

**OUTLINES OF A COURSE OF
LECTURES ON HISTORY:
ADDRESSED TO THE SENIOR
CLASS IN THE CORNELL
UNIVERSITY**

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Outlines of a Course of Lectures on History: Addressed to the Senior Class in the Cornell University by Andrew D. White

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ANDREW D. WHITE

**OUTLINES OF A COURSE OF
LECTURES ON HISTORY:
ADDRESSED TO THE SENIOR
CLASS IN THE
CORNELL UNIVERSITY**

To James Bryce Esq. Castle Hill.
Windsor of Castle Hill.

OUTLINES

OF A COURSE OF

LECTURES ON HISTORY,

ADDRESSED TO THE SENIOR CLASS,

IN

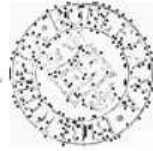
THE CORNELL UNIVERSITY.

By ANDREW D. WHITE,
PRESIDENT, AND PROFESSOR OF HISTORY.

ITHACA:
THE UNIVERSITY PRESS.
1870.

TO THE MEMORY

**OF MY FORMER STUDENTS—FALLEN FOR THE REPUBLIC—WHO, HAVING EAR-
NESTLY STUDIED HISTORY, GAVE UP THEIR LIVES IN MAKING A
HISTORY GREATER AND NOBLER THAN ANY WHICH MY
POOR EFFORTS HAD EVER PRESENTED TO THEM.**



PREFACE.

THE nucleus of this course of lectures is my former course before the Law Department and Senior Class of the University of Michigan. Both notes and manuscripts have had careful revision, and a new series of lectures has been added.

To be worth much to the student, the hearing of University lectures must be supplemented by *work*. These pages are prepared as helps in that work—work in noting closely during the lecture and reviewing thoughtfully after it.

A. D. W.

CORNELL UNIVERSITY, January 15, 1876.

OUTLINES
OF
LECTURES ON HISTORY.

I.
THE STUDY OF HISTORY.

I. OPINION OF THIS AGE.

1. Thiers's remark as to the eagerness of these times in historical studies (Consulate and Empire, vol. 14.)
2. Comparison between this Century and the last, as to methods of solving State-problems and World-problems.
3. Prominence of Historical studies in the great Universities of the world.
4. Constantly recurring conversion of splendid studies in Philosophy, Politics, Natural Science, Philology, Literature, etc., into the form of History.

II. PURPOSE OF HISTORICAL STUDIES.

1. *Accumulation*—(A) of Facts and Principles—(B) of Laws.
(A) Facts and Principles given by study of leading Ancient and Modern Civilizations—India, China, Persia, Greece, Mediæval Italy, Modern England and France.

(B) Laws. The greatest law in History—The two extreme views of this law.

Illustration of the current of law and purpose through History.

Proof of its reality—in the Roman downfall—in the Empire of Charlemagne—in the Crusades—in thoughts, words and works of the last Century

2. *Discipline*.—Of certain flippant charges against the discipline of Historical studies.

The true idea of Mental Discipline. (A) Discipline for Keeness and Precision of Mind. (B) Discipline for Breadth of Mind.

Sure guarantee in Historical studies for discipline of both kinds—especially the latter.

III. WORTH OF HISTORICAL STUDIES.

1. Their most practical use. (Citation from Bautain.)
2. Their most noble use.
3. Effectiveness of these studies in a many-sided culture.

II.

THE BEST COURSES OF HISTORICAL STUDY.

I. TROUBLES AND DANGERS.

1. Troubles of young men on entering this study.
2. Vagabondizing without guides.
3. Bad guides—Pedants—Painters—Counterfeiters.
4. The dealers in Sham History and their utterances.
5. Effects of these on Young Students.
6. Good Guides. The structural writers.
7. The two great questions, then, "*What shall I read?*" "*How shall I read it?*"

II. WHAT TO READ.

1. *Narrative History*, and its best course.
2. *Philosophy of History*, and its best course.
3. *Special History*, and some good courses.

III. HOW TO READ.

1. *Narrative History*—Necessity of close, orderly, structural study therein. What the *dry* part of early Historical Studies is worth. Worth of careful studies in *Geography*.* Dr. Arnold's remark—(My own experience among students.)
Worth of manly studies in *Chronology*. Which dates are worth learning and which are not.—Grouping of events.
2. *Philosophy of History*. What spurs and what curbs are to be used.
3. *Special History*.—Combination of the above methods. 4. Skill in choice of events. Protection against Woodenness. 5. Necessity of getting into the stir of History. Use of good Historical Romances and Novels.

IV. ON THE HEARING OF LECTURES.

1. What is to be guarded against.
2. What is to be sought.
3. Sketch of the present course of Lectures.

* The Maps frequently used during the Lectures are the Historical Wall-Maps of Bretschneider. As occasion requires, the Historical Atlas of Spruner, and, for general views, that of Quin will be used.



