



THIRD EDITION



# Men and Nations

A WORLD HISTORY

Anatole G. Mazour  
John M. Peoples



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**John M. Peoples** recently retired after teaching world history and other social studies courses at Alameda High School, Alameda, California, for thirty-five years. Dr. Peoples received both his M.A. and his Ph.D. from the University of California.

Maps by Harold K. Faye

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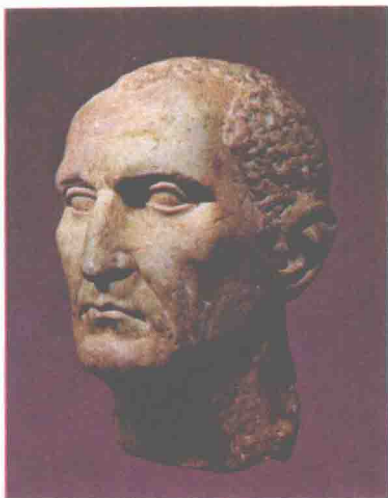
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When this Roman head was carved—about 100 B.C.—the world was very different from what it is now. Yet the qualities of sternness, determination, and strength which it reflects are timeless. In the same way, the forces that shaped Roman history are still at work today. Studying them can illuminate not only what has gone before, but also what lies ahead.

## History and You

History is the yesterday of mankind; it is the memory of men. Without a knowledge of yesterday, without any memory, there is no guide to tomorrow. A society without history lacks direction. But men who are conscious of their past can improve their future. They know that the forces that have shaped the past are similar to those that shape the world they live in, and to those that will determine the future.

This book is a record of the past. Even as you read it, your world will change. You will live in the present, and see it become the future. The one certain thing in history is that conditions change. Most Americans believe that the changes can become progress—movement toward a goal, a better world in which mankind can live securely, meaningfully, nobly. But without a guide, without direction, changes may be aimless and meaningless.

This book tells you, a student of history, the story of men and nations. It is more than a record of events. For those who have imagination, it is a dramatic account of what happened to actual men and women as they strove and searched for

a good life. And it tries to tell not only what happened, but why it happened.

In order to understand the story better, ask yourself questions as you read it. If you read thoughtfully and critically, asking questions and trying to find answers, you will discover that history has often been shaped by certain forces. You can learn to discover these forces by asking yourself questions like these:

1. How has geography influenced the course of history? Have men simply adjusted to their environment, or have they tried to modify it? As an example, you will see that the history of Greece was influenced by the fact that the Greek peninsula is cut into many small regions by mountains and long inlets from the sea.

2. How have people worked and earned their living? In other words, how have they organized their economy? What roles were played by farming, trade, and manufacturing? How was income distributed?

3. How have men been governed? Has political power been held by a few people, or by many? Have individual men had rights and liberties?

How have rights and liberties been gained, protected, or lost? In what way were laws made and enforced? How have they worked in practice, and for whose benefit? Why and how have men changed their form of government?

4. How have men gained knowledge, and how have they passed it on to their descendants? Have they had a formal system of education? Who has been educated? Has there been any connection between the number of people educated and the form of government? Have men learned much or little from other peoples? Have science and invention played an important part in their lives?

5. How have different religions arisen, and how have they influenced people's lives? You will read, for example, that the original religious beliefs of the Romans were influenced first by the Etruscans, then by the Greeks, then by various other peoples. Finally Roman religion was replaced by Christianity. Why did these changes take place, and how did they affect Roman life?

6. How have the arts—literature, painting, sculpture, architecture, and music—reflected the people who created them and the times in which they were produced? What arts have flourished and why?

7. How have men and nations settled their conflicts? Have they tried to reach peaceful solutions, or have they gone to war? Did the wars settle the issues that caused them? Did they create other problems?

8. Throughout history, civilizations, national states, and political regimes have risen and fallen. What forces led to their rise, decline, or fall? Did men learn from the experiences of the past, or did they seem to repeat earlier mistakes?

If you try to find answers to such questions as these, you will be learning about the many forces that have worked together to make the world what it was and what it is. You will learn about the power of ideas, such as the democratic belief that every human being has worth and dignity that must be respected. You can watch ideas like this appear, develop gradually, become strong, and finally be accepted by enough people to be put into practice. You will see other ideas decline and die out.

Men have been pondering questions and ideas like these since earliest times. As you seek your own answers, you will be discovering what kind of person you are and want to be; you will be shaping your own role in the future world of men and nations.

