

**STUDIES IN
GENERAL HISTORY**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649238101

Studies in general history by Mary D. Sheldon

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.
Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

www.triestepublishing.com

MARY D. SHELDON

**STUDIES IN
GENERAL HISTORY**

LIBRARY
COLUMBIA

STUDIES

IN

GENERAL HISTORY.

BY

MARY D. SHIELDON, BARNES

FORMERLY PROFESSOR OF HISTORY IN WELLESLEY COLLEGE,
AND TEACHER OF HISTORY IN OSWEGO
NORMAL SCHOOL, N.Y.

Teacher's Manual.

"It is impossible that the history of any state should possess any interest unless it show some sort of development." — J. R. SEELEY.

BOSTON:

D. C. HEATH & COMPANY.

1896.

7 .VINU
B07LIA0

181641
B3
1870

Copyright, Feb. 11, 1885,
By MARY SHELDON BARNES.

EDUCATION DEPT.

Northwood Press :
J. S. Cushing & Co.—Berwick & Smith.
Boston, Mass., U.S.A.

UNIVERSITY OF
CALIFORNIA

TO

My best of Masters,

Professor J. R. Seeley,

This book is most gratefully
dedicated.

543094

PREFACE.

THEY say my "Studies" are hard, and I am glad to hear it, for so in truth they should be, since history itself is hard. Our text-books in this subject have been mostly manuals of the results of this study, presented in more or less attractive literary form. They have given no chance for any genuine work; and yet the study of history demands most serious work; like mathematics, it involves logic; like language, it demands analysis and fine discrimination of terms; like science, it calls for exact observation; like law, it needs the cool, well-balanced judgment; beyond all these, it requires the highest, fullest use of the sympathetic imagination. In fact, no study is more difficult; none calls more completely on all the mental powers, none affords the mind more generous play.

It is indeed easy to read and then repeat: "Magna Charta laid the foundation of English liberty"; "The Athenian people were brave, patriotic, magnanimous, and highly-cultured"; "The government of Lewis XIV. was arbitrary, corrupt, unjust, extravagant"; but to read, or even to learn such sentences as these by heart, is not to study, or even to touch the study of history; these are mere statements of the results of historical research; before he can name his work "study," the pupil must have found out some results for himself, by exercising his own powers upon the necessary "raw material" of history; let him read Magna Charta; let him see the Athenian people in action in their contemporary world; let him have the facts of French organization and administration under Lewis XIV.; let him look, and look again, like Agassiz' famous pupil at the fish, until he sees the essential spirit, purpose, or character displayed within these words and deeds and figures; thus he becomes a genuine student. By such practice, he

learns, as a practical historian, to interpret social and political forms and facts, as the biologist learns to interpret living organisms by the actual dissection of a few typical forms, or as the mathematician fits himself to wrestle with new complications by conquering well-set, formal problems; in each case, actual work is done; and nought but actual work knits us to reality.

In teaching history in higher grades, three points must always be in mind: first, to give each student independent work; next, to subject the results of solitary, individual thought to the freest criticism and discussion in the class-room; last of all, the accepted results of the collective labor must be arranged in compact and logical order, and stowed away in memory. By the solitary study of the individual, the mind gains power and originality; by the "free lance in a free field" of class-room work, the mind gains courage, sharpness, speed, and generous temper; by the strict, close sifting of study and discussion, it gains concentration, clearness, and breadth.

This mode of instruction is, in its essence, the famous "Seminary" method, first employed in Germany, and of late introduced into our own leading colleges. To render its advantages available for large classes with limited libraries, and a limited course of historical study, I have made these two books: the Student's edition contains the material and the problems for independent study; the Teacher's Manual contains the answers to these problems, embodied in tabulations, and a running commentary of text, which may serve as suggestive for the discussions and the summaries demanded by the class-room.

As for the advantage of this method to the *teacher*, I can only say that I can but hope it will save him the tedium of the treadmill; that it will bring him day by day the living, sympathetic touch of youthful thought and feeling; and that, in time, the world may read with fairer, clearer meaning to himself.

MARY SHELDON BARNES.

TABLE OF CONTENTS.

	PAGE
PREFACE	v-vi
CIVILIZED WORLD BEFORE 776 B.C.	1-7
Introductory	1-3
<i>A.</i> Study on Egypt	3-4
<i>B.</i> Study on Tigro-Euphrates Valley	5
<i>C.</i> Study on Phœnicia	6
<i>D.</i> Study on Judæa	7
HELLAS	8-35
<i>A.</i> Study on Heroic Age	9-13
<i>B.</i> Study on Historic Greece	13-21
<i>C.</i> Study on the Persian Wars	21-27
<i>D.</i> Study on the Athenian Leadership; Age of Perikles	27-33
<i>E, F.</i> Study on Period 431-338	33-35
THE HELLENISTIC, OR ALEXANDRIAN CONQUESTS AND KING- DOMS	36-39
ROME	39-83
Introductory	39-40
<i>A, B. I.</i> Study on Regal Rome and Præ-Punic Republic	41-46
<i>B. II.</i> Study on Republican Rome, Punic Period	46-52
<i>B. III.</i> Study on Republican Rome, Post-Punic Period	53-58
<i>C. I.</i> Study on Pagan Empire, Augustus to Diocletian	58-65
Teutonic Barbarians before 476 A.D.	65-68
<i>C. II.</i> Christian Empire, Constantine to Charlemagne	68-83
<i>A.</i> Christian Empire under Roman Control	69-75
<i>B. and C.</i> The West under Barbarian Control; Empire of Charlemagne	76-83

	PAGE
EUROPEAN HISTORY, 814-1880	84-167
Introductory	84-85
<i>A.</i> Early Mediæval Period; Charlemagne to the Crusades, 814-1095	86-94
<i>B.</i> Study on Crusading Period	94-100
<i>C.</i> Study on Later Mediæval Period	100-114
<i>D.</i> Renaissance and Reformation Era	115-127
<i>E.</i> Modern Europe	128-167
I. The "Old Régime," 1648-1789	128-140
<i>Aa.</i> In Europe in General	128-134
<i>Ab.</i> In France	134-140
II. French Revolution and Wars of Napoleon	141-149
French Revolution	141-144
Napoleonic Rule	145-146
Prussian Revolution	146-149
III. The Nineteenth Century	150-167
In General	150-162
Special Study on Germany	162
Special Study on Italy	162-166
Socialism	166