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NEUROANATOMY TEXT AND ATLAS



JOHN H. MARTIN

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Neuroanatomy Text and Atlas

Fourth Edition

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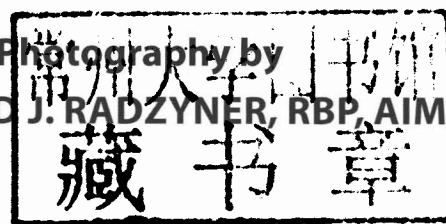
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Neuroanatomy Text and Atlas, Fourth Edition

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Preface

Neuroanatomy plays a crucial role in the health science curriculum by preparing students to understand the anatomical basis of neurology and psychiatry. Imaging the human brain, in both the clinical and research setting, helps us to identify its basic structure and connections. And when the brain becomes damaged by disease or trauma, imaging localizes the extent of the injury. Functional imaging helps to identify the parts of the brain that become active during our thoughts and actions, and reveals brain regions where drugs act to produce their neurological and psychiatric effects. Complementary experimental approaches in animals—such as mapping neural connections, localizing particular neuroactive chemicals within different brain regions, and determining the effects of lesions—provide the neuroscientist and clinician with the tools to study the biological substrates of disordered thought and behavior. To interpret this wealth of information requires a high level of neuroanatomical competence.

Since the third edition of *Neuroanatomy: Text and Atlas*, clinical neuroscience has become even more dependent on localization of function for treatment of disease. Electrophysiological procedures, such as deep brain stimulation (DBS) for Parkinson disease, target small regions within the basal ganglia. DBS, as this is called, is routine in many major medical centers. Interventional neuroradiology is a chosen approach for treating many vascular abnormalities, such as repair of arterial aneurysms. Surgery to resect small portions of the temporal lobe is the treatment of choice for many patients with epilepsy. Neurosurgeons routinely use high-resolution imaging tools to characterize the functions and even the connections of regions surrounding tumors, to resect the tumor safely and minimize risk of loss of speech or motor function. Each of these innovative approaches clearly requires that the clinical team have a greater knowledge of functional neuroanatomy to design and carry out these tasks. And this demand for knowledge of brain structure, function, and connectivity will only be more critical in the future as higher-resolution and more effective approaches are developed to repair the damaged brain.

Neuroanatomy helps to provide key insights into disease by providing a bridge between molecular and clinical neural science. We are learning the genetic and molecular bases for many neurological and psychiatric diseases, such as amyotrophic lateral sclerosis and schizophrenia. Localizing defective genes to particular brain regions and neural circuits helps to further our understanding of how pathological changes in brain structure alter brain function. And this knowledge, in turn, will hopefully lead to breakthroughs in treatments and even cures.

An important goal of *Neuroanatomy: Text and Atlas* is to prepare the reader for interpreting the new wealth of human brain images—structural, functional, and connectivity—by developing an understanding of the anatomical localization of brain function. To provide a workable focus, this book is largely restricted to the central nervous system. It takes a traditional approach to gaining neuroanatomical competence: Because the basic imaging picture is a two-dimensional slice through the brain, the locations of structures are examined on two-dimensional myelin-stained sections through the human central nervous system.

What is new for the fourth edition of *Neuroanatomy: Text and Atlas*? All chapters have been revised to reflect advances in neural science since the last edition. In addition to full color illustrations, there are many new features:

- Chapters begin with a clinical case to illustrate the connections and function of the key material. Some of these cases are specialized and not apt to be seen in routine practice. They were chosen to show how human behavior can change in remarkable ways following damage to a localized brain region; sometimes a very small region.
- Chapters end with a series of multiple choice review questions.
- Material on central nervous system development is now included in the relevant individual chapters rather than a single development chapter.
- There are separate chapters on touch and pain.

Designed as a self-study guide and resource for information on the structure and function of the human central nervous system, this book can serve as both text and atlas for an introductory laboratory course in human neuroanatomy.

For over 23 years, both at Columbia University's College of Physicians and Surgeons and now at the City University of New York's Medical School, we use this book in conjunction with a series of neuroanatomy laboratory exercises during the neuroscience teaching block in the curriculum. Rather than presenting the material in a traditional lecture format, we have successfully taught neuroanatomy in a dynamic small group learning environment. Supplemented with use of brain models and specimens, neuroanatomy small group sessions complement neural science lecture material and round-out medical, graduate, and allied health science students' learning experience.

The organization of *Neuroanatomy: Text and Atlas* continues to parallel that of *Principles of Neural Science*,

edited by Eric R. Kandel, James H. Schwartz, Thomas Jessell, Steven A. Siegelbaum, and A. James Hudspeth (McGraw-Hill). Like *Principles of Neural Science*, *Neuroanatomy: Text and Atlas* is aimed at medical students, and graduate students in neuroscience, biology, and psychology programs. The content of many of the chapters is geared to dental students,

such as a chapter focus on the trigeminal system, as well as physical therapy and occupational therapy students by considering the motor systems in detail.

John H. Martin

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Guide to Using This Book

Neuroanatomy: Text and Atlas takes a combined regional and functional approach to teaching neuroanatomy: Knowledge of the spatial interrelations and connections between brain regions is developed in relation to the functions of the brain's various components. The book first introduces the major concepts of central nervous system organization. Subsequent chapters consider neural systems subserving particular sensory, motor, and integrative functions. At the end of the book is an atlas of surface anatomy of the brain and myelin-stained histological sections, and a glossary of key terms and structures.

Overview of Chapters

The general structural organization of the mature central nervous system is surveyed in Chapter 1. This chapter also introduces neuroanatomical nomenclature and fundamental histological and imaging techniques for studying brain structure and function. The three-dimensional shapes of key deep structures are also considered in this chapter. The functional organization of the central nervous system is introduced in Chapter 2. This chapter considers how different neural circuits, spanning the entire central nervous system, serve particular functions. The circuits for touch perception and voluntary movement control are used as examples. The major neurotransmitter systems are also discussed.

