Testing a Boy's Intelligence at the Psychological Clinic.

On the table are a dynamometer for testing the strength of the hands, a pegging board for testing co-ordination, colored worsteds for testing color sense, blocks and dominoes for testing number, toys to test common knowledge and instinctive reactions, and the form board, one of the best tests for distinguishing the feeble-minded child from the child of normal intelligence.
THE PSYCHOLOGICAL CLINIC.

The University's Work for Defective and Backward Children.

By Lightner Witmer.

In the lower section of Philadelphia, a public school teacher was interrupted daily in her work by a noise from the street corner like that of a miniature boiler shop. Upon investigation it turned out to be one small lone urchin assiduously drumming—

Twins, eight years old. The one on the left has never been to school and was supposed to be feeble-minded. On examination he proved to be ill nourished, deaf, and to have adenoids. His rapid improvement since the removal of the adenoids suggests that his retardation is largely due to them. The boy on the right is better developed, mentally normal, and is in the second school year.

neighboring parochial school. His education, as well as his recreation, had been obtained on the street.

The teacher, touched by the forlorn boy and his unpromising home, undertook to do something for him. His mental state suggested the Psychological Clinic at the University of Pennsylvania. Busy though she was with her professional work as a public school teacher, but probably seeing her task in its broader social aspects, as so many teachers are now doing, she employed one of her Saturday holidays and providing Joseph's care for herself, she brought him with his parents' consent to the Clinic.

Her object was to obtain assistance in placing the boy in some institution for feeble-minded children.

At the Psychological Clinic the boy was given a careful physical and mental examination. Joseph went through it stolidly enough. He spoke only once. That was to say “candy.” He never smiled. Tickling brought only a whimper. His mouth remained throughout its melancholy droop. His eyelids fell halfway over dull pupils, except when a sudden motion of the examiner caused a momentary look and start of terror. Little could be learned of his mental condition, but no significant physical stigmata of degeneration were discoverable. His enjoyment of unearthly pole-pounding was quickly accounted for by the discovery of marked deafness. This was found to be associated with, perhaps caused by, an adenoid growth in the postnasal cavity. His teeth were decayed, some were lacking, and others already showed the distorting effect of the adenoid palate.

The mental examination of this future citizen of Philadelphia revealed complete innocence of ability to read, write, count and no knowledge of colors, nor of many common objects. He showed no affection, receiving candy without a word of thanks or sign of gratitude, held on to his cap and bag of peanuts as if fearful of losing them, and displayed an almost animal fearfulness in his evident desire to get away from the examination room.

Joseph was first brought to the Psychological Clinic on the ninth of October. On the same day he was taken by Miss Campion, the social worker of the Clinic, to the Nose and Throat Dispensary of the University of Pennsylvania, where adenoids were diagnosed. Three days later, the boy was operated upon at the University Hospital and a large adenoid removed. When he appeared at the Psychological Clinic on the fourth day following the operation, he was brought in by the teacher, assisted by our social worker, only after strenuous coaxing. To his natural timidity, which appeared to be almost that of a young savage, had been added the fear of the clinic, born of his experience in the necessary examination of his nose and throat. But his improvement was instantly remarked. He breathed better and the nasal discharge had ceased. It could now be determined that he was able to hear in at least one ear, and most encouraging of all, he spoke a few words.

A week later, he even smiled. He also played with the toys, called many of them by name, learned to string beads, and after repeated instruction was finally able to select and string yellow ones.

Under proper psychological direction and medical treatment, the whole life prospects of this boy had completely changed within a fortnight from intellectual and social hopelessness to a promise of usefulness and good citizenship. He reacted to some of
our tests as does a feeble-minded child, but his behavior suggested that he failed to comprehend what was being required of him because of deafness and fearfulness, and the new environment in which he found himself. At the end of another week he showed increased improvement. The social worker, who visited his home and assisted the family with instruction and a gift of some clothing, reported that he had astonished his mother one day this week by using for the first time in his life two or three words together. This first sentence was “Mom, my shoe hurts me.” He has ceased the screaming in the street which annoyed the neighbors so much, and has become more tractable in the house. The “viciousness” of which his mother had complained, such as pulling his brothers’ hair, spitting in their faces, lighting matches and setting fire to paper in the house, has not shown itself since the operation. He is playing or working, whichever we choose to call it, in a more sensible and intelligent manner. He has a crase to use hammer and nails, and succeeded one morning recently in driving nails into the front door so that it was impossible to get it open. The social worker suggested to the mother to give the boy a block of wood and some nails, and let him amuse himself in this way.

