In this chapter, you will examine Napoleon's rise to power in France at the end of the eighteenth century. You will also examine the influence of Napoleon—and the legacy of the French Revolution—on the rest of Europe. By the end of the chapter, you will

- analyse written and pictorial work for bias
- support a point of view with evidence
- assess the reliability of primary and secondary source material
- analyse the relationship of a society's values and its laws
- make informed judgements about the career of Napoleon
- read and interpret a topographic map
- describe the factors that encouraged the emergence of nationalism
- assess the impact of the Napoleonic era
The Battle of Waterloo

The Battle of Waterloo marked the end of Napoleon Bonaparte's career. The self-proclaimed emperor of France had been a teenager during the French Revolution and had received his first military commission at age sixteen. From his earliest years, he seemed destined to make his mark on the world.

In this chapter, you will read more about the Napoleonic Era and the history that led up to this historic battle. In this Window on the Past, you will eavesdrop on the battle itself from the perspective of a British lieutenant. The fight ended in a crushing defeat for the French by British and German forces. While this account is fictionalized, the events are accurate—even the young age of Lieutenant George Spencer.

After the Battle of Waterloo, Britain made Napoleon a prisoner of war. He was banished to the Island of Saint Helena, where he died six years later.

The Twenty-third Regiment of Foot had stayed in rank through the rainstorm. It was still dark, but the soldiers dried themselves off as best they could, eating scraps of food from their kit bags. Lieutenant George Spencer, aged seventeen, straightened his wet cloak. He knew that the time to fight Napoleon was close at hand, but for now they had to wait.

Edwards, his servant, pushed forward a tin cup of warm soup and a biscuit. "Compliments of Captain Harrison, sir. He says he hopes you're the lucky one—one cup's got a bit of potato in it." George ate his biscuit and drained the soup—no potato.

As the sun came up, Wellington's army began to take shape. Soldiers along the line cleaned their muskets by firing them into the air. A slight breeze carried veils of grey smoke down into the valley. The popping of the guns seemed to cheer everyone up. Many soldiers took long drinks from canteens filled with rum. George said nothing. It was common practice for the soldiers to drink heavily before a battle. Many would be dead by nightfall.

George heard the French army long before it appeared on the opposite ridge. Soon, bright troops of cavalry rode out onto the field, and cannons were placed in position. George picked out the red tunics of the
feared Dutch lancers, the green-coated dragoons, the gold of the hussars, and the blue coats of the towering grenadiers. The sounds of bands, and great shouts of “Vive l’Empereur” rose in the morning air. It was a spectacle unlike anything George had ever seen.

The soldiers of the Twenty-third stood open-mouthed, stunned by the sight of such an enormous and confident army led by the most famous general in history—Napoleon. Then Sergeant Reilly broke the spell. He laughed and said, rather proudly, in his thick northern accent, “Say one thing for old Bonaparte. He can really put on a show.”

As George watched, columns of French soldiers marched into the valley, which was soon obscured by musket smoke. Then Napoleon ordered his cannons to fire. There must have been almost a hundred guns lined along the far ridge and they shook the whole valley. Cannon-balls whistled through the ripening rye, thudded into the hillside, and killed many men. Almost immediately, British cannons began to fire back. The pounding, rolling, thunderous noise of the guns swept through the Twenty-third like a wave.

George watched as a French cannonball seemed to bounce off the rise and hurl directly toward him. He did not duck or move, a sure sign of cowardice. Instead, he gripped his sword and stood in place, as all British officers and men were expected to do. The cannon-ball hummed past him and took the head off a man in the second rank. George watched as soldiers pulled the body away, and moved forward to fill the gap in the ranks. Then, at Wellington’s order, the Twenty-third and the rest of the army moved back behind the rise—safe, for a time, from the French cannon.

The Twenty-third formed into two lines facing the enemy. Then, with what seemed like a single, continuous movement, 700 men reached into their ammunition pouches, brought paper cartridges to their mouths, bit off the ends, loaded, and rammed their charges home—the smallest movements practised a thousand times. It was a source of pride in the British army that every soldier could load and fire four times a minute—one shot better than the French army.

For several minutes, the French army remained motionless. Then, accompanied by bugles, columns of infantry began to move down the slope and across the valley floor. British cannons fired volley after volley, but the French soldiers never faltered. They came up the slope following the line of the road, flags flying, bayonets glittering in the sun—16 000 soldiers cheering and shouting “Vive l’Empereur!”

The British soldiers held their fire until the French columns were forty paces away. George heard the orders above the battle noises: “Make ready, level, fire! Load, make ready, level, fire!” Hundreds of French soldiers fell, but still they surged forward. Suddenly, a bugle call rang out.

French cavalry trotted forward in perfect formation, sunlight flashing on helmets, breastplates, and sabres. The Twenty-third formed into a defensive square, the colours in the centre. On four sides, three rows of soldiers waited, the first
kneeling, muskets planted in the dirt with bayonets facing out.

Buglers sounded the charge. George's heart was beating rapidly, his throat was dry, his palms wet. He took his position in the colour party and looked at Sergeant Reilly, who winked at him.

"This'll be a day you can tell your grandchildren about, Mister Spencer," he said. "Not many have the luck to be charged by Boney's cavalry under such favourable circumstances."

The infantry square, and the other squares nearby, were soon like islands in a sea. Waves of troopers swept by the steel of the bayonets. French dragoons closed in and fired their carbines and pistols directly into the defenders. George's sabre was shot out of his hand, and his shako was pierced by a bullet. A ball passed through both sides of Sergeant Reilly's mouth, but he was still holding up the colours.

When evening came, the Twenty-third was still fighting. Exhausted, they suffered from hunger, thirst, and fear. They had been in battle all day without any real rest, and most were at the limit of their endurance. During a pause in the action, water and some food were delivered, but the men were almost beyond caring.

Napoleon had one more hand to play. He sent the Imperial Guard into the fight. Hand-picked soldiers who would fight only on Napoleon's direct order, they had never lost a battle. The reputation of these giants, with their gold ear-rings and bearskin helmets, was such that the sight of them could often force Napoleon's enemies to retreat. Now they were marching toward the Twenty-third. The gunners wheeled their cannons forward and loaded them with double charges of grapeshot.

The Guard came out of the smoke in columns eighty-men wide, stepping to the steady beating of the drums. At point-blank range, the Twenty-third began firing furiously. The Guard wavered and stopped. To the astonishment of the exhausted soldiers, they began to turn back. Sergeant Reilly grabbed George by the sleeve—normally a flogging offence. "Mister Spencer, it's unbelievable. The Guard is

The mere sight of Napoleon's Imperial Guard would often send his enemies packing.
As the Guard began to fall back, Captain Harrison ordered the Twenty-third to attack. When Wellington's whole army charged down into the valley, Napoleon's soldiers ran from the field, dropping everything. The Battle of Waterloo was over. The Twenty-third halted, most soldiers so exhausted that they sank down where they had stood. George collapsed to his knees.

That night, Wellington's army rested on the battlefield. Food was brought and fires were built. Edwards appeared with a quick supper of biscuits and tea. Everywhere on the battlefield, scavengers were already at their work, stripping the dead and wounded of their valuables. George found a dead horse, sat down with his back against it, and fell into a deep sleep.

ACTIVITIES

1. George endured some terrible events during the Battle of Waterloo. Name three. In your opinion, which event was most terrible?

2. Soldiers often react automatically during a battle because of their training. What would happen if they paused to think about what they were doing?

3. Create a diary entry for one of the scavengers who began stripping the soldiers of valuables after the battle was over. Was it wrong for people to take these items? Why or why not?

