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the testimony given at the trial of Burke and Hare (pp. 5–228), thus providing an excellent collection of primary sources; all are to be found in the Fenwick Beekman Collection at the New York Academy of Medicine. There is also a brief editorial introduction and a useful list of the *dramatis personae*. The material is reproduced in facsimile and includes illustrations; most of the items, especially the ephemera, are very rare. From it a detailed account of the episode is obtained together with the reaction of the public to it. But in addition there are other benefits to be derived: information on the medical profession in Edinburgh during the 1820s, especially concerning anatomists and the teaching of anatomy; an appreciation of social conditions, legal procedure and of methods of communicating at that time. The only criticism is that some of the reproductions are poor, presumably due to the present state of the originals.

This method of collecting together facsimiles of publications concerning a single medical episode could well be repeated, for there have been numerous events in previous centuries that generated a great deal of literature manuscript, printed, and illustrative, much of which is now very scarce. Medico-legal cases such as this one lend themselves readily to the technique, but others ranging from Mrs. Stephens' stone cure to Mary Toft's so-called rabbit breeding imposture would be ideal topics. A similar type of publication, intended, however, more for teaching and at a less specialized level, presented portfolios of copied documents illustrating advances in certain aspects of history and proved to be popular.

JACQUES BARZUN, *Clio and the doctors. Psycho-history, quanto-history and history*, Chicago and London, University of Chicago Press, 1974, 8vo, pp. xi, 173, £4.35, \$7.95.

Recently psycho-history, purveyed in the last two years mainly by the *History of Childhood Quarterly*, *The Journal of Psycho-history* and the Psycho-history Press, has come into existence. Its advocates are concerned with the subconscious, background drives, illusions, urges, obsessions and with other psychological phenomena which they believe govern a person's actions. The significance of an action does not reside in it, and an act or statement is thus a myth which has to be analysed and interpreted.

Professor Barzun of Columbia University attacks this new approach to history, and also finds the application of statistics to history, quanto-history as he calls it, equally unacceptable. He puts forward powerful arguments in favour of the traditional type of historiography and will thereby receive solid support from the older generation of historians. He cites a number of ludicrous interpretations arrived at by means of the new tools, and in general roundly denounces "the doctors", that is the psycho-analysts and the statisticians.

Concerning the latter he probably goes too far because a certain amount of quantification will always be valuable in history, as long as the user of it recognizes its significance and the pitfalls it can lead to. There is, however, much more support for his attitude towards psycho-history, and one need only read any of the articles in the *History of Childhood Quarterly* to be astounded by what passes for history. Barzun will without doubt infuriate the psycho-historians and they will find many

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ways of confuting his arguments. In fact the solution is perhaps simpler than the articulate outpourings of the attacker and the attacked suggest. On basic principles it would seem dangerous to apply psycho-analysis to another discipline, for it is an as yet unproven technique. Certainly more attention should be given to the human elements in history and to the psychological and psychiatric aspects of outstanding historical personages, but this is already being provided by historians of medicine. However, they do not need the exotic and bizarre notions and techniques of the analysts, but instead employ commonsense and basic psychology with good results. Moreover they neither alienate the traditional historian, nor upset the medical practitioner who is justifiably sceptical of a method often practised by non-medical individuals, which has not yet received universal acceptance and which concentrates on motivational analysis.

All who are concerned with research into the history of medicine should peruse the above-mentioned quarterly and then read Professor Barzun's book. Their conclusions are predictable.

A. B. COBBAN, *The medieval universities: their development and organisation*, London, Methuen, 1975, 8vo, pp. x, 264, £10.00.

For eighty years Hastings Rashdall's *The universities of Europe in the Middle Ages* has remained an essential work. Dr. Cobban, of the University of Liverpool, models part of his book on it, and deals in some detail with Salerno, Bologna, and Oxford. However, he spends more time than Rashdall did in discussing the students, and the very influential colleges at Paris, Oxford, and Cambridge, a system that did not flourish in the Italian and French universities. In the latter the colleges provided only accommodation for the students, and few acted as educational units of constitutional significance. The section on students discusses the power they wielded, but although this was extensive, an analogy with present-day demands for it cannot be made. The medieval teachers were controlled and paid directly by the students, who, very naturally, wished to get the best value for their money. From our point of view the situation then can be thought of as very largely vocational training provided in cramming schools.

The relevance of this book to the history of medicine is obvious, although a great deal of research on early medieval education has still to be done. The chapter on Salerno is obviously of special interest, but, as the author points out, although Salerno was one of Europe's oldest institutions of higher learning it was not a university like those at Paris, Bologna, Montpellier, or Oxford. It was, in fact, a specialized centre for medical study, a "proto-university". There is here no discussion of medicine at Oxford or Cambridge, and the Scottish universities where medicine flourished are not considered in detail. Dr. Andrew Cunningham's studies, however, are expanding our knowledge of early British medical education.

Dr. Cobban's excellent scholarly work is an important addition to the study of the evolution of the university system in Europe. It complements Rashdall's classic, but at £10 for 264 pages with no illustrations it will, unfortunately, have few private purchasers. The 1969 reprint of the second edition of Rashdall (1936) comprising 1,493 pages in three volumes cost £8.40 in 1972.