

Outlines and Studies
to accompany
Myers' mediaeval and modern
history

UTLINES AND STUDIES

TO ACCOMPANY

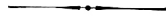
MYERS' MEDIÆVAL AND MODERN HISTORY

*A STUDENTS' NOTEBOOK
WITH OUTLINE MAPS*

BY

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Yet I doubt not through the ages one increasing purpose runs,
And the thoughts of men are widened with the process of the suns. — *Tennyson*.

As we can follow through the feudal epoch the development of the monarchical idea which was to destroy feudalism, and as we can follow across the monarchical epoch the development of the national idea which was to throw dynastic interests back into the second place, so we can follow across the history of the last two centuries the development of economic and industrial interests, the social idea, which is destined to overthrow the national. — *Monod* (Adams).

One lesson, and only one, history may be said to repeat with distinctness: that the world is built on moral foundations; that, in the long run, it is well with the good; in the long run, it is ill with the wicked. — *Froude*.

Minié is good, but, spite of change,
Gutenberg's gun has the longest range. — *Lowell*.

In these addresses the memory of your forefathers speaks to you. Think that with my voice there are mingled the voices of your ancestors from the far-off ages of gray antiquity, of those who stemmed with their own bodies the tide of Roman domination over the world, who vindicated with their own blood the independence of these mountains, plains, and streams. . . . They call to you: "Take ye our place . . . But as matters now stand with you, seek not to conquer with bodily weapons, but stand firm and erect before them in spiritual dignity. Yours is the greater destiny—to form an empire of mind and reason; to destroy the dominion of rude physical power as the ruler of the world. Do this and ye shall be worthy of descent from us." — *Fichte*.

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KEY TO REFERENCES

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| ADAMS | <i>Civilization during the Middle Ages</i> | (A) |
| BOURNE | <i>Mediæval and Modern History</i> | (B) |
| CHURCH | <i>The Beginning of the Middle Ages</i> | (C) |
| EMERTON | <i>Introduction to the Middle Ages</i> | (E) |
| EMERTON | <i>The Middle Ages</i> | (EM) |
| HARDING | <i>Essentials in Mediæval and Modern History</i> | (H) |
| MUNRO | <i>A History of the Middle Ages</i> | (M) |
| MYERS | <i>The Middle Ages</i> | (MM) |
| MYERS | <i>The Modern Age</i> | (Mo) |
| ROBINSON | <i>History of Western Europe</i> | (R) |
| ROBINSON | <i>Readings in European History</i> | (RR) |
| SCHWILL | <i>History of Modern Europe</i> | (S) |
| WHITCOMB | <i>A History of Modern Europe</i> | (W) |

NOTE. Roman numerals refer to chapters, Arabic figures to pages.

OUTLINES AND STUDIES IN
MEDIÆVAL HISTORY

The period of the "Dark Ages," so called, is a period of decay only in the sense in which the leaf decays, that it may make the ground fruitful for more abundant life. The three chief forces working together in the making of a new and fairer civilization were :

First, — the organized Christian Church.

Second, — the Germanic races, coming in upon the soil of Rome, taking possession of the Roman land, subjecting the Roman population to their political control, but in their turn taking up the religion, the language, and the customs of the conquered.

Third, — the domination of the Frankish race over all the Germanic races of the continent. — *Adapted from* EMERTON.

All in all the Middle Ages was a period of transformation, when the old classical civilization, Christianity, the vigorous Teutonic races, and elements drawn from the Mohammedan East combined in bewildering variety. It was essentially the period when Europe became Europe and made ready to found new Europes across the seas. — *Harding.*

The mediæval period is one in which the great effort of human society is to fit itself to certain great abstract ideas and institutions. The peculiar thing about these is that they demand of the individual member of society that he shall as far as possible surrender himself to them, and seek his highest usefulness by sinking his own personality in some form of corporate life. — *Emerton.*

The Middle Ages molded into a perfect unity, a living and organic world civilization, the best contributions of Greek and Roman, Christian and German. — *Adams.*

Outline of Mediæval History

THE
"DARK AGES"
(476-1000)

{ The Barbarian Kingdoms.
Fusion of Latin and Teutonic Civilizations.
The Church and its Institutions.
The Eastern Empire and Rise of Islam.
Charlemagne and the Restoration of the Empire.
The Coming of the Northmen.

AGE OF
REVIVAL
(1000-1492)

{ Feudalism and Chivalry. The Normans.
The East and the Crusades.
The Papacy and the Empire.
The Life and Culture of the Middle Ages.
Growth of National Governments and Literatures.
The Renaissance.

