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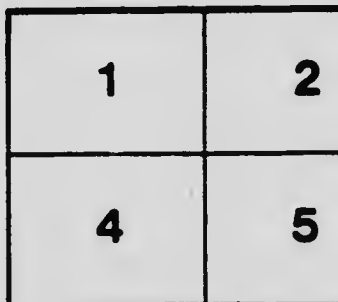
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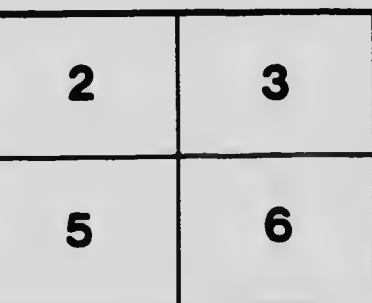
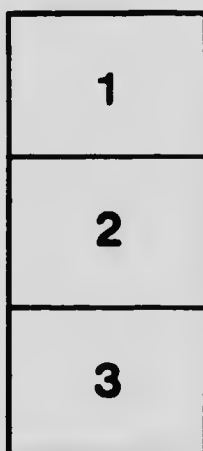
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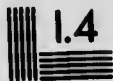
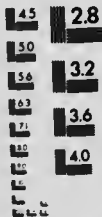
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# SUGGESTIONS TO TEACHERS

DESIGNED TO ACCOMPANY

## A HISTORY OF THE BRITISH NATION

BY

GEORGE M. WRONG, M.A.

PROFESSOR OF HISTORY IN THE UNIVERSITY OF TORONTO



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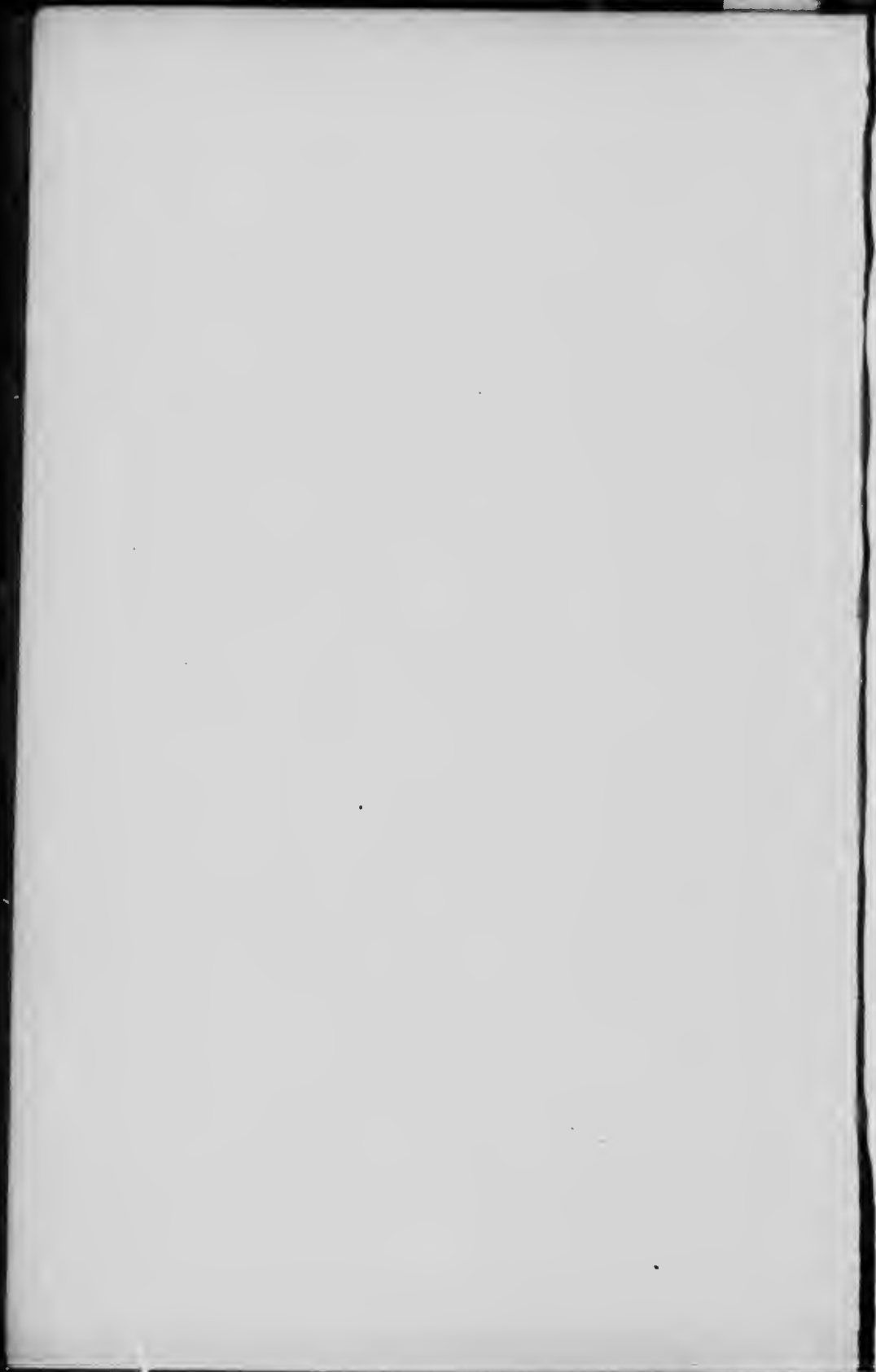
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# THE TEACHING OF BRITISH HISTORY

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## INTRODUCTORY NOTE

THE teacher will do all the better work if certain that he is dealing with a great topic of present-day interest, and this assurance belongs to those who teach the history of Britain. She has not only a great past but also a great present. Her history must be taken to mean more than that of a single island. It is not the story of England or even of the English People, but of a nation composed of a variety of races and now ruling a quarter of the surface of the earth. On the whole, the term The British Nation seems the best brief expression of the subject-matter of the history. But while it is true that Britain is not merely England, we ought not to forget that England was the one of the three original Kingdoms which led in the development of representative government, perhaps the most striking contribution to world politics that has ever been made. Attention, therefore, is necessarily fixed largely upon England, since her record is the most significant for our present-day life. But we must turn our eyes elsewhere too, not only to Scotland and Ireland but also to Canada and Australia, where federalism, a phase of representative government which will play a great part in the future, is undergoing a remarkable process of development, and on lines somewhat different from those in the greatest federal experiment, the United States. And India, too, has a deep significance for the student of British History, for there the ruling race, clothed with despotic authority, is responsible for applying the lessons of self-restraint and justice learned amid the freer conditions of the home land.

