

A
0
0
1
3
6
2
2
2
1
2



THE SCOTTISH LIBRARY, LEITH

EDUCATION IN WAR
AND PEACE

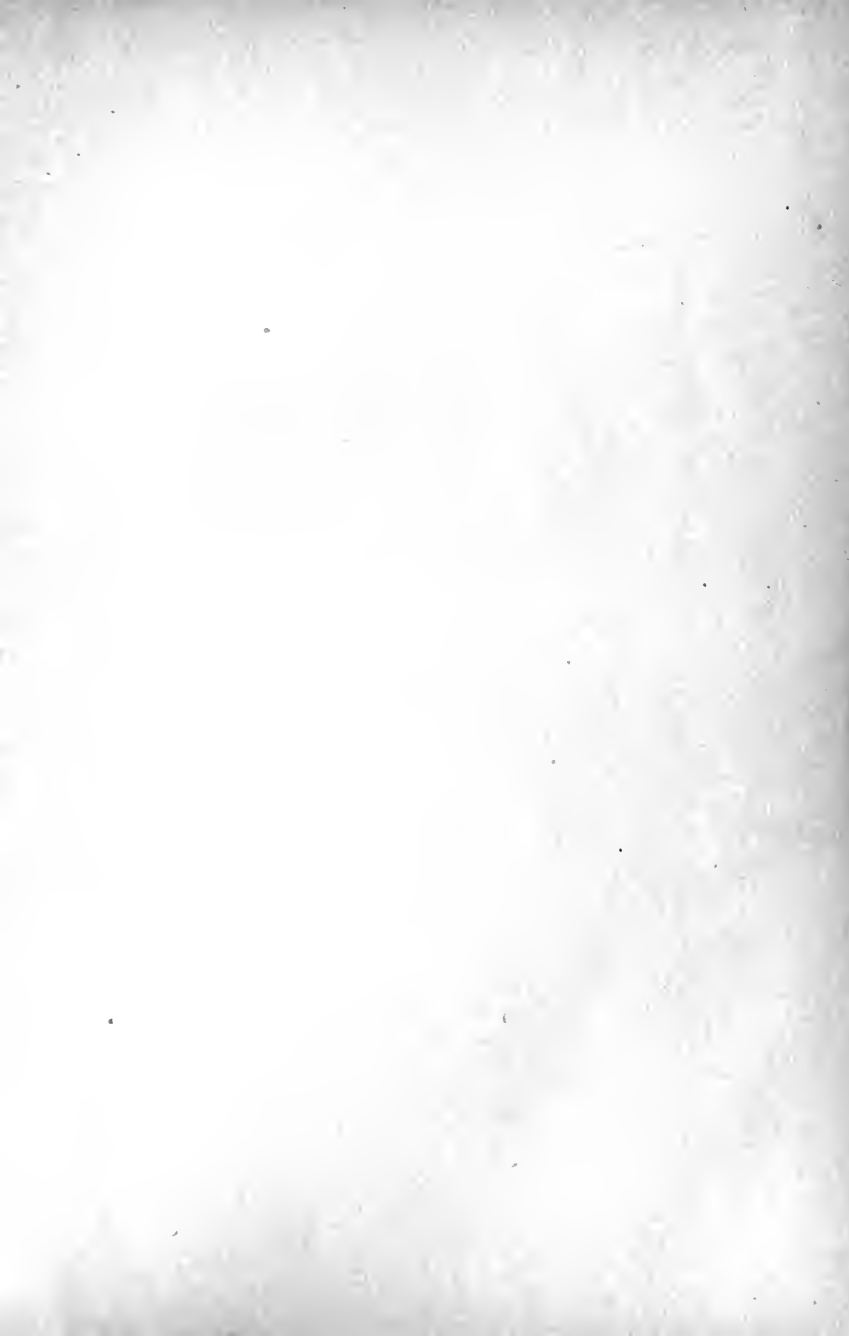
STEWART PATON, M. D.

Ex Libris

G. K. OGDEN



THE LIBRARY
OF
THE UNIVERSITY
OF CALIFORNIA
LOS ANGELES



Digitized by the Internet Archive
in 2007 with funding from
Microsoft Corporation

EDUCATION IN WAR
AND PEACE

EDUCATION IN WAR AND PEACE

By

STEWART PATON, M.D.

LECTURER IN NEUROBIOLOGY, PRINCETON UNIVERSITY,
LECTURER IN PSYCHIATRY, COLUMBIA UNIVERSITY;
PRESIDENT EUGENICS RESEARCH ASSOCIATION



NEW YORK
PAUL B. HOEBER

1920

COPYRIGHT, 1920,
BY PAUL B. HOEBER

Published January, 1920

Printed in the United States of America

RC
343
Dye

TO
WILLIAM DAVID BOOKER, M.D.
CLINICAL PROFESSOR EMERITUS OF PEDIATRICS
JOHNS HOPKINS UNIVERSITY
BALTIMORE

1019413

PREFACE

During the War the public developed an interest in cases of so-called "shell-shock." Patients with these symptoms were nervously unfit for active military service.

Peace no less than War produces "shell-shock." The symptoms interfere with individual efficiency, happiness and social progress. Many of those who are emotionally unfit for active service in life are found in the almshouses, reformatories, juvenile and criminal courts, hospitals for the insane, sanatoriums for the treatment of nervous cases, and the various institutions for the care of "social misfits," or are making an effort to compensate for personal inadequacy in facing the

PREFACE

real problems of life by what amounts to whistling to keep up their courage; announcing their faith in the efficacy of patent medicines, Christian Science, thought transference, radical socialism or other forms of diversion suggested by wishful-thinking.

In the following pages attention is called to the urgent necessity of making adequate provision in our universities for training investigators competent to undertake the solution of the vitally important educational problems now confronting civilization.

I desire to thank the officers of the Harvey Society, New England Headmasters' Association, and the Editor of *Science* for permission to reprint these papers.

STEWART PATON.

Oct. 1, 1919

CONTENTS

CHAPTER	PAGE
I. HUMAN BEHAVIOR IN WAR AND PEACE .	1
II. WAR AND EDUCATION	63
III. THE PSYCHIATRIC CLINIC AND THE COM- MUNITY	94

EDUCATION IN WAR AND PEACE

CHAPTER I

HUMAN BEHAVIOR IN WAR AND PEACE *

I

IN August, 1914, we were suddenly and tragically reminded of our ignorance of what constitutes the foundations of temperament and character. A demonstration on a scale of exceptional magnitude alarmed us by showing that it was

* Harvey Lecture, New York Academy of Medicine, April 12th, 1919.

EDUCATION IN WAR AND PEACE

possible for civilized man to revert within a few hours to primitive man. Evidences of the advance of a people to the period of national development were then replaced by signs indicating the return to tribalism. The change at first startled and then depressed us; and the depression deepened as the consciousness of our ignorance of human nature and consequent inability to forecast behavior was impressed upon us. Indeed there have been times during the past four years when those who did not have some rational philosophy to sustain them were almost ready to blame Prometheus "for fashioning such animals as men."

One striking evidence that already we are becoming indifferent to the study of the emotional and mental forces that

HUMAN BEHAVIOR

resulted in Germany's aggressions, is reflected in our failure to realize, with the historian Lecky, that a "study of predispositions is much more important than the study of arguments." At the present time when the world has been turned topsy-turvy and disorganizing influences are operating in society, it is very desirable that we should make every effort to find out the causes that predispose men to be peaceful or warlike, to be impulsive or deliberate, to be quick to resent a supposed injury or to be cautious in forming an opinion and slow to anger; and, finally, what peculiar combination of circumstances has resulted in the over-valuation of ideas expressed in such beliefs as are entertained by persons who are obsessed with the notion of having found the only

EDUCATION IN WAR AND PEACE

road to ethical, cultural or political salvation. If we are intelligent in making preparations for peace, then we should be fully alive to the danger threatening civilization whenever and wherever egotism, belief in the infallibility of any system, and efficiency of organization are combined. We should not judge Prussianism, Bolshevism or Pacifism by the arguments presented, but should go deeper to study the predispositions of those professing these doctrines, which will be found to be the product of minds having many traits in common. Predispositions and not the arguments of those who plead, either the cause of Democracy or Autocracy, are the potent influences in the development of our civilization.

Already there are signs that there is a

HUMAN BEHAVIOR

return of the old spirit of indifference to finding solutions for the problems of human behavior and to the state of unpreparedness for either peace or war; and if it renders us insensitive to our present responsibility and opportunity, we shall drift along as we did before the war, until some catastrophe brings us once again to our senses.

II

The greatest foe of civilization to-day is nervousness. We do not now refer to the great number of well recognized types of nervous and mental diseases, but to the nervousness of many persons of unstable emotional equilibrium possessing unusual intellectual capacity. No adequate provision is being made to study these super-

EDUCATION IN WAR AND PEACE

idealists, fanatics, and visionaries. The menace of these wishful thinkers is far greater than that caused by tuberculosis or any of the contagious or infectious diseases; and yet our medical schools, the Army Medical Corps and the Red Cross do not seem to appreciate the urgent need of attempting to increase the supply of psychiatrists able to cope successfully with the dangerous malady rapidly spreading by suggestion, and even now threatening the foundations of society.

The civilized world is asking for peace, and the adoption of every reasonable precaution that will diminish the possibility of another war. At the Peace Conference many "arguments" have been presented but we have heard very little of any inquiry into those "predispositions" which

HUMAN BEHAVIOR

incline people either to make peace or drive them into war. Under the influence of wish-directed thoughts, and without any deep and comprehensive knowledge of the forces shaping character, we have begun to build up a social structure on the shifting sands of conjectural opinion as to what we imagine man to be. Only when we are surrounded by instances of man's inability to control his passions do we understand that "Le génie n'est probablement pas le resultat de la connaissance de la matière, mais de la connaissance de l'homme."

Nevertheless, in spite of the storm clouds there is more reason to be optimistic in regard to the future of civilization than there was four years ago. Society has not only survived a capital operation

EDUCATION IN WAR AND PEACE

but it has been driven literally at the point of the bayonet to take a more rational interest in human behavior. Of course there are dark spots on the horizon, but to-day, in contrast to the condition four years ago, the problem we have to solve is taking definite shape. Although organized fury no longer menaces civilization, throughout the world morbid instability, quarrelsomeness, extravagances of all kinds, and the neurotic tendency of blaming everybody except ourselves for our misfortunes make difficult sometimes the realization that man is a rational being. We are like children crying aloud for peace, promising ourselves only good things, dreaming of Utopias, formulating schemes for the reorganization of society, planning new republics, and advertising our faith in the

HUMAN BEHAVIOR

efficacy of "isms" to take the place of that accurate knowledge we should be interested in securing about the genesis and nature of the impulses, motives, sentiments and trains of thought which either drive people into war or inspire them to make and preserve peace. We draw up schemes for redeeming society much faster than we take steps to add to our knowledge of man. So many successive plans having as their object the redemption of Society are proposed that one is tempted to ask, "Which way go the physiognomists, metoscopists and chiromantists to work?"

III

The members of the medical profession have a magnificent opportunity to assist in

EDUCATION IN WAR AND PEACE

developing the mental preparedness essential either for maintaining peace or for prompt prosecution of war, if this is again necessary to overthrow unjust aggressors.

The physician should be well qualified to undertake the study of human character. Unlike the psychologist, the physician does not have to be reminded of the very close interaction of mind and body. Even before the days of Aristotle he had approached the study of the mind from the side of the body. Long ago he recognized the necessity of understanding something about the structure and the relation of the various organs as preliminary to the study of the machine in action. The medical man while only vaguely appreciating the value of functions like feeling and

HUMAN BEHAVIOR

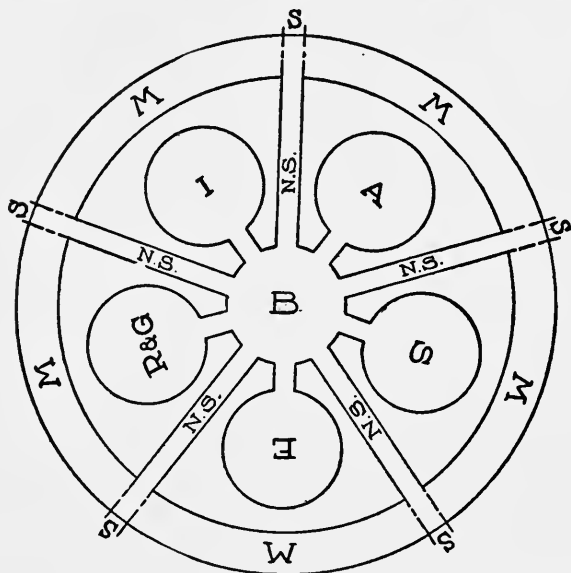
thinking as processes assisting in the adjustment of life, recognized that although there was a close connection between mental phenomena and those related to the circulation, respiration and secretion of the internal glands, analysis was so difficult that little attention was given to exploring emotional and mental adjustments. Even if he has not been able to explain the connection, intimate as it is between body and mind, his line of approach to the ancient problem has at least made it easier for him than for other investigators since he should see the body-mind problem in its proper biologic setting. The physician should be ready by reason of his medical training to grasp the significance of the recent rediscovery of a very old truth, namely, the doctrine of

EDUCATION IN WAR AND PEACE

biologic unity. This doctrine when stated in practical terms stresses the impossibility of dissociating mind and body and emphasizes the importance of considering as a whole what for so many centuries by some observers have been considered as two entirely separately systems working independently of each other.

