

P. V. N. MYERS



***GENERAL
HISTORY FOR
COLLEGES AND
HIGH SCHOOLS***

P. V. N. Myers

General History for Colleges and High Schools

Enriched edition.

Introduction, Studies and Commentaries by Bret Alden

EAN 8596547328131

Edited and published by DigiCat, 2022



Table of Contents

[Introduction](#)

[Synopsis](#)

[Historical Context](#)

[General History for Colleges and High Schools](#)

[Analysis](#)

[Reflection](#)

[Memorable Quotes](#)

[Notes](#)

Introduction

[Table of Contents](#)

At its core, this textbook wrestles with how the story of civilization balances continuity with upheaval, order with contingency. By framing vast stretches of the human past as a connected sequence of causes and consequences, *General History for Colleges and High Schools* guides readers to see long arcs without losing sight of turning points. Rather than chase trivia, it organizes events into patterns that show how institutions emerge, evolve, and sometimes break, leaving legacies for subsequent ages. The result is a panoramic introduction aimed at students seeking orientation in the historical landscape before pursuing specialized study.

Written by P. V. N. Myers, an American historian and textbook author, this volume is a historical survey composed for classroom use in colleges and high schools. It belongs to the genre of general history compendia that consolidated scholarship for teaching, offering a single-volume map of the past from antiquity to the modern world. Composed and published in the United States in the late nineteenth century, it reflects the educational priorities of that era's expanding secondary and collegiate curricula. The book's intended setting is the structured course, where concise exposition and orderly arrangement support lectures, recitations, and examinations.

As a reading experience, the book offers a steady, explanatory voice that favors clarity over ornament. Its

sections proceed chronologically, knitting political developments to cultural, economic, and religious contexts in a measured tone. Transitions mark the movement from one period to the next, and recurring concepts help readers retain connections across epochs. The prose aims to be accessible to students while sustaining the synthesis expected of a comprehensive survey. Readers can anticipate succinct summaries and an emphasis on causation, significance, and comparison rather than anecdote, resulting in an overview that rewards close attention without requiring prior specialization.

Among its main themes are the rise and transformation of institutions; the interaction of law, belief, and governance; the circulation of ideas, technologies, and commerce; and the recurrent tension between local particularity and wider systems. The book underscores continuity across eras while identifying decisive breaks that reorient trajectories. It treats historical change as multi-causal, encouraging students to weigh geography, leadership, social organization, and material conditions together. Equally important is its effort to show how different regions influence one another across time, so that no period appears in isolation from the forces that shaped it.

Because it was produced in a specific educational and historiographical moment, the text also reveals the assumptions of its time. Modern readers may notice organizing choices and emphases characteristic of late nineteenth-century survey teaching, including an orientation toward political narrative, periodization, and civilizational through-lines. Rather than treat this as a flaw or a final

word, the book can be read as a primary source for the history of historical writing, clarifying how earlier educators framed the global past. Engaging it critically invites comparisons with contemporary approaches that integrate broader social, environmental, and transnational perspectives.

For students and general readers today, the work remains valuable as a scaffold for historical literacy. Its orderly progression offers a reference framework of periods, processes, and relationships that supports deeper inquiry into specialized topics. Used alongside recent scholarship, it helps readers practice essential skills: distinguishing chronology from causation, weighing competing interpretations, and tracking continuity amid change. It also provides insight into how educational texts shape public understanding, reminding us that every synthesis carries choices about emphasis, vocabulary, and scope. In this way, the book continues to function as both an instructional tool and a prompt for reflection.

Approached with curiosity and a critical eye, *General History for Colleges and High Schools* serves as both guide and interlocutor. Read it to orient yourself within expansive timelines; reread it to test how frameworks hold up against new evidence and perspectives. Its measured voice, comprehensive ambitions, and commitment to coherence make it a durable point of entry into the study of the past. At the same time, its origins encourage reflection on how histories are constructed, updated, and debated, ensuring that the book remains a living companion to the ongoing work of historical understanding.