The critical question arises: Will this boy be able to enter upon the new life at the threshold of which he now appears to stand, and to fulfill the promises of the present? Despite the apparent imbecility, I consider that he has a good chance of normal development, if provision can be made for adequate care and training. I do not believe the proper place for him to be an institution for feeble-minded children, and yet, such a mind as his, lying dormant for years, partially shut off from even his poor environment by deafness, must be awakened by pedagogical methods different from those of the regular schools. A special class, with an abundance of interesting and stimulating devices, is the proper place. His mind must be reached and trained through his hands. The inquisitive little fingers, which go exploring over every new object presented him, tell this story only too well. The lost heritage of childhood’s sounds, sights, and above all touches, must be made up in a school curriculum especially rich in all these sensations.

Poverty in this case precludes the possibility of sending him to a private school. The best provision for his present needs would be supplied by a hospital school where he could be kept under observation and training for a suitable period of time, and where hygienic habits, an adequate diet, and sufficient outdoor exercise might strengthen and stimulate his nervous system. For a brief period we were able through private munificence to extend the advantages of such a hospital school to cases like this, and we await the necessary financial resources to continue this work in the future.

For him at present, as for hundreds of others like him in Philadelphia, the hope of escape from a life of inefficiency, with the possibilities of constant pauperism or crime, lies wholly in the special classes attached to the public schools. Placed in one of these, the attempt
should be made to prepare him for work in the regular school, where his education may proceed at least coöperating with the school. In some instances the need of a special class within easy reach of this boy's home. I have recited the details of this case because they serve to illustrate the work which the University of Pennsylvania is doing for many unfortunate children in Philadelphia and throughout the State of Pennsylvania. Some of them are subnormal in intelligence and backward in school work, because of remedial physical and mental defects. The Psychological Clinic makes a mental and physical examination. In this work a number of psychologists, physicians and social workers are taking part. A child brought to the Psychological Clinic because of mental retardation is often found to be in need of medical treatment. Such treatment is not given at the Psychological Clinic, but the case is referred to the dispensaries of the University Hospital, and the social worker of the Psychological Clinic sees that the child receives attention and visits the home to see that the prescribed treatment is carried out. If the visit to the home shows, as often happens, that the home conditions are responsible in part for the child's mental and physical state, an effort is made to rouse the family to the proper care of the child. Where poverty precludes the giving of adequate treatment, the case is referred to the Children's Aid Society or other charitable organizations for care and treatment. When the desired course of mental training is determined upon, whether in the home or in a special class, the attempt is made to follow and direct the work. If the child is an institution case and its condition requires that it should be cared for in an institution for feebleminded, the Psychological Clinic gives the parents such assistance as may be necessary to gain the child admission to the proper institution. Of the cases coming to the Clinic the most difficult to treat satisfactorily are the moral cases. We have tried to help these in some instances through the Y. M. C. A., and the effort is being made to develop a regular means of assistance through the "Big Brothers' Movement."

From first to last a careful record is made and kept of the child's history, including all possible hereditary and natal influences, accidents or diseases after birth, and all of this to be shown, first in the exact diagnosis and then, first in the exact diagnosis and secondly, in the practical help needed for the best disposition of it. Both of these functions the Psychological Clinic undertakes, making its contributions on the one hand to the science of psychology by a careful study and exact record of each case, and on the other hand to society by cooperating with the schools and other agencies in making the best disposal of each child possible under the circumstances. The Psychological Clinic was first established in March, 1896, at the Psychological Laboratory of the University of Pennsylvania. The occasion was given for the inception of this work by a public school teacher, who brought to the laboratory a boy fourteen years of age for advice concerning the best methods of teaching him, in view of his chronic bad spelling. Her assumption was that psychology should be able to discover the cause of this deficiency and advise the means of remedying it. Up to that time I could not find that the science of psychology had ever addressed
Apparatus for studying blood pressure, the pulse rate, and volumetric changes in the local blood supply.

itself to the ascertainment of the causes and treatment of a deficiency in spelling, yet this is a simple developmental defect of memory; and memory is a mental process concerning which the science of psychology is supposed to furnish authoritative information. It appeared to me that if psychology was worth anything to me or to others, it should be able to assist the efforts of the teacher in a retarded case of this kind.

The absence of any principles to guide me made it necessary to apply myself directly to the study of the mental and physical condition of this child, working out my methods as I went along. I discovered that the important factor in producing bad spelling in this case was an eye defect. After this defect had been corrected, his teacher and I worked together to instruct him as one would a mere beginner in the art of spelling and reading. In the spring of 1896, when this case was brought to me, I saw several other cases of children suffering from the retardation of some special function like that of spelling, or from general retardation, and I undertook the training of these children for a certain number of hours each week. Since that time the Laboratory of Psychology has been open for the examination of children who have come chiefly from the public schools of Philadelphia and adjacent cities. The University of Pennsylvania thus opened an educational dispensary. It is in effect a laboratory of applied psychology, maintained since 1896 by the University of Pennsylvania for the scientific study and remedial treatment of defects of development.