The body-mind problem as it was once formulated appealed only to the speculative philosopher, but as recast in the world's laboratory of life it has acquired an immediate and tragic interest for every thinking person. "Life" and "living" have forced these questions into the center of the field of interest. Doubtless we shall soon visualize correctly the present opportunity, see the problems in their right perspective and make provision for

DIAGRAMMATIC REPRESENTATION OF FACTORS CONCERNED
IN ADJUSTMENTS OF HUMAN MACHINE



Organs governing intake (I), assimilation (A), storing (S), and elimination (E), of energy, and processes of reproduction and growth (R & G), controlling mechanism, brain and nervous system, B, N. S.),

Motor apparatus, (M).

Environmental contacts, sense organs, (S).

In health the human organism is capable of shifting gears from reflex to automatic, emotional or intellectual levels to effect the adjustment of internal conditions to external conditions essential for efficiency and the maintenance of a well-balanced personality.

EDUCATION IN WAR AND PEACE

teaching mental hygiene in connection with departments of hygiene. As a matter of fact many physicians do not yet recognize the importance of considering these two departments, Physical and Mental Hygiene, as inseparable and as representing two phases of one great problem.

Will it be necessary for an intelligent lay public to lead the medical profession to appreciate its present opportunity and responsibility in this particular field?

The war has served to remind medical men of the fact that there was one side of the great human problem to which they have unfortunately given comparatively little attention. They have been occupied in getting the human machine in order to run, but have given little or no attention

HUMAN BEHAVIOR

to the amount of strain it would stand, the distance it would go without repairs, and took little notice of the kind of work it is best fitted to perform. Every day the physician has been accustomed to ask his patients "how they felt," "whether they were worrying about anything," or "whether it was not possible for them to take a more rational view of living," but little time and attention have been devoted to investigating emotional disorders, the causes of worry, and the reasons for the psycho-neurotic's general feeling of dissatisfaction with life, all of which have such an important bearing upon the present complex of symptoms of social unrest. To some persons the analysis of "sensations," "sentiments," "instincts," "feelings" and "ideas," seems to be outside the ordinary

EDUCATION IN WAR AND PEACE

field of exploration reserved for the physician. But on the contrary, the rapid growth of functional nervous and mental diseases, more general belief in the efficiency of "isms," and the spread of the Christian Science—Pacifistic—and Bolshevik—psychoses are decidedly within the field of the medical investigator.

IV

At every turn there are signs that many people have strayed into a special field of investigation representing the study of mind, in which they should be guided by medical men trained in the art of studying the human personality. A visit to almost any book shop in order to count the number of books in which such subjects as "Thought Trans-

HUMAN BEHAVIOR

ference," "Speaking with the Dead," "Theosophy," "Christian Science," "The Search for the Philosopher's Stone," and various other forms of mysticism are discussed, is sufficient to indicate the vagaries of wish-directed thinking which represent unsuccessful attempts to satisfy deep-seated needs. It is very unfortunate that the members of the medical profession have not been more active in directing these currents of thought into proper channels. They have waited until the public has begun to be impatient at its failure to secure reliable information in regard to the problems of human behavior. Already many intelligent people are showing signs of uneasiness because they cannot receive intelligent assistance from members of the medical

EDUCATION IN WAR AND PEACE

profession in securing satisfactory adjustments in their emotional and intellectual life.

The assumption is often made by a group of investigators who, it may be said, have never had time or opportunity to study the problems of human behavior, that a great deal is known about this subject. This belief is current among scientific men engaged in studying the behavior of the lower organisms, as well as among persons who have approached this special field from the academic point of view. A few hours in a psychiatric clinic where one is compelled to explore the personality of patients should be sufficient to convince any rational person that we have only just begun the study of human activities. Possibly it is advisable to re-

HUMAN BEHAVIOR

mind those critics who affirm that very little more information is to be obtained in regard to the behavior of the human animal that a distinguished surgeon in the sixteenth century declared little remained to be done in advancing surgical knowledge!

Before the outbreak of the war there were evidences of increasing popular interest being taken in the causes and methods of preventing nervous and mental diseases. The war directed the attention of the intelligent public to special phases of the problem; to the war psychoses or to the search for some rational explanation for the Prussian psychosis, Bolshevist mania, and the emotional instability which results in criminal acts and general unrest. It is indeed unfortunate that the physician

EDUCATION IN WAR AND PEACE

has waited until he is compelled by force of circumstances to take cognizance of his present opportunity for directing so much of the energy now dissipated to strengthen the constructive forces in civilization. It is not creditable to the medical profession that largely as the result of its indifference to a very important subject it has now become much easier to secure large endowments for Christian Science temples than it is to find the funds for institutions for the study of human behavior.

The physician has interested himself in examining different parts of the human machine, and has imitated the example of the mechanic who remains in the workshop cleaning out cylinders and grinding valves but taking little interest in finding

HUMAN BEHAVIOR

out how the motor runs while climbing hills or crossing rough roads.

If the average physician were asked why he has neglected to analyze the soul life of his patients, he would doubtless reply that he had been so preoccupied in ministering to their physical needs that practically no time remained for the study of mental processes. This reply is only partially true. In the minds of a great many doctors there exists a prejudice as old as the Lucretian philosophy that makes it extremely difficult for them to consider the study of psychological phenomena as a legitimate field for scientific exploration. Physicians have been among the most consistent and persistent opponents of mysticism, and yet curiously enough they have tacitly accepted the

EDUCATION IN WAR AND PEACE

naïve mysticism with which the radical materialist covers up some of the defects in his logic. Science is pictured as having a certain set of symbols, microscope, balance, and test tube, and it is assumed that mental phenomena which can be neither seen, weighed nor dissolved should be immediately rejected as unworthy of scientific investigation. As a rule the average medical man takes cognizance only of those facts in individual experience which fit into his rough and ready philosophy of life, and discards those which cannot be quickly analyzed and arbitrarily adapted to suit conventionalized lines of thought.

There is another factor which has had a very decided influence in preventing the physician from developing an intelligent

HUMAN BEHAVIOR

interest in the study of mental processes. There is nothing particularly dramatic in exploring the personality of the average patient and only the occurrence of some tragic event seems to arouse his interest in the drama of life. The character of the methods used and the nature of the instruments employed in making a physical examination are always suggestive of the possibility of the introduction of some unexpected element to stimulate the interest of the examiner. On the other hand, in analyzing emotional reactions or intellectual adjustments the examiner is thrown back upon his own intellectual resources and there is little opportunity to manipulate apparatus and stimulate the flagging imagination by the suggestion of reality associated with purely objective signs.

EDUCATION IN WAR AND PEACE

While physicians appreciate that the circulatory and respiratory functions represent mechanisms essential for the successful adjustment of life, they seldom stop to consider that feeling and thinking are also equally important in securing the adaptation of human beings to the environment in which they live.

v

Having reviewed some of the sins of omission of the medical man we shall probably not be considered prejudiced if reference is made to the sins of commission of psychologists. If the physician stopped short of the goal he might have reached had he extended his field of exploration to include the study of the personality, the psychologist has been guilty of trying

HUMAN BEHAVIOR

to build a house without paying very much attention to the foundations. The latter in practice has followed the lead of Descartes and has discussed the "res cogitans" as separate and distinct from the "res extensa." Emotions and mental processes are described as if they were not directly modified by physiological processes. The phenomena of intelligence have often been referred to without any suggestion of the relation of these very complicated adjustments to mouth breathing, visual, or lung capacity, or to the supply of hemoglobin and other physiological functions.

It is unfortunate that more psychologists do not take time to equip themselves to carry on work in fields into which they have been drawn by their enthusiasm. Although excellent work has been done by

EDUCATION IN WAR AND PEACE

the psychologists in determining the mental fitness of individuals for their task, there is no doubt that many of the results should be accepted only after they have been carefully criticized by members of the medical profession who possess a practical knowledge of the different parts of the human machine and their reciprocal activities.

Once the decision has been made by the physician to explore a personality, he should not allow himself to be coerced by any fear of being thought unscientific into submissively abandoning terms which are of value in recording the data collected. The mystics of a certain school of materialists object to the use of the word "consciousness," and state that the word

HUMAN BEHAVIOR

behavior is sufficiently comprehensive to describe the highest as well as the lowest forms of adjustment. There has been, as Kempf* has pointed out, "a sleight of hand movement in psychology to drop the term consciousness." If I slip on an orange peel, bump my head on the sidewalk, and remain unaware of what has happened, common sense will confirm the diagnosis that self-consciousness and not behavior was lost.

A reference is permissible to the use of the word behavior in this paper to include conduct. The word behavior is often used to describe those higher forms of response conduct in which some guiding motive is

* Kempf, E. J. *The Autonomic Functions and the Personality, Nerv. and Ment. Dis., Monogr., Series No. 28, 1918, p. xi.*

EDUCATION IN WAR AND PEACE

present. The retention of the word conduct in our vocabulary is desirable. There can be no doubt that we convey a better idea of the functions of the conductor of an orchestra by the use of this word than we should do if he were described as the leading behaviorist.

It seems to be the general consensus of opinion that during the period of the war many new facts of fundamental importance for the study of human behavior were not discovered. We have, however, acquired considerable skill in spreading out in a very thin layer the small stock of knowledge we possess. The neurologists who have had active service in the army know to what good use this information has been put in improving treatment as well as in preventing the occurrence of

HUMAN BEHAVIOR

the symptoms of mental disorders. Progress has also been made in securing increased industrial efficiency, and last but not least, in assisting us to acquire a new and broader outlook upon life in general. After reading the clinical histories of persons suffering from nervous or mental diseases, the scientist with a reflective turn of mind is ready to sympathize with the French philosopher's lament that there are not more intelligent doubters in the world. "Sensations," "instincts," "conflicts," and "compensatory mental reactions" are discussed in many of these records with a degree of assurance which suggests a great deal of attention has been given to analyzing these phenomena; an inference, however, which is not justified.

EDUCATION IN WAR AND PEACE

VI

One example may be cited of the desirability of extending our knowledge beyond the present stage in which vague conceptions and approximate definitions form the basis from which most of our investigations start. We often hear it said that in soldiers under fire for the first time, the old instinct to preserve life gets the better of the recently acquired central reactions associated with a special sense of duty and an understanding of the desirability of facing the enemy, with the result that an unfortunate conflict is precipitated. At once the question is suggested what phenomena should be included under the term instinct and what is the nature of the conflict.

HUMAN BEHAVIOR

At present we have only the vaguest sort of notions in regard to the synthesis of reactions described collectively as an instinctive response and we are also very much in the dark as to just what mechanisms are involved in the conflict. In a very general way we are correct in saying that the instinct activities may be referred to mechanisms in the cord, medulla, and mid-brain. Ontogenetically as well as phylogenetically these nerve tracts are known to be much older than those concerned in voluntary responses. Here within a very small area we see the connections between the circulation, respiration, internal secretion, movement and the general sensibility, which all play a part in the instinctive reactions. The majority of physicians adhere conservatively to

EDUCATION IN WAR AND PEACE

their determination to study only the objective reactions connected with the activities of the lower brain centers. A glance at any diagram illustrating the relation of parts in the mid-brain and medulla is sufficient to refresh our minds in regard to the proximity of all the great nerve tracts radiating from these centers to higher ones and suggests the need of more active coöperation in research between psychiatrist and internist who have arbitrarily separated functions which nature has united.

Think of what valuable information could be obtained by intelligent coöperation between the psychiatrist and internist intent upon studying together the physical and mental symptoms associated with the vagaries of feeling, thinking and act-

HUMAN BEHAVIOR

ing occurring in every patient admitted to the wards of a general hospital. This entente would be of assistance, not only in laying the foundations of an exact knowledge of the psycho-neuroses, but as an aid in understanding human nature. A pooling of clinical interests is needed in order to conduct a successful attack upon the problem of the psycho-neuroses which are probably a greater menace to civilization than are all the hostile military forces in the world.

In the vertebrate embryo there is an excellent opportunity of tracing the development of the different nervous tracts in relation to the rapid elaboration taking place in responses as higher centers modify and inhibit more primitive impulses; an important relation to under-

EDUCATION IN WAR AND PEACE

stand in its bearing on the psycho-neuroses. We are accustomed to talk quite glibly without possessing any definite knowledge of the subject about the rebellion of these lower centers in "shell-shock" against the control imposed by the autocracy assumed by the new brain.

Professor H. H. Lane, at my suggestion, studied some of the earliest reactions in the embryos of guinea-pigs with a view of correlating as far as possible the progressive changes taking place in the nervous system during growth with the increasing complexity of reaction and the assumption of control by the new brain. He demonstrated that "avoiding reactions" took place in response to olfactory stimulation before the olfactory lobe was connected by differentiated nerve tracts

HUMAN BEHAVIOR

with the cerebral cortex. The fact that an "avoiding reaction" does occur without the intervention of the cerebral cortex suggests the interesting question as to what extent in fear the subsequent responses take place without the participation of the higher centers. An interesting study could be made to determine in what manner these primitive responses are modified as the cortex gradually assumes control. A number of years ago I suggested that light would be thrown upon this problem by correlating the earliest reactions of the human embryo and the progressive structural changes taking place in the nervous system; and pointed out the excellent opportunity there is in the obstetrical wards of a hospital for extending these observations to the human subject. Studies of

EDUCATION IN WAR AND PEACE

this character are needed to assist in determining what factors are introduced as the higher begin to dominate the lower centers, and when this is known then the way is open to analyze the conditions responsible for "a conflict."

