Did this have any effect on later Roman history? (p. 223.)

**SUMMARY.** — The Romans developed an age of universal peace in which commerce and luxury flourished. The empire fostered the cosmopolitan spirit and showed that diverse races can live under one government in peace and amity if the government is highly centralized.

## CHAPTER X

### The Later Empire: Christianity in the Roman World, 180–395 A.D.

**OBJECTIVE.** — To show how Europe became Christianized.

**74.** Why were the Germans able to make inroads upon the empire in the third century? (p. 219.) Does a government that is obliged to depend on its army enjoy stability? (p. 220.)

**75.** What weaknesses did Diocletian find in the empire? (p. 221.) How did he remedy these defects? (p. 221.) Did these reforms succeed? Which one did not? (p. 222.) What great religion did Constantine recognize? (p. 222.) Why did

Constantine transfer his capital to Constantinople? (p. 223.)  
What condition became well marked by the end of the fourth century? (p. 223.)

**76.** What is meant by the decline and fall of the Roman empire? (p. 224.) Explain the causes of the decline and fall. (pp. 224–226.)

**77.** Why did paganism fail to satisfy the spiritual wants of mankind? (p. 226.) Why did philosophy fail to meet this need? (p. 226.) Which of the Oriental religions before Christianity made the deepest impression upon the Roman world? (p. 228.) What was the significance of the Oriental religions? (p. 229.)

**78.** How did Christianity gain impetus as a religion? (p. 229.) In what respects was Paul well prepared for the great work he undertook? (p. 230.) What circumstances contributed to the success of his great missionary enterprise? (pp. 231–232.) Did the early church have a hierarchical form of church government? (p. 232.)

**79.** Why did Christianity arouse hostility in an age of universal religious toleration? (pp. 232–233.) What is meant by “martyr?” (p. 234.)

**80.** How did Constantine introduce Christianity? (p. 235.) How was Sunday introduced as a day of rest? (p. 235.) What was the significance of the Council of Nicæa? (p. 236.) Did the church gain by being made the state religion? (p. 237; see p. 440, “twofold duties of church”; cp. p. 646.)

**81.** How did Christianity influence the moral and social life of Rome? (p. 237.) Did the new religion have any effect upon the Germanic invasions? (p. 237.)

SUMMARY. — Roman civilization gradually lost its pristine vigor. In becoming Christian, however, Roman civilization laid the foundations for a better moral and social structure in the modern world.



## CHAPTER XI

## The Germans to 476 A.D.

OBJECTIVE. — To show how the Roman empire fell to pieces and what modern nations were formed out of it.

**82.** What two rivers were the ancient barriers of the Roman empire against the barbarians? (pp. 241–245.) Was Germany a land favorable to civilization in ancient times? (p. 239.) What Roman historian tells us about the Germans? (p. 239.) Refer to his description. Why did the Germans begin their migrations? (p. 240.) Were their inroads sudden and unexpected? (p. 241.)

**83.** Which barrier was broken first? (p. 241.) Why did the Visigoths cross the Danube? (p. 242.) What is meant by a “decisive battle?” (p. 242.) What was the effect of the decisive battle of Adrianople? (p. 243.) Who was the “Marius” of this period? (p. 243.) How was the spell of Rome forever broken? (p. 244.) What nation grew out of the ancient Visigothic kingdom? (p. 245.)

**84.** How was the Rhine barrier broken? (p. 245.) What German tribe founded a modern nation in ancient Gaul? (p. 245.) Who were the ancestors of the modern English? (p. 246.)

**85.** Who were the Huns? (p. 247.) Why has the name “Hun” become a byword for fiendish brutality? (p. 247.) Why was the battle of Châlons called the “struggle of the nations?” (p. 248.)

**86.** What has the word “vandalism” come to mean? (p. 248.) Why is 476 A.D. generally chosen as the date of the end of the Roman empire? (p. 249.)

**87.** In what respects were the Germans different from the Romans? (p. 250.) Why did western Europe fall into barbarism? (p. 250.) What were the two constructive forces amid the general ruin? How did these two forces affect the future of

western Europe? (p. 251.) In the long run, were the quickening spirit of Christianity and the vigor of the Germans a good thing for western Europe?

As you look back over ancient history, do luxury and vice seem to sap the vitality of races? Cite examples. Do hardship and suffering seem to discipline races? Cite examples. Are democracy and slavery compatible? Are democracy and imperial rule over subject peoples compatible? Is imperialism or nationalism the more enduring principal? Why? Out of this study can you point any lessons for our own America? See if you can make a list of these.

## CHAPTER XII

### Classical Civilization

OBJECTIVE. — To study classical civilization in order to understand how people lived and what their achievements were.

**88.** How did Greek and Roman cities grow up? (p. 252.) Why were the most imposing buildings those for public purposes? (p. 252.) How did the citizen occupy himself? (p. 253.)

**89.** Why was the male child especially welcomed into the family circle? (p. 253.) How did the Roman system of naming arise? (p. 254.) In what respects did Greek education differ from Roman? From ours? (p. 256.) What special privileges of education did people of wealth have? (p. 256.)

**90.** What is the dowry? (p. 257.) In what respects did the Roman woman have more liberty than the Greek woman? (p. 257.)

**91.** How did Roman dress differ from ours? (p. 258.) How did we get our knowledge concerning the interior and furnishing of Roman houses? Describe one. (p. 259.) Compare the day's activities of an Athenian and of a Roman. (pp. 260–262.)

**92.** How did Greek tragedy and comedy arise? (p. 264.) Describe a typical dramatic performance. (p. 265.) Would such a performance be likely to amuse people to-day? Why? (p. 265.) How did vaudeville originate? (p. 265.) What amusements did the Romans develop in the later empire? (pp. 267-8.) What effect did these things have on the people? (p. 268.)

**93.** Why were Greek and Roman civilizations founded on slavery? (p. 269.) How did slaves fare in ancient society? (p. 269.) What influence did Christianity have on slavery? (p. 270.)