4. Was George too young to fight? List several pieces of evidence from the story to justify your answer, whether “yes” or “no.”
I retained all the revolutionary interests, one of the sources of my strength, and it also explains why I was able to set aside the revolutionary theories.... Through my propensity towards a monarchic form of government, I had preserved the revolutionary interests while banishing the revolutionary theories.

—NAPOLEON, ON THE ISLAND OF SAINT HELENA

Napoleon describes himself as having revolutionary interests, but of also admiring "a monarchic form of government." Is that possible?
INTRODUCTION

Napoleon Bonaparte came of age at a time when society was changing very quickly—during the French Revolution. For a young person, particularly one who was ambitious and talented, the revolution was a time of opportunity. The old rules and old ways of doing things were gone, and a new society had not yet taken shape.

Napoleon was in an ideal position to benefit from this uncertainty. He was a soldier with revolutionary ideas, but he also had a burning drive to be important. Intelligent and industrious, he rose quickly to power in France. As ruler of France, and later much of Europe, he had more power than almost any other person in history. In his lifetime, he inspired both admiration and terror.

The Napoleonic Era, however, is not just about Napoleon’s forceful personality. Few people in Europe, and in the European and African communities of North and South America, were not affected by his ideas. While an ambitious, sometimes brutal general, Napoleon also brought positive changes to many countries. Old, corrupt monarchies were swept aside or were forced to adapt to revolutionary ideas. Napoleon created a new law code based on the principles of the Enlightenment (however, he did not believe in rights for women) and reformed the court system. He also created new school systems, universities, and hospitals. Even today, many countries operate in ways that are a legacy of the Napoleonic system.

NAPOLEON’S EARLY CAREER

Napoleon Bonaparte was born on the island of Corsica, where his family belonged to the minor nobility. Corsica had once been part of Italy, but was ruled by France around the time of Napoleon’s birth. When Napoleon’s father, Charles Bonaparte, was invited to be part of the French government meeting at Versailles as a delegate from Corsica, Napoleon accompanied him to France. There he enrolled in military school—a career choice that suited him perfectly.

When his father died in 1785, Napoleon, aged sixteen, was made the legal head of the family. While his family was respected in Corsica, Napoleon felt lonely and isolated in France, and was often poor. But his mother, Laetitia Bonaparte, insisted that the Bonaparte brothers and sisters support one another at all times. These family bonds proved to be formidable. In 1804, when Napoleon crowned himself Emperor of France, Laetitia refused to attend the coronation because Napoleon was fighting with his brother Lucien.

Napoleon became an artillery officer, which was a prestigious job. Officers in the artillery enjoyed top-quality education and training. Although Napoleon was an unremarkable student, after graduation he read to educate himself. He had a head for detail and a
phenomenal memory. Later, his generals were constantly astonished with his knowledge of the smallest details about the army. He seemed to know exactly where every cannon, horse, and soldier was at any time.

Napoleon was a follower of Rousseau and supported many ideas of the French Revolution. In 1793, he helped to recapture the city of Toulon from anti-revolutionary forces. His success attracted notice, and he became one of the youngest generals in the army. However, Napoleon also deplored mob violence. In 1795, called upon to save the Convention (see page 83) from rebellious French citizens, Napoleon ordered cannons to fire grapeshot point-blank into the crowd. Hundreds were killed or maimed. Napoleon later remarked that he put down the rebels with “a whiff of grapeshot.” As a reward, he was given command of a French army fighting in Italy—a wonderful opportunity to build his career.

Figure 4-1 This portrait of Laetitia Bonaparte, sitting beside a bust of Napoleon, was painted by François Gérard. How has Gérard managed to convey both the affection—and tension—between these two family members? Examine the position and angle of Laetitia and Napoleon and the use of space between and around them to help you arrive at an answer.

Figure 4-2 This painting of Josephine is by the painter David, who created the portrait of Marat shown on page 82. Why would an artist who painted the revolutionary Marat choose the coronation of Napoleon and Josephine as a worthy subject?

Josephine Bonaparte

Josephine met Napoleon in 1795. She was not particularly impressed by the general, who was six years her junior. Assured by her powerful friends in government that Napoleon was destined to be important, she decided that he would make a good husband.

Josephine had been a style setter in France ever since her previous husband had been executed during the Reign of Terror. She lived by her wits and owed many people money. She hoped that Napoleon could pay off her debts. In fact, Napoleon was very poor. He was trying to support a large family of brothers and sisters, all of whom had expensive tastes. He hoped that marriage to a glamorous aristocrat would improve his fortunes. They married in 1796, just before Napoleon launched his campaigns in Italy and Egypt.

For many reasons, Napoleon came to distrust Josephine and the marriage was soon in trouble. When the couple failed to have a son, Napoleon divorced Josephine and married the Austrian princess Marie-Louise, the niece of Marie Antoinette. Their son was born a year later. Josephine, now definitely outside the royal family, lost all official powers. However, Napoleon still valued Josephine’s advice, and often asked for her opinion. She died in 1814.
**republic**: a country in which the power rests with citizens entitled to vote

**spoils**: the things soldiers steal from the people they have conquered

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**NAPOLEON'S ITALIAN AND EGYPTIAN CAMPAIGNS**

The spirit of the French Revolution had spread quickly throughout Europe. Everywhere, people hoped that privileged classes and corrupt governments in their own countries would be swept away. Many educated young people were involved in politics, many as part of secret societies and political clubs.

Italy was no exception. The Jacobin clubs, which you read about in Chapter 3, operated secretly in most the major cities. But Italians did not want to be governed by the French; they wanted to be rid of their unpopular Austrian rulers. They remembered their glorious past—the achievements of the Italian Renaissance and of the Roman Empire. When Austria went to war with France during the French Revolution, many Italians were delighted. Realizing the importance of gaining the support of Italians, Napoleon promised them freedom in this 1797 address:

*People of Italy! The French army comes to break your chains. The French nation is a friend of all nations; receive us with trust! Your property, your religion, your customs will be respected. We shall wage war like generous enemies, for our only quarrel is with the tyrants who have enslaved you.*

In 1796, Napoleon won brilliant victories in Italy, at Lodi, Castigliogne, and Arcole. He drove out the Austrians and set up new French-controlled republics. Unfortunately, his promise to free the Italians was overstated. Under Napoleon’s command, the army viewed Italy as rich enemy territory. French soldiers stole everything they could—paintings, jewellery, even valuables from ancient tombs. Napoleon paid for his army from the spoils of Italy. And he shipped thousands of valuable art treasures back to France for his own use. In the process, Napoleon made himself very wealthy.

Buoyed by success, Napoleon asked the French government to allow him to capture Egypt in 1798. This move, he argued, would cut Britain off from her great and wealthy colony in India. Wary of Napoleon’s

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**DID YOU KNOW?**

*Before he was defeated by the British, Napoleon sent home many Egyptian drawings and artifacts. Egyptian-styled buildings, furniture, and clothing became immensely popular in France.*

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**Figure 4-3** This map shows the location of Napoleon’s victories in Italy. Napoleon won many battles because he was able to move his armies quickly, even over great distances. This had the effect of confusing and exhausting his opponents. In Italy, he inspired and energized the weary French army, and gave it victory after victory. He was nicknamed “corporal” because he took an interest in the smallest details of military organization and supply.
growing power, the government was happy to have General Bonaparte temporarily out of the way, and gave its permission.