Hughlings Jackson * in a remarkable series of lectures, called attention to the control exercised by the "higher nervous arrangement" over the lower forms from which they had been evolved, and compared it to the action of a government directing the nation from which the government had been evolved. When any disturbance in the coördination of function in the higher and lower centers take place we have to consider not only the effect of "the taking off" of the control, but also

* Croonian Lectures, 1884.

HUMAN BEHAVIOR

the "letting go" of the lower functions. The sudden removal of the governing body of any country gives reason for lamenting, "(1) the loss of service of eminent men, and (2) the anarchy of uncontrolled people." This distinguished representative of the medical profession recognized the value of that fundamental knowledge of man which it is not inconceivable that some day we shall require our statesmen to possess.

When we come to consider the question of how instincts are inherited, we begin to be confronted with serious difficulties. The physician is too much inclined to assume that biological inheritances are transmitted in the same way that psychological inheritances are passed on from one generation to another. There are two

EDUCATION IN WAR AND PEACE

forms of heredity, says Professor Ward; “the one with which the biologist deals and this which he leaves to the psychologist—who usually leaves it alone.”

VII

Reference to the methods used in the Air Service for studying the personality of the aviator * indicates the possibility of utilizing even our very limited store of knowledge for conserving both energy and life. These examinations are conducted with a view to determining the emotional and mental fitness of an aviator to fly. It is also interesting to note that far more attention is paid to-day in analyzing the predisposition of an aviator and determining his fitness for his task than in select-

* Manual of Medical Research Laboratory, U. S. War Department, Air Service, 1918, pp. 200-212.

HUMAN BEHAVIOR

ing a President. Is it unreasonable to believe that some day we shall judge our rulers by their "predispositions," and not by their arguments? The efforts made to safeguard the mental hygiene of the aviator unquestionably prevented many accidents.

MEDICAL RESEARCH LABORATORY

Hazelhurst Field, Mineola, L. I., N. Y.

Examined date

Name Rank Organization

Residence

I. *Aviation*:—

Enlistment—date, place, sworn in, Assigned to (branch of service)—Active Service—Entrance or Transfer to Air Service.—Aviation School work—Repeats.—Aviation—active service—date of commission, dates and places of training.—Hours of flying.—Maximum Altitude. Duration.—Accidents.—Reasons for selecting aviation.

EDUCATION IN WAR AND PEACE

II. *Personal History*:—Age—S. M. W.

Diseases (children's and adult).
Injuries, operations.
Education, School and College.
Athletic training.
Occupation of Civil Life—Success.
Tobacco—Alcohol—Sleep—Family.

III. *Physical Examination*:—

Ht.— Wt.— Gain or Loss
Pupils—Reaction to light and accommodation,
Secondary dilatation
Knee Jerks
Psycho-motor Tension.—
Tic—Tremor.
Extension in fingers and hands
Tongue
Drawing parallel lines
Writing slowly
Dermagraphia before and after rebreathing
Appearance—Tired
Evidence of anxiety or of stress.

IV. *Personality study*:—

Observation, good or bad—Resourcefulness—
Forcefulness
Frankness (Does he seem to be genuine?)
Spontaneity—Emotivity
Temperament (mood), even, lively, dull, un-
steady, tendency to unburden, stable
Contentment

HUMAN BEHAVIOR

Alertness

Aggressiveness

Mental Reactions, quick, slow, deliberate, degree of mental energy, dull, well balanced, high tension

Coöperation—Sportsmanship—Self-possession

Remarks:

Rating:

This study of the aviator's personality judged from the medical standpoint alone is not sufficiently comprehensive for all purposes, but the lines of inquiry followed were suggested by the experience gained from examinations made on the field. The initial mental symptoms of fatigue have a special interest.

MENTAL SIGNS OF STALENESS

1. Lack of pleasure in the work.
2. Lack of confidence.
3. Disgust at the whole business.

EDUCATION IN WAR AND PEACE

4. Nervousness in attacking the task; technique goes to pieces; he analyzes every part of it and sees his task too minutely.

When these are present the aviator should not be allowed to fly.

Personality studies properly made could be used to great advantage in laying the foundations for a rational education. The Qualification Card * for use in schools and colleges was suggested to me as the result of examining students, and trying to assist them in some of their difficulties in adjusting life. The need for this kind of work both in schools and universities is far greater than had been imagined. The information asked for can be obtained by any intelligent teacher, and it is of such

* See page 89.

HUMAN BEHAVIOR

a character that special technical knowledge on the part of the examiner is not necessary in gathering the data. Important results have followed the introduction of even such brief personality studies and already have led to more frequent and sympathetic coöperation between parents, teachers and physicians. A number of years ago we suggested that a training in pedagogics should aim to give teachers some practical insight into the methods of exploring a personality; in order that they might appreciate the beginning of the pathological tendencies which are responsible for so many failures in life.* The present alarming incidence of nervous and mental diseases calls for more active ef-

* Paton, S. *Psychiatry*, 1905. J. B. Lippincott Company, p. 197.

EDUCATION IN WAR AND PEACE

forts on our part to secure reliable information in regard to the genesis of these disorders and the methods of preventing their development.

VIII

The problem of human behavior cannot be discussed without some reference being made to the emotional and mental symptoms indicative of the unrest which is appearing in all parts of the world. These disorders are part of the price man is paying to-day for his neglect in making adequate provision for the study of human nature. Various epidemics of bodily disease during the middle ages seriously menaced the progress of civilization. Since that time the progress in medical science has lessened this danger;

HUMAN BEHAVIOR

but unfortunately relatively little attention has been given to limiting the spread of mental disorders. As the result of the greatest war in history and the present unsettled social conditions, our attention is now being forcibly directed to the urgent need to remedy this defect. While we are waiting as patiently as possible for additional information in regard to the fundamental qualities of human nature, we should let our statesmen realize that the data already in our possession could be used to advantage in assisting to restore the emotional and mental balance essential to the establishment of peace and order.

The emotional disorders sweeping over the world to-day seem to have a common basis; although the symptoms are modified by the local conditions existing in the

EDUCATION IN WAR AND PEACE

different countries. There is no more room for believing that the emotional instability appearing in Russia, France, or the United States is traceable in each country to independent causes than there was for believing that the extraordinary action of the flagellants, the dancing manias, and various forms of psychotic disturbances appearing in the middle ages were the result of diseases differing specifically from each other.

Dr. Johnson in defining the word insanity anticipated some of our modern psychiatric conceptions when he stated that "all power of fancy over reason is a degree of insanity." Just as soon as fancy begins to supply the data upon which we base our plan for the conduct of life, the condition we call insanity is present. This

HUMAN BEHAVIOR

is the biologic conception of insanity and not the one generally given in the court room. The sane man faces squarely the plain facts connected with living and does so under all ordinary circumstances without developing a feeling of insecurity or inadequacy. He reviews calmly the fact that life is a struggle for existence and the progress of civilization is necessarily very slow. Having faced these facts, reason, not fancy, then prepares and elaborates his program for living. The psycho-neurotic, driven by a sense of inadequacy and insecurity, dodges the main issues. To him the idea of struggle and the slowness of progress are harrowing thoughts. Concrete, well-defined situations are extremely harassing as the possibility always exists of being forced to meet

EDUCATION IN WAR AND PEACE

an unwelcome intruder in the guise of some unsolved personal question. General theories and abstractions take the place of facts, and if the truth cannot be avoided, to quote from Huxley, "its fair face is varnished with the pestilent cosmetic rhetoric." Just as soon as confidence in self is shaken various ruses are adopted to restore the emotional equilibrium. Different degrees of egotism may represent the compensatory efforts to effect a satisfactory readjustment. The aggressive forms of egotism are protective reactions useful in keeping intruders off the premises; thus reducing the danger of the sudden exposure of the real personality. In preparing these defenses the power of fancy over reason is often clearly in evidence.

Society has unconsciously made it in-

HUMAN BEHAVIOR

creasingly difficult for the psycho-neurotic to face his own problems. We have been socialized in thought to the extent of avoiding a great many personal questions, and the word individual has almost been dropped from our vocabulary.

Feelings and thoughts as well as our living quarters are shared with our friends and acquaintances. Such a very keen interest has been developed in what other people are doing there is seldom time to put our own house in order. It is a great comfort to the psycho-neurotic intellectual to forget temporarily the difficulties of the individual citizen and to discuss class privileges, class distinctions, class rivalries and class judgments. He is also enthusiastic in discussing general social conditions, a method of diverting at-

EDUCATION IN WAR AND PEACE

tention from the galling recollections of personal defeat and personal disappointment. A form of competitive notoriety in championing the cause of the people serves to divert attention from personal failure. Any suggestion in regard to making the facts derived from the study of individual cases of human behavior the basis for a science of character is received with scant consideration. The psycho-neurotic dreads to be left alone with himself but loves to pose in public as a martyr. He runs away from unsolved personal problems and develops fanatical enthusiasms in studying general social questions; and tries to put democracy on the patent-medicine shelf as a universal remedy, hoping thereby to avoid the irritation and mortification as-

HUMAN BEHAVIOR

sociated with the recollection of personal insufficiency.

Numerous illustrations selected from actual life could be cited as evidence of the skill acquired in camouflaging the bitterness of personal defeat and disappointment by resorting to semi-rationalization.

There is the familiar case of the neurotic mother exhibiting such an abnormal degree of solicitude in reforming the entire educational system, while subjecting her own children to such distracting influences in the home that the natural difficulties of acquiring good mental habits are immeasurably increased. Then there are the men and women who are continually declaring their interest in the "brotherhood of man" or in the "cause of the

EDUCATION IN WAR AND PEACE

common people" who in the inner circle of the home exhibit peculiarly exasperating qualities of both temperament and character.

An interesting illustration of the substitution of general terms to describe a concrete situation is exemplified by the person who is afraid to apply the tests suggested by reason to determine whether his own life has been a success, and suddenly surprises his friends by announcing his conviction that there is a great deal of good in the present Bolshevist movement. This statement, which at first may be as much of a surprise to the person making it as to his friends, exposes a side of the personality which was carefully hidden from the public view until the cat jumped out of the bag. Such a

HUMAN BEHAVIOR

person does not think pertinently nor through any of the real issues in his own life. Extreme solicitude in concealing personal defects generally results in the exposure of the real personality.

The present widespread emotional instability gives rise to many and strange repugnances. In one class of persons where there is little intellectual capacity to effect a partial compensation, the symptoms of ennui and boredom express the general dissatisfaction with self. If there is sufficient mentality to effect a compensation of even temporary value there is apt to be a rapid multiplication of wish-directed thoughts diverting attention away from the skeleton in the closet. The ineffectual character of the compensation may be indicated by attacks of mental

EDUCATION IN WAR AND PEACE

depression and these are followed by a period in which great zeal is shown in elaborating plans for the general improvement, not of the individual, but of society. The various plans proposed run the gamut from parlor socialism to Bolshevism. We need to be reminded constantly of the fact, and reminded by a psychiatrist too, that we can remain sane only if we begin by setting our own house in order before starting out to reform the world. And the first step in this direction is to learn to face life as it is, and not as we should prefer or wish to have it. "Better the sight of the eyes than the wandering of desire" is an old Hebrew maxim based on the recognition of a very sound principle of mental hygiene which was formulated a great many centuries before Freud

HUMAN BEHAVIOR

redirected attention to the danger of uncontrolled wishing.

IX

It is fortunate for Society that the physician is still interested in individual cases, and has not yet shown any indication of studying disease or treating his patients as the average social reformer attempts to do, *en masse*. His work compels him to attempt to make a diagnosis of each person's malady, and his generalizations as a rule summarize the definite findings of specific cases. His practice is based on at least the tacit recognition of the principle that human beings are independent autonomous organisms, each requiring special study and no two are exactly alike.

The average American could profit a

EDUCATION IN WAR AND PEACE

great deal by taking lessons in the art of balancing his personal accounts, emotional as well as mental, and adopting a rational plan for finding out whether the debit and credit columns tally. There is sufficient evidence to show that as a nation we are untrained in this art. Our personal feeling of insecurity, our fear of finding superiors is revealed in the emphasis placed on the word "equality" while relatively little is said about justice. We are driven to take this position by promptings from the subconscious field reminding us continually of our inadequacy and unfulfilled ambitions. It would be a great comfort to many to feel that there were no physical or mental or social inequalities. Marked solicitation characterizes our plans for developing

HUMAN BEHAVIOR

some form of government in which the biological inequalities of individual citizens will be carefully concealed. As a people we are always afraid of finding superiors, and this unfortunate national characteristic is one result of the failure to cultivate an intelligent critical spirit. If we were satisfied that Democracy had accomplished all we claim for it, there would be less inclination to parade its virtues upon every occasion. The man who is honest at heart seldom makes any personal reference to his own particular virtues, and advertised virtues are rarely to be considered as pledges of good conduct.

We have just begun to realize the danger of wishful thinking. Most of our wishes are artfully concealed, not only from public inspection, but as a result of

EDUCATION IN WAR AND PEACE

skillful self-deception even from our own recognition. As a wish from the biological standpoint is nothing more or less than an indication of the "motor set" determining the direction of all our activities, the elements composing it are found largely in our subconscious life. This is a fact of which we need to be constantly reminded as the wish when translated into overt action may be so easily reinforced by emotion that its genesis is soon hidden beneath a very complex series of compensatory responses.

Let us hope that the physician to-day will make the best use of the opportunity which the war has brought to him to acquire for himself and to assist others to acquire the art of intelligent self-criticism which is so essential in protecting indi-

HUMAN BEHAVIOR

viduals against the incidence of nervous and mental disorders as well as in compensating for a pronounced defect in our national life. Intelligent self-criticism is needed in this country in order to assist in repelling those disorganizing forces which now dissipate individual as well as national energy.