Synopsis

[Table of Contents](#)

General History for Colleges and High Schools by P. V. N. Myers presents a broad, chronological survey of world history designed for secondary and collegiate instruction. Framed as a clear narrative, it links political institutions with social, religious, and intellectual life while tracing the transmission of ideas across regions and eras. Written in the late nineteenth century, it reflects an effort to synthesize established scholarship into a cohesive overview accessible to students. The book emphasizes cause and effect in historical change, the continuity of civilizations, and the emergence of distinctive cultural traditions, setting a foundation for understanding how early developments prepare the ground for later transformations.

The opening sections examine the ancient Near Eastern and Mediterranean worlds, where urban life, writing, law, and organized states first coalesced. Egypt and Mesopotamia illustrate early experimentation in kingship, administration, and religious worldviews that shaped later societies. The narrative attends to the roles of maritime traders and small states, such as the Phoenicians and the Hebrews, in spreading alphabets, commercial practices, and enduring ethical concepts. Finally, imperial structures centered in Persia demonstrate how large-scale governance, infrastructure, and cultural tolerance could knit vast territories together, creating patterns of exchange that framed the classical age.

The account of Greece follows the evolution from early communities to self-governing city-states, highlighting how civic institutions, citizenship, and debate informed public life. Conflicts that drew Greek cities together and pulled them apart are set alongside achievements in philosophy, literature, and art, presenting classical culture as both a political and intellectual milestone. The book then traces the spread of Hellenic ideas through conquests and successor kingdoms, emphasizing how language, science, and urban forms disseminated across the eastern Mediterranean. This Hellenistic synthesis, while politically fragmented, broadened horizons and created a shared cultural environment that would later interact with Roman power.

Rome is presented as a bridge from local republic to Mediterranean empire, its institutions adapting as expansion imposed new demands. The narrative follows the tension between civic traditions and personal authority, culminating in imperial rule that brought administrative cohesion and long periods of relative stability. Roman law, infrastructure, and cultural borrowing from Greece are treated as lasting contributions. The emergence and spread of Christianity within Roman domains introduce a new religious framework that endures beyond the Western Empire's decline, while the Eastern Empire preserves and transforms classical legacies, setting the stage for medieval developments.

The medieval sections examine the formation of Europe after the Western Empire's fragmentation, the consolidation of Christian institutions, and the interplay of Latin, Byzantine, and Islamic spheres. The narrative reviews kingship and lordship, the feudal and manorial orders, and

the ways economic revival altered social relations. It treats the crusading movement as a complex phenomenon of piety, warfare, and exchange, while also noting the growth of towns, guilds, and universities. Intellectual life—especially scholastic inquiry—appears alongside evolving monarchies and church-state relations, depicting a society that continually rebalanced spiritual authority, local loyalties, and emerging centralized power.

The early modern chapters emphasize renewal and rupture. The Renaissance reframes classical learning and artistic expression, fostering new approaches to humanity and the natural world. Religious reform and confessional responses reshape belief, politics, and everyday life across Europe. Overseas exploration and colonization expand commercial circuits and cultural contacts, connecting continents in unprecedented ways. Scientific inquiry challenges inherited assumptions, and states experiment with absolutist and constitutional forms. Enlightenment currents circulate arguments about rights, governance, and public reason, while revolutions in the Atlantic world test these principles in practice, altering the vocabulary of citizenship, sovereignty, and reform.

The modern portion traces industrialization's economic and social consequences, the consolidation of nation-states, and the shifting balance among liberal, conservative, and socialist ideas. National unifications and imperial rivalries reorder power, while technological change transforms work, warfare, and communications. Reform movements seek to broaden participation and address the dislocations of rapid growth. Myers closes by underscoring themes of continuity

and change, the cumulative legacy of earlier civilizations, and the value of historical perspective for civic understanding. The book's enduring resonance lies in its integrated panorama, which equips readers to connect distant origins with the complex dynamics of the modern world.

