by gravity, have hyperactive stretch reflexes. For example, in the standing position biceps is the prime mover for extension and flexion of the elbow. If the muscle is spastic, extension is limited by stretch reflexes. If the arm is placed above the head, or if the child is held upside down, triceps becomes the prime mover. It is usually not spastic, and flexion and extension of the elbow become easy. If the action of gravity on the limb is abolished, or reversed by position, the child can in time be taught to control biceps. This explanation is perhaps oversimplified, but it is by analysing the functional defect, and by designing special exercises to overcome each particular disability, that the therapist educates the spastic child in movement.

In athetosis volitional movements are initiated normally. They are not carried out normally because subcortical defects interfere with the action patterns of antagonists, etc., and produce inchoate movements. These may be inhibited by voluntary, later habitual, muscular spasm. Both spasm and movements disappear during sleep, and children can be trained to make them disappear by voluntary relaxation. When they have mastered this they can be taught new action patterns under the control of the undamaged cortex. This involves the conscious use of synergists, etc. Here again observation, analysis, planning, and meticulous attention to detail are needed.

The principles and practice of these methods are described in this book, along with much else that concerns the child with cerebral palsy. The paediatrician will find here things for pondering and for criticism. Even if he disagrees with some of the theory he will find a great deal of useful practical information. This is an important book in a neglected field.

The volume is attractive in appearance, the price is reasonable, the bibliography is bad, the illustrations of equipment good. The author has read widely and thought deeply about her subject. Neither it nor her literary constructions are always easy to understand, but the effort should be made.


These two volumes both set a high standard of scholarship and contain a series of original reviews by authors well qualified to write on their particular subjects. The first includes discussions on the etiology of congenital malformations (J. Warkany); acute infectious lymphocytosis (C. H. Smith); the rôle of fluorine in prevention and treatment of dental caries (H. T. Dean); the treatment of purulent meningitides (H. E. Alexander); chemotherapy: penicillin, sulphonamides, streptomycin, and tyrothricin (P. György and H. F. Lee); atypical pneumonia (J. H. Dingle); endocrine and other factors determining the growth of children (N. B. Talbot and E. H. Sobel); virus diarrhoea (K. Dodd); prematurity (H. H. Gordon); the genesis of physiologic hyperbilirubinaemia (A. A. Weech); and the prevention of recurrences of rheumatic fever (A. G. Kuttner).

Advances in Internal Medicine includes several sections of interest to the paediatrician, for example, the problem of the Rhesus antigen in medicine (A. S. Wiener); nutritional requirements in disease (C. M. MacBryde and R. Elman); and a discussion of angiocardiography and angiography (M. L. Sussman and A. Grishman). Three British authors are included, J. McMichael contributing a section on circulatory failure studied by means of venous catheterization, L. S. P. Davidson on pernicious anaemia, and L. J. Davis on megaloblastic anaemias.

Both volumes are well illustrated and produced, and each section is admirably supplied with references.


The author has examined one or two cases as reported from each of eight American child guidance clinics, and she has used the material to formulate common denominators, a task which proves to be practicable in spite of the distinct types of approach employed in the various clinics and in spite of the fact that distinct schools of thought are involved.

The first and last parts of the book can be read quickly enough and with profit by any one familiar with psychotherapy of children. The middle section (380 pages) demands hard work from the reader and sacrifice of time, as clinical reports of psychiatric work must always do.

In Part I three subjects are studied. (1) What is the nature of child guidance? (2) What kind of children attend these clinics? and (3) In what way are changes brought about? (The dynamic of therapy: 'It is through the use of words—and actions that are equally symbolic—that psychotherapy is carried on. Their value to the child (both his own words and actions and those of the therapist), however, derives from the therapeutic relationship. It, therefore, is the underlying dynamic and upon its proper use most of therapy depends'—p. 48.)

Part II consists of detailed and honestly reported case-work, well worth study both individually and comparatively. In Part III the editor makes comments. After a review of the cases she concludes: 'Treatment method, then, grew out of both general theoretical consideration and the specific nature of the patient's problem; consequently it varied considerably from case to case.'