During the early years of its existence, the Psychological Clinic was open for a few hours on one day of each week. As the knowledge of its work grew, the demand increased, and soon the clinic was open for three days of each week. Although the experiment of holding a daily clinic was first tried in the summer of 1897, during the six weeks of the Summer School, it was not until this fall that regular daily clinics were instituted. About three new cases a day are seen. The number which can receive attention is necessarily limited, owing to the fact that the study of a case requires much time, and if the case is to be properly treated, the home conditions must be looked into and one or more social workers employed to follow up the case. The progress of some children has been followed for a term of years.

My experience with cases referred to the Psychological Clinic had early shown me that it is often impossible to make a satisfactory diagnosis of the mental status of a child after seeing him once, or indeed after several visits. A child's mental capacities and failings become apparent only after an attempt is made to teach him something beyond his known requirements. To do this work efficiently, there is required a home, a school, and something in the nature
of a hospital. A home must be provided for the children where food, baths, sleep, massage, open-air exercise, and the entire physical life may be adequately supervised. The best of medical treatment must also be supplied not only for the examination and treatment of eyes, ears, and naso-pharyngeal obstruction, but also for intestinal disorders, malnutrition, and so on, which in some cases seriously interfere with the child's mental progress. A nurse who at the same time is a trainer, is needed for the physical care of the children. The training school must provide discipline, motor training through physical exercise and manual work, and intellectual training in the elementary subjects of the school curriculum. This type of school I called a "Hospital School," because I wished to call attention to the fact that it is the object of the school to keep children for a brief period and restore them to a condition where normal development in ordinary schools of the grade becomes possible. It is a restoration school to make the crooked straight, to remedy defects, and to cure the status of retardation. It is also a school of observation, where the child may be kept under training for a month, six months, or a year, for the purpose of discovering his individual defects and the strong or weak points of his personal character, as a result of which foundations for subsequent educational treatment may be securely laid.

In 1907 the University of Pennsylvania was provided with a fund which enabled the Department of Psychology to make the experiment of establishing a hospital school. During the first year of its existence the school, like a hospital, took both pay and free cases, and placed them in the same home. After July, 1908, the school was divided into two homes situated in different localities, a school for such children as are able to pay for the expense of treatment, and a school for free cases. Although the school has been assisted with contributions from time to time, these have not been sufficient to continue the work of the charity department. The pay department is now firmly established, but the free cases were gradually reduced in number, owing to the exhausting the fund originally contributed for the purpose, until only those children remain for whom special contributions have been obtained. The next step in the development of this work must be the founding of an adequate hospital school for free cases. Histories of cases which have been under treatment give ample justification for the expenditure of private or public resources in this direction.

This fall the University of Pennsylvania provides the means for greatly extending the facilities of the Psychological Clinic. Children are now seen daily in the Psychological Laboratory every afternoon from two to five, except Saturday, and on Saturday morning from nine to twelve. In order to assure adequate attention, it has been found necessary to examine children only by appointment; the first examination requires at least an hour, if it is to be made in a satisfactory manner, and we are determined that overcrowding shall not cause us to diminish the efficiency of our work. In addition, the Psychological Clinic is now equipped to assist parents and teachers throughout the state of Pennsylvania through the medium of correspondence. A member of the staff of the Psychological Clinic will also be sent on invitation to address the teachers or school directors of any city, borough, or county in the state of Pennsylvania without charge other than the necessary expenses of the trip. Before or after his address, he will be prepared to examine such children as may be brought to him by parents and teachers, and give free advice as to proper training and the necessity of procuring medical treatment.

The staff of the Psychological Clinic is organized with Dr. Lightner Witmer, as director. Dr. Arthur Holmes, a psychologist, as assistant director, Miss Campion, as head social worker, and Miss Schanche as recorder. There is a staff of volunteer professional assistants, including a number of psychologists among them Dr. Turner and Dr. Topps, six physicians, Dr. Burdick, Dr. Craig, Dr. Lippert, and Dr. Ludlum. A corps of volunteer social workers will be organized under the direction of Miss Campion.