No attempt can be made in this small Manual to give more than a few hints as to the teacher's further reading. A world of literature exists in regard to Britain. Dr. Gross's

great work on the Sources and Literature of English History contains not only a complete record of all the useful material, original and secondary, down to 1485 (the beginning of Tudor rule), but also entirely trustworthy critical notes as to their value. Its very fulness will be found embarrassing to those who have access to only a small library, and for them Gardiner and Mullinger's Introduction to English History will be quite sufficient. To those interested in the subject, Mr. James Gardiner's *England*, in the series of *Early Chronicles of Europe*, will be found suggestive. Within small compass it gives a scholarly account of the mediæval records which we owe mainly to the zeal of the monastic chroniclers. Bishop Stubbs's *Historical Introductions to the Rolls Series* are collected from the volumes which he edited in that noble series, and give an excellent idea of the characteristics of such chronicles.

At the end of each chapter of *The British Nation* is a list of books which, together with the general works mentioned in the Prefatory Note, will be found more than sufficient for the teacher not possessed of unlimited leisure. There will always be differing estimates of the value of books, and no two lists could be expected to agree. The present lists include a few of the old classics of English History, such as Pcpys, Evelyn, and Bishop Burnet; but they are chiefly intended to suggest the more recent books covering the ground and representing adequate investigation. When a book adds to sound history the element of an attractive style it has been an especial duty to call attention to it. For instance, Dr. Jessopp's interesting volumes of *Essays dealing with mediæval life* will, it is hoped, be consulted by many readers.

The material for history groups itself into three classes. There are, first, the Sources. By these alone can judgment be finally tested. We must admit at once, however, that few sources are within reach of the teachers in schools who, even with the opportunity, would be without the time to consult them. Still, some original authorities are generally accessible. There are, for instance, many editions of Bede, and he is the chief, in some respects the only, authority for much of the history of early England. It would not be difficult to read Bede and that other great early record, the *Anglo-Saxon Chronicle*. And for later times there are other sources, either in the original or in translation, easily within reach.

Ordericus Vitalis, an authority full of graphic interest for the period of the Norman Conquest, and Matthew Paris, the great English historian of the thirteenth century, are, like Bede and the Anglo-Saxon Chronicle, accessible in translations in Bohn's Antiquarian Library, as are some other writers of considerable value. For life in the mediæval monastery nothing is more useful than the Chronicle of Jocelyn of Brokelonde, on which Carlyle based his Past and Present, and which has been recently republished in a cheap translation costing very little. I do not wish to overwhelm the reader by suggesting works that he may despair of having time or opportunity to read, so I forbear naming more; but if he will keep beside him Gardiner and Mullinger's Introduction he will find that some of the sources are within his reach, and perhaps they may gradually be added to the school library.

The second type of material is that which, while of secondary authority itself, is based upon the examination, more or less exhaustive, of the original material. In modern times well-known writers have made certain periods especially their own. Mr. J. R. Green, in addition to writing a History of the English People, mastered the original material for English history prior to the Norman Conquest; Mr. Freeman that for the Norman Conquest itself; Miss Kate Norgate covers the period immediately following that of Freeman; Bishop Stubbs, with amazing industry, covered the whole material for the history of England to 1485, with special reference of course to constitutional questions; and at the present time Sir James H. Ramsay is walking in Stubbs's footsteps, though he gives attention not to constitutional questions chiefly, but aims to cover the whole field of national life. Mr. Froude devoted himself to the period from Henry VIII to Elizabeth; Mr. Gardiner to that from James I to Charles II; Macaulay to that from Charles II to William III; Mr. Lecky to the eighteenth century. These are only the chief among a good many writers who might be named. All based their work on original material, and have, therefore, special value as being in a position to form independent judgments.

The third class of material consists of compilations, based in some cases, no doubt, upon a study of the sources, but for the most part deriving information from the writers indicated in the second class. In past times, when material was less well

known and accessible, writers could profess to base on the sources works covering the whole period of Britain's history. Knight's Pictorial History of England is an excellent work of this type, and has received commendation from so high an authority as Mr. Goldwin Smith. The History of England by Messrs. Craik, McFarlane and others also belongs to this class. Pupils can hardly be expected to read much beyond these compilations, but the teacher ought to go back at least to the second class of material, and, in some slight degree, to the first.

A most valuable source of information about the past is to be found in buildings which survive. M. Ernest Lavisse, who is one of the greatest living historians and teachers of history, tells of the interest which a knowledge of architecture added to a lesson in history. In a Paris class-room a young teacher was trying to explain to children of eight the principles of feudal society. At best the task was not easy, and he was not getting on very well with his description of the relations between a feudal lord and his vassals. The head of the school entered and took in the situation at once. "Who has seen a *château* of the feudal times?" he asked. The Paris school has an advantage over those of a new country, for it is within easy reach of many ancient buildings. But no one answered. The master turned to a boy and asked: "Have you been to Vincennes?" Yes, the boy had been to Vincennes. "Then you have seen a *château* of the feudal times." Here was a starting-point. Others of those present had also seen Vincennes. "What kind of building is it?" One boy is asked to put on the blackboard a rude sketch of what he saw. The master corrects it. He marks the notches on the wall. "What is that?" No one knows. He defines a battlement. "What was its object?" They are led to see that it was a defence behind which men fought. "With what did they fight? With guns?" Most of the class think not. One little fellow says with bows. Then the use of the bow is described; there follows a discussion of the means of attacking a *château*, and a contrast is drawn between modern artillery and fire-arms and the weaker weapons of the Middle Ages, so ineffective against the walls and battlements of the *château*. The mode of life of the lords is outlined, as is that of the peasants whom they oppressed, and whom they at length goaded into revolt and murder. During the half-hour of the lesson every one

is interested, and it all began with the intelligent discussion of a piece of architecture.