A. G. M. and J. P.

## USING THIS BOOK

*Men and Nations* has been created to present the basic facts and ideas of world history as clearly as possible. This is the way it has been organized:

### The Unit

There are ten units, which group the chapters into broad historical periods. Each unit opens with a large illustration, symbolizing its contents, and with a list of the chapters it contains. (See, for example, page 2.)

### The Chapter

The forty-one chapters of *Men and Nations* are organized around definite periods or topics. Like the units, each begins with a single illustration symbolic of its contents. After an introduction there is a list of the *chapter sections* into which the chapter is divided. (See pages 4 and 5.) A chapter may contain from two to six sections, each numbered. At the end of each section is a *checkup* to test your knowledge of the material you have just read.

### Chapter Review

Every chapter ends with a review of its contents. First there is a *time line*, which presents in graphic form the most important events—with their dates—discussed in the chapter. It is followed by a *chapter summary* and by several *questions for discussion* and *projects*. (See page 16.)

### Unit Review

Each of the ten units ends with a two-page review, "Study in Depth." Here you will find a number of *individual projects* and *group projects* that relate to the unit. Here, too, you will see a list of books for further reading about the unit. (See pages 78 and 79.) Books useful throughout the course of study are listed in the *basic library* on page xviii.

### Maps

The 115 maps will give you the location of every place mentioned in the text as well as show you

topography, the size of empires, the thrust of invasions, and the extent of alliances. Each map is placed as close as possible to the relevant text. Of special interest is the map on page 1, which presents some basic regions of the world that will be important in your reading throughout the book.

### Charts

Important sequences of events or ideas are summarized in chart form for easy reference. (See, for example, page 53.)

### Illustrations

The hundreds of illustrations show you how people and places looked throughout man's history. Most of them date from the period they represent, and thus reflect how men of the past saw themselves.

### Picture Features

Some works of art are especially illuminating as historical witnesses. Sixty-one such works are given special attention in the series called "History Through Art." These picture features range from one of the earliest known portrait carvings through pungent caricature of the 1700's to abstract painting of the present day.

### Chronology of Historical Events

A series of integrated time charts shows you what was happening in widely separated areas of the world at the same time. This chronology enables you to obtain an overview of the broad sweep of history that textual narrative alone cannot give.

### Atlas

At the back of the book, a series of maps presents all the countries of the contemporary world.

### Index

The index provides a quick way of locating any topic discussed in the book, any place located on a map, and anything shown in an illustration. Pronunciations of difficult words are also included.



## BASIC LIBRARY

### REFERENCE BOOKS

- Bartlett, John, *Familiar Quotations*. Little, Brown.
- Bowle, John, ed., *The Concise Encyclopedia of World History*. Hawthorn.
- Boyd, Andrew, *An Atlas of World Affairs*. Praeger.
- Copeland, Lewis, and Lawrence Lamm, eds., *The World's Great Speeches*. Dover.\*
- Deffontaines, Pierre, ed., *The Larousse Encyclopedia of World Geography*. Odyssey-Golden.
- Encyclopædia Britannica*. Encyclopædia Britannica.
- Espenshade, E. B., *Goode's World Atlas*. Rand McNally.
- The Harper Encyclopedia of Science*. Harper & Row.
- Information Please Almanac*. Macmillan.
- Langer, William L., ed., *An Encyclopedia of World History*. Houghton Mifflin.
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### GENERAL WORKS