Central nervous system vasculature and cerebrospinal fluid are the topics of Chapter 3. By considering vasculature early in the book, the reader can better understand why particular functions can become profoundly disturbed when brain regions are deprived of nourishment. These three chapters are intended to provide a synthesis of the basic concepts of the structure of the central nervous system and its functional architecture. A fundamental neuroanatomical vocabulary is also established in these chapters.

The remaining 13 chapters examine the major functional neural systems: sensory, motor, and integrative. These chapters reexamine the views of the surface and internal structures of the central nervous system presented in the introductory chapters, but now from the perspective of the different functional neural systems. As these latter chapters on functional brain architecture unfold, the reader gradually builds a neuroanatomical knowledge of the regional and functional organization of the spinal cord and brain, one system at a time.

These chapters on neural systems have a different organization from that of the introductory chapters: Each is divided

into two parts, functional and regional neuroanatomy. The initial part, on functional neuroanatomy, considers how the brain regions that comprise the particular neural system work together to produce their intended functions. This part of the chapter presents an overall view of function in relation to structure before considering the detailed anatomical organization of the neural system. Together with descriptions of the functions of the various components, diagrams illustrate each system's anatomical organization, including key connections that help to show how the particular system accomplishes its tasks. Neural circuits that run through various divisions of the brain are depicted in a standardized format: Representations of myelin-stained sections through selected levels of the spinal cord and brain stem are presented with the neural circuit superimposed.

Regional neuroanatomy is emphasized in the latter part of the chapter. Here, structures are depicted on myelin-stained histological sections through the brain, as well as magnetic resonance images (MRIs). These sections reveal the locations of major pathways and neuronal integrative regions. Typically, this part examines a sequence of myelin-stained sections ordered according to the flow of information processing in the system. For example, coverage of regional anatomy of the auditory system begins with the ear, where sounds are received and initially processed, and ends with the cerebral cortex, where our perceptions are formulated. In keeping with the overall theme of the book, the relation between the structure and the function of discrete brain regions is emphasized.

Emphasis is placed on the close relationship between neuroanatomy and neuroradiology especially through use of MRI scans. These scans are intended to facilitate the transition from learning the actual structure of the brain, as revealed by histological sections, to that which is depicted on radiological images. This is important in learning to "read" the scans, an important clinical skill. However, there is no substitute for actual stained brain sections for developing an understanding of three-dimensional brain structure.

Atlas of the Central Nervous System

This book's atlas, in two parts, offers a complete reference of anatomical structure. The first part presents key views of the surface anatomy of the central nervous system. This collection of drawings is based on actual specimens but emphasizes common features. Thus, no single brain has precisely the form illustrated in the atlas. The second part of the atlas

presents a complete set of photographs of myelin-stained sections through the central nervous system in three anatomical planes.

With few exceptions, the same surface views and histological sections used in the chapters are also present in the atlas. In this way, the reader does not have to cope with anatomical variability and is thus better able to develop a thorough understanding of a limited, and sufficiently complete, set of materials. Moreover, brain views and histological sections shown in the chapters have identified only the key structures and those important for the topics discussed. In the atlas, all illustrations are comprehensively labeled as a reference. The atlas also serves as a useful guide during a neuroanatomy laboratory.

Didactic Boxes

Selected topics that complement material covered in the chapters are presented in boxes. In many of the boxes, a new perspective on neuroanatomy is presented, one that has emerged only recently from research. The neuroscience community is enthusiastic that many of these new perspectives may help explain changes in brain function that occur following brain trauma or may be used to repair the damaged nervous system.

Clinical Cases

Each chapter begins with a clinical case, chosen to highlight a fascinating clinical feature of the neural system discussed in the chapter. Whereas some of these cases are rare and not apt to be seen in routine medical practice, they show how perception, motor behavior, or personality and emotions can change after a stroke or tumor damages the brain, or how brain structure and function change after a selective gene mutation. The case description is followed by an explanation of what structures and neural systems are damaged that produce the

neurological signs. Questions are posed that can be answered on the basis of reading the case explanations and the chapter text. Detailed answers are provided at the end of the book.

Study Questions

Each chapter ends with a set of study questions. Answers are provided at the end of the book. A brief explanation of the more integrative and difficult questions also is provided.

Glossary

The glossary contains a listing of key terms and structures. Typically, these terms are printed in boldface within the chapters. Key terms are defined briefly in the context of their usage in the chapters. Key structures are identified by location and function.

Additional Study Aids

This book offers three features that can be used as aids in learning neuroanatomy initially, as well as in reviewing for examinations, including professional competency exams:

- Summaries at the end of each chapter, which present concise descriptions of key structures in relation to their functions.
- A glossary of key terms.
- The atlas of key brain views and myelin-stained histological sections, which juxtapose unlabeled and labeled views. The unlabeled image can also be used for self-testing, such as for structure identification.

These study aids are designed to help the reader assimilate efficiently and quickly the extraordinary amount of detail required to develop a thorough knowledge of human neuroanatomy.