A Norman building will mean little to us unless we know already the salient features of the Norman style of architecture. Working knowledge of the leading characteristics of the chief styles is easily acquired, and there are few things from which we may derive more instruction and pleasure. In the illustrations care has been taken to select specimens of each of the styles that prevailed in England. In the text there is only a brief account of the differences between the styles, partly because it is more instructive to see than to describe them. Barnard's *Companion to English History, Middle Ages*, has some excellent articles on architecture, and gives references for further reading. In regard to this and other topics it will always be well to consult some good encyclopædia. The teacher should carry to the class-room and show to the pupils any pictures of historic buildings upon which he can lay hands; and should try to determine from the style the period to which they must belong. In addition to architecture there are other survivals of the past pregnant with interest. What men do has some vital relation to what they are, and their portraits will tell us something of their characters. Care has been taken in the text-book to give as many authentic portraits as is possible within the limitations of space. The date of the birth and death of the subject is furnished when known, and frequently adds great interest to the portrait. It is indeed surprising how much light a date will sometimes throw upon historical events. From the dates of the birth and death of Robert, Duke of Normandy, son of William the Conqueror, we learn that he lived to be about eighty, and, as he was in confinement for more than a quarter of a century, we learn further that the conditions about him in that rude age must have been at least so tolerable as to permit of a long life. Joan of Arc's dates show that she was almost a child. The age of thirty, at which the Duke of Alençon died, reveals how grotesque was his suit of nearly a dozen years for the mature Elizabeth. Judge Jeffreys died at 41, an age at which in modern times it would be almost impossible to attain the Lord Chancellorship. The hero Wolfe died at thirty-three. These are interesting deductions from dates. And dates sometimes give suggestive hints as to character. They show that Henry VIII married one wife on the day after

the execution of another, and was again married on the day he sent his minister, Cromwell, to the block; nothing could better illustrate his utter callousness to anything but his own selfish ends. Portraits not only inform us of the personal appearance of their subjects; we get in addition hints about costume. In the earlier portraits we are able to trace the changes in armour; and even the rude equestrian portraits, if such they may be called, found on the seals of the early sovereigns, have great value, for at least they inform us as to the fitting equipment of a mounted warrior of the time.

No modern pictures of a former battle-field have been inserted because, owing to changes subsequent to the important event, which nature herself as well as man usually insists upon making, such representations are likely to be disappointing. Yet the scenes of great events can never be without vivid interest; for the features vital to a battle, for instance, the relations of hill and plain, of land and water, have rarely been altered seriously.

The teaching of history in the school should inspire an interest in places. Many of the pupils will in time travel and visit historic scenes for themselves, and it would be a tribute to the excellence of their instruction in history if they looked back to their school-days as the time when they were inspired with the interest that adds such delight to travel. I have found it useful to keep by me some good guide-book to Britain such as Baedeker's, that one may be informed of the present-day conditions of places where great events occurred.

Modern imaginary pictures of the events of some hundreds of years ago may or may not have value. If the artist has been at pains to consult authentic sources of information his pictures will have the same authority as a modern written narrative of similar events. Everything will depend upon the information, the insight, the adherence to truth of the imagination of the present-day interpreter. But at best he will be only a secondary authority. For the purposes of study, pictures contemporaneous with the events described have by far the greatest value now for school boys. In them the critical eye may always find new meaning which we can interpret for ourselves. To some readers the illustrations in the earlier chapters of *The British Nation* may seem crude and uninteresting. They are hardly pictures in the modern sense, for they are certainly lacking in artistic completeness. Yet for the stu-

dent these drawings, contemporary with early events, have, in reality, profound interest. They represent the thought of the time as modern productions could not represent it, and they illuminate facts. Sometimes this is pointed out, as, for instance, on p. 62, where attention is called to the smallness of the cattle of the eleventh century as revealed in a contemporary drawing, or as on p. 148, where practical inconveniences, caused by the narrow streets of the fifteenth century, are noted. Both teacher and pupil will be able to discover other interesting things for themselves in these early pictures.

A word about dates. In the Summaries of Dates the most important events are in heavier type. For most pupils these will be sufficient. In addition, the dates of the kings since the Norman Conquest should be committed to memory. The reigns, when once thoroughly remembered in this way, form convenient landmarks; and if such dates are not learned when pupils are young they will probably never be immovably fixed in the memory. The date of the birth of the sovereign is always given, as his age will often throw some light upon his policy.

The teacher should keep by his side an Atlas such as Gardiner's School Atlas and one or more Histories of England rather fuller than the text-book. Green's History of the English People is the best. Gardiner's Students' History of England is accurate and especially commendable for its illustrations, but it is rather a dull book with no special insight except for Gardiner's own period, the seventeenth century. Mr. Goldwin Smith's United Kingdom (2 vols.) is by a master of literary style and of great interest for political history, but he does not discuss social questions. It should be remembered that these works are compilations and that, as such, they possess no final authority. Yet when one thinks of going beyond them, such a variety of books claims attention that one hesitates before the magnitude of the task. Though the plan finds general favour, I myself doubt the utility to the teacher of copious lists of specific references to many books. It seems sufficient to name the special works pertaining to the subject-matter of each chapter, and the teacher himself will readily find his way to the pertinent portions of such works as may be available. Since Britain's history extends over some two thousand years, it will be nec-

essary for most teachers to concentrate the chief attention on special periods. These should be the salient ones: the thirteenth century, if it is found possible to give much time to mediæval history; the Tudor period, that of Oliver Cromwell, and the striking changes of the nineteenth century.

The Table of Contents and the Index should be made a part of the working apparatus of the book. The teacher will find it a useful exercise to require the pupil to trace certain topics through the book and make a connected whole of their history. The value of doing this in connection with Architecture has already been suggested. Arms and armour, costume, roads, the development and final suppression of the monasteries, the growth of the towns, the various phases of agriculture, table manners, all are suitable subjects for such treatment, and the Table of Contents or the Index will suggest many others. Barnard's Companion to English History, already referred to, will be found useful for mediæval topics. If the school library contains Traill's Social England (preferably the new illustrated edition) a copious source of information in regard to topics relating to social life is at hand. And, further, the authorities are so enlightened as to have the unique Dictionary of National Biography (in sixty-seven volumes, one of them a summary of all the others) in the library, an exhaustless mine of information is readily at hand. In a few places I suggest topics for essays, but the chapters themselves, aided by the Index, will suggest many more. Nothing fixes the attention of the good pupil or arouses more intelligent and eager interest than writing an essay. And nothing, I may add, reveals more quickly the poverty of the school library than the inquiries for sources of information by pupils who have before them a subject which they really wish to work out.