This is pioneer work on the part of the University of Pennsylvania. In an article on the University of Pennsylvania in the current number of the "Independent," Mr. Slosson finds it difficult to enumerate all the academic, scientific and social activities in which the University has been first in the field. Among these is the organization of the Department of Psychology and the organization of the Hospital School. The Laboratory of Psychology at the University of Pennsylvania is the oldest in continuous existence in an American institution of learning. When in January, 1889, Dr. J. McKeen Cattell was appointed Professor of Psychology by the Board of Trustees, it was the first time that a chair specifically entitled a professorship of psychology was established in any educational institution in the world. From first to last the Department of Psychology at the University of Pennsylvania has owed much to the personal efforts and interest of the Provost. In looking over the records of the department at the time of the organization of the laboratory, I find that it was Mr. Harrison who as a member of the Board of Trustees contributed most largely to the fund for its establishment. Under his administration the University of Pennsylvania has encouraged the work of the department until the Laboratory of Psychology, both for purposes of research and instruction, and excepting only its present inadequate accommodations, is as well equipped as the laboratory of any university in the country. Harvard University, now brought the support of the University of Pennsylvania to the extension and maintenance of the Psychological Clinic, in a way which will greatly enhance its scientific value as well as increase its usefulness to the children of the state of Pennsylvania and of the entire country.

All the large institutions of learning, and many of the smaller colleges, now possess a separate department of psychology and a laboratory properly equipped for investigation. The Psychological Clinic, which originated at the University of Pennsylvania has come to stay and grow, not only in this University, but elsewhere. Clark University has recently instituted a similar clinic for the examination of backward children, and only last week a professor in an educational institution of New York asked permission to visit our clinic with a view to undertaking a similar work at his institution. Last year the state of California passed a general law providing for the health and development supervision of the public schools of the state, under which law the city of Los Angeles has appointed a Department of Health and Development with a director in charge of a psychological clinic. This fall the announcement is made that Professor Huey, formerly of the
West.,. University of Pennsylvania, has been appointed a dental psychologist to the State School and Colony for the Feeble-minded at Lincoln, Ill. I am recently informed that one of the most largely endowed hospitals of New York City has in contemplation the establishment of a psychological clinic, which will have at its command all that large financial resources can supply.

The expression "Psychological Clinic," is employed at the University of Pennsylvania to designate another activity in connection with the work of the psychological department. A course in Child Psychology, called the Psychological Clinic, offers students an opportunity to see backward and defective children as they are presented and examined before the class. The greater number of these students have been actively engaged in the profession of teaching, others have been interested in or are preparing themselves for social work, while not a few have been practicing physicians, observing the methods of diagnosis and becoming familiar with the course of treatment prescribed in individual cases, practical training is afforded these different classes of students to deal intelligently in their respective fields of work with the common defects of children. Several city school systems have shown their appreciation for the services which he bas rendered as a member of the Executive Council of Dispensary of Paris, the Odontological Society of which have so largely contributed to the adoption by several countries and in France in particular. A beautiful engrossed diploma has been forwarded to Dr. Kirk, signed by the president and officers of the society.

Dr. William Torrey Harris Dead.

Dr. William Torrey Harris died at Providence, R. I., November 6, 1909. William Torrey Harris was born in North Killingly, Conn., on September 12, 1835. He attended Yale College for two and a half years, being a member of the Class of '58, but was not graduated. The degree of A.M. was given him by Yale in 1869 and an LL.D. in 1885. He received the degree of L.L.D. from the University of Pennsylvania in 1894.

Dean Kirk Honored by French Dental Associations.

The Groupement de l'Ecole Dentaire de Paris, which is an association consisting of the Dental School and Dispensary of Paris, the Odontological Society of Paris, and the General Association of the Dentists of France, have elected Dr. Edward C. Kirk, the Dean of the Dental Department of the University of Pennsylvania, an honorary member of the Groupement. The Council in this way wished to express to Dr. Kirk their appreciation for the services which he has rendered as a member of the Executive Council of the International Federation for the Teaching and Improvement of Dental Hygiene, in the yearly reunions held by the federation for the past ten years, and especially for his elaboration of the programmes which have so largely contributed to the adoption by the public authorities of many of the principal odontological reforms in various countries and in France in particular. A beautiful engrossed diploma has been forwarded to Dr. Kirk, signed by the president and officers of the society.

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Dr. Gilliland Appointed State Veterinarian.

Dr. Samuel H. Gilliland, of Marietta, Lancaster County, was appointed State Veterinarian by Governor Edwin S. Stuart on November 5, to succeed the late Dr. Leonard Pearson. The place is worth $2,500 per annum. Dr. Gilliland will take charge of the work of the State Live Stock Sanitary Board at once.

