

THE PHRENOLOGICAL REVIEW.

The Journal of the Incorporated British Phrenological Society.

Edited by BERNARD HOLLANDER, M.D.

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Headmaster of Capworth Street School, Leyton.

The responsibility for the facts and arguments embodied in the contributions published in this Journal dwells wholly with the respective authors.

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What is Phrenology ?

Phrenology is a system of physiological psychology, localising the various primary mental powers in definite regions of the brain, and is based on experimental, clinical and pathological evidence, besides that of practical observation.

Thus the intellectual and moral powers, the highest attributes of man, are located in the frontal lobes—*i.e.*, that part of the brain, the size of which distinguishes man from animals ; and the remaining lobes contain the centres for those fundamental feelings and emotions which form the character of the individual.

The size of the entire brain, therefore, is an indication of mental power, but whether that power is intellectual or lies in strength of feeling depends on the region which is most highly developed.

The size and shape of the brain can be estimated by the size and shape of the skull, a truth demonstrated repeatedly by the leading anatomists of the day.

Its ready method of diagnosing individual capacities and character renders Phrenology, not only the most practical system of psychology, but also an invaluable aid to the successful education of the young, to the treatment of crime, and the proper understanding of insanity.

B. H.

THE Phrenological Review

VOL. I.

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No. 4.

ADDRESS ON PHRENOLOGY,

BY

J. BAMFORD SLACK, Esq., M.P.,

At a Public Meeting of the British Phrenological Society (Incorporated), Essex Hall, Strand, W.C., on 10th October, 1905.

Ladies and Gentlemen, I see the first item on the Agenda is the Opening Address of the Chairman. I do not feel at all competent to address this audience. I am here to-night to learn rather than to instruct. I have never made your particular science an object of study, and I cannot profess to know much about it ; but from my very earliest days I have been compelled to take an interest in it because my father attached a great deal of importance to Phrenology, and understood it very well, although I think he taught himself by reading the works of Gall and others, instead of being brought into contact with other phrenologists or being connected with a Society such as yours. I am very glad to be here to take part in these proceedings, and I esteem it an honour to have been asked to preside. I am firmly convinced there is a very great future indeed for Phrenology, because I know you have made great strides during the last twenty years, and that the shade of suspicion, or scientific contempt, under which Phrenology rested for a whole generation and a half is rapidly passing away. The fundamental axioms of your science, which were discredited by the scientific authorities forty years ago, are just as universally accepted by them to-day. The great names in the history of Phrenology are, of course, familiar to us all. The founder of the science in

modern times—for there have been phrenologists in all ages of the world's history—Dr. Gall, began his lectures in 1796. His successors were Spurzheim and George Combe, the last named wrote that most remarkable book, "The Constitution of Man." Then in our own times we have had men like Dr. Elliotson, Professor Ferrier, and last, but not least, Dr. Bernard Hollander. These are not many names to quote in the history of a century; and to-day, with the exception, perhaps, of that great thinker and scientist, Dr. Alfred Russell Wallace, you are not able to place on your record-tables the names of any men who have been specifically distinguished in science. The reason for that is not very far to seek if one regards two facts which bear upon this question; two modern scientific facts or tendencies, which explain a great deal. They are these: Phrenologists will at once admit that Phrenology has become more physiological in recent years; and the physiologists will admit that physiology has become more psychological. When you admit these two modern tendencies in Physiology and in Phrenology, you have gone a long way in explaining why phrenology is taken seriously to-day and was not so regarded twenty-five years ago, and why the physiologists have had to come round largely to your way of thinking.

We are all phrenologists from the first moment when as infants we could observe with our eyes and understand with our minds what we observed; unconsciously and involuntarily we formed our likes and dislikes, loves and hates, at first sight as the result of the impressions we received. We hear of love at first sight. That simply means that the man or woman who falls in love at first sight has become phrenologically overwhelmed with the particular face or head.

