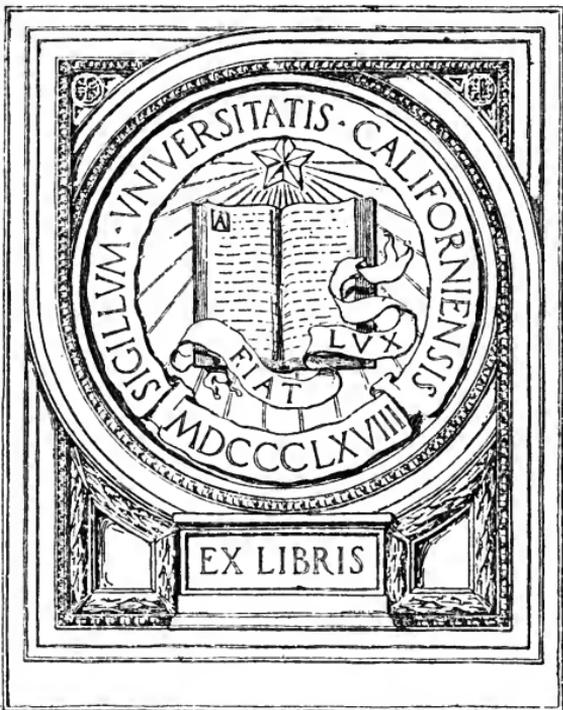




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# THE PROVISION FOR HISTORICAL STUDIES AT OXFORD

SURVEYED IN A LETTER TO THE PRESIDENT OF  
THE AMERICAN HISTORICAL ASSOCIATION  
ON THE OCCASION OF ITS MEETING  
IN CALIFORNIA, 1915

BY

JOHN L. MYRES  
M.A., F.S.A.

WYKEHAM PROFESSOR OF ANCIENT HISTORY IN OXFORD

OXFORD

FREDERICK HALL, PRINTER TO THE UNIVERSITY

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TO VINU  
ANDERSON

TO PROFESSOR HENRY MORSE  
STEPHENS, M.A., SATHER PROFESSOR  
OF HISTORY IN THE UNIVERSITY OF  
CALIFORNIA, PRESIDENT OF THE  
AMERICAN HISTORICAL ASSOCIA-  
TION, ON THE OCCASION OF ITS  
CALIFORNIAN MEETING.

MY DEAR PROFESSOR STEPHENS,

When I left your hospitable door, less than a year ago, it was with unspoken hope that I might congratulate in person the President of the American Historical Association on the occasion of its Californian meeting, to which you already looked forward with characteristic enthusiasm. But events have intervened, as significant to historians as they are momentous for us all, and I must use other means to convey to yourself my personal good wishes, and to your distinguished Association the congratulations of an Oxford colleague on its choice and on the fair issue which this conference brings.

With these formal greetings I would gladly send some material token of the interest and goodwill with which a historian in one of the oldest surviving schools of history looks out overseas upon the widespread zeal for those studies which your Association symbolizes. And knowing from intimate converse, in those happy months at Berkeley, how warm a corner among the living interests which enrich your life, you keep in your

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heart for your old University, I have attempted, with the help of colleagues here, and (among them) of contemporaries and friends of your own, to set down briefly what we try to do in Oxford for historical studies and how we set about it.

First, if you were with us now, you would find a considerable increase in the teaching staff. Let me begin, as befits a historian, 'from the earliest times.' To the Chair of Assyriology an American benefactress has added the Shillito Reader; another gift has established a Reader in Egyptology; and there is a new Lecturer in Aramaic, who, like the Regius Professor of Hebrew, is an epigraphist as well as a scholar. The old Camden Chair of Ancient History has been appropriated to Roman studies since the creation of a Wykeham Chair, whose occupant is to devote himself to the history of 'Greece and Greek lands': so that two Professors partition between them the *orbis terrarum*, the Mediterranean world. Classical Archaeology has its Professor and one University Lecturer, besides a Lecturer in Greek Epigraphy; a similar post in Roman Epigraphy was announced last year, but is suspended during the war. Prehistoric Archaeology too has now a Professor of its own. The Professor of Papyrology and the Lecturer in Palaeography are also recent: the latter, Dr. E. A. Loew, from Cornell, is another link with the New World. Finally, linking ancient with modern in a way which would have pleased Freeman, comes the Bywater bequest for a teacher (not appointed yet) of the Language and Literature of Byzantine and Modern Greece. Please tell my Greek friends in San Francisco about this.

To the two Modern History Chairs and the old Chair of Ecclesiastical History recent foundations have added

a Beit Professor and a Beit Lecturer in Colonial History, a Ford Lecturer in English History, a Chichele Professor of Military History, and a Chichele Lecturer in Foreign History; and besides an University Lecturer in Indian History, whom you would remember, there are now Lecturers in Diplomatic, in Church History and Literature, and in American History: the last-named post still in an experimental stage, but amply justified by the distinction of its first holders.

Political Economy, besides the Drummond Professor, has now its Reader in Economic History; and there is a new Gladstone Chair of Political Theory and Institutions. The organized Schools of Geography and Anthropology have come into existence altogether since your time, Geography with a Professor and three or four assistants, Anthropology with two University Readers, one of whom is also Keeper of the Pitt-Rivers Museum of Ethnography. And the work of the new Wilde Readers in Mental Philosophy and in Natural and Comparative Religion is specifically anthropological in its point of view. The names of the holders of these posts are familiar enough to yourself, but as some of them may interest members of your Association, I have printed them in full on p. 17.

To this list of University teachers you must of course add the College Lecturers, for within the 'nominal' University, as some of our elders still love to call it, twenty-three almost autonomous institutions, some richly endowed, maintain scrupulously their chartered and enacted right, to teach what and how they please, not only against University Professors great and small, but against Faculty Boards on which the nominees of College Lecturers themselves hold half the votes. To the Colleges, then, we are indebted for over twenty

College Lecturers in Ancient History, and forty or more in various branches of Modern History, Political Economy, and Political Philosophy, whose courses are approved for candidates for the B.A. Degree. The total number of our authorized teachers of History therefore falls but little short of a hundred. Much of the time and energy of College Lecturers is claimed, as you know, by undergraduate pupils, whom they are charged by their Colleges to prepare for examinations leading to the B.A. Degree: but there are few among them who have not their own special study, and many have made larger contributions to learning than a list of their publications would suggest. In so large a society of friends and colleagues much circulates orally that would be printed if we worked alone, or had fewer pupils to discuss it with. Certainly we are seldom at a loss to find, among the teaching staff, supervisors for candidates for our Research Degrees, ingenious though these sometimes are in their choice of subjects.