Napoleon crushed the once mighty Egyptian army. The British, however, were not so easily defeated. Napoleon's navy was destroyed by the British admiral, Horatio Nelson, at the Battle of the Nile. Napoleon abandoned his army and escaped back to France. While the Egyptian campaign was a failure by any standard, it did little to affect Napoleon, who returned to France more popular than ever.

ACTIVITIES

1. Some historians like to use psychology to try to understand the motives of famous people in history. List three personal events that you think might have influenced Napoleon's life direction.

2. a) Throughout Napoleon's early career, many events occurred that resulted in professional and personal opportunities. Display some of these events, along with some of the opportunities, in a chart form. An example is completed for you.

<table>
<thead>
<tr>
<th>Event</th>
<th>Opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revolutionary forces recapture Toulon in 1793.</td>
<td>Napoleon attracts notice and is made general.</td>
</tr>
</tbody>
</table>

   b) Now do the same for your high school career to date. Think about your academic life as well as any extracurricular activities associated with school.

3. Napoleon thought he could harm England's trade with India by invading Egypt. Was this a reasonable assumption? Consider the following:
   a) Examine a map of Europe, Africa, and Asia. With your finger, trace a route from England, around the Cape of Good Hope (in Africa), to India. This was England's trading route with India.
   b) Examine the distance of India from Egypt. How far away are the two nations? What kind of terrain would an army encounter crossing Africa to India?
   c) Based on your observations and answers, decide whether Napoleon's plan was reasonable.

4. Imagine you are a young Italian who has joined a Jacobin Club in northern Italy, but who wants to resign after Napoleon's invasion. Write a short letter of resignation, explaining why you no longer support the French.

MAKING FRANCE STRONG

In 1799, Napoleon helped to overthrow the government of France, then known as the Directory. While France was busy overseas and doing much to try to liberate other European countries from oppression, its own government was inefficient and corrupt. After seizing power, Napoleon adopted the title of First Consul and set about improving French life in many ways. One of his first tasks was to bring together all the legal reforms of the French Revolution and to harmonize them with other existing French laws. Before Napoleon intervened, French law was complicated and outmoded, the result of hundreds of years of feudalism. Although changes had been made during the revolution, there was still no unified code of laws for the whole country.
When Napoleon became First Consul, he ordered his officials to completely reorganize laws into the Civil Code—a new book of law for the nation. Napoleon did not write the laws, but he made sure that they reflected the kind of society he wanted. The Civil Code, also called the "Napoleonic Code," was one of Napoleon's great achievements. It guaranteed the right of equality under the law, the right to hold property, freedom of religion, and freedom to pursue work of one's choice. However, women lost rights under the code (see page 99). Many European countries still base their laws and courts on the code. The code is still used in civil law in the province of Quebec and the state of Louisiana.

Napoleon also initiated a program of public works that employed many people. He rebuilt and improved French roads so that his armies could move quickly and to stimulate the economy. He built new harbours and canals, filled museums with art and treasures (often stolen from conquered countries), and established new universities and schools. He kept the price of food staples low.

Napoleon did not, however, create a strong French economy. The economy only seemed stronger. The new jobs were created by his wars, and France enjoyed new wealth because it had stolen so many goods from other countries. Yet industry at home was poorly developed. The Industrial Revolution, which you will read about in Chapter 5, was making Britain strong, but was less significant in France. Napoleon protected French industry by placing high tariffs on imported goods.

**DID YOU KNOW?**

Napoleon's educational reforms were the first step toward public education, one of the goals of the Enlightenment. He created new primary schools, secondary schools, lycées for academically advanced boys, and technical schools. Scholarships were established for bright students. It was against the law for a parent to refuse to send their children to school.

Figure 4-4 Can you take a picture of just anybody? Quebec's civil code was recently revised to prevent photographers from snapping pictures in public without the permission of the subject. The reform was based on French law, and is just one example of how the French Civil Code continues to have influence in other countries today.
Changing Social Values?
The Civil Code and Women

Societies, even modern ones, are difficult to understand. They are made up of many individuals who have different lifestyles, ideals, and values. Nevertheless, in every society, the values held by a majority of the people constitute a "norm."

One way to determine a society's norms is to examine its laws, which are often used to enforce values. If the values protected by law are the values accepted by a large portion of the population, those laws will be accepted.

Values, norms, and laws change over time, of course. These changes are of great interest to historians, political scientists, and sociologists.

For example, Napoleon's Civil Code took many rights from women that had been won in the previous decades. Napoleon thought that women were inferior to men, even though they had played a critical role during the French Revolution. His Civil Code placed women once again under the control of their fathers or husbands, who could order them to do whatever they wanted and punish them if they disobeyed. A wife had no rights to property other than what she inherited, and required her husband's permission to buy a house. It is obvious that Napoleon had strict views on the role of women. His views were very discriminatory.

Napoleon influenced French law by presiding over many of the committee meetings held to draft the new Civil Code. "He took a personal interest in the work," recounts one source, "... but his contributions were invariably on the reactionary side." In this way, Napoleon's views on the rights of women found their way into law. This shows how one powerful individual with forceful opinions can sometimes change social values. French laws about women and property were not reformed again for many years after Napoleon's passing.

Were Napoleon's ideas shared by other people at the time? We will never know for certain, but those women who had been active in the Enlightenment and in the Revolution must have felt betrayed by the Civil Code.

Had Napoleon wished to assess public opinion on the issue of women's rights, he could have held a referendum. During a referendum, the public votes Yes or No to a proposed law or legal reform. The proposal becomes law only if a majority of voters vote Yes.

WHAT DO YOU THINK?

1. Napoleon insisted that the place for women was in the home. How do you think educated women of time would have reacted to this idea?

2. With respect to women's rights, was the Civil Code changed in a democratic fashion? Explain.

3. A referendum on Quebec sovereignty was held in 1996. What was the outcome? Did this referendum resolve the issue? Why or why not?

4. How does the Canadian system of electing members of parliament help to ensure that Canadian laws reflect the values of Canadians?
Napoleon and the Liberation of Haiti

Remember, brave Negroes, that France alone recognizes your liberty and equal rights.

—NAPOLEON'S DECLARATION TO THE PEOPLE OF HAITI

Like many European countries, France had participated in the slave trade in the seventeenth century and had sent many Africans to work in its colonies in the West Indies. In later chapters, you will learn more about colonialism, and how it benefited Europe.

France's most important Caribbean colony was Haiti (formerly St. Domingue). Claimed by Christopher Columbus in 1492, Haiti was French-controlled by the late 1700s. By 1775, half of all the goods imported to Europe from the West Indies were going to France.

Approximately 500,000 African men and women worked on huge plantations in Haiti, growing sugar, coffee, cocoa, and cotton. Sugar cane was the most important crop, and its production exacted a terrible price. Most Africans died after ten years of plantation life because of the physical demands of clearing the land, harvesting the cane (at maturity, cane is taller than most humans), and processing the cane juice (see Figure 4-5).

Sugar was highly desirable in Europe. Like the newly fashionable tobacco, it was quickly habit-forming. One historian has noted: "We can only speculate vaguely about the extra energy which cane sugar must have injected into the bodies and minds of Europeans. It must have been quite an important factor in Europe's rise to world dominance."

However, African slaves in Haiti were hopeful—they knew that the French Revolution had changed the world. To many, it seemed that the French

Figure 4-5 The pressing of sugar. After the sugar cane was harvested, it was brought quickly to the mill, where it was pressed and sent to the "boiling house." Despite the heat of the Caribbean, slaves working at this end of the production line were expected to stand day and night over boiling pots of sugar, skimming impurities off the top with a heavy ladle. The sugar needed to be transferred to at least five different pots before all its impurities were removed. Even so, this process resulted in basic raw sugar. Fully refined white sugar—the variety put in coffee or tea—underwent further processing.
Declaration of the Rights of Man and the Citizen (see page 78) ensured everyone's equality. No longer could a person be denied his or her rights because of race. Leaders within slave communities also thought that France would outlaw slavery.