There are in every day life ordinary expressions which admit the fundamental truth of Phrenology. When you hear people say, "I have no ear for music," "I have no notion of the direction in which places lie," "I have no taste for art," it simply means that their mental make-up, the interior furnishing of their craniums, is defective on those particular



lines ; and phrenologists like Mr. Webb, who has been talking learnedly about my own head, can tell whether these people are speaking the truth about themselves by examining the formation of their skulls.

The late Professor Huxley was an avowed sceptic in regard to Phrenology, and he explained his objection to Dr. Russell Wallace in a clear and succinct form. He said he did not believe in Phrenology as a science owing to the varying thickness of human skulls, and that the outside form did not correspond with that of the brain inside, and, therefore, the comparative development of the different parts of the brain could not be determined by the shape of the skull.

The answer to that objection, which everyone who is a phrenologist could give, is that anatomically the thickness of skulls varies in tenths of inches only, whereas the difference between one brain and another amounts to inches when comparing the corresponding parts. I have brought with me some curious cardboard contours, "conforms" the hatters call them, of human heads, each one representing the section of a head at the line where the hat rests upon it; they are used by hatters in fitting their customers. There is the greatest possible diversity between some of these shapes; one for instance is about twice the size of another. One of them, again, has had a piece added to it; this is the "conform" of a gentleman's head that has grown since the original shape was taken. The idea of Professor Huxley, then, was entirely erroneous when he based his objection to Phrenology as an exact science on that ground, and I fancy if he had lived until now, we should not have found him expressing his objection to Phrenology in anything like so emphatic terms as he did some twenty years ago.

I said we are all phrenologists. Speaking for myself I know at once when I look into a face whether I can trust the person or not, and whether I shall like or dislike the person on further acquaintance. The face is an index to the character, but the outside of the head as a whole has a good deal to do with the expression of the face.

Looking at the matter as an outsider, and as a practical man, I believe there is a great future for Phrenology, if you can impress people with the tremendous advantages which accrue from this science. It seems to me that nothing is more worthy of our serious consideration than the indications which you, as the result of your careful studies, following on the lines which the great Gall laid down one hundred years ago, are able to trace from the outside appearance and shape of the human head, indications by means of which you can judge of the internal quality of the brain and the characteristics of the mind. The main principles of Phrenology you know a great deal better than I do ; but I find from a somewhat cursory reading of Dr Wallace's book, that five main principles are the following :—

First. That the brain is the organ of the mind. I in my ignorance would have thought that no one would have contradicted that proposition. I do not mind how far you go back, you can find in the pages of literature admissions over and over again, even in Holy Writ itself, of the fact that not only amongst common people, but also amongst thoughtful people, the head has always been supposed to be not only the containing vessel of the brain but of the organs of the mind.

The *second* main point is that size, other things being equal, is a measure of power. That seems to me a perfectly self-obvious proposition. If you grant these two axioms to begin with, you have gone a very long way towards establishing a case for the study of Phrenology.

Then the *third* axiom is that the brain is not a single organ but a complex congeries of organs, each having its own appropriate faculty. I always thought this was a 'universally admitted fact, and I have been much surprised in reading through some interesting magazine articles lately to find that there are scientific men who doubt this fact.

Another, the *fourth* of your contentions, is that the front part of the brain is the seat of the perceptive faculties, and that the sides and the back are the seats of what we might, for

want of a better expression, term the animal instincts of man, those instincts and cerebral powers which we share with the brute creation.

The *fifth* of these main propositions of Phrenology is that the form of the skull to a great extent, very closely indeed, corresponds to the form of the brain ; so closely, in fact, that you are able to determine the proportional developments of the various parts of the brain by examining the outside condition, and shape and conformation of the skull itself.

With these five propositions admitted by men of science to-day as recognised facts of science, it seems to me we have gone a very long way in establishing the value of Phrenology.

I know that you have a proper and laudable ambition to have a home of your own and I entirely agree that there ought to be a Phrenological Institute, where this important science can be adequately studied under the best possible conditions. I wish from the bottom of my heart that some public-spirited man like Mr. Andrew Carnegie would see his way to give £60,000 or £70,000, the sum required to establish an Institute of the kind desired. He could not spend his money better. If properly equipped and furnished it would be of great service to the people of this country, not merely as a commercial people, but as a thoughtful and serious people ; not only from the point of view of trade, but also of morals, and for the better equipment of the spiritual life of the people. It would be quite as good an investment as the building of a Museum or a Library. The practical advantages of such an Institute would be immense.