By visitors, I am told, our traditional organization is easily mistaken for the lack of it; and perhaps we are happy-family enough to get along with the formalities of a home. The curious nineteenth-century device by which Ancient History was put in double harness with Philosophy, and Modern History with Law, while everything that preceded Greece and Rome, or intervened between Trajan and Constantine, found cold comfort somewhere between 'Theology' and 'Oriental Languages', certainly invited mirth and outfaced criticism; and the bonds between Law and Modern History were soon dissolved. But another freak of legislation, only a few years ago, abolished the Faculty of Arts, as an administrative unit, and promoted 'Modern History' along with 'Mediaeval and Modern

Languages and Literatures' and some other groups to independent Faculty status. At the same time teachers of Ancient History were authorized to discuss (though not to decide) their affairs unassisted by Philosophy. Unofficially they had been doing this for over twenty years; and it was, in fact, in these informal meetings of History teachers, sometimes convened by a Professor, but frequently by some College Lecturer, that the present lecture-lists took shape as a first step, quite unofficial, towards co-ordinating the University's teaching with that of the autonomous Colleges. The one thing, however, that seems never to have occurred is any joint meeting of ancient and modern historians. Even now Oxford issues no single prospectus (as I think you would call it in America) of a School of History; information for the year has to be collected and collated from announcements made, Term by Term, by several Faculty Boards; and I have heard our 'tutorial system' defended on the ground that no one unprovided with a tutor would ever find his way to lectures.

The programme of studies on p. 18 is therefore more of a novelty than it would seem. Though a shorter conspectus is given for these, as for other studies, in the *Oxford University Handbook*, I think this is the first published analysis of our announcements in history, drawn up so as to show not only what teaching is offered, but also by whom, in what length of course, and at what season of the year. Presented in this form, our arrangements will be easier to compare with those of other Universities; and some inconvenience will be saved to members of your Association (and I hope they may be many) who have occasion hereafter to pay us a visit and enter for a while into our life.

You will easily understand that at the present moment

things are not quite normal here. Teachers who are fit for warfare are either at the front or on the way thither, and there are others in national service according to their ability. So my schedule represents the courses which were offered in the three terms next before the war, with only such amendments in detail as would have been made in any case, for reasons unconnected with it. For the current year, by a little adjustment, those of us who are here keep all essential courses going, and have rather more time than usual to devote to advanced and special students from allied and neutral countries. We share, too, with Cambridge the privilege of entertaining professors and students from Louvain and other seats of learning within the war-area, and we profit in our turn from their teaching and studies. But if all goes well, you may expect us to start after the war with much the same kind of curriculum as we offered before.

To put our arrangements fully at the disposal of a visitor, and particularly of an American visitor, a few points which are not obvious at first sight need explanation even in peace-time.

Our academical year falls, as you know, into three separate Terms, each eight weeks long, and separated by Vacations of five or six weeks at Christmas and Easter.

Our 'Long Vacation', from June to October, belongs to a rural England which has passed away, whose undergraduates were called home for the haymaking, and could not be reassembled till after harvest. Something of the same kind suits Canadian Universities now. And for our own men, the 'Long' is not a waste of time. They are none the worse for an interval, unbroken by lectures or 'college activities' (which are common to both hemispheres), and free for reading or

for travel. They too make hay, and gather harvest, in the Place of Thought. Research-degree students on the other hand, may (if they wish) fulfil one Term's 'residence' within the limits of the Long Vacation, and reckon this in their degree course.

For the picturesque local names of the Terms I have substituted the bald statement that courses begin respectively in October, in January, and at the end of April; and the numeral opposite the title gives the number of lectures per week, usually one, two, or three. A star in place of a numeral denotes informal instruction.

Courses do not generally extend over more than one Term, and this limitation explains why so many of them cover short periods and detailed topics. The further reason for this must be added, however, that many courses announced as 'lectures' deal with their subject in very minute detail, more like a continental 'seminar'.

The propensity of 'introductory' lectures, and consecutive courses, extending over two or more terms, to begin in April rather than in October, reflects the fact that certain preliminary examinations are held in March, so as to allow students to be initiated (as it were) into 'upper division' work before the Long Vacation, which without such guidance might easily be wasted. In populous subjects, however, there is sometimes a duplicate course beginning in October. A graduate student who arrives in October is of course only affected by these anomalies in so far that he may have to wait till April for a particular kind of lecture.

A criticism reaches me sometimes, and particularly from American visitors, that we offer no 'graduate courses', except in the old 'higher' Faculties of Theology, Law, and Medicine. In the formal sense, this is

true ; but the omission is in part made good otherwise ; and like most Oxford anomalies this has a historical cause, which will at all events interest historians. Our Doctorate has never ceased to denote something like Professorial efficiency, and premises a solid contribution to learning in the shape of published and approved work. Even our queer clerical D.D. is nominally *Sanctae Theologiae Professor*. Our D.Litt. and D.Sc. are therefore in no sense comparable with the Ph.D. of foreign universities. Our Master's Degree, on the other hand, lost its way (with the D.D.) in the eighteenth century or earlier, and has not yet been retrieved, for financial and political reasons which are irrelevant here. At all events we have now neither M.A. courses nor M.A. examinations.

It was in part to remedy this that our 'Research Degrees' of B.Litt. and B.Sc. were recently created, standing as they do more nearly on the level of a foreign Ph.D. than of a Baccalaureate in the ordinary sense. For our own Bachelors they serve almost exactly the same purpose as the Master's Degree serves in Universities which have a Master's course. To prescribe any formal course of study for these degrees would alter their quality, and reduce their requirements to the level of a Master's degree elsewhere. At the same time, every candidate for these degrees may be (and usually is) placed under the personal supervision of one or more members of the Faculty, selected with special reference to the scope and method of the course of study which he has planned for himself. They may be University Professors, or College Lecturers, according as the individuals best qualified for the task happen to be in the service of the University or of one of the Colleges in it. They are not required by the Faculty to give formal instruction to the candidate ; only to

satisfy the Faculty that he is making good use of his time, and to see that he has the equipment and facilities which his work requires. It is therefore only by his own inadvertence that a student of this kind can find himself unprovided with a course of 'graduate study' suited to his special case.

Formal courses, if they are wanted, will be found in the lists published by Faculty Boards and analysed on p. 18. You are yourself thoroughly familiar with our arrangements; but you will expect me to add a word of explanation, when I submit to an Association of graduates, like yours, a programme in which more than half the courses are officially approved for candidates for the B.A. degree, which can be obtained (among other ways) either in Modern History exclusively, or in Ancient History coupled with Philosophy. Yet in the same lists are included all Professorial lectures and classes in these departments of knowledge.

The explanation is simple, and characteristic of our teaching here. Oxford degrees are conferred solely on the double qualification of residence and proficiency. The University keeps no register of attendances at courses, and expects no reports from lecturers. For flagrant misconduct, of course, either the University or the residential College to which a student belongs may suspend his residence, and thereby postpone the completion of his degree course, perhaps indefinitely; and Colleges sometimes suspend for flagrant idleness as well, or make further residence conditional on proof of industry. But the University of Oxford takes no more cognizance of College offences or College discipline than an American University might take of the disciplinary acts of a man's Fraternity or House-Club.