**94.** What is the difference between epic and lyric poetry? What was the most famous epic, and who was its author? (p. 270.) Who was the poet laureate of Greece? (p. 270.) Who were the three great masters of Greek tragedy? (pp. 271-2.) Who was the great master of Greek comedy? (p. 272.) What is the difference between Herodotus and Thucydides as historians? (p. 272.) Why is Plutarch spoken of as "immortal"? (p. 273.) In what kinds of literature did the ancients excel? (p. 273.)

**95.** Who were the Sophists? (p. 274.) Why was Socrates condemned to death? (p. 274.) What great philosophers were influenced by Socrates? (p. 275.) What was the difference between the Epicureans and the Stoics? (p. 276.) Why did not philosophy take the place of religion? (p. 226.)

**96.** How was the style for Roman prose created? (p. 277.) Who were the great poets of the Romans? (p. 278.) Who were the great historians? (p. 278.) Of what people does Tacitus tell us? (p. 240.)

**97.** What is the chief characteristic of Greek temples? (p. 280.) In what respect did Greek temples differ from those of the Egyptians? (p. 280; cp. p. 28.)

**98.** What are some of the differences between Greek, Roman, and modern art? (p. 281.) What did the Greek sculptors seek to portray in their statues and friezes? (p. 282.)



**99.** What kinds of buildings did the Romans excel in constructing? (p. 283.) What kinds of materials did they use? (p. 283.) Name different kinds of structures which the Romans built. (pp. 285–287.) What is the Roman arch? What is meant by mural painting? (p. 287.) Where have these paintings been preserved? (p. 287.)

**100.** What was the most prominent place in Athens? (p. 288.) What famous temples were on the Acropolis? (p. 290.) What two famous men were responsible for the adornment of this greatest and most beautiful spot in the world? (p. 290.) Why is the Parthenon considered the world's most beautiful building? (p. 291.) What are the subjects portrayed by the Parthenon friezes? (p. 292.)

**101.** Why was Rome called "the city of seven hills"? (p. 293.) About what famous street were its public buildings and temples clustered? (p. 295.) Name some of its famous buildings (pp. 294–5.) Why was the Forum famous in antiquity? (p. 296.) Why did the grandeur of Rome so impress the ancients? (p. 296.)

**SUMMARY.** — From a study of Roman and Greek society we learn that the ancients possessed many of the refinements and conveniences of modern life. Notice that in Roman society woman enjoyed much of the freedom that she has today.

## CHAPTER XIII

### Western Europe during the Early Middle Ages, 476–962 A.D.

**OBJECTIVE.** — To show how the Roman empire finally disintegrated and how from its ruins arose new states and nations.

**102.** What work did Theodoric undertake? (p. 299.) What became of the Ostrogoths? (p. 300.) What emperor at Con-

stantinople was contemporary with Theodoric at Rome? (p. 300.)

**103.** In what way did the Lombards treat Italy differently from other conquerors? (p. 302.) What was the effect of the Lombard conquest upon Italy? (p. 302.) When was Italy again united? (p. 302.)

**104.** Who were the Franks? (p. 303.) What was the significance of the conversion of Clovis? (p. 304.) In what respect were the Franks different from other German peoples? (p. 305.)

**105.** What three kings were crowned by the popes? (p. 306; p. 311; p. 317.) Did this give the popes ascendancy over kings? (p. 461.) What theory grew out of these coronations by the popes? (p. 688.) How did the estates of the Church become the property of the pope? (p. 306.) What double duty did this place upon the Church? (p. 458.)

**106.** How was Charlemagne described? (p. 307.) What activities chiefly characterized his life? (p. 308.) What was the significance of the battle of Tours? (p. 306; see also p. 379.) What importance may be ascribed to Charlemagne's victory over the Moors? (p. 309.) How did Charlemagne show his statesmanship? (pp. 309-310.)

**107.** What was the significance of the crowning of Charlemagne? (p. 312.) Why was his empire a new creation? (p. 312.)

**108.** What was the importance of the treaties of Verdun and Mersen? (p. 314.) What two modern countries arose out of the division of Charlemagne's empire? (p. 314.) What became of Lothair's kingdom? (p. 314.)

✓ **109.** What was the significance of the stem-duchies? (p. 315.) What part of Germany provided in later times the Hohenzollern dynasty? (p. 315.) How was modern Austria to arise? (p. 316.) What was the origin of modern Hungary? (p. 316.)

**110.** Why was the restoration of Charlemagne's empire (p. 311) by Otto the Great a misfortune for Italy and Germany? (p. 318.) What was the theory underlying the Holy Roman



Empire? (p. 319.) Did the theory work out satisfactorily in practice? (pp. 455–463.)

**111.** What was the effect of the Anglo-Saxon conquest of Britain? (p. 319.) In what respect did the Anglo-Saxon conquest of Britain differ from that of the German conquest of the Continent? (p. 322.)

**112.** Who introduced Christianity into England? (p. 323.) How did the pope gain ascendancy in Britain? (p. 324.)

**113.** How was the fusion of Germans and Latins accomplished? (p. 325.) Give factors hindering and factors favoring fusion. How did Eastern Europe differ from Western Europe during the Middle Ages? Which was the more highly civilized? (p. 327; cp. 335.)

SUMMARY. — During this age the foundations for the modern nations of Spain, France, England, and Germany were laid. The Holy Roman Empire, which was to keep Italy and Germany disunited until the nineteenth century, was organized. Christianity was introduced into Northwestern Europe.

## CHAPTER XIV

### Eastern Europe during the Early Middle Ages, 395–1095 A.D.

OBJECTIVE. — To show how the Byzantine empire preserved Greek and Roman civilization.

**114.** Why did the Byzantine Empire endure after Rome crumbled? (p. 328.) Did the Byzantine emperors admit that the Holy Roman Empire was successor to the Cæsars? (p. 329.)

**115.** Why was Justinian regarded as so great a ruler? (p. 329.) What great helpers did he have? (pp. 329–330.) By what two improvements is he best remembered? (p. 331.)