When Napoleon came to power, he gave indications that he wanted to end slavery. He promised slaves and former slaves that he would offer assistance if they would help him expel the British from Haiti. (England had invaded Haiti in 1793.) Of course, he had made similar promises to Italians and Germans, and had broken them.

Haitian leaders, such as Toussaint L'Ouverture, Jean-Jacques Dessalines, and Henri Christophe were forced to decide whether to fight for or against the French. Some were former slaves and all had experience training soldiers and leading troops. They knew that a deal with the French was risky, but calculated that the risk was worth taking. They were utterly committed to the abolition of slavery. The Haitian leaders helped the French by capturing several towns from the British and forcing the British to withdraw by 1798.

But Napoleon was alarmed by the events that were to unfold next. In 1801, Toussaint conquered the whole island of Haiti. He declared it an independent country and established a government with its own constitution. This event capped the first successful slave revolt in world history, one that had been brewing for ten years.

Napoleon knew that Haiti was too valuable to lose. He sent an expedition of seventy warships and 25,000 men to capture Toussaint. The leader was tricked into returning to France and imprisoned in the dungeon of Fort-de-Joux, where he died a year later.

As soon as Napoleon no longer needed allies in the West Indies, he passed laws at home that supported slavery.

WHAT DO YOU THINK?

1. Napoleon told the Africans of Haiti that he understood their plight. Did he? Explain.
2. Before the uprising in Haiti, would Europeans have believed that a slave revolt on this scale was possible? Why or why not?
3. Toussaint L'Ouverture was immortalized in a sonnet by the British poet Wordsworth. Read the sonnet (your teacher will supply you with a copy) and discuss its meaning with your classmates.
4. Find out more about Haiti today. What is its political status?
Although Napoleon knew that the French Revolution had secured his reputation, and although he liked some of its goals, he tried to destroy democracy in France. In time, he became much more of a tyrant than any of the rulers of the ancien regime, even Louis XIV.

Napoleon looked back to the Roman Empire and copied the Romans in many ways. For example, the title “First Consul,” which Napoleon adopted after he overthrew the Directory, was really a Roman title. His views about women were also influenced by ancient Roman law, which had affirmed the authority of men.

Ancien regime: the “old regime,” in other words, France before the revolution.

Etiquette: proper manners.

Chamberlain: an official in the court of a ruler.

After Napoleon crowned himself emperor, he tried to hold court in the tradition of the ancien regime. However, as the accompanying document shows, Napoleon did not have the sociable personality of Louis XIV, and his attempts at re-instituting court life often had hilarious results.

Figure 4-8 David’s painting shows Napoleon crowning himself emperor. Strangely enough, many European monarchs were relieved by this act. Why do you think this was so?

With the new Empire came a proper Court ... the etiquette of the old monarchy was revived; chamberlains, ladies-in-waiting, and other court positions were created anew ... Balls, suppers, and other court entertainments were revived. Unfortunately, neither the Emperor nor his courtiers quite knew how to go about it all, so the ceremonies were stiff, and the atmosphere was one of often paralyzing dullness.

Napoleon himself was no help. He was given to walking up and down two lines of his courtiers, stopping to tell the women that they looked old, or overdressed, or underdressed, blaming the men for shortcomings and occasionally flying into a rage ... with the Emperor’s eagle eye watching it all, no one could relax—in exasperation, he accused his court of being morose, adding, “I order you to have fun.” For once he was not obeyed.
Not all French people supported Napoleon. One person who criticized him was Madame de Staël. She had been an important person in France even before the revolution (see page 67), when famous thinkers and politicians visited her salons. A writer, she was a respected leader in society. Although Madame de Staël had welcomed the revolution, she, like other aristocrats, had been forced out of France during the Reign of Terror.

After Robespierre died, Madame de Staël returned to France, and to politics. She and Napoleon disliked each other, but because she was such an important figure, Napoleon could not dismiss her.

During Napoleon's reign, she bravely criticized him and the things that he did. She did not believe that Napoleon was living up to the ideals of the French Revolution. Instead, she implied, Napoleon talked about loving liberty in order to promote his own "ambitious views" and "selfish intentions."

The emperor subsequently ordered her to stay at least 60 leagues from Paris, but she defied him. Napoleon tried to prevent people from visiting her, and several important people, including her friend Madame Jeanne Récamier, were exiled for so doing.

When Madame de Staël objected that a book she had written had been censored, Napoleon condemned the book and banished Madame de Staël from France.

Madame de Staël paid for her protests against Napoleon by being isolated from society. It must have been difficult for her to live without the help and support of her dearest friends and family. For a time she settled in England, where she was warmly welcomed as an important author and thinker—and a fellow enemy of Napoleon. After the Battle of Waterloo, she moved to Italy, and then back to France. She died in 1817.

league: an old measure of distance, usually equal to about 5 kilometres

Napoleon believed that society should share his values. He exerted control over the media, the law, and the education system in order to promote these values. Newspapers were told what they could print and what they could not—and they were not supposed to criticize the emperor. This type of control is known as censorship. Even school children had to memorize lessons about Napoleon's greatness.

DID YOU KNOW?

Napoleon's Roman style reminded people that he was both a conqueror and a true emperor—in the tradition of Julius Caesar. Portraits and statues of him show him wearing Roman robes and toga, victory wreaths, and other Roman symbols.

Censorship: the act of preventing certain publications or pictures (including television and movies) from reaching the public.
ACTIVITIES

1. Reread pages 97 to 98 and itemize Napoleon’s reforms under some broad categories, e.g., law. Beside each item place a “P,” if in your opinion the change was positive, or an “N,” if it was negative. Compare your categories and ratings with those of a partner.

2. Do you think Napoleon betrayed the French Revolution when he became emperor? Imagine that Marat, Robespierre, and Danton bring Napoleon to trial after his defeat at Waterloo. Make up a list of the charges these leaders of the French Revolution might bring against him. How might he defend his actions?

3. Who was Madame de Staël? Why did she criticize Napoleon? How did Napoleon respond? Create a short dialogue between Madame de Staël and the emperor.

4. Do you think governments are justified in using some kinds of censorship? Debate the issue of censorship with the class and record the points other members of the class make, both for and against.

Napoleon and Europe

In the 1800s, as he tried to expand his empire, Napoleon would wage war with most of Europe. Britain, with its powerful navy, was one of Napoleon’s greatest enemies. It gave money and supplies to any country that would fight him. In 1805, Napoleon planned to invade England with thousands of troops, but his ships were spotted and captured by Lord Nelson before the invasion could begin. Losing this battle meant that Napoleon could never control the seas, which were dominated by England.

The Continental System

Napoleon knew that Britain needed to trade with other countries in order to prosper. He tried to stop all its trade with Europe with his Continental System. Through this system, countries in Napoleon’s empire (see Figure 4-10) were forbidden to trade with Britain or with its colonies, such as Canada. Any European port that allowed British ships to dock was severely punished. So much legal trade was cut off that goods became scarce and expensive. Smuggling became so profitable that private vessels took the risk of “running the blockade.” Napoleon’s blockade hurt his own empire as much as it did Britain.