## CHAPTER I

### QUESTIONS OF GEOGRAPHY AND RACE

THE geographical situation of a people greatly affects their history; the other question, of race, though obscure, is important; and a chapter dealing with these two factors has



been thought necessary. For some teachers these topics will have a special fascination. It is certainly interesting to see how the activities of a people are influenced by the natural resources of the country in which they live, and by their means of making these available. Britain's transition from an agricultural to a manufacturing state, by the development of her mineral resources, is especially striking. Half a century ago Buckle, in his elaborate *History of Civilization in Europe*, tried to prove that a people's history is wholly determined by their physical surroundings, a view that naturally evoked much controversy. The question leads into the wider one of the philosophy of history. On this subject Morris's *Exposition of Hegel's Philosophy of History* is probably the most useful small book within easy reach. The many problems of a philosophy of history, which few teachers will be able to touch upon, are ably dealt with in Flint's *History of the Philosophy of History*. The whole subject is somewhat discredited at the present time. We are not as certain as our forerunners were that we have grasped the meaning of man's course in the past with sufficient completeness to reach well-matured philosophical convictions in regard to it.

Questions of race are even more difficult of solution than those of geography. It may be doubted whether race means anything more than the characteristics a people have acquired in their special environment. If this is true, race is a changing quality, and the English in America and Australia may be expected to show marked variations from those of similar origin amid the different conditions of England.

Three points that arise out of the first chapter the teacher will do well to emphasize—Britain's freedom, owing to her insular position, from European intervention; her growth in sea-power, springing from this insularity, and necessary in order to preserve channels for her commerce; and on the side of race, the modern tendency of race differences to disappear, owing to the freer movement of population and the consequent changes of environment.

Among the books that should be suggested in addition to those named in the end of the chapter is Beddoe's *Races of Britain*. A good school library ought to contain M. Réclus's great *Géographie Universelle*, translated into English under the title, *The Earth and its Inhabitants*. Mr. J. R. Green wrote a short *Geography of the British Isles*, and on ques-

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tions of geography as on all others relating to industrial life, throughout the course of English history, Professor Cunningham's *Growth of English Industry and Commerce* is valuable.

### CHAPTER II

#### THE ROMAN AND THE ENGLISH CONQUESTS

55 B. C. TO ABOUT 577 A. D.

THE chapter covers a period of more than 600 years, which may, however, be dismissed briefly, since the later history of England was not greatly affected by Roman influence. The life of the English in their early home in Germany is to the present-day student of more interest than that of Rome, for these Angles and Saxons carried from Germany to Britain customs, the remote results of which are still apparent. The Germany of Tacitus is our chief source of information about early German customs, and is so short as to be read easily, either in the original or in translation. Much has been written upon the question whether the English conqueror exterminated the British population in the districts which he conquered. Mr. Green deals fully with this in his work *The Conquest of England*, mentioned under Chapter IV. Any conclusions reached must be vague, owing to our defective information. Indeed, it is well to point out that we know but meagre details of the period before the Norman Conquest.

### CHAPTER III

#### THE CONVERSION OF ENGLAND

FOR this chapter Bede's full narrative is the chief source of information. Gregory the Great, the promoter of the Roman mission, is a noble character, and copious information about him will be found in Mr. Hodgkin's *Italy and Her Invaders*; in Gibbon's *Decline and Fall of the Roman Empire* there is also an account of Gregory's career. The

planting of Christianity in Ireland is surrounded by much legend, and doubts are thrown upon the authenticity of even the more sober portions of Patrick's history. Todd's *Life of St. Patrick*, though published long ago, remains the best. Stokes's *Ireland and the Celtic Church* is very interesting. Montalembert's *Monks of the West*, a large work, is a fascinating account of the Irish Saint Columba, the missionary to Iona, of Augustine, and of other monks; and Hook's *Archbishops of Canterbury* discusses, in attractive form, the beginnings of Christianity in England. Unfortunately, the last two works are so large that they will hardly be found in many school libraries. Pupils would find great interest in a more detailed study in the lives of these early missionaries, and the *Dictionary of National Biography* gives a sufficient account of most of them. Patrick, Columba, Augustine, Wilfrid and Theodore of Tarsus would all be good subjects for essays.

#### CHAPTER IV

##### FROM THE ENGLISH TO THE NORMAN CONQUEST

577-1066

MR. GREEN, in his *Conquest of England*, gives a full narrative of the struggles of the English conquerors among themselves. He said he was warned that this story could not be made very interesting, and the warning was just; the rivalries of these small English states are for our times very confusing, and they seem unimportant. But it is well to pause with Alfred, to whom special attention has been drawn in recent times by the occurrence in 1901 of the thousandth anniversary of his death. Much was written about him on this occasion, and perhaps the best of the recent books is Mr. Plummer's *Alfred the Great*.

Interest in the narrative is quickened as we approach the period of the Norman Conquest. The great work dealing with the Conquest is, of course, Mr. Freeman's. It is doubtful if many persons have ever read it through, for, though learned and accurate, it lacks dramatic quality. Freeman touches but lightly upon ecclesiastical and social questions. He had a keen eye for the growth of political institutions

and for traits of character, but a sense of proportion was wanting, and the book is overloaded with often irrelevant details. Yet every one who wishes thoroughly to understand the Norman Conquest must consult Freeman. The characters of Harold and of William the Conqueror are worthy of special study. Mr. Green and Mr. Freeman took opposite views on the subject—Green finding in Harold little that is admirable.

The illustrations of the chapter are taken mainly from the Bayeux tapestry, of which an adequate account is given in Freeman's great work.

