

THE STORY OF
THE ANCIENT NATIONS

A TEXT-BOOK FOR HIGH SCHOOLS

BY

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PREFACE

There is no other branch of history taught in our High Schools in which so much new material has come to light during the past forty years as in ancient history. No other of the larger divisions of historical study has been so rarely presented in our Universities by men well acquainted with the primary sources of information and abreast of the changes which each year's excavations have brought. Much of the best source material is not yet available, in translated form, to the teacher. As a result the High School teacher of ancient history is, to an unusual degree, at the mercy of his text-book and the more scholarly histories which may be at his command.

This text-book has been written with the desire to put into the hands of High School teachers and pupils, in simple and concrete form, the story of the development of ancient civilization as it appears in the light of the historical material recently discovered. It is the outcome of more than a decade of teaching, both in High School and University classes, during which the writer's respect for the spirit of the Greek and Roman world and his interest in its achievement have continually ripened with increased acquaintance.

The attempt has been made to present the progress of ancient civilization as a continuous and unified process. The writer has felt it necessary to give, in simple terms, as much of the business and social background as the limited space afforded by the crowded High School curriculum might permit. The pupil must, above all, become acquainted with the great historic figures of antiquity and their place in the world's work; but these historic personalities must be seen as moving in an atmosphere of real life. Otherwise they move as puppets without background or scenery and no amount of clever and epigrammatic characterization can vitalize them.

Wherever possible, quotations have been taken from the pages of ancient rather than modern historians for the reason that the former are usually more simple in expression as well as more valu-

able historically. The illustrations, with the exception of a few carefully selected restorations, are almost entirely drawn from ancient sources.

It is a pleasure to the author to feel that the general character of this text-book is in close accord with the suggestions embodied in the recent report of the Committee of Five of the American Historical Association embodied in their booklet upon the "Study of History in Schools." This agreement, however, was not of his designing, as the text was completed before the report appeared.

The writer is grateful to many friends for suggestions made by them which have taken form here and there in the text. He has been materially helped, both in proof-reading and in pedagogical criticism, by Professors Fred Duncalf of the University of Texas, August Krey of the University of Illinois (formerly of the South Division High School of Milwaukee), and Jesse Wrench of the University of Missouri, and he gratefully acknowledges his indebtedness to them.

The publishers deserve mention for their patience and the careful and competent criticism to which they have continually subjected this book in the process of its growth. It has undergone searching and thorough review at the hands of the following: Mr. J. Herbert Low, Manual Training High School, Brooklyn, New York; Mr. A. C. Shong, Principal West Division High School, Milwaukee, Wis.; Mr. J. R. H. Moore, Manual Training High School, Indianapolis, Indiana; Mr. P. T. Campbell, Public Latin School, Boston, Mass.; and Miss Abby Barstow Bates, Morris High School, New York City. Their knowledge of the needs and difficulties of the pupil of High School age has been an invaluable aid to the writer. He, however, is alone responsible for the entire work and desires merely to thank them for their interest and assistance.

W. L. WESTERMANN.

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THE STORY OF THE ANCIENT NATIONS

INTRODUCTION

1. Ancient History and Its Important Nations.—It has taken thousands of years for man to develop from his early state of savagery and helplessness to the condition in which we now live. In order to understand thoroughly our present life, it is necessary to study the slow growth of mankind through these past ages. This story or record of the past life and development of man is the science called history. That part of the story which is commonly called "Ancient History" covers over 4,000 years, extending from the time when first we know of men through reliable records, down to about 800 years after the birth of Christ.

It is not necessary, however, to take up the story of all the nations which lived upon the earth during that long stretch of time. We can deal only with those which have done most in developing the ideas that have given to us the present civilized life of Europe and America; for our own American society is so like that of Europe, that it is safe to speak of the two as the European-American civilization of to-day. The nations of ancient times which made the greatest contributions to this civilization were the early Egyptians, the Babylonians, and Assyrians, the Cretans, the Hittites, the Hebrews, the Greeks, the Romans, and the early Germans. Upon them, therefore, our study will be centered. All of them belong to the White Race of mankind, not to the Yellow or Black Races. It is the White Race which has done the most in advancing the civilization of the world.

2. Kinds of Historical Sources.—The sources from which we learn the events of a people's history, their methods of life and ways of thinking, may be divided into two classes: the monumental and the written evidence.

The monumental sources include all those remains accidentally left to us by any nation, which tell us of the religion, architecture and art, or the dress of this nation, or of any other side of its life. These sources may include the contents of graves, such as bodies, pottery, and implements of many kinds. The statues which are dug up from the ruins of old cities, and the remains of the houses and temples tell us of the artistic skill of the people. Coins are often found where the peoples of antiquity lived, and from these scholars derive information regarding the extent and nature of their commercial life. The pictures painted on the walls of houses or in tombs help us to form some knowledge of the daily life and habits of the race.

