

**THE GROWTH OF LIBERTY IN  
ENGLAND: OUTLINE OF A COURSE OF  
UNIVERSITY LECTURES ADDRESSED  
TO THE SENIOR AND JUNIOR CLASSES  
IN THE UNIVERSITY OF MICHIGAN**

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The Growth of Liberty in England: Outline of a Course of University Lectures addressed to the senior and junior classes in the university of Michigan by Charles K. Adams

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**CHARLES K. ADAMS**

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THE GROWTH OF LIBERTY IN ENGLAND.

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OUTLINES

OF A COURSE OF

UNIVERSITY LECTURES

ADDRESSED TO THE

SENIOR AND JUNIOR CLASSES

IN THE

UNIVERSITY OF MICHIGAN.

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By CHARLES K. ADAMS, M. A.,

PROFESSOR OF HISTORY.

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1870.

## PREFACE.

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THE Lectures, of which Outlines are here presented, have been prepared in obedience to the spirit of a Resolution of the University Senate, which provides for Lectures on various subjects by members of the Faculty of Literature, Science and the Arts.

While the Lectures have been written with constant reference to the wants of the Senior and Junior Classes of the Undergraduate Department, it is hoped that they may not be without value to such members of the other Departments as may have time and inclination for historical study.

To be of the highest value the lectures must be accompanied with *work* on the part of the student — work not only in taking notes during each lecture, but in reviewing after it. For the purpose of assisting in this work of noting and reviewing these Outlines have been prepared.

C. K. A.

UNIVERSITY OF MICHIGAN, NOV. 1, 1870.

1924





OUTLINES  
OF  
LECTURES ON HISTORY.

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I.  
INTRODUCTORY LECTURE.

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I. THE HISTORICAL SPIRIT OF THIS AGE.

1. Prominence of historical studies in this century compared with the same in the last.
2. Reaction against the Philosophical Theories on which much of the French Revolution was based. (Guizot's Remark.)
3. Better understanding of the value of experience, and of the value of theory.
4. Special value of historical studies to American students.

II. CERTAIN WARNINGS THAT COME TO US.

1. From Historians. (Macaulay's Letter to Randall.)
2. From our large cities. (American apology for New York corruption.)
3. From History. (True Cause of the Roman Downfall.)

III. CERTAIN ERRORS THAT PREVAIL AMONG US.

1. That our only need is a high plane of morals and intelligence.
2. Mania for getting into life's work before the necessary preparation is complete.

IV. BEST EXAMPLE OF WHAT TRAINING WILL DO.

1. Early History of Prussia.
2. Fundamental Idea of Prussian Institutions.
4. Results as seen in the present war.
4. What then is Prussian Training?
5. General Results in Peace as well as in War.

V. BEST EXAMPLE OF WHAT THE WANT OF IT WILL DO.

1. Decline of French Schools from 1789 to 1848, shown by reference to the Report of the French Minister of Public Instruction.

2. Results illustrated by a saying of Dr. Chalmers.
3. Influence of resulting ignorance, as illustrated by the popularity of Philip II. and of Nero.
4. Consequent Napolenic policy of Compression and Mendacity; (Vie et Correspondance de Comte Louis de Narbonne par Villemain.)
5. Double Results—Lessons of History unlearned and unwritten.
6. Painful consequences historically considered. Political Experiments. Political Spasms. Bonapartism. Its Temporary Success. Its Ultimate Failure.

## VI. LESSONS.

1. Errors to be avoided. National Pride. (China, France.) Sham Scholarship.
2. Examples to be imitated. True Sphere of History.

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