

OUTLINES  
OF  
MEDLÆVAL AND MODERN HISTORY.

A TEXT-BOOK  
FOR  
HIGH SCHOOLS, SEMINARIES, AND  
COLLEGES

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## PREFACE.

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THIS work is a continuation of my *Outlines of Ancient History*. The two books are alike in general plan, but the present volume is intended for pupils of somewhat maturer minds than those for whom the first book was written.

Ueberweg's definition of History, that it is the unfolding of the essence of spirit, has, I perhaps ought to say, had much to do in determining the character of the work. It is under the influence of this conception that I have estimated the value of facts and judged of the significance of events. My aim has been to deal with the essential elements, not the accidental features, of the life of the race. The book, therefore, gives prominence to the virtues, rather than the vices, of men. It concerns itself mainly with those phenomena and institutions which are the expression of the permanent tendencies of the developing spirit of humanity.

The guiding idea mentioned has controlled the analysis of the subject-matter. The principles of grouping are the laws of historic development. Events have not, as a rule, been gathered under reigns or dynasties.

The divisions and subdivisions of the subject being thus philosophical and natural, with cause and effect as the associating principle, the whole has unity and cohesion, and, readily impressing itself upon the memory of the reader, forms a permanent outline for his guidance in all further historical work. At times, the mate-

rial is gathered about prominent personages, but only because these are the representatives of great principles or tendencies.

With the analysis completed, my aim has been the expansion of this into a clear, continuous, and attractive narrative, — into a story that should at every point hold the attention and throughout sustain the interest of the reader. The infinite difficulty of giving proper perspective and artistic form to the work, on account of the very superabundance of the material to be dealt with, will be appreciated by all students of these periods of history. An honest effort, however, has been made to do this, considerable portions of the volume having been rewritten several times. The book has been kept within moderate compass and prevented from becoming a mere schedule of names and dates, only by the rigid adherence to two rules. First, facts have been regarded as available and of value simply as they might be used to illustrate historic laws, principles, or tendencies. This rule has excluded a multitude of details whose presence, instead of rendering clearer the vision, would simply tend to obscure the view. Second, from among many possible illustrative facts, only the most striking or typical have been selected, and these have been presented with as much background and atmosphere as possible in limited space; for simply to mention facts and not frame them, is to give the reader a page which will leave nothing but a blur upon the memory.

Writing primarily for the student and the teacher, I have tried to keep ever before me the necessity of condensed and suggestive statement. My effort has been to lodge germs in the mind, not to transplant into it fully-developed ideas. Consequently, while the text is designed for memorizing by the pupil, it is also adapted to being made the basis of easy amplification by illustration and comment on the part of the teacher.

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I have, of course, carefully avoided a controversial tone, and yet I have not thought I should conceal, nor have I concealed, my profound sympathy with the principles of religious toleration and of political democracy. Especially have I not thought that the impartiality which should characterize a work like the present forbade my endeavoring, by every art in my power, to foster in the mind of the young student a hatred of all forms of political exclusiveness and tyranny, and a hopeful and sympathetic interest in the institutions of self-government.

I scarcely need to add that the book is not a political history, nor yet the history of any single element of civilization. It aims to blend in a single narrative accounts of the social, political, literary, intellectual, and religious developments of the peoples of mediæval and modern times, — to give in simple outline the story of civilization since the meeting, in the fifth century of our era, of Latin and Teuton upon the soil of the Roman Empire in the West.

As the pupil is supposed to be familiar with United States history before he comes to this text-book, I have referred to the affairs of our own country, only when necessary to show the influence of the New World upon the Old. Nor have I attempted to give any connected account of the nations of Eastern Asia, for the double reason of lack of space, and because they lie so aside from the main currents of history, I could leave them out without omitting any essential feature of the story I had to tell.

In the preparation of the book, I have not failed to refer to all the best authorities within my reach. From among the many works I have used, I desire to make special mention of the following, because it is their guidance I have mainly followed in treating the subjects with which they severally deal: Freeman's *History of the Norman Conquest*; Michaud's *History of the Crusades*;