The physician, as has been indicated, should be better qualified than the member of any other profession to undertake the study of body-mind problems, and immediate action should be taken to provide adequate opportunities in our medical schools for studying the problems of human behavior. The future of our civilization depends first upon the realization of the need for training investigators competent to explore these special problems.

EDUCATION IN WAR AND PEACE

A neuro-psychiatric institute is the logical center for this work. The institute should be in close and sympathetic connection with other clinics and laboratories, and also with other scientific departments in a university in order that there may be collaboration between investigators in related fields of study. When once these centers have been established then we may know that an intelligent effort is being made to go to the root of many of our social troubles. At the present time money and energy are wasted in the treatment of the last stage of disorders of adjustment found in workhouses, asylums, prisons, reformatories and various other institutions. The "down and outs" bear witness to our unpreparedness to attack directly the real enemies of

HUMAN BEHAVIOR

Mental
Hygiene

Social
Service

Criminal
Court

Juvenile
Court

Medical
Clinic

Pediatric
Clinic

Surgical
Clinic

CLINICAL RELATIONS

For
Study of Human Behavior
NEURO-PSYCHIATRIC INSTITUTE
Hospital and Laboratories

LABORATORY RELATIONS

Physical & Chemical
Laboratories

Physiological
Laboratory

Anatomical
Laboratory

Anthropological
Laboratory

Psychological
Laboratory

Institute for Study
of Genetics

EDUCATION IN WAR AND PEACE

our civilization. It is singularly unfortunate that in a republic it has never been possible, until very recently, to organize a center well equipped for carrying on explorations in the field of human behavior.

In Newark, N. J., under the direction of Dr. C. C. Beling,* a Bureau of Mental Hygiene is now being organized as one of the divisions of the Department of Public Affairs.

The physician realizes probably to a greater degree than the members of any other profession that present social disorders as well as other diseases can be most effectively studied by beginning with the consideration of the facts in individual cases. His training as well as his prac-

* *Health Bulletin*, May, 1919. Issued monthly by the Department of Health, Newark, New Jersey.

HUMAN BEHAVIOR

tical philosophy of life should make it easy for him to appreciate the value of Socrates' advice, "Know thyself." Upon the success attained in assisting people to practice the precept which for so many centuries has been repeated automatically with academic precision, depends the stability and development of human institutions.

CHAPTER II

WAR AND EDUCATION *

I

THE war has not taught us much that is new in regard to the foundations of character, but it has reminded us in a tragic way of the importance of a good many old truths. The revisions of the curricula, either already undertaken or being discussed, in educational institutions, civil as well as military, are the results of some of the useful lessons learned during our

* Address delivered at the Annual Meeting, Headmasters' Association of the New England Schools, New Haven, February 14, 1919.

WAR AND EDUCATION

efforts to make adequate preparation for waging a successful war.

Let us thank Heaven that at last the words "life" and "living" have been written in capitals in the educational program. The educational system, according to the pronouncements before the war, prepared pupils in schools for college and those in colleges for business or professions; but remained silent in regard to any thoroughgoing preparation for life and living. After the bitter experiences of the last four years the discovery has been made that in exploring life and in directing the activities of human beings, it is essential to enlist the interest and services of persons who understand something about the running capacity of the human machine. We know now that a knowl-

EDUCATION IN WAR AND PEACE

edge of mathematics, Greek, or chemistry does not imply the possession of the experience essential for the intelligent direction of the emotional life, for cultivating good mental habits, for the adoption of precautions necessary in protecting the soldier against symptoms of shell-shock or the civilian against nervousness, for increasing military or industrial efficiency, for avoiding the emotional conflicts resulting in egotism, and for keeping the mind free of the obsessions, over-valued ideas, and irrational fears which seriously interfere, either with military preparedness, or the kind of mental preparedness requisite for a true and durable peace, and last but not least, for success in living.

Some persons realize that education should be considered as the process of

WAR AND EDUCATION

assisting human beings, first to measure their own physical, emotional, and intellectual capacities, and, second, to adjust their lives so as to give free expression to their natural, and not as is so often the case to thwarted or distorted propensities.

It is no exaggeration to say that already the more general and intelligent interest taken in the study of the foundations of character promises to repay a thousand-fold all the cost of war, measured either by money expended, suffering endured or life lost.

For a good many centuries pupils have written with automatic precision in their copy-books, "Know thyself," but they have had little instruction in the difficult art of acquiring reliable self-knowledge. Unfortunately a war seems to have been

EDUCATION IN WAR AND PEACE

necessary to give to the academic mind a definite interest and reason for translating the Socratic precept into action. If professors had taken a more practical interest in assisting students to realize in their own lives some of the Greek ideals Greek would still be one of the required studies.

School and college records usually contain conventional references to a student's acquisitive, but unfortunately none to his inquisitive capacity, and as a rule omit altogether any allusion to the strength and set of the deep emotional under-currents shaping his personality. If we were accustomed to going below the surface of a personality and to studying its composition, we should not be so astonished to learn that the very ancient in-

WAR AND EDUCATION

instinct of self-preservation could gain such domineering control of the conduct of an intelligent man as happened to an officer who, while waiting under heavy shell fire for orders, experienced great relief from nervous tension as soon as he covered his head with a blanket. Nor would we be nonplussed in the search for a satisfactory explanation of the behavior of the aviator possessing an excellent record as a pilot, who suddenly lost his nerve and flatly refused to go up in a plane, regardless of the consequences of disobedience. Here the attempt to turn the back upon and forget an extremely annoying unsolved personal problem precipitated a conflict by trying to force unwelcome intruding thoughts out of consciousness. The struggle ended in temporary but com-

EDUCATION IN WAR AND PEACE

plete loss of courage. Some advice and assistance led to a complete readjustment, including the return of self-confidence, and to the enjoyment of the satisfaction of again making good as a flier.

In schools and colleges we pay a great deal of attention to training the lately acquired conscious processes but do not devote much time to exploring the basic instincts forming the foundation of character. War in many instances has torn off the outside covering of the personality and exposed the real driving forces in the human personality. Time and again it has been shown that a nervous breakdown either in civil life or on the battlefield is due to the disorganization following a poorly assimilated instinctive life.

WAR AND EDUCATION

II

While the Army is beginning to appreciate the necessity for protecting the soldier against shell-shock, but very little is being done by the schools and colleges to protect the civilian in times of peace, by giving him the right kind of education to withstand the strain and stress of modern life.

During the school period much could be accomplished in detecting and then correcting the presence of the disruptive forces which later in life might tend to disorganize the entire personality. It is well for the educator to understand the fact that a nervous or mental breakdown is one of Nature's methods of protesting against the attempt to live in a manner

EDUCATION IN WAR AND PEACE

which makes an entente between instinct and reason either difficult or impossible, or, as Emerson said, "puts a man out of connection with his reason."

All intelligent schoolmasters thoroughly appreciate the responsibility for taking adequate measures to protect the physical health of the pupil, but the case is different when it comes to the mental life. Today there is no question where the blame should be placed for the tragic ending of the following case:

A boy while in boarding school begins to cough and expectorate and at the same time rapidly loses in weight. Weeks later, after the symptoms have developed to an alarming extent, and after other boys have been infected, the schoolmaster seeks the advice of a consulting physician who

WAR AND EDUCATION

at once makes a diagnosis of tuberculosis. In this case the public rightly places the blame on the schoolmaster.

Here is the record of another boy, and in the minds of the laity there may be doubt, but the psychiatrist has none, as to the degree of direct responsibility the schoolmaster has in averting an equally tragic ending. During his school days the second boy gave much evidence of the existence of cross purposes existing between his instinctive life and the so-called mental processes. There were periods of moodiness, and distinct attacks of the "blues." At other times there was a decided tendency to hyperactivity and an unusual buoyancy of spirit. The school records show that the school requirements were satisfied and the results of examina-

EDUCATION IN WAR AND PEACE

tions were excellent. Several years after leaving college there was a complete nervous breakdown followed by a partial readjustment. In the subsequent effort to obliterate all traces of inadequacy the young man over-compensated in his search for peace, becoming a pacifist and radical socialist. His interest in universal peace and in the brotherhood of mankind represents an effort to attain personal peace and to satisfy an ungratified desire of being a good mixer.

The educator should be familiar with the effort so often made by those possessing a weakened sense of personality to compensate for this defect by arbitrarily dividing society into two rival classes and then by assuming membership in the group which has been selected as the only one

WAR AND EDUCATION

entitled to salvation. Time and circumstances change the names of the group, but this method of securing personal salvation is as old as the human race. The "sheep and goats," "saints and sinners," "capitalists and laborers" represent the elect or the damned, depending upon the point of view adopted.

Here is an example of the futile attempt often made under trying circumstances to compensate for a weakened sense of personality. A young person brought up in conventional surroundings, but suffering from the effect of emotional instability, mental repressions, and the lack of opportunities to give adequate expression to the drive of the instinctive life and wish-directed thoughts, suddenly develops an intense interest in a number of social

EDUCATION IN WAR AND PEACE

movements having as their object the radical and immediate reorganization of present customs and modes of thought. It does not require any one with a very profound knowledge of human nature to appreciate the source of the motives and the reason for the development of these very radical opinions.

The following case illustrates the great difficulty of discovering the real cause of maladjustment and the difficulties in remedying a difficult situation. A lad about sixteen years of age was unable to adjust his life satisfactorily to the environment of a boarding school. Although he did reasonably well in his book work, he was subject to marked emotional disturbances which were partly concealed by a series of compensatory defense

WAR AND EDUCATION

reactions. The boy could not be relied upon for persistent efforts, and unless he received a great deal of praise his work rapidly deteriorated. At times he was possessed of unusual determination and would do a great deal of work in spurts along lines in which he had some special interest, and showed considerable strength in resisting distracting influences. One of the symptoms which first attracted the attention of his teachers was the tendency to do and say things that brought him into unusual notice, while among his companions he was boastful and his actions often were decidedly dramatic. At times he was a "good mixer" and at others, if his luck was against him, seclusive and occasionally extremely reticent. The periods of reticence seemed to

EDUCATION IN WAR AND PEACE

be followed by outbreaks of unusually good fellowship, and these were accompanied by amusing eccentricities and mannerisms. His honesty in regard to money matters and his sense of responsibility were strangely defective. Although not actually caught in any dishonest practices, he gave the impression at times of not having a very clear conception of the embarrassing position in which he placed himself nor of his pecuniary obligations. He was not noted either in sport or in classroom work for any ability or inclination to stand alone, and was quick and ingenious in offering explanations whenever, as is so often the case, he was thrown on his own resources or compelled to explain some statement he had made. The excuses offered in explanation of his per-

WAR AND EDUCATION

sonal defects were often exceedingly elaborate. If forced by circumstances into a position where the inconsistencies of his statements were apparent, he never admitted the real difficulty and made haste to prepare a new set of defenses.

For the present purpose it is not necessary to give any more details, as sufficient has been said to indicate how poorly the majority of parents as well as teachers are equipped to deal satisfactorily with such a complex of symptoms. The conditions in the home life, as is so often the case, were unfavorable for the boy. The father was unusually stern and subject to sudden impulses, and the mother presented the emotional instability so often associated with the so-called artistic or psychoneurotic temperament.

EDUCATION IN WAR AND PEACE

If the proper environment is supplied at the right time in cases of this character, and sympathy and intelligent assistance given in solving the personal problems, it would often be possible to direct the activities along lines which would not terminate in a tragedy. The real difficulties in the case were probably of an elementary character but should be sought for below the conscious level. There can be little doubt that this particular boy, who may be taken as representing a large class, had started off in life without an opportunity to appreciate and to prepare to meet the difficulties connected with living which he would undoubtedly be called upon to face.

It is interesting to compare with this type of case another one where apparently the mechanism of adjusting life is not one

WAR AND EDUCATION

whit more effective than in the first instance; but the boy has grown up in an environment where plain facts are not varnished by rhetoric and the habit is formed of meeting difficulties as they arise and of dealing with concrete situations. In the second case the danger of sudden collapse is much less than in the first boy where an artificial series of reactions has been built up and the security of these defenses depends merely upon the strength in resisting sudden impulses without the ability to enlist the full power of rational control.

Before passing on to the consideration of another phase of the question I think it may be said that within a few years public opinion will hold educators as strictly to account for the tragic failures

EDUCATION IN WAR AND PEACE

of students beginning with marked disorders of the emotional life as it does now for the unfortunate ending of a case showing marked pulmonary symptoms and left so long without proper medical attention.

III

The results of the war experiences have indicated the reasons for emphasizing the value that in any rational scheme of education should be placed upon "doing things." Again and again we have been reminded of the fact that the sense of accomplishment, associated with movement, is essential for sane thinking and the development of real, stimulating, permanent intellectual interests. The people who have found the daily struggle of life

WAR AND EDUCATION

a little bit more than they could endure with equanimity and have resorted to petty intellectualisms in order to restore their own lost balance, have assumed that doing is an inferior function to thinking. Our national failing of being hypnotized by the sound of words is one result of such academic conceptions of education as those to which reference has been made.

