

International Medical Congress held in London in 1881, that Dr. Benedikt exhibited a very large number of brains of criminals, and endeavoured to demonstrate certain departures from the normal configuration of the cerebral convolutions. We have had the opportunity of accompanying him to the convict prison in Louvain, where he examined and took the measurements of a number of the worst class of criminals. In his opinion the results were confirmatory of his previous observations.

The work before us, consisting of 27 lectures, extends to 172 pages, and contains 36 wood-cuts. The instruments employed are described in detail, and illustrated. We cannot attempt to describe them; in fact, without illustrations they would not be understood. All those who are interested in the study of craniometry and cephalometry must obtain the work for themselves, and we hope that the Professor's untiring efforts to induce his *confrères* to take up this important inquiry will be rewarded as it deserves to be. Whether other observers will confirm his conclusions remains to be seen, but good must result from the patient and laborious researches which Benedikt has instituted, and by his ingenious instruments has enabled other observers to repeat and extend. It is probably to the young scientists in this department that we must look rather than to older men who are less disposed to adopt novel measures of observation, and to undertake the laborious task which the lecturer invites his hearers to pursue. Professor Benedikt has already written the following:—"Ueber einige Grundformeln des Neuro-pathologischen Denkens," "Die psychischen Functionen des Gehirnes im gesunden und Kranken Zustande," "Zur Lehre von der Localization der Gehirnfunktionen," "Ueber Katalepsie und Mesmerismus," "Die Elektrizität in der Medicin," &c.

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*Educational Ends, or the Ideal of Personal Development.* By SOPHIE BRYANT, D.Sc., Lond. Longmans, Green, and Co., 1887.

The authoress deserves a hearing, as being a Doctor of Science of the London University and as the Mathematical Mistress of the North London Collegiate Schools for Girls. The relation of education to psychology is fully recognized. Mrs. Bryant acknowledges the assistance she has received from articles in "Mind," by Mr. James Ward, and "Psycho-

logical Principles." It is not easy to give in a small compass the train of thought pursued in this philosophical work, as one part depends so closely upon the other. The main conclusions may be succinctly stated thus:—The individual improves by process of growth rather than of manufacture. Every stage must be an improvement, an approximation towards perfection. Education connotes encouragement, assistance, and organization of means by which other minds can assist true development in the mind undergoing development (p. 290). True development for the individual is the development of that mind which is set throughout on the attainment of those objects which it takes to be right, and on the understanding of its own world. Its special characteristics are the double one of resoluteness in the pursuit of its practical objects and persistence in the attempt more clearly to see them, and with them all facts, in the light of thought. Each personality thus *becomes* within the limitations of its original character and circumstances the best it can become. This becoming is, to the educator's reflection, the ideal and development, the end which for each individual the educator has in view (*loc. cit.*). In drawing attention to this thoughtful treatise, we should add that although the writer has not assumed a knowledge of psychology in the reader, she has had specially in view those students "for whom the study of psychology should precede all other study."

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*Spinoza.* By JOHN CAIRD, LL.D., Principal of the University of Glasgow. William Blackwood and Sons, Edinburgh and London, 1888. ("Philosophical Classics for English Readers," edited by William Knight, LL.D.)

The latest contribution to this series fully maintains the reputation which its predecessors have won for these admirable biographies of philosophers. The large work by Mr. Pollock, and that of Rev. James Martineau, must of course remain classic treatises on Spinoza and his philosophy. Dr. Caird, however, endeavours to make a study of the latter from a different standpoint from that of either. Such being the case, the smaller volume under review is an independent treatise, and not an epitome of former productions. It is not our intention to give an analysis of Dr. Caird's interesting and able book. We will only state Spinoza's position in regard to the independence of mind in relation to body. The