In theory, therefore, students have complete freedom

to attend what courses they please. If their choice is restricted, it is as a matter of College discipline only. And as all Colleges offer historical teaching of some kind, this free choice and free competition tend to differentiate the lectures in a generally wholesome way. Some courses indeed are said to acquire from time to time the questionable repute of being 'good for the Schools', that is, of meeting more exactly than others the requirements of a particular examination; but I believe that most lecturers simply put their best work before their classes, without any such reserve; and in this kind of competition the standard tends to go up. Such teaching is in fact of professorial quality, and is recognized as such by graduate students from abroad. And you will easily understand that such teachers adapt their methods to the number and quality of the students who come to them in a given year; to a crowd, they have to lecture; with a small class (as it must surely be in the courses which aim highest) they can adopt the 'informal instruction' which is our equivalent for seminar-teaching. Thus it comes about that we do not draw any hard-and-fast line between lectures approved for the B.A. degree, and advanced seminar-classes; and it would be invidious and misleading to attempt it.

The teachers, in the same way, have (in theory) complete freedom as to the subject and duration of their courses. Faculty Boards have the right, very seldom used, to make suggestions to any teacher as to topic and hours; and they may exclude any College announcement from the Faculty's list. But there is no authority in the University competent either to require of any College lecturer any particular grade of instruction or kind of treatment; or to prescribe to any Professor or University teacher the way in which he shall

deal with the subject committed to him, or what parts of it he shall cover in his teaching; nor to make any provision that all parts of a subject shall be covered in any year, either by the University's own teachers collectively, or by the College Lecturers. This looks like anarchy; but in practice anarchy is tempered by common sense. The scope and standards of University examinations inferred from the published questions, and the oral examinations which are held in public, suggest a minimum below which it would be unsafe for any course to descend. Above this minimum, an honourable rivalry permits College Lecturers to specialize without risk of general neglect. They might indeed not unfairly be described as so many assistant Professors, with a wandering commission to profess as they please, and the ambition (rather than the duty) to assist. In this free-and-easy way, most of the ground is covered at least once in the year, and most of our teachers are specialists in at least one part of it. Many hands make light work; and an analysis of names and subjects would show you an Oxford tenacious still of its traditional function as a mediaeval guild of master-teachers, *Universitas Magistrorum*, in which every student is welcome who cares to come and 'read with' that one of those 'masters' *magistri artium* who best meets his need, and may hope at the close to present him, *hunc meum scholarem*, like a mediaeval apprentice, for the formal approval of the guild. For, names and labels mattering so little as they really do, our *gradus magistri in artibus* 'is not dead but sleepeth, and must be awaked'; is indeed already wakeful.

There is, nevertheless, some overlap in the list as it stands, and some ground, too, is almost wholly neglected. Both defects arise in part from the peculiar require-

ments of University examinations, and from the lack of students requiring anything beyond them. The omissions are least easy to excuse; but you will remember that we have two rather heartless practices, which I fear we are slow to unlearn. We deplete our own advanced classes by encouraging our graduates to travel, and study elsewhere: and whether they travel or not, we put them over-young into responsible College posts, without safeguarding hours which should be reserved for graduate work from being squandered on pupils or on administration. For you can hardly expect a young man to attend graduate classes as well, if you load him at the outset with twenty or thirty hours of teaching in the week. Nor can you fairly look for excursions into fields of work remote from the pupils' needs, when the teacher has himself little stock-in-trade outside the B.A. curriculum, which he has so recently completed for himself.

Thus deficient organization of outlying studies leads directly to overlap and duplication in the favoured subjects. This is conspicuous in Ancient History, where our habit of teaching a few limited periods with intimate reference to great literary texts has led us to neglect those periods of history for which the texts are less valuable as literature, with the result that, in Greek History (p. 19) for example, there are six courses on the period covered by Herodotus, and seven on that of Thucydides, against two for all later Greek history. This kind of overlap, however, is partly excused by the consideration that for teaching, which approximates to the 'seminar' work of Continental Universities, small classes are better than large; and where the personality of the teacher counts for so much as it does in advanced historical work, a choice of lecturers is a permissible

luxury if only there are lecturers enough. And in Ancient History, as you will have seen, more than twenty College Lecturers are competing with each other and with the two Professors for the attendance of about three hundred students. Modern History, less hampered by a literary past, covers a very much wider range of topics, with fair impartiality, tolerable completeness, and very little overlap of courses.

These few comments and explanations will be enough, I think, to enable your members to realize in essentials what our programme is, and how we approach problems which are common, in the main, to all teaching of History. If I have strayed from commentary to criticism it is only to suggest (what I believe to be common here) that some of us are conscious of some of our defects, and on the way to find remedies for them: above all, that we court inquiry and value criticism from those who know their own needs, the *magistri in artibus* of the New World's teaching-guilds. Historians will understand, better than most, how tenderly an Old-World institution, unassisted in this way, comes to deal with its anomalies, and even with abuses, when they 'have a history' as long as some of ours. In spirit, and, as occasion serves, in person, 'come over and help us.'

And so, with all goodwill and happy memory of Californian days, I submit to you my little offering, a survey of the provision for historical studies in Oxford; and I remain

Yours ever very sincerely,

JOHN L. MYRES.

OXFORD,  
June, 1915.



