

this individual also, there is clinical evidence of the rheumatic dyscrasia. He describes himself as constantly feeling weary, having a weak back, desiring to lie abed in the morning. He formerly possessed average energy, and is not willing to be accused merely of laziness. Nor do I regard his symptoms as due to laziness, but as the sluggishness denotive of the hepatic torpor so frequently the concomitant or the origin of subacute rheumatic manifestations.

Both these cases are stamped with the same seal. The impress is characteristic and almost pathognomonic of psoriasis. When once known this disease can generally be recognized with ease and certainty. We can scarcely mistake as regards psoriasis, but chronic cases of eczema, attended by desquamation, may bear a certain resemblance to it and engender doubt. The course of the latter affection, however, is altogether different from that of eczema. In psoriasis we have a history of individual scaling papules separated by sound skin and in almost any case the physician may himself demonstrate the existence of such primary lesions in addition to the scale-covered patches. The papules are present in both cases. In papular eczema there is no such isolation of the lesions, which moreover very frequently arise from a reddened base. Eczema has a predilection for the flexures of joints; psoriasis usually begins on parts where the epidermis is thickest. The scales of eczema are thin and scanty; those of psoriasis are thick, firm and generally of silvery aspect.

Psoriasis is fundamentally a hypertrophic disease, attended by inflammatory changes, enlargement of the papillæ of the skin and hyperplasia of the cells of the stratum mucosum. The patches in some cases assume huge dimensions, and in other instances very fantastic outlines. It is essentially a stubborn affection. The treatment and prognosis of each case depends upon its cause. The origin may be in morbid conditions of the blood, nervous system and viscera. In a large proportion of cases it is due, as in the cases before you, to the influence of rheumatism. Gout also plays a large part in its production. It follows, therefore, that successful treatment depends upon the general principles of internal medicine, and that local therapy must in many instances be of minor importance. Topical measures alone will seldom cure the malady. Quite often I order no local applications whatever, and depend entirely upon systemic medication. This is the course which I shall pursue in the case of the second patient, the older man. I shall prescribe:

R Sulphuri sublimati gr. iv 26
Potassii bitartratis gr. j 065
M. et ft. capsula No. j. Mitte tales No. xxx.
Sig.—From four to six capsules to be taken *per diem*.

Small doses of sulphur are of decided value in subacute rheumatism. In these quantities it acts by absorption, stimulates the liver, the glands of the bowel and of the skin. As a normal constituent of albumin and of taurocholic acid the administration of sulphur is a logical procedure in disorder of the hepatic and cutaneous secretions and in perverted nutrition of the epithelial elements of the skin, the cuticle, hair and nails. Furthermore, sulphur is extremely beneficial in subacute muscular rheumatism of the type exhibited by the patient.

In the case of the lad we find a more active manifestation of rheumatism. The potassium iodid will here exert a more speedy effect. I shall direct him to have 10 grains (0.65 c.c.) of that salt four times daily,

increasing to 15 (0.97 c.c.) and then to 20 grains (1.3 c.c.) according to the manner in which it is tolerated. It shall be given in the compound syrup of sarsaparilla as a suitable adjuvant. For the youth I will order the following external application:

R Unguenti hydrargyri nitratis 5 ss 195
Acidi salicylici 5 ss 195
Unguenti zinci oxidi benzoati 3 j 312
M. ft. unguent.

In such cases frequent steam baths are useful. Many practitioners accord a high value to chrysarbin as a topical remedy in psoriasis. I do not often employ this agent for the reasons already intimated. Moreover it is very irritant, and it stains the skin, hair, nails and underwear.

THE SCHOOL TRAINING OF YOUTH.

Presented to the Section on Physiology and Dietetics, at the Forty-eighth Annual Meeting of the American Medical Association, at Philadelphia, Pa., June 1-4, 1897.

BY CHARLES E. WINSLOW, M.D.

LOS ANGELES, CAL.

The two essential parts of a human being are mind and body, and so constituted are they that each is of the utmost importance to the other. They are bound together by ties that render them inseparable through life. A suffering body depresses the mind; a harassed mind wearies the body. That which strengthens the human organism, stimulates the intellect to action. Raptures of the mind thrill the body. This being true, how important that from the first days of life, the intellectual and physical should grow and develop side by side.