**116.** Who were the chief foes of the Byzantine empire? (pp.

332-3.) Which of these were the great destroyers of Eastern civilization? (p. 333.)

**117.** Who were the foes of the Byzantine empire in Europe? (pp. 334-5.) What great work did the Byzantines do among the Slavs? (p. 335.)

**118.** Why was the empire so strong? (p. 336.) For what arts was the Byzantine empire famous? (p. 336.) What influence did Byzantine art have on other peoples? (pp. 336-7.) What was the character of Byzantine scholarship? Was it original? (p. 337.) What service did it do for Europe? (p. 337.)

**119.** Why is Constantinople a naturally strategic location? (p. 337.) Why was it so easily defensible? (p. 338.) What are some of the most celebrated monuments of the city? (p. 340.) How does Constantinople rank in medieval history? (p. 340.)

**SUMMARY.** — Constantinople served as a bulwark or buffer state to prevent Europe from becoming Mohammedan and falling into decadence like modern Asia Minor and Mesopotamia. From Constantinople came the impetus for classical learning which was to result in the Renaissance, out of which movement grew modern civilization.

## CHAPTER XV

### The Orient against the Occident: Rise and Spread of Islam, 622-1058 A.D.

**OBJECTIVE.** — To study the influence of the Orient on the Occident through the spread of Islam.

**120.** Who were the Arabs? (p. 342.) How did they live? (pp. 342-3.) How was the way prepared for Mohammed? (p. 343.)

**121.** How did Mohammed come to regard himself as a prophet? (p. 345.) What is the Hegira? (p. 345.) How did

Mohammed secure the loyalty of the Arabs? (p. 345.) Give an estimate of Mohammed's character. (p. 346.)

**122.** What is the *Koran*? (p. 346.) From what sources is its teaching derived? (p. 347.) What does Islam require of its adherents? (p. 347.)

**123.** In what outstanding respect did Islam differ from Christianity? (p. 348; cp. p. 233.) How did Islam influence Arabian political life? (p. 349.) Using the map opposite p. 350, study the extent of the Arabian conquests.

**124.** How did the Arabs first secure a foothold in Europe? (p. 351.) What prevented the spread of Islam in Europe? (p. 351; cp. p. 350.)

**125.** Why did the caliphate begin to decline? (p. 352.) Which city of the East was the "glorious city" of the Abbasid caliphs? (p. 353.)

**126.** Were the Arabs able to profit by their contacts with highly civilized peoples? (p. 353.) Which cities were the great centers of Arabian civilization? (p. 354.) How did they influence European agriculture? (p. 354.) What new agricultural products did they introduce? (p. 354.) How did they influence Europe by industry and trade? (p. 354.) By what famous special products are they remembered? (p. 354.) What would you see in every Moslem city? (p. 355.) Why are the Arabs famous for science and mathematics? (p. 356.) How did the Arabs influence European architecture? (p. 358.)

SUMMARY. — For a time, Islam and Christianity were in a life-and-death struggle. From the Arabs, agriculture, industry, trade, science, and mathematics profited.

## CHAPTER XVI

**The Northmen and the Normans to 1066 A.D.**

OBJECTIVE. — To indicate the contributions made by another Teutonic people — the Northmen — to European history and civilization.

**127.** From what countries did the Northmen come? (p. 360.)  
Why did they naturally turn to the sea? (p. 361.)

**128.** Why do we regard the Northmen as the boldest sailors of antiquity? (p. 362.) How do the sagas reveal the life and character of the Northmen? (pp. 362–3.)

**129.** Who were the chief divinities of the Northmen? (p. 364.) What is meant by the “Twilight of the Gods”? (p. 365.) How did the heathen Northmen become Christianized? (p. 365.)

**130.** Why did the Northmen raid the western coast of Europe? (p. 366.) What discoveries did they make in America? (p. 368.) Why do these discoveries seem so wonderful? What was the outcome of these discoveries? (p. 368.)

**131.** What was the Scandinavian influence on Russia? (p. 369.) How did Christianity gain a foothold in Russia? (p. 369.) What was the importance of the conversion of the Russians to Christianity? (p. 369.)

**132.** In what part of France did the Northmen settle? (p. 370.) How did they influence the history of that country? (p. 370.)

**133.** In what part of England was the Danelaw? (p. 373.) How did Alfred the Great render great service to his country? (p. 371.) Estimate Alfred’s work and character. (p. 371.)

**134.** If succession to the English throne failed, how was a new king legally elected? (p. 372.) What influence did this ancient right have on later times? (p. 627.) Who was William



the Conqueror? (p. 372.) How did he conquer England? (p. 374.) Describe his personality. (p. 374.) How did the Norman conquest influence the English people and the English language? (p. 376.)

**135.** What was the influence of the Northmen on the culture of southern Italy and Sicily? (p. 378.)

SUMMARY. — The Northmen helped to make boldness and courage and military conquest marked characteristics of European peoples.

## CHAPTER XVII

### Feudalism

OBJECTIVE. — To explain the social life of Western Europe under feudalism.

**136.** Why are the earlier Middle Ages sometimes called the "Dark Ages"? (p. 379.) Why did royal authority decline and the power of the nobles increase? (p. 379.) Over what countries did feudalism extend? (p. 380.)

**137.** Explain the feudal system of land tenure? (p. 380.) How were the estates kept intact from one generation to another? (p. 381.) What were the duties of a vassal? (p. 381.) What is meant by homage? (p. 382.) How did feudalism render service to medieval society? (p. 382.)

**138.** What were the peculiarities of feudal justice? (p. 383.) From whom were oaths, ordeals, and duels inherited? (pp. 383-4.) Did ordeals serve any good purpose? (p. 384.) To whom did feudal justice in theory appeal? (p. 384.)

**139.** What use did the feudal army serve? (p. 385.) How were the knights equipped for fighting? (p. 386.) What were some of the results of private warfare? (p. 386.)

**140.** What was a castle and what purpose did it serve? (pp. 387-8.) Imagine yourself entering a castle. What would you

see as you enter? (p. 388.) How did the occupants of a castle pass their time? (p. 390.)

