NOTES

INTRODUCTION


12. Ibid., 4:63 (my translation).


27. Ibid.


32. Ibid., p. 363.
37. One hundred forty thousand sets of Macaulay's History of England were sold within a generation of its first publication, as noted by Alexander Milne, "The Victorian Historian," Colorado Quarterly 15 (1967):304-5.

CHAPTER I: THOMAS ARNOLD

3. Thomas Arnold, "The Oxford Malignants and Dr. Hampden," Edinburgh Review 63 (April 1836):238-39. The title of the essay was not Arnold's but his editor's. For other criticisms of the Tractarian position, see Arnold's appendix to his Inaugural Lecture as Regius Professor.
6. See Susan F. Cannon, Science in Culture, chap. 1, for the use of scientific models of proof as an authority in other intellectual fields in the early nineteenth century.
Notes


19. Ibid., 1:519.

20. Ibid., 1:509.


26. See, e.g., the Inaugural Lectures of Kingsley, Stubbs, Froude, Freeman, or Goldwin Smith.

CHAPTER II: THOMAS CARLYLE

Notes


10. Thomas Carlyle, History of Friedrich II. of Prussia, Called Frederick the Great, 1:18. Hereafter cited parenthetically as FG.


12. Thomas Carlyle, Oliver Cromwell’s Letters and Speeches, 1:7. Hereafter cited parenthetically as OC.


15. Wellek, “Carlyle and the Philosophy of History,” p. 70.


17. Two Note Books, p. 132.

Notes


20. Here I concur with Wellek's refutation of Shine's position in Carlyle and the Saint Simonians.


26. For parenthetical notes, see, e.g., pp. 19, 57, 58.


29. See W. Aldis Wright, "The Squire Papers," English Historical Review 1 (1886): 311-48 for a full examination of the issue. Carlyle did, it should be noted, present the Squire Papers as being of doubtful authenticity in the third edition of Cromwell, 2:342-43.


34. Carlyle, Two Note Books, p. 171.

35. Ben-Israel, English Historians, p. 130.


39. Ibid., p. 8.
Notes

40. Thomas Carlyle, Life of Schiller, pp. 95-96.
42. Froude, Life in London, 1:75.
44. Morse Peckham, “Frederick the Great,” in Carlyle Past and Present, p. 203.
45. Leicester, “Prospect and Retrospect,” p. 11.
47. Carlyle, Emerson Correspondence, 1:130.
CHAPTER III: THOMAS BABINGTON MACAULAY

10. George Levine, The Boundaries of Fiction; my reading of Macaulay owes a great deal to this work, as well as to Madden's and Millgate's interpretations.
12. Levine, Boundaries of Fiction, p. 106.
13. For examples, see Hamburger, p. 216, notes 48 and 49.
Notes


26. See Madden for a discussion of Macaulay's various styles.


28. Madden, p. 150; see also Levine, *Boundaries of Fiction*, p. 84.


30. Madden, pp. 143-44.

31. Burrow, p. 86.

32. Ibid., p. 67.


34. Millgate, p. 165.


38. Millgate offers insightful analyses of these and other narrative devices in chap. 7.
39. Macaulay told Ellis that witnessing a division over the Reform Bill was like "seeing Caesar stabbed in the Senate House, or seeing Oliver taking the mace from the table" (LM, 1:187).

40. Millgate points out that such detail was also intended to touch the consciences of readers still faced with the problem of just treatment of the Irish, p. 151.

41. Millgate treats such details as examples of Macaulay's attempt to make memory concrete, see pp. 149-50.


51. A. V. Dicey, "Macaulay—I," Nation, 22 May 1876, p. 338; Herbert Paul, "Macaulay and His Critics," in Men and Letters (London: John Lane,


53. Bagehot, 2:5.


56. Leslie Stephen, p. 574.


58. Madden, p. 129.

CHAPTER IV: JAMES ANTHONY FROUDE


6. James Anthony Froude, *The History of England from the Fall of Wolsey to the Defeat of the Spanish Armada*, 12 vols. (New York: Scribner’s, 1871), 12:580. Hereafter cited parenthetically as H. This title was adopted in vols. 11-12, replacing the original *The History of England from the Fall of Wolsey to the Death of Elizabeth*.