Without control of the seas, Napoleon could never enforce his Continental System. British ships smuggled goods into Europe, and European ships had to stay in port, which was bad for Europe’s business. The British also made it illegal for ships from other countries, such as the United States, to trade with France or its empire. As a result, the Continental System helped start a war between Canada and the United States in 1812 (the War of 1812), which you will read about in Chapter 10.
CONQUERING EUROPE

As emperor, Napoleon realized that his power came from his military victories. He would have to continue fighting to stay strong. He knew that the other rulers of Europe would try to prevent him from achieving his goals, but he believed he could defeat any army. Using a combination of speed and surprise, he won major battles at Ulm, Austerlitz, and Jena, where he defeated the armies of Austria, Russia, and Prussia, and forced their rulers to come to terms with him. By the time his enemies had agreed to sign the Treaty of Tilsit, in 1807, Napoleon had gained much ground in Europe.

Figure 4-10 This map shows how Napoleon's Continental System, in the form of a blockade, cut Europe off from Britain.

Born to govern?

Napoleon explains his motives for expanding the empire in this quote. It is clear that his ambitions were grand. Do Napoleon's words indicate that he was an excessively cruel person? How would you describe his character?

I wanted to rule the world, and in order to do this I needed unlimited power... I wanted to rule the world—who wouldn't have in my place? The world begged me to govern it...

—Napoleon

Figure 4-10 This map shows how Napoleon's Continental System, in the form of a blockade, cut Europe off from Britain.
In battle, Napoleon knew how he could use the landscape to his advantage. One soldier wrote: "The topography of a country seemed to be modelled in relief in his head." In other words, Napoleon could visualize a three-dimensional model of the countryside. Today, we use topographic maps and computer models to try to do the same thing. With this and his other skills, Napoleon knew exactly where troops could move quickly and where they could not.

Napoleon often used his understanding of geography and maps to beat his enemies. At times, he deliberately fought in areas where fog was common—so that his troops could move without being seen. He did just this at the battle of Austerlitz.

Austerlitz is a small town, now called Slavkov, in what is today the Czech Republic. This area of Europe was part of the Austrian Empire in Napoleon’s time. It was important because it guarded the road to the Austrian capital city of Vienna. Weeks before, Napoleon’s armies had annihilated an army of 70,000 Austrians, and he wanted to complete his victory. Napoleon had to force his enemies—the Austrians and the Russians—to fight him, so that he could destroy them.

Napoleon could detect an enemy’s weakness and make instant decisions to use it to his advantage. He was prepared to abandon part of the battlefield, if it would lure his enemy into a trap. This is what he did at Austerlitz.

Napoleon knew he had to convince the larger Austrian-Russian army that he was in a weak position before they would attack. He ordered the extra troops he needed to stay away from the battlefield until the last moment. In this way, his army would look smaller than it really was. Because he knew that commanders always looked for high ground on a battlefield, Napoleon picked Austerlitz: it had a large hill called "Pratzen Heights." He would use this hill, and part of his army, as bait. Austerlitz was also near an area of low, swampy ground and hemmed in by artificial lakes. These too could be used as part of his trap.

Quietly, Napoleon sent orders for his extra soldiers to move toward Austerlitz. They would arrive at exactly the right moment.
during the battle. Probably no other army in Europe could have been relied upon to move so quickly and surely. Napoleon placed some of his troops on the Pratzen Heights. As he had predicted, the Austrian-Russian army moved forward to take advantage of this poor showing. They drove his soldiers from the heights, forcing—so it seemed to them—the French army into retreat. It was too good to be true. While most of the Austrian-Russian army was following the retreating French into the swampy land between the lakes, Napoleon’s reinforcements arrived. They took Pratzen Heights once again and attacked the rear of the Austrian-Russian army. Meanwhile, the “retreating French,” who were actually some of the best soldiers in Napoleon’s army, had turned around to fight. The Austrians and Russians were caught in the trap, and they were destroyed.

**YOUR TURN**

1. What is the distance in metres between the contour lines shown in Figure 4-11? Take two figures next to each other to arrive at the answer.

2. Where does the hill begin to rise sharply? Locate the point on Figure 4-11. How did you know this was the point?

3. How high is the highest point of the hill shown in Figure 4-11?

4. Look at Figure 4-13. Where do you think Napoleon’s army hid? Offer an explanation based on what you have learned about topography and military strategy.
NAPOLEON, THE GENERAL

His presence on the field made a difference of 40,000 men.

—THE DUKE OF WELLINGTON ON NAPOLEON

The Duke of Wellington, who fought Napoleon at Waterloo, knew of Napoleon’s ability to intimidate enemies and motivate his own soldiers.

Napoleon understood how soldiers thought, and and used this understanding to ensure victory after victory. His army was well-trained and professional. Many soldiers had strong patriotic feelings which had, in part, come from the French Revolution. Foreign soldiers in the army were treated as equals and fought just as hard as French troops. They, too, thought of themselves as revolutionaries.

Led by Napoleon, the French army could do amazing things, often travelling long distances to surprise an enemy. In fact, Napoleon’s army could travel twice as fast as any other army in Europe. Napoleon slept briefly in the evening then woke before midnight to work for hours on orders and plans for the next day. At the beginning of each day, his generals and soldiers always knew exactly what they were supposed to do. Napoleon may have had his failures, but as a general, he was supreme.

The key to Napoleon’s success was his large, motivated Grand Armée. This army never lost faith in their commander, even though he sometimes abandoned his soldiers. Napoleon left the French army behind when he escaped from Egypt, for example. But on many levels he understood people very well. He gave his soldiers fancy uniforms, badges, awards, traditions, good pay, and good food. He also led them to many victories. The Grand Armée of France saw itself as a winner, much like a Stanley Cup hockey team might do today—and this feeling of superiority helped it win battles.

Many of the soldiers in Napoleon’s army were not French, since conquered territories were forced to send troops to fight as part of his Grande Armée. But even these soldiers soon came to idolize Napoleon.

Figure 4-14 This picture shows Napoleon visiting the Louvre Museum with one of his highest-ranking generals, Marshal Ney. Napoleon’s generals were often outstanding soldiers who had been promoted through the ranks—something that could not happen in other European armies, which were commanded by aristocrats. Why would Napoleon and his marshal wear their military uniforms to visit a museum?
Marching forward into a hail of musket fire, while comrades were being killed or wounded all around, could only happen if soldiers were well-disciplined. If the column did not break, it stood a good chance of breaking through the enemy line and defeating opposing soldiers. How would you have felt if you had been marching in one of these columns?

**to motivate**: to give people the will and desire to accomplish things

**standard**: a flag or banner

**Figure 4-15** Napoleon's soldiers attacked in columns fifty- or sixty-soldiers wide, protected by cannons. The sight of these columns, particularly that of the Guard—gigantic soldiers in tall bearskin helmets—terrified opponents. A picture of the Guard appears on page 91.

**Figure 4-16** This astonishing painting of Napoleon's Egyptian campaign (see page 96) shows Napoleon on horseback in the background and the Guard in the foreground, right. Try to identify the **standard** bearers. What contribution would they be making?
THE NEW MAP OF EUROPE

After the Treaty of Tilsit, much of Europe was divided into new countries and provinces. Members of Napoleon's family were made monarchs of Italy, Naples, Spain, Sweden, Germany, and Holland. Napoleon demolished the old Holy Roman Empire, which had been in existence for centuries. Parts of Germany were made into the new Confederation of the Rhine. Northern Italy was made into a single state, controlled by France. Napoleon's ministers reorganized much of Poland into the Grand Duchy of Warsaw. Russia, Austria, and Prussia kept their own rulers, but became Napoleon's allies. In all Europe, only Great Britain remained independent.