Historical Context

[Table of Contents](#)

General History for Colleges and High Schools by P. V. N. Myers emerged in late nineteenth-century United States, as public high schools and expanding colleges sought coherent survey texts. The Morrill Acts of 1862 and 1890 fostered new land-grant institutions, while normal schools trained growing numbers of teachers. Professional historical organizations consolidated: the American Historical Association was founded in 1884 and incorporated by Congress in 1889. In this setting of curricular standardization and rising enrollments, a single-volume general history promised to supply both colleges and secondary schools with a common framework, pairing chronological breadth with classroom features that supported recitation and examination.

The book's architecture reflects the late nineteenth century's professional turn in historiography, influenced by German seminar training and Rankean source criticism. American universities, notably Johns Hopkins (founded 1876), imported seminar methods that emphasized chronology, periodization, and careful citation. Survey textbooks responded by organizing material into ancient, medieval, and modern eras, appending reading lists, and embedding maps and timelines to anchor narrative claims. Myers writes for recitation and examination, but within the prevailing aspiration to make history a scientific discipline: coherent, documented, and comparative across civilizations,

yet ordered to show causal connections, constitutional development, and the institutional continuity prized by his contemporaries.

International developments that framed the modern endpoint of such surveys were dramatic. The French Revolution (1789) and Napoleonic Wars reshaped Europe; the Congress of Vienna (1815) inaugurated a balance-of-power diplomacy; uprisings in 1848 articulated liberal and national demands; Italian unification culminated in 1861–1870; German unification followed in 1871. Industrialization accelerated urban growth and altered social relations, while steamships, railways, the Suez Canal (1869), and telegraph cables tightened global connections. These events formed the capstone sequence for general histories of the period, offering an arc from ancien régime to mass politics and industrial society that instructors treated as essential civic knowledge.

In the United States, the decades surrounding the book's appearance were shaped by the Civil War's aftermath and a widening national horizon. Reconstruction (1865–1877), western expansion, and the completion of the first transcontinental railroad (1869) transformed the republic. Large-scale immigration from southern and eastern Europe intensified after 1880, feeding urban growth and public-school enrollments. The Spanish-American War (1898) and ensuing acquisitions signaled a new American presence overseas, heightening interest in European diplomacy, empire, and constitutional origins. General histories for classrooms thus positioned Greece, Rome, medieval Christendom, the Renaissance, and the

Enlightenment as antecedents to modern citizenship, parliamentary practice, and international engagement.

Curricular reform gave survey texts a stable place. The National Education Association's Committee of Ten (1892–1893) pressed for coherent secondary sequences, and the American Historical Association's Committee of Seven (1899) recommended a four-year high-school program: ancient history; medieval and modern European history; English history; and American history with civics. They emphasized outlines, maps, and collateral reading. Colleges and state boards increasingly aligned expectations, while the College Entrance Examination Board (founded 1900) standardized topics for admissions. Myers's comprehensive volume fit these frameworks, supplying instructors with a single, ordered narrative equipped for recitation, map work, and the emerging culture of examinations.

The intellectual climate favored narratives of progress from antiquity to modern constitutional states, often cast as a distinctive Western trajectory. Contemporary textbooks commonly prioritized political and diplomatic history, tracing institutions from the polis and Roman law to Magna Carta (1215), the Reformation, the English Revolution, the Enlightenment, and the French Revolution. They also reflected prevailing Eurocentrism and, at times, evolutionary social theories that ranked civilizations, language that today registers as racialized and imperial. Against that backdrop, Myers synthesized political, cultural, and religious developments, presenting a continuous inheritance that could explain modern liberties and obligations without dwelling on technical historiographical debates.

Advances in scholarship and print technology shaped what a general history could include. Nineteenth-century decipherments of Egyptian hieroglyphs and Mesopotamian cuneiform, along with excavations by figures such as Austen Henry Layard at Nineveh, Heinrich Schliemann at Troy and Mycenae in the 1870s, and Arthur Evans at Knossos beginning in 1900, expanded knowledge of the ancient world. Halftone illustration, improved cartography, and standardized schoolbook formats let publishers embed maps, plates, and timelines at scale. As states and districts adopted lists of approved texts, revised editions incorporated new finds and syntheses, enabling Myers's survey to present antiquity and the Middle Ages with unprecedented detail.

