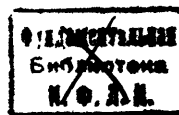


CHAUTAUQUA EDITION

HISTORIES OF
CYRUS THE GREAT
AND
ALEXANDER THE GREAT

BY
JACOB ABBOTT

WITH REVISIONS AND AN APPENDIX
BY LYMAN ABBOTT



NEW YORK

HARPER & BROTHERS, FRANKLIN SQUARE

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ABBOTT, LYMAN ABBOTT, and EDWARD ABBOTT.

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GENERAL PREFACE

FOR THE

CHAUTAUQUA EDITION.

For any comprehensive knowledge of history some acquaintance with the lives of Cyrus and Alexander is essential; since the conquest of Cyrus has been well characterized as the starting-point of European life, and the conquest of Alexander prepared the way for that spread of Grecian literature and philosophy which were themselves preparations for the spread of Christianity. Moreover, as individuals, Cyrus stands out clearly as the representative of the East, Alexander of the West.

In preparing this edition of my father's volumes, at the request of Dr. Vincent, regard has been had to making a cheap edition for popular use: it is, therefore, printed from the original plates; such errors as were discoverable in them have been corrected, but these were very few in number.

The additional matter, gathered from a wide range of modern authorities—the result of researches in the East since the original histories were written—are incorporated in brief notes in an Appendix, where also the student will find references to English authorities easily accessible in all of the larger libraries, and many of them to be found in any good school or town library. In using the volume, the reader is recommended, after finishing each chapter, to turn to the Appendix, read the notes there, and perhaps connect them with the chapter by pencil memoranda at the appropriate page, for future convenience.

L. A.

CORNWALL-ON-HUDSON, N. Y.



HISTORY

OF

CYRUS THE GREAT

BY JACOB ABBOTT.

With Engravings.

NEW YORK:
HARPER & BROTHERS, PUBLISHERS,
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P R E F A C E.

ONE special object which the author of this series has had in view, in the plan and method which he has followed in the preparation of the successive volumes, has been to adapt them to the purposes of text-books in schools. The study of a *general compend* of history, such as is frequently used as a text-book, is highly useful, if it comes in at the right stage of education, when the mind is sufficiently matured, and has acquired sufficient preliminary knowledge to understand and appreciate so condensed a generalization as a summary of the whole history of a nation contained in an ordinary volume must necessarily be. Without this degree of maturity of mind, and this preparation, the study of such a work will be, as it too frequently is, a mere mechanical committing to memory of names, and dates, and phrases, which awaken no interest, communicate no ideas, and impart no useful knowledge to the mind.

A class of ordinary pupils, who have not yet