

Book Reviews

Temkin's 'Science and society in the age of Copernicus'; Toulmin's 'The end of the Copernican era'; Heisenberg's 'Tradition in science'; M. B. Hall's 'The spirit of innovation in the sixteenth century'.

The Copernicus week was spent discussing these matters dealing with scientific discovery in the past, and with the future of science also. The group represented arts and letters as well as science, and together they considered the fundamental issue of creativity in science and its social and cultural basis, and the conditions vital for the flourishing of science; Temkin's article on this theme is, in particular, worthy of close examination.

There is therefore a great deal of interesting and valuable material in this elegantly produced and well-edited book. It should be carefully consulted by the historian of medicine, for many issues common with science and medicine are dealt with, and a knowledge of the factual and philosophical aspects of scientific advancement is vitally important to him.

MICHAEL SANDERSON (editor), *The universities in the nineteenth century*, London and Boston, Routledge & Kegan Paul, 1975, 8vo, pp. xiv, 262, £5.25.

The author, who is Senior Lecturer in Economic and Social History at the University of East Anglia, presents an anthology of ninety-three extracts from a wide variety of original documents such as contemporary memoirs and letters, Parliamentary papers, polemic tracts, novels, and a few previously unpublished manuscripts. They relate only to British university education in the nineteenth century and are divided into six sections: the old system under attack, 1809–45; the first phase of reform, 1845–70; the great debate, 1852–82; concerning the fundamental purposes of higher education; fresh departures, 1870–85, involving important reforms at Oxford and Cambridge and the formation of new civic university colleges in England and Wales; quiet revolutions, 1885–1900, including the Anglicization of Scottish universities, the formation of the first students' union, in Edinburgh (1884), the provision of state funds for university colleges, and the introduction of new specialisms like economics, commercial education, and agriculture; vocationalism and efficiency to be provided by university talent, 1900–14. This commendable division of the great masses of material facing the student of nineteenth-century British education is one of the book's major assets. Added to this are the excellent introductions to the sections and briefer ones to the individual extracts, each of which clarify and instruct by means of an attractive prose style and adequate documentation.

Medical education is mentioned on a few occasions, but the main value of this book to the historian of medicine is the background it provides of higher education in general. It illustrates so well how medical developments in history can only be appreciated adequately when they are analysed in the context of more general events. This may seem obvious, but it is surprising how many authors omit or treat only superficially this essential aspect of medical historiography. Dr. Sanderson's book, therefore, should be studied carefully by all those investigating Victorian medicine, especially its social aspects.