## TABLE I

### UNIVERSITY TEACHERS IN HISTORICAL SUBJECTS

WITH THE SUBJECTS WHICH THEY REPRESENT, AND THE  
COLLEGES WITH WHICH THEY ARE ASSOCIATED

Assyriology, Professor . . . . .	Archibald Henry Sayce, M.A.	Queen's.
"    Shillito Reader . . . . .	Stephen Langdon, Hon. M.A.	Jesus.
Egyptology, Reader . . . . .	Francis Llewelyn Griffith, M.A.	Queen's.
Aramaic, Lecturer . . . . .	John Frederick Stenning, M.A.	Wadham.
Prehistoric Archaeology, Professor	Sir Arthur John Evans, M.A., D.Litt.	B.N.C.
Ancient History ( <i>Greek</i> ), Wykeham Professor	John Linton Myres, M.A.	New Coll.
"    "    ( <i>Roman</i> ), Camden Professor	Francis John Haverfield, M.A.	B.N.C.
Archaeology, Keeper of the Ash- molean Museum	David George Hogarth, M.A.	Magdalen.
Classical Archaeology and Art, Lincoln and Merton Professor	Percy Gardner, M.A., D.Litt.	Lincoln.
"    "    Lecturer . . . . .	Guy Dickins, M.A.	St. John's.
Epigraphy ( <i>Greek</i> ), Lecturer . . . . .	Marcus Niebuhr Tod, M.A.	Oriel.
"    ( <i>Roman</i> ), Lecturer . . . . .	[suspended].	
Papyrology, Professor . . . . .	Arthur Surridge Hunt, M.A., D.Litt.	Queen's.
Palaeography, Lecturer . . . . .	Elias Avery Loew, Ph.D., Cornell.	
Modern History, Regius Professor	Charles Harding Firth, M.A.	Oriel.
"    "    Chichele Professor	Charles W. C. Oman, M.A.	All Souls.
Ecclesiastical History, Regius Pro- fessor	Edward William Watson, D.D.	Ch. Ch.
Colonial History, Beit Professor . . . . .	Hugh Edward Egerton, M.A.	All Souls.
"    "    Beit Lecturer . . . . .	Reginald Coupland, M.A.	Trinity.
Foreign History, Chichele Lecturer	Geoffrey Baskerville, M.A. (1914)	Keble.
Military History, Chichele Pro- fessor	Henry Spenser Wilkinson, M.A.	All Souls.
Indian History, Reader . . . . .	William Holden Hutton, B.D.	St. John's.
English History, Ford's Lecturer . . . . .	Andrew Geo. Little, M.A. (1914)	Balliol.
American History, Lecturer . . . . .	Arthur Twining Hadley, Ph.D., LL.D., Yale (1914).	
Church History and Literature . . . . .	Cuthbert Hamilton Turner, M.A.	Magdalen.
Language and Literature of Byzan- tine and Modern Greece	[Bywater Bequest, 1915.]	
Diplomatic, Lecturer; and Keeper of the Archives	Reginald Lane Poole, M.A.	Magdalen.
Political Economy, Drummond Professor	Francis Ysidro Edgeworth, M.A.	All Souls.
Economic History, Reader . . . . .	Langford Lovell Price, M.A.	Oriel.

Political Theory and Institutions, Gladstone Professor	William G. S. Adams, M.A.	All Souls.
Jurisprudence, Corpus Professor	Paul Vinogradoff, M.A., Hon. D.C.L.	Corpus.
International Law and Diplomacy, Chichele Professor	Sir Henry Erle Richards, B.C.L., M.A.	All Souls.
Geography, Professor	Andrew John Herbertson, M.A.	Wadham.
Social Anthropology, Reader	Robert R. Marett, M.A., D.Sc.	Exeter.
Ethnography, Keeper of the Pitt- Rivers Museum	Henry Balfour, M.A.	Trinity.

## TABLE II

A CLASSIFIED LIST OF THE LECTURE COURSES AND  
INFORMAL INSTRUCTION IN HISTORICAL SUBJECTS,  
OFFERED IN THE UNIVERSITY OF OXFORD

COMPILED FROM THE OXFORD UNIVERSITY GAZETTE, THE  
LECTURE-LISTS OF THE BOARDS OF FACULTIES FOR 1913-4-5,  
AND THE ANNOUNCEMENTS OF THE COMMITTEES FOR  
ANTHROPOLOGY, CLASSICAL ARCHAEOLOGY, GEOGRAPHY,  
AND ECONOMICS AND POLITICAL SCIENCE

The numeral opposite each course indicates the number of lectures per week  
in the Term shown at the head of the column: an asterisk denotes 'times to be  
arranged'.

University teachers, other than Professors, are indicated by the words *Reader*,  
*Lecturer*, &c. College Lecturers are followed by the name of their College.

**PRIMITIVE CULTURE.**

*Course begins in*  
*Oct. Jan. Apr.*

Sanctions of Savage Conduct	Dr. Marett, <i>Reader</i>	...	...	2
Totemism	" "	...	2	...
Social Anthropology with special reference to the Sudan	" "	...	1	...
Seminar: (recent subjects are— Primitive Law; Social Origins; Comparisons between Prehistoric and Modern Savages; Studies in the works of Frazer and Tylor).				
Ethnographical Collections in the Pitt-Rivers Museum	Mr. Balfour, <i>Curator</i>	...	*	* *
Comparative Technology with special reference to the Sudan	" "	...	1	.. ...
The Bronze and Early Iron Ages	Mr. Leeds, <i>Ashm. Museum</i>	...	*	* *
Religion and Morals in Early Society	Dr. Farnell, <i>Lecturer</i>	...	2	... ...
Group Theories of Religion and the Individual	Mr. Webb, <i>Lecturer</i>	...	...	1
Economics of Simple Societies	Professor Myres	...	2	... ...

Course begins in  
Oct. Jan. Apr.

The Method of Cultural Anthropology	Mr. Blunt . . . .	Ch. Ch. . . . .	*	*	*
Stages of Culture, and the latest Episodes in the Earth's History	Professor Sollas . . . . .		1	...	...
Indian Religion and Customs, and Indian Archaeology	Professor Macdonell . . . . .		*	*	*
Indian Archaeology and Art	Mr. Vincent Smith . . . . .		*	*	*
Primitive Language in its relation to Thought	Professor Smith . . . . .		*	*	*
Comparative Philology of the Bantu Languages	Mr. Madan . . . .	Ch. Ch. . . . .	*	*	*
Comparative Philology, and Instruction in European and Oriental Languages: reference should be made to the announcements of the Faculties concerned					

**ORIENTAL HISTORY.**

**Babylonia and Assyria.**

Occasional Public Lectures . .	Professor Sayce . . . . .		*	*	*
The Babylonian Epic of Creation	Dr. Langdon, <i>Reader</i> . . . . .		2	...	...
Babylonian Magic and Religion	" "		*	*	*
Recent Contributions from Assyriology	" "		1	...	...
Informal Instruction . . . . .	" "		*	*	*

**Egypt.**

The Book of the Dead . . . .	Mr. Griffith, <i>Reader</i> . . . . .		...	1	...
The Civilization of Nubia . . .	" "		1	...	...
The Egyptian Collection in the Ashmolean Museum	" "		...	...	1
Egyptian Legal Documents . . .	" "		...	...	1
Informal Instruction . . . . .	" "		*	*	*
Egyptian Society, Feudal Age .	Mr. Blackman . . . .	Worcester	...	...	1

**Semitic Archæology and Epigraphy.**

Old Testament Archæology . . .	Professor Burney . . . . .		1	...	...
North Semitic Epigraphy . . . .	Mr. Gray . . . . .	Mansfield	...	1	...
Aramaic Inscriptions . . . . .	Mr. Stenning, <i>Lecturer</i> . . . . .		2	2	2

**GREEK HISTORY.**

**Asia Minor, &c.**

Recent Hittite Research . . . .	Mr. Hogarth, <i>Ashm. Museum</i> . . . . .		...	1	...
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**General.**

Introduction to Ancient History, Method and Authorities	Professor Myres . . . . .		...	...	2
Introductory Lectures . . . . .	Professor of Greek and others . . . . .		...	...	1
Introduction to the Study of Greek History	Mr. Whatley . . . .	Hertford . . . . .	...	...	2
Influence of the Geography of Greece on its Political History	Mr. Toynbee ( <i>Geography School</i> ) . . . . .		...	...	1
Greece and Persia, 550-322 B.C.	Professor Myres . . . . .		2	...	...
The Greeks in the West . . . . .	Mr. Dundas . . . . .	Ch. Ch. . . . .	1	...	...
Secondary Powers in Greece . . .	Mr. How . . . . .	Merton . . . . .	...	1	...
Greek Commerce . . . . .	Professor Myres . . . . .		2	...	...