The practical issues involved are really vastly important, and yet the country does not seem properly to recognise them at present. What immense advantages would accrue from looking at this subject from an educational point of view. What if every schoolmaster knew the elements of Phrenology ; if they could apply themselves to your science and thereby learn what are the probable virtues and vices, strengths and weaknesses of the children they have to teach. The man who looks after a great conservatory has to treat the botanised

specimens under his care in classes and groups ; he has to put plants from different countries and with different qualities into different compartments, with different temperature. He divides his specimens into four or five different compartments. And so the schoolmaster or schoolmistress, if education is to be anything real and lastingly beneficial, must treat the children individually and separately ; and he can do that with great advantage if he knows the elements of the Science of Phrenology. So with parents, assisted by the schoolmaster or the phrenologist, they may be able to avoid making very great mistakes, as is frequently the case when they try to put round pegs into square holes, and square pegs into round holes ; in other words trying to force a trade or profession or vocation in life on a boy or girl who is admirably fitted for something else. I have seen in my own experience dozens of instances of boys whose lives have been almost ruined, certainly cribbed, cabined and confined, simply because they have not been allowed to follow their natural bent. A boy who wants to be a sailor or a soldier should certainly have his desire considered in the light of Phrenological Science. No doubt we have all had experience of cases of this kind.

If parents could of their own initiative, or by the assistance of a phrenologist, know or learn what their children are particularly qualified for, owing to the nature of the brain which God has given them, they would be saved many mistakes and a great deal of unnecessary unhappiness ; they would know what studies would pay best for their children to follow, and what pursuits would be most suitable, before they went out into the great world. What a great help it would have been in character-building and self-discipline to you and to me had we known young in life what it was we had to guard against and what the pitfalls into which we were likely to fall ; if we had known our own strength and weakness ; it would have saved us from a great many mistakes. We should know what to cultivate, what to guard against, what to check.

Then as regards the treatment of criminals and the insane

1st January, 1906.

To the Readers of the "Phrenological Review."

We have come to the end of our first year of publication of the "Phrenological Review," and thank all our Subscribers and Donors for their kind support.

In the interest of the science of Phrenology it is much to be desired that the publication be continued. If all readers will forward a yearly subscription of one shilling, they will receive the Review, post free, for that period, and assure the successful publication for another year. All donations forwarded will be devoted to the enlargement and, if possible, the monthly issue of the Review.

Your prompt response will enable the Society to make advantageous terms for the publication of the next year's numbers.

All communications should be addressed to the Hon. Secretary,

BRITISH PHRENOLOGICAL SOCIETY (INCORPORATED),

63, Chancery Lane,

London, W.C.

in our communities, how helpful Phrenology is. But this is a great subject, and too wide to go into now.

There is another problem, a serious one, looking us in the face, I refer to the question of the Unemployed. What an immense advantage it would be if those who have to deal with this and kindred questions, were initiated into the secrets and the truths of the Science of Phrenology.

I have given to you what occurs to me, as one who is actuated, as all of you are, I hope, with a sincere desire for the good of our country and our fellow-men. To that end we must do what we can to secure the mental, moral and spiritual improvement of the people, remembering this: that after all, the mind is the true and real standard of the man and Phrenology is the science of the mind.

CRANIAL MEASUREMENTS OF SCHOOLBOYS.

BY

JAMES WEBB.

Headmaster of Capworth Street School, Leyton.