One of the extraordinary fallacies in the present system of education is the assumption that the emotional and mental characteristics of the cultured person may be developed in students merely by instruction in the Classics. The ridiculousness of this position is apparent as soon as we begin to analyze the characteristics of a cultured mind. Considered from the psychologic point of view, the ability to

EDUCATION IN WAR AND PEACE

select the best that has been thought and said in literature is a special capacity depending principally upon certain emotional, not intellectual, qualities which preserve a balance by preventing the formation of obsessions and over-valued ideas. This discriminating capacity is developed as the result of the proper adjustment maintained between feeling, thinking and action. The reason our schools and universities have not been more successful in fostering the spread of culture is that so much emphasis has been devoted to selecting *subjects* of thought that practically little attention has been given to improving *methods* of thinking. Every college graduate should be familiar with the conditions essential for the preservation of sanity and understand what pre-

WAR AND EDUCATION

cautions should be observed as necessary to cultivate intelligent intellectual interests. He should also know what could be done to keep the mind free from the distorting influences of a poorly regulated emotional life.

Action, Professor G. H. Parker of Harvard has reminded us, is one of the oldest and most ingrained of our functions. The muscular system is probably millions of years older than the nervous system, and we now know that this muscular system gives the set to all activities finding their ultimate expression in wishes, in desires and in the whole current of the emotional and intellectual life.

It is interesting to speculate as to whether the Gettysburg speech would ever have been written if Lincoln had not been

EDUCATION IN WAR AND PEACE

able to chop wood; if the frescoes of the Sistine Chapel would ever have been conceived if the brain of the artist had not also been capable of formulating plans and assisting in the construction of the scaffolding upon which he worked; or whether Newton would ever have discovered in the fall of the apple the universal law if he had not been familiar with the sense of accomplishment associated with doing.

Functions described as *feeling* may be classified with *doing* as primordial. The academic bias in favor of thinking has made us forget how much more fundamental feeling and doing are. Thinking is only the surface current in the stream. The direction of both desire and the

WAR AND EDUCATION

thought processes are determined by the emotional set.

The war has taught us a great deal about the danger of irrationally directed feeling. Do we need now any reminder of the fact that feeling should be linked up early in life with rational as well as permanent motives and ideals, and, as of equal importance, with action?

Perverted feeling, a feeling of imaginary superiority, was the high explosive in the German character. Half a century ago even thoughtful people did not appreciate the danger lurking in the Teutonic complex of symptoms in which egotism, sentimentality and wishful thinking were the dangerous elements. It was not the militarist who lighted the torch that

EDUCATION IN WAR AND PEACE

set the world in a blaze, but the super-idealist dreaming of Teutonic supremacy.

If Germany's emotions were too often suppressed ours find expression too easily. We are conducting a very doubtful experiment when we permit such emotional storms to break as are seen in connection with American athletic contests. Organized cheering and other manifestations of hysteria have no connection with the normal idea of sport, and these emotional storms are doing a great deal to check the development of intellectual interests in schools and colleges by giving the student a false set of values as well as tending to foster the spirit of Chauvinism and boastfulness which at times assume such ridiculous proportions in our national life.

WAR AND EDUCATION

IV

The following suggestions are made because they have a direct bearing upon the whole educational problem. The information asked for on the Qualification Card should be readily obtained by any intelligent teacher who has not had any special training in the art of exploring the personality. These cards could be used to great advantage in both schools and colleges. If records of this kind were kept we should accumulate a great deal of valuable information bearing upon the real problems of education, in most of which, at the present, we seem to have only an academic interest.

QUALIFICATION CARD

Birthplace of father..... of mother.....
Father's profession
Number of brothers..... Number of sisters.....

EDUCATION IN WAR AND PEACE

- Professional and intellectual interests of parents.....
.....refer to musical and artistic abilities
of members of family.....
.....
- Chief characteristics of home environment.....
.....
- Brief description of physical defects.....
.....
- Height..... Weight..... note any recent changes....
.....
- Indicate special aptitudes shown at play or work.....
.....
- Record specifically character and degree of coördination
of movements.....Manual dex-
terity
- Note emotional balance.....Is it easily disturbed?
.....Is there any tendency to seclusiveness?
.....To aggressive sociability?.....
- What are the chief characteristics in facing any critical
situation?
-
- Is there a frank and open attitude?.....
- Note any strong or unusual prejudice.....
- What evidence is there of intelligent curiosity?.....
.....
- Does the attention easily lapse?.....
- What is the capacity for concentrated effort?.....
- What opportunity has been given to sense feeling of
achievement
- Is any special interest developing?.....

WAR AND EDUCATION

(1) Notes should be made of the personality of each pupil. The effort should be made to find out what he is fitted for emotionally as well as intellectually before attempting to "fit him" either for college or any other field of activity.

(2) Each student before he leaves school should experience a definite sense of achievement in connection with his work. If he does not have this satisfaction an intelligent effort should be made to find out what it was that prevented.

(3) Fewer subjects should be taught and those which are taught should be better taught. The fact that we expect pupils to study so many different subjects leaves no time for the *learning spirit* to develop, creates and fixes bad mental habits and induces a series of reactions which

EDUCATION IN WAR AND PEACE

later in life predisposes the pupil to functional nervous disease.

(4) The boy should be helped to realize the Greek ideal of becoming a good companion for himself. A great many Americans are afraid of themselves, and this is because they have no intelligent interest either in the immediate environment or immediate present. A boy who while walking in the country takes an intelligent interest in what he sees, such as plants, insects, etc., other things being equal, has acquired a series of "feeling" and "thinking" reactions which will serve later in life as an excellent protection against the development of nervous maladjustments.

It is most unfortunate that so little attention is given in schools to old-fashioned

WAR AND EDUCATION

Nature study, which could be taught to great advantage if combined with sketching. The individual student as well as the cause of science would both be benefited if the colleges and universities required from all applicants for admission to undergraduate courses proof that they had acquired an intelligent interest in nature studies.

A struggle of far greater importance and intensity than the war has begun. It is our duty to try to make democracy safe for the world; and not follow the Prussian's example of assuming that the world should be made safe either for democracy or autocracy. The only hope of accomplishing this depends upon our ability to regulate human behavior intelligently. Surely those who call themselves

EDUCATION IN WAR AND PEACE

educators should realize that this cannot be done unless we study the human machine and explore the genesis of impulses, the development of the personality and add some understanding of the method of regulating intelligently the forces expressed in human behavior.

CHAPTER III

THE PSYCHIATRIC CLINIC AND THE COMMUNITY *

THE increasing interest shown in the study of human activities is one of the most significant and hopeful signs of our times. Momentous as was the impulse given to science by Copernicus, Galileo and Newton one result of their investigations was to direct attention to a universe in which human beings were considered to be merely passive observers of

* Address delivered at the opening exercises of the Henry Phipps Psychiatric Clinic, The Johns Hopkins Hospital, Baltimore, Md.

EDUCATION IN WAR AND PEACE

natural phenomena. So absorbed did man become in formulating hypotheses to explain a theoretical universe of which he did not form a part, and in delving into the records of his own past history, that he neglected the study of present activities. At last the course of events warned him that the lessons of remembrance or the hypertrophied historical sense had become "a malady from which men suffer."

The dedication of a psychiatric clinic is an event of more than ordinary importance to a community, since it marks the awakening of intelligent interest in man as an active thinking being. Having striven for centuries to improve the methods for recording his fanaticisms, superstitions, sins of omission and of commission, and failures to adjust life to meet

THE PSYCHIATRIC CLINIC

new conditions, he has begun at last to take rational measures to improve his lot, and to acquaint himself with the laws on which the social organism rests. Because the value of this benefaction to the community will depend directly upon the intelligent use of resources and energy made available for rendering more effective service to humanity, may we not profitably devote a few moments in attempting to formulate some of the problems to the solution of which this clinic is dedicated? Errors in judgment committed now, in estimating the scope and the character of the investigations to be carried on in this building, might defeat the efforts of those upon whom the responsibility of equalizing opportunity and achievement must fall.

EDUCATION IN WAR AND PEACE

This clinic, in a peculiarly distinctive manner, typifies the human as well as the humane spirit of the twentieth century. During the seventeenth and eighteenth centuries the physical sciences had succeeded in breaking away from the traditions and superstitions which had hampered their development. Astronomy had been divorced from astrology, chemistry from alchemy, and the foundations of geology had actually been laid. In the nineteenth century the renaissance of the biological sciences was accompanied by the formulation and expression of a rational idea of man's position in cosmos. Towards the close of the eighteenth and the beginning of the nineteenth century a few investigators had already called attention to the importance of studying the

THE PSYCHIATRIC CLINIC

activities of human beings; but not until the second half of the last century was there any realization of the fact that the most interesting phenomena of the universe for human beings to study were their own activities. How do we live, move and have our being?

To the lay mind the term psychiatry often suggests a very limited field in medical science, but those who take an active part in the work of this clinic will easily appreciate that they are engaged in attempting to find the solution of problems of far greater importance than any relating merely to the care of patients suffering from mental and nervous disorder. Anomalies of thought and conduct are studied in order that the knowledge acquired may be applied directly to making

EDUCATION IN WAR AND PEACE

life for the majority of persons pleasanter and more effective. Institutions of this character are intended primarily for the study of human nature along broad biological lines.

We are justified in considering disease as an analytical process which reduces to a comprehensive form the complex activities we designate collectively as health. An intimate knowledge of abnormal states of mind and body is, as Pinel affirmed, a key that unlocks the secrets of human history. By making use of nature's contrast of functions we may also gain an insight into that continuous process of adjustment we call life. From the study of disease the facts have been gathered for the foundations upon which modern preventive medicine has been established, and

THE PSYCHIATRIC CLINIC

through it a new meaning has been given to life and greater efficiency in thought and action to those who profit by the lessons of science. For centuries the different parts of the body have been studied by physicians, and a knowledge of the structure and function of the separate parts has been attained. It is essential, if we are to comprehend the fundamental mechanisms of response of the organism, that we familiarize ourselves with the laws which govern the relationship of all these organs as they are expressed in each individual, and we must accustom ourselves to study man as a living organism.

Living beings have the capacity of expressing their integral unity as individuals, and in the case of man there are special mechanisms of adjustment, collec-

EDUCATION IN WAR AND PEACE

tively designated as the personality. The complex adjustments synthesized in the personality may easily be deranged by interference with the activities of organs or by disturbing the capacity for adaptation, the chief function of sense organs, brain and nervous system. We all know how intimately dependent human beings are upon their environment. Changes in the latter call for delicate and immediate adaptation, and it may be said the problems of psychiatry relate to the determination of the causes which give rise to imperfect adjustments.

A great blessing was conferred by science upon humanity when the problems of psychiatry were re-stated in biological terms. Life was recognized as a process of adjustment, relatively perfect in health

THE PSYCHIATRIC CLINIC

and imperfect in disease; while that metaphysical term insanity, arbitrarily reserved to designate certain forms of unsuccessful adjustment, was cast into the rubbish-heap, together with the chains, strait-jackets and hand-cuffs which had long tortured the lives of patients. Out of hazy mystical conceptions entertained in regard to the nature and genesis of activities described as thought and conduct sprang new ideas potent to inspire the minds of investigators, capable not only of bringing about great practical reforms in the care of the insane, but also in improving the methods for attacking the problems relating to human thought and conduct.

As the ultimate success of the work to be carried on in this clinic, more than in any other department of the hospital, will

EDUCATION IN WAR AND PEACE

depend upon coöperative endeavor, I may be permitted to emphasize what seems to me to be an important factor in organization and administration. The patients presenting themselves for treatment are subjects of imperfect adjustments in the life process. The time during which they remain under observation in these wards will represent relatively brief epochs of life, and the records of cases will often give but cursory glimpses into the genesis, duration and progress of imperfect life adaptations. In order to serve the high purpose for which it is planned and dedicated this clinic should be regarded as an important link in a chain of agencies, home, school, college, other hospitals and institutions; in fact of the entire social organization with which it is essential con-

THE PSYCHIATRIC CLINIC

stant sympathetic contact should be maintained. Only by the establishment of such relationships can progress in the study of life processes be made.

May we express the hope that in attempting to estimate the value of the work accomplished in this clinic the public expression of opinion should be tempered by charity and patience? Although the field of investigation, which includes the consideration of the factors determining human thought and conduct, is the most interesting one in modern medicine, let us not forget that it is the last one to be thrown open to investigators.

The methods of investigation necessarily employed will not appeal to the imagination of the public. The inspiration necessary to solve the problems of modern

EDUCATION IN WAR AND PEACE

psychiatry will probably not flash into consciousness as did the visions that guided the observer watching the lamps swing in the cathedral or the apple fall from the tree, but it will come gradually only after patient quiet effort, similar to that which finally rewarded the author of "The Origin of Species," and gave a new meaning to life. The realization of the ideals to which we do homage to-day will mark the time when, in Goethe's words,

"Reason begins again to speak,
And hope again to blossom."

HOEBER'S
MEDICAL MONOGRAPHS

MEDICAL MONOGRAPHS

Published by

PAUL B. HOEBER

67-69-71 East 59th St., New York

This catalogue comprises only our own publications. It will be noticed that particular care has been exercised in the selection of Monographs of timely interest.

We are always glad to consider the publication of new and original medical works. Correspondence with authors is invited.

Owing to the constant changes in manufacturing costs, prices in this catalogue are subject to change without notice.

ADAM: Asthma and Its Radical Treatment. By JAMES ADAM, M.A., M.D., F.R.C.P.S. Hamilton. Dispensary Aural Surgeon, Glasgow Royal Infirmary.

8vo. Cloth, viii+184 pages, Illust.....net \$1.75

ADLER: Compendium of Histo-Pathological Technic. By EMMA H. ADLER. Formerly Technician Pathological Laboratory, Presbyterian Hospital, New York.