Myers's *General History* mirrors the confidence and constraints of its age. It arranges a sweeping past to educate citizens for constitutional democracies and industrial societies, praises institutional continuity and nation-building, and uses maps, chronology, and comparative method to signal modern, professional standards. At the same time, its emphasis and scope reflect late-Victorian Eurocentrism and the didactic purposes of American schooling. By unifying ancient, medieval, and modern narratives for colleges and high schools, the book codified a common syllabus and invited readers to evaluate contemporary politics against historical precedents, thus both expressing and shaping the educational ideals of its era.

**GENERAL HISTORY FOR COLLEGES AND
HIGH SCHOOLS**
Main Table of Contents

LIST OF COLORED MAPS.

GENERAL HISTORY.

PART I.

CHAPTER II.

CHAPTER III.

CHAPTER IV.

CHAPTER V.

CHAPTER VI.

CHAPTER VII.

CHAPTER VIII.

SECTION II.—GRECIAN HISTORY

CHAPTER X.

CHAPTER XI.

CHAPTER XII.

CHAPTER XIII.

CHAPTER XIV.

CHAPTER XV.

CHAPTER XVI.

CHAPTER XVII.

CHAPTER XVIII.

CHAPTER XIX.

CHAPTER XX.

CHAPTER XXI.

SECTION III. ROMAN HISTORY.

CHAPTER XXIII.

CHAPTER XXIV.

CHAPTER XXV.

CHAPTER XXVI.

CHAPTER XXVII.

CHAPTER XXVIII.

CHAPTER XXIX.

CHAPTER XXX.

CHAPTER XXXI.

PART II.

SECTION I.—MEDIÆVAL HISTORY.

CHAPTER XXXII.

CHAPTER XXXIII.

CHAPTER XXXIV.

CHAPTER XXXV.

CHAPTER XXXVI.

CHAPTER XXXVII.

CHAPTER XXXVIII.

CHAPTER XXXIX.

SECOND PERIOD.—THE AGE OF REVIVAL.. (FROM THE
OPENING OF THE ELEVENTH CENTURY TO THE DISCOVERY
OF AMERICA BY COLUMBUS IN 1492.)

CHAPTER XL.

CHAPTER XLI.

CHAPTER XLII.

CHAPTER XLIII.

CHAPTER XLIV.

CHAPTER XLV.

CHAPTER XLVI.

CHAPTER XLVII.

SECTION II.—MODERN HISTORY.

FIRST PERIOD.—THE ERA OF THE PROTESTANT
REFORMATION.. (FROM THE DISCOVERY OF AMERICA TO
THE PEACE OF WESTPHALIA, IN 1648.)

CHAPTER XLVIII.

CHAPTER XLIX.

CHAPTER L.

CHAPTER LI.

CHAPTER LII.

CHAPTER LIII.

SECOND PERIOD.—THE ERA OF THE POLITICAL
REVOLUTION.. (FROM THE PEACE OF WESTPHALIA IN 1648
TO THE PRESENT TIME.)

CHAPTER LIV.

CHAPTER LV.

CHAPTER LVI.

CHAPTER LVII.

CHAPTER LVIII.

CHAPTER LIX.

CHAPTER LX.

CHAPTER LXI.

CHAPTER LXII.

CHAPTER LXIII.

CONCLUSION: THE NEW AGE.

PREFACE.

This volume is based upon my *Ancient History* and *Mediæval and Modern History*. In some instances I have changed the perspective and the proportions of the narrative; but in the main, the book is constructed upon the same lines as those drawn for the earlier works. In dealing with so wide a range of facts, and tracing so many historic movements, I cannot hope that I have always avoided falling into error. I have, however, taken the greatest care to verify statements of fact, and to give the latest results of discovery and criticism.