A reviewer in "The Scotsman" of the 14th October, 1901, stated that Dr. Hollander "is not aware that the brain stops growing at thirteen years of age." He was quite right. Dr. Hollander is not aware that such a thing is a fact. Neither is the Editor of "The Scotsman" aware of it, and he never will be. Had the worthy Editor examined the sizes of the hats worn by his errand boys he would have found out that boys between seven and thirteen years of age wear hats from $6\frac{1}{4}$ to $6\frac{3}{4}$ sizes, whereas men wear $6\frac{3}{8}$ to $7\frac{1}{2}$ sizes generally, a few one or two sizes larger. A boy's average size is $6\frac{1}{2}$, a man's average size is $6\frac{7}{8}$. In Edinburgh and Aberdeen the average is about $6\frac{7}{8}$. The professors in the universities exceed size 7.

Men's hats are $\frac{1}{4}$ inch wider all round than boys' hats ; and when we compare the cubical capacity of the heads, we find that those which are 20 inches in circumference are only two-thirds the cubical capacity of those which are 23 inches in circumference.

Dr. James Mott, F.R.S., stated at the Royal Institution in January last that "weight and size of brain are no proof of intellectual endowment." I beg to differ with him on that point, and to assert that weight and size are important factors in intellectual endowment. All brains equally healthy and similarly developed in regard to the relative sizes of their various parts, invariably confirm the phrenological doctrine that *size of brain, other things being equal, is a measure of power.*

Any two boys, under equal conditions in other respects, and one of them having a larger head than the other, then he with the larger head has the greater intellectual capacity. But if one of these conditions be lacking, for instance, if one of them has a relatively greater posterior than anterior brain development, then he with the smaller brain may be the more intellectual of the two.

I will tell you upon what grounds I have arrived at these conclusions. For many years I have devoted a very considerable time to the measurement of the heads of school-boys, chiefly in Leyton, Stratford and London. I have found the averages of some thousands of measurements of boys of the same ages in different classes or standards, and of boys of different ages in the same classes or standards.

I find that many young children have heads less than 20 inches in circumference.

Those of 7 and 8 years of age average $20\frac{1}{4}$ inches

Do. 9	do.	20'5	do.
Do. 10	do.	20'7	do.
Do. 11 and 12	do.	20'8	do.
Do. 13	do.	20'9	do.
Do. 14	do.	21'2	do.
Do. 15	do.	21'4	do.

That is to say, from 7 to 15 years of age the head grows one inch in circumference. Moreover, it will be seen that a boy's head does not stop growing at thirteen years of age, as the Editor of "The Scotsman" pities Dr. Hollander for being unaware of, but that in the case of boys under instruction the head grows more rapidly about that age than at any other time. In the case of boys who do not reach the upper classes the growth is not so rapid.

But, by far the most important factor in the discussion of the size of heads, is the comparison of the relative size of their various parts to one another.

I find that a boy may have but a comparatively small head and yet be more intelligent or moral, and indeed may be more intelligent and moral than some other boys with larger cranial and brain developments. How is this? Intelligence results from the intellectual organs, their size and culture. These organs lie in the anterior or frontal part of the brain; and a boy with smaller intellectual and much larger posterior organs, and with a larger head also, being biassed by those posterior organs, the organs of the affections, will have less appetite for intellectual work than a boy with less posterior and larger anterior organs will have.

The intellect, then, varies in power and activity according to the size of the head and the relative size of its various parts. A sense of duty, ambition, respect for parents and teachers, and other moral influences play a considerable part in a child's application and attention to study. They are elements in the growth of intelligence; and the size of the moral organs concerned in their activity is always taken into consideration by the practical phrenologist.

But when the coronal convolutions are relatively much smaller than the temporal convolutions, the former being the organs of the moral and the latter of the animal instincts, we find as a result far less amiability and morality and far greater combativeness, cunning and passion than when the moral organs are the larger.

