

Book Reviews

qualifications to write these books. But he has an attractive if rather journalistic style, the data he presents are fully documented, and he includes useful appendices with additional technical information.

In the first title the author has accumulated his evidence by detailed and extensive research, including encounters with addicts, pushers, and police. He examines all aspects of the drug and its use as an addictive agent, and provides fascinating transcriptions of interviews and a chapter on "The British experience". In particular he points out the many myths and extensive mis-information concerning heroin and by so doing renders a useful service.

Cocaine is more expensive and more fashionable. Several books on it have appeared recently and together with Ashley's they provide information which previously was very scanty. He presents a history of the drug and an account of its use by South American peoples, its popularity in the nineteenth century, the campaign against it, and of its recent reappearance as an addictive agent. Physical addiction to cocaine, according to Ashley, does not occur, so that again myths have grown up about it.

In the last few years there has been a spate of books on drug addiction, occasioned by its extent in the world and by the anxiety of society wishing to understand more of the phenomenon in an attempt to suppress it. These books add to the corpus of knowledge, but not to successful treatment.

MICHAEL HUNTER, *John Aubrey and the realm of learning*, London, Duckworth, 1975, 8vo, pp. 256, illus., £12.50.

We remember Aubrey as the author of the ever-popular and informative *Brief lives*, but forget that his interests touched on many subjects in addition to biography. He was an outstanding exponent of archaeology and prepared in manuscript the first book in English on it, *Monumenta Britannica*. He also studied natural history, astrology, education, topography, magic, folklore, mathematics, art and antiquities, and it is from his similarly unpublished notes on them that Dr. Hunter has been able to accumulate many of his data. He analyses carefully all of Aubrey's writings, showing the development of his ideas in science, technology, magic, and antiquities. In addition, his book is an important contribution to seventeenth-century studies, for he can show that archaeology originated under the influence of the scientific advancement. Evidence for the survival of occult concepts in otherwise rigidly scientific circles is also to be found.

The author has relied heavily on Aubrey's manuscripts, the ordering and deciphering of which must have been a daunting task. Throughout there is a high level of scholarship and it is good to see real foot- rather than back-notes. Dr. Hunter's book should be examined carefully by all workers in seventeenth-century science and medicine, for it will contribute importantly to their studies.

DIANA CRANE, *Invisible colleges. Diffusion of knowledge in scientific communities*, Chicago and London, University of Chicago Press, 1972, 8vo, pp. x, 213, £7.15 (£2.00 paperback).

The success of this book is indicated by the appearance of a new impression in 1975. It received wide praise on its publication in 1972 (*Amer. J. Soc.*, 1973, 79: 180, and *Choice*, 1972, 9: 831, as well as *Contemporary Society and Technology and Culture*).

Book Reviews

The author is concerned with a relatively neglected theme in the sociology of knowledge: the growth and content of scientific ideas as influenced by the social structure in which they flourish, or fail to flourish. The two areas she examines are agricultural innovation in the field of rural sociology and that part of mathematics which deals with the theory of finite groups. She discusses in particular the similarities between communities, some that produce scientific ideas and others in which religious, artistic or literary concepts are more prominent. It is the "invisible college", a group of eminent and productive scientists, that fosters scientific knowledge and stimulates its growth in relationship with social organization and communication.

Anyone involved with the history of scientific ideas and the social nature of science should peruse this book, but although it provides new insights the conclusions are mostly predictable.

GEORGE ORDISH, *The constant pest. A short history of pests and their control*, London, Peter Davies, 1976, 8vo, [5 11.], pp. 240, illus., £6.50.

Mr. Ordish has a life-time's experience of the pests that infest crops, domesticated animals and man, and of attempts to control them. He has written extensively on his specialty, and now presents the first history of it, ranging from early neolithic times to the present day. Arranged in chronological order it is full of fascinating and important information; it is a pity, therefore, that documentation is scanty, although a list of source references extends to 226 entries. The many and varied methods used for pest destruction are described and it seems certain that all were of limited value before the modern chemical industry entered the fray. The reaction against the latter, instigated by Rachel Carson's *Silent spring* of 1962, is now being reversed, and Mr. Ordish's book helps by putting these events in historical perspective.

A topic of vital relevance to the history of nutrition, it should be studied carefully not only by those involved in medical history but also by those tackling the nutritional problems of the world today. The dimension of history increases understanding and helps in the foundation and promotion of programmes of action.

LAWRENCE STONE (editor), *The university in society*, Volume I, *Oxford and Cambridge from the fourteenth to the early nineteenth century*, Volume 2, *Europe, Scotland, and the United States from the sixteenth to the twentieth century*, Princeton, N. J., Princeton University Press; London, Oxford University Press, 1974, 8vo, pp. ix, 1-352, 10 11., and ix, 355-642, 10 11., illus., £9.50 the set.

There are thirteen essays in these volumes and their central aim is to seek a true sociology of education based on that greatly neglected topic, the history of education. Each is of a high quality and will supply the historian of medicine with a great deal of data and informed opinion as a background to his studies of medical education. They are mostly lively, with new ideas and transmitted enthusiasm, but one or two of them are less so, on account of their content of statistics. The contributors point out the importance of studying universities as societies in miniature, influenced by local social, economic and political factors. Their impact upon society is also of vital importance. As in medical history where the patient is often neglected, or in naval history the man between decks, so has been the case in the history of education where the teacher has