Notes


20. The Divorce of Catherine of Aragon, p. 18.


24. Burrow detects a distinct nostalgia on Froude's part for the Catholicism left behind, A Liberal Descent, pp. 263-65.


26. See Burrow's discussion of Henry's whiggish traits, A Liberal Descent, pp. 259, 278.

27. See, e.g., Margaret Oliphant, "Mr. Froude and Queen Mary," Blackwood's Magazine 107 (January 1870):110.

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28. Burrow notes that Froude’s dislike of constitutional history was another reason for neglecting the end of Elizabeth’s reign, when disputes over the constitution loomed large. A Liberal Descent, p. 297.


32. A. V. Dicey, Nation, 14 December 1871, p. 388.


37. See, e.g., Lilley, “The New Spirit in History,” p. 629 and Montague
Notes


41. Langlois and Seignobos offer the best examples of the rejection of "literary" history, while A. B. Hart defends the importance of imagination in his presidential address to the American Historical Association, "Imagination in History," *AHR* 15 (January 1910): e.g., 237-38, 250-51.


44. "Mr. Froude's Appointment," *Saturday Review*, 9 April 1892, p. 411.


46. Quoted in Dunn, *Biography*, 1: ix. The speaker is Mrs. William Harrison, Kingsley's daughter.


CHAPTER V: JOHN RICHARD GREEN

1. The publication data for the *Short History*, cited by York Powell and Charles Firth, "Two Oxford Historians," *Quarterly Review* 195 (1902): 542 n., does not include the authorized and unauthorized American editions of the book, or the substantial circulation of the *History of the English People*, which gave essentially the same account of history but with greater expansion in the eighteenth-century sections.


3. These essays, along with two more from the *Saturday Review* and *Macmillan*’s written later in his career, were reprinted in J. R. Green and George Roberson, *Studies in Oxford History* (Oxford: Clarendon, 1911). Hereafter *Studies in Oxford History* will be cited parenthetically as OS. Green was instrumental in the founding of the Oxford Historical Society, which sponsored the book’s publication after his death.

4. Jesus College MS. 198, Green to Boyd Dawkins, 28 April 1861.
Notes


11. Ibid., p. 471.


13. Ibid., p. 574.


16. See in this regard Burrow’s discussion of the idea of Teutonic freedoms in *A Liberal Descent*, especially chapter 5.


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28. Jesus College MS. 201, Freeman to Green, 21 September 1873.

29. Freeman consistently argued that the unconventional organization of the Short History kept it from being useful to students who didn’t already know the traditional outlines of British history. He told Green that A. W. Ward had agreed that the book would not be suitable as a beginning text, even for Ward’s students at Owens College, Manchester; Jesus College MS. 201, Freeman to Green, 16 May 1875. Nonetheless, G. P. Gooch notes that the book became widely used as a manual for schools and as a companion for advanced students, History and Historians in the Nineteenth Century, p. 331. R. L. Schuyler similarly claims that Green fulfilled his aim of replacing the abridged Hume as a standard reference work, “Green and His Short History,” Political Science Quarterly 64 (1949):333.


38. “Green’s Short History of the English People,” Athenaeum, 6 March 1875, p. 322.


40. “Green’s Short History of the English People,” Athenaeum, p. 323.


42. Ibid., pp. 285-86.


45. Bryce, "John Richard Green," pp. 158-59; Jesus College MS. 202. Freeman to Green, 14 March 1876 and 26 March 1876; *The Letters of William Stubbs*, p. 154. The *Athenaeum* was even harsher, denouncing Green's "childish omniscience" about so wide an array of historical questions as "charlatanry"—"English History for Public Schools," *Athenaeum*, 1 January 1876, p. 18.


47. Green's notes for his projected study of the Angevin kings show that he had no intention of abandoning his method of writing history as sociocultural synthesis, even in this more scholarly work. See British Museum Add. MSS. 40,170 and 40,172.


50. Certain aspects of this longing fed the ideal of "universal knowledge"; see Sheldon Rothblatt's discussion in *Tradition and Change in English Liberal Education* (London: Faber, 1976).

51. See Burrow's discussion of the relationship between German investigations of ancient law as the basis of national identity and the interpretations of late Victorian medievalists like Green, Stubbs, and Freeman, *A Liberal Descent*, pp. 119-25.


