

OUTLINES  
OF  
GENERAL HISTORY

BY  
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EDITED BY  
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WITH MAPS AND ILLUSTRATIONS

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## PREFACE

THIS book aims to relate in the simplest possible language the grand outlines of the world's history. The dominant force in the modern world is that complex historical compound called 'Western Civilization.' The history of that Western Civilization must therefore occupy the greatest part of any modern General History, no matter whether it is intended for young or for older students. In condensing the history of the West into so small a compass, much had to be omitted which another writer might consider of importance.

An Elementary History like the present, then, always represents a small selection from an immense range of facts. The reader has a right to ask by what principles the author was guided in making his selection. I tried to do the following: First, to show the continuity of history, or, in other words, to make the reader see that the present has grown out of the past. Secondly, to emphasize those events and institutions a knowledge of which is most useful to persons interested in public reforms in the East. Thirdly, to show the value of high ideals of truth, and the advantage of liberal institutions. Under this third heading I confess to a personal bias. I believe, however, that the book is free from religious or racial prejudice.

For the convenience of beginners parts of the text are printed in smaller type. These passages can be omitted without breaking the continuity of the narrative. They are integral parts of the book, and should be carefully studied by classes able to master the whole.

A compilation like the present must necessarily be based on the authoritative works of many historians, rather than on original sources. The list of authors to whom I am indebted for information is too long for enumeration. I have derived much help from a recent American compilation entitled *The Historians' History of the World*, published in twenty-five octavo volumes by the Outlook Company of New York. When my own library, combined with the young historical library of the Pei Yang University, proved insufficient for my needs, I was often enabled to find in that work of reference authorities and even sources to set me right. In the difficult work of selection I was often guided by the admirably condensed articles in the German Encyclopedia of Brockhaus.

PEI YANG UNIVERSITY,  
TIENTSIN, CHINA, *December 1st, 1907.*

## PREFACE TO THE SECOND EDITION

THE thorough revision of this book has not led to any great changes. I have received valuable criticism and suggestions from friends at home and from fellow-

workers in the field of Western education in the East, and take this opportunity of thanking them. My special thanks are due to two of my former teachers, Professor J. M. Vincent of the Johns Hopkins University, and Professor Edward Channing, of Harvard University. I am under equal obligations to President F. L. Hawks Pott, D.D., of St. John's University, Shanghai.

V. A. R.

*March, 1909.*

### EDITOR'S PREFACE

It is believed that a text-book of the character of Professor Renouf's "Outlines of General History" will supply a long-felt want in our schools — offering, as it does, a more mature treatment of history combined with simplicity of language and diction. Few changes have been made in the text, and those are mainly corrections of dates or of minor matters of detail, but I have added several explanatory notes, and also a bibliography and list of selected topics at the end of each chapter. Those works that are of an elementary or popular character are indicated by an asterisk. The others are of standard authority or special interest to the teacher or more advanced student.

W. S. M.

PRINCETON, N.J.,  
*June 18, 1909.*

## SUGGESTIONS TO TEACHERS

CLASSES with only a "fair knowledge" of English should follow the shorter course indicated by the large type. They can probably master it in one year (two semesters), having four hours of history per week, besides study hours. Classes knowing English well enough to have no trouble with constructions, and little trouble with the vocabulary, can follow the full text during the same period. In most cases the best plan will be this: Take the shorter course in the first year, and study the book as a whole in the second year of historical work. If possible, the study of history should be taken up *after* geography.

For most classes the study of this book will also be an exercise in English. To ensure a complete understanding, every student should translate the text into his native tongue.

A brief text-book of history or geography can be made alive only by the voice of the teacher. He should, if possible, amplify and illustrate the text by short discourses in the native idiom. For this purpose his knowledge must exceed considerably the information given in the text-book. A small historical library should be in every teacher's hands, and its acquisition is urgently recommended to the school authorities.

The following books will be found helpful:

I. VERY ELEMENTARY: Colby's *Outlines of General History*.

II. ELEMENTARY: Myers' *Ancient History*; Myers' *Mediaeval and Modern History*.

III. ADVANCED: J. H. Breasted, *A History of Egypt*; R. W. Rogers, *History of Babylonia and Assyria*; W. W. Hunter, *Brief History of the Indian Peoples*; J. B. Bury, *History of Greece*; H. F. Pelham, *Outlines of Roman History*; E. Emerton, *Introduction to the Middle Ages*; E. Emerton, *Mediaeval Europe*; J. V. Duruy, *History of France*; S. R. Gardiner, *A Student's History of England*; C. A. Fyffe, *History of Modern Europe*; W. Mueller, *Political History of Recent Times*; Ch. Seignobos, *Political History of Contemporary Europe*; E. Channing, *A Student's History of the United States*; J. R. Seeley, *The Expansion of England* (on the English empire). Fuller bibliographies will be found in most of these works.

Should any teacher be so fortunate as to obtain funds for a larger historical library, he would find in C. K. Adams' *Manual of Historical Literature* a trustworthy description of the principal authorities on all fields of history. With the aid of this manual he could select the titles for a larger library. The best nucleus of a school library is a good up-to-date Cyclopaedia, such as the Britannica, or Chambers's, or the Century. The Encyclopedia Britannica stands perhaps first; but it is more expensive, and its articles are often so long and technical as to discourage a person not having perfect command of English.

Much might be said about methods of teaching history; but the topic is so large that I dare not go beyond a few hints.