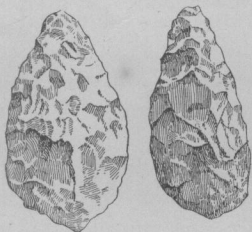
The written sources include, first of all, books of every kind, especially histories written by men of these ancient nations. Almost as important is the information we gain from inscriptions. These are records cut into tablets of stone or bronze, or upon the sides of stone tombs and temples. They give us the laws passed by the kings and assemblies, records which at the present day are printed and filed in the government archives. The tomb inscriptions tell us the names and deeds of the kings or the great men whose bodies rested there. On the bases of statues we read the names of the artists who carved beautiful works in stone.

In addition to histories and inscriptions, the stories told by the ancient peoples about their early history may be used, with caution, to complete the picture. These are the legends of their gods and heroes, handed down for centuries by word of mouth. They are generally classed under one head and called "oral tradition." Although not very trustworthy as to the events narrated, they show what these peoples thought about their own past, and sometimes give us vague hints regarding actual events.

3. Prehistoric Ages.—The history of a people really begins at the time when first they become known to us through some reliable written narrative. It is then that individuals and separate events begin to stand out clearly. The life of the races before that time, in what is called the "prehistoric

period," can only be known to us in general outlines. The study of this period is a science by itself, called Prehistoric Archæology.

The prehistoric ages of man's development stretch back for unknown thousands of years. During this time, man was slowly learning by bitter experience to light fires, to



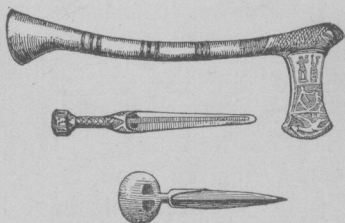
STONE IMPLEMENTS OF THE
PALEOLITHIC AGE.



STONE LANCE-HEAD AND KNIFE OF
THE NEOLITHIC AGE.

cook food, and to tame and make use of some of the gentler animals, such as the dog and the horse. Then came the knowledge of the value of certain kinds of grain, and the raising of crops. This long space of time has been divided by historians into four periods, according to the material used in making hatchets, knives, spearheads, and arrow heads:

1. The Paleolithic or Rough Stone Age.
2. The Neolithic or Polished Stone Age.
3. The Bronze Age.
4. The Iron Age.



ANCIENT EGYPTIAN WEAPONS OF BRONZE.

The change from savage or barbarous ways of living to what we call "civilized" life, did not take place at one time in all parts of the earth. Some tribes of the Philippine Islands, of Australia, Africa, and South America are still using tools made of bone and stone. Even now they are in the state of savagery characteristic of

the Stone Age. Yet, at least 6,000 years ago, the Egyptians were a cultured people, far advanced in the civilization of the Bronze Age and to a limited extent they even used iron tools.

4. Stone-Age Remains in Europe.—The European countries offer the best chance to study the Stone Age, for the museums of Europe contain thousands of articles which tell a little of the life and habits of the Stone-Age men. In



SKETCH OF REINDEER MADE UPON SLATE BY CAVE-DWELLERS OF THE OLD STONE AGE
Found in a cave in France.

the Paleolithic Age, arrow-heads and hatchets were made of chipped flint, very like the arrow-heads of our own American Indians. Those who made them did not even grind down the edges for cutting. With remains of these stone implements, dug up from the gravel-beds in various parts of Europe, archæologists have found the teeth and bones of savage animals which no longer exist on that continent. These are the mammoth, or great, hairy elephant, the rhinoceros, and the hippopotamus. The saber-toothed tiger, the cave bear, and grizzly bear lived in England during the Stone Age. In a cave in France a piece of ivory was found, on which some man of the Stone Age had carved the outlines of a mammoth having great curved tusks and long hair.

From the time when man learned to extract copper from the ore, and shape it for tools and weapons, his advance towards civilized life was much more rapid. Soon he learned to obtain a harder material, by alloying the copper with tin. This gave him bronze implements, which would take a keener edge and keep it longer. When he learned to get iron from the iron ore, man was in a position to master nature and the physical world.

References for Outside Reading

Seignobos, *Ancient Civilization*, ch. 1, 2; Hoernes, *Primitive Man*, pp. 1-44, 64, 93; Starr, *First Steps in Human Progress*, ch. 1-3, 6, 10, 11; Clodd, *Story of Primitive Man*, pp. 1-101; Joly, *Man before Metals*, pp. 188-252; Tylor, *Anthropology*, ch. 8, 9.

Topics for Oral or Written Report

1. FIRE-MAKING AMONG PRIMITIVE PEOPLES.—Joly, pp. 188-198; Tylor, *Anthropology*, pp. 260-268; Tylor, *Early History of Mankind*, ch. 9.
2. PRIMITIVE METHODS OF GETTING FOOD.—Tylor, *Anthropology*, pp. 206-221.
3. PICTURE WRITING.—Keary, ch. 12; Tylor, pp. 167-175; Joly, pp. 320-326.
4. PRIMITIVE TOOLS AND WEAPONS.—Joly, pp. 222-251; Tylor, ch. 8.
5. PRIMITIVE ART.—Joly, pp. 287-311; Clodd, pp. 52-55.