Dr. Gilliland was born and spent his early life on a farm in Centre County, but recently lived in Philadelphia and in Lancaster. He was graduated from the University of Pennsylvania Medical School in 1901 and from the Medical Department of the same university in 1904. On three different occasions he studied in veterinary schools in Europe, making a special study of comparative pathology. For eight years he was assistant bacteriologist to the State Live Stock Sanitary Board of Pennsylvania. Upon the resignation of Dr. M. F. Ravenel he succeeded him as bacteriologist to the board, and had charge, under Dr. Leonard Pearson, of the laboratory work and a portion of the field work of this board.

He further supervised the work in connection with the experimental farm in Delaware County. For two years he was demonstrator of bacteriology in the University of Pennsylvania Veterinary School. For several years he has successfully managed two farms in Lancaster County and for a longer period has had direct supervision of one of the largest dairy herds in the country. During this time he eradicated tuberculosis from the herds.

Dr. Goodspeed on Wireless Telegraphy.

Professor Arthur W. Goodspeed, of the Department of Physics, lectured at Allentown, Pa., on Thursday evening, November 4th, before the students and faculty of Muhlenberg College and their friends. The subject was "Wireless Telegraphy," and was illustrated in a very elementary way by a stage full of apparatus taken from the Randal Morgan Laboratory of Physics. The lecturer and his assistant were most cordially received and were entertained over night by President and Mrs. Haas. The audience which Dr. Goodspeed addressed was a large and appreciative one, and the lecture was pronounced one of the most successful ever given in Lehigh County.

Dr. Pride Professor of Pathology in Memphis.

Dr. Wiliam Thomas Pride, Jr., who was graduated from the Department of Medicine in 1906, and who was an interne in the University of Pennsylvania Hospital during 1906-7, has been appointed Professor of Pathology in the College of Physicians and Surgeons in Memphis, Tenn.
The Provost of the University has just been informed of a gift of $50,000 to the University Hospital. Under this benefaction ten beds will be permanently endowed.

The Hospital is growing very rapidly,—more rapidly than any like institution in the State of Pennsylvania. In the near future it will probably be the largest and most important Hospital in our State. It is in great need of income. The annual expenditure of this important part of the University exceeds $200,000.

Everyone will rejoice at this gift, and will hope that many others will soon follow.

The Work of the Psychological Laboratory.
“Old Penn” presents to its readers in this issue an article by Professor Witmer on an interesting and important work undertaken by the Department of Psychology for the investigation and relief of a large class of unfortunate children. To many of our graduates the knowledge may come with a shock of surprise, that the University of Pennsylvania has a laboratory of psychology. The story is told that a professor in the University, attending the Yale Bi-centennial a few years ago, was much impressed with the psychological laboratory at that institution. Returning to Philadelphia he sought the Provost to tell him that our University should establish a similar laboratory, only to be informed that his own institution already had one. In fact the Laboratory of Psychology at the University of Pennsylvania was established before the laboratory of psychology at Yale, and is indeed the oldest in continuous existence, the only one founded earlier at Johns Hopkins University, having gone out of existence when Dr. Hall went as president to Clark University.

Professor Witmer calls attention to the priority of the University in establishing the first chair of psychology to be created at any educational institution. Dr. J. McKeen Cattell was the University’s first professor of psychology. When Dr. Cattell was called to Columbia, the University of Pennsylvania gave Dr. Witmer, then an assistant, eighteen months’ leave of absence to prepare himself at Wundt’s psychological laboratory in Leipzig to carry on the work which had been instituted by Dr. Cattell. Since 1892, when Dr. Witmer took charge of the Department of Psychology, the laboratory has been greatly increased in equipment and in efficiency for instruction and research. The teaching force has been added to until it now includes a professor, as assistant professor, two instructors, and an assistant.

In 1896, Professor Witmer opened the Psychological Clinic, which has proved so helpful to large numbers of children in Philadelphia, and the benefits of which the University is now proposing to extend to the children of the entire state of Pennsylvania. The influence of the research and practical work of the department has been felt at other institutions, even at Clark University, which is recognized as a leader in psychological work in connection with children, where a psychological clinic on the plan of the University’s has just been established. In 1896-98, Professor Witmer, as Lecturer in Experimental Psychology at Bryn Mawr College, founded the psychological laboratory at that institution. For two years, 1903-05, with the consent of the Trustees of the University of Pennsylvania, he was also a member of the faculty of Lehigh University as Professor of Psychology, and established a psychological laboratory there.