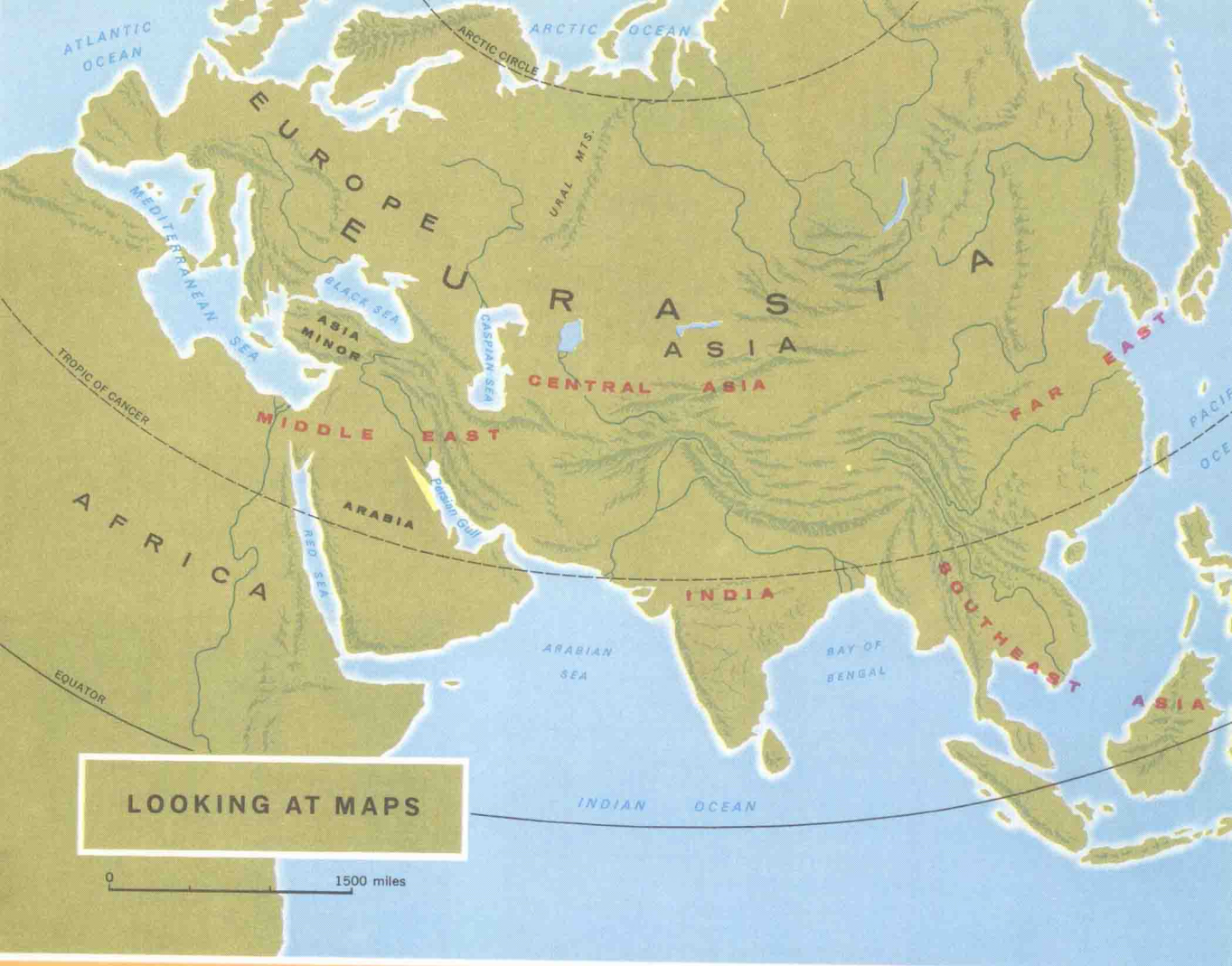
- Bowle, John, *Man Through the Ages*. Little, Brown.
- Bullock, Alan, ed., and others, *World History: Civilization from Its Beginnings*. Doubleday.
- Cottrell, Leonard, *The Horizon Book of Lost Worlds*. American Heritage.
- Eisen, Sydney, and Maurice Filler, eds., *The Human Adventure: Readings in World History*, Vols. 1 and 2. Harcourt Brace Jovanovich.\*
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- Life eds., *The Epic of Man*. Time-Life.
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- Muller, Herbert J., *Uses of the Past: Profiles of Former Societies*. New American Library.\*
- Stearns, Raymond P., *Pageant of Europe*. Harcourt Brace Jovanovich.
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\* Paperback.

### BOOKS IN SPECIAL FIELDS

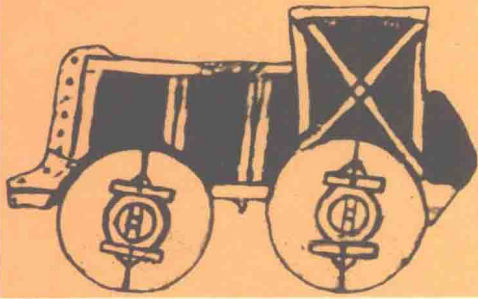
- Bach, Marcus, *Major Religions of the World*. Abingdon.
- Blow, Michael, *Men of Science and Invention*. American Heritage.
- Bolton, Sarah K., rev. by B. L. Cline, *Famous Men of Science*. Macmillan.
- Britten, Benjamin, and Imogen Holst, *The Wonderful World of Music*. Doubleday.
- Browne, Lewis, *This Believing World: A Simple Account of the Great Religions of Mankind*. Macmillan.\*
- Champion, S. G., and Dorothy Short, eds., *Readings from World Religions*. Fawcett.\*
- Clough, Shepard B., *The Economic Development of Western Civilization*. McGraw-Hill.
- Fitch, Florence M., *Their Search for God*. Lothrop, Lee & Shepard.
- Gaer, Joseph, *How the Great Religions Began*. New American Library.\*
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- Preston, R. A., and others, *Men in Arms: History of War and Its Interrelationships with Western Society*. Praeger.
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- Tunis, Edwin, *Oars, Sails, and Steam*. World.
- , *Weapons: A Pictorial History*. World.
- , *Wheels: A Pictorial History*. World.
- Watterson, Joseph, *Architecture*. Norton.