**GREEK HISTORY** (*continued*).*Course begins in  
Oct. Jan. Apr.***Constitutional History.**

Political Institutions of the Greek City States	Professor Myres . . . . .	2	...	...
Aristotle's <i>Constitution of Athens</i>	Mr. Walker . . . . .	Queen's	2	... ..

**Period before 500 B.C.**

Problems of Early Greek His- tory	Professor Myres . . . . .	2	...	...
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**Period 776-478 B.C.**

Questions in Early Greek History	Mr. Dundas . . . . .	Ch. Ch.	...	...	1
The Sixth Century B.C. . . . .	Mr. Tod . . . . .	Oriel	...	...	2
Foreign Policy of Sparta in the Sixth and Fifth Centuries	Mr. Dickins . . . . .	St. John's	...	1	...
Herodotus . . . . .	Mr. Underhill . . . . .	Magdalen	2	...	2
" . . . . .	Mr. Toynbee . . . . .	Balliol	...	...	1
" (Introductory and Oriental)	Mr. Cunningham . . . . .	Worcester	...	...	2

**Period 479-404 B.C.**

Introduction to the Period . . . . .	Mr. Stevenson . . . . .	University	...	...	2
479-432 B.C. . . . .	Mr. Tod . . . . .	Oriel	2	...	...
Peloponnesian War . . . . .	Mr. Walker . . . . .	Queen's	...	2	...
Thucydides . . . . .	Mr. Underhill . . . . .	Magdalen	...	2	...
" . . . . .	Dr. Henderson . . . . .	Exeter	...	2	...
Thucydides VIII and Xen. <i>Hell. I, II</i>	Dr. Grundy . . . . .	Corpus	...	2	...
Development of Euripides' Thought, 430-406	Professor of Greek . . . . .		...	1	...

**Period 404-322 B.C.**

Diodorus, xvi . . . . .	Mr. Walker . . . . .	Queen's	2	...	...
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**Period after 322 B.C.**

The City State after Alexander	Professor Myres . . . . .	1	...	...
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**ROMAN HISTORY.****General.**

Rome, Italy, the Sources . . . . .	Dr. Henderson . . . . .	Exeter	...	...	1
Problems in Roman History . . . . .	Mr. Benecke . . . . .	Magdalen	1	...	...
Army, Frontiers, and Provinces	Dr. Hardy . . . . .	Jesus	2	...	...
Roman Religion and Folk-lore	Mr. Bailey . . . . .	Balliol	*	*	*

**Constitutional.**

Constitution of the Republic and Early Empire.	Professor Haverfield . . . . .	2	...	...	
Constitution under the Republic	Dr. Grundy . . . . .	Corpus	...	...	2
" " Empire	" . . . . .	"	2	...	...
Constitutional History with Appian	Mr. Strachan-David- son	Balliol	...	...	3
Roman Municipal System (Sources)	Dr. Henderson . . . . .	Exeter	...	1	...

*Course begins in  
Oct. Jan. Apr.*

**Period 264-146 B.C.**

Polybius . . . . . Mr. Benecke . . . Magdalen ... .. 1

**Period 146-21 B.C.**

Economic and Social Causes of the Fall of the Republic Mr. How . . . . Merton . . . . . 2

The Italian Land Problem . . Mr. Toynbee . . . Balliol . . . . . 2

Questions from the Gracchi to Caesar Dr. Hardy . . . . Jesus . . . . . 1 ...

Period 146 B.C.-69 A.D. . . . Mr. Brown . . . . Pembroke ... .. 1

” 78-43 B.C. . . . . Mr. Wells . . . . Wadham 3 ... ..

Cicero, *Letters* . . . . . Mr. Matheson . . . New Coll. 2 ... ..

Caesar's Dictatorship and the Early Empire Dr. Hardy . . . . Jesus . . . . . 2

The Civil War 44-31 B.C. . . Mr. Anderson . . . Ch. Ch. . . . . 1

**Period 43 B.C.-117 A.D.**

Roman Empire: Frontier Geography and Monumentum Ancyranum Professor Haverfield . . . . . 2 ... ..

The Provinces: Europe and Asia ” ” ” ” ” } ... 2 ...

” Asia and Egypt Mr. Anderson . . . . . } ... ..

Sources for the Period 43 B.C.-117 A.D. Mr. Cheesman . . . New Coll. ... .. 1

Senatorial and Equestrian Careers Dr. Hardy . . . . Jesus . . . . . 1 ...

Tacitus: *Annals* . . . . . Mr. Cunningham . Worcester ... 2 ...

The Flavian Emperors . . . . ” ” ” ” ” 1 ... ..

The years 80-120 A.D. with Suetonius Professor Haverfield . . . . . 1 ...

Pliny: *Letters* . . . . . Mr. Stevenson . . . University 1 ... ..

Roman Britain (two lectures) . Professor Haverfield . . . . . \* ... ..

Period 117-300 A.D.

[None, except lectures on Early Church History in the Theology Lists.]

**AIDS TO THE HISTORY OF THE GRAECO-ROMAN WORLD.**

**Classical Archaeology.**

Greek Sculpture, early . . . Professor Gardner . . . . . 3 ...

” ” 450-320 B.C. ” ” ” ” ” 3 ... ..

” ” selected works Mr. Dickins, *Lecturer* . . . . . 1 ...

” ” passages of ancient writers ” ” ” ” ” ... 1 ...

Greek Coins . . . . . Professor Gardner . . . . . 1 ...

” origin of Greek Coinage ” ” ” ” ” 1 ... ..

Greek Vases . . . . . ” ” ” ” ” 1 ... ..

Classification of the Minoan Periods Professor Sir Arthur Evans . . . . . 1 ...

Homeric Religion and Ritual Dr. Farnell, *Lecturer* . . . . . 1 ...

Homeric Archaeology ” ” ” ” ” 1 ... ..

” ” ” ” ” Professor Myres . . . . . 1 ...

” ” ” ” ” Mr. Allen, *Reader* . . . . . 3 ...

Excavations at Delphi . . . Professor Gardner . . . . . 1 ...

