of elementary anatomy and physiology to attendants. From some little experience in lecturing to attendants we have found that such information as may be obtained from Huxley's "Physiology" or other rudimentary works proves of great interest, and enables attendants to grasp the substance of future lectures with a greater degree of intelligence.

We can heartily recommend this work as a useful handbook, not only to nurses in general hospitals and those especially engaged in the care of private neurotic cases, but also to asylum-attendants.

The few illustrations it contains are excellently executed, the book is neatly got up, and, as is the case with most American publications, it compares most favourably with any work of its kind published in this country.

T. D. G.

Gehirn (Anatomisch). By Prof. MENDEL, Berlin.

This small pamphlet of 60 pages is a reprint of the article by the author in the "Encyclopedia of General Medicine," edited by Dr. Eulenburg. It is handy and complete, and has very good illustrations. In saying it is complete we would not imply that it contains all the anatomy of the brain as developed and divided by the Germans, but it contains the best accepted facts as to the development of the brain, the simplest methods of dividing the brain, the finer and coarser structure and arrangement, as well as the histology general and special. The chemistry of the brain is also given in brief, and the blood and lymphatic systems are described. The ganglia at the base are studied both in relation to their development and their connections.

The cranial nerves with their origins are given, and Dr. Mendel has some original opinions on the nuclei of the seventh.

We should recommend those working at neurological subjects to have this small *brochure* as a very convenient book of reference. Dr. Mendel has given the weight of the brain and its parts careful consideration, and his experience shows that women—German women too—have not only absolutely but relatively less brain than man, and that this deficiency is marked even at birth. He shows, too, that there is no direct relationship between weight or height of body and mass of brain. In man the maximum weight is reached between 20 and 30 years of age, but in woman the

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maximum is reached at 20. It declines sooner, too, in woman than in man. As the brain has many other functions besides those of mind to perform, its size does not bear direct relationship to the mental power of the individual. As might be expected, we find all data as to specific gravity, reaction, &c., set forth. The localization of function is accepted, and the irradiation from centres also given, and though this is a German book, Ferrier has at least the credit of being referred to without any jealous qualifications. A very careful description of the minute arrangement of the cortex is given, with a series of parallel sections of different areas. These are diagrammatic, but will be found to be useful, but from what has already been said it will be seen that a useful addition to anatomy, physiology, and neurology has been made, and we welcome the work.

Die Gesundheitspflege in der Mittelschule, Hygiene des Körpers nebst beiläufigen Bemerkungen. Von Dr. Leo Burgerstein. Alfred Hölder, Vienna, 1887, pp. 140.

We can recommend this book to all interested in the important subject with which it deals. After a few pages to the old Greek and English methods of education, the author considers the arrangements which should be made to prevent study injuring the health, and the necessity of inquiring into the capabilities and deficiencies of the pupils. Dr. Burgerstein has a good chapter upon gymnastics and bodily exercises. He gives us much information about the health of children at school-ages; but he does not treat the question of overpressure with the fulness which its importance demands. He points out what he considers Austro-Hungary might learn from the educational systems of other countries, and gives especial praise to the English public schools. He thinks that if it were possible to combine the German striving after ideal culture and the German scientific spirit with the English formation of character, the ideal of education would be reached. There are some things in our upper class English schools which are only suffered because they are old, and which no new establishment could venture to adopt. Boys are sent often to these high-class schools more through the social ambition of the parents than from the hope of getting a good education. At the same time, our new educational institutions bring evil as well as good along with them.

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