
This book contains more information than is conveyed by its main title; it is at once a laboratory manual for the study of the anatomy of the central nervous system and an introduction to clinical neurology; a section is taken up with the physiology of the systems described in the first part and a final section correlates the semiology of the better known nervous diseases with this anatomo-physiological study. The author aims at several birds, and brings them all down. He seeks to obviate the common criticism of medical studies, that clinical medicine is taught separately from its basis in structure and function. With this book in his hands the student is to be envied, for he can scarcely fail to be impressed with the way in which he is led on, at the outset, from neuro-anatomy to neurophysiology, neuropathology, and clinical neurology. This is admittedly the most scientific and the most practical way of learning all about the nervous system.

The volume is well illustrated, and if not a few of the drawings are distinctly "sketchy" they will doubtless serve their purpose.


This is a translation into French of a recent contribution by Professor Minkowski dealing with the whole question of reflexes, using the term in its widest sense. Under it can be included the simplest aneural response of protoplasm to change in the environment, as well as the most elaborate and complex of cortical conditioned reflexes in the high-grade animal. Indeed, the claim that instincts, so-called, represent no more than a difference in degree and not in kind from reflexes is supported by the author in an interesting discussion at the close of his essay. Taken as a whole, this is one of the best recent contributions to its subject with which we are acquainted and it is well worth careful reading.


We have already noticed the English translation of the first edition of this fine little volume in this Journal (vol. vii, p. 91). To that review it is hardly necessary now to add. The author's thesis, in a word, is to the effect that hysteria is not a clinical disease-picture but a form of reaction, and his effort is to analyse what he calls the psychophysical dynamic of the condition. It is because the endeavour is made to examine the symptomatology of hysteria in terms of psychophysical function that the book is so interesting.

The fourth edition of Dr. Judson Herrick's deservedly popular handbook has been necessitated by the numerous advances lately made in the field of neurology. References to important recent works are added and the chapters on the cerebellum and sympathetic nervous system have been entirely rewritten. One wishes at times that certain matters, particularly those concerned with the cerebral cortex, might be more fully dealt with, but the author has thought it wise to resist the temptation to increase the size of the book.


Dr. Stekel contributes yet another large volume to his personal studies of disorders of the life of impulse and affect, dealing in this instance with abnormal impulses and abnormal doubts. The material handled in his customary way is of the most diverse description, and much of it is unusually interesting. There are chapters on criminal impulses, on repetition-compulsions, on imperative ideas, onanism, and so on. In the section dealing with the mechanism of production of the symptoms he states clearly and emphatically his own conclusion, "Es gibt kein Unbewusstes," maintaining on the contrary that all psychical processes are in a sense known or conscious, or capable of being conscious. His sceptical attitude in regard to the unconscious is supported by the views of others, cited at some length. He does not believe that psychoanalysis can awaken memories which before the analysis were absolutely unconscious, and states afresh the reasons which have led him to this conclusion, supporting them by clinical instances recounted at length.

Kompendium der topischen Gehirn- und Rückenmarksdiagnostik.


The seventh edition of Bing's compendium is published. It has frequently been reviewed in our pages and by this time is well-known wherever neurology is taught. Its continuing success is the best compliment that may be paid to its merits.


By the "public schools" of the title the English reader must at once realize that "state-supported" schools in the English sense are meant. The object
of the writer is to furnish an exposition of the principles and practice to be followed in educating feeble-minded pupils in a given institution; in other words, it is a manual of teaching technique, based largely on the pioneer work of Binet in France and of Fernald in Massachusetts. As such, it will be found highly useful for the teaching staff in feeble-minded communities; it is extremely detailed and replete with practical suggestions, based on wide experience.