12mo. Clothnet \$1.25

ADLER: Primary Malignant Growths of the Lungs and Bronchi. By I. ADLER, A.M., M.D., Prof. Emeritus New York Polyclinic, Consulting Physician, German, Beth-Israel, Har Moriah, People's and Montefiore Hospitals.

8vo. Cloth, xii+325 Pgs. 16 Halftone Pl., 1 Colored.net \$2.50

AMERICAN JOURNAL OF ROENTGENOLOGY, THE. Official Organ of the American Roentgen Ray Society. Edited by H. M. IMBODEN, M.D., New York.

Published monthly. Vol. VI, No. 1, Jan., 1919...\$6.00 per year.

ANATOMICAL CHARTS. (See BLAINE.)

ANNALS OF MEDICAL HISTORY. Edited by FRANCIS R. PACKARD, M.D. Associate Editors: Drs. Harvey Cushing, George Dock, Fielding H. Garrison, Howard A. Kelly, Sir William Osler, William Pepper, Lewis S. Pilcher, David Riesman, Charles Singer and Edward C. Streeter.

Volume I (1917-1918) 441 pages, well indexed, in parts as published, \$6.00; Bound in cloth, net \$8.50; Bound in Half Morocco, net \$10.00; Bound in Morocco, net \$12.00. Volume II (in course of publication) \$6.00.

Subscription, per year\$6.00

ARMSTRONG: I. K. Therapy, with Special Reference to Tuberculosis. By W. E. M. ARMSTRONG, M.A., M.D., Dublin. Bacteriologist to Cent. Lond. Ophthalmic Hosp., Late Asst.

- in Inoculation Dept., St. Mary's Hosp., Paddington, W.
8vo. Cloth, x+93 pages, Illust.....net \$1.50
- BACH: Ultra-Violet Light by Means of the Alpine Sun Lamp.** By HUGO BACH, M.D., Bad Elster, Germany. Authorized Transl. from German.
12mo. Cloth, 114 pages, Illust.....net \$1.00
- BARRINGER, JANEWAY AND FAILLA: Radium Therapy in Cancer at the Memorial Hospital.** (See Janeway, Barringer and Failla.)
- BIGG: Indigestion, Constipation and Liver Disorder.** By G. SHERMAN BIGG, Fellow of the Royal College of Surgeons; Fellow of the Royal Institute of Public Health; Late Surgeon Captain, Army Medical Staff; Surgeon Allahabad, India.
12 mo. Cloth, viii+168 pages.....net \$1.50
- BLAINE: Anatomical Charts,** especially arranged by EDWARD S. BLAINE, M.D., for the graphic recording of roentgen or surgical findings. These show (a) complete skeleton, dorsal, ventral and left and right side views—also with outline of internal organs in color, if desired; (b) skeleton of head, dorsal, ventral, left and right side, and top views, enlarged; (c) Torso, dorsal, ventral, left and right side views, enlarged—also with outline of internal organs in color; (d) upper extremities, enlarged view; (e) lower extremities, enlarged view. These charts will be made up to meet the individual needs of the specialist or general practitioner.
- BLAND-SUTTON: Tumours: Innocent and Malignant.** Their Clinical Characters and Appropriate Treatment. By SIR JOHN BLAND-SUTTON, LL.D., F.R.C.S., Surgeon to, and Chairman of the Cancer Investigation Committee of the Middlesex Hospital, Sixth edition.
8vo. Cloth, ix+790 pages, with 338 Illust.....net \$7.50
- BRAUN AND FRIESNER: Cerebellar Abscess: Its Etiology, Pathology, Diagnosis & Treatment.** (See Friesner & Braun.)
- BROCKBANK: The Diagnosis and Treatment of Heart Disease.** Practical Points for Students and Practitioners. By E. M. BROCKBANK, M.D., (Vict.), F.R.C.P., Hon. Phys. Royal Infirmary, Manchester, Clin. Lecturer Diseases of the Heart, Dean of Clin. Instruction, University of Manchester.
12mo. Cloth, 3d Edition, 148 pages, Illust.....net \$2.00
- BRUCE: Lectures on Tuberculosis to Nurses.** Based on a course delivered to the Queen Victoria Jubilee Nurses. By OLIVER BRUCE, Joint Tuberculosis Officer, County of Essex.
12 mo. Cloth, 124 pages, Illust.....net \$1.00
- BRUNTON: Therapeutics of the Circulation.** By SIR LAUDER BRUNTON, M.D., D.SC., LL.D. Edin., LL.D., Aberd., F.R.C.P., F.R.S. Consulting Physician to St. Bartholomew's Hospital. Second Edition, Entirely Revised.
Cloth, xxiv+536 pages, 110 Illust.....net \$2.50

- BULKLEY: Cancer: Its Cause and Treatment, Volume I.** By L. DUNCAN BULKLEY.
8vo. Cloth, 272 pages.....net \$1.50
- BULKLEY: Cancer: Its Cause and Treatment, Volume II.**
By L. DUNCAN BULKLEY.
8vo. Cloth, 272 pages.....net \$1.50
- BULKLEY: Compendium of Diseases of the Skin.** Based on an analysis of thirty thousand consecutive cases. With a Therapeutic Formulary, by L. DUNCAN BULKLEY, A.M., M.D. Physician to the New York Skin and Cancer Hospital; Consulting Physician to the New York Hospital.
8vo. Cloth, xviii+286 pages.....net \$2.00
- BULKLEY: Diet and Hygiene in Diseases of the Skin.**
By L. DUNCAN BULKLEY.
8vo. Cloth, xvi+194 pages.....net \$2.00
- BULLETIN: See Neurological Bulletin.**
- CARLETON: The Seriousness of Venereal Disease.** By SPRAGUE CARLETON, M.D., F.A.C.S., Special Publication. Second Edition.
12mo. 67 pages, 26 Illust. Boards.....net 75c
Flexible clothnet 50c
- CARREL AND DEHELLY: The Treatment of Infected Wounds.** By A. CARREL and G. DEHELLY. Authorized Translation from the French by Herbert Child, M. D., Formerly Surgeon, French Red Cross, Capt. R.A.M.C. (Ty.) with an Introduction by Sir Anthony A. Bowlby, F.R.C.S., Temporary Surgeon General, Army Medical Service. Adopted by U. S. Army. Second Edition.
12mo. Cloth, 265 pages, 114 Illust.....net \$2.50
- CARREL AND DUMAS: Technic of the Irrigation Treatment of Wounds by the Carrel Method.** By J. DUMAS, and ANNE CARREL. Authorized translation by Adrian V. S. Lambert, M.D., Acting Professor of Surgery, College of Physicians and Surgeons (Columbia University), New York City. Introduction by W. W. Keen, M.D., LL.D., F.R.C.S. (Hon.)
12mo. Cloth, 90 pages, 11 pl.....net \$1.25
- CAUTLEY: The Diseases of Infants and Children.** By EDMUND CAUTLEY, M.D., Cantab., F.R.C.P., Lond. Senior Physician to the Belgrave Hospital for Children, etc.
Large 8vo. Cloth, 1042 pages.....net \$8.00
- CHARAKA: Proceedings of the Charaka Club.** Vols. III, IV, V. Vol. V containing twelve selections relating to ancient, medieval and modern phases of medicine and surgery.
8vo. Boards, 101 pages, 16 Illust., per volumenet \$4.00
- COLLINS: Neurological Clinics.** Exercises in the Diagnosis of Mental Diseases of the Nervous System as discussed at the Neurological Institute, New York City. Edited by Joseph Collins, M.D.
8vo. Cloth. About 240 pages, with Illust.....net \$3.00

- CONTRIBUTIONS TO MEDICAL AND BIOLOGICAL RESEARCH:** Dedicated to SIR WILLIAM OSLER, in honor of his seventieth birthday, July 12, 1919, by his pupils and co-workers. Special publication under the auspices of the Osler Anniversary Volume Committee.
Two volumes; 1300 pages, 125 Illust., including one steel engraving of Sir William Osler, and 5 colored pl. Sold only by subscription.
- COOKE:** *The Position of the X-Rays in the Diagnosis and Prognosis of Pulmonary Tuberculosis.* By W. E. COOKE, M.B., M.R.C.P.E., D.P.H. (Lond.).
8vo. Cloth, Illust.....net \$1.75
- COOPER:** *Pathological Inebriety. Its Causation and Treatment.* By J. W. ASTLEY COOPER. Medical Superintendent and Licensee of Ghyllwood Sanatorium. With Introduction by Sir David Ferrier, M.D., F.R.S.
12mo. Cloth, xvi+151 pages.....net \$1.75
- COOPER:** *The Sexual Disabilities of Man, and Their Treatment.* By ARTHUR COOPER, Consulting Surgeon to the Westminster General Dispensary, London. 3rd Edition.
12mo. Cloth, viii+227 pages.....net \$2.50
- COPESTAKE:** *The Theory and Practice of Massage.* By BEATRICE M. GOODALL-COPESTAKE, Examiner to the Incorporated Society of Trained Masseuses; Teacher of Massage and Swedish Remedial Exercises to the Nursing Staff of the London Hospital.
8vo. Cloth, 284 pages, Illust.....net \$3.00
- CORBETT-SMITH:** *The Problem of the Nations. A Study in the Causes, Symptoms and Effects of Sexual Disease, and the Education of the Individual Therein.* By A. CORBETT-SMITH, Editor of *The Journal of State Medicine*; Lecturer in Public Health Law at the Royal Institute of Public Health.
Large 8vo. Cloth, xii+107 pages.....net \$1.00
- CORNET:** *Acute General Miliary Tuberculosis.* By PROF. DR. G. CORNET, Berlin. Transl. by F. S. Tinker, B.A., M.B.
8vo. Cloth, viii+107 pages.....net \$1.75
- CROOKSHANK:** *Flatulence and Shock.* By F. G. CROOKSHANK, M.D., Lond., M.R.C.P. Physician (Out Patients) Hampstead General and N. W. Lond. Hospital.
8vo. Cloth, iv+47 pages.....net \$1.00
- DAVIDSON:** *Localization by X-Rays and Stereoscopy.* By SIR JAMES MACKENZIE DAVIDSON, M.B., C.M., Aberd. Consulting Medical Officer, Roentgen Ray Department, Royal London Ophthalmic Hospital.
8vo. Cloth, 72 pages, Pl. and 58 Stereo. Figures.....net \$3.00
- DAWSON:** *The Causation of Sex in Man.* By E. RUMLEY DAWSON, L.R.C.P. Lond., M.R.C.S. England.
8vo. Cloth, 240 pages, with 21 Illust.....net \$3.00

- DUMAS AND CARREL:** *Technic of the Irrigation Treatment of Wounds by the Carrel Method.* (See Carrel and Dumas.)
- EDRIDGE-GREEN:** *The Hunterian Lectures on Colour-Vision and Colour Blindness.* Delivered before the Royal College of Surgeons of England on February 1st and 3rd, 1911. By PROFESSOR F. W. EDRIDGE-GREEN, M.D., F.R.C.S. 8vo. Cloth, x+76 pages.....net \$1.75
- EHRlich:** *Experimental Researches on Specific Therapeutics.* By PROF. PAUL EHRlich, M.D., D.Sc. Oxon. The Harben Lectures for 1907 of Royal Institute of Public Health. 16mo. Cloth, x+95 pages.....net \$1.00
- EINHORN:** *Lectures on Dietetics.* By MAX EINHORN, Professor of Medicine at N. Y. Post-Graduate Med. School and Hospital, Visit. Phys. German Hospital, N. Y. 12mo. Cloth, xvi+156 pages.....net \$1.25
- ELLIOT:** *Glaucoma.* By COL. ROBERT HENRY ELLIOT, M.D., F.R.C.S. 8vo. Cloth, 60 pages, with 23 Illust.....net \$1.50
- ELLIOT:** *Glaucoma. A Text Book for the Student of Ophthalmology.* By COL. ROBERT HENRY ELLIOT, M.D., F.R.C.S. 8vo. Cloth, 546 pages, 156 Illust.....net \$7.50
- ELLIOT:** *The Indian Operation of Couching for Cataract.* Incorporating the Hunterian Lectures delivered before the Royal College of Surgeons of England on February 19 and 21, 1917. By ROBERT HENRY ELLIOT, M.D., B.S., Lond., Sc.D., Edin., F.R.C.S., Eng., etc. 8vo. Cloth, 94 pages, 45 Illust.....net \$3.50
- ELLIOT:** *Sclero-Corneal Trephining in the Operative Treatment of Glaucoma.* By ROBERT HENRY ELLIOT, M.D., B.S. Lond., D.Sc. Edin., F.R.C.S. Eng. Lieut. Colonel I.M.S. 2d Edition. 8vo. Cloth, 135 pages, 33 Illust.....net \$3.00
- EMERY:** *Immunity and Specific Therapy.* By WM. D'ESTE EMERY, M.D., B.Sc. Lond. Clinical Pathologist to King's College Hospital and Pathologist to the Children's Hospital. Adopted by the U. S. Army. 8vo. Cloth, 448 pages, with 2 Illust.....net \$3.50
- EMERY:** *Tumors, Their Nature and Causation.* By WM. D'ESTE EMERY, M.D., B.Sc., Lond. Director of Laboratories, King's College Hospital, Captain R.A.M.C (T. F.). 12mo. Cloth, 146 pages.....net \$1.75
- FAILLA, JANEWAY AND BARRINGER:** *Radium Therapy in Cancer at the Memorial Hospital.* (See Janeway, Barringer and Failla.)
- FISHBERG:** *The Internal Secretions.* (See Gley.)

