

intelligence, which is described by some authors in those hereditarily nervous, is rarely to be met with.

The concluding essays deal with the psychical disturbances present in some cases of chorea.

It will thus be seen that these essays cover a wide range of subjects; and the marked ability and originality, which throughout mark their treatment, render them worthy of careful study.

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*Manuel Pratique des méthodes d'Enseignement spéciales aux Enfants Anormaux*, par les Docteurs HAMON DU FOUGERAY et L. COUËTOUX, avec une Préface du Dr. BOURNEVILLE. Paris, 1896.

THE book, as Dr. Bourneville says in his preface, is addressed to all physicians, educationalists, professors, and instructors who are interested in teaching. Considerable efforts have been made by the French Government in educating normal children; but, unfortunately, the same enthusiasm has not been displayed in instructing all classes of abnormal children. This book shows that all categories of the latter class, viz., the blind, stammerers, deaf and dumb, and idiot and backward children are capable of being educated. A fair amount of good work has been done with respect to the blind, the stammerers, and the deaf and dumb; but people generally are not so convinced of the necessity of teaching idiot and backward children. Dr. Bourneville is of opinion that the special establishments for these abnormal children should receive them with less restrictions than at present, that the education should be begun as soon as possible, that as instruction is slow, parents should have as much patience as possible, that the task of education should be confided to competent persons, and that the instruction should be collective in character. When the children arrive at adult age, those who have least improved should remain in establishments for adults, in which they can work at trades, and so diminish the cost of their maintenance; while those who have made good progress, as soon as they are discharged, should be aided by philanthropic societies, so that places may be obtained for them, in order to prevent them

from falling into habits of mendicity. It is only since the commencement of the nineteenth century, the authors say, that the question of educating the classes of children here referred to has undergone (thanks to scientific progress) its full development. This good work is, however, still unknown in great part, not only to the general, but the medical public; and the object of this book is to enlighten them on what has been done, to elicit their interest, and to gain their support. Several special treatises have been published with respect to one or other of the classes of abnormal children, but no book up to now has dealt with all classes. The work is divided into five parts: the first four deal with the study of each infirmity in particular; the fifth gives the results of teaching combinations of each defect in the same individual. Each infirmity is studied first from the physiological point of view; and the authors have endeavoured to show this as clearly as possible, and to demonstrate the physical, moral, and intellectual consequences. Then the history of each defect is described, and the methods which are in operation for alleviating it are pointed out. Chapters have been added giving statistics, lists of institutions in which special instruction is imparted, and the formalities required for admission. Lastly, the authors give a condensed account of the legislation which is applied in France to these diverse maladies. In describing the deaf and dumb, some chapters have been added on deafness, and on oral teaching, in individuals who have become deaf, but are not dumb. In the chapter on the treatment of stammering, the method employed in cases of perforation of the palate is related. The chapter on idiocy is chiefly a reproduction of a report by Dr. Bourneville to the Congress at Lyons, in 1894, on the assistance, treatment, and education of idiot children. The fifth chapter treats of the following combinations in the same individual, viz., deaf dumbness and blindness; deaf dumbness and idiocy; blindness and idiocy; deaf dumbness, blindness, and idiocy. Allusion to the well-known case of Laura Bridgman, and the less known case of Helen Keller, is made. The illustrations add considerably to the interest of a book, which will be of use to all who are concerned with the education of these abnormal children.

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