**The many maps in this book** will help you to get your bearings in time and space—they will show you when certain events occurred and, particularly, *where* they occurred. Some of the maps show a whole continent, such as Africa or Europe. Other maps show only a specific nation or part of a continent. Throughout this book you will find references to parts of continents. Such geographic divisions as Western Europe or North Africa are fairly easy to locate. Other regions, however, are more difficult to identify. The continent of Asia, for example, is so large that its main regions have separate names. The map above shows you what parts of Asia are referred to by these names.

People do not always use the same name for the same region. The name "India," for example, is sometimes used to refer to a specific country and sometimes to the whole peninsula of southern Asia. Over the years names have also changed. For ancient and medieval times, for example, the name "Near East" is generally used to describe Egypt and the countries of southwestern Asia. Today, many people use the name "Middle East" instead. Also, as certain parts of the world gain new prominence, some names, such as Southeast Asia, are used more and more. Your study of world history will have greater meaning if you watch for these names as you read this book and look at its maps.



## UNIT ONE

# THE BEGINNINGS

<b>CHAPTER 1</b> 1,750,000 B.C. TO 2000 B.C.	<b>MANKIND GRADUALLY DEVELOPED CIVILIZED COMMUNITIES</b> <ol style="list-style-type: none"> <li>1 Prehistoric man made vital discoveries in the Stone Age</li> <li>2 The first civilizations began in four great river valleys</li> </ol>
<b>CHAPTER 2</b> 6000 B.C. TO 332 B.C.	<b>THE EGYPTIANS BUILT A CIVILIZATION IN THE NILE VALLEY</b> <ol style="list-style-type: none"> <li>1 Egypt enjoyed many natural advantages in climate and geography</li> <li>2 Ancient Egypt, sheltered from invasion, had a long history</li> <li>3 The culture of ancient Egypt reached impressive heights</li> </ol>
<b>CHAPTER 3</b> 3000 B.C. TO 331 B.C.	<b>MANY DIFFERENT PEOPLES RULED THE FERTILE CRESCENT</b> <ol style="list-style-type: none"> <li>1 Sumerian civilization arose in the Tigris-Euphrates Valley</li> <li>2 The Babylonians, Hittites, and Assyrians conquered empires</li> <li>3 The Chaldeans and Persians ruled large areas</li> <li>4 The seagoing Phoenicians traded and established colonies</li> <li>5 The Hebrews contributed basic ideas to Western civilization</li> </ol>
<b>CHAPTER 4</b> 2500 B.C. TO 1000 B.C.	<b>EARLY PEOPLES OF INDIA AND CHINA CREATED CIVILIZATIONS</b> <ol style="list-style-type: none"> <li>1 The first Indian civilization arose in the Indus Valley</li> <li>2 Aryan invaders ruled India's northern plain during the Vedic Age</li> <li>3 Geographic and cultural features helped shape Chinese history</li> <li>4 The first Chinese civilization flourished under the Shang dynasty</li> </ol>



A king, seated at upper left, banquets with his guests while servants, below, bring animals and other supplies for the feast. This inlaid panel was made in Sumer over 4,000 years ago. The Sumerians were probably the first people in the world to develop a civilization.



# OF CIVILIZATION



# Mankind Gradually Developed Civilized Communities



The history of mankind can be compared to the life story of an individual in many important ways. From the time a child is born, he begins continuously to learn. He learns much more before the start of his formal schooling than he will ever learn again. Yet this education is carried on without the benefit of reading or writing. It is the result of experience, which teaches the child to recognize and name thousands of objects, and to recognize those that are harmful and those that are useful. It is a process of learning to think by sorting out facts and impressions and arranging them in useful ways.