## CHAPTER V

### PRE-NORMAN CIVILIZATION IN ENGLAND

THE social life of Pre-Norman England is veiled in much obscurity. The most interesting of its aspects is the manorial system, and a keen controversy has long gone on as to whether the English villagers brought from Germany the Mark system, another name for the free village community, and gradually lost the liberties with which they began, or whether from the first the villagers were under the sway of a lord (see the works of Ashley, Andrews, and Seebohm, referred to in the list of books). It is certain that by the Norman Conquest the free community had disappeared. For other aspects of the life of the early English, Wright's *Homes of Other Days* and the articles in Traill's *Social England* (both well illustrated) are very useful. Social life leads naturally into political life, and the teacher should consult some good constitutional history, preferably Stubbs's, if time permits; but Medley's *Constitutional History* or Taswell-Langmead's would do. The illustrations of Chapter V are necessarily meagre, but they will give some suggestions as to the state of art in Pre-Norman England, for they are all taken from contemporary sources.

## CHAPTER VI

FROM THE BEGINNING OF FOREIGN RULE UNDER WILLIAM THE  
CONQUEROR TO THE REFORMING ERA OF HENRY II  
1066-1189

THE chapter covers a period with many elements of dramatic interest. William the Conqueror and Henry II are striking figures, and are the two constructive statesmen of the era. Freeman is the chief authority. Mrs. Green's little volume on Henry II is very interesting, and Sir James H. Ramsay's *The Angevin Empire (1154-1216)* is the most recent study of both Henry II and John. Upon Anselm and Becket much has been written. Dean Church's *St. Anselm* is most interesting and scholarly. John Morris's *Life and Martyrdom of St. Thomas Becket*, of which a second edition appeared in 1885, is the best life in English. Tennyson's drama of Becket is suggestive.

## CHAPTER VII

THE STRUGGLE AGAINST ROYAL DESPOTISM AND THE RISE OF  
THE COMMONS AS A FACTOR IN GOVERNMENT  
1189-1307

OF Richard I little need be said. John's character has been much discussed. Mr. Green attempted the difficult task of vindicating his great ability, but Stubbs, whose sober judgment commands confidence, can find little to praise in John. Miss Norgate's *John Lackland* is the most recent study of John's career. The barons who won the Charter from John were not the unselfish patriots which they are sometimes described as being; they cared little for the common people, but this does not lessen the value of their work in placing restrictions upon the king's authority, which, though often repudiated, were in the end to make English kings constitutional monarchs and not despots. Edward I really adopted Simon de Montfort's views, and in doing so

became the first national leader among the English kings since the Norman Conquest. Edward's consciousness that he had a nation behind him is seen in his attitude toward Wales and Scotland. He is certain that England must dominate the whole island. The expulsion of the Jews is a negative and less worthy expression of the same nationalism. Behind it lay the resolve to make England a unit. Edward's legal reforms and his checks to papal authority are further evidence of a resolution to put and keep his own house in order. When he died there was a real English state with an organized life, complex in its nature, and strong enough to resist and finally overcome the weakening tendencies of the foreign and the civil wars, such marked features of the next two centuries.

There is no authoritative history of England in the thirteenth century in the detail which Freeman and Norgate give for the earlier age. The books referred to will, however, be more than sufficient for the teacher's needs.

## CHAPTER VIII

### ENGLISH CIVILIZATION IN THE THIRTEENTH CENTURY

THE chapter covers a great variety of topics, most of which are treated in more detail in Traill's *Social England*. Monasticism will always have a fascination for the modern student, partly because it relates to conditions of life so different from the free movement of the present time. In Barnard's *Companion to English History*, Dr. Jessopp, a master of the subject, has an excellent article on Monasticism, and he gives further references to sources of information. The mendicant movement is an interesting attempt at reform. To see it in its beginnings we must read the life of Francis of Assisi. M. Sabatier's life is the most valuable, and it has been translated into English. Hallam's discussion of Feudalism in his *Middle Ages* remains still perhaps the most illuminating that we have. Books on the manorial system are discussed under Chapter V. Upon the lawlessness of the mediæval village Dr. Jessopp has an excellent essay in his volume *The Coming of the Friars*.

Architecture plays a great part in the life of the thirteenth century. In Barnard's Companion to English History there are good articles on Ecclesiastical, Domestic, and Military Architecture, with references to further sources of information. Mr. Freeman discusses the Norman architecture in his Norman Conquest. It would be an interesting exercise to ask the pupil to select and name the different styles of architecture, and it should be noted that the chief means by which styles are distinguished are the arches and the ornaments, the latter as important as the former. Upon Armour, as upon Architecture, our modern information is very full, as we have still abundant survivals of both of these products of the Middle Ages. Hewitt's Ancient Arms and Armour is an old but still authoritative work. The Universities will be for many the most interesting phase of the life of the thirteenth century. This subject, too, is treated in Barnard's Companion to English History. The second volume of Mr. Rashdall's Universities of Europe in the Middle Ages discusses the history of Oxford with special fulness.

## CHAPTER IX

### ENGLAND IN THE FOURTEENTH CENTURY

1307-1399

In this chapter we reach the point in the nation's development when it undertook the rôle of Conqueror of the great adjoining state of France, a marked transition from the earlier days when, with comparative ease, the Normans from France had conquered England. But the period is more than one of foreign war. It is an era of great social change. The Black Death of 1349 produced far-reaching results. Gasquet's Great Pestilence deals with it exhaustively, but perhaps nothing gives a more vivid account of its desolation than Dr. Jessopp's essay *The Black Death in East Anglia*, in *The Coming of the Friars*. A further great social change is indicated by *The Peasants' Revolt*. It is still one of the most discussed topics in English history. Mr. Trevelyan's *Age of Wycliffe* gives the most readable narrative embodying recent researches.

## CHAPTER X

A CENTURY OF CIVIL AND FOREIGN WAR  
1399-1500

WE come now to a period that has been illuminated by the genius of Shakespeare, to whom most of the current conceptions about Henry IV, Henry V, and Richard III are due. And the Shakespearian interpretation is on the whole confirmed by the more recent researches. Mr. Wylie devoted about a quarter of a century to the reign of Henry IV, but admits that his thorough researches have not led to any striking new conclusions. With Henry V we come again to attempted foreign conquests, and, though Joan of Arc's meteoric career will always have great human interest, the foreign aspects of Henry's reign and of that of his successor need not occupy much time in the class-room. We are soon launched in the Wars of the Roses. Details of operations in war belong to military history and do not call for extended notice from the teacher. For social and political history it is more important to understand the elements arrayed against each other, and what tendencies in the nation's life each represents. For instance, it is of moment to see that the trading classes were on the Yorkist side: this means that better government was expected from that quarter, and accounts for the overthrow of Henry VI.