Considering the very general character of the present work, an enumeration of the books that have contributed facts to my narration, or have helped to mould my views on this or that subject, would hardly be looked for; yet I wish here to acknowledge my special indebtedness, in the earlier parts of the history, to the works of George Rawlinson, Sayce, Wilkinson, Brugsch, Grote, Curtius, Mommsen, Merivale, and Leighton; and in the later parts, and on special periods, to the writings of Hodgkin, Emerton, Ranke, Freeman, Michaud, Bryce, Symonds, Green (J. R.), Motley, Hallam, Thiers, Lecky, Baird, and Müller.

Several of the colored maps, with which the book will be found liberally provided, were engraved especially for my *Ancient History*; but the larger number are authorized reproductions of charts accompanying Professor Freeman's *Historical Geography of Europe*. The Roman maps were

prepared for Professor William F. Allen's *History of Rome*, which is to be issued soon, and it is to his courtesy that I am indebted for their use.

The illustrations have been carefully selected with reference to their authenticity and historical truthfulness. Many of those in the Oriental and Greek part of the work are taken from Oscar Jäger's *Weltgeschichte*; while most of those in the Roman portion are from Professor Allen's forthcoming work on Rome, to which I have just referred, the author having most generously granted me the privilege of using them in my work, notwithstanding it is to appear in advance of his.

Further acknowledgments of indebtedness are also due from me to many friends who have aided me with their scholarly suggestions and criticism.

My warmest thanks are particularly due to Professor W.F. Allen, of the University of Wisconsin; to Dr. E.W. Coy, Principal of Hughes High School, Cincinnati; to Professor William A. Merrill, of Miami University; and to Mr. D. H. Montgomery, author of *The Leading Facts of History* series.

P. V. N. M.
COLLEGE HILL, OHIO,
July, 1889.

**PREFACE LIST OF MAPS GENERAL
INTRODUCTION: THE RACES AND
THEIR EARLY MIGRATIONS**

PART I.

ANCIENT HISTORY.

SECTION I.—THE EASTERN NATIONS.

CHAPTER I. India and China. 1. India. 2. China. II. Egypt. 1. Political History. 2. Religion, Arts, and General Culture. III. Chaldæa. 1. Political History. 2. Arts and General Culture. IV. Assyria. 1. Political History. 2. Religion, Arts, and General Culture. V. Babylonia. VI. The Hebrews. VII. The Phoenicians. VIII. The Persian Empire. 1. Political History. 2. Government, Religion, and Arts.

SECTION II.—GRECIAN HISTORY.

IX. The Land and the People.
X. The Legendary or Heroic Age.
XI. Religion of the Greeks.
XII. Age of the Tyrants and of Colonization: the Early Growth of
Sparta and of Athens.

1. Age of the Tyrants and of Colonization.
2. The Growth of Sparta.
3. The Growth of Athens.
- XIII. The Græco-Persian Wars.
- XIV. Period of Athenian Supremacy.
- XV. The Peloponnesian War: the Spartan and the Theban Supremacy.
 1. The Peloponnesian War.
 2. The Spartan and the Theban Supremacy.
- XVI. Period of Macedonian Supremacy: Empire of Alexander.
- XVII. States formed from the Empire of Alexander.
- XVIII. Greek Architecture, Sculpture, and Painting.
 1. Architecture.
 2. Sculpture and Painting.
- XIX. Greek Literature.
 1. Epic and Lyric Poetry.
 2. The Drama and Dramatists.
 3. History and Historians.
 4. Oratory.
- XX. Greek Philosophy and Science.
- XXI. Social Life of the Greeks.

SECTION III.—ROMAN HISTORY.

- XXII. The Roman Kingdom.
- XXIII. The Early Roman Republic: Conquest of Italy.
- XXIV. The First Punic War.
- XXV. The Second Punic War.
- XXVI. The Third Punic War.
- XXVII. The Last Century of the Roman Republic.
- XXVIII. The Last Century of the Roman Republic (*concluded*).