Box Features

Box 1–1 Development of the Basic Plan of the Brain and Spinal Cord 10

Box 1–2 C-shaped Development of the Cerebral Hemisphere 20

Box 2–1 Anatomical Techniques for Studying the Regional and Microscopic Anatomy of the Human Central Nervous System 36

Box 2–2 Magnetic Resonance Imaging Visualizes the Structure and Function of the Living Human Brain 38

Box 3–1 Radiological Imaging of Cerebral Vasculature 68

Box 5–1 The Patterns of Somatic Sensory Impairments After Spinal Cord Injury 115

Box 6–1 Cranial Nerve and Nuclei Historical Nomenclature 134

Box 7–1 The Functions of the Different Higher-Order Visual Areas Are Revealed by Imaging and Analysis of Deficits Produced by Lesions 172

Box 9–1 Adult Neurogenesis in the Olfactory Bulb 218

Box 10–1 Lesions of the Descending Cortical Pathway in the Brain and Spinal Cord Produce Flaccid Paralysis Followed by Changes in Spinal Reflex Function 238

Box 11–1 Cortical Control of Swallowing 269

Box 13–1 Inhibitory Circuitry of the Cerebellum 315

Box 14–1 Knowledge of the Intrinsic Circuitry of the Basal Ganglia Helps to Explain Hypokinetic and Hyperkinetic Signs 334

Box 15–1 Lesions in Diverse Locations Can Produce Horner Syndrome 376

Box 16–1 Circuits of the Hippocampal Formation and Entorhinal Cortex Are Important for Memory 390

Contents

Preface	xi
Acknowledgments	xiii
Guide to Using This Book	xv

SECTION I | THE CENTRAL NERVOUS SYSTEM

1. Organization of the Central Nervous System	3
Neurons and Glia Are the Two Principal Cellular Constituents of the Nervous System	5
All Neurons Have a Common Morphological Plan	6
Neurons Communicate With Each Other at Synapses	7
Glial Cells Provide Structural and Metabolic Support for Neurons	8
The Nervous System Consists of Separate Peripheral and Central Components	9
The Spinal Cord Displays the Simplest Organization of All Seven Major Divisions	11
The Brain Stem and Cerebellum Regulate Body Functions and Movements	13
The Diencephalon Consists of the Thalamus and Hypothalamus	13
The Cerebral Hemispheres Have the Most Complex Shape of All Central Nervous System Divisions	13
The Subcortical Components of the Cerebral Hemispheres Mediate Diverse Motor, Cognitive, and Emotional Functions	13
The Four Lobes of the Cerebral Cortex Each Have Distinct Functions	13
Cavities Within the Central Nervous System Contain Cerebrospinal Fluid	17
The Central Nervous System Is Covered by Three Meningeal Layers	19
An Introduction to Neuroanatomical Terms	20
2. Structural and Functional Organization of the Central Nervous System	29
The Dorsal Column–Medial Lemniscal System and Corticospinal Tract Have a Component at Each Level of the Neuraxis	32
The Modulatory Systems of the Brain Have Diffuse Connections and Use Different Neurotransmitters	34
Neurons in the Basal Forebrain and Diencephalon Contain Acetylcholine	34
The Substantia Nigra and Ventral Tegmental Area Contain Dopaminergic Neurons	34
Neurons in the Locus Coeruleus Give Rise to a Noradrenergic Projection	34
Neurons of the Raphe Nuclei Use Serotonin as Their Neurotransmitter	34
Guidelines for Studying the Regional Anatomy and Interconnections of the Central Nervous System	37
The Spinal Cord Has a Central Cellular Region Surrounded by a Region That Contains Myelinated Axons	38
The Direction of Information Flow Has Its Own Set of Terms	40
Surface Features of the Brain Stem Mark Key Internal Structures	40
The Organization of the Medulla Varies From Caudal to Rostral	42
The Pontine Nuclei Surround the Axons of the Corticospinal Tract in the Base of the Pons	43
The Dorsal Surface of the Midbrain Contains the Colliculi	43

The Thalamus Transmits Information From Subcortical Structures to the Cerebral Cortex	45
The Internal Capsule Contains Ascending and Descending Axons	48
Cerebral Cortex Neurons Are Organized Into Layers	48
The Cerebral Cortex Has an Input-Output Organization	50
The Cytoarchitectonic Map of the Cerebral Cortex Is the Basis for a Map of Cortical Function	51
3. Vasculature of the Central Nervous System and the Cerebrospinal Fluid	57
Neural Tissue Depends on Continuous Arterial Blood Supply	59
The Vertebral and Carotid Arteries Supply Blood to the Central Nervous System	60
The Spinal and Radicular Arteries Supply Blood to the Spinal Cord	62
The Vertebral and Basilar Arteries Supply Blood to the Brain Stem	62
The Internal Carotid Artery Has Four Principal Portions	64
The Anterior and Posterior Circulations Supply the Diencephalon and Cerebral Hemispheres	64
Collateral Circulation Can Rescue Brain Regions Deprived of Blood	65
Deep Branches of the Anterior and Posterior Circulations Supply Subcortical Structures	66
Different Functional Areas of the Cerebral Cortex Are Supplied by Different Cerebral Arteries	68
Cerebral Veins Drain Into the Dural Sinuses	69
The Blood-Brain Barrier Isolates the Chemical Environment of the Central Nervous System From That of the Rest of the Body	71
Cerebrospinal Fluid Serves Many Diverse Functions	72
Most of the Cerebrospinal Fluid Is Produced by the Choroid Plexus	76
Cerebrospinal Fluid Circulates Throughout the Ventricles and Subarachnoid Space	76
Cerebrospinal Fluid Is Drawn From the Lumbar Cistern	76
The Dural Sinuses Provide the Return Path for Cerebrospinal Fluid	76

SECTION II | SENSORY SYSTEMS

4. Somatic Sensation: Spinal Mechanosensory Systems	85
Somatic Sensations	87
Functional Anatomy of the Spinal Mechanosensory System	88
Mechanical Sensations Are Mediated by the Dorsal Column–Medial Lemniscal System	88
Regional Anatomy of the Spinal Mechanosensory System	91
The Peripheral Axon Terminals of Dorsal Root Ganglion Neurons Contain the Somatic Sensory Receptors	91
Dermatomes Have a Segmental Organization	93
The Spinal Cord Gray Matter Has a Dorsorostral Sensory-Motor Organization	94

