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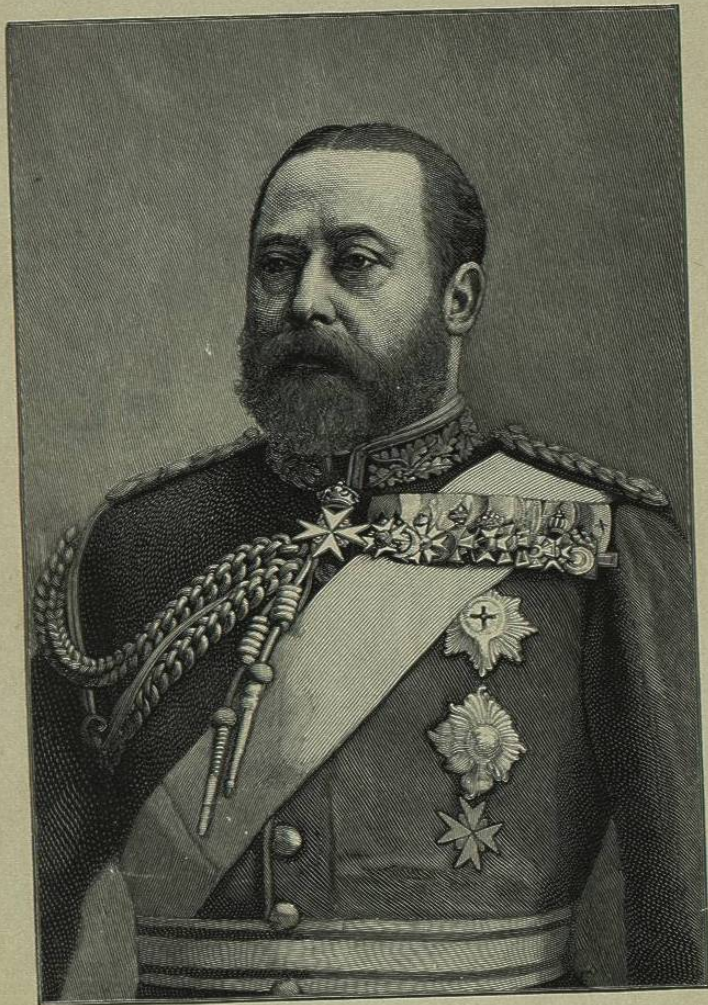


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KING EDWARD VII

The Leading Facts of History Series

## THE LEADING FACTS OF ENGLISH HISTORY

BY

D. H. MONTGOMERY

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"Nothing in the past is dead to the man who would learn how the present came to be what it is." — STUBBS: *Constitutional History of England*.

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I dedicate this book  
to my friend J. J. M., who generously  
gave time, labor, and valuable  
suggestions towards its  
preparation for  
the press



## PREFACE

MOST of the materials for this book were gathered by the writer during several years' residence in England.

The attempt is here made to present them in a manner that shall illustrate the great law of national growth, in the light thrown upon it by the foremost English historians.

The authorities for the different periods will be found in the classified List of Books in the Appendix; but the author desires to particularly acknowledge his indebtedness to the works of Gardiner, Guest, and Green, and to the excellent constitutional histories of Taswell-Langmead and Ransome.

The author's hearty thanks are due to G. Mercer Adam, Esq., of Toronto, Canada; the late Prof. W. F. Allen, of The University of Wisconsin; Prof. P. V. N. Myers, recently Professor of History and Political Economy in the University of Cincinnati; Prof. George W. Knight, of Ohio State University; and to Miss M. A. Parsons, teacher of history in the High School, Winchester, Mass., for the important aid which they have kindly rendered.

DAVID H. MONTGOMERY.



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<sup>1</sup> Each section or period is followed by a general view of that period.



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## SUGGESTIONS TO TEACHERS

THE writer of this brief manual is convinced that no hard and fast lines can be laid down for the use of a text-book in history. He believes that every teacher will naturally pursue a system of his own; and that by so doing he will get better results than if he attempted to follow a rigid mechanical course which made no allowance for individual judgment and gave no scope to originality of method.

The author would simply suggest that where time is limited it might be well to wholly omit the "General View" found at the end of each section (see, for instance, page 46) and to read the text as a continuous narrative. Then the important points in each day's lesson might be talked over at the end of the recitation or on the following day.

On the other hand, where time permits a thorough course of study, the topics may be taken up and carefully examined. The pupil can then be referred to one or more books (see the Classified List of Books in the Appendix) which would throw additional light on the subjects under consideration.

Instead of the teacher's asking a prescribed set of routine questions the pupil may be encouraged to ask his own; for there are certain questions which seem to suggest themselves. Thus in undertaking the examination of a given topic — say, the Battle of Hastings (§§ 144-151), the issue of the Great Charter (§§ 247-251), or Watt's invention of an improved Steam Engine (§§ 610-611) — there are five inquiries which naturally arise and which practically cover the whole ground.

These are: 1. *When did the event occur?* 2. *Where did it occur?* 3. *How did it occur?* 4. *What caused it?* 5. *What came of it?* It will be seen that these questions call attention first to the chronology of the event, secondly to its geography, thirdly to the narrative describing it, fourthly to its relations to preceding events, and fifthly to its relations to subsequent events.

## SUGGESTIONS TO TEACHERS

It is believed that the search for satisfactory answers to these five questions will do much toward discovering the true meaning of historical facts. Such a method of study, or one akin to it, will teach the pupil to think and to examine for himself. It will lead him to see the inevitable limitations and the apparent contradictions of history. It will make him realize, as perhaps nothing else can, that the testimony of different writers must be taken like that of witnesses in a court of justice. He will see that while authorities seldom entirely agree respecting details, they will generally agree in regard to the main features of important events. Last of all, and best as well as last, these five questions will be found to open up new and broader fields of inquiry, and they will often stimulate the pupil to pursue his work beyond the limits of the text-book and the class room.

Pursued in this way, the study of history will cease to be a dry delving for dead facts in the dust of a dead past. It will stimulate thought, it will quicken the pulse of intellectual life, and it will end by making the pupil feel the full force of the great truth: that it is only by knowing what men have done that we can hope to understand what they are now doing.

D. H. M.

N.B. In addition to the Classified List of Books given on page xlii, teachers will find a Summary of all the Principal Topics treated in this work, with special Book References, in the Appendix, on page xlvii.