General Introduction

I. PERIODS OF EUROPEAN HISTORY (A.D. 476-1900).

1. The Middle Ages.
 - a. "Dark Ages" (476-1000).
 - b. Age of Revival (1000-1492).
2. The Modern Age.
 - a. Era of the Protestant Revolution (1492-1648).
 - b. Era of the Political Revolution (1648-1900).
3. Characteristics of each period.

II. MEANING OF "FALL OF ROME."

III. EUROPEAN CIVILIZATION.

1. Factors in its formation.
 2. Relative importance of these factors.
 3. Chief actors in its history.
 4. Parts played by these actors.
1. Compare the area, physical features, climate, and productions of Europe with those of the United States.
 2. Give some examples of the influence of the physical features of Europe upon its history.
 3. Point out natural boundaries which have limited or failed to limit political boundaries. (B)
 4. Why is it impossible to divide the course of history into periods by hard and fast lines? What is true of changes seemingly so abrupt as the downfall of Rome, the invention of printing, or the French Revolution?
 5. How much does one lose through ignorance of the history of the Middle Ages? Why has it been called the key to modern history?
 6. What did the Middle Ages have to do? How long did it take to do it? (A)
 7. Why is the expression "Fall of Rome" misleading? Show that this period is constructive and not merely destructive of civilization.
 8. Into the hands of what new race did the fate of Europe pass with the decline of Roman power? What did it inherit from the ancient world to build upon?
 9. How much of real value in ancient civilization was lost to the world?
 10. Show the importance of the principles of Christianity as a factor in the making of Europe. (Am)
 11. Point out the virtues of the Teutons which made them worthy to be trusted with the fate of civilization. What characteristics have made them leaders in the movements of modern times? (Mm)
 12. Why is it impossible to understand mediæval history without some knowledge of the organization of the Roman Empire?

The Barbarian Kingdoms

I. THE ROMAN EMPIRE OF THE FIFTH CENTURY.

1. Extent and character.
2. Condition of the people.

II. THE BARBARIANS WITHIN THE EMPIRE.

1. Ostrogoths in Italy (493-553).
 - a.* Reign of Theodoric.
 - b.* Work of Belisarius.
2. Visigoths in Spain (415-711).
3. Vandals in Africa (429-533).
4. Burgundians in Gaul (443-534).
5. Franks under the Merovingians (486-752).
 - a.* Clovis at Soissons (486).
 - b.* Pippin II at Testry (687).
 - c.* Charles Martel at Tours (732).
6. Lombards in Italy (568-774).
7. Anglo-Saxons in Britain.
 - a.* Legends of King Arthur.
 - b.* The English kingdoms.

III. THE BARBARIANS WITHOUT THE EMPIRE.

Studies on the Barbarian Kingdoms

The hope and not the despair of the world lay in the Teuton. — KINGSLEY.

1. On an outline map indicate the limits of the Empire at its greatest extent and locate the barbarian kingdoms established within its borders by the year 500.
2. Show the unity of the Empire at the opening of the fifth century. What destroyed that unity? (RII)
3. What did men do to avoid the burdens imposed by the Roman government? Show the results of the decline of military spirit among the Romans.
4. Prove that "the grinding to death of the middle class harmed the Empire more than all the ravages of the barbarians."
5. Write a comparison of life among the Romans with that among the barbarians in the fifth century, according to Salvian and Priscus. (RRII)
6. How did the civilization of the Germans outside the Empire compare with that of the North American Indians? (A)
7. What events mark the permanent occupation of the Empire by the Germans? How had they been kept out for almost five centuries?
8. Can you account for the indifference of the provincials to the German invasions? How did the invaders compare in numbers with the original population of the invaded territory? (RIII)
9. Picture the march of the Ostrogoths from the Danube to Italy. (MMI)
10. Which of all the barbarian chieftains showed the most kingly qualities? In what respects is his history like that of Philip of Macedon?
11. Why does Theodoric deserve especial praise for his effort to create "a fatherland, a city, and a state"? What was his attitude toward the Emperor and Roman culture? How did he show his superiority in religious convictions?
12. What contradictions do you find in the life of Theodoric? Who were his advisers? What monument still keeps his memory green?
13. What service did the Visigoths render to the Empire? What was their reward?
14. Show that the Gothic realm of Spain was the most flourishing and most advanced of the new Teutonic kingdoms in the seventh century. (EIII)
15. Describe the character and achievements of the "Vikings of the South."
16. In what ways have the Burgundians, although for so brief a time an independent nation, left a lasting impression on history? (E)
17. Can you account for the superior strength of the Franks in conquest?
18. What was the double task of Clovis? By what means did he become chief of the Franks? Did his conversion have any effect upon his character or conduct? What right has he to a place among the great men of history?
19. Compare the Lombard rule with that of any other conqueror of Italy. How could a people so few in numbers keep the upper hand?
20. Tell the Lombard legends of the proud Rosamond and the lovely Theodolinda. (EVI)
21. Which was "the one purely German nation that rose upon the wreck of Rome"? What conditions made it possible?
22. Explain the origin of the province of Brittany in France and the legends of King Arthur.