**141.** How did a youth become a knight? (p. 391.) Was chivalry all that it is generally supposed to be? What were its defects? (pp. 392-3.) How did chivalry influence the life of Europe in later times? (p. 393.)

**142.** Why is feudalism associated chiefly with country life? (p. 393.) How was the arable land of a manor divided for cultivation? (p. 393.) Why was not agriculture progressive? (p. 394.) What was the use of the common? (p. 394.)

**143.** Did people in Europe live on their farms as we do? Describe the ways in which their village life differed from ours. (p. 394.) Why did the peasant have a hard lot? (p. 396.) What pleasures served to lighten his toil? (p. 396.)

**144.** Note that serfdom and feudalism are not the same systems. How were freemen distinguished from serfs? (p. 398.) What were the chief obligations of a serf? (p. 398.) What is the difference between a serf and a slave? (p. 398.)

**145.** State the main factors which caused the decline of feudalism? (p. 399.)

**146.** Why is the Roman church called "Catholic"? (p. 401.) How did the episcopacy develop? (p. 401.) Did early Christianity have such an organization? (p. 232.) What were heresies? (p. 402.)

**147.** What is the papacy? (p. 403.) How did the pope become supreme in the Western world? (p. 403.)

**SUMMARY.** — This chapter gives a picture which will be helpful later as a basis of contrast with the modern world.

## CHAPTER XVIII

## The Papacy and the Holy Empire, 962–1273 A.D.

OBJECTIVE. — To show how the Church became an international state in Christendom and presented the paradox of being an absolute monarchy with a democratic ideal.

**148.** In what respects were the Church courts better than the feudal courts? (p. 404.) Who could receive “benefit of clergy”? (p. 405.) By what two means did the Church command obedience, even of kings? (p. 405.)

**149.** In what respects did the regular and the secular clergy differ? (p. 406.) How did the parish priest minister to his parishioners? (p. 406.) What two tasks did the higher clergy serve? (pp. 406–7.)

**150.** Describe the life of the monks. (p. 409.) What were the services of the monks to civilization? (pp. 409–10.) (p. 449.) Who was Bernard of Clairvaux? (p. 450.)

**151.** To what peoples did the monks carry Christianity? (pp. 411–13.) What was the importance of their missions?

**152.** In what respects did the friars differ from the monks? (p. 413.) Who was St. Francis of Assisi? (p. 413.) In what respects did the Franciscans and the Dominicans differ? (p. 414.) What is meant by “mendicants”? (p. 414.) Of what service were the friars to the papacy? (p. 415.)

**153.** In what ways was the pope exalted during the Middle Ages? (p. 415.) What power was bestowed upon the “college” of cardinals? (p. 415.) How was the papal court supported? (p. 416.)

**154.** Why did the theory of the two spheres between emperor and pope fail to work? (pp. 416–17.) How did the Church become feudalized? (p. 418.) Over what right did the struggle between pope and emperor become a conflict? (p. 418.) De-



scribe the dramatic scene of Henry IV before Pope Gregory VII (Hildebrand) at Canossa. (pp. 419-20.)

**155.** How did the popes humble Frederick Barbarossa? (p. 421.) How did Innocent III deal with Philip, king of France? (p. 421.) How did Innocent III deal with King John of England? (p. 422.) How did the contest of Frederick II with Innocent III affect the Holy Roman Empire? (p. 422.) How did the Hapsburg dynasty arise in Austria? (p. 422; note the work of the pope.) What were the effects of the contests between kings and popes? (p. 423.) Was this a good thing for Italy and Germany? Why? (p. 423.)

**SUMMARY.** — The Church is the most remarkable institution that has ever existed. Without armies, navies, or even formal political authority, it contested for political supremacy with the mighty kings of the earth and won. It preserved the best of antiquity, attracted the finest minds of the Middle Ages, and for centuries exercised and maintained power over both bodies and souls of men.

## CHAPTER XIX

### The Occident against the Orient: the Crusades, 1095-1291 A.D.

**OBJECTIVE.** — To show how the crusading movement represents the final chapter in the struggle between the Orient and Occident for supremacy; and the effect of the movement upon modern times.

**156.** Among what other struggles between Orient and Occident do the Crusades belong? (p. 424.) In what way did the struggle assume a new character in the Crusades? (p. 425.) Why were pilgrimages so popular in the Middle Ages? (p. 425.) Did other than religious motives appeal to the crusaders?



How did these motives operate to enlist volunteers? (p. 426.)  
 Note that the crusaders formed strictly *volunteer* armies.

**157.** What was the occasion of the First Crusade? (p. 426.)  
 To whom did the Greek emperor appeal? Why? (p. 426.)  
 Why did Pope Urban's appeal not fall on deaf ears? (p. 427.)  
 How was the movement popularized with the common people?  
 (p. 427; cp. p. 431.) What were the results of the First Crusade?  
 (p. 428.f.)

**158.** Why was it a mistake to introduce feudalism into Palestine?  
 (p. 429; cp. p. 435.) How do you explain the ability of the crusaders to maintain themselves in Palestine? (p. 430.)

**159.** To what condition was the early Christian success due?  
 (p. 431.) What great leader arose to defend the Moslem cause?  
 (p. 431.) What three great kings did he defeat in the Third Crusade?  
 (p. 432.) Why was Richard I called "the Lion-hearted"? (p. 433.)

**160.** Under what great pope was the Fourth Crusade undertaken?  
 (p. 433.) Why was this less a spiritual than a political movement?  
 (p. 433.) Why did the Venetians persuade the crusaders to turn aside from their main object?  
 (p. 433.) What spirit was shown in the sack of Constantinople?  
 (p. 434.) What were the disastrous consequences of the sack of Constantinople?  
 (p. 434.) Why was the Children's Crusade a wretched thing?  
 (p. 434.)