**CHAPTER VI: EDWARD AUGUSTUS FREEMAN**


Notes

4. Ibid., p. 4.
6. Ibid., p. 208.
8. Ibid., pp. viii-ix. Freeman made much the same connection between moral and scientific positions in his "Sentimental and Practical Politics," *Princeton Review*, 55th Year (March 1879):311-44.
16. Robert M. Young points out that the resort to "Force" as an explanation was an attempt on the part of scientists to bridge the mind/body, will/mechanism gap; see his "The Role of Psychology in the Nineteenth-Century Evolutionary Debate," in *Historical Conceptions of Psychology*, ed. Mary Henle, et. al. (New York: Spring, 1973), p. 198.
19. Ibid., p. 220.
Notes

24. Burrow, A Liberal Descent, p. 182, discusses such conflicts.
30. Ibid., pp. 224-25.
31. Ibid., p. 164.
33. Ibid., p. 611.
40. E. A. Freeman, "Dr. Doran Again," Saturday Review, 10 January 1857, pp. 87-88; see also "The Art of History Making."
43. "On the Study of History," p. 327; see also Methods, p. 106.
50. Jesus College MS. 200, Freeman to Green, 11 February 1872 and 1 November 1872. Freeman’s concern was at least in part that Green’s criticism would make the public think he was deficient by the standards of fellow professionals.
53. Ibid., pp. 23, 28-29.
55. Review of *The History of the Norman Conquest*, vol. 1; *Athenaeum*, 16 March 1867, p. 845; “Mr. Freeman’s Historical Essays,” *Pall Mall Gazette*, 25 November 1871, p. 1811; review of *The Growth of the English Constitution and The Unity of History*, *North British Quarterly* 56 (1872): 520. Freeman reviewed for both the *Athenaeum* and the *Pall Mall Gazette*.
Notes


70. This is precisely the kind of public reaction that observers like James Fitzjames Stephen felt the Bulgarian Atrocities campaign stirred up; see R. T. Shannon, *Gladstone and the Bulgarian Agitation 1876* (London: Thomas Nelson, 1963), pp. 47-48.

EPILOGUE


4. For a discussion of the research ideal, see Sheldon Rothblatt, *Tradition and Change in English Liberal Education*, pp. 157ff.


Notes


29. William Stubbs, Seventeen Lectures, p. vii. He also complained that his work was better appreciated in Germany than in England, p. 32.


32. Lang, "History as she ought to be wrote," pp. 268, 272.

33. Charles Colby, "Historical Synthesis," in Congress of Arts and Sciences, ed. Howard Rogers (Boston: Houghton Mifflin, 1906), 2:48. This is part of the proceedings from the session on Historical Sciences, held as part of the 1904 St. Louis Exposition.

34. Reprinted in Frederic Harrison, The Meaning of History; see pp. 105, 135, 137.


38. Lang, "History as she ought to be wrote," p. 268.


43. Ibid., pp. 347-48. Engel also points out that while the number of professorial chairs increased to 47 in 1892 from 25 in 1850, there were still not enough for these to be viewed as the normal promotion for college dons; see p. 351. The interdependence of specialization and academic professionalism discussed by Rothblatt, Tradition and Change, pp. 185-86 was, in the period I discuss, not yet decisive in determining professional advancement for tutors.


47. Quoted by McLachlan, p. 95.


56. Doris Goldstein stresses Bury's departures from nineteenth-century assumptions about history, “J. B. Bury’s Philosophy of History: A Reappraisal.” My reading of her evidence suggests that despite his epistemological innovations, he retained more conventional attitudes toward such things as the practical value of historical study: see p. 914, e.g.

57. I disagree with P. B. M. Blaas's Kuhnian view that the early professional school had overthrown the Whig paradigm by the early twentieth century. Some of his own evidence suggests to me that the change was far from so conclusive and not complete so early. See, e.g., his remarks on administrative history, *Continuity and Anachronism*, pp. 293-95, 364, 378.

58. Ibid., p. 367.


political apologetics and historiographical conservatism in England in "The Pathology of English History."

61. Jones, p. 31; Kitson Clark, p. 538.


64. Elliot, The Sociology of the Professions, p. 47; see also Christopher Kent, Brains and Numbers (Toronto: University of Toronto Press, 1978), pp. 17-18.


69. Halsey and Trow, pp. 239-40; see also their survey of attitudes toward teaching and research, pp. 280 ff.


71. See, e.g., Blaas's account of the lack of cooperation Colonel Wedgewood met with from Namier and J. E. Neale for his proposed biographical history of Parliament, pp. 332-34.


Notes