- FRIESNER AND BRAUN: Cerebellar Abscess; Its Etiology, Pathology, Diagnosis and Treatment.** By ISIDORE FRIESNER, M.D., F.A.C.S., Adjunct Professor of Otolaryngology and Assistant Aural Surgeon, Manhattan Eye, Ear and Throat Hospital and Post-Graduate Medical School, and Alfred Braun, M.D., F.A.C.S., Assistant Aural Surgeon, Manhattan Eye, Ear and Throat Hospital, Adjunct Professor of Laryngology, New York Poly-clinic Hospital and Medical School and Adjunct Otologist, Mt. Sinai Hospital.
8vo. Cloth, 186 pages, 10 pl., 16 Illust.....net \$3.00
- GERSTER: Recollections of a New York Surgeon.** By ARPAD G. GERSTER, M.D.
8vo. Cloth, 347 pages, 18 Illust.....net \$3.50
- GHON: The Primary Lung Focus of Tuberculosis in Children.** By ANTON GHON, M.D., English Translation by D. Barty King, M.A., M.D. Edin., M.C.R.P.
Large 8vo. Cloth, 196 pages, 72 Illust., 2 pl.....net \$3.75
- GILES: Anatomy and Physiology of the Female Generative Organs and of Pregnancy.** By ARTHUR E. GILES, M.D., B.Sc. Lond., M.R.C.P. Lond.; F.R.C.S. Ed. Gynecologist to the Prince of Wales General Hospital.
Large 8vo. 24 pages, with Mannikin.....net \$2.00
- GLEYS: The Internal Secretions.** By E. GLEY, M.D. Member of the Academy of Medicine of Paris, Professor of Physiology in the College of France, etc. Authorized Translation. Translated and Edited by Maurice Fishberg, M.D.
8vo. Cloth 241 pages.....net \$2.50
- GREEFF: Guide to the Microscopic Examination of the Eye.** By PROFESSOR R. GREEFF, Director of the University Ophthalmic Clinique in the Royal Charity Hospital, Berlin. With the co-operation of Professor Stock and Professor Wintersteiner. Translated from the third German Edition by Hugh Walker, M.D., M.B., C.M.
Large 8vo. Cloth, 86 pages, Illust.....net \$2.00
- GREEN, EDRIDGE:- The Hunterian Lectures on Colour Vision and Colour Blindness.** (See Edridge-Green.)
- HARRIS: Lectures on Medical Electricity to Nurses.** An Illustrated Manual by J. DELPRATT HARRIS, M.D., M.R.C.S.
12mo. Cloth, 88 pages, Illust.....net \$1.00
- HELLMAN: Amnesia and Analgesia in Parturition—Twilight Sleep.** By ALFRED M. HELLMAN, B.A., M.D., F.A.C.S.
8vo. Cloth, with charts, 200 pages.....net \$1.50
- HEWATT: The Examination of the Urine, and Other Clinical Side Room Methods.** By ANDREW FERGUS HEWATT, M.B., CH.B., M.R.C.P. Edin.
16mo. 5th Edition, numerous Illust.....net \$1.00

- HOFMANN-GARSON: Remedial Gymnastics for Heart Affections.** Used at Bad-Nauheim. Being a Translation of "Die Gymnastik der Herzleidenden" von Dr. Med. Julius Hofmann und Dr. Med. Ludwig Pohlman. Berlin and Bad-Nauheim. By JOHN GEORGE GARSON, M.D. Edin., etc. Physician to the Sanatoria and Bad-Nauheim, Eversley, Hants. Large 8vo. Cloth, 144 pages, 51 full-page Illust....net \$2.50
- HOWARD: The Therapeutic Value of the Potato.** By HEATON C. HOWARD, L.R.C.P. Lond., M.R.C.S. Eng. 8vo. Paper, vi+31 pages, Illust.....net 50c
- JANEWAY, BARRINGER AND FAILLA: Radium Therapy in Cancer at the Memorial Hospital, Report of 1915-1916.** By HENRY H. JANEWAY, M.D., with the Discussion of the Treatment of Cancer of the Prostate and Bladder by Benjamin S. Barringer, M.D., and an Introduction upon the Physics of Radium by G. Failla. 8vo. Cloth, 242 pages, 16 Illust.....net \$2.25
- JELLETT: A Short Practice of Midwifery for Nurses.** Embodying the treatment adopted in the Rotunda Hospital, Dublin. By HENRY JELLETT, B.A., M.D. (Dublin University), F.R.C.P.I., Master Rotunda Hospital. With Six Plates and 169 Illustrations in the Text, also an Appendix, a Glossary of Medical Terms, and the Regulations of the Central Midwives Board. 12mo. Cloth, xvi+508 pages.....net \$2.50
- JONES: Notes on Military Orthopædics.** By COL. ROBERT JONES, C.B., Inspector of Military Orthopædics, Army Medical Service. 8vo. Cloth, 132 pages, 95 Illust.....net \$1.75
- KENWOOD: Public Health Laboratory Work.** By HENRY R. KENWOOD, M.B., F.R.S. Edin., P.P.H., F.C.S., Chadwick Professor of Hygiene and Public Health, University of London. 6th Edition. 8vo. Cloth, 418 pages, Illust.....net \$4.00
- KERLEY: What Every Mother Should Know About Her Infants and Young Children.** By CHARLES GILMORE KERLEY, M.D. Professor of Diseases of Children, N. Y. Polyclinic Medical School and Hospital. 8vo. Paper, 107 pages.....net 35c
- KETTLE: The Pathology of Tumors.** By E. H. KETTLE, M.D., B.S., Assistant Pathologist, St. Mary's Hospital, and Assistant Lecturer on Pathology, St. Mary's Hospital. 8vo. Cloth, 242 pages, 126 Illust.....net \$3.00
- LAMBERT: A Terminology of Disease.** To facilitate the Classification of Histories in Hospitals. By ADRIAN V. G. LAMBERT, M.D., Associate Professor of Surgery, Columbia University; Director Surgical Research Service, Presbyterian Hospital, N. Y. 12mo. Cloth, 176 pages.....net \$2.25

- LEWERS: A Practical Textbook of the Diseases of Women.** By ARTHUR H. N. LEWERS, M.D. Lond. Senior Obstetric Physician, London Hospital. With 258 Illustrations, 13 Colored Plates, 5 Plates in Black and White. 7th Edition. 8vo. Cloth, xii+540 pages.....net \$4.00
- LEWIS: Clinical Disorders of the Heart Beat.** A Handbook for Practitioners and Students. By THOMAS LEWIS, M.D., D.S.C., F.R.C.P. Assistant Physician and Lecturer in Cardiac Pathology, University College Hospital Medical School. 4th Edition. 8vo. Cloth, 120 pages, 54 Illust.....net \$2.50
- LEWIS: Lectures on the Heart.** Comprising the Herter Lectures (Baltimore), a Harvey Lecture (New York), and an Address to the Faculty of Medicine at McGill University (Montreal). By THOMAS LEWIS. 124 pages, with 83 Illust.....net \$2.50
- LEWIS: Clinical Electrocardiography.** By THOMAS LEWIS. 8vo. Cloth, 2nd Edition, 120 pages, with charts....net \$2.50
- LEWIS: The Mechanism of the Heart Beat.** With Special Reference to Its Clinical Pathology. By THOMAS LEWIS. Large 8vo. Cloth, 295 pages, 227 Illust. *New Edition in preparation.*
- LEWIS: The Soldier's Heart and the Effort Syndrome.** By THOMAS LEWIS. 8vo. Cloth, 156 pages.....net \$2.50
- McCLURE: A Handbook of Fevers.** By J. CAMPBELL McCLURE, M.D., Glasgow. Physician to Out-Patients, The French Hospital, and Physician to the Margaret Street Hospital for Consumption and Diseases of the Chest, London. 8vo. Cloth, 470 pages, with charts.....net \$3.50
- McCRUDDEN: The Chemistry, Physiology and Pathology of Uric Acid, and the Physiologically Important Purin Bodies.** With a Discussion of the Metabolism in Gout. By FRANCIS H. McCRUDDEN. 12mo. Paper, 318 pages.....net \$2.00
- McKISACK: Systematic Case Taking.** A Practical Guide to the Examination and Recording of Medical Cases. By HENRY LAWRENCE McKISACK, M.D., M.R.C.P. Lond. 12mo. Cloth, 166 pagesnet \$1.75
- MACKENZIE: Symptoms and Their Interpretation.** By JAMES MACKENZIE, M.D., LL.D. Aber. and Edin. Third Edition. 8vo. Cloth, Illust. xxii+318 pages.....net \$4.00
- MACKENZIE: The Action of Muscles.** By WILLIAM COLIN MACKENZIE, M.D., F.R.C.S., F.R.S. (Edin.) 8vo. Cloth, 267 pages, 99 Illust. *New Edition in preparation.*

- MACMICHAEL: The Gold-Headed Cane.** By WILLIAM MACMICHAEL. Reprinted from the 2nd Edition. With a Preface by Sir William Osler and an Introduction by Dr. Francis R. Packard. Printed from large Scotch type on a special heavy-weight paper, $5\frac{1}{4}$ by $7\frac{3}{4}$ inches, bound in blue Italian handmade paper, with parchment back, gilt top, square back, and gold stamping on back and side.....net \$3.00
- MAGILL: Notes on Galvanism and Faradism.** By E. M. MAGILL, M.B., B.S. Lond., R.C.S.I. (Hons.) 2nd Edition. 12mo. Cloth, xvi+224 pages, 67 Illust.....net \$2.00
- MANUAL: See United States Army X-Ray Manual.**
- MARTINDALE and WESTCOTT: "Salvarsan" "606" Dioxy-Diamino-Arsenobenzol), Its Chemistry, Pharmacy and Therapeutics.** By W. HARRISON MARTINDALE, PH.D. Marburg, F.C.S., and W. Wynn Wescott, M.B. 8vo. Cloth, xvi+76 pages.....net \$1.50
- MINETT: Diagnosis of Bacteria and Blood Parasites.** By E. P. MINETT, M.D., D.P.H., D.T.M. and H., M.R.C.S., L.R.C.P. 12mo. Cloth, viii+80 pages.....net \$1.00
- MITCHELL: Memoranda on Army General Hospital Administration.** By Various Authors. Edited by PETER MITCHELL, M.D. Aberd., Lieut.-Colonel R.A.M.C. (T. F.), Officer Commanding No. 43 General Hospital. 8vo. Cloth, v+109 pages, Illust. with vii pl.....net \$2.25
- MOTT: Nature and Nurture in Mental Development.** By F. W. MOTT, M.D., F.R.S., F.R.C.P. Pathologist to the London County Asylums. 12mo. Cloth, 151 pages, with diagrams.....net \$1.75
- MUNSON: Hygiene of Communicable Diseases.** By LIEUT. FRANCIS M. MUNSON, U. S. N., Retired. Lecturer on Hygiene and Instructor in Military Surgery, School of Medicine, Georgetown University; Late Brigade Surgeon, 2d Provisional Brigade, U. S. Marines. Published with the approval of the Bureau of Medicine and Surgery of the Navy Department, and by permission of the Secretary of the Navy. 12mo. Flexible cloth, 800 pages, Illust.....*In Press*
- MURRELL: What to Do in Cases of Poisoning.** By WILLIAM MURRELL, M.D., F.R.C.P. Senior Physician to the Westminster Hospital. 11th Edition. 16mo. Cloth, 283 pages.....net \$1.00
- NEUROLOGICAL BULLETIN.** Clinical Studies of Nervous and Mental Diseases in the Neurological Department of Columbia University. Edited by FREDERICK TILNEY, M.D., PH.D.; Associate Editor, Louis Casamajor, M.D.; Editorial Board; S. P. Goodhart, M.D., F. M. Hallock, M.D., Randal Hoyt, M.D., C. A. McKendree, M.D., Michael Osnato, M.D., Oliver S. Strong, PH.D., I. S. Wechsler, M.D. Published monthly. Vol. I, 1918, \$3.00; Vol. II, 1919. Yearly subscription net \$5.00

- OLIVER: Lead Poisoning: From the Industrial, Medical and Social Point of View.** Lectures Delivered at Royal Institute of Public Health. By SIR THOMAS OLIVER, M.A., M.D., F.R.C.P.
12mo. Cloth, 294 pages.....net \$2.25
- OLIVER: Studies in Blood Pressure, Physiological and Clinical.** By GEORGE OLIVER, M.D., Lond., F.R.C.P. Edited by W. A. Halliburton, M.D., F.R.S.
8vo. Cloth, xxiv, 240 pages, Illust.....net \$3.00
- OSLER: Two Essays.** By SIR WILLIAM OSLER, M.D., Regius Professor of Medicine at Oxford.
Vol 1. **A Way of Life.** An Address to Yale Students, Sunday Evening, April 20th, 1913.
16mo. Cloth, 61 pages.....net 75c
Vol. 2. **Man's Redemption of Man.** A Lay Sermon, McEwan Hall, Edinburgh, Sunday, July 2d, 1910.
16mo. Cloth, 63 pages.....net 75c
- OSLER ANNIVERSARY VOLUME: See Contributions to Medical and Biological Research.**
- OSNATO: Aphasia and Associated Speech Problems.** By MICHAEL OSNATO, M.D., Associate in Neurology, Columbia University; Consulting Physician Manhattan State Hospital and Central Islip State Hospital; Assistant Chief of Clinic, Vanderbilt Clinic, Department of Neurology.
12mo. Cloth, 200 pages, Illust.....net \$2.50
- OTT: Fever, Its Thermotaxis and Metabolism.** By ISAAC OTT, A.M., M.B.
12mo. Cloth, 168 pages, Illust.....net \$1.50
- OWEN: The Legislative and Administrative History of the Medical Department of the United States Army During the Revolutionary Period (1776-86).** By COL. WILLIAM O. OWEN, U. S. A., Curator Army Medical Museum, Washington, D. C.
12mo. Cloth, 226 pages, Illust.....
- PAGET: For and Against Experiments on Animals.** Evidence before the Royal Commission of Vivisection. By STEPHEN PAGET, F.R.C.S. With an Introduction by The Right Hon. The Earl of Cromer.
8vo. Cloth, xii+344 pages, Illust.....net \$1.75
- PATON: Education in War and Peace.** By STEWART PATON, M.D., Lecturer in Neurobiology, Princeton University, Lecturer Psychiatry, Columbia University.
12mo. Boards, 125 pages.....*In Press*
- PEGLER: Map Scheme of the Sensory Distribution of the Fifth Nerve (Trigeminus) with Its Ganglia and Connections.** By L. HEMINGTON PEGLER, M.D., M.R.C.S. Senior Surgeon, Metropolitan Ear, Nose and Throat Hospital, etc. Folded in Cloth Binder.....net \$10.00

