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"Der aphasische Symptomencomplex. Eine psychologische Studie auf anatomischer Basis" (1874) nimmt eine besondere Stellung im Leben und im Werke Wernickes ein. Mit dieser Arbeit wurde der damals 26-Jährige schlagartig bekannt, und diese Monographie ist wohl das bekannteste und wichtigste monographische Einzelwerk der Aphasiegeschichte. Zusammen mit dem Aufsatz "Einige neuere Arbeiten zur Aphasie" (1885/1886) schuf Wernicke die Basis nicht nur der klassischen Aphasielehre des 19. Jahrhunderts, sondern auch die Grundlagen der "neo-klassischen" Aphasie-Lehrmeinung der Bostoner Schule im 20. Jahrhundert.

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Kurt Goldstein starb am 19. September 1965. Bis kurz vor seinem Tode arbeitete er an dem Plan, eine Auswahl seiner wichtigsten klr zeren Schriften zu verffentlichen; ein verbindender Text sollte die ungebrochene Eatwicklung seiner Ideen von ihren anfnglichen Keimen bis zur spateren vollen Entfaltung darlegen. Der Plan kam nicht mehr zur Vollendung; aber die vorliegende Zusammenstellung der flir Kurt Goldstein's Lebenswerk bedeutsamsten Aufsatze mag dessen innere Einheit erhellen. Seine posthum verffentlichte Auto biographie (s. unten S. 1 ff.) gibt eine knappe Zusammenfassung seiner grundlegenden wissenschaftlichen Ziele und Ergebnisse. Auskunft tber seine hinterlassenen wissenschaftlichen Papiere ist durch mich erhaltlich. Herm Professor Aron Gurwitsch, dem langjhrigen Freunde Kurt Goldstein's und intimen Kenner seiner Ideen, der die Einleitung zu diesem Band geschrieben und an seiner Vorbereitung intensiv teil genommen hat, spreche ich auch hier meine Dankbarkeit aus. Desgleichen danke ich den Verlagshausen, mit deren Erlaubnis die hier enthaltenen Schriften Kurt Goldstein's wieder abgedruckt werden konnten. ELSE M. GOLDSTEIN HAUDEK 1080 Fifth Avenue New York, New York 10028 EINLEITUNG Die Aufnahme in die Serie Phaenomenologica der im vorgelegten Bande vereinigten Arbeiten rechtfertigt sich voUauf durch die philo. sophische Bedeutsamkeit sowohl dieser Aufsatze wie des gesamten Werkes von Kurt Goldstein - ungeachtet ihres weitgehend neuro- logischen Inhalts und ihrer ursprnglichen Herkunft aus neurolo- gischer Forschung und Praxis. Genuuer genommen besteht diese phi.

The study of language and the brain is heavily dependent on the work of the early aphasiologists, and those wanting to get acquainted with the discipline will come across frequent references to these classic authors. This collection brings together seminal publications by 19th- and 20th-century neurologists concerned with the relationship between language and the brain. In selecting texts the emphasis was on those parts that deal explicitly with the opinion of an author on language processes as revealed by aphasic phenomena. All texts are presented in English (many of them translated for the first time), and preceded by in-depth introductions by present-day specialists in the field. The book includes biographical sketches of the authors discussed, and bibliographies of their relevant publications. This volume is invaluable for professionals and students who prefer to read the originals instead of leaning on textbook summaries. Texts by: Franz Joseph Gall (1758-1828) [Claus Heeschen]; Paul Broca (1824-1880) [Paul Eling]; Carl Wernicke (1848-1905) [Antoine Keyser]; Henry Charlton Bastian (1837-1915) [John C. Marshall]; John Hughlings Jackson (1835-1911) [Bento P.M.Schulte]; Sigmund Freud (1856-1939) [O.R. Hommes]; Jules Dejerine (1849-1917) [W.O.Renier]; Pierre Marie (1853-1940) [Yvan Lebrun]; Arnold Pick (1851-1924) [A.D.Friderici]; Henry Head (1861-1940) [Patrick Hudson]; Kurt Goldstein (1878-1965) [Ria de Bleser]; Norman Geschwind (1926-1984) [Mary-Louise Kean].

How do we manage to speak and understand language? How do children acquire these skills and how does the brain support them?These psycholinguistic issues have been studied for more than two centuries. Though many Psycholinguists tend to consider their history as beginning with the Chomskyan "cognitive revolution" of the late 1950s/1960s, the history of empirical psycholinguistics actually goes back to the end of the 18th century. This is the first book to comprehensively treat this "pre-Chomskyan" history. It tells the fascinating history of the doctors, pedagogues, linguists and psychologists who created this discipline, looking at how they made their important discoveries about the language regions in the brain, about the high-speed accessing of words in speaking and listening, on the child's invention of syntax, on the disruption of language in aphasic patients and so much more. The book is both a history of ideas as well of the men and women whose intelligence, brilliant insights, fads, fallacies, cooperations, and rivalries created this discipline. Psycholinguistics has four historical roots, which, by the end of the 19th century, had merged. By then, the discipline, usually called the psychology of language, was established. The first root was comparative linguistics, which raised the issue of the psychological origins of language. The second root was the study of language in the brain, with Franz Gall as the pioneer and the Broca and Wernicke discoveries as major landmarks. The third root was the diary approach to child development, which emerged from Rousseau's Emile. The fourth root was the experimental laboratory approach to speech and language processing, which originated from Franciscus Donders' mental chronometry. Wilhelm Wundt unified these four approaches in his monumental Die Sprache of 1900. These four perspectives of psycholinguistics continued into the 20th century but in quite divergent frameworks. There was German consciousness and thought psychology, Swiss/French and Prague/Viennese structuralism, Russian and American behaviorism, and almost aggressive holism in aphasiology. As well as reviewing all these perspectives, the book looks at the deep disruption of the field during the Third Reich and its optimistic, multidisciplinary re-emergence during the 1950s with the mathematical theory of communication as a major impetus. A tour de force from one of the seminal figures in the field, this book will be essential reading for all linguists, psycholinguists, and psychologists with an interest in language.

This book introduces readers to the state-of-the-art neuroscientific research that is revolutionizing our understanding of language. Written in an accessible, conversational style, it focuses on specific aspects of how the brain allows us to use language while also exploring broader themes.

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