

A HISTORY OF THE ANCIENT WORLD

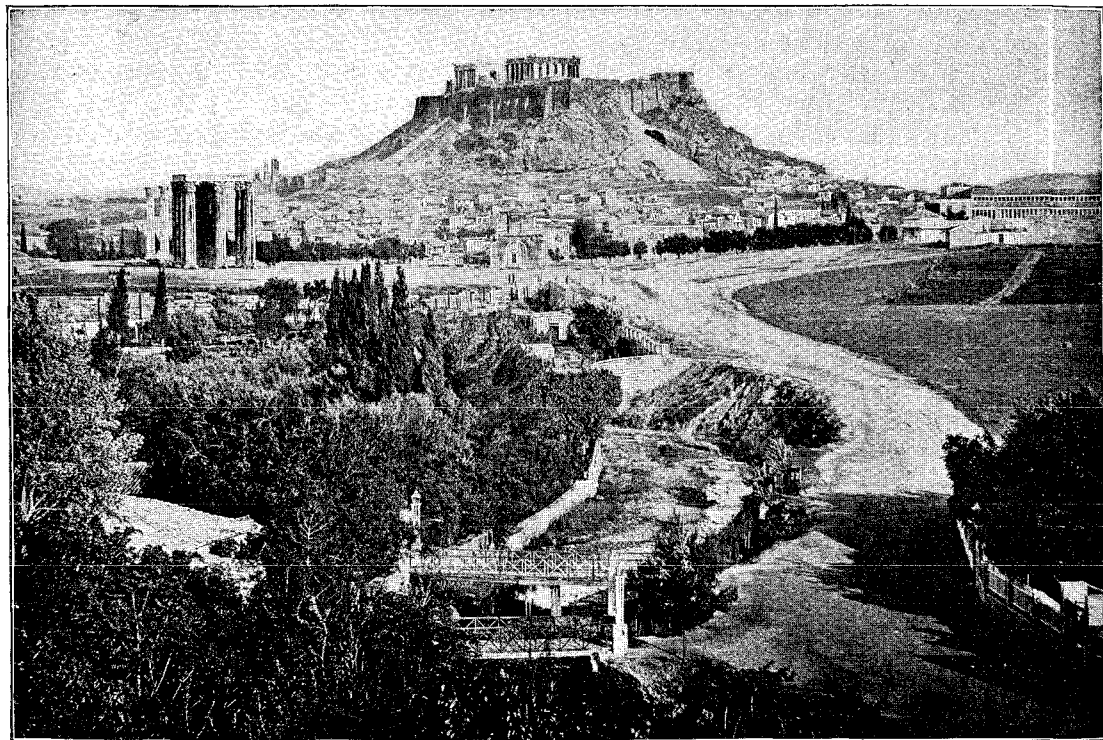


THE MACMILLAN COMPANY  
NEW YORK • BOSTON • CHICAGO  
SAN FRANCISCO

MACMILLAN & CO., LIMITED  
LONDON • BOMBAY • CALCUTTA  
MELBOURNE

THE MACMILLAN CO. OF CANADA, LTD.  
TORONTO





THE ACROPOLIS OF ATHENS  
(From a photograph)

A HISTORY  
OF THE  
ANCIENT WORLD

BY

GEORGE WILLIS BOTSFORD, PH.D.

PROFESSOR OF HISTORY IN COLUMBIA UNIVERSITY; AUTHOR OF  
"THE DEVELOPMENT OF THE ATHENIAN CONSTITUTION," "THE  
ROMAN ASSEMBLIES," "A HISTORY OF GREECE," "A HISTORY  
OF THE ORIENT AND GREECE," "A HISTORY OF ROME,"  
"AN ANCIENT HISTORY," AND (WITH L. S.  
BOTSFORD) "THE STORY OF ROME"

*WITH MAPS AND NUMEROUS ILLUSTRATIONS*

New York

THE MACMILLAN COMPANY

1913

*All rights reserved*

COPYRIGHT, 1911,  
By THE MACMILLAN COMPANY.