As a child becomes older, he learns to organize his thoughts and also to record his experiences. This recording may be done partly through curiosity and partly as a useful source for future reference. There may be composition papers, arithmetic tests, results of experiments, perhaps a diary. These are reliable written records to check on what he was learning, and when. But it would be impossible for anyone to keep a complete record of how he learned the thousands of things he knows, both before and after he could write.

So it is with the story of mankind. Some 5,000 years ago—not so long as the life span of the human race goes—men learned how to preserve and pass on their knowledge by recording it in written form. Since that time we have written records of much that has been learned and done. Almost all

Stonehenge, built in England in prehistoric times



of this book deals with the period since men began to write. This period is called *historic time*, and the collected records represent the history of man.

However, men were living on earth for hundreds of thousands of years before they invented writing. During these years—*prehistoric time*, or time before written history—they learned much. Some things were as important as anything that has been learned since. For example, men found out how to make fire, grow crops, and work metal. Without this knowledge, life as we know it could not exist.

We do not know much about the life of man during the long centuries of prehistoric time. What little we do know has been pieced together from

studying things that he left behind him. This knowledge is summarized, very briefly, in the first chapter of this book. It covers an important period in the story of mankind. If you remember that during this early period man had not yet learned to read or write, his accomplishments seem remarkable. Already, in a period which we regard as the childhood of mankind, man began to demonstrate his most valuable gift—intelligence.

#### THE CHAPTER SECTIONS:

1. Prehistoric man made vital discoveries in the Stone Age (1,750,000–4000 B.C.)
2. The first civilizations began in four great river valleys (4000–2000 B.C.)

## 1 Prehistoric man made vital discoveries in the Stone Age

Archeologists (ar-kee-AHL-uh-jists), the scientists who study prehistoric man, are able to make educated guesses about dates in prehistoric time, and can tell us many things about early man. They do so by studying three kinds of remains: (1) the bones of early man, from which they can reconstruct his size and appearance; (2) the bones of animals found near him; and (3) the weapons, tools, and other utensils found with him. Archeologists call these tools and weapons artifacts—that is, things made by human skill. Because the most numerous artifacts that have survived are of stone, the period of man's development which they represent is called the Stone Age.

### The Old Stone Age

Although prehistoric men left no written records, archeologists know that human forms appeared on earth hundreds of thousands of years ago. For a long time, human progress was slow. Archeologists call this earliest period of man's story the Old Stone Age, or Paleolithic (pay-lee-oh-LITH-ik) Age. (The word *paleolithic* comes from the Greek words *palaaios*, meaning "old," and *lithos*, meaning "stone.")

**Earliest man.** Recent discoveries of bones have led scientists to believe that manlike creatures appeared in Africa some time between 500,000

and 1,750,000 years ago. (Even older bones have been found, but further specimens and research are necessary before scientists can determine their relation to man.) Remains of a very early form, called East Africa man, have been found in eastern Africa south of Lake Victoria. It seems likely that these early men moved gradually from Africa to Asia and Europe. Although in many ways these creatures bore little resemblance to modern man, they walked erect and had the physical characteristics of human beings. It is also thought that they used stones and pieces of wood as tools and weapons.

We know little of man's development during most of these hundreds of thousands of years. His way of life was much like that of the animals. He hunted, as did the hunting animals, and, like many other animals, he gathered edible berries and roots. But three important characteristics helped set man apart from the animals and enabled him to progress. First, his erect posture allowed him to use his hands to hold weapons for hunting and defense. Second, he could speak, so that he could give and receive information through language. Third, he had a large brain to make use of the information and to gather more.

**The Ice Age.** During the past 1½ million years, man's history and that of the earth itself have been

greatly influenced by extremes of climate. Four times within this era, the earth has undergone periods of extremely cold weather. Four times the northern polar icecap (a permanent ice sheet near the North Pole) moved south and was joined by glaciers—large, slowly moving masses of snow and ice—that formed in the mountain ranges. Each of these four glacial periods lasted from 10,000 to 50,000 years. Together they are known as the Ice Age.

It is difficult to imagine the great extent of these glacial ice sheets. Today, ice covers about one twelfth of the earth's land surface. During the third and longest glacial period, ice covered about one third of the earth's surface, and in some places was several miles thick. Large areas of northern North America, Europe, and Asia were under ice (see map, opposite page).