I will illustrate this point by one of my own pupils. The

boy I refer to is enormously developed in the temporal region of the brain ; and he has a large cerebellum. His head is not small, indeed it is fairly large ; but not so large as that of the average adult head. Its circumference is $21\frac{3}{4}$ " , the anterior region is 11" , length 7" , breadth at Secretiveness 6" and at Destructiveness $6\frac{1}{8}$ ". The width is greater than that of any of the ten adult teachers in our school. Compare these measurements with the following of Mr. T., a schoolmaster under the West Ham Council : width over Destructiveness $5\frac{3}{4}$ ". Length $7\frac{3}{4}$ ". The boy 13 years of age has a head $\frac{3}{8}$ " wider than the schoolmaster and $\frac{3}{4}$ " shorter. I need not say that the teacher has a far less passionate and far more frank and reliable nature than the boy, who has already appeared before the Stratford magistrate. He and some of his dupes attacked a house in Leyton with such cunning and perseverance that the lady who appeared against him described the "bombardment" as being "worse than that of Port Arthur."

Character, then, as well as intellect, varies with the relative sizes of different parts of the brain. And measurements of character and intellectual capacity may be taken in any school. But I shall confine myself to the study of intellect as being the more easily ascertainable and the more easily expressed in figures.

Measuring the head in front of the opening of the ears for the anterior development, and behind the ears from its opening for the posterior development, I find that boys of 7 years of age have an anterior measurement of $10\frac{1}{4}$ in. ; those

8 years of age, $10\frac{3}{8}$ in.

9	"	"	$10\frac{1}{2}$	"
10	"	"	$10\frac{5}{8}$	"
11	"	"	$10\frac{3}{4}$	"
12	"	"	$10\frac{7}{8}$	"
13	"	"	11	"
14	"	"	$11\frac{1}{4}$	"
15	"	"	$11\frac{1}{2}$	"

Being based on age those figures will not vary in different schools, a condition not affected by the whim or pleasure of

either teacher or inspector. This cannot be said of the class or standard in which a boy may be placed ; for there is growing upon certain inspectors a desire to see more of the pupils in the upper classes and fewer in the lower classes. Hence some teachers with little regard for the suitability of the child to the class, are meeting the wishes of the inspectors by placing more boys in the upper classes and fewer in the lower classes. To say that the weaker boys suffer in solidity of their education and that the better scholars suffer in their progress, is to mention only the lesser, if more appreciable, evils of this folly.

Dealing with the measurements of children legitimately graded, I find these three most important results :

A. The lower the class or standard the smaller is the average size of the heads in it.

B. The ratio between the anterior and posterior part of the brain varies with the intelligence. The more intelligent boys have the larger anterior lobes.

C. Age does not determine the proficiency of the child.

Here are two examples :—

The head of a boy L at 14 years of age, was 7" long ; the head of a boy R. at 7 years of age, was $7\frac{1}{4}$ " long. The younger boy's head was 1" longer in the anterior or intellectual region than the boy's head double his age, whilst his posterior brain was $\frac{3}{4}$ " less. And what has been their history ? In three years time R. had been promoted to the fifth standard and L. to the second. L. never got higher than the second, though he remained with us till 17 years of age. Their subsequent record is but a continuation of their past history.

The following figures, which are averages of a vast number of measurements, bear out these facts.

School boys at 8 years of age have anterior and posterior cranial measurements as follow :—Anterior $10\frac{3}{8}$ ", posterior $10\frac{1}{8}$ ". At 14 years of age the ratio is $11\frac{1}{2}$ " anterior : $11\frac{1}{8}$ " posterior.

Had these boys been untaught, the anterior brain would have been less and the posterior greater, as the following important results prove.

In children in the lowest class, Standard I, in boys 7 years of age, the ratio is $10\cdot6'' : 10\cdot8''$, but the boys 10 years of age in that class have a ratio of $10\cdot3'' : 10\cdot9''$; that is, the oldest boys in the class have less anterior brain than their younger classmates have.

Taking any other class we get similar results. For example:—boys in Standard IV, 9 years of age have $10\cdot8''$ anterior and $10\cdot9''$ posterior measurements. But the boys 11 years of age have the ratio of $10\cdot7'' : 11''$.

Again; two boys may have heads of the same size and be in the same class, though if one of them be older than the other, then the younger boy will have the larger anterior region of the brain. I could give many examples from my own measurements in proof of this assertion. But from what I have previously stated, it will be clear that this must be so.