**161.** What were the net results of the Crusades in the conquest of the Holy Land?  
 (p. 435.) Give the reasons why the Crusades failed. (p. 435.)  
 What were the effects of the Crusades upon Europe? (pp. 436-7.)

**SUMMARY.** — The Crusades broke down feudalistic provincialism, and started a shifting of population which resulted in the diffusion of culture as in the age of Alexander the Great. The Crusades contributed to the increase of industry and commerce, the rise of Humanism (Renaissance), later geographical discoveries and colonial expansion, and weakened the hold

of the Church on the masses, which led to the Reformation. Such great movements ushered in the modern world. The teacher should trace these movements continuously out of the Crusades. The Crusades form the most singular chapter in history.

## CHAPTER XX

### The Mongols and the Ottoman Turks to 1453 A.D.

OBJECTIVE. — To show how Eastern and Southeastern Europe and Asia Minor, which during the medieval period had been progressive, became decadent.

**162.** What was the homeland of the Mongols? (p. 438.) In what respects were the Mongol invaders different from previous invaders? (p. 439.) Why were they regarded as a dread scourge? (p. 439; cp. pp. 440–1.)

**163.** In what countries were the effects of the Mongol inroads chiefly felt? (p. 440.) Who were the Mongol leaders? (p. 440.)

**164.** What great European traveler visited the Mongol emperor of China? (p. 442.) What activities were conducted between East and West at that time? (p. 442.)

**165.** What progress did the Mongols make in Europe? (p. 443.) Which country was most immediately affected? (p. 444.) What were the effects of Mongol rule in Russia? (p. 445.) What great Russian freed his land from Mongol rule? (p. 445.)

**166.** Against what people were the Ottoman Turks immediately successful? (p. 446.) Why were the Janizaries such effective soldiers? (p. 446 f.) Why was the fall of Constantinople such a grave disaster? (p. 448.)

SUMMARY. — Some invasions bring renewed vitality to old civilizations, like those of the Teutons and the Normans in Western Europe; but other invasions bring blight and decay, like those of the Mongols and Turks.

CHAPTER XXI

European Nations during the Later Middle Ages

OBJECTIVE. — To show how various national states arose in Europe and why certain countries did not become national states until a later date.

**167.** What forms of government preceded the present national states of Europe? (p. 449.) What sort of system did the new monarchies in England, Spain, and France create? Upon what powers did they depend? (pp. 449–50.)

**168.** How did William the Conqueror strongly centralize the government? (p. 450.) How did he find out what were the resources of England? (p. 451.)

**169.** What three things in which Englishmen take pride began in the reign of Henry II? (p. 452.) Why was the king's court superior to the feudal court? (p. 452.) In what respects was trial by petty jury an improvement? (p. 452.) What was the use of the grand jury? (p. 452.) How did the English Common Law arise? (p. 454.)

**170.** Why was the Magna Carta so great a step forward in English constitutional history? (p. 455.) What were some of its provisions? (p. 455.)

**171.** How did the British parliament originate? (p. 456.) How did the English develop a new governmental system? (p. 506; cp. p. 106 and p. 155.) How did the British parliament more truly represent the nation? (p. 457.) How did parliament serve as a check on the absolutism of the king? (p. 458.)

**172.** How was Wales united with England? (p. 458.) Why was Scotland so long separated? (p. 460.) When were Scotland and England finally united? (p. 461.) Why was Ireland unable to secure such union? (p. 461.)



**173.** Why does French history form a connecting link between ancient and modern history? (pp. 462-3.) What dynasty began the nationalization of France? (p. 462.) How was England excluded from her dominions in France? (p. 464.) In what respects did St. Louis and Philip IV strengthen their kingdoms? (p. 464.)

**174.** What was the pretext for the Hundred Years' War between France and England? (p. 465.) Why were the English superior in arms? (p. 466.) What was the effect of the new weapons upon feudalism? (p. 466.) Tell the story of Joan of Arc. Why may she be regarded as one of the greatest women in history? (p. 467.) What was the effect of the War of the Roses upon England? (p. 467.)

**175.** How did various peoples affect the civilization of Spain? (p. 468.) How was Spain recovered from the Moors? (p. 469.) How did Spain become unified? (p. 469.) Why do Ferdinand and Isabella deserve a leading place among the sovereigns of Europe? (p. 470.)

**176.** How did the Hapsburgs come to rule Austria? (p. 471.) Tell the story of the Swiss struggle for freedom. (p. 472.) In what respects is the Swiss nation different from any other European nation? (p. 473.)

**177.** How did Germany begin to expand her territory? (p. 473.) How did the state of Prussia arise? (p. 475.) In what respects did Germany remain weak? (p. 475.) In what way did Germany and Italy find compensation for their political backwardness? (p. 475.)

**SUMMARY.** — France, England, Spain, and Portugal first became nations and through national unity were able to become the first nations of Europe in the sixteenth and seventeenth centuries. Germany and Italy remained disunited, so that they did not become great powers until the nineteenth century.



CHAPTER XXII

European Cities during the Later Middle Ages

OBJECTIVE. — To gain a knowledge of economic and social life in medieval cities.

**178.** How did the various medieval cities originate? (pp. 477–9.) Why were the cities called “free”? (p. 479.) How did they obtain their freedom? (p. 479.) Who composed the third estate, or *bourgeoisie*? (p. 479.) Why did the third estate exert an increasing influence on European affairs? (p. 479.)

**179.** In what ways did a medieval city from without appear unlike a modern city? (p. 480.) Why did a medieval city within appear mean and sordid? (p. 480.) In what ways did the city regulate the private life of its citizens? (p. 481.) Which were the most imposing buildings in a city? (p. 482.)

**180.** How did the merchant guilds regulate trade? (p. 483.) In what respects did the craft guilds differ from the merchant guilds? (p. 483.) In what respects did the craft guilds differ from modern labor unions? (pp. 484–5.) How did one become a member of a craft guild? (p. 484.) What were the non-economic activities of the craft guilds? (p. 485.) Why did the craft guilds eventually break up and disappear? (p. 485.)