Though recent attempts have been made to rehabilitate Richard III, he outraged the nation's conscience, and he fell—a pregnant lesson in political morality. Succeeding kings send their victims to undeserved death, but it is only after due process of law. The reign of Henry VII is chiefly a prolonged effort to make the machinery of government effective, and is necessarily lacking in the more striking features of interest. The discovery of America is the epoch-making event of the time. Mr. Fiske's book with this title has the value of being interesting in addition to being scholarly, and he shows what a complex movement the discovery really was; how it took three centuries to lay bare the real character of the new continent. The study of this work would be an excellent equipment for understanding the later questions arising in connection with colonies in America. The work of Caxton,



the first English printer, is adequately outlined in the Dictionary of National Biography, where there are references to further sources of information.

## CHAPTER XI

### SOCIETY IN ENGLAND AT THE CLOSE OF THE MEDIEVAL PERIOD

THIS is another of the chapters on social life which covers a great variety of topics. The Paston Letters are the most striking record of contemporary life preserved to us. They are family letters written in the every-day English of the time and without literary merit, but giving a clear conception of social conditions. A new edition, edited by Mr. James Gardiner, appeared in 1903. Mr. Denton's book on England in the Fifteenth Century is scholarly, interesting, and easily accessible. He takes a rather dark view of the state of society. The various articles in Traill's Social England help in part to correct this estimate. Mrs. J. R. Green's description of the towns in her Town Life in the Fifteenth Century shows how intense and earnest was the civic spirit.

Architecture again calls for special attention, and the illustrations have been chosen so that an attentive eye can detect the chief features of the Perpendicular style as contrasted with the Decorated, and also the changing views of social intercourse that have transformed the baronial fortress into something like a habitable residence.

## CHAPTER XII

### THE SIXTEENTH CENTURY IN ENGLAND 1509-1603

THE chapter covers a momentous era. The chief work in English dealing with the period is that of Froude. It has been severely criticized. Mr. Froude was a literary artist with a fascinating style. He was also a man of strong preconceptions, and the two qualities of prejudice and the half-unconscious resolution to make the historical narrative dra-

matically complete have made his conclusions untrustworthy. Starting with the conviction that Henry VIII was an unselfish patriot, his history is a prolonged attempt to vindicate that monarch. Froude's attitude toward the Roman church was unfair, but his work improves as it advances, and the portion relating to Elizabeth is admirable. His description of the defeat of the Spanish Armada ranks high as literature. The dissolution of the monasteries was a great social upheaval, and the accompanying map has been inserted to show how numerous were the monasteries and how their destruction affected every locality in England. Father Gasquet's book, referred to in the list of works for reference, is the corrective to Froude's one-sided view of monastic corruptions, and the late Mr. Dixon's History of the Church of England, a voluminous work, is a detailed and impartial account of this great revolution in English society.

Other church questions are discussed in Mr. Dixon's work. In Mr. Innes's little book on Cranmer these are briefly but lucidly dealt with. Dr. Jessopp's Essay on The Great Pillage is a vivid narrative of the desolation of the parish churches under Edward VI. Mr. Froude gives a full narrative of the reconciliation with Rome under Mary, while Bishop Creighton's Queen Elizabeth is a brief but adequate account of that monarch.

## CHAPTER XIII

### THE ENGLAND OF ELIZABETH

THERE is such a variety of works on social features of the age of Elizabeth that selection is difficult and no single authoritative work covers the period as Mr. Lecky covers the eighteenth century. The teacher cannot do better than to consult the various articles in Traill's Social England. The literary side of the period is perhaps the most interesting, for we have now reached the age of Shakespeare. Mr. Froude's Life and Letters of Erasmus contains a vivid account of the activities at the beginning of the century of a literary man who was delighted with England. On the social side the depressing feature is the condition of the labouring classes. The poor have no longer the kindly help furnished by the

monasteries, and the State is at length obliged to provide for the systematic relief of the poor as a permanent feature of taxation—a confession that the mechanism of society is not sufficiently well adjusted to provide naturally for the well-being of all classes.

The architecture of the time is interesting in its complete departure from mediæval precedent. In literature men were turning to classical times for models; in building they did the same, and down to the nineteenth century the pillars and ornaments of Greece and Rome were reproduced in England in complete disregard of differences of situation and climate that make some features of the style incongruous in a northern land. The pupil's attention should be directed to a comparison between the pictures of Renaissance buildings and the illustrations of the Gothic style in the earlier chapters.

## CHAPTER XIV

### THE STUART MONARCHY TO THE EXECUTION OF CHARLES I 1603-1649

WITH the accession of James I, England and Scotland came under one sovereign, and their ultimate union in a single parliament was rendered inevitable. Hitherto not much has been said about the course of events in Scotland, but it is well now to survey the history of the smaller country. Burton's voluminous History of Scotland is still a standard work. Mr. Andrew Lang has published two volumes of a History of Scotland, bringing the narrative down to the seventeenth century, and Prof. Hume Brown's History of Scotland (3 vols.) in the cheap and useful Cambridge Historical Series has great value.

Down to the era of the Protestant Reformation the course of events in Scotland had been greatly influenced by both France and England; but when Scotland adopted Protestantism she chose a new path for herself, differing from anything to be found in either France or England. Scotland's Presbyterianism has played a unique part in history and it brought the nation into bitter conflict for one hundred and twenty-five years with its sovereign.

The teacher should keep in mind that James I was a foreigner in England. By far the most sober and impartial account of the reign of James is that by Dr. S. R. Gardiner. Carlyle's Letters and Speeches of Oliver Cromwell has profound interest, but is too obviously the work of an admirer. The chief present-day authority on Cromwell's era is Mr. C. H. Firth.