The Church and its Institutions

I. CONVERSION OF THE BARBARIANS.

1. Ulfilas, apostle of the Goths (about 341).
2. Clovis and the Franks.
3. Patrick, patron saint of Ireland (425).
 - a. Work of Irish missionaries.
 - b. Iona and St. Gall.
4. Augustine, missionary to England (597).
 - a. Council of Whitby.
 - b. Christian literature ; Cædmon, Bede.
5. Boniface, apostle of Germany.
6. Vladimir, and evangelization of Russia (988).
7. Progress of Christianity to the year 1000.
8. Importance of the spread of Christianity.

II. REACTION OF PAGANISM UPON CHRISTIANITY.

III. RISE OF MONASTICISM.

1. Its spirit and aims.
2. St. Antony and the hermits.
3. St. Benedict and the monasteries.
4. Services of the monks to civilization.

IV. RISE OF THE PAPACY.

1. Organization of the Church.
2. Privileges of the clergy.
3. Primacy of the Roman see : Leo and Gregory.
4. Separation of the Greek and Latin churches.

Studies on the Church and its Institutions

The task of guarding the Roman name and something of Roman ideas and institutions passed to the Church. — BOURNE.

1. What has been the strongest force in the making of modern civilization? Show the source of its power.
2. Show the difference in the religious life of the two peoples separated by the Rhine-Danube frontier about A.D. 300.
3. What religious ideas of their own made the Germans ready to accept Christianity? Point out traces of these ideas in the life of to-day.
4. Who has been called "the John Eliot" of the Germans, and for what reason?
5. Give some idea of the great work of St. Boniface for the Germans.
6. What was the feeling of the Franks for the Goths? Which race and which religion triumphed in Gaul and in Germany?
7. Of what political importance to the Franks and the Angles was their conversion to the orthodox Catholic faith?
8. Compare the Christian with the pagan literature of the Anglo-Saxons.
9. What do you find most interesting in Bede's account of the conversion of the Northumbrians? Tell the legend of Boniface and the oak of Thor. (RRV)
10. Why may the missionaries from Ireland be said to have laid the cornerstone of western civilization on the Continent?
11. What power in this age was "stronger than force and greater than kings"? Give some examples of its wonderful influence over the barbarians.
12. How did the circumstances of the conversion of Russia affect her relations with other European states?
13. What was the inevitable reflex influence of the barbarians upon Christianity? Show the result to European civilization.
14. How can we account for the rapid spread of monasticism in the Middle Ages? Name some monks who greatly influenced the course of history. (Rv)
15. Can you prove that "the Rule of St. Benedict is as important as any constitution ever drawn up for a state"? Give some idea of its requirements. (R57)
16. Estimate the good work of the monasteries as the hospitals, inns, schools, libraries, and publishing houses of the Middle Ages.
17. In what respects did the organization of the Church correspond to that of the Empire? Describe the conditions which led the Church to assume many functions of civil government.
18. Name the four great Latin "fathers" who tell us of the Church in the fourth and fifth centuries. With what purpose did Augustine write his *City of God*?
19. Show that Gregory the Great was statesman, missionary, "Servant of the servants of God." Give some idea of his power as prefect and as pope.
20. What effect did the separation of the Greek and Latin churches have upon the civilization and history of Europe?
21. Comment on Tertullian's boast that "nothing was so foreign to a Christian as public affairs."

The Fusion of Latin and Teuton

I. THE RELATIONS OF CONQUERORS TO CONQUERED.

II. THE FORMATION OF ROMANCE NATIONS AND LANGUAGES.

III. THE INFLUENCE OF THE TEUTONIC LAWS: ORDEALS.

IV. THE TRIUMPH OF ROMAN LAW.

The German glory is not to have had little to learn from Rome, but to have learned so much and with such aptitude. — ANDREWS.

