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OUTLINE

OF

ENGLISH HISTORY

B.C. 55—A.D. 1880

BY

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'Prof. GARDINER's *Outline of English History* is a thoroughly trustworthy and, at the same time, eminently readable introduction to the study of the history of our islands. It begins with the discovery of Britain by the Romans, and ends with the formation of the present Ministry in 1880. Dr. GARDINER divides English history into two periods—the first ending with the death of ELIZABETH, the second taking up the story with the accession of the STUARTS, and continuing it to the present day. The events brought prominently forward in each of these periods are those which have acted in developing the future of the country and of the people. Thus the flashy achievements of

chivalry, or dazzling displays of pageantry, which the authors of histories for the young too often take to be the only parts of history that can be made intelligible to the immature minds of their readers, are touched on lightly or not at all. Dr. GARDINER has also found space for many enlivening anecdotes and famous sayings. His book is, moreover, embellished with several maps and numerous excellent illustrations. The type is clear, and not too small; so that it is well suited for the object which the Author tells us he had in view in writing it—to wit, to supply a reading-book for children's use which shall awaken in their minds an interest in their country's history.'

SATURDAY REVIEW.



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P R E F A C E.



THE object of this little book is to attempt to tell the story of our country's history for young children. Important events have been given in fuller detail than is usual, so as to awaken an interest in them, though no story has been told simply because it is interesting—room having been made for this by omitting much that would be merely burdensome to the memory. Very few dates have been inserted, with the exception of those of the kings' reigns.

The second part is intended for children a little older than those for whom the first part was written. I have done my best to make it interesting, but the subject matter is, I am afraid, not so likely to commend itself to the minds of children as that of the earlier period. Political changes, some of them of a complicated kind, occurred from time to time. It is impossible to pass them over, and yet it is equally impossible to make them very interesting to the young. The same may be said of the religious struggle of the seventeenth century, which is full of interest for older readers. How far I have succeeded in this difficult task must be left to the verdict of my young readers.

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