Early Religious Monuments in the Mediterranean Area Dr. Farnell, *Lecturer* . . . . . 2

Course begins in  
Oct. Jan. Apr.

### EPIGRAPHY, POPYROLOGY, AND PALAEOGRAPHY.

Origin of the Greek Alphabet .	Mr. Tod, <i>Lecturer</i> . . . . .	...	...	1
Greek Epigraphy . . . . .	" " . . . . .	1	...	...
Greek Historical Inscriptions .	" " . . . . .	...	2	...
Roman Epigraphy (Empire) .	Mr. Anderson . . . . .	Ch. Ch.	...	1
Roman Municipal Inscriptions.	Mr. Brown . . . . .	Pembroke	...	1
Papyrology, informal . . . . .	Professor Hunt . . . . .		1	1
Palaeography (Latin) . . . . .	Dr. Loew, <i>Lecturer</i> . . . . .		2	...

### MEDIAEVAL AND MODERN HISTORY.

#### GENERAL EUROPEAN HISTORY :—

##### Early Church History.

The Apostolic Age . . . . .	Mr. Bartlett . . . . .	Mansfield	...	...	1
The Apostolic Succession . . . . .	Mr. Turner . . . . .	Magdalen	...	...	1
The Sub-Apostolic Age . . . . .	Dr. Kidd . . . . .	Keble	3	...	...
Times of Justin Martyr . . . . .	Dr. Spooner . . . . .	New Coll.	1	...	...

##### I. 313-476.

Church History after 313 . . . . .	Professor Watson . . . . .		...	...	3
" " after 380 . . . . .	" " . . . . .		3	...	...
" " after 380 . . . . .	Dr. Kidd . . . . .	Delegacy	...	...	3
The Times of Ambrose . . . . .	Dr. Dudden . . . . .	Lincoln	2	...	2
Churches of Armenia and Caucasus	Dr. Conybeare, <i>Lecturer</i> . . . . .		...	...	2

Theodosius to Dante . . . . .	Mr. Bartlett . . . . .	Mansfield	2	...	...
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II. 476-919. General Questions	Mr. Priestley . . . . .	St. Edmund's	...	1	1
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Western Europe in the Ninth Century	Mr. Hodgkin . . . . .	Queen's	...	2	...
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III. 919-1273. General Questions	Mr. Davis . . . . .	All Souls	...	2	...
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Europe in the Tenth and Eleventh Centuries	Mr. Poole . . . . .	St. John's	2	...	...
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The Age of Hildebrand . . . . .	Mr. Davis . . . . .	Balliol	2	...	...
Norman and Byzantine Influence in Mediaeval Europe	Mr. Williams . . . . .	Jesus	2	...	...

The Papal Chancery to the Thirteenth Century	Mr. Poole, <i>Lecturer</i> . . . . .		1	...	...
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Empire and Papacy . . . . .	Mr. Urquhart . . . . .	Balliol	2	...	...
Germany and the Empire . . . . .	Dr. Bussell . . . . .	B.N.C.	...	...	2

##### IV. 1273-1519.

The Age of Boniface VIII . . . . .	Mr. Baskerville . . . . .	Keble	1	...	...
The Age of Dante . . . . .	Mr. Armstrong . . . . .	Queen's	...	1	...

Dante's <i>Divina Commedia</i> . . . . .	Mr. Foligno, <i>Lecturer</i> . . . . .		...	1	...
Villani, Compagni's <i>Croniche</i> . . . . .	" . . . . .		1	...	...

Age of Dante: other authorities . . . . .	" . . . . .		...	1	...
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V. 1414-1598. Introductory	Mr. Leys . . . . .	University	...	...	1
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French and Burgundian History (Fifteenth Century)	Mr. Armstrong . . . . .	Queen's	...	1	2
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Germany and her neighbours (Fifteenth Century)	" . . . . .	"	2	...	...
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Italy (Fifteenth Century) . . . . .	Mr. A. L. F. Smith . . . . .	Magdalen	...	2	...
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			<i>Course begins in</i>		
			<i>Oct. Jan. Apr.</i>		
<b>VI. 1559-1715. Introductory</b>	Mr. Atkinson . . .	Exeter . . .	2	...	...
Germany (Sixteenth Century)	Mr. Stampa . . .	Exeter . . .	2	...	2
The Counter-Reformation . . .	Mr. Feiling . . .	Ch. Ch. . .	2	...	...
French History, 1643-1715 . . .	Mr. Carlile . . .	Lincoln . . .	2	...	...
<b>VII. 1715-1815. Introductory</b>	Mr. Urquhart . . .	Balliol . . .	...	...	2
Political Geography of Europe	Professor Oman . . .	...	...	...	2
Russia in the Eighteenth Century	Mr. Hodgkin . . .	Queen's . . .	2	...	...
French Revolution: antecedents	Mr. Montague . . .	Oriel . . .	2	...	...
French Revolution . . . . .	" . . .	" . . .	2	...	2
<b>VIII. 1789-1878. Introductory</b>	Mr. Marriott . . .	Worcester . . .	...	...	3
France, 1789-1799 . . . . .	Mr. Wickham-Legg . . .	New Coll. . . .	2	...	...
Revolutionary spirit in Modern France	Mr. Cruttwell . . .	Hertford . . .	...	...	2
Chief Crises, 1789-1815 . . . . .	Mr. Hassall . . .	Ch. Ch. . . .	...	...	2
" " 1815-1878 . . . . .	" . . .	" . . .	I	I	...
General Questions, 1815-1878 . . .	Mr. Cruttwell . . .	Hertford . . .	...	...	2
German History, 1789-1815 . . . . .	Mr. Robertson . . .	All Souls . . .	I	...	...
Germany in the Age of Bismarck	" . . .	" . . .	3	...	...
General European History, 1858-1878	Mr. Marriott . . .	Worcester . . .	...	I	...
Europe since 1870 . . . . .	Professor Firth . . .	...	I	...	...
The Eastern Question . . . . .	Mr. Urquhart . . .	Balliol . . .	...	2	...
Modern European Constitutions	Professor Adams . . .	...	...	...	2
The Powers at War, their Political Institutions	" " . . .	...	2	...	...