1. When does history first hear of the Teutons? Summarize the relations of the Romans and Teutons under four periods.
2. Why could not the Empire make more effectual resistance to the Germans? Give some specific examples of the decline of national will power and the misuse of official position for personal gain. (A)
3. Describe the treatment that the conquered inhabitants of the Empire received at the hands of the Germans. How did this treatment vary in different places? (MMIV)
4. Summarize the important additions made to ancient civilization by the Germans.
5. What correspondence can you find between the political organization of the Germans and that of the Homeric Greeks?
6. Suppose the Latins had kept the Teutons out of Gaul, Italy, Spain, and Britain, — what then? Show how the Teutonic influence varied in these states.
7. What parallel may be drawn between the results of the Roman conquest of Greece and the German conquest of Rome?
8. Show by the lives of the literary men of the later Empire the extent of the influence of Latin learning. (Br) How did the barbarians look upon it?
9. What do we mean by Romance languages? What were the most serious consequences of the confusion which attended their formation?
10. Why was Latin more easily corrupted in the Roman provinces than English can be in the mouths of foreigners to-day?
11. What advantages did Latin have in its struggle with the Teutonic tongues?
12. What was the fate of the Roman schools and Latin literature?
13. Did the municipal system of the Romans hold its own in the barbarian states? How did the invaders become "caught in the meshes of the Roman law"?
14. How did the Teutonic laws differ from the Roman? Mention some laws which show the ruder civilization of the Germans. Which of the Germanic peoples first had written laws?
15. Why was the German law a more effectual influence for liberty than the Roman?
16. Specify the elements in modern government which owe their origin to the Germans. In which of their institutions do we find the germ of our modern free legislatures? How did they change the ancient idea of the relation of individual and state? (Av)
17. What is meant by "the personality of law" among the Germans? What is the corresponding expression for the character of Roman law? (EVIII)

The Roman Empire in the East

I. THE ERA OF JUSTINIAN (527-565).

1. "Imperial Restoration": Belisarius.
2. "Body of the Roman Law."
3. Dark side of the era.

II. REIGN OF HERACLIUS (610-641).

1. Struggle with Persia.
2. Conquests of the Arabs.

III. SERVICES TO EUROPEAN CIVILIZATION.

1. Defender and preserver.
2. Teacher and civilizer.

The abiding life of the Eastern Empire still seems to be to many minds the hardest of lessons. — FREEMAN.

1. What does Europe owe to the emperors in the East?
2. What races were restorers of the Empire in the persons of Justinian and Belisarius?
3. Why has this era been called "so great and so unhappy"?
4. Outline the career of Belisarius and prove his right to a place among the great commanders of the world.
5. At what cost was the Ostrogothic kingdom in Italy overthrown? Show that the result was not worth the cost.
6. On a sketch map indicate the imperial possessions when Justinian ascended the throne, and the lands he reconquered from the barbarians.
7. Why does Justinian deserve to be called "the Hadrian of the East"?
8. Describe the building which caused Justinian to say "I have surpassed thee, O Solomon!"
9. Explain this statement: "A man of Slavonic birth, he reigned over a people who spoke Greek and called themselves Romans, to whom he issued a Latin law book which few of them could either read or understand."
10. Describe the making of the *Corpus Juris Civilis* as given in Hadley's *Introduction to Roman Law*.
11. What was the most important effect of the codification of Roman law? Show how widespread has been its influence. (An)
12. What parts of Europe are still under the influence of Roman law? How has it affected the common law of England? Has it found any place in the United States?
13. Compare the struggle of Heraclius and the second Persian Empire with the struggle of Greeks and Persians ten centuries before.
14. Why are the terms *Greek* or *Byzantine* more correct than *Roman* for the Eastern Empire after the time of Heraclius?
15. Outline the services of the mediæval Byzantine Empire to European civilization. Why was it able to perform these services? (Mx)

The Rise of Islam

I. THE ARABS.

1. Origin and character.
2. Religious condition about A.D. 600.

II. MOHAMMED.

1. The boy and the man.
2. The prophet at Mecca. Hegira (622).
3. The lawgiver and king at Medina.
4. The conqueror at Mecca.

III. DOCTRINES OF ISLAM.

1. The Koran.
 - a. Origin.
 - b. Teachings.
2. The Sunna.

IV. THE CALIPHATE.

1. Conquests east and west.
 - a. Check at Constantinople (717).
 - b. Check at Tours (732).
2. Extent of Moslem power (750).
3. Golden age at Bagdad.

V. SARACEN CIVILIZATION.

1. Sources and importance.
2. Government and law.
3. Literature and learning.
4. Science and art.

VI. EVIL AND GOOD IN ISLAM.