

## CONTENTS.

Preface . . . . .	6
Abbreviations . . . . .	8
1. The problem of education <i>versus</i> requirements of competence . . . . .	9
2. The sources.	
2.1. Distribution . . . . .	12
2.2. Official sources . . . . .	12
2.3. Teachers . . . . .	18
2.4. Historians . . . . .	19
2.5. Other literary sources . . . . .	21
2.6. Inscriptions and papyri . . . . .	22
3. Possibility of requirements: conditions of supply of candidates.	
3.1. Traditional requirements: social considerations . . . . .	23
3.2. Attractive and repellent posts: social restriction. . . . .	23
3.3. Promotions . . . . .	24
3.4. Attractive posts: conditions and procedures of appointments . . . . .	25
3.5. Conclusion on needs for competence, depend- ing on their possibility of implementation. Note on recognized needs <i>versus</i> objective needs . . . . .	27
4. Existing requirements and some equivalent measures.	
4.1. Expressions of needs and requirements . . . . .	29
4.2. Promotion by merit . . . . .	32
4.3. Recruitment from specific posts . . . . .	34
4.4. Dismissal on account of incompetence. . . . .	37
4.5. Appointment: generally; administrative posts . . . . .	38
4.51. Specialized posts: technical and liberal posts. . . . .	40
4.52. Advocates . . . . .	43
4.6. Conclusion on causes for specific requirements and on needs for education . . . . .	45
5. Summary of the posts . . . . .	47
Notes . . . . .	54
Bibliography. . . . .	80
Index locorum . . . . .	84