Mechanoreceptor Axons Terminate in Deeper Portions of the Spinal Gray Matter and in the Medulla	94	The Pathway to the Primary Visual Cortex Is Important for Perception of the Form, Color, and Motion of Visual Stimuli	157
The Ascending Branches of Mechanoreceptive Sensory Fibers Travel in Dorsal Columns	94	The Pathway to the Midbrain Is Important in Voluntary and Reflexive Control of the Eyes	157
The Dorsal Column Nuclei Are Somatotopically Organized	96	Regional Anatomy of the Visual System	159
The Decussation of the Dorsal Column–Medial Lemniscal System Is in the Caudal Medulla	99	The Visual Field of Each Eye Partially Overlaps	159
Mechanosensory Information Is Processed in the Ventral Posterior Nucleus	99	Optical Properties of the Eye Transform Visual Stimuli	159
The Primary Somatic Sensory Cortex Has a Somatotopic Organization	99	The Retina Contains Three Major Cell Layers	159
The Primary Somatic Sensory Cortex Has a Columnar Organization	99	Each Optic Nerve Contains All of the Axons of Ganglion Cells in the Ipsilateral Retina	164
Higher-Order Somatic Sensory Cortical Areas Are Located in the Parietal Lobe, Parietal Operculum, and Insular Cortex	101	The Superior Colliculus Is Important in Ocular Motor Control and Orientation	164
5. Somatic Sensation: Spinal Systems for Pain, Temperature, and Itch	107	The Lateral Geniculate Nucleus Transmits Retinotopic Information to the Primary Visual Cortex	166
Functional Anatomy of the Spinal Protective Systems	109	The Primary Visual Cortex Has a Columnar Organization	166
Pain, Temperature, and Itch Are Mediated by the Anterolateral System	109	The Magnocellular and Parvocellular Systems Have Differential Laminar Projections in the Primary Visual Cortex	169
Visceral Pain Is Mediated by Dorsal Horn Neurons Whose Axons Ascend in the Dorsal Columns	110	Higher-Order Visual Cortical Areas Analyze Distinct Aspects of Visual Stimuli	170
Regional Anatomy of the Spinal Protective Systems	111	Object Recognition Is Transmitted by the Ventral Stream and Spatial Localization and Action, by the Dorsal Stream	173
Small-Diameter Sensory Fibers Mediate Pain, Temperature, and Itch	111	The Visual Field Changes In Characteristic Ways After Damage to the Visual System	174
Small-Diameter Sensory Fibers Terminate Primarily in the Superficial Laminae of the Dorsal Horn	113	8. The Auditory System	181
Anterolateral System Projection Neurons Are Located in the Dorsal Horn and Decussate in the Ventral Commissure	113	Functional Anatomy of the Auditory System	183
Vascular Lesions of the Medulla Differentially Affect Somatic Sensory Function	116	Parallel Ascending Auditory Pathways Are Involved in Different Aspects of Hearing	183
Descending Pain Suppression Pathways Originate From the Brain Stem	117	Regional Anatomy of the Auditory System	184
Three Separate Nuclei in the Thalamus Process Pain, Temperature, and Itch	118	The Auditory Sensory Organs Are Located Within the Membranous Labyrinth	184
Limbic and Insular Areas Contain the Cortical Representations of Pain, Itch, and Temperature Sensations	119	The Cochlear Nuclei Are the First Central Nervous System Relays for Auditory Information	187
6. Somatic Sensation: Trigeminal and Viscerosensory Systems	127	The Superior Olivary Complex Processes Stimuli From Both Ears for Horizontal Sound Localization	187
Cranial Nerves and Nuclei	129	The Olivocochlear System Regulates Auditory Sensitivity in the Periphery	189
Important Differences Exist Between the Sensory and Motor Innervation of Cranial Structures and Those of the Limbs and Trunk	132	Auditory Brain Stem Axons Ascend in the Lateral Lemniscus	190
There Are Seven Functional Categories of Cranial Nerves	133	The Inferior Colliculus Is Located in the Midbrain Tectum	191
Cranial Nerve Nuclei Are Organized Into Distinctive Columns	134	The Medial Geniculate Nucleus Is the Thalamic Auditory Relay Nucleus	191
Functional Anatomy of the Trigeminal and Viscerosensory Systems	135	The Primary Auditory Cortex Comprises Several Tonotopically Organized Representations Within Heschl's Gyri	191
Separate Trigeminal Pathways Mediate Touch and Pain and Temperature Senses	137	Caudal Secondary and Higher-Order Auditory Areas Give Rise to Projections for Distinguishing the Location of Sounds	192
The Viscerosensory System Originates From the Caudal Solitary Nucleus	141	Rostral Secondary and Higher-Order Auditory Areas Give Rise to Projections for Processing the Linguistic Characteristics of Sounds	194
Regional Anatomy of the Trigeminal and Viscerosensory Systems	142	Damage to Frontotemporal Regions in the Left Hemisphere Produces Aphasia	194
Separate Sensory Roots Innervate Different Parts of the Face and Mucous Membranes of the Head	142	9. Chemical Senses: Taste and Smell	201
The Key Components of the Trigeminal System Are Present at All Levels of the Brain Stem	142	The Gustatory System: Taste	203
The Caudal Solitary and Parabrachial Nuclei Are Key Brain Stem Viscerosensory Integrative Centers	145	The Ascending Gustatory Pathway Projects to the Ipsilateral Insular Cortex	203
Somatic and Visceral Sensation Are Processed by Separate Thalamic Nuclei	148	Regional Anatomy of the Gustatory System	205
7. The Visual System	155	Branches of the Facial, Glossopharyngeal, and Vagus Nerves Innervate Different Parts of the Oral Cavity	205
Functional Anatomy of the Visual System	157	The Solitary Nucleus Is the First Central Nervous System Relay for Taste	207
Anatomically Separate Visual Pathways Mediate Perception and Ocular Reflex Function	157	The Parvocellular Portion of the Ventral Posterior Medial Nucleus Relays Gustatory Information to the Insular Cortex and Operculum	209
		The Olfactory System: Smell	210
		The Olfactory Projection to the Cerebral Cortex Does Not Relay Through the Thalamus	210