**ENGLISH HISTORY.**

**POLITICAL AND CONSTITUTIONAL HISTORY.**

Roman Britain . . . . .	Professor Haverfield . . . . .	I	...	...
English History before 1066 . . . . .	Mr. Lennard . . . . .	Wadham	3	I
" " before 1307 . . . . .	Mr. Weaver . . . . .	Trinity . . . . .	...	2
" " after 1014 . . . . .	Mr. Carlile . . . . .	Lincoln . . . . .	...	3
" " after 1307 . . . . .	Mr. Johnson . . . . .	Merton . . . . .	...	2
" " before 1485 . . . . .	Mr. Davis . . . . .	Balliol . . . . .	I	...
Survey of English Mediaeval History	Mr. Barker . . . . .	New Coll. . . . .	3	3
Stubbs, <i>Select Charters</i> . . . . .	Mr. Morgan . . . . .	Keble . . . . .	3	2
Richard II . . . . .	Mr. Barker . . . . .	New Coll. . . . .	1	...
Fasciculi Zizaniorum . . . . .	" . . . . .	" . . . . .	...	1
Military and Foreign Policy, 1327-1461	Mr. Mowat . . . . .	Corpus . . . . .	2	...
Yorkists and Tudors . . . . .	" . . . . .	" . . . . .	...	3
Tudors . . . . .	Mr. Patterson . . . . .	Trinity . . . . .	...	2
" . . . . .	Mr. Leys . . . . .	University . . . . .	3	...
Documents, 1485-1660 . . . . .	Mr. Wakeling . . . . .	Brasenose . . . . .	2	...
Tudors and Stuarts: Naval History	Mr. Atkinson . . . . .	Exeter . . . . .	...	2
English History, 1603-1815 . . . . .	Mr. Mowat . . . . .	Corpus . . . . .	...	2



Course begins in  
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Theory of War, with special reference to Napoleon and Moltke	Professor Spenser Wilkinson . . . . .	. . . . .	2	...	...
English Military and Foreign Policy (1327-1461)	Mr. Mowat . . . . .	Corpus	2	...	...
English Naval History (Tudors and Stuarts)	Mr. Atkinson . . . . .	Exeter	...	2	...
Wellington's Campaign of 1812	Professor Oman . . . . .	. . . . .	...	2	...

**POLITICAL SCIENCE.**

**POLITICAL THEORIES, HISTORICALLY TREATED.**

Plato, <i>Republic</i> . . . . .	Professor Stewart . . . . .	. . . . .	3	...	1
" " . . . . .	College Lectures in the Philosophy Lists	. . . . .	3	1	3
Aristotle, <i>Politics</i> . . . . .	Mr. Benecke . . . . .	Magdalen	...	...	2
" " . . . . .	Mr. A. L. Smith . . . . .	Balliol	...	...	2
Aristotle and Hobbes . . . . .	Mr. Marriott . . . . .	Worcester	2	...	...
Political Theory of Hobbes . . . . .	Mr. Wakeling . . . . .	Brasenose	...	2	...
Hobbes to Maine . . . . .	Mr. A. L. Smith . . . . .	Balliol	...	2	...
Bossuet . . . . .	Dr. Figgis, <i>Lecturer</i> . . . . .	. . . . .	...	...	2
History of Political Ideas: Plato to Nicolas of Cusa	Mr. Barker . . . . .	New Coll.	2	...	...
History of Political Ideas: Mediaeval and Modern	" . . . . .	"	...	3	...
Development of Political Theory	Mr. Moberly . . . . .	Lincoln	...	...	2
Political Theory of Feudalism . . . . .	Dr. Carlyle . . . . .	University	...	1	...
History of the Theory of Natural Law	" . . . . .	"	...	...	2
History of the Theory of Social Contract	" . . . . .	"	...	2	...

**POLITICAL THEORY AND INSTITUTIONS.**

Theory of Rights . . . . .	Professor Adams . . . . .	. . . . .	1	...	...
Theory of the State . . . . .	Mr. Lindsay . . . . .	Balliol	...	2	..
Theory of Political Obligation	Dr. Bussell . . . . .	New Coll.	...	2	...
Social and Political Questions . . . . .	Mr. A. L. Smith . . . . .	Balliol	2	...	...
Questions in Moral and Political Philosophy	Mr. Ball . . . . .	St. John's	...	2	...
Political Institutions . . . . .	Mr. Barker . . . . .	New Coll.	...	...	2
The State in relation to Labour and Capital	Professor Adams . . . . .	. . . . .	...	1	...
Justice and Wages . . . . .	Mr. Joseph . . . . .	New Coll.	1	...	...
Social Experiments in Continental Europe	Mr. Farley . . . . .	Manchester	1	...	...
Dynamics of Social Progress . . . . .	Dr. Muirhead . . . . .	Manchester	...	1	...
Socialism . . . . .	Mr. Heath . . . . .	New Coll.	...	...	1
Property and Democracy in U.S.A.	Dr. Hadley, <i>Lecturer</i> . . . . .	. . . . .	...	...	1
Federal Government (with Egerton's <i>Texts</i> )	Mr. Marriott . . . . .	Worcester	..	1	...
Representative Government . . . . .	Professor Adams . . . . .	. . . . .	...	...	1

**POLITICAL ECONOMY.**

Currency and Public Finance . . . . .	Professor Edgworth . . . . .	. . . . .	2	2	1
Discussion Class . . . . .	. . . . .	. . . . .	1	1	1
History of Economic Theories . . . . .	Mr. Price, <i>Reader</i> . . . . .	. . . . .	...	2	...

**POLITICAL SCIENCE** (*continued*).*Course begins in  
Oct. Jan. Apr.*

English Economic History (Eighteenth-Nineteenth Century)	Mr. Price, <i>Reader</i>	. . . . .	2	...	...
Modern Social and Economic Questions considered in the light of History	" "	. . . . .	...	...	2
Discussion Class for Students of Economics	" "	. . . . .	1	1	1
Discussion Class for Students of Modern History	" "	. . . . .	1	1	...
Individual Instruction . . . . .	" "	. . . . .	*	*	*
Economic History from 1348 . . . . .	Mr. Daviș . . . . .	Balliol . . . . .	...	...	2
" " (Rural) 1200- 1600	Mr. Lennard . . . . .	Wadham . . . . .	...	...	2
Social Economics . . . . .	Mr. Penson . . . . .	Pembroke . . . . .	...	...	2
Elements of Economic Theory . . . . .	" . . . . .	" . . . . .	2	...	...
Political Economy of J. S. Mill . . . . .	" . . . . .	" . . . . .	...	2	...
Political Economy . . . . .	Mr. Phelps . . . . .	Oriel . . . . .	...	...	3
Elements of Economics . . . . .	Mr. Jenkinson . . . . .	B. N. C. . . . .	...	...	1
Informal Instruction . . . . .	Mr. Cannan . . . . .	. . . . .	*	*	*
" " . . . . .	Mr. Ball . . . . .	St. John's . . . . .	*	*	*
" " in Economic Theory . . . . .	Mr. Wakeling . . . . .	B. N. C. . . . .	*	*	*
Value and Distribution . . . . .	Mr. Clay . . . . .	All Souls . . . . .	...	...	1
Unemployment . . . . .	Mr. Lennard . . . . .	Wadham . . . . .	...	...	2
Theory of Trusts and Com- binations	Mr. Blunt . . . . .	Ch. Ch. . . . .	...	...	1

**JURISPRUDENCE, INTERNATIONAL LAW, AND OTHER  
RELATED SUBJECTS.**

Historical Jurisprudence: Out- lines of Greek Law	Professor Vinogradoff . . . . .	...	...	3
Seminar: Greek Juridical In- scriptions	" "	. . . . .	...	2
Modern Jurisprudence: Princi- ples of Public Law	" "	. . . . .	2	...
Seminar: Tribal Custom in Mediaeval Law	" "	. . . . .	1	...
Jurisprudence . . . . .	Mr. Hazel . . . . .	Jesus . . . . .	2	3 2
International Law . . . . .	Professor Sir Erle Richards . . . . .	. . . . .	2	...
State Disputes: settlement by other means than War: by War on Land	" "	. . . . .	...	2
State Disputes: War on Sea: Declaration of London; Neu- trality	" "	. . . . .	...	3
Collective Psychology . . . . .	Dr. M <sup>o</sup> Dougall, <i>Reader</i> }	. . . . .	2	...
National Psychology . . . . .				