---

Set up and electrotyped. Published July, 1911. Reprinted  
September, 1911; January, July, 1912; January, 1913.

Norwood Press  
J. S. Cushing Co. — Berwick & Smith Co.  
Norwood, Mass., U.S.A.

## PREFACE

THE preparation of this volume began as a revision of my Ancient History, but the expansion and alterations have been so extensive as to produce a substantially new book. It is to serve mainly as a practical text-book for meeting new demands in the study of ancient history in secondary schools. In its preparation the advice of educators throughout the country has been obtained; the reports of the Committee of Seven and Committee of Five have been kept in mind; and account has been taken of requirements for admission to college and for state examinations. In brief, every effort has been made to bring the work up to present educational standards. In the labor of preparation I have enjoyed the coöperation of Miss Antoinette Holbrook, Head of the History Department, Chelsea High School, Chelsea, Massachusetts, who has contributed to all parts of the book her experience as a teacher. The proofs have been read, and corrections made, by Professor Eugene Fair, department of Ancient History, State Normal School, Kirksville, Missouri. It gives me pleasure to express my high appreciation of such aid. For the choice and arrangement of topics I am especially indebted to "A History Syllabus for Secondary Schools," prepared under the auspices of the History Teachers' Association of New England. This outline is the one used in the Syllabus of the New York State Education Department.

The newer educational movement rightly lays stress on the causal relations and the significance of events and on culture and social life. My "History of Greece" (1899) did pioneer work in this field; and I now cherish the hope that educators will soon see their way clear to the elimination of many minor persons and events from the study of ancient history to make room for a larger treatment of social and cultural activities.

I have aimed also to bring the book up to date from the point of view of scholarship. In the chapters on the Orient, for instance,

advantage has been taken of such recent and authoritative publications as the new edition of Breasted's "History of Ancient Egypt" and of Meyer's "Geschichte des Altertums," Vol. I. Other examples of improvement in this direction may be found in the treatment of the early Greek and Italic civilizations, in the growth and decline of the Roman Empire, and in the period of transition to the Middle Ages.

Great pains have been taken to furnish the volume with an abundance of useful maps and illustrations. All the maps have been drawn especially for this book or have been transferred, with improvements, from my earlier works. The pictures in each chapter are of objects or persons contemporary with the period treated, and have for that reason a great value as a means of instruction. For the use of some of this material my thanks are due to the authorities of the British Museum, to the Ministry of Public Instruction of Italy, and to my colleague, Professor George N. Olcott.

It seems to me to be due to myself now to say that no one of my text-books has been a compilation of modern writings. The present volume, for example, is a product of more than a quarter century of a life earnestly devoted to the study and interpretation of Greek and Roman historical sources. On most of the topics presented within this field I have examined the sources with sufficient care to enable me to express an opinion of my own. But only in a few instances, as on the composition of the Roman assemblies or on the value of Alexander's conquests, do I depart materially from the current view. I understand, however, the difficulty of compressing all ancient history within so few pages. The greater the condensation, the more liable becomes the work to incomplete statements and to errors arising from inattention to details. I shall be grateful to the Reader who will inform me of such defects or offer suggestions for the improvement of the book.

GEORGE WILLIS BOTSFORD.

MOUNT VERNON, NEW YORK,  
June 1, 1911.



## SUGGESTIONS TO TEACHERS

CHAPTERS VI and XXVIII owe their existence in their present form to the requests of teachers. Many, however, will find it preferable, with classes beginning the subject, to omit all of chapter VI excepting § 70, the second half of § 79, and § 80, and in chapter XXVIII to omit § 354; to teach the geography in connection with the events; to have the location of every place carefully described from the maps on its first occurrence in the narrative; and to use these two chapters in a review of the geography. One or two myths may be selected for recitation and the rest left to the pupils merely to read. Similarly in the first progress of the class through the book the teacher may find it advisable to touch but lightly on government, and then by way of review to take up as separate topics the constitutional history of Sparta, Athens, and Rome respectively, that the pupils may learn to appreciate the evolution of the government as a whole and of its individual institutions. The teacher will save time and energy by looking carefully over every lesson with the class at the moment the assignment is made, in order to explain difficulties and to indicate what may be omitted or what topics may profitably be expanded by collateral reading. Many proper names and minor events, for example, could be omitted without injury to the pupils' intelligence. In fact the process of elimination has a high educational value. The readings are given merely as illustrations. Generally the teacher will prefer to make his own selections from books accessible to the class. The questions, too, are intended as examples. Many more questions may profitably be asked, not only on the text, but also on the maps and illustrations. Abstracts or topical outlines of periods are strongly recommended. Fortunately no all-sufficing text-book in history has ever been written, or can be written. From the very nature of historical study any effort to avoid the routine work of learning everything in given order in the book and nothing more — to study the subject in hand rather than the book itself — will be amply rewarded by the results.