Regional Anatomy of the Olfactory System	212	The Glossopharyngeal Nerve Enters and Exits From the Rostral Medulla	268
The Primary Olfactory Neurons Are Located in the Nasal Mucosa	212	A Level Through the Mid-Medulla Reveals the Locations of Six Cranial Nerve Nuclei	269
The Olfactory Bulb Is the First Central Nervous System Relay for Olfactory Input	212	The Spinal Accessory Nucleus Is Located at the Junction of the Spinal Cord and Medulla	271
The Olfactory Bulb Projects to Structures on the Ventral Brain Surface Through the Olfactory Tract	214		
The Primary Olfactory Cortex Receives a Direct Input from the Olfactory Bulb	214		
Olfactory and Gustatory Information Interacts in the Insular and Orbitofrontal Cortex for Sensing Flavors	217		

SECTION III | MOTOR SYSTEMS

10. Descending Motor Pathways and the Motor Function of the Spinal Cord

227

Functional Anatomy of the Motor Systems for Limb Control and Posture	229
Diverse Central Nervous System Structures Comprise the Motor Systems	229
Many Cortical Regions Are Recruited Into Action During Visually Guided Movements	230
Functional Anatomy of the Descending Motor Pathways	231
Multiple Parallel Motor Control Pathways Originate From the Cortex and Brain Stem	231
Three Rules Govern the Logic of the Organization of the Descending Motor Pathways	231
Two Laterally Descending Pathways Control Limb Muscles	233
Four Medially Descending Pathways Control Axial and Girdle Muscles to Regulate Posture	235
Regional Anatomy of the Motor Systems and the Descending Motor Pathways	237
The Cortical Motor Areas Are Located in the Frontal Lobe	237
The Projection From Cortical Motor Regions Passes Through the Internal Capsule En Route to the Brain Stem and Spinal Cord	239
The Corticospinal Tract Courses in the Base of the Midbrain	243
The Pontine and Medullary Reticular Formation Gives Rise to the Reticulospinal Tracts	243
The Lateral Corticospinal Tract Decussates in the Caudal Medulla	243
The Intermediate Zone and Ventral Horn of the Spinal Cord Receive Input From the Descending Pathways	246

11. Cranial Nerve Motor Nuclei and Brain Stem Motor Functions

255

Organization of Cranial Motor Nuclei	257
There Are Three Columns of Cranial Nerve Motor Nuclei	257
Neurons in the Somatic Skeletal Motor Column Innervate Tongue and Extraocular Muscles	257
The Branchiomeric Motor Column Innervates Skeletal Muscles That Develop From the Branchial Arches	259
The Autonomic Motor Column Contains Parasympathetic Preganglionic Neurons	260
The Functional Organization of the Corticobulbar Tract	261
The Cranial Motor Nuclei Are Controlled by the Cerebral Cortex and Diencephalon	261
Bilateral Corticobulbar Tract Projections Innervate the Hypoglossal Nucleus, Trigeminal Nucleus, and Nucleus Ambiguus	261
Cortical Projections to the Facial Motor Nucleus Have a Complex Pattern	263
Regional Anatomy of Cranial Motor Nuclei and Corticobulbar Tract	263
Lesion of the Genu of the Internal Capsule Interrupts the Corticobulbar Tract	263
The Trigeminal Motor Nucleus Is Medial to the Main Trigeminal Sensory Nucleus	265
The Fibers of the Facial Nerve Have a Complex Trajectory Through the Pons	265

12. The Vestibular System and Eye Movements

277

Functional Anatomy of the Vestibular System	279
An Ascending Pathway From the Vestibular Nuclei to the Thalamus Is Important for Perception, Orientation, and Posture	281
The Vestibular System Regulates Blood Pressure in Response to Changes in Body Posture and Gravity	281
The Vestibular Nuclei Have Functionally Distinct Descending Spinal Projections for Axial Muscle Control	281
Functional Anatomy of Eye Movement Control	281
The Extraocular Motor Neurons Are Located in Three Cranial Nerve Motor Nuclei	281
The Vestibuloocular Reflex Maintains Direction of Gaze During Head Movement	284
Voluntary Eye Movements Are Controlled by Neurons in the Frontal Lobe and the Parietal-Temporal-Occipital Association Cortex	284
Regional Organization of the Vestibular and Eye Movement Control Systems	287
Vestibular Sensory Organs Are Contained Within the Membranous Labyrinth	287
The Vestibular Nuclei Have Functionally Diverse Projections	287
The Extraocular Motor Nuclei Are Located Adjacent to the MLF in the Pons and Midbrain	288
Parasympathetic Neurons in the Midbrain Regulate Pupil Size	290
Eye Movement Control Involves the Integrated Functions of Many Brain Stem Structures	292
The Ventral Posterior Nucleus of the Thalamus Transmits Vestibular Information to the Parietal and Insular Cortical Areas	292
Multiple Areas of the Cerebral Cortex Function in Eye Movement Control	293