The Ice Age affected the earth in various ways. Men and animals migrated to warmer southern regions. Many kinds of animals disappeared entirely. The grinding, chiseling effect of the moving ice made great changes on the surface of the earth. While much of the northern half of the earth was covered with ice, the rest of the earth received unusually large amounts of rainfall. Rivers and lakes rose. Inland seas formed. Many regions which had been deserts began to produce vegetation and support animal life. On the other hand, the level of the seas dropped by as much as 200 to 400 feet, because so much water was frozen in the icecaps. As the sea level fell, underwater ridges became uncovered and formed land bridges, linking some of the continents and islands that are today separated by water.

In the interglacial periods—the intervals between the four glacial periods—the icecap and glaciers gradually melted and receded. Men and animals moved back toward the north. We are now living in a warm era after the fourth glacial period, which ended between 10,000 and 25,000 years ago.

**Java and Peking men.** Archeologists are just beginning to learn about the manlike creatures whose remains have been found in Africa. They have slightly more information about two forms of prehistoric men who lived about the middle of the

Ice Age, from 500,000 to 750,000 years ago. Their remains have been found at two widely separated places in Asia: on the island of Java, off the coast of Southeast Asia; and in a cave near Peking, China (see map, opposite page).

Although complete skeletons of these early men have not yet been found, archeologists have made scientific guesses about their appearance on the basis of the bones that have been excavated. These early men were not handsome by our standards. They were short, squat, and powerfully built. They had powerful jaws with sharply receding chins. Their low foreheads had heavy eyebrow ridges.

No artifacts were found with Java man, but in one cave with the remains of Peking man there were crude stone hand axes. This tool was really little more than a stone with a natural shape that fitted the hand. Early men improved on this natural shape by chipping away pieces of stone to make a crude point or cutting edge. This method of making tools and weapons was typical of the Old Stone Age. Peking man also knew how to use fire.

**Neanderthal man.** Further traces of man belong to a much more recent period of the Old Stone Age. In caves in Germany, archeologists first found the remains of this later kind of man. The caves were in a gorge known as the Neanderthal (nee-AN-dur-tahl), so he is called Neanderthal man. He lived, probably, from about 70,000 B.C. until sometime around 40,000 B.C.<sup>o</sup> He was short and powerfully built, with a heavy jaw, thick eyebrow ridges, and a large nose.

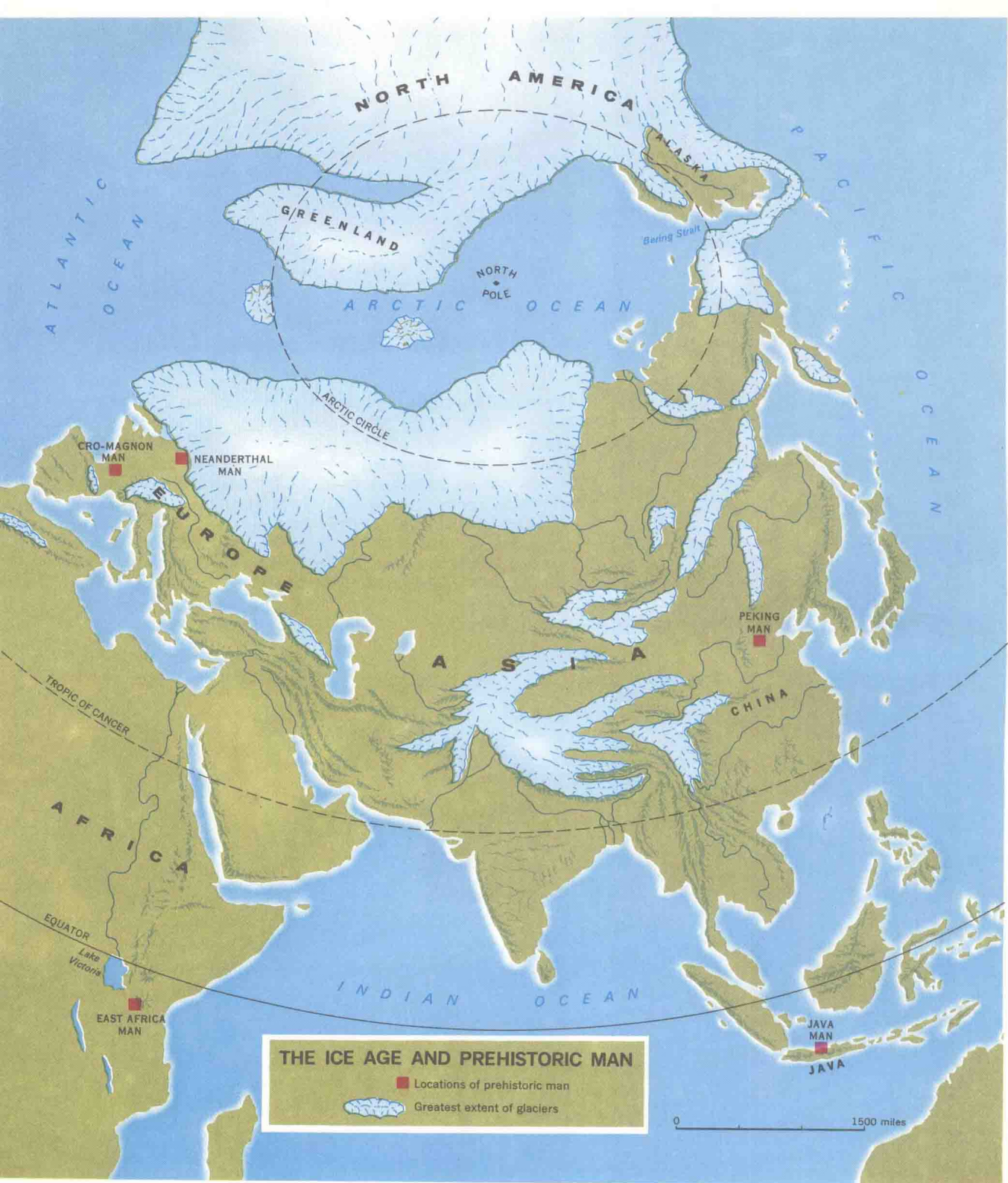
Neanderthal people made better tools than the men who preceded them. They lived in caves, wore clothes made of animal skins, and knew the use of fire.