# CONTENTS

## PART I

### THE ORIENTAL NATIONS

| CHAPTER   | PAGE |
|---|------|
| I. Introduction : The Scope and Course of Ancient History . . . . . | I    |
| II. Egypt . . . . .   | 6    |
| III. The Tigris — Euphrates Valley . . . . .                        | 21   |
| IV. Syria : The Phoenicians and the Hebrews . . . . .               | 37   |
| V. The Median and Persian Empires . . . . .                         | 48   |

## PART II

### HELLAS

|  |     |
|--|-----|
| VI. The Country and the People . . . . .                                   | 59  |
| VII. The Cretan and Mycenaean Civilizations . . . . .                      | 68  |
| VIII. The First Period of Colonization ; The Epic or Homeric Age . . . . . | 81  |
| IX. Religion and Myth . . . . .  | 86  |
| X. The City-State and its Development . . . . .                            | 98  |
| XI. Second Period of Colonial Expansion . . . . .                          | 105 |
| XII. The Rise of Sparta and the Peloponnesian League . . . . .             | 112 |
| XIII. Athens : From Monarchy to Democracy . . . . .                        | 123 |
| XIV. Intellectual Awakening . . . . .                                      | 144 |
| XV. Conquest of Asiatic Greece by the Lydians and the Persians . . . . .   | 157 |
| XVI. War with Persia and Carthage . . . . .                                | 166 |
| XVII. The Delian Confederacy and the Athenian Empire . . . . .             | 182 |
| XVIII. The Age of Pericles . . . . .                                       | 191 |
| XIX. The Peloponnesian War to the Sicilian Expedition . . . . .            | 219 |
| XX. From the Sicilian Expedition to the End of the War . . . . .           | 226 |

| CHAPTER  | PAGE |
|--|------|
| XXI. Sicily: The Tyrant and the Liberator . . . . .        | 246  |
| XXII. The Supremacy of Sparta . . . . .                    | 252  |
| XXIII. Thebes attempts to gain the Supremacy . . . . .     | 263  |
| XXIV. The Rise of Macedon . . . . .                        | 268  |
| XXV. The Founding of Alexander's Empire . . . . .          | 279  |
| XXVI. The Maturity of the Greek Mind: From Poetry to Prose | 286  |
| XXVII. The Hellenistic Age . . . . .                       | 296  |

PART III

ROME

|   |     |
|---|-----|
| XXVIII. The Country and the People . . . . .  | 311 |
| XXIX. Rome under the Kings . . . . .  | 324 |
| XXX. The Early Republic: (I) The Plebeians win their Rights                             | 339 |
| XXXI. The Early Republic: (II) Rome becomes Supreme in Italy . . . . .                  | 352 |
| XXXII. The Organization of Roman Rule in Italy; Progress in Civilization . . . . .      | 361 |
| XXXIII. The Expansion of the Roman Power to the End of the Second Punic War . . . . .   | 370 |
| XXXIV. The Expansion of the Roman Power from Mount Taurus to the Atlantic . . . . .     | 389 |
| XXXV. The Growth of Plutocracy . . . . .  | 399 |
| XXXVI. The Revolution: (I) From Plutocracy to Military Rule                             | 409 |
| XXXVII. The Revolution: (II) The Military Power in Conflict with the Republic . . . . . | 428 |
| XXXVIII. The Founding of the Principate; the Julian Princes . . . . .                   | 451 |
| XXXIX. From Principate to Monarchy; the Claudian and the Flavian Princes . . . . .      | 465 |
| XL. The Five Good Emperors . . . . .  | 484 |
| XLI. A Century of Revolution . . . . .  | 500 |
| XLII. The Absolute Monarchy . . . . .   | 507 |
| XLIII. Causes of the Decline of the Empire . . . . .                                    | 517 |

