

Dwight's Epitome of Toxicology. A Manual for Students and Practitioners. By E. W. DWIGHT, M.D., Instructor in Legal Medicine, Harvard University. In one 12mo volume of 298 pages. Cloth, \$1.00 net. Lea's Series of Medical Epitomes. Edited by V. C. Pedersen, M.D. Philadelphia and New York: Lea Brothers & Co., publishers, 1904.

This little volume is the outcome of a persistent demand for a small, compendious manual covering the essentials of toxicology—one that shall be trustworthy and modern, adapted to the needs of medical students and practitioners, and withal at a moderate price. Some idea of the thoroughness with which the author has covered his subject may be obtained from the following brief of contents. After a section on the general principles of toxicology the subjects are taken up as follows: Irritant Poisons, Specific Irritants; Metallic Irritants; Vegetable Irritants; Animal Irritants; Poisonous Foods; Cerebral Neurotics; Spinal and Cerebro-spinal Neurotics; Depressants; Asthenics; Ptomaines, etc.

Normal Histology. By EDWARD K. DUNHAM, Ph.B., M.D., Professor of General Pathology, Bacteriology and Hygiene in the University and Bellevue Hospital Medical College, New York. Third edition. Illustrated with 260 engravings. Price, \$2.75 net. New York and Philadelphia: Lea Brothers & Co.

In the author's preface to the third edition, he says: "In order to accomplish the greatest amount of instruction under these circumstances" (conditions which require economy of time) "it seemed necessary to present, early in the course, certain generalizations which might be kept constantly in mind and assist the memory in retaining facts by showing their logical correlation." Having to do with the teaching of medical classes, this idea appeals to us, and predisposes us to a kindly feeling toward this very admirable work. It is not the amount of bald information which a student acquires in the form of so many facts which is going to be of the greatest service to him, but rather a knowledge of how to assimilate certain information; in other words, the student should be taught more to think for himself, and particularly *how* to think.

The arrangement of this work is admirable, and the work is one which is likely to become very popular as a text-book.