

## Book Reviews

ANNA THERESA COSSLETT, *The "scientific movement" and Victorian literature*, Brighton, Harvester Press; New York, St. Martin's Press, 1982, 8vo, pp. viii, 188, £20.00.

Interaction between arts and sciences has long been regarded as one of the characteristic features of the Romantic era. The scientific writings by the poet Coleridge and the poetical experiments by the scientist Davy are among the various classic examples of this interaction. Any study of "arts and sciences" automatically takes its historical case studies first and foremost from the Romantics.<sup>1</sup>

In recent years, however, the influence of science on literature during the Victorian era has received a considerable amount of attention. Since Susan Gliserman's papers in *Victorian Studies* on Tennyson's science, several book-length studies have appeared on Victorian literature as a mirror of contemporary scientific values.<sup>2</sup> The influence of especially Darwin on such novelists as George Eliot, Conrad, and Hardy is a current focus of interest.<sup>3</sup>

Tess Cosslett's book is a fine example of this growing interest in Victorian "science and literature". It successively deals with the definition of a Victorian scientific world view, and its reflection in Tennyson's *In Memoriam*, Eliot's *Middlemarch*, Meredith's two poems 'Melampus' and 'Meditation under stars', and Hardy's *A pair of blue eyes*. Cosslett has selected, as her main representatives of Victorian science, Darwin, Huxley, and Tyndall. Their view of nature was characterized by gradualism instead of catastrophism, and by a form of naturalism which, applied to man, meant that man is ruled by natural law and not the other way round.

In places, Cosslett refers to other intellectual and scientific influences, such as natural theology and German idealism. One would do well to infer from this that the Victorian scientific world view was not as homogeneous as the focus on Darwin, Huxley, and Tyndall might suggest. Tennyson in particular, whose *In Memoriam* was written long before the period of Darwin's influence, was significantly indebted to the Bridgewater Treatises tradition and to the geology of such clerical geologists as Buckland and Sedgwick.<sup>4</sup>

<sup>1</sup>E.g., Martin Pollock (editor), *Common denominators in art and science*, Aberdeen University Press, 1983.

<sup>2</sup>E.g., James Paradis and Thomas Postlewait (editors), *Victorian science and Victorian values: literary perspectives*, New York Academy of Sciences, 1981.

<sup>3</sup>E.g., Gillian Beer, *Darwin's plots: evolutionary narrative in Darwin, George Eliot and nineteenth-century fiction*, London, Routledge, 1983. Sally Shuttleworth, *George Eliot and nineteenth-century science*, Cambridge University Press, 1984. Redmond O'Hanlon, *Joseph Conrad and Charles Darwin*, Edinburgh, Salamander Press, 1983.

<sup>4</sup>See Nicholas Rupke, *The great chain of history*, Oxford, Clarendon Press, 1983, pp. 225–230.

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M. LOUISE FITZPATRICK, *Prologue to professionalism. A history of nursing*, Bowie, Md., Robert J. Brady, 1983, 8vo, pp. vi, 281, [no price stated].

The preface of this book, which is the work of ten different contributors, claims that "nurses and students of nursing need to be informed about their collective past so that they will be better prepared to interpret the present." Although this aim is met in dealing with the recent American past, it is less good when dealing with the non-American historical experience.

It seems strange that a book which purports to trace the reform of nursing in England should have only one English author in the sea of references—and that Dickens. Basing its historical facts on the Americans, Nutting and Dock, published in 1906, the book presents a naïve Whig interpretation of history, of darkness into the light of the Nightingale reforms. The authors contrast the American experience with that of England where, they allege, the Nightingale Fund "guaranteed a stable financial basis and the opportunity to build a training school and design a pertinent curriculum". Alas, it was not so. It is to be hoped that American students will get their understanding of the Nightingale reforms and nursing in England in the nineteenth century from a source with more up-to-date references.