For many the reigns of the first two Stuarts in England find their chief interest in the colonizing movement to America. An immense literature exists dealing with the subject. The late Dr. Eggleston's two works, *The Beginnings of a Nation* and *The Transit of Civilization*, are both recent and adequate.

## CHAPTER XV

### THE COMMONWEALTH AND THE PROTECTORATE 1649-1660

THE eleven years covered by this chapter will always have especial interest, since in them England ran through the whole cycle from revolution to reaction. The central figure in the drama is, of course, Oliver Cromwell. Carlyle, Gardiner, and Firth are the three writers who have devoted themselves most thoroughly to the study of Cromwell. Mr. John Morley's *Oliver Cromwell* is an interesting estimate by a present-day statesman of one of the most striking and forcible figures in English history. A work with full and varied information on the period is Masson's voluminous *Life of Milton*, which is much more than a biography. But nothing illumines the issues of the time more than Cromwell's own letters and speeches as given by Carlyle.

## CHAPTER XVI

### THE RESTORATION AND THE REVOLUTION 1660-1689

THE chapter illustrates the usual course of revolution in history. When the first excitement of change is over, men's

minds turn instinctively from the disorder in which the change has involved them to the past in which these evils were unknown, and they forget the drawbacks of the old system. But these, when restored, are felt even more keenly than before, and if occasion arises for a second attack on the old order its overthrow is likely to be complete. The course of history in France at a later time through revolution back to monarchy, and finally to a second revolution, is an instructive parallel.

Though Charles II was much more than a careless profligate, neither he nor James could make any headway against the nation's determined antagonism to the restoration of the Roman system. There is no history of the reign of Charles that commands general recognition. Macaulay made the reigns of James II and William III his special period. As an historian he has obvious defects which are ably summed up in Mr. Cotter Morrison's *Macaulay in the English Men of Letters Series*. But he is eminently readable, and he based his conclusions upon the most laborious research. His Whig sympathies kept him from seeing any virtue in James II. In Ranke's *History of England*, a scholarly work translated from the German, James is more fairly estimated. Macaulay was also unjust to William Penn, as Mr. Cotter Morrison shows.

## CHAPTER XVII

### FROM THE ENGLISH REVOLUTION TO THE CLOSE OF THE SEVEN YEARS' WAR 1689-1763

THE period of strife at the beginning of William III's reign took on a different character in each of the three kingdoms. The best histories of Scotland have been referred to in Chapter XIV. There is as yet no generally received standard History of Ireland. Mr. P. W. Joyce's is perhaps the best. Judge O'Connor Morris's *Ireland, 1492-1869*, published in the Cambridge Historical Series, is a useful manual marred by a somewhat partisan point of view. For Ireland in the Eighteenth Century Mr. Lecky is the standard author-

ity. The chapters on Ireland are a part of his History of England, but they have been published in separate form.

Lord Mahon, who became Earl Stanhope, in his History of the Reign of Anne, which followed his earlier History of England from 1713 to 1783, takes up the narrative where Macaulay left off. He is trustworthy, though less attractive than Macaulay in regard to style. Mr. Justin McCarthy's recent Reign of Anne is very readable, though it shows little research. Lecky for England as for Ireland is indispensable.

## CHAPTER XVIII

### THE ERA OF THE AMERICAN REVOLUTION 1763-1789

As time goes on, the importance of the American Revolution as a phase of Britain's history is more evident. In one of its chief aspects it was a part of the Whig and Tory struggle. Mr. Lecky's account of the American Revolution in his History of England, is admirable, and has been reprinted in separate form. As a part of his studies in connection with the career of Charles James Fox, Sir George Trevelyan has been engaged upon a History of the American Revolution admirable for its fairness to the American side. It is not yet completed; the second volume is about to appear. The late John Fiske's name commands respect on both sides of the Atlantic, and his American Revolution is entirely fair in spirit.

## CHAPTER XIX

### SOCIETY IN ENGLAND IN THE EIGHTEENTH CENTURY

It will be noted that there is no chapter dealing with social changes between Elizabeth and the eighteenth century. The reason is that the changes of the seventeenth century were slight compared with those of the ages preceding and succeeding it. It has been the fashion to depreciate the eighteenth century, but it was an age of marked progress. To

estimate it fairly it should be compared not with the later age, but with the one preceding it. An epoch which saw both agriculture and mechanical industry revolutionized must be considered remarkable. Mr. Lecky has treated the period so fully and adequately that his work hardly requires to be supplemented, though Traill's *Social England* deals more fully with some topics. Sir George Trevelyan's *Early Years of Charles James Fox* is an interesting description of the life of a society and sporting man of the time, while John Wesley's remarkable *Journal* gives a vivid picture of untiring labor for the masses of the people. For the literary characters of the time, Boswell's *Life of Johnson* is a mine of interest.

The *Dictionary of National Biography* gives adequate accounts of each of the inventors named in the text, and essays upon them and their work would have a specially vivid interest for pupils of a mechanical turn of mind.

## CHAPTER XX

### THE ERA OF THE FRENCH REVOLUTION 1789-1815

THE teacher who would be well equipped for dealing with this period must know something about the French Revolution and the course of Napoleon Bonaparte. Carlyle's great work has become a classic, but it has been truly said that it is rather an epic in prose than a piece of sober history. Mr. Rose's *Life of Napoleon* is the most recent work in English dealing adequately with Napoleon's career. The late Sir John Seeley's small book on Napoleon is most valuable. Captain Mahan's *Influence of Sea-Power upon the French Revolution and Empire* is an illuminating illustration of the meaning of Trafalgar. For England the concluding part of Mr. Lecky's work is good, but he does not cover the whole period.

## CHAPTER XXI

## THE MODERN ERA

1815-1903

On the whole, Mr. Justin McCarthy's works, though not based upon laborious research, will be found the most interesting upon this period, which is too recent to have received as yet any approach to final treatment from the historian. Numerous lives of the leaders of the time are readily accessible.

Mr. Lee's *Life of Queen Victoria* is a frank estimate of her position as a ruler, and is based upon his article in the *Dictionary of National Biography*. The teacher would do well to supplement the necessarily slight references in the text to Fowell Buxton, the Earl of Shaftesbury, Richard Cobden, John Bright, and others by reference to the *Dictionary*. The Poor Law Amendment, the Factory Acts, the successive Reform Bills, the various wars—Crimean, Indian Mutiny, Boer, etc.—all furnish ready topics for discussion and essays.