Napoleon insisted that all parts of his empire base their governments and legal systems on those of France. In this way, the French Revolution reached many other Europeans. Napoleon abolished serfdom, as well as the inherited privileges of aristocrats. He replaced old laws with the Napoleonic Code, and encouraged religious tolerance. As a result of Napoleon's efforts, many features of the old feudal system were finally laid to rest.

Figure 4-17 This map shows the boundaries of Napoleon's empire in 1807.

Figure 4-18 The people of Germany welcome Napoleon's soldiers.
ACTIVITIES

1. What was the purpose of the Continental System? Did it succeed or fail? Imagine that you are a senior advisor to Napoleon. You have been asked to prepare a memo outlining the advantages and disadvantages of disrupting Britain’s trade with Europe. Your memo should examine the impact of such a move from the standpoint of Britain, France, and the rest of Europe.

2. Why do you think Napoleon was a successful general? List the personal qualities that you think gave him an advantage as a military commander.

3. Study the topographic map on page 106 and create a three-dimensional model of the area out of modelling clay or a material of your choice. Use paint to denote water and other natural features.

THE RISE OF NATIONALISM

What is the German fatherland!
Now name at last that mighty land!
Where’re sounds the German tongue
Where’re its hymns to God are sung!
That is the land,
Brave German, that thy Fatherland ...

-German Nationalistic Song

When Napoleon’s soldiers of the French Revolution defeated the great empires of Europe, many of the people he “conquered” were happy. They loved the ideals of the revolution: liberty, equality, and fraternity. They admired how the people of France had completely remade their country—they had thrown out a tyrant, Louis XVI. Hated aristocrats and landowners had been killed or driven out of France. The Declaration of the Rights of Man and the Citizen had given people more freedom, justice, and democracy than any other bill of rights in European history. The French were justly proud of their country and of their accomplishments. They were a real nation, a people who shared the same language, culture, history, and ethnic background.

This idea of a people creating a nation—called nationalism—was appealing to many people. In the Austrian Empire, for example, people spoke many languages and belonged to many cultures. Many resented their Austrian rulers and took the new idea of nationalism very personally. They wanted “nations” of their own people, where their own languages and customs would be the norm.

Napoleon used these feelings of nationalism to help him defeat the Austrian Empire, one of his principal enemies. Promising that he would help people who shared language and culture to create new nations, he worked to destroy the Austrian Empire from within. Of course, Napoleon always placed France’s interests first.

Nationalism was a new concept when it appeared. People in the Middle Ages, for example, did not have nationalistic feelings. Instead, they would have identified with their church and their social class. When nationalism emerged, it was a force that could not be stopped. It was an important concept in the nineteenth century, and it is an important idea today. Unfortunately, nationalism that is too strong can become a kind of racism. Powerful feelings of nationalism have helped to bring about many wars, including World

memo: an official note or report that communicates information, usually in a business setting

nationalism: the belief that one’s own country is the best country
After World War II, nationalism played a role in fostering independence movements. As a result, many new independent nations were created. Right, Tunisia gained independence in 1952 after nationalists fought to end almost a century of French rule. Below, Serbia fought for its independence from the former Yugoslavia for many years.

War I and World War II in the twentieth century. Extreme nationalism in Germany resulted in racial and religious persecution of the Jewish people. Today, ethnic "cleansing" in Bosnia is also the result of nationalism. Some people feel that nationalism is a destructive force.

Napoleon’s success could not last forever. Forces such as nationalism, which he had helped to unleash, would eventually work against him. The new French royalty, made up of members of Napoleon’s own family, was not accepted in the countries where they were sent to rule. Disillusioned Europeans began to view Napoleon as a tyrant, and as merely replacing one form of bad
government for another. Resentment was particularly strong in Spain, a country where Napoleon's troops proved to be brutal conquerors, rather than friendly saviours.

Spain had once had a mighty empire, but by the early nineteenth century it was no longer powerful. The Spanish rulers had helped Napoleon when his armies attacked Portugal, Britain's trading partner, but the Spanish people did not accept Napoleon.

When Napoleon replaced the Spanish king with his brother Jerome, in 1808, the Spanish people rebelled. In spite of cruel punishments and terror tactics, the Spanish refused to surrender their homeland. They fought the French using guerrilla warfare, not the traditional pitched battles in which Napoleon excelled. When the British sent troops—accompanied by the Duke of Wellington—to help the Spanish, the French found themselves fighting a five-year war that they could not win. French morale plummeted, and Napoleon knew he had lost many soldiers.

*guerrilla warfare*: warfare that is loosely organized, including volunteer soldiers, surprise raids, etc.

*patriotism*: pride in one's country
THE RUSSIAN CAMPAIGN

Napoleon’s ambitions caused him to overreach himself and to lose the empire he had built. The disastrous war with Spain did not stop him from fighting elsewhere. Britain remained his enemy, and some countries still remained outside the Continental System (see page 104).

One of France’s allies, Russia, had at first agreed to stop trade with Britain. However, the Tsar did not trust Napoleon, and changed his mind. Russia refused to follow the policies of the French, causing Napoleon to declare war. Although he knew that fighting on Russian territory would be difficult, Napoleon decided that Russia could be defeated if the Russian army could be drawn into a decisive battle. And so it was that, in 1812, Napoleon assembled the largest army in Europe at that time (about 600,000 soldiers, with reinforcements) and led it towards Russia.

Like most of Napoleon’s armies, his fighting force was made up of many different nationalities—French, Dutch, Germans, Poles, and Italians. To ensure their loyalty, Napoleon promised the soldiers of each nationality that they would be able to form their own countries after the war. He knew that nationalism was becoming a powerful force and used that knowledge skilfully. Napoleon also continued to motivate his troops with ideas about freedom and equality. Soldiers believed the emperor because many still thought of themselves as part of a great revolution in Europe. As fighters in this revolution, they would make life better for everyone—once the wars were over.

Napoleon hoped that he would be able to trap the Russian army and destroy it, thereby forcing the Tsar to surrender. However, the vast land mass of Russia made it almost impossible for him to succeed. In bloody battles at Smolensk and at Borodino, he defeated the Russians, but the Tsar refused to surrender. Weakened, but still able to fight, the Russians retreated, burning food and shelters as they did so. Since Napoleon’s army lived off the land and were far from their bases, the Russian strategy proved to be effective and deadly.

Arrival in Moscow

When Napoleon arrived in Moscow with his army, he hoped that the Russians would give up. Instead, the city was deserted. There were no Russians to surrender. After the Russians set fire to their own city, the French realized that their situation was hopeless. The Russians had not been victorious, but they had fought intelligently. Napoleon was baffled by such fierce national resistance. In October, he ordered his army to retreat, hoping to return to friendlier territory before the terrible Russian winter began.

However, Napoleon’s troops had been lured too far. The long retreat from Moscow destroyed the Grand Armée. Napoleon had lost his confidence. The soldiers, like robbers, carried away any loot they could find, even forcing peasants to carry the treasures which had been stolen. Later, soldiers would dump their wounded comrades out of carts, and leave them to die along the route. The French had to feed on their own dead horses for food—so long as the meat did not freeze, because then it could no longer be cut.

In bitter winter weather, thousands of soldiers froze to death on the road. The Russians attacked the retreating Grand Armée whenever they could. Cossacks—fierce riders
After the experience in Russia, the Grande Armée was a shadow of its former self. One observer described the retreating army in the excerpt that follows.