Neanderthal men differed from earlier men in another way. Apparently, earlier men had let their dead remain where they died; Neanderthal people buried their dead. What is more, they buried with them tools, weapons, and even food. They must have expected these offerings to be of use to the dead person after his death. Clearly, this practice shows a belief in some sort of life after

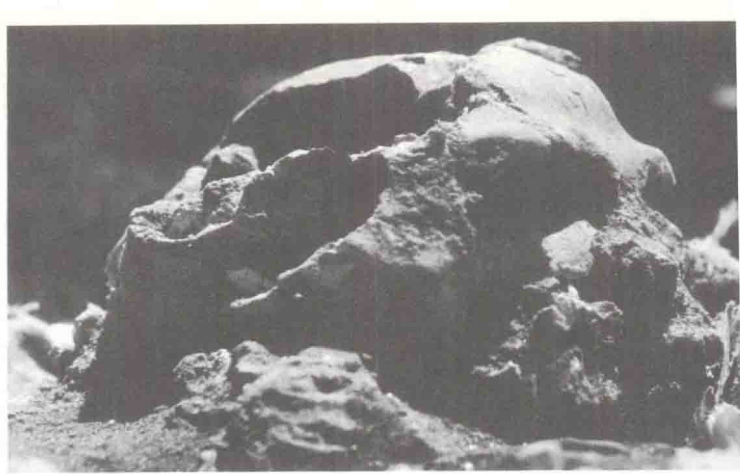
(continued on page 9)

<sup>o</sup> B.C.: an abbreviation of "Before the birth of Christ."