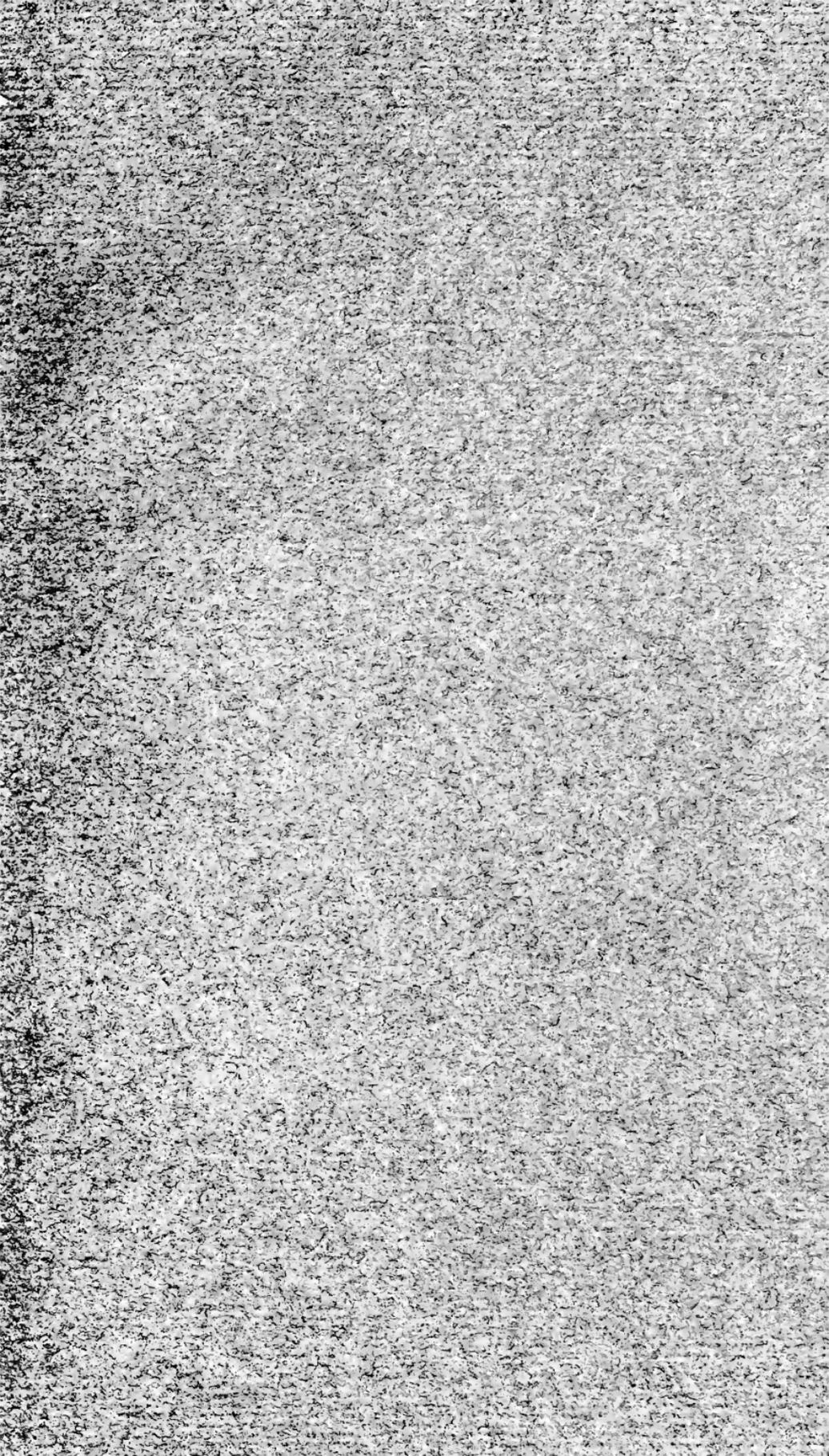
**PALAEOGRAPHY AND DIPLOMATIC.**

Latin Palaeography, with prac- tice in MSS. and Charters	Mr. Poole, <i>Lecturer</i> . . . . .	2	...
Introduction to the Study of Documents	" "	. . . . .	1
The Forms of English Charters down to Henry II	" "	. . . . .	1

*Course begins in  
Oct. Jan. Apr.*

English Documents from the Twelfth Century	Mr. Poole, <i>Lecturer</i> . . . . .	...	...	2
The Papal Chancery down to the Thirteenth Century	„ „ . . . . .	I	...	...
Mediaeval Historical Authorities	„ „ . . . . .	...	2	...
Mediaeval Palaeography (Ninth to Sixteenth Century)	Mr. Little . . . . .	All Souls	...	2
Informal Practical Instruction .	Mr. Whitwell . . . . .	Maitland Library	2	2
Practical Bibliography . . . .	Dr. Aitken . . . . .	Queen's .	1	1
<b>GEOGRAPHY. (Human and Historical.)</b>				
Geographical Methods and Notations	Professor Herbertson . . . . .	...	1	...
Geographical Distribution of Man	„ . . . . .	I	2	...
Natural Regions of the British Empire	„ . . . . .	...	I	...
Topography of Europe . . . .	„ . . . . .	...	...	I
The British Isles . . . . .	„ . . . . .	...	2	...
The Country between Rhine and Seine	„ . . . . .	I	...	...
Seminar (Economic, Social, Political)	„ . . . . .	...	I	I
Influence of the Geography of Greece on its Political History	Mr. Toynbee . . . . .	...	...	1
Geography of Roman Britain .	Professor Haverfield . . . . .	...	I	...
Political Geography of Europe (Eighteenth Century)	Professor Oman . . . . .	...	...	2
Political Geography of England and Wales	Mr. Johnson . . . . .	Univ. . .	2	...
Political Geography . . . . .	Mr. Robertson . . . . .	All Souls	...	...

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