We have had several commissions appointed to enquire into and report upon the conditions affecting children of defective intellect. Their reports are valueless and will remain valueless until they consider the relationship between the intellect and the propensities as taught by Phrenology.

Men are appointed on these commissions who have never studied the subject from our standpoint, which we know to be the only true one, and for this reason I repeat, their reports can only be valueless.

I have measured the heads of children in schools for the mentally weak, with results that confirm those obtained from measurements of boys in the common schools.

With these facts before us, facts that are easy of proof, the honest Phrenologist will continue his propaganda however his teachings may be viewed by those who are incompetent to do the work for which they receive their emoluments—a work which the Phrenologist would teach them how to perform, with results that money could not otherwise purchase, and they would do it gladly without hope of fee or reward.

BOOK REVIEWS.

Man's Responsibility ; or How and Why the Almighty Introduced Evil upon the Earth.

BY

THOMAS G. CARSON.

(G. P. Putnam's Sons, New York and London, 1905.)

Whatever may be the thoughts of the reader when he peruses the title of this excellent work, there can be only one feeling in reading it, a feeling of deep regard for the author's motive in writing it.

The writer is the son of an eminent phrenologist, Dr. Carson the author of "The Principles of Phrenology," and he seems to have inherited the sagacity of his respected parent.

The title to some good people would be depressing—they have had enough theology, and more than enough, from those who would teach us the mind of the Creator without any knowledge of their own. But let them once sit down to learn what the author has to say on the subject and they become immediately entranced with the originality, the sound common sense, the high motives and the clearness of statement that are his chief characteristics. We have read the book, and re-read it, and the more it is read the greater is our appreciation. Indeed while attempting to do justice to the work our fear is that our effort may not be successful.

Man's Responsibility is the most valuable contribution to the science of Ethics that the writer had had the pleasure of reading. Being founded on the true Science of Mind, *i.e.* Phrenology, it is a work that will last. It will become the classic on Moral Philosophy, or we are greatly mistaken.

The author deals with the mental faculties in a manner that the non-phrenologist can easily understand. On the other hand the phrenological reader will be delighted to peruse a book so full of phrenological truth and sound ethical instruction ; for all the mental faculties are dealt with in a similarly lucid manner.

The amount of work performed by the author of this work

in preparing it for general perusal as well as to instruct the educationist, the legislator and the moralist, must have been prodigious. Our phrenological readers will find its 23 chapters instructive and invigorating. It will encourage the parliamentary and municipal voter in his duty to himself and his country; it will instruct teachers and clergymen, urging them to deal with their flocks according to their individual needs and showing them the method a wise Providence has given them for the purpose; and equally as important it will give the mental physician a principle and method of cure almost, at present, unknown. We compliment the author most sincerely on his work and we compliment all those of our readers who may already possess it.

We feel sure that those of our readers, who may take our advice and purchase the book, will thank us for bringing it under their notice.

J. W.

REPORT OF MEETINGS.

A most successful public meeting of the British Phrenological Society took place at Essex Hall on October 10th, when *Mr. J. Bamford Slack, M.P.*, presided and delivered an interesting address, contained in this number.

Miss E. Higgs, the same evening, read a thoughtful and instructive paper on "The Science, Art and Philosophy of Phrenology."

Mr. C. P. Stanley, a school teacher from Leyton, followed with a practical demonstration of the use he had made of Phrenology in the scholastic profession. He brought on to the platform in succession seven boys from his school. He first illustrated the development of the speech-centre by contrasting two boys, one a talkative youth, who could readily commit long poems to memory, the other particularly slow in that accomplishment and a silent boy. He then produced a boy who had been described as "careless" by his master. Mr. Stanley showed that the boy's observing powers were

deficient, consequently he was careless as to what was going on outside his head, but was very much occupied as to what was going on inside it. Two small-headed boys (20 inches circumference) were next shown in contrast ; one was smart in picking up knowledge, whilst the other was dull. The formation of the forehead was pointed out as agreeing with phrenological teaching. Another boy shown had large combativeness, whilst his companion was weak in this respect. Mr. Stanley earnestly commended the study of Phrenology to teachers.