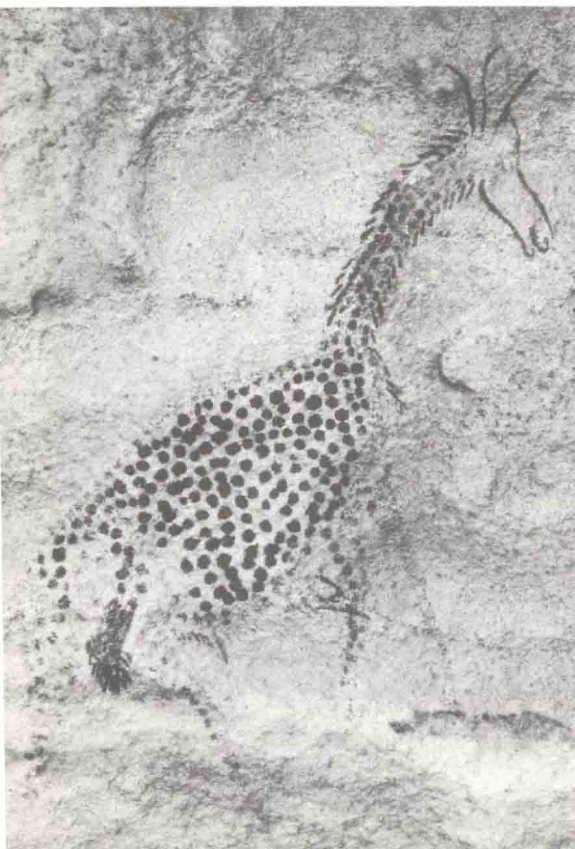








**Prehistoric people** left no written records, but their progress can be reconstructed from their remains. The stone hand ax below right was an effective cutting tool for Paleolithic man. The bone disk below left may have been used as a button. It was carved, originally, from the flat part of a bone like the one below center. Archeologists have determined that the Neanderthal skull above belonged to a 40-year-old arthritic man who was killed in a rock fall. In the Neolithic tomb at bottom, the body was buried with pots containing offerings of grain and meat. The Neolithic cave paintings at left are from Africa. Above, two men appear to be herding cattle. The giraffe below is skillfully painted with just a hint of an outline.





death. Such a belief is basic and common to most religions. We do not know exactly what Neanderthal people believed, but we are sure that they had some kind of religion.

Like earlier forms of men, Neanderthal man disappeared. We do not know why. Glaciers had again advanced southward and covered much of Europe and North America. He may have died out from the cold, or he may have been overcome by men who were stronger physically and more alert mentally. It is also possible that he was absorbed by the more advanced types of men that followed him.

**Cro-Magnon man.** Around 40,000 B.C.—just about the time Neanderthal man disappeared—a new kind of man moved into Europe, perhaps from Africa or Asia. The new kind of man was better equipped to survive than Neanderthal man, for he was stronger and more intelligent, and had better tools and weapons.

Archeologists call this new kind of man Cro-Magnon man, from the name of a cave in southern France where his remains have been found (see map, page 7). But the France of 40,000 B.C. was very different from the France of today. It was quite cold. The polar icecap of the fourth glacial period extended far south into Europe. We know Europe was cold because with Cro-Magnon man's bones were found the remains of plants and animals that live only in a cold climate.

In addition to climate, plants, and animals, we know much more about Cro-Magnon people themselves than about any of the other early men. For one thing, more of their remains have been found. Then, too, these men themselves have "told" us more. They could not write, but they could draw and paint. Cro-Magnon men were probably the first real artists. In the caves of southern France and Spain where Cro-Magnon men lived, the walls are covered with their paintings of the animals they hunted. Among the animals they painted were the woolly mammoth and the reindeer. Their paintings are excellently drawn and are full of life and movement. The Cro-Magnons also made small clay and limestone statues of animals and carved figures on bones and antlers.

Physically, Cro-Magnon men were almost the

same as modern men. They lived on earth for many thousands of years. By the end of the Old Stone Age, however, the Cro-Magnon type no longer existed. In appearance, man had become as he is today.

### The Middle Stone Age

Archeologists call the period from about 8000 B.C. to about 6000 B.C. the Middle Stone Age. It is also called the Mesolithic Age (from the Greek *mesos*, meaning "middle," and *lithos*, meaning "stone"). After the fourth glacial period ended, extensive forests appeared in many parts of the world. The larger animals died out and smaller ones became the basis of man's food supply. The stone tools that were made in this period are distinctive because they are much smaller than those of the Old Stone Age.

Man made much progress during the short Mesolithic period. He domesticated, or tamed, the goat. He also domesticated the dog, which proved valuable in hunting smaller game. He invented the bow and arrow as well as fishhooks, fish spears, and harpoons made from bone and antler. Mesolithic man also learned to fit a handle to the hand ax. By hollowing out logs, he made dugout canoes so that he could fish in deep water and cross rivers without swimming.

### The New Stone Age

About 6000 B.C., in certain parts of the world, basic changes occurred in man's way of life. The period that began then is called the New Stone Age, or Neolithic Age. (Its scientific name comes from the Greek words *neos*, "new," and *lithos*, "stone.")

In the Old Stone Age and Middle Stone Age, stone was chipped to produce an edge or a point. In the New Stone Age, men discovered a better way. They learned that stone could be polished to a fine edge and a sharp point on a flat piece of sandstone. They learned to use many kinds of stone as well as wood. With the new methods and materials, they could make special tools: awls, wedges, saws, drills, chisels, and needles.

Although archeologists named the New Stone Age after the artifacts produced then, other