**181.** Why did towns have markets and fairs? (p. 485.) How did traders determine a “just price” for their goods? (p. 486.) How did the fairs help different countries? (p. 486.) Why did commerce decline in the Middle Ages? (p. 486.) To what great movement was the revival of commerce due? (p. 488.) Trace the three main trade routes between the Orient and the Occident. (p. 488.)

**182.** Why was money scarce during the medieval period? (p. 489.) How did the world secure sufficient money in the early modern period? (p. 489.) How was medieval currency debased? (p. 489.) Why were the Jews regarded as usurers?

(p. 490.) How did the great banking companies of Italy arise?  
(p. 490.)

**183.** Why were the Italian cities of the later Middle Ages especially favored? (p. 490.) Tell what each of these cities was specially noted for. (pp. 491-3.) In what respect did Venice resemble the Athenian empire? (pp. 493-4.)

**184.** How did the German cities become important? (p. 494.) What was the function of the Hanseatic League? (p. 495.) Which of the German cities are still free? (p. 496.)

**185.** To what did the cities of Flanders owe their prosperity? (p. 497.) Which of these cities were especially prosperous? (p. 497.) Why did the Flemish cities lose their freedom? (p. 497.) What was the influence of the cities on European civilization? (p. 498.)

**SUMMARY.** — Out of cities have always come the great vitalizing movements of civilization, such as the Golden Age of Athens and the Renaissance of the Italian cities. In blocking the medieval trade routes, the Turks stimulated the geographical expeditions which later led to the sea route to India around Africa and the discovery of America.

## CHAPTER XXIII

### Medieval Civilization

**OBJECTIVE.** — To show how medieval life differs from the life of to-day.

**186.** To what uses was Latin put in medieval times? (p. 500.) What languages were derived from the Latin? (p. 500.) In what parts of Europe did the Teutonic languages flourish? (p. 501.) How was the English language formed? (p. 501.) Why were the changes in English grammar so exceedingly small after 1485? (p. 501; cp. 535.) Why is English well fitted to become a world language? (p. 502.)

**187.** How did lyric poetry arise? (p. 502.) How did epic poetry arise? (p. 502.) Name five of the popular epics of the Middle Ages. (pp. 503-4.)

**188.** What two types of architecture were found in Western Europe? (p. 505.) In what respects did the Gothic style differ from the Romanesque style? (p. 507.) Why did the cathedrals express the religious spirit of the Middle Ages? (p. 508.)

**189.** How were common schools conducted during the Middle Ages? (p. 509.) How did universities arise during the Middle Ages? (p. 509.) How did great teachers influence the rise of medieval universities? (p. 509.) Who was Abelard? (p. 509.) How were the universities conducted? (p. 511.) Why were there frequent conflicts between "town and gown"? (p. 511.) How did the colleges arise? In what respects did they differ from our colleges? (pp. 511-12.) What universities became famous for theology? medicine? law? (p. 513.)

**190.** What is meant by scholasticism? (p. 513.) How did the study of Aristotle affect scholasticism? (p. 513.) What did Thomas Aquinas do? (p. 513.) Explain the scholastic method. (p. 514.)

**191.** What is the significance of Roger Bacon's work in this period? (p. 514.) How did the use of gunpowder affect medieval Europe? (p. 515.) Why was science at this period a mixture of knowledge and popular superstition? (pp. 515-17.)

**192.** From a reading of this chapter, explain the widespread superstitions of this age. Why have superstitions declined in modern times? (p. 517; cp. p. 547.) Why were witches especially dreaded? (p. 519.)

**193.** Would the indoor and outdoor sports of the Middle Ages seem especially amusing to us to-day? Why? (pp. 521-523.) What amusements were the forerunners of the modern drama? (pp. 522-4.)

**194.** What comforts of life to which we are daily accustomed were lacking during the Middle Ages? (p. 525.) In what



respects did medieval dress shock the people of that day? (p. 526.) How did the food and table manners differ from ours? (p. 527.) By whom was the use of intoxicating liquors introduced into Europe? (p. 527.) Looking back over these chapters, what movements tended to "speed up" the intellectual life of Europe during the fourteenth and fifteenth centuries?

**SUMMARY.** — The later Middle Ages were distinguished for much progress in the fine arts, education, and learning. Nevertheless, they were in many ways a rude and backward period, when many conveniences of life, with which we are familiar, were unknown.

## CHAPTER XXIV

### The Renaissance

**OBJECTIVE.** — To show how the intellectual awakening of the fourteenth and fifteenth centuries laid the foundations of the modern era.

**195.** What is meant by the Renaissance? (p. 529.) What movements are usually included in it? (p. 529.) What countries in Europe were affected by the Renaissance? (p. 529.) Where did the Renaissance originate? Why? (p. 529.)

**196.** Why is Dante's *Divine Comedy* an interpretation of the spirit of the Middle Ages? (p. 531.) How did Petrarch revive interest in the classics? (p. 531.) How did Boccaccio and Chaucer affect the life of their times? (p. 532.) What literary form did Boccaccio originate? (p. 532.) In what respect does humanism differ from scholasticism? (p. 532; cp. p. 514.)

**197.** Why was printing so important to the spread of the Renaissance? (p. 534.) Why is it equally important, if not more important, to-day? (p. 535.)



NOTE. — Study Greek art, plates opposite pp. 76 and 78; Italian art, plate opposite p. 538; Egyptian art, p. 63; Assyrian art, p. 60; medieval art, p. 395 and p. 420. Note how crude, stiff, and formal Egyptian, Assyrian, and medieval arts are, and how free Greek and Italian arts are. Note that both Greek and Italian themes are religious; but Greek art is sculpture and Italian art is painting, which has a freer form. This freedom of Italian art is the beginning of freedom in literature, science, religion, and government. The movement for freedom began in art.

**198.** How did Renaissance architecture express itself? (p. 535.) Why did Italian painters abandon the Byzantine style? (p. 536.) In what styles of painting did the Renaissance painters excel? (p. 537.) Name some of the most famous paintings of the "old masters." (p. 537.) In what respects did the art of music improve during this age? (p. 538.)