## CHAPTER XXII

## SOCIAL CHANGES IN THE NINETEENTH CENTURY

THE chapter furnishes boundless room for verbal exposition by the teacher. The railway, the telegraph, cheap postage, evolution, changes in religious opinion, the growth of scientific knowledge, advances in education, the softening of manners, are all topics of living interest. It would be well to use the Index and trace some of the subjects back through earlier centuries, and thus to see the significance of nineteenth century changes. The *Dictionary of National Biography* contains excellent articles on such men as Stephenson, Rowland Hill, Charles Darwin, Thomas Chalmers, John Henry Newman, Thomas Arnold, etc.

The social changes of the last sixty years of the nineteenth century were more vital and sweeping in character than those of the previous five hundred years. A multitude of books



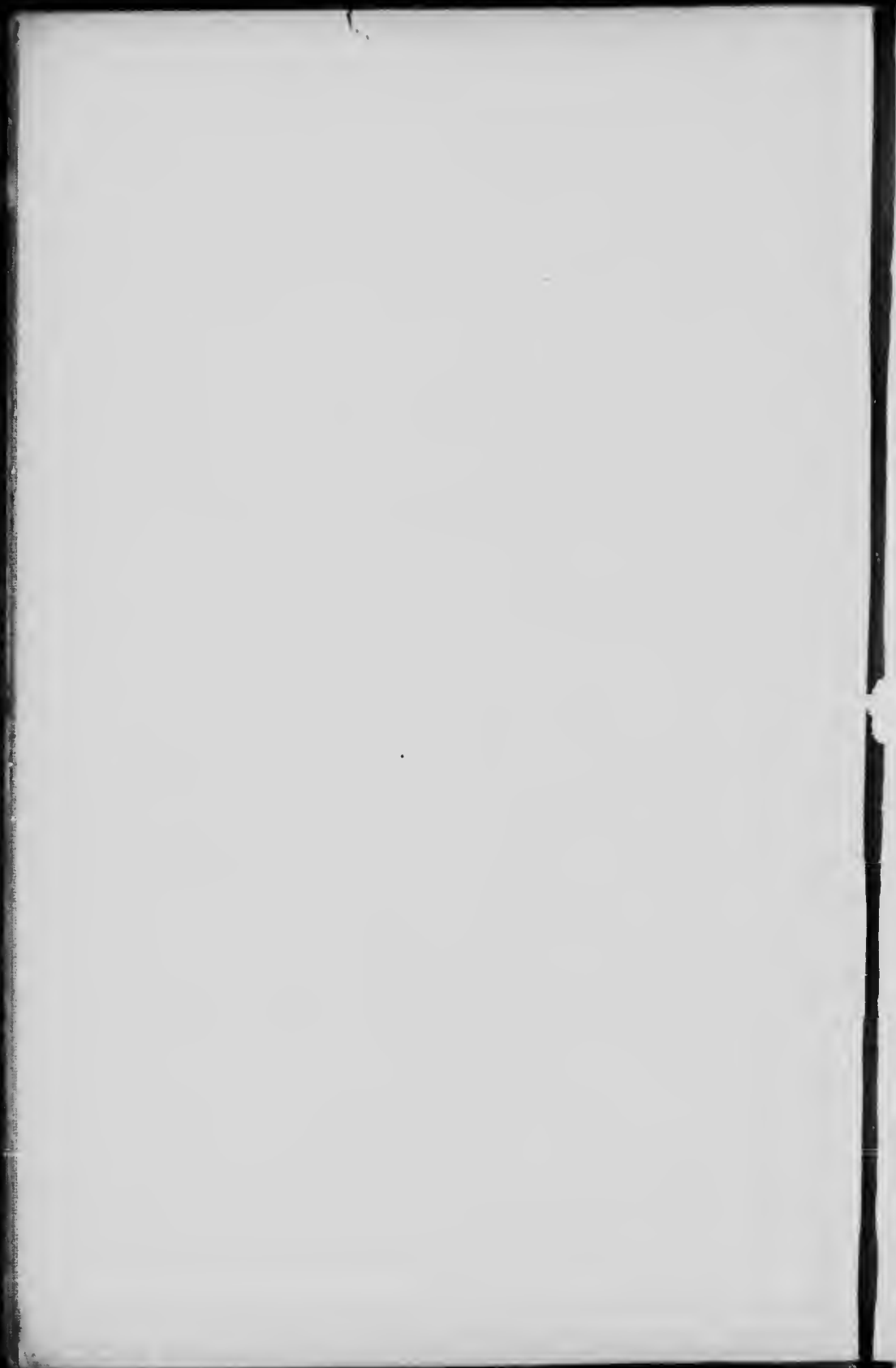
discussing the social changes of the time are named in Traill's *Social England*. The teacher should avoid the undue glorification of the present day. Probably fifty years hence men will look back upon our time as possessing but slight knowledge and insight.

## CHAPTER XXIII

### THE GROWTH OF THE BRITISH DOMINIONS

A CHAPTER on the vast expansion of British dominion was necessary in an account of the British Nation, though considerations of space make it merely a sketch. Seeley's *Expansion of England* is a classic dealing with what we may call the philosophy of colonization. He was the first to emphasize the view that colonies are not "possessions," but sister states. Canada and Australia are important as studies in the growth of political unification and present some contrast with the federalism of the United States. Sir John Bourinot's *Canada under British Rule* contains an excellent summary of the difference between the Australian and the Canadian systems. South Africa has a history full of controversy. Mr. Theal's volume in *The Story of the Nations Series* is based upon his much larger work on South Africa. Though he is accused of anti-British prejudice, he is regarded as a high authority. Sir Conan Doyle's *Great Boer War* is a most readable work written, of course, from the British point of view. The history of the war now in course of publication by the *London Times* will be regarded as of high authority.

The literature relating to India is of course enormous. The articles in the *Dictionary of National Biography* on Clive, Warren Hastings, the Marquis Wellesley, Canning, and other Indian governors are useful. In closing I should like again to say that this great work is essential to any close student of British history.



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