- PICKERILL: The Prevention of Dental Caries and Oral Sepsis.** By H. P. PICKERILL, M.D., CH.B.M.D.S., L.D.S., Professor of Dentistry and Director of the Dental School in the University of Otago. Second Edition, 1919.
8vo. Cloth, xvi+374 pages, Illust.....net \$5.00
- RAWLING: Landmarks and Surface Markings of the Human Body.** By L. BATHE RAWLING, M.B., B.C., F.R.C.S. 5th Edition.
8vo. Cloth, 31 pl., xii+96 pages of text.....net \$2.50
- RITCHIE: Auricular Flutter.** By WILLIAM THOMAS RITCHIE, M.D., F.R.C.P.E., F.R.S.E. Physician to the Royal Infirmary. Large 8vo. Cloth, 156 pages, 21 pl. 107 Illust.....net \$3.50
- ROCKWELL: Rambling Recollections.** An autobiography by A. D. ROCKWELL, M.D.
8vo. Cloth, 332 pages, 7 Illust.....net \$4.00
- RUTHERFORD: The Ileo-Caecal Valve.** By A. H. RUTHERFORD, M.D. Edin.
8vo. Cloth, 63 pages of text, 23 full page pl. 3 colored net \$2.50
- SAALFELD: Lectures on Cosmetic Treatment.** A Manual for Practitioners. By DR. EDMUND SAALFELD of Berlin. Translated by J. F. Dally, M.A., M.D., B.C. Cantab., M.R.C.P. Lond. With an Introduction and Notes by P. S. Abraham, M.A., M.D., B.S.C., F.R.C.S.I.
12mo. Cloth, xii+186 pages, Illust.....net \$1.75
- SCHOOL OF SALERNUM, THE.** Including Regimen Sanitatis Salernitatum, and Sir John Harrington's English Version, with an Introduction by Francis R. Packard, M.D., and a Note on the Prehistory of the Regimen Sanitatis by Fielding H. Garrison, M.D.
Illust.In Press.
- SCOTT: Modern Medicine and Some Modern Remedies.** By THOMAS BODLEY SCOTT, with a Preface by Sir Lauder Brunton. 2nd Edition.
12mo. Cloth, xv+198 pages.....net \$2.00
- SCOTT: The Road to a Healthy Old Age.** Essays by THOMAS BODLEY SCOTT, M.D.
12mo. Cloth, 104 pages.....net \$1.00
- SENATOR and KAMINER: Marriage and Disease.** Being an Abridged Edition of "Health and Disease in Relation to Marriage and the Married State." By PROF. H. SENATOR and DR. S. KAMINER. Trans. from the German by J. Dulberg, M.D.
8vo. Cloth, 452 pages.....net \$2.50
- SLOAN: Electro-Therapy in Gynecology.** By SAMUEL SLOAN, M.D., F.R.F.P.S.G., Consulting Physician to the Glasgow Royal Maternity and Women's Hospital, etc.
8vo. Cloth, 320 pages, 39 Illust.....net \$4.00

- SMITH: Studies in the Anatomy and Surgery of the Nose and Ear.** By ADAM E. SMITH, M.D., Past Chief Medical and Sanitary Officer, Nile Reservoir Works, Assuan, Egypt; Past Instructor in Operative Surgery, College of Physicians and Surgeons, and Past Attending Surgeon, German Hospital, O.P.D., New York.
Large 8vo. Cloth, 168 pages, 45 pl.....net \$4.00
- SMITH: Some Common Remedies, and Their Use in Practice.** By EUSTACE SMITH, M.D.
12mo. Cloth, viii+112 pages.....net \$1.25
- SQUIER and BUGBEE: Manual of Cystoscopy.** By J. BENTLEY SQUIER, M.D. Professor of Genito-Urinary Surgery, New York Post-Graduate Medical School and Hospital, and Henry G. Bugbee, M.D. Adopted by the U. S. Army.
8vo. Flex. Leather, xiv+117 pages, 26 colored pl...net \$3.00
- STARK: The Growth and Development of the Baby.** A tabular chart, giving the result of personal observation, verified by authoritative data, as to development, weight, height, etc., during the first seven years. By MORRIS STARK, M.A., B.S., M.D. Instructor of Pediatrics, N. Y. Post-Graduate Med. Sch.
Heavy Paper, 20 by 25 inches.....net 50c
- STEPHENSON: Eye-Strain in Every-day Practice.** By SIDNEY STEPHENSON, M.B., C.M. Edin., D.O. Oxon., F.R.C.S. Edin. Editor of the *Ophthalmoscope*.
8vo. Cloth, x+139 pages.....net \$1.75
- STEWART: Physical Reconstruction and Orthopedics.** By HARRY EATON STEWART, M.D., Captain Medical Corps., U. S. A., Division of Orthopedics; Instructor in Medical and Orthopedic Gymnastics and Massage, New Haven Normal School of Gymnastics; Attending Surgeon, New Haven Orthopedic Dispensary. Authorized for Publication by the Surgeon-General, U. S. A.
8vo. Cloth, 250 pages, with 67 original Illust.....\$3.75
- SWIETOCHOWSKI: Mechano-Therapeutics in General Practice.** By G. DE SWIETOCHOWSKI, M.D., M.R.C.S. Fellow of the Royal Society of Medicine; Clinical Assistant, Electrical and Massage Department, King's College Hosp.
12mo. Cloth, xiv+141 pages, 31 Illust.....net \$1.75
- TOUSEY: Roentgenographic Diagnosis of Dental Infection in Systemic Diseases.** By SINCLAIR TOUSEY, A. M., M.D.
8vo. Cloth, 75 pages and 64 Illust.....net \$1.50
- Transactions of the Twenty-Third Annual Meeting of the American Laryngological, Rhinological and Otological Society, 1917.** Paul B. Hoeber, distributor.
1918. 8vo. Cloth, vii+363 pages, with Illust.....net \$3.50
1919. 8vo. Cloth, vii+436 pages, 46 Illust.....net \$4.00

- TRUESDELL: Birth Fractures and Epiphyseal Dislocations.** By EDWARD D. TRUESDELL, M.D., Assistant Attending Surgeon and Roentgenologist, Lying-in Hospital, Associate Surgeon, St. Mary's Free Hospital for Children, New York. Large 8vo. Cloth, 135 pages, 151 Illust.....net \$4.00
- TURNER and PORTER: The Skiagraphy of the Accessory Nasal Sinuses.** By A. LOGAN TURNER, M.D., F.R.C.S.E., F.R.S.E. Surgeon to the Ear and Throat Department, the Royal Infirmary, Edinburgh, and W. G. PORTER, M.B., B.S.C., F.R.C.S.E. Surgeon to Eye and Throat Infirmary, Edinburgh. Quarto, Cloth, 45 pages of text, 39 pl.....net \$6.00
- UNITED STATES ARMY X-RAY MANUAL:** Authorized by the Surgeon General of the Army. Prepared under the Direction of the Division of Roentgenology. 12mo. Flexible Leatherette, 506 pages, 219 Illust....net \$4.50
- von RUCK and von RUCK: Studies in Immunization against Tuberculosis.** By KARL VON RUCK, M.D., and SILVIO VON RUCK, M.D. 8vo. Cloth, xvi+439 pages.....net \$4.00
- WANKLYN: How to Diagnose Smallpox.** A Guide for General Practitioners, Post-Graduate Students, and Others. By W. McC. WANKLYN, B.A. Cantab., M.R.C.S., L.R.C.P., D.P.H... 8vo. Cloth, 102 pages, Illust.....net \$1.50
- WATSON: Gonorrhœa and Its Complications in the Male and Female.** By DAVID WATSON, M.B., C.M., Surgeon, Glasgow Lock Hospital Dispensary, Surgeon for Venereal Diseases, Glasgow Royal Infirmary, etc., etc. 8vo. Cloth, 375 pages, 72 Illust., 12 pl. some colored..net \$4.00
- WEBER: Aspects of Death and Correlated Aspects of Life in Art, Epigram and Poetry.** By FREDERICK PARKES WEBER, M.A., M.D., F.R.C.P., F.S.A. Third Edition. 8vo. Cloth, 784 pages, 144 Illust.....net \$7.50
- WHALE: Injuries to the Head and Neck.** By H. LAWSON WHALE, M.D. Camb., F.R.C.S. Eng., Capt. R. A. M. C. (T. F.), formerly Capt. I. M. S. (Retired); The Queen's Hospital, Sidcup; No. 83 General Hospital; Surgical Specialist to No. 53 General Hospital, B. E. F.; Surgeon for the Ear, Throat, and Nose to the London Temperance Hospital; and to the Hampstead General Hospital. With preface by COLONEL FREDERICK F. BURGHARD, C.B., M.D., M.S., F.R.C.S. 8vo. Cloth, ix+322 pages, 105 Illust.....net \$5.00
- WHITE: The Pathology of Growth. Tumours.** By CHARLES POWELL WHITE, M.C., F.R.C.S. Director, Pilkington Cancer Research Fund, Pathologist Christie Hospital, Special Lecturer in Pathology, University of Manchester. 8vo. Cloth, xvi+235 pages, Illust.....net \$3.50

- WHITE: Chronic Traumatic Osteomyelitis.** By J. RENFREW WHITE, M.B., F.R.C.S., Formerly Resident Surgeon Officer, Royal National Orthopedic Hospital, London; Orthopedic Surgeon New Zealand Forces.
8vo. Cloth, 160 pages, Illust.....net \$3.00
- WHITE: Occupational Affections of the Skin.** A brief account of the trade Processes and Agents which give rise to them. By P. PROSSER WHITE, M.D., Ed., M.R.C.S. Lond. Life Vice-President, Senior Physician and Dermatologist, Royal Albert Edward Infirmary.
8vo. Cloth, 165 pages.....net \$2.50
- WHITE: Thoughts of a Psychiatrist on the War and After.** By WILLIAM A. WHITE, M.D., Superintendent St. Elizabeth's Hospital, Washington, D. C.; Professor of Nervous and Mental Diseases, Georgetown University.
12mo. Boards, 144 pages.....net \$1.75
- WICKHAM and DEGRAIS: Radium.** As Employed in the Treatment of Cancer, Angiomata, Keloids, Local Tuberculosis and Other Affections. By LOUIS WICKHAM, M.V.O., Médecin de St. Lazare; Ex-Chef de Clinique à L'Hôpital St. Louis, and Paul Degrais, Ex-Chef de Laboratoire à L'Hôpital St. Louis.
8vo. Cloth. viii+111 pages, 53 Illust.....net \$1.50
- WRENCH: The Healthy Marriage.** A Medical and Psychological Guide for Wives. By G. T. WRENCH, M.D., B.S. Lond., Past Assistant Master of the Rotunda Hospital, Dublin. 2nd Edition.
8vo. Cloth, viii+300 pages.....net \$1.75
- WRIGHT: The Unexpurgated Case against Woman Suffrage.** By SIR ALMROTH E. WRIGHT, M.D., F.R.S.
8vo. Cloth, xii+188 pages.....net \$1.25
- WRIGHT: On Pharmaco-Therapy and Preventive Inoculation.** Applied to Pneumonia in the African Native, with a Discourse on the Logical Methods Which Ought to Be Employed in the Evaluation of Therapeutic Agents. By SIR ALMROTH E. WRIGHT, M.D., F.R.S.
8vo. Cloth, 124 pages.....net \$2.00
- X-RAY MANUAL:** See United States Army X-Ray Manual.
- YOUNG: The Mentally Defective Child.** By MEREDITH YOUNG, M.D., D.P.H., D.S.SC., Chief School Medical Officer, Cheshire Education Committee; Lecturer in School Hygiene, Victoria University of Manchester; Certifying Medical Officer to Local Authority (Mental Deficiency Act), Co. Cheshire.
12mo. Cloth, xi+140 pages, Illust.....net \$1.75

Complete catalogue and descriptive circulars sent on request.

UNIVERSITY OF CALIFORNIA LIBRARY
Los Angeles

This book is DUE on the last date stamped below.

REFERENCE-101
QL JAN 18 1982
SERIALS

u



3 1158 00730 0741

UC SOUTHERN REGIONAL LIBRARY FACILITY



A 001 362 221 2

RC
343
P27e