They saw in Napoleon’s wake a mob of tattered ghosts draped in women’s cloaks, odd pieces of carpet, or great coats burned full of holes, their feet wrapped in all kinds of rags, they were struck with consternation. They stared in horror as those skeletons of soldiers went by, their gaunt, gray faces covered with disfiguring beards, without weapons, shameless, marching out of step, with lowered heads, in absolute silence, like a gang of convicts.

Figure 4-22 This illustration shows soldiers from Napoleon’s army as they retreated through Russia, starving, demoralized, and cold. Why do you think the soldiers would not simply surrender to the Russians?

From the Russian region of Ukraine—raided at will. Straggling through the battlefield of Borodino, where they had fought a few weeks before, the soldiers saw 30,000 corpses, still unburied and scattered across the landscape.

As the Russian winter deepened, many more soldiers died of exposure and cold. Others deserted, hoping to return to their homes in various parts of Europe. But the Russians continued their attacks, and the French had to fight back. In the end, only 9000 out of the original 600,000 soldiers were left to fight. In December, when the Grand Armée had virtually ceased to exist, Napoleon abandoned it and returned to Paris. He had no use for a defeated army. The Russian campaign was a disaster from which the emperor would never recover.
Logistics is the science of moving people and supplies. Napoleon was considered a genius when it came to logistics. To understand the logistics of Napoleon’s invasion of Russia, use the following information, along with your calculation of the distance the army had to travel to Moscow (see Figure 4-23), to determine the quantities of supplies that would be needed for the Russian campaign. Remember that after you calculate the distance, you must determine how many days the invasion would take.

### Table 4-1 The Grand Armée: Numbers

<table>
<thead>
<tr>
<th>Description</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soldiers (before reinforcements)</td>
<td>449,000</td>
</tr>
<tr>
<td>Horses (approximate)</td>
<td>330,000</td>
</tr>
<tr>
<td>Civilian drivers and other civilians</td>
<td>100,000</td>
</tr>
<tr>
<td>Wagons</td>
<td>2,000</td>
</tr>
<tr>
<td>Cannons</td>
<td>1,146</td>
</tr>
</tbody>
</table>

### Table 4-2 The Grand Armée: Logistics of Russian Campaign

<table>
<thead>
<tr>
<th>Supplies Required</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily supplies required</td>
<td></td>
</tr>
<tr>
<td>for 250 soldiers</td>
<td></td>
</tr>
<tr>
<td>for 250 horses</td>
<td></td>
</tr>
<tr>
<td>for ammunition</td>
<td></td>
</tr>
<tr>
<td>4 wagon-loads* of food and other supplies**</td>
<td>2,000,000</td>
</tr>
<tr>
<td>100 wagon-loads of fodder</td>
<td></td>
</tr>
<tr>
<td>60,000 cannon-balls (1 battle)</td>
<td></td>
</tr>
<tr>
<td>2,000,000 musket cartridges (1 battle)</td>
<td></td>
</tr>
</tbody>
</table>

* A large wagon held about 1000 kilograms.
** A single military bakery could bake 60,000 loaves of bread a day.

Figure 4-23 This map shows the route the French army took when it invaded Russia in 1812. It retreated along the same route. Perhaps this seems like a small distance, but it was not. The army could march no more than 20 kilometres a day. To gain a better idea of the distance involved, measure the distance from the Rhine River to Moscow, then calculate the actual distance using the map scale. Now estimate the length of time it would take to reach Moscow.
History is written by people. When we read history, we should be asking ourselves questions about the author as much as about the people and events being described. What is the author's social background? What attitudes or ambitions might he or she have? Answering these and other questions helps us to be active participants in the study of history.

H. G. Wells was born in Britain in the nineteenth century. He wrote *The War of the Worlds*, *The Time Machine*, and other works of science fiction and is best known for these books today. Wells also liked history. In 1918, at the end of World War I, he completed his book *The Outline of History*. Like many people at the time, Wells was shocked by the terrible casualties and destruction of World War I. His book is accurate in the sense that the events he writes about actually took place. But, like most history books, it is a secondary source. Wells did not actually observe all the events he recounts.

Wells did have strong opinions about people in history. Read these lines about Napoleon:

> And now we come to one of the most illuminating figures in modern history, the figure of an adventurer and a wrecker ... Against this background of confusion and stress and hope ... appears this dark little archaic personage, hard, compact, capable, unscrupulous, imitative, and neatly vulgar ....

... He was of little significance to the broad onward movement of human affairs ... a thing like the bacterium of some pestilence [disease]. Even regarded as a pestilence, he was not of supreme rank; he killed far fewer people than the influenza epidemic of 1918 ....

Perhaps you noticed that Wells had an excellent vocabulary. He uses words such as "vulgar" (common or ordinary) and "archaic" (left over from the past), and displays his knowledge to great effect. Wells also held very strong political views. He wanted to outlaw war, for example, and he was a socialist. He expressed his views without reservation and did not like to accept other opinions.

Many people think that the study of history is about memorizing facts and dates. Nothing could be further from the truth. In fact, the historian R. G. Collingwood went so far as to say that anything that could be memorized was not history. This does not mean that we shouldn't try to remember key dates in history. It simply reminds us that history is really about trying to learn about people by looking at the things they have done. We can learn a lot about all of humanity in this way. First, however, we must interpret what we read, hear, and see.

**WHAT DO YOU THINK?**


2. Suggest some reasons why H. G. Wells would interpret Napoleon’s life as he did. Review the text above for clues.

3. The media create history by covering particular events and making them seem important. How do you think Napoleon would appear in today’s television programs and tabloids? What aspects of his life would be regarded as newsworthy?
ACTIVITIES

1. Explain the meaning of "nationalism." How did Napoleon help to spread feelings of nationalism throughout Europe? Explain why you think nationalism is a positive or negative force, or both.

2. What is the difference between nationalism and patriotism?

3. How did the war in Spain weaken Napoleon’s army? Imagining that you are a French officer, write to Napoleon detailing recommendations that you think might help France in Spain.

4. Examine the picture by the Spanish painter Goya on page 112. Is this picture a reliable source of information about the war? How do you know? Does the painting qualify as a primary source? Why or why not?

5. Examine the picture of the French retreat from Russia on page 115. Is this picture a reliable source of information about this disaster? How do you know? Do you think Napoleon was in power when this picture was painted? Explain.

ABDICATION AND EXILE

The terrible defeat of Napoleon’s army in Russia had seriously damaged the empire. Yet Napoleon was still not ready to give up. Remarkably, his officials recruited a new army, and the French continued to fight the Russians, Austrians, and Prussians, defeating them in several battles.

However, Napoleon’s empire was breaking up, and his enemies were taking bold steps against him. Madame de Staël, for example, went to Sweden to encourage the new king, King Bernadotte, to resist the French. Bernadotte joined the forces who were sending troops to fight Napoleon. When Napoleon lost the important battle of Leipzig, the emperor was doomed. After a last battle near Paris, Napoleon gave up his throne and was exiled to the island of Elba, near Italy.

In an emotional speech, he said goodbye to his Old Guard and asked them to remember him. Even in defeat, he had the power to win the loyalty of his soldiers.

THE HUNDRED DAYS

Napoleon’s abdication, his agreement to give up his title and powers, marked the end of the last stage of the French Revolution. The brother of executed Louis XVI—Louis XVIII—was invited to be King of France. The new king was very unpopular. A majority of French people were supporters of the revolution, and there were many supporters of Napoleon, who were called "Bonapartists."

