

The demoniacs occupy nearly a third of the whole work, and are profusely illustrated from the earliest ages of Christian art and from paintings by renowned masters. The hysterical attitudes are, in many instances, strikingly accurate; but it is noteworthy that Dr. Richer considers Michael Angelo to have been more unsuccessful in his delineations of this form of disorder than many less eminent artists. The description of these appearances as depicted appears sometimes to require a certain amount of imagination in the beholder, and probably some observers would perceive epileptic appearances rather than hysteria.

The grotesque chapter is less satisfactory, but that devoted to idiots and dwarfs is specially interesting to alienists. The examples of microcephaly are particularly good.

Chapters are also devoted to the blind, the lepers, etc., but these yield in interest to that devoted to the sick and their doctors, which illustrate many obsolete medicinal methods. The quacks do not escape, although very few examples of the operation for removing "stones from the head," so often painted by the Dutch school, are given here.

The work is, indeed, a monument of labour and love of the subject, and Dr. Richer is to be congratulated on the successful issue of his arduous undertaking, and on having secured such great success in the production of the illustrations.

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*The Making of Citizens: a Study in Comparative Education.* By R. E. HUGHES, M.A.(Oxon.), B.Sc.(Lond.). The Contemporary Science Series. Newcastle: Waller, Scott & Co., 1902. Octavo, pp. 405. Price 6s.

The author claims to have written this book for general readers. In attempting to place before them a complete and accurate account of the present position of education in the four principal countries of the world, the author uses the published reports and statistics in illustration of the system pursued in each country, and he certainly is successful in giving a satisfactorily clear idea of the systems and their contrasts.

The part of the book that is specially interesting to the alienist is that relating to the education of defective children, which is somewhat unsatisfactorily brief and condensed. There is, however, a fairly full description of the modes of education of the deaf mutes.

The tables of statistics on all subjects relating to the schools of the four countries (England, France, Germany, and America) are very valuable and interesting, as are the other facts brought together in the book. They, however, offer little subject for criticism beyond the recognition of the clear and instructive method of their arrangement.

With what is perhaps his most vital conclusion, *viz.*, that we must be "content to go on lagging behind the Teuton in intellectual capacity," and trust "to our own special gifts," a very distinct difference of opinion must be expressed. With developmental education, in place of the brain-stunting methods now in vogue, we believe that the Englishman would be not only the equal but the superior of the German.

The book is a valuable addition to the literature of the education question.