13. The Cerebellum

299

Gross Anatomy of the Cerebellum	301
Functional Anatomy of the Cerebellum	304
The Cerebellum Has a Basic Circuit	304
All Three Functional Divisions of the Cerebellum Display a Similar Input-Output Organization	304
Damage to the Cerebellum Produces Limb Motor Signs on the Same Side as the Lesion	309
Regional Anatomy of the Cerebellum	311
Spinal Cord and Medullary Sections Reveal Nuclei and Paths Transmitting Somatic Sensory Information to the Cerebellum	311
The Inferior Olivary Nucleus Is the Only Source of Climbing Fibers	312
The Vestibulocerebellum Receives Input From Primary and Secondary Vestibular Neurons	314
The Pontine Nuclei Provide the Major Input to the Cerebrocerebellum	314
The Intrinsic Circuitry of the Cerebellar Cortex Is the Same for the Different Functional Divisions	314
The Deep Cerebellar Nuclei Are Located Within the White Matter	315
The Ventrolateral Nucleus Relays Cerebellar Output to the Premotor and Primary Motor Cortical Areas	317
The Cerebellum Is Important for Many Nonmotor Functions	317
The Corticopontine Projection Brings Information From Diverse Cortical Areas to the Cerebellum for Motor Control and Higher Brain Functions	317

14. The Basal Ganglia	325
Organization and Development of the Basal Ganglia	327
Separate Components of the Basal Ganglia Process Incoming Information and Mediate the Output	327
The Complex Shapes and Fractionation of Basal Ganglia Components Are Understood by How the Basal Ganglia Develop	327
Functional Anatomy of the Basal Ganglia	331
Direct and Indirect Pathways Form Common Circuits Throughout All Functional Divisions of the Basal Ganglia	331
Knowledge of Basal Ganglia Connections and Neurotransmitters Provides Insight Into Their Function In Health and Disease	331
Parallel Circuits Course Through the Basal Ganglia	334
Integration of Information Between the Basal Ganglia Loops	337
Regional Anatomy of the Basal Ganglia	337
The Anterior Limb of the Internal Capsule Separates the Head of the Caudate Nucleus from the Putamen	337
The Three Components of the Striatum Are Located at the Level of the Anterior Horn of the Lateral Ventricle	339
The External Segment of the Globus Pallidus and the Ventral Pallidum are Separated by the Anterior Commissure	343
The Ansa Lenticularis and the Lenticular Fasciculus Are Output Tracts of the Internal Segment of the Globus Pallidus	343
Lesion of the Subthalamic Nucleus Produces Hemiballism	343
The Substantia Nigra Contains Two Anatomical Divisions	345
The Pedunculopontine Nucleus Is Part of a Parallel Path From the Basal Ganglia to Brain Stem Locomotor Control Centers	345
Stimulation-based Treatments for Movement and Nonmovement Disorders Rely on Knowledge of the Regional Anatomy and Circuitry of the Basal Ganglia	346
The Vascular Supply of the Basal Ganglia Is Provided by the Middle Cerebral Artery	348

SECTION IV | INTEGRATIVE SYSTEMS

15. The Hypothalamus and Regulation of Bodily Functions	355
Gross Anatomy of the Hypothalamus	358
Functional Anatomy of the Hypothalamus	358
Separate Parvocellular and Magnocellular Neurosecretory Systems Regulate Hormone Release From the Anterior and Posterior Lobes of the Pituitary	358
The Parasympathetic and Sympathetic Divisions of the Autonomic Nervous System Originate From Different Central Nervous System Locations	364
Hypothalamic Nuclei Coordinate Integrated Visceral Responses to Body and Environmental Stimuli	367
The Hypothalamus Coordinates Circadian Responses, Sleep, and Wakefulness	369
Regional Anatomy of the Hypothalamus	371
The Preoptic Area Influences Release of Reproductive Hormones From the Anterior Pituitary	371
Section Through the Median Eminence Reveals Parvocellular and Magnocellular Nuclei	372

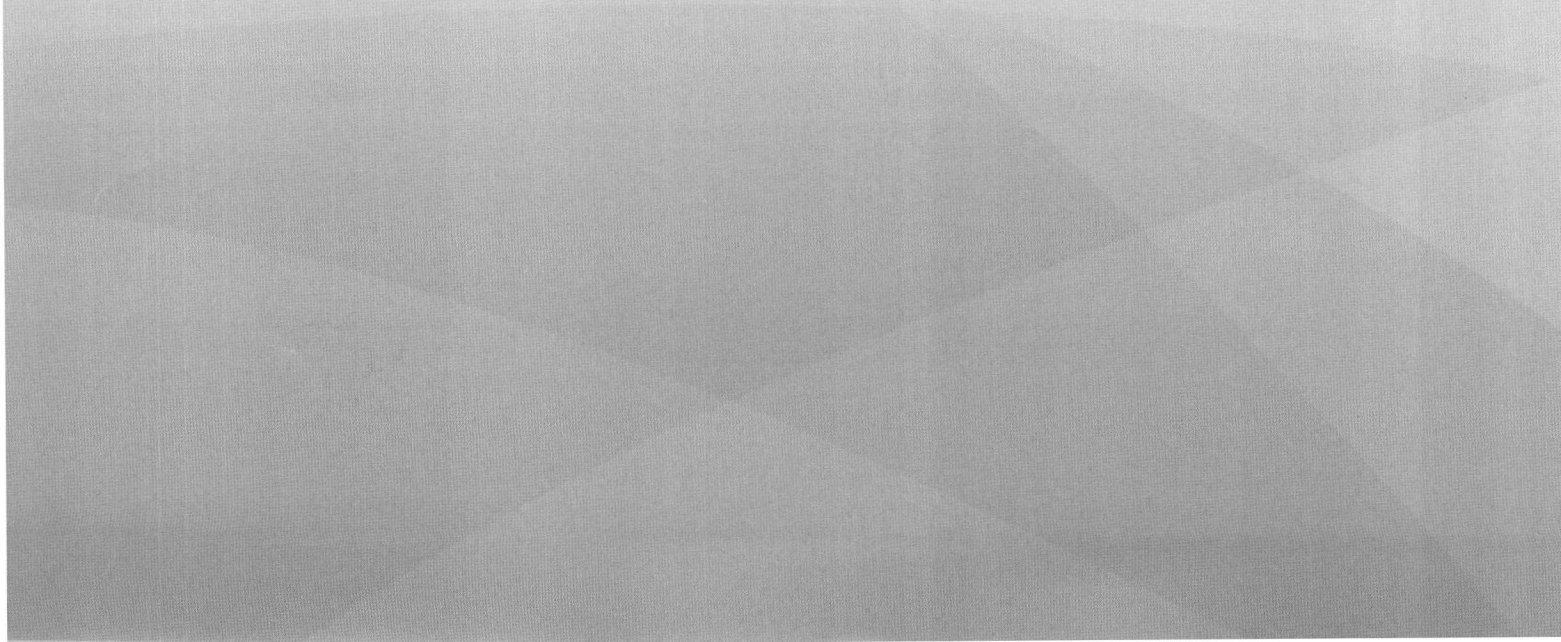
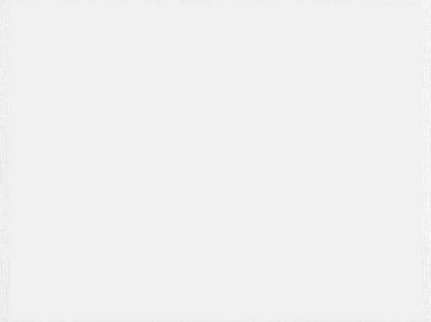
The Posterior Hypothalamus Contains the Mammillary Bodies	374
Descending Autonomic Fibers Course in the Periaqueductal Gray Matter and in the Lateral Tegmentum	375
Nuclei in the Pons Are Important for Bladder Control	375
Dorsolateral Brain Stem Lesions Interrupt Descending Sympathetic Fibers	375
Preganglionic Neurons Are Located in the Lateral Intermediate Zone of the Spinal Cord	377