To one who is familiar with the work of the department, it is difficult to realize that so many activities can be carried on in a few small rooms in the basement of College Hall, originally devoted to the purposes of the Department of Physics. To the ordinary mind, psychology conveys the idea of a “soul,” some thing ethereal to be analyzed and talked about as an other-worldly thing. For any one who thinks that, a surprise is waiting when he enters the rooms devoted to this important department. The first thing that meets his eye is an up-to-date office crowded with desks and filing cases, beyond which lie the rooms of the Psychological Laboratory proper, filled with their glistening pieces of apparatus and various contrivances for studying the mental processes by modern methods. A turn to the left brings the visitor into the library with its more than two
thousand volumes, and tables for students doing literary research work. Crossing the hall from the library one is ushered into the lecture room and model room, with its skulls and plaster casts of brain, spinal cord, and nervous system, with its stereopticon and little back room for human and animal brains preserved for dissection purposes. While he is examining these objects, his ear is struck with the sound of machinery, and his amazement reaches its climax when he is ushered into a well-equipped machine shop, employing constantly the time of a mechanic and a helper for the manufacture and repair of the apparatus used in instruction and investigation. Besides this, he is told of the publication of a monthly journal, *The Psychological Clinic*, of the dark room and the photographic studio in which photographs are taken of scientific objects and of children, and finally the Psychological Clinic, described in this issue, which carries on its work in two small rooms eight by eighteen feet. In this labyrinth of small rooms are contained a psychological laboratory, a complete machine shop, a library, a clinic room, photographic studio, a dark room, offices for faculty and assistants, and class rooms for one of the departments of the College. The apparatus and photographs at the Alaska-Yukon-Pacific Exposition, showing the work of the Department of Psychology attracted great attention as a part of the University's exhibit, and awakened more inquiries than many of the other activities of the University.

The work of the Psychological Clinic has become so well known at home that a child picked up on the streets of Philadelphia and presenting problems unsolved by welfare agencies, is immediately referred to it; so influential abroad that it has melded the systems of training backward school children of at least two large American cities by instructing those in charge; and so practical that it has become a clearing house in this city for receiving, classifying, and disposing of children suffering from defects or subnormal mentally or morally, whether received from home or from institutions, gathered up from the streets, or sent from the public schools; and finally, so in the confidence of administrators of school systems throughout the country that special schools have been established at its suggestion. Through Dr. Witmer's journal for the study and treatment of retardation and deviation, the problem of the backward child has been brought into the foreground of educational discussion, and very justifiably, for as Dr. Witmer and others define retardation, fully one-fourth of the school children of the United States are retarded, and thus fail to get the benefits of a common public school education.

The establishment of the Psychological Clinic is in line with the trend of modern universities which has transformed them from cloisters, sequestered from the world and occupied only with academic pursuits, into practical institutions applying their knowledge directly to the affairs and problems of everyday life. In this general movement the University of Pennsylvania has long maintained the leadership in America. In a technical sense it is the oldest university in this country, receiving its name from the legislature in 1779. It established the first medical school in the United States in 1765; opened the first university law school in 1790; founded the first professorship in American history; and, though not the first, was among the very earliest to recognize the value of a university's contribution to the business world by the establishment of the Wharton School of Finance and Commerce in 1883; founded the first veterinary school; and still maintains its reputation by the application of psychology to the problems of backward and mentally deficient children, begun in 1896. The growth of this last work, its recent reorganization and the spreading of its activities to distant points, indicate how wide-awake the general public is to such practical tendencies on the part of educational institutions, and with what readiness the people avail themselves of any help which science can give. From as far north as Maine, as far south as Mississippi and Texas, as far west as California, the call has come to the Psychological Clinic for assistance and advice.

Alumni, Attention!

The following is a list of nine colleges and universities printed in the order of the endowment funds which they possess:

<table>
<thead>
<tr>
<th>College</th>
<th>Endowment Fund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Columbia</td>
<td>$28,542,246</td>
</tr>
<tr>
<td>Leland Stanford, Jr.</td>
<td>24,525,922</td>
</tr>
<tr>
<td>Girard College</td>
<td>24,467,770</td>
</tr>
<tr>
<td>Harvard</td>
<td>21,011,574</td>
</tr>
<tr>
<td>Chicago</td>
<td>13,399,000</td>
</tr>
<tr>
<td>Yale</td>
<td>9,597,102</td>
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<td>Cornell</td>
<td>8,875,676</td>
</tr>
<tr>
<td>Princeton</td>
<td>3,939,200</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>3,438,700</td>
</tr>
</tbody>
</table>

As will be seen, we have the smallest endowment fund. Although we have nearly three times as many students as Leland Stanford, our endowment is not one-seventh of theirs. We have four times as many students as Princeton, but our endowment fund is less by half a million. Many other striking comparisons might be made. However, the above figures speak for themselves. Why should not Pennsylvania head the above list, or at least be among the first five? Our twenty thousand alumni could put it there if they would.

