

The article "Face" is also a very satisfactory one, embracing a general account of its anatomy by A. Le Dentu, and of its pathology by H. Gintrac, who describes the various forms of neuralgia and paralysis, including the paralysis of the ocular muscles. In treating of paralysis of the third, whilst mentioning the principal routine methods of treatment, we do not find that Gintrac makes any allusion to Mr. Wharton Jones's suggestion of the employment of Calabar bean, though we have seen good effects result from this plan. M. Gintrac draws a distinction between migraine and facial neuralgia; the latter he defines as a disease accompanied by more or less pain, which is usually intermittent, returning periodically or irregularly, affecting one or more branches of the trifacial, without evidence of local inflammation, and without general symptoms. The bibliography of this article alone occupies nine closely-printed pages.

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WE must apologise for making a somewhat sorry bull, but we know no shorter way of intimating the change that has taken place in regard to this publication than by saying that the "Dublin Quarterly" is now published *monthly*! The second number of the present series is before us, and it fully sustains the reputation of its quarterly predecessor—not the reputation of its palmiest days, perhaps, for some of the old numbers of the "Dublin Quarterly" were exceptionally good at a time when medical quarterlies were better than they are now. The February number contains a paper by Dr. Duffey on Rheumatic Orchitis as a sequel of Fever, with reviews of Wunderlich's Manual of Medical Thermometry, Dr. C. B. Radcliffe's Dynamics of Nerve and Muscle, works on Electricity, Reports of Societies, &c.

ABSTRACT OF

THE HUNTERIAN ORATION,

Delivered before the Hunterian Society, Feb. 17th, 1872,

By DR. HUGHLINGS JACKSON.

EDUCATION in its widest sense was the subject selected by Dr. Jackson for the oration. In considering this subject, he said that it was impossible to preserve the artificially abrupt separation commonly made between mind and body. They were concerned as physiologists with physiological phenomena, and the introduction of psychological terms was misleading. For instance, to speak of the loss of memory for words in aphasia was as improper as to speak of loss of memory of movement in hemiplegia. In each the condition was due to a break of nervous structure. As physiologists they were concerned with co-ordinations of impressions and movements of different orders, and not with memory, will, and the like. All such co-ordinations were experimented on for them by disease, and they might hope ultimately to obtain a knowledge of all, though at present they could only work with profit at the simplest problems. But the inference was irresistible that the plan of structure and form of co-ordination was the same throughout. True scientific method consists, the speaker observed, in seeking fundamental likenesses in spite of superficial unlikenesses. To find fundamental likeness we should reduce the differing phenomena to their lowest terms.

In education, Dr. Jackson continued, there are two factors, one consisting of the inherited nervous arrangements, the other being the influence of external circumstances. Each is essential for the ultimate result. The inherited nervous arrangements differ widely, though only in degree. The lower, the more automatic, as of respiration, act early and on slight stimuli. The higher, as of speech,

require elaborate education. But the result, compared with the possibility of development, is much more perfect in the former than in the latter. The ultimate possible respiratory development is quickly reached, that of the powers of speech never. Between higher and lower mental acts the same difference holds. The more automatic mental processes, as of emotional manifestations, are inherited in a state of development far more complete than are those of the higher mental acts. Hereditary influence can be traced far more in disposition than in mental ability. In those faculties which are the results of training a man may differ widely from his father, though he may closely resemble him in his habits of thinking.

The inherited structural differences of nervous systems involve differences in mind between individuals as vast as their physical dissimilarity. How this may be is suggested to us by the observations on the increasing asymmetry of the two halves of the brain as we pass upwards in the animal kingdom, and upwards in the degree of civilisation in the human race. The great aim of the education of the future should be to detect these inherited differences, and to give ability fair play, so that both in individuals and in society that which is highest in nature may become highest in life.

In the physical organism those parts which give stability are first developed; so in the great organism of the human race animal vigour was first developed by ages of fighting and physical hardship, and the growth of the intellect was slow. Thus a good physical basis was secured to bear the strain of a high civilisation. Here and there, perhaps, there has been a premature intellectual development—in the Chinese for instance. As in the individual mental development should not override physical energy, so society should consist chiefly of men of vigour, rather than of thinkers. The former do indeed take the lead as it is, in the government of nations as well as of vestries, and it is well that they should do so. A paternal government of philosophers might obtain order, but it would be at a sacrifice of freedom, and would hinder social development. And the instincts of the social organism are in favour of this. Homage is rendered to men of vigour far more than to thinkers; to those who strive after an end rather than those who conceive it; to those who invent rather than to those who discover the laws which lead to the invention.

Most care, then, is bestowed on the development in both the individual and social organism of the more general and more automatic processes. Many men of intellectual power fail for want of vigour, industry, and energy. Animals are born with mental development almost complete, but of a low kind of instinct. The development of the inferior races of mankind is earlier reached, but always lower than that of the superior. Precocity in the higher is usually indicative of more automatic qualities, skill, and cleverness, rather than varied ability and originality. Too early education, especially if rigid, often narrows the development of mind. Perhaps the most valuable part of a man's culture consists of the education he picks up for himself in life—an education, Dr. Jackson observed in conclusion, the means for which in our own profession are especially abundant.

PROFESSOR WILSON'S LECTURES ON DERMATOLOGY.

Delivered at the Royal College of Surgeons, February, 1872.

LECTURE II.

AFTER glancing at two remaining forms of erythema, the lecturer spoke of erysipelas. It is, he said, an erythema with all characters aggravated in intensity, both local and constitutional. The latter, however severe, usually quickly vanish on treatment which has been justly regarded as specific—twenty minims of tincture of perchloride of iron every two hours, preceded, of course, by an aperient and regulation of the functions of digestion and assimilation. Many cases are presumed to be erysipelas which are really nothing of the kind. Herpes frontalis and eczematous inflammation of the eyelids are especially so mistaken.