**199.** How did printing help the intellectual awakening? (p. 538.) How did Erasmus help this movement? (pp. 538-9.) How did the humanistic movement affect religion? (p. 538.) To what countries did the humanistic movement spread? (p. 539.)

**200.** Why was printing bound to popularize the literary use of the vernacular? (p. 539.) What prominent authors of this period appealed to the wider public by writing in the vernacular? (pp. 540-1.) How did the vernacular literatures differ from the classical literatures? (p. 540 and p. 543.)

**201.** How did humanism affect education? (p. 543.) What is meant by a classical education? (p. 543.) (Remember that all important books in this period were written in Latin, the international language of learning.) How are the defects of purely classical education remedied in modern education? (p. 545; cp. p. 547.)

**202.** Why does the name of Copernicus stand as a landmark in the history of thought? (p. 546.) How did Galileo and

Kepler extend the Copernican system? (p. 546.) Why does the scientific method add to our knowledge, whereas scholasticism did not? (p. 547; cp. p. 514.)

**203.** Why does the decline of serfdom show a movement for freedom as a ground swell (from the lower strata of society)? (p. 548.) What events at this time bear out this last point? (pp. 549-50.) Were the peasants better off after the extinction of serfdom? (p. 550.)

**SUMMARY.** — In the Renaissance, we find a renewed interest in this life instead of other worldliness. People became interested in classical culture, — the beginning of classicism in modern education. Through Boccaccio, Chaucer, other authors, and the translations of the Bible, came a renewed interest in the vernacular, and with this, a fresh interest in literature. The spread of education and the invention of printing greatly increased the reading public for books published in the vernacular. Art became freed from the ancient formalism, and out of this movement grew freedom in all lines of human thought and action. Through science came a new intellectual outlook on life, and by the invention of gunpowder, the breakdown of provincialism (feudalism). Out of the quickened intellectual life of the Renaissance grew the modern world.

## CHAPTER XXV

### Geographical Discovery and Colonization

**OBJECTIVE.** — To show how the Renaissance spirit led to discovery and colonization, and to economic and religious upheavals.

**204.** In what respects do maps and stories show the ignorance of geography during the Middle Ages? (pp. 552-4). What is the significance of the journey of the Polos to far Cathay? (p. 554.)

**205.** How did science come to the aid of explorers during the Renaissance? (pp. 555-6.) What motives did the explorers have for wishing to visit distant parts of the earth? (p. 556.)

**206.** What was the first successful trade route to India? Who found it? (p. 558.) What country profited from it? (p. 558.) What was the significance of the new route? (p. 559.) How did it affect the cities of Italy? (p. 559.)

**207.** What was the result of the Portuguese monopoly of the trade of the Orient? (pp. 559-60.) Why did the Portuguese colonial empire collapse? (p. 560.)

**208.** Was the theory of Columbus anything new? (p. 560.) Can you account for the myth of the lost Atlantis? (p. 560.) Why did Columbus have such a hard time converting people to his theory? (p. 563.) Why did Columbus fail? (map opposite p. 560.) How was the theory of Columbus finally proved? (pp. 565-6.) What division of the new discoveries did the pope try to make? (p. 564.) Why was this division impossible to maintain? (p. 565.)

**209.** To what state of culture had the native Americans arrived? (p. 566.) What Indians did most to develop a civilized life? (pp. 567-8.)

**210.** What were the first conquests of the Spaniards in America? (p. 569.) What fable led to explorations in North America? (p. 569.)

**211.** What was the effect of Spanish rule in America? (p. 570.) How did the Spaniards get along with the Indians? (p. 571.) Why was their colonial policy unwise? (p. 573.)

**212.** How did the English and French become explorers? (p. 573.) What were they seeking? (p. 574.) Why did they fail as explorers? Having failed, what did the English "sea-dogs" do? (p. 574.)

**213.** In what ways was European life changed by the discovery and exploration of America? Explain. (p. 576.) What were the effects of these discoveries? Explain. (pp. 576-7.)



**SUMMARY.** — The discovery of the sea route to India changed the center of the world's commerce from the Mediterranean to the Atlantic. Ancient and medieval civilization is often called the Mediterranean civilization. Modern civilization is referred to as the Atlantic civilization. The discovery of America gave a New Europe on this side of the Atlantic, and with the Crusades, broke down completely the provincialism of Europe. Those nations which had attained national unity were the nations to build up colonial empires in the New World.

## CHAPTER XXVI

### The Reformation and the Religious Wars, 1517–1648 A.D.

**OBJECTIVE.** — To show how the Reformation arose and how it produced political, social, and religious changes in the nations of Western Europe.

**214.** Why did the Papacy fall into disrepute? (pp. 579–81.) How did the conflict between Church and State arise? (p. 579.) Wherein were the popes at first successful? (pp. 418–22.) Why were the later popes unsuccessful? (pp. 580–1.) Who were the heretics? (p. 582.)

**215.** What was the medieval attitude against heresy? (p. 583.) Why were the Albigenses and Waldenses crushed? (pp. 583–4.) In what respects were Wycliffe and Huss ahead of their times? (p. 585.) Note that when Luther and Calvin appeared Western Europe was ripe for reform.

**216.** From the account of Luther's early life, bring out the points in his character which make him a typical reformer? (p. 586.) Why did Luther post his theses on the church door? (p. 586.) How did Luther find himself linked with Wycliffe and Huss? (pp. 587–8.) Describe Luther's appearance before



the Diet of Worms? (p. 587.) What was the effect of his translation of the Bible into German? (p. 588.) NOTE.—Luther sought to substitute an infallible book (Bible) for an infallible authority (Papacy); and faith as the basis of saving the soul instead of works (sacraments). (p. 595.)

**217.** Why was Charles V prevented from dealing with the Lutheran Reformation until too late? (p. 589.) Why did Luther's doctrines appeal to the people? (p. 589.) Why did his teachings appeal to the princes? (p. 589.) How did the Lutherans come to be called Protestants? (p. 589.) What were the terms of the Peace of Augsburg? Learn the date. (p. 589.)