Louis and his advisors had very little understanding of the mood of the people. They made many bad political decisions, thereby destroying what little support the monarchy had. Unbelievably, Louis wanted to revive the concept of the Divine Right of Kings. When royalists began to torture and murder Bonapartists, people complained that the king and his supporters had "learned nothing and forgotten nothing." Many people longed for Napoleon to return.
As Emperor of Elba, a tiny island, Napoleon was unhappy. After just ten months in exile, he returned to France with a small force of 1000 soldiers. When the road was blocked by royal troops, Napoleon walked forward and announced that if they wanted to shoot their emperor, he stood before them. His influence was still so great that the soldiers came over to his side. The commander, Marshal Ney, who had been one of Napoleon’s generals and who had promised to “bring Napoleon back in a cage,” also joined his old commander. The fearful king and his supporters were forced to leave the country. Napoleon returned to Paris and began to rebuild his forces. He would rule France for approximately 100 days. Within months, he had enlisted more than 300 000 soldiers.

The new army was highly professional and included many members of the Old Guard and other famous regiments. When he failed to make peace with England, Napoleon marched his army toward Belgium, hoping to defeat the separate armies of the allies before they could join up.

In the battle of Waterloo, he almost succeeded. In this desperate fight, British and German troops, under the Duke of Wellington, fought very well, and did not retreat. When the Old Guard was cut to pieces by British musket fire, the French army was routed and Napoleon defeated.

THE BATTLE OF WATERLOO

One of the most famous struggles in history, the Battle of Waterloo involved more than 130 000 soldiers fighting within a relatively small valley. The slaughter was unbelievable. Almost 50 000 were killed or wounded. It is hard for modern people even to imagine the battle, which lasted for a whole day. At one point, 12 000 French cavalry charged the British lines, only to be thrown back by concentrated musket fire from British squares. For Napoleon, to route: to force an army to run wildly from the enemy, as opposed to retreating, which is a careful, well-disciplined military manoeuvre.

square: a square-shaped formation.

Figure 4-25 The Battle of Waterloo

Figure 4-26 Wellington scribbled this note to one of his commanders during the Battle of Waterloo. How would a commander communicate with troops today?
Eyewitness accounts of battles and other catastrophic events can make for exciting reading. The Battle of Waterloo has been described many times and by many people. Each account is a fragment of the whole picture. This description, written by a captain in the British army, describes the action in a single part of a battlefield:

I shall never forget the scene which the field of battle presented about seven in the evening. I felt weary and worn out, less from fatigue than from anxiety.

Our division, which had stood upwards of 5000 men at the commencement of the battle, had gradually diminished down to a single line... The Twenty-seventh regiment were literally lying dead, in square, a few yards behind us. My horse had received another shot through the leg, and one through the flap in the saddle, which lodged in his body... The smoke still hung so thick about us that we could see nothing...

Presently a cheer... made everyone prick up their ears; it was Lord Wellington’s long-wished-for orders to advance... we... charged through the hedge... sending our adversaries flying at the point of the bayonet. Lord Wellington galloped up to us at the instant, and our men began to cheer him; but he called out, “No cheering, my lads, but forward and complete our victory.”

—Captain J. Kincaid, Rifle Brigade, at the Battle of Waterloo, June 18, 1815

THE CONGRESS OF VIENNA

The defeat of the emperor left France without a government, but Louis XVIII soon returned, supported by foreign troops. In the meantime, an alliance of governments had formed against Napoleon, including Britain, Russia, Austria, and Prussia, to decide how his old empire should be broken up and governed.

The map of Europe was redrawn at the Congress of Vienna, which met for the first time in 1814, a year before the Battle of Waterloo. The important participants were Maurice de Talleyrand of France, an important diplomat; Prince Klemens von Metternich of Austria; Viscount Castlereagh of Britain; and Tsar Alexander of Russia. After many discussions, France was allowed to retain her old borders, but Britain took over many of its overseas colonies. Belgium and Holland were
made into one new kingdom, and much of Italy was given back to Austria. As far as it was possible, the effects of the French Revolution, and of Napoleon, were cancelled.

Britain worked hard to make sure that the major countries and empires were more or less equally strong, because a "balance of power" would prevent further wars. Tsar Alexander promised that all the rulers of Europe would work to prevent war through "charity, peace, and love."

It seemed as if the Congress had managed to turn back the clock, but this was not the case. The agreement could not stop the forces of nationalism and the desire of people for freedom. Within a few years, Europe was once again torn by revolution.

**ACTIVITIES**

1. What made it possible for Napoleon to return to France and to become Emperor again? Prepare questions that a TV reporter might ask the people who welcomed Napoleon back.

2. Make a full-size recruiting poster for either Napoleon or the Duke of Wellington. Make sure that your poster is accurate for its time and that it explains the advantages of joining the fight to potential recruits.

3. What happened to Napoleon after he lost the Battle of Waterloo? Do you think he was fairly treated? Explain why or why not.

4. The British commander at the Battle of Waterloo, Lord Wellington, once said that he would never attempt to write an account of the battle. Why do you think he felt this way?

5. Even after the Congress of Vienna, many people in Europe would have welcomed Napoleon back. Explain why you think this would be so. Was the Congress a complete success? What advice would you have given a delegate to the Congress if you were a ruler? An aristocrat? An ordinary citizen?

**DID YOU KNOW?**

Even today, speaking of "meeting one's Waterloo" means that one has failed in a critical struggle.

Figure 4-27 Europe after the last meeting of the Congress of Vienna, 1815
For almost two centuries, people have tried to understand the role of Napoleon in the history of Europe and the western world. Equally fascinating is the story of the obscure military officer's rise to power. Those interested in psychology often grapple with the motivation of a person who wanted to conquer the world—to the exclusion of all else.

Yet it should not be forgotten that Napoleon changed Europe. New views about society, brought about by the French Revolution, were introduced to the lands he conquered. Perhaps he had selfish reasons for ridding Europe of feudalism and inequality, as Madame de Staël suggested, but he did so nevertheless. Napoleon himself once remarked that he believed in equality because it had helped him rise to greatness. He remade laws and gave people a new type of justice, which they had never before known. On the other hand, he probably set back the cause of women's rights by many years.

The sleeping force of nationalism was stirred by Napoleon. By promising brand-new countries to the peoples of Europe, he set in motion events and forces that would result in World War I. Today, nationalism is still at work making history in various parts of the world.

Napoleon was a remarkable individual possessed of energy, intelligence, and concentration. He also came of age in a time when these powers could find expression. A child of the revolution, he rode history, which he understood very well. Like all historical forces, Napoleon left a mixed legacy. It is easy to see him, as many do, as selfish and power hungry. But it is also possible to defend him because of the positive changes that resulted from his conquests.

**SUMMARY ACTIVITIES**

1. Write a journal about life in Napoleon's France. Pretend you are a man or woman who is strongly biased for or against the emperor.

2. Imagine that you have been asked to write a book review of H.G. Wells's *The Outline of History*. As one paragraph in your review, support or rebut Wells's assessment of Napoleon's place in history, using the information contained in this chapter. Be sure to inject some of your own personality into the review—that is what makes a book review lively and interesting.

3. With another student, script a television interview in which Napoleon is asked to evaluate his strengths, weaknesses, greatest contributions to history, and what, if anything, he might change about his career if given another opportunity. Present your interview before the rest of the class with one student playing the television reporter and the other playing Napoleon. The student who plays Napoleon could appear in period costume. You could repeat this exercise for another figure in this chapter, for example, Madame de Staël.

**ON YOUR OWN**

1. Research the origins and development of one nationalist movement since the end of World War II (1945). You could begin by looking up the word "nationalism" in an encyclopedia. Write a brief report based on your research.

2. Write a story in which Toussaint L'Ouverture is one of the main characters. Your story should show your understanding of the cause of African slaves in Haiti.