Mr. J. B. Eland gave an address on "The Ethics of Phrenology." *Mr. George Hart-Cox*, by means of some diagrams and portraits, gave practical illustrations.

Mr. G. E. O'Dell spoke on "Phrenology for the man in the street," and *Mr. James Webb* gave some examples from his own experience as a schoolmaster of the usefulness of Phrenology in education.

During the evening, *Dr. Bernard Hollander* gave an address on "Phrenology applied to Medicine and Surgery," and related the case of an insane person who had consulted him to ascertain whether he could localise his mental obliquity. Dr. Hollander thought he could ; an operation was performed, which confirmed the Doctor's diagnosis and localisation and resulted in complete recovery.

On November 9th, 1905, the Annual Congress of the Society was held at Essex Hall, Strand, London. There was a large gathering of metropolitan and country members and their friends. The afternoon meeting was occupied in hearing reports from provincial workers and discussing the Agency Scheme. In the evening The President (*Mr. J. Millott Severn*, who occupied the chair), gave an address. He declared that he saw signs of an increasing popularity of Phrenology, and expressed his belief that the British Phrenological Society's efforts in getting the science recognised were proving successful.

Mr. A. Hubert spoke on "Phrenology as a necessity." To the individual in every sphere of life it was a necessity, for there was no subject so calculated to help everyone to develop an all round, reliable character like Phrenology. It pointed out weaknesses and excesses, the overcoming of which meant success.

Mr. James Webb contributed a valuable paper which appears in full in this issue.

Mr. J. P. Blackford spoke on the work and the future of the Society. He referred to the need of a Phrenological Institute, where the science could be pursued systematically in its application to criminal jurisprudence, education and other important directions; where the subject could be taught and phrenologists could be properly equipped; where it could be practically studied and where original research could be undertaken. In response to this speaker's appeal, about £20 was promised towards this special Institute fund.

Mr. C. Burton (Birmingham), followed with a blackboard sketch. By means of a diagram he represented the divisions of the brain, "the world of mind" as he termed that organ; and in an interesting way he pointed out the various mental functions of the different parts.

Mr. Severn gave a practical demonstration by reading the head of a clergyman, who afterwards stated that the diagnosis given of his mental powers was one of the best he had ever heard in his life. Other delineations were given by *Mr. J. W. Taylor* (Morecambe), and *Mr. T. Timson* (Leicester).

Mr. G. H. J. Dutton (Skegness) gave an address on "Phrenology and the Love of Truth." Religious people would be more tolerant if they understood Phrenology, was the kernel of his remarks.

Rev. F. Summers explained "A Theory of the Evolution of the Mind."

An announcement was made at the close of the meeting that it was decided to hold the next Provincial Congress at Skegness in June next.

WM. C.



Remittances and orders for *The Phrenological Review* should be sent to the Hon. Secretary, British Phrenological Society (Incorporated), 63 Chancery Lane, London, W.C.

Communications referring to the literary contents of *The Phrenological Review* should be addressed to the Editor, Dr. BERNARD HOLLANDER, 62, Queen Anne Street, Cavendish Square, London, W.

British Phrenological Society (Incorporated),

63, CHANCERY LANE, LONDON, W.C.

THE OBJECT OF THE SOCIETY

is the investigation and promulgation of Phrenology, and the study of such kindred subjects as the Physiology of the Brain, Craniology, Anthropology, Psychology, and Educational Science.

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TO THE MONTHLY LECTURES**

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THE FOLLOWING MEETINGS HAVE BEEN ARRANGED :—

Tuesday, 9th January, 1906.

THE NERVOUS ORGANISATION AND CHARACTER
OF WOMEN,

By BERNARD HOLLANDER, M.D.

Tuesday, 13th February, 1906:

MODERN OBJECTIONS TO PHRENOLOGY
REFUTED,

By C. W. WITHINSHAW, L.R.C.P., L.R.C.S., L.M.Edin.

Tuesday, 13th March, 1906.

ANNUAL BUSINESS MEETING.

F. R. WARREN, Hon. Secretary.