16. The Limbic System and Cerebral Circuits for Reward, Emotions, and Memory	385
Anatomical and Functional Overview of Neural Systems for Reward, Emotions, and Memory	387
The Limbic Association Cortex Is Located on the Medial Surface of the Frontal, Parietal, and Temporal Lobes	388
The Hippocampal Formation Plays a Role in Consolidating Explicit Memories	389
The Amygdala Contains Three Major Functional Divisions for Emotions and Their Behavioral Expression	394
The Mesolimbic Dopamine System and Ventral Striatum Are Important in Reward	397
Connections Exist Between Components of the Limbic System and the Three Effector Systems	397
All Major Neurotransmitter Regulatory Systems Have Projections to the Limbic System	398
Regional Anatomy of Neural Systems for Emotions, Learning, and Memory, and Reward	400
The Nucleus Accumbens and Olfactory Tubercle Comprise Part of the Basal Forebrain	400
Basal Forebrain Cholinergic Systems Have Diffuse Limbic and Neocortical Projections	401
The Cingulum Courses Beneath the Cingulate and Parahippocampal Gyri	402
The Three Nuclear Divisions of the Amygdala Are Revealed in Coronal Section	402
The Hippocampal Formation Is Located in the Floor of the Inferior Horn of the Lateral Ventricle	403
A Sagittal Cut Through the Mammillary Bodies Reveals the Fornix and Mammillothalamic Tract	405
Nuclei in the Brain Stem Link Telencephalic and Diencephalic Limbic Structures With the Autonomic Nervous System and the Spinal Cord	409

SECTION V | ATLAS

Atlas I: Surface Topography of the Central Nervous System	415
Atlas II: Myelin-Stained Sections Through the Central Nervous System	433
Answers to Clinical Cases	497
Answers to Study Questions	499
Glossary	505
Index	531

THE CENTRAL NERVOUS SYSTEM



Organization of the Central Nervous System

CLINICAL CASE | Alzheimer Disease

A 79-year-old man has become forgetful, often misplacing items at home, and sometimes is confused when paying for his groceries. His family reports that his forgetfulness seems to be getting worse. On neurological examination, he reports the correct date and knows where he is and why he is there; he has normal speech. However, he is unable to recall the names of three unrelated words 5 minutes after correctly repeating them. When asked to perform simple addition and subtraction, he is slow and has difficulty. His mental status was further evaluated, which revealed additional cognitive impairment. He was diagnosed with Alzheimer disease, based on his neuro-psychiatric examinations and brain imaging studies.

Figure 1-1 shows, side by side, a photograph of a brain from a person that had Alzheimer disease (A1) and a normal brain (B1). Magnetic resonance images (MRIs) are presented below (A2-5; B2-5). The appearance of brain slices will be explored further, beginning with Chapter 2, as we learn about the brain's internal structure. But we can take this opportunity to consider changes to the cortex and ventricular system as revealed on slices of the living brain. Parts 2-4 present a series of MRIs close to the transverse plane (see inset; also, Figures 1-16 and 1-17). On these images, white and gray matter appear as different shades of gray and cerebrospinal fluid, black. Cranial fatty substances (for example, skin and in the bony orbits) are white. Note how the ventricles are thin in the healthy brain (right column), but dilated in the diseased brain (left column).

The hippocampal formation (Figure 1-10A; see Chapter 16) also becomes atrophic in Alzheimer disease. This is seen in the coronal MRIs in Figure 1-1. The generalized cortical atrophy and ventricular enlargement are also apparent on the transverse MRI.

