

### Book Reviews

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.