It is well to combine geographical and historical instruction, *i.e.* to refer to historical events connected with places in geography, and to point out how geographical features have influenced the course of history.

Students who show special aptitude should be encouraged to read in books other than the text-book. Such students will benefit themselves and their fellow-students by giving reports on special topics to the class.

Perhaps the best way to stimulate the students' imagination, and to make the history alive in their minds, is to draw comparisons with events or institutions already familiar to them through the history of their native country. A striking example is that of early patriarchal institutions in the West, which can be paralleled by existing laws and customs in China.

As for the historical imagination, it is most easily aroused by the study of pictures. Every teacher is recommended to make a collection of photographs, pictures from magazines, and other illustrative material bearing on history. A small show case with glass doors, in which pictures can be exhibited for several days, is a useful adjunct of the class room.

In conclusion, I will touch on the question of learning dates. These should be memorized by all students. It is well to bring as many events as possible into relation with a memorized date. For this purpose the table at the end of the book will be found useful. The few students who have a ready memory for dates can be encouraged to remember most or all of them; but the majority of the class should not be burdened with more than are necessary for a correct general perspective of the centuries.

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Works on the Study and the Teaching of History:—

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# *GENERAL HISTORY*

## INTRODUCTION

### THE RELATION OF HISTORY TO OTHER BRANCHES OF LEARNING

**What History is.**—History is an ordered account of the growth of human societies. It treats principally of political events, and must tell also about many other things which have influenced the progress of nations. Religion, science, art, literature, education, and commerce are important in the history of every country.

**The Limits of History.**—History does not go far back into the early development of mankind. Man has existed on the earth for about a hundred thousand years.<sup>1</sup> Our most ancient historical information reaches back to a time about six thousand years ago. In other words, history is able to treat of only about the last seventeenth of the whole story of man. Within this last historical period are also many gaps, which can never be filled. As regards both ancient

<sup>1</sup> This is the period estimated by Haeckel. Like all other estimates, it does not claim to be exact.

and mediaeval history, what we do not know is much more than what we do know.

**The Sources of History.**—Historians get their knowledge from written documents, from inscriptions, and from various sources of information left by departed people in their buildings and graves. For modern history, there is an enormous mass of state papers, treaties, reports, newspapers, and books, and the historian's main difficulty lies in selecting the important parts from the bewildering wealth of his material. Documents may be written on different kinds of paper, on stone, wood, or metal. Inscriptions may be found on rocks, on the walls of tombs, or on coins. No history of any country can be written unless its people have left some such record of their activities. Again, if the records of a later period are scanty, or unreliable, then the history of that period must also be imperfect.

**Prehistoric Times.**—The times, of which no definite records have been left, are called the prehistoric times. It should always be borne in mind, that they are incomparably longer than the recent period called the historic one. The study of mankind before the historic period is called prehistoric archaeology. Prehistoric men left utensils, weapons, bones of killed animals, and other remains in the caves where they used to dwell. There these things, and sometimes also the bones of their former owners, remained under the soil, until the modern archaeologists dug them up again. Large tribes of those ancient savages built their villages over the water of lakes. The traces of such settlements have been discovered and carefully

searched. Enough is now known, so that the books on prehistoric archaeology form quite a little library.

**Races of Mankind.**—The commonest division of mankind is according to the color of the skin. Thus three great types are distinguished: The Black Race, the Yellow or Mongolian (often called Turanian) Race, and the White or European Race. But this division, like many others, cannot be strictly applied, and it is easy to find people, for example, whose skin is not yellow, although they are accounted Mongolians. The study of human races is called *Ethnology*. The most difficult problem of ethnology is just this of distinguishing the different races of man, and determining their points of difference. Broadly speaking, the three above-mentioned types have existed since the earliest historic times, and each has retained its peculiarities unchanged to the present day.

**The Black Race.**—Most of the members of this race, called negroes, have Africa for their original home. Being an inferior race, they have largely been used as slaves by the stronger and cleverer members of the higher races. Ancient Egyptian monuments show captive black slaves. In the United States nine million negroes are now living as free citizens, all of them former slaves or descendants of slaves once imported like cattle from Africa.



NEGRO.

**The Yellow Race.**—The Yellow Race is spread over

Eastern, Northern, and Inner Asia. Its most important branch is the *Chinese*, the first people of the world in point of numbers, and through their continuous national history. Universal respect and



CHINESE.

admiration is extended in modern times to the *Japanese*. They have shown a remarkable ability for learning the advantages of Western civilization, which has quickly lifted them to the first place in the East. Until recently they had shared with other Mongolian peoples a strong conservatism, which even amounted to hostility against innovation. The lack of progress among both Chinese and Japanese during several centuries was due to their geographical isolation from the West. The same reason accounts for the many contrasts in the manners and customs between Eastern and Western nations. From the beginning of history until modern times the two civilizations have developed quite independently of each other.

A third branch of the Yellow Race, feared for its nomadic and warlike habits, are the *Mongols* of Inner Asia. Their cruel conquests have extended from China to the borders of Germany. They were only destroyers, and founded no permanent states of their own. Their present condition of wandering herdsmen is about the same as it was two thousand years ago. Other important Mongolian peoples are the *Koreans*, *Manchus*, *Tibetans*, *Annamites*, and *Burmese*. The *Lapps*, *Finns*, and *Basques* in Europe represent the remnants of an ancient Turanian population,