Calendar of events

TO ADD AN EVENT TO THE CALENDAR PAGE, PLEASE SEND DETAILS TO THE EDITOR, sanjoy.bhattacharya@ucl.ac.uk

APRIL 2007
25 A Miracle Happened There: The West and central African smallpox eradication programme and its impact
Lecture by Dr. Joel G. Breman, Senior Scientific Advisor, Fogarty International Center, National Institutes of Health, USA, Wellcome Collection, 183 Euston Road, London NW1 2BE
www.ucl.ac.uk/histmed/events/smallpox.html

25 Peter Ritchie Calder and the Public Culture of 20th-century Science
Seminar, LSE
Contact: Jane Gregory (jane.gregory@ucl.ac.uk)

MAY 2007
2 The Last Challenge: The Horn of Africa
Lecture by Dr. Gino A. de Quadros (President and CEO, and Director of International Programs, Albert B. Sabin Vaccine Institute, Washington, DC, USA), Wellcome Collection, 183 Euston Road, London NW1 2BE
www.ucl.ac.uk/histmed/events/smallpox.html

9 Epidemiology and the Science of Detection, 1890–1960
Lecture by Professor Ann Hardy (Wellcome Trust Centre for the History of Medicine at UCL), Roberts Building, Torrington Place, London
Contact: Carol Bowen (c.bowen@ucl.ac.uk)
www.ucl.ac.uk/histmed/events/

9 Pain and Laughter: A preliminary history of sentence in southern Africa
Seminar by Julia Livingston (Rutgers University), Goldsmiths University of London
Contact: Rebekah Lao (r.lao@gold.ac.uk)
www.goldsmiths.ac.uk/departments/history/news-events/cultural-history-medicine.php

23 The Asiatic Enlightenments of British Astronomy
Roy Porter Lecture by Professor Simon Schaffer (University of Cambridge), Cruciform Building, Gower Street, London
Contact: Carol Bowen (c.bowen@ucl.ac.uk)
www.ucl.ac.uk/histmed/events/

30 The Global Eradication of Smallpox: Historical perspectives and future prospects
Lecture by Professor Donald A. Henderson (Professor of Medicine and Public Health, University of Pittsburgh; and Resident Scholar, Center for Biosecurity, University of Pittsburgh Medical Center, USA), Wellcome Collection, 183 Euston Road, London NW1 2BE
www.ucl.ac.uk/histmed/events/smallpox.html

JUNE 2007
28-1/7 British Society for the History of Science Annual Conference
University of Manchester
Contact: Executive Secretary (bshs@bshs.org.uk)
www.bshs.org.uk/bshs/conferences/annual_conference/2007_manchester/

JULY 2007
25-29 Biennial Meeting of the International Society for the History, Philosophy and Social Studies of Biology
University of Exeter
Contact: agnes@ex.ac.uk
www.centres.ex.ac.uk/agens/events/lshpbsbs/

For a fuller listing of lectures, seminars, conferences and other events relating to the history of medicine, visit http://medhist.ac.uk/events.
TONY BARNETT

Economists tend to see the impact of AIDS in terms of money values, but that isn’t good enough.

In this research I am exploring how we can move away from the idea that costs can only be measured in dollars or pounds and to look at what the loss of a parent – or the inability to work because of AIDS-related illness – really means for an individual and to society as a whole. What it boils down to is: how do you measure the value of love? What is the value of a child to an orphaned child? Over the past 20 years, since I published the inability to work because of AIDS-related illness – or pounds and to look at what the loss of a parent – or that isn’t good enough.

The development of modern surgery was driven by the increasing demand for well-trained medical personnel able to attend the soldiers in the several fronts opened in Europe. The Royal Colleges of Surgery are seen as the more important enlightened medical institutions created by the Spanish Borbónica monarchy.

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The Royal College of Surgery of Barcelona was the second such college created in Spain, founded in 1760. Its Catalan location placed it near French and among Spanish military forces. It is relevant to take into account that from 1714, the Borbónica monarchy had closed all the universities in Catalonia – the University of Barcelona included – for political reasons, and built a new university in the more remote town of Cervera. The only institution in the province where an academic degree related to health could be obtained was the Royal College of Surgery of Barcelona. Indeed, the students of medicine from the University of Cervera had to practise anatomy in the College. The academic programme developed in the new colleges of surgery was different from the traditional formal education for surgeons. As the Barcelona College was erected next to the Hospital of Santa Creu (founded in 1401), there was a give-and-take between the two. On the one hand, the professors of the College had to work in the Hospital too; on the other hand, the Hospital supplied the patients and corpses to be studied. Moreover, the new physician-surgeons trained there not only were interested in therapeutics but also wanted to know as much as possible about the body’s anatomy and physiology, being as they were in competition with its pathology.

As a result of this, at the end of the 18th century and the early 19th century, surgeons, physicians and pharmacists were gathered together in the so-called ‘Facultad de Cirugía’, which experienced several organisational problems during the following years. Eventually, in the middle of the 19th century, surgeons and physicians were rejoined in the University of Barcelona’s Faculty of Medicine when this university had its own law and funding reinstated. But it is important to take into account the dual condition of the physician-surgeons trained in the College of Barcelona.

In this setting, a new form of transmission of knowledge – and indeed a new method of teaching – was proposed in the regulations of the new colleges of surgeons in Spain (a similar process was underway in other Enlightenment scientific institutions of this period, for instance societies and academies). These regulations established the ‘junta literaria’; a dissertation would be read and then criticised in a public session with both the students and the board of professors of the college. Then, the following week, another professor was charged by the vice-president of the college with elaborating a critical assessment, reading in public session again, plus a critical writing on the end of the session, each professor on the board would give a short written assessment or comment. It is important to stress that these manuscripts are available in the archives and constitute the most important primary source of my research, which examines the role and the reception of the new sciences applied to healing arts.