## *Contents*

xi

| CHAPTER   | PAGE |
|---|------|
| XLIV. The Germanic Invasions . . . . .                        | 524  |
| XLV. The New German States . . . . .                          | 539  |
| XLVI. The Growth of the Papal Power and of the Frankish Power | 547  |
| CHIEF EVENTS IN ANCIENT HISTORY . . . . .                     | 561  |
| USEFUL BOOKS . . . . .  | 566  |
| INDEX . . . . .   | 569  |



## MAPS AND ILLUSTRATIONS

### FULL-PAGE AND DOUBLE-PAGE MAPS

|   | PAGE              |
|---|-------------------|
| Earliest Civilizations, for Reference . . . . .   | <i>before</i> I   |
| Early Babylonian and Assyrian Empires . . . . .   | " 25              |
| Median, New Babylonian, and Lydian Empires . . . . .                                    | " 49              |
| Greece, for Reference . . . . .   | " 59              |
| Cretan and Mycenaean Civilizations . . . . .  | " 69              |
| The Hellenic World . . . . .  | " 105             |
| Greece at the Time of the War with Persia . . . . .                                     | " 161             |
| Athenian Empire at its Height . . . . .   | " 193             |
| The Acropolis of Athens . . . . .   | " 207             |
| Athens . . . . .  | " <i>on</i> 208   |
| Greece in the Peloponnesian War . . . . .   | <i>before</i> 221 |
| Empire of Alexander the Great . . . . .   | " 281             |
| Kingdoms formed from Alexander's Empire . . . . .                                       | " 297             |
| Italy before the Punic Wars . . . . .   | " 313             |
| The Vicinity of Rome . . . . .  | " 353             |
| The Expansion of the Roman Power to the Time of the Gracchi . . . . .                   | " 371             |
| The Expansion of the Roman Power from the Gracchi to the Death<br>of Augustus . . . . . | <i>before</i> 411 |
| The Roman Empire from Augustus to Diocletian . . . . .                                  | " 453             |
| The Roman Empire under Diocletian and Constantine . . . . .                             | " 509             |
| Charlemagne's Empire . . . . .  | " 555             |

### MAPS AND PLANS IN THE TEXT

|   |     |
|---|-----|
| The Egyptian Empire . . . . .                     | 10  |
| Palestine and Phoenicia . . . . .                 | 38  |
| The Peloponnesian League . . . . .                | 121 |
| Salamis . . . . .                                 | 177 |
| Athens and Peiraeus, showing Long Walls . . . . . | 193 |
| Bay of Pylos . . . . .                            | 222 |

# END OF SAMPLE TEXT



The Complete Text can be found on our CD:  
**Primary Literary Sources For Ancient Literature**  
which can be purchased on our Website :  
[www.Brainfly.net](http://www.Brainfly.net)

or

by sending **\$64.95** in check or money order to :  
**Brainfly Inc.**  
**5100 Garfield Ave. #46**  
**Sacramento CA 95841-3839**

## **TEACHER'S DISCOUNT:**

If you are a **TEACHER** you can take advantage of our teacher's discount. Click on **Teachers Discount** on our website ([www.Brainfly.net](http://www.Brainfly.net)) or **Send us \$55.95** and we will send you a full copy of *Primary Literary Sources For Ancient Literature* **AND** our *5000 Classics CD (a collection of over 5000 classic works of literature in electronic format (.txt))* plus our *Wholesale price list*.

If you have any suggestions such as books you would like to see added to the collection or if you would like our wholesale prices list please send us an email to:

[webcomments@brainfly.net](mailto:webcomments@brainfly.net)