

## CONTENTS

I. INTRODUCTION . . . . .	1
II. PLAGUE TRACTATES OF 1348-1350, AND THEIR AUTHORS . . . . .	6
III. CONTENTS OF PLAGUE TRACTATES OF 1348-1350 . . . . .	34
Causes of the pestilence—Universal and remote: Astrological causes; Earthquakes; Other phenomena . . . . .	37
Causes of the pestilence—Particular and near: Cor- ruption of the air; Infection; Individual susceptibility and preparation of the body . . . . .	48
Protection and prevention—Against the heavenly causes; Against corruption of the air; Personal factors: Prophylaxis; exercise; antidotes; bleeding and purga- tion; food and drink; chastity; sleep and waking; accidents of the soul . . . . .	65
Cure—Nature of the disease; Its course in the body; Treatment . . . . .	77
IV. OTHER EFFECTS OF THE BLACK DEATH ON MEDICINE, SURGERY, AND HYGIENE . . . . .	93
Estimate of mortality in the medical profession . . . . .	93
Effect of the plague upon surgery . . . . .	109
Public sanitation and hygiene . . . . .	112
V. EFFECTS IN VARIOUS OTHER FIELDS OF INTELLECTUAL ENDEAVOR . . . . .	123
Astrology, astronomy, mathematics, physics . . . . .	123
Political thought . . . . .	129
Law . . . . .	130
Church and clergy . . . . .	133
VI. EFFECTS UPON UNIVERSITIES AND EDUCATION IN GENERAL . . . . .	146
Direct evidence of the effect of the pestilence—Uni- versity action against plague, 1347 and 1348; Contem- porary statements giving pestilence as cause of decline of learning and universities: (1) In foundations and	

privileges of universities; (2) In foundations of colleges; (3) By universities themselves. Contemporary statements of decline without mention of the pestilence: (1) By the universities; (2) By spiritual and temporal rulers; (3) By eminent scholars . . . . .	148
Indirect evidence of decline—Disappearance of some universities, difficulties of others; Statistical estimates based on university records . . . . .	162
Further effects on universities—Efforts to counteract consequences of plague; Increase in number of colleges and universities founded; Extension of university privileges. Possible further effects: Growth of student rights; Political activities; Mental effect . . . . .	168
Effects upon secondary education—Scarcity of qualified teachers; Substitution of native tongues for Latin as language of instruction . . . . .	174
BIBLIOGRAPHY . . . . .	181
INDEX . . . . .	197