That laws of health obeyed increase and add pleasure to life, should be known by every man, woman and child in our land. Health with a fair mind is worth more than a brilliant intellect in a feeble constitution.

The broadening light of knowledge reveals truths in cause and effect of hygienic principles before unknown. These bear added responsibilities, opening up a field of labor prepared for the growth of wise thought and action. We are realizing more and more the need of staunch and energetic men who can stand against the push and energy of the day, assert and maintain their beliefs and not break down in health as they are ready to grasp the great promises of the future.

A community's healthfulness greatly aids the progress of business. The commercial interests of the nation demand the improvement and protection of human life. To promote the future prosperity of our nation, and to elevate the physical standard of the human race, we must build up the bone and sinew of the country; therefore the science of hygiene must be understood. The grandest results will be attained only when the people come to a full comprehension of the value of the laws of health. To bring the greatest influence to bear upon the education of the masses, we must begin at the foundation and enlighten the people through the growing youth of the land. We must instil into their minds a knowledge of the fundamental truths of hygiene, and increase the powers of the intellect and body, thus making a better and stronger race of men and women.

The future history of our nation will be made by the children of the present. What we do for the child of today is something done for the adult of tomorrow. Every healthy child indicates a healthy

man or woman. Over twenty-five millions of youth in the United States—what a leverage for good! These minds filled with right ideas in regard to health, would be an unmeasured power whose expanding influence would be felt in ages to come.

Our schools are the corner stone of the nation; to them with their four hundred thousand teachers must we look for the forces that are to save the strength of its people. There should the pupils be taught the laws of health by word and deed. The members of the school board should be men of intelligence, interested in the children's welfare and impressed with the fact that the lives and health of fourteen millions of school children are of vital importance to the nation. The selection of sites, building and furnishing of school houses and engaging of teachers should not be controlled by money consideration.

The rights of our school children should be recognized in all ways that will protect and develop the mental, moral and physical health. The play grounds should be large and free from dampness; the buildings should be examples of scientific sanitation; the rooms warm and comfortable, light and airy, free from draughts and poisonous gases, furnishing two hundred cubic feet of pure air to each pupil, and everything should be clean and sweet. The walls of the room should be slightly tinted blue or green that they may be restful to the eye, and there should be the best of blackboards. Care should be taken to have desks so made and placed that they will tend to straighten, instead of deforming the child. The microbe-breeding slate should be discarded and paper especially prepared used in its place. The pencils should be disinfected daily. The school books made of suitable paper, with the printing plain and legible, should be owned and furnished by the district, thus preventing the carrying of books back and forth from families infected with disease, and also the sale of second-hand school books, coming, as they often do, from houses where disease has run riot. The use should be forbidden of the open bucket, in which, through the medium of the drinking cup, the water becomes contaminated with spittle from the mouths of disease infected children. There should be provided a place where the clothing can be warmed and dried. Children from homes saturated with germs of disease should not be allowed to endanger the lives of those from homes clean and pure.

A competent expert in the science of hygiene should carefully inspect the school and its surroundings, and thoroughly disinfect the building and its contents periodically. He should examine teachers, pupils and employes for contagious diseases, test the eyes of the pupils, see that all members of the school have been properly vaccinated, examine into suspected cases of sickness and infectious disease in families whose children attend the school. He should advise with regard to the amount of work pupils are physically able to undertake and also the kind of exercise needed by different children. He should report any needed changes in the buildings, and should lecture to the teachers and older scholars on the principles of hygiene.

The educators of our youth should be selected with the greatest care, for upon them rests a great responsibility; they are at the head of the institutions that indicate a nation's civilization; they are the developers of our citizens. Teachers are born, not made. They should have sound minds and bodies, should love

their work and be in sympathetic touch with their pupils, studying their nature. They should have a facility to impart knowledge and at all times bear in mind that there is to be a moral as well as mental and physical growth. They should wisely encourage and interest the child in the lessons to be learned, teaching him to observe and think for himself, remembering that education is in a great measure the development of the faculties rather than the imparting of knowledge. They should teach the importance of self-control, and should be able to infuse joy and gladness into the heart of the child. They should understand physiology and hygiene and learn that there are conditions of the nervous system that must be wisely handled, that there are functions of girlhood that can not be ignored, remembering that the excitement of school life often hides from the teachers the pupil's weakness. The teacher should so instill the distinction between right and wrong into the mind of the youth that there will crystallize into the life all that is best of the moral, intellectual and physical world.