XXIX. The Roman Empire (from 31 B.C. to A.D. 180).

XXX. Decline and Fall of the Roman Empire in the West (A.D. 180-476).

XXXI. Roman Civilization.

1. Architecture.

2. Literature, Philosophy, and Law.

3. Social Life.

PART II.

MEDIAEVAL AND MODERN HISTORY.

INTRODUCTION.

SECTION I.—MEDIAEVAL HISTORY.

FIRST PERIOD.—THE DARK AGES.

(From the Fall of Rome, A.D. 476, to the Eleventh Century.)

XXXII. Migrations and Settlements of the Teutonic Tribes.

XXXIII. The Conversion of the Barbarians.

XXXIV. Fusion of the Latin and Teutonic Peoples.

XXXV. The Roman Empire in the East.

XXXVI. Mohammed and the Saracens.

XXXVII. Charlemagne and the Restoration of the Empire in the West.

XXXVIII. The Northmen.

XXXIX. Rise of the Papal Power.

SECOND PERIOD.—THE AGE OF REVIVAL.

(From the opening of the Eleventh Century to the Discovery of America by Columbus, in 1492.)

XL. Feudalism and Chivalry.

1. Feudalism.

2. Chivalry.

XLI. The Norman Conquest of England.

XLII. The Crusades.

1. Introductory: Causes of the Crusades.

2. The First Crusade.

3. The Second Crusade.

4. The Third Crusade.

5. The Fourth Crusade.

6. Close of the Crusades: Their Results.

XLIII. Supremacy of the Papacy: Decline of its Temporal Power.

XLIV. Conquests of the Turanian Tribes.

XLV. Growth of the Towns: The Italian City-Republics.

XLVI. The Revival of Learning.

XLVII. Growth of the Nations: Formation of National Governments

and Literatures.

1. England.

2. France.

3. Spain.

4. Germany.

5. Russia.

6. Italy.

7. The Northern Countries.

SECTION II. MODERN HISTORY.

INTRODUCTION

THIRD PERIOD.—THE ERA OF THE PROTESTANT REFORMATION.

(From the Discovery of America to the Peace of Westphalia, in 1648.)

XLVIII. The Beginnings of the Reformation under Luther.

XLIX. The Ascendency of Spain.

1. Reign of the Emperor Charles V.

2. Spain under Philip II.

L. The Tudors and the English Reformation.

1. Introductory.

2. The Reign of Henry VII.

3. England severed from the Papacy by Henry VIII.

4. Changes in the Creed and Ritual under Edward VI.

5. Reaction under Mary.

6. Final Establishment of Protestantism under Elizabeth.

LI. The Revolt of the Netherlands: Rise of the Dutch Republic.

LII. The Huguenot Wars in France.

LIII. The Thirty Years' War.

FOURTH PERIOD.—THE ERA OF THE POLITICAL REVOLUTION.

(From the Peace of Westphalia, in 1648, to the present time.)

LIV. The Ascendency of France under the Absolute Government of Louis XIV.

LV. England under the Stuarts: The English Revolution.

1. The First Two Stuarts.

2. The Commonwealth.

3. The Restored Stuarts.

of the Latin liturgy that established the form of public worship used in the Anglican Church.

96 A statement of Protestant doctrine published in 1552 which was later revised and reduced to the Thirty-nine Articles that became a standard formulary of belief for the Church of England.

97 A great-granddaughter of Henry VII who was proclaimed queen in 1553 in an effort to keep England Protestant; her short reign ended with her arrest and execution within about a year.

98 King of Spain (reigned 1556–1598) and ruler of extensive Habsburg territories who married Queen Mary I of England and pursued policies to defend Catholic interests in Europe, including military action against Protestants.

99 Mary, Queen of Scots (1542–1587), was queen of Scotland and a Catholic claimant to the English crown who fled to England in 1568, remained in custody for many years, and was executed in 1587 after involvement in plots against Elizabeth I.

100 The popular English name for the Spanish Armada of 1588, a large fleet sent by Philip II to invade England; it was defeated by English naval action and severe storms during its return voyage.