**218.** How did Calvin come to succeed Zwingli in Geneva? (p. 591.) What was the effect of Calvin's authority in Geneva? Can you see any relation between it and later Puritanism? (p. 591.) How is Calvin's teaching related to our history? (p. 591.)

**219.** In what ways did Henry VIII of England at first show his loyalty to the pope? (p. 591.) Why and how did he accomplish the separation of the Anglican church? (pp. 592-3.) Under what sovereign was Anglicanism finally triumphant? (p. 594.)

**220.** Where did Protestantism exist during the sixteenth century? (p. 594.) What were the common teachings of the various Protestant sects? (p. 595.) In what respects were the Lutheran and Anglican churches alike? (p. 596.) Into what two great sects did the Calvinists divide? (p. 596.) What was the effect of the Reformation upon European morals? (p. 597.)

**221.** What was the effect of the Reformation upon the Roman church? (p. 597.) How did the Jesuit order help in effecting the Catholic Counter Reformation? (p. 598.) What was the work of the Council of Trent? (p. 599.)

**222.** What were the two ideals of Philip II of Spain? (p. 600.) Trace the extent of the Spanish dominions under Philip. (p. 601.)

**223.** Why did the Dutch revolt against Philip II? (p. 602.) How did the Dutch become a united people? (p. 604.) Give a brief account of how the Dutch won their freedom. (p. 604.)

**224.** From a study of Elizabeth's character, explain why she was such a success as a ruler? (pp. 604-5.) Why did Ireland remain Catholic? (p. 605.) Was Elizabeth in the right in her contest with Philip II? (pp. 606-7.) What was the outcome of England's struggle with Spain? (p. 607.)

**225.** Who were the Huguenots? (p. 608.) Why was the St. Bartholomew's massacre a blunder? (p. 608.) What was the effect of the Edict of Nantes? (p. 610.)

**226.** What were the causes of the Thirty Years' War? (pp. 610-11.) How did Gustavus Adolphus help the Protestant cause? (p. 612.) Why did France, a Catholic power, enter the war on the side of the Protestants? (p. 612.) What was the effect of the Peace of Westphalia (note the date) upon religious liberty? (p. 613.) How did the Thirty Years' War affect Germany? (p. 613.) Why did international law arise at this time? (p. 614.) Why does this period vindicate the principle of nationalism? (p. 614.)

**SUMMARY.** — The Reformation is a continuation of the Renaissance — a religious renaissance. It was also a political and social reformation. In England, it led to the Elizabethan period, which made England supreme on the seas. In the Netherlands, it gave Holland a huge colonial empire, and made her the most prosperous nation in Europe during the seventeenth century. The Peace of Westphalia left Germany more divided than ever, and made France the foremost nation in Europe. The period of the Thirty Years' War saw the rise of international law.

CHAPTER XXVII

**Absolutism in France and England, 1603–1715 A.D.**

OBJECTIVE. — To show how absolutism and the divine right of kings triumphed on the Continent but failed in England.

**227.** Why was absolutism revived during the seventeenth century? (p. 616.) On what premises was the theory of the divine right of kings based? (p. 616.)

**228.** Why were the Stuarts less successful in their policies of absolutism than the Tudors? (pp. 617–18.) Who were the Puritans? (p. 619.) Explain the constitutional significance of the Petition of Right. (p. 619.) In what ways did Charles I arouse the animosity of the English people? (pp. 621–2.)

**229.** Why were the king's supporters called "Cavaliers" and the parliamentarians called "Roundheads"? (p. 624.) Give an estimate of Cromwell and his place in history. (pp. 624–5.) Why did Cromwell favor the Independents? (p. 626.)

**230.** Was England in a true sense a republic under Cromwell? (p. 626.) Why is the Instrument of Government regarded as the first written constitution? (p. 628.) Why was the Commonwealth a failure? (p. 629.)

**231.** What was the moral effect of Charles II upon England? (p. 629.) Why was the Habeas Corpus Act so important? (p. 630.) How did political parties arise in England? (p. 630.) In what ways is the Bill of Rights related to earlier Petition of Right? (p. 632.) What new principle of government was introduced by parliament at the accession of William and Mary? (p. 632.) How did the Dissenters win religious liberty? (p. 632.) What was the effect of the "Glorious Revolution" upon English history? (p. 632.)

**232.** How was the independence of parliament strengthened? (p. 633.) What further gains were made by parliament? (p. 633.)



**233.** How did Cardinal Richelieu establish the absolutism of the Bourbon dynasty in France? (p. 635.) How did Mazarin complete the work of Richelieu? (p. 636.) What factors in the character of Louis XIV made him the foremost example of absolutism in the seventeenth century? (pp. 636–8.)

**234.** What new diplomatic principle was introduced into European international politics by the union against the ambitious designs of Louis XIV? (p. 639.) Which nations were the great antagonists of Louis XIV in his various wars? (pp. 639–41.) From the map (p. 640), note the territorial gains of France during the seventeenth century. In what later wars has Alsace-Lorraine been the cause of bloody struggles between France and Germany? What was to be the later destiny of the house of Savoy? (p. 642.) How did Louis XIV regard his various wars? (p. 642.)

**235.** What two economic measures did Colbert introduce into France? (pp. 644–5.) What has been the influence of these policies on later history? (pp. 644–5.) How did he develop the colonial empire of France? (p. 645.) What was the effect of the revocation of the Edict of Nantes? (p. 646.) Give an account of the glories of France under Louis XIV. (pp. 646–7.)

**SUMMARY.** — The period of absolutism saw the fight for freedom in England. From this time on England becomes the leading battleground for social and political freedom. Democracy grew out of the Congregational wing of Calvinism, as did also religious toleration. England was the first country to vindicate the doctrine that authority in government (sovereignty) proceeds not from God but from the people of a nation. The “Glorious Revolution” was a harbinger of the revolutions of the eighteenth and nineteenth centuries.



















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