Education is development of power and a storing up of that which will give strength of character, penetration of mind and endurance of body. Childhood is the molding time of life, where weakness of intellect and organism is to be overcome; when deformities of mind and body are to be corrected.

The science that aims to give better health, longer life and greater happiness to man should be paramount to all others; it is of vastly more importance to the youth to know what will prevent misery now, than to know that centuries ago Alexander sorrowed because there were no more worlds to conquer.

Make the study attractive to the student, stimulating the mind to further investigation. No child is too young to learn. Sow the seeds in the kindergarten. Let the truths be gathered all along the pathway of knowledge. Teach the children that cleanliness means health and strength. Teach them that filth and dirt infect the air we breathe, the food we eat and the water we drink, and that it breeds pestilence and transmits disease. Children should be taught not only the truths of the science of hygiene, but also the practical use of the knowledge obtained. The mind and the body should be trained to perform all their functions and live as nature intended.

No false ideas of modesty should prevent the teaching of the evil effects of youthful vices, and the danger of bringing wretched manhood and misery to those who sin through ignorance. These things would better be learned in school from wise teachers than in the street from evil-minded youths.

The older young woman should be taught the importance of motherhood and all it implies. The appalling darkness that surrounds this subject and the ignorance shown by most young women at this period of their lives is an outrage against humanity.

At no time of life is the mental, moral and physical growth so rapid as in childhood. During that period most children are in school.

The first consideration of the teacher should be "how to keep the growing child well," aiming to improve the moral and physical, as well as the mental condition.

The high pressure system of education with its daily grind of study, followed by the severe strain of examinations, exhausts the mind, causes loss of appetite, interferes with sleep, making the child listless, and is responsible for a large share of the increasing

nervous troubles. There are children who will bear crowding, but the majority, with their soft pliant brains, will not stand the strain. The per cent. of myopic cases increase as the pupils advance from grade to grade. This is due largely to close application with poor light, bad printing and defective blackboards.

Forming bones, growing muscles, developing nervous system and the constantly changing conditions of childhood need exercise.

Mind and body should be systematically trained, together growing in strength and power. Forcing either at the expense of the other is dangerous. To cram the brain of a poor, sickly body, without the vital force to use the knowledge, is to make an unbalanced human being. Cultivate good, active minds supported by the brawn and sinew of sound bodies, and they will wield an influence on this swiftly moving civilization.

Muscular tissue will not improve without muscular action. Exercise develops and tones up muscle and nerve force, thus increasing the heart's action, causing the lungs to expand and send richer blood to the brain, which brings clearness of thought and a more practical turn of mind. Manual labor and exercise should be wisely interspersed with study. Physical culture will give to our boys and girls more grace and finer physiques; the shuffling walk will be less often seen, the bent bodies will become more erect and awkwardness will disappear. Special exercises should be given to strengthen the weakest parts, fun and recreation forming part of the exercise. Motion is often rest to a child. Dr. Wey found that twelve of the dullest boys in school, after a course of physical training, without their knowing why it was done, increased their rank in their classes from 45 to 74 per cent.; their minds becoming more active, facial expression more intellectual and eyes brighter.

The children of civilized nations spend too much time in-doors. Long school hours should be avoided. Make the hours of study accord with the age of the pupil, who should rest each half hour. The French primary schools with their three grades, the first of three and a half hours, the second of four and one-half hours, and the third of five and one-half hours for mental work and two hours for bodily exercise, have improved the mental and physical condition of their pupils. In the half time schools of England, the children working half a day with three hours of study, pass the fourth grade in nine and one-half years, while the full time children studying six hours a day do not show the same aptness, and are ten and one-half years accomplishing the same result.

The studies should be made interesting, cheerfulness being encouraged. Forced stillness in a school room is painful. It shows too rigid a discipline, is wearing on the pupil and tends to suppression of the spirits that are needed to make a boy or girl an energetic man or woman.

All children have not equal ability to gain knowledge, and different organisms will not endure the same amount of work.

Rigid rules can not be enforced with safety; growing youth has peculiarities that can not be bound by human laws. The calls of nature must be attended to; because children make it a pretext to go out of doors, teachers are not relieved from the criminal responsibility for the destroyed health of a child. The strain that comes to the young girl rapidly devel-

oping into womanhood is