101 William the Silent (William of Orange, 1533–1584) was the principal leader of the Dutch revolt against Spanish rule and is regarded as a founder of Dutch independence; he was assassinated in 1584.

102 A series of treaties signed in 1648 that ended the Thirty Years' War in Europe; they recognized the sovereignty

of many German princes and significantly reshaped the political order of central Europe.

103 The act by which Louis XIV withdrew the Edict(s) of Nantes (originally issued in 1598 under Henry IV) that had granted substantial religious rights to French Protestants (Huguenots), producing intensified persecution and a large Protestant emigration from France.

104 A policy under Louis XIV in which dragoons (mounted infantry) were billeted on Huguenot families and authorized to harass them, used as a method to force Protestant conversions to Catholicism.

105 A famous declaration attributed to Louis XIV meaning "I am the State," often cited to express the principle of absolute monarchy and the concentration of sovereign authority in the person of the king.

106 A failed Catholic-led conspiracy in 1605, whose most famous member was Guy Fawkes, to blow up the English Parliament and kill King James I and other leaders; its discovery led to stricter penalties and suspicion toward Catholics in England.

107 The nickname for the cavalry regiment raised and commanded by Oliver Cromwell during the English Civil War, renowned for its discipline, Puritan religious character, and effectiveness in battle.

108 John Dryden (1631-1700) was an English poet, playwright, and critic who became a leading literary figure of the Restoration era and wrote both dramas and verse.

109 The English Bill of Rights (1689) was an act of Parliament passed after the Glorious Revolution that limited the powers of the monarch, asserted Parliament's authority

over taxation and standing armies, and influenced later constitutional developments.

110 Jacobites were supporters of James II and his heirs who sought the restoration of the Stuart line after the 1688 Revolution; their political and military activity continued in Britain and Ireland through much of the 18th century.

111 A battle fought near the River Boyne in Ireland on 1690 between William III (William of Orange) and the forces of the deposed James II; William's victory was decisive for securing his rule in Ireland.

112 Sophia of Hanover (1630–1714) was a granddaughter of James I who was named heir to the English throne by the Act of Settlement (1701) to ensure a Protestant succession; her son succeeded as George I.

113 The "Potsdam Giants" were a famed regiment of unusually tall soldiers assembled by Frederick William I of Prussia in the early 18th century, recruited from across Europe as a prestige unit.

114 The Strelitzes (also spelled Streltsy) were a Russian musketeer corps formed under Ivan the Terrible that served as palace guards and frequently mutinied in the late 17th century before being suppressed by Peter the Great.

115 The Paris municipal government formed during the French Revolution (not the late-19th-century Paris Commune); in 1792–94 it was dominated by radical revolutionaries who led public insurrections and political actions in the city.

116 A contemporary revolutionary epithet treating the guillotine as a sacred instrument of revolutionary justice

during the Reign of Terror, used ironically by radicals who justified mass executions.

117 An atheistic, secular cult promoted in 1793–94 during the Revolution that replaced Christian ceremonies in some places with public festivals and the symbolic placement of a woman as the ‘Goddess’ in churches such as Notre Dame.

118 Literally ‘without knee-breeches,’ this term named the urban working-class militants of revolutionary Paris who favored radical social measures and played a key role in popular insurrections.

119 A special court established by the National Convention in 1793 to try suspected enemies of the Revolution; it conducted rapid, often summary trials that led to many deportations and executions.

120 A euphemistic name used by revolutionaries for a method of mass execution at Nantes involving overcrowding boats and sinking them in the Loire, part of the so-called ‘terror’ measures in the provinces.

121 A peace agreement negotiated after Napoleon’s Italian campaign by which Austria ceded territories (including the Austrian Netherlands) and recognized the Cisalpine Republic; the treaty is more commonly spelled ‘Campo Formio.’

122 Old Sarum was an uninhabited medieval mound in Wiltshire that continued to send two members to the British House of Commons until the Reform Act of 1832, and is a classic example of a ‘rotten borough’ with virtually no electors.