You should try to answer the following questions based on your reading of the chapter and inspection of the

Neurons and Glia Are the Two Principal Cellular Constituents of the Nervous System

All Neurons Have a Common Morphological Plan

Neurons Communicate With Each Other at Synapses

Glial Cells Provide Structural and Metabolic Support for Neurons

The Nervous System Consists of Separate Peripheral and Central Components

The Spinal Cord Displays the Simplest Organization of All Seven Major Divisions

The Brain Stem and Cerebellum Regulate Body Functions and Movements

The Diencephalon Consists of the Thalamus and Hypothalamus

The Cerebral Hemispheres Have the Most Complex Shape of All Central Nervous System Divisions

The Subcortical Components of the Cerebral Hemispheres Mediate Diverse Motor, Cognitive, and Emotional Functions

The Four Lobes of the Cerebral Cortex Each Have Distinct Functions

Cavities Within the Central Nervous System Contain Cerebrospinal Fluid

The Central Nervous System Is Covered by Three Meningeal Layers

An Introduction to Neuroanatomical Terms

Box 1-1. Development of the Basic Plan of the Brain and Spinal Cord

Box 1-2. C-shaped Development of the Cerebral Hemisphere

Summary

Selected Readings

References

images. Note that the description of key neurological signs that follow the questions also will provide the answers.

1. Why is the ventricular system affected, even though it is a non-neuronal structure?
2. Are some brain areas more severely affected than others?

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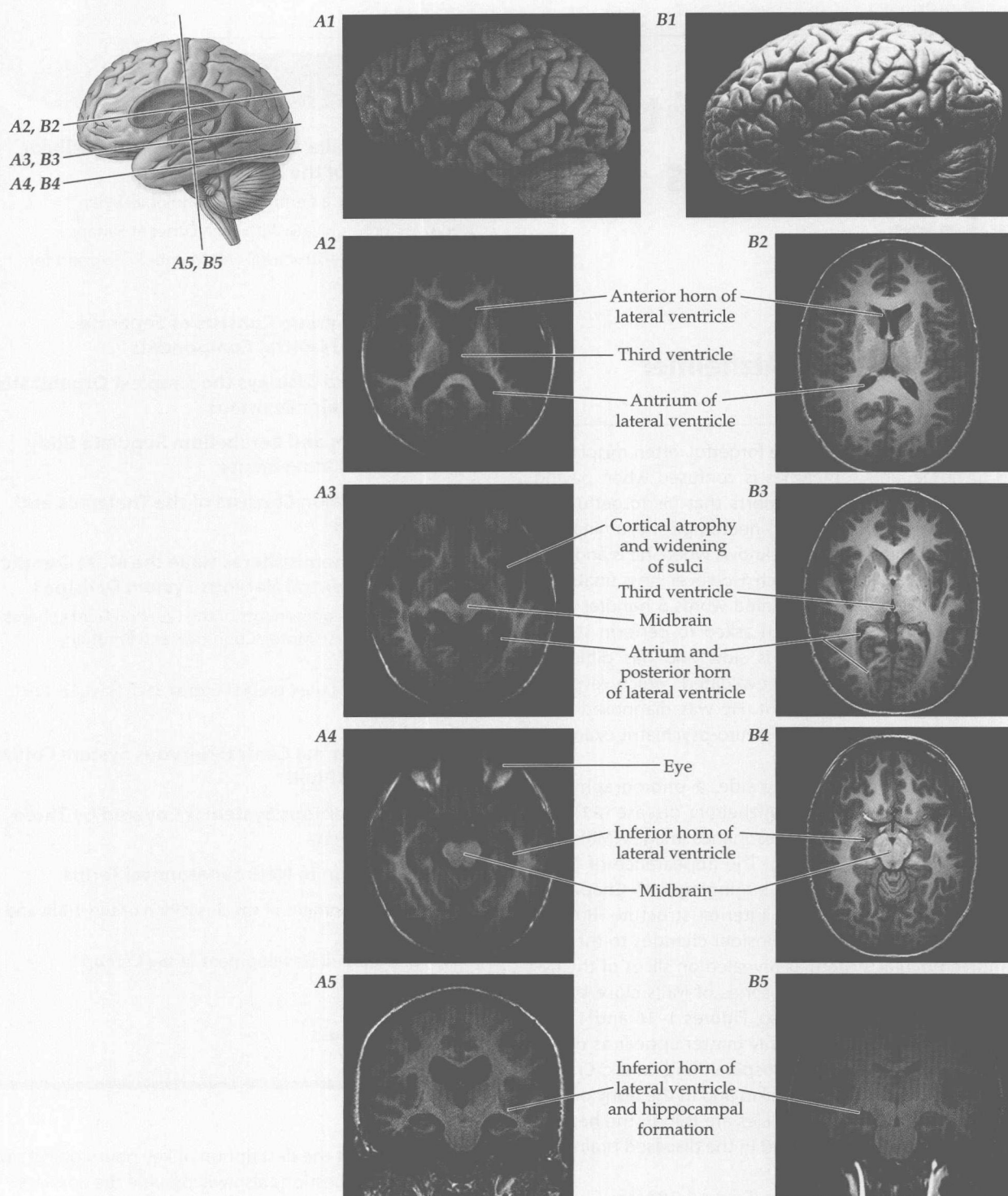


FIGURE 1-1 Brain (top) and MRIs (transverse plane, 2-4; coronal plane, 5) from a person with Alzheimer disease (**A**) and a healthy person (**B**). The brain views show generalized atrophy in Alzheimer disease. The MRIs (2-5) show cortical atrophy and ventricular enlargement. The MRIs are T1 images; brain tissues are shades of gray and cerebrospinal fluid, black. (**A1**, Image courtesy of Dr. Mony J de Leon [NYU School of Medicine], Dr. Jerzy Wegiel [Institute for Basic Research], and Dr. Thomas Wisniewski [NYU School of Medicine]; NIH Alzheimer's Disease Center P30 AG08051. **A2, A3, A4**, Images reproduced with permission from Dr. Frank Galliard, Radiopaedia. com. **A5**, Image courtesy of The Dementia Research Center, UCL Institute of Neurology.)