Gross Registration November 10, 1909.

<table>
<thead>
<tr>
<th></th>
<th>Freshmen</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>494</td>
<td>1,438</td>
</tr>
<tr>
<td>Wharton</td>
<td>191</td>
<td>487</td>
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<td>Medical</td>
<td>115</td>
<td>521</td>
</tr>
<tr>
<td>Dental</td>
<td>144</td>
<td>435</td>
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<td>Law</td>
<td>151</td>
<td>346</td>
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<tr>
<td>Veterinary</td>
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<td>181</td>
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<td>Graduate School</td>
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<td></td>
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<tr>
<td>Evening School</td>
<td>644</td>
<td>449</td>
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<tr>
<td>College Courses for Teachers</td>
<td>1,105</td>
<td></td>
</tr>
<tr>
<td>Summer School</td>
<td></td>
<td>5,235</td>
</tr>
</tbody>
</table>

*157 of these are "Specials."*
Annual Smoker of the Mechanical and Electrical Engineers.

The students in Mechanical and Electrical Engineering gave a smoker and reception to the Freshman Class in the Engineering Building, Friday evening, October 29. This was the seventeenth annual smoker given by the Engineers and proved an unusually successful affair.

The large lecture hall and the museum, where the lunch was served, were tastefully decorated with college colors and fraternity emblems. The center of the lecture hall was reserved for the four classes by arranging the chairs in the form of hollow rectangles. Here the classes assembled and cheered each other, and good-naturedly roasted and cheered the instructors as they entered the hall.

In addition to the music and the singing of college songs, several novelties were introduced, one of them being the signing, by everyone present, of an autograph card, about one yard square in size, which was sent to Professor Spangler in his absence.

The surprise of the evening occurred at the time when some of the Trustees and members of the University Faculty entered the hall and reached the place reserved for them near the stage. As the cheering for the officials died away the building was suddenly plunged into darkness, and upon the south wall appeared a picture of Professor Spangler, the Director of the school. The effect was instantaneous. The students sprang to their feet and cheered until they were stopped by the turning on of the lights.

During the summer, when upon his customary visit to the Maah woods, Professor Spangler was stricken with an acute attack of heart trouble. For a time his condition appeared serious, and the students and his assistants feared for his recovery; but of late his physician speaks very encouragingly and all are hoping for his speedy return.

Professor Stanford, acting Director in charge of the department during the absence of Professor Spangler, made the introductory address. He told the students that Professor Spangler was able to take short walks, and that progress towards recovery was slow but constant. He then read a letter from Professor Spangler, the Director of the school. The effect was instantaneous. The students sprang to their feet and cheered until they were stopped by the turning on of the lights.

Professor Stanford, referring to the work in the department, said that while the hard times lessened the work was moving smoothly, and that he was assured the boys that he was going to be back to the university Faculty entered the hall and reached the place reserved for them near the stage. As the cheering for the officials died away the building was suddenly plunged into darkness, and upon the south wall appeared a picture of Professor Spangler, the Director of the school. The effect was instantaneous. The students sprang to their feet and cheered until they were stopped by the turning on of the lights.

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Professor Stanford, referring to the work in the department, said that while the hard times lessened the expected increase in the number of students, they nevertheless had more men in the department than last year, which was due to the increased size of the upper classes. For himself, he said, he appreciated the value of the splendid system and the magnificent organization for the students as approved by Professor Spangler; that the work was moving smoothly, and that he was grateful for the cordial support accorded him by every one in the department.

Doctor Smith, the Vice-Provost, was the next speaker, and he was at his best. In his own inimitable way he assured the boys that he was going to do his best, because his friend, their professor, was not with them to defend himself. After referring to their famous trip to the West he said: "Boys, I cannot tell you how I feel to-night in the absence of our friend. I miss him more than I dare trust myself to say. For a quarter of a century he has been at the head of this department; he has made it what it is, the foremost engineering school in the country. Only a great man could make all this possible. I miss his wise counsel, his readiness to censure, and his sustaining force. I know how helpful he has been to me and to those that have gone from these halls into the great industrial world to fight life's battles.

There is another man absent from here to-night that I wish to speak of; one whom we all love, one who works for you early and late; who shares with you your difficulties and your pleasures. The man whose only thought is for you, and your interests, the man that has made this great University the foremost educational institution in the world—our Provost. Mr. Harrison told me to-day that he wanted to be with the engineers to-night, but that he did not feel able to attend. He asked me to express to you his regrets, and to assure you of his love and his good will.""}

Doctor Fisher, the new Dean of the College, was the next speaker. He said: "I have heard much in the past about the smokers given by the engineers, particularly of the good fellowship displayed and the enthusiasm for everything Pennsylvanian. I am glad I am here to-night. I wish I could meet you here often. It is an inspiration to work for Pennsylvania, to help everyone that has anything to do with our great University." Mr. Arthur L. Church, of the Baldwin Locomotive Works and a Trustee of the University, followed the Dean of the College. He admonished all to be keenly alive to the opportunities afforded them in their splendid shops and laboratories, for properly preparing themselves for their profession.

Mr. David Halstead, a distinguished engineer and graduate of the Class of 1895, spoke of the rapid growth of the department, of the superior advantages offered the students in the facilities for experimental work, and an importance of a sound knowledge of the fundamentals. He allured all to take an active part in the undergraduate engineering society of the department, saying in part: "It was from the associations formed at some informal meetings of engineering students, the benefits derived from the work done there, that suggested to some of us the value of a fraternity made not for the department, but for the most educational institution in the world—our University. The Mu Phi Alpha Society was the result, and to-night in behalf of the Mu Phi Alpha I wish to speak of you, the music from which we have been enjoying this evening."

The department is very much gratified with the gift. The need for a piano to enliven the social gatherings and to-night in behalf of the Mu Phi Alpha Fraternity, in presenting this handsome and very substantial evidence of their good will, is very much appreciated.

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Alexander Jessup, editor of the Lippincott's French Men of Letters Series, is editing a series of Masterpieces of the English Drama for the American Book Company. Each volume of the series will contain four complete plays by a single dramatist, and will be edited by a different scholar. Beaumont and Fletcher will be edited by Professor Felix E. Schelling.
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The Junior Ball will be held in Weightman Hall at the Gymnasium on Friday evening, November 26.

The next concert at Weightman Hall by the Philadelphia Orchestra will be given on Monday evening, November 22, at 8.15 p.m.

The Junior Class will give a tea at the Houston Club at the close of the Cornell game on Thanksgiving afternoon.

Dr. J. Ramon Ycaza, Dean of the Medical Faculty of the University of Mexico, was a visitor at Pennsylvania on November 10.

Martin G. Brumbaugh, LL.D., '93, addressed the Chester County Teachers' Institute, at West Chester, Pa., on November 4, on "The Teaching of Morals in the Public Schools."

A photograph of the Jean Luzac Tablet, erected this year in Leyden, Netherlands, has been recently presented to the library by Rev. William Elliott Griffis, of Ithaca, N. Y.

Professor Altamura, of the University of Orviedo, will lecture in Houston Hall on January 11, 1910, on "Spain of To-day," and in the Law School on January 13, on "Spanish Jurisprudence."

Dr. Samuel G. Dixon, '86 M., State Commissioner of Health, has accepted a tract of 450 acres at Cres­son, Pa., the gift of Andrew Carnegie, to be used as a tuberculosis sanatorium for western Pennsylvania.

The Society of Normal and Pathological Physiology will meet at the New Medical Laboratories in Room 119, East Wing, on Monday evening, November 15, at 8.15 o'clock. Papers will be read by Dr. H. S. Campbell, Mr. W. L. Croll and Dr. R. S. Lillie.

Dr. Lyman A. Abbott, editor-in-chief of the "Outlook," has accepted the invitation of the trustees to speak in Houston Hall on December 1, at 4 o'clock, on "The Ethics of Jesus Christ of Nazareth." Dr. Abbott will lecture under the auspices of the Boardman Foundation.

C. Leonard Woolley, M.A., will give an illustrated lecture at the Free Museum of Science and Art on Saturday afternoon, November 20, at 4 o'clock, on "The Roman Wall—The Military Defence of North Britain." The lecture will be open to the public.

The Pennsylvania Mandolin Club is to assist in a comedy, entitled "Under the Aloes," which is to be given by the students of the Delancey School, on Friday evening, December 19th, in the Ball Room of the Bellevue-Stratford. The performance is for the benefit of the Children's Seashore Home.

Officers for the coming year were chosen at a recent meeting of the Aeronautical Society as follows: Honorary President, H. L. Willoughby, '77; president, F. H. Deckant, C. E.'10; vice-president, E. F. Wright, M. E. '11; treasurer, J. F. Rhodes, C. E. '10; secretary, G. A. Richardson, M. E. '12.

The Combined Musical Clubs have arranged for concerts at Chester on December 6, at Moorestown, December 16, and may take a trip through Pennsylvania during the Christmas holidays. The Cornell-Pennsylvania concert will be held in the ball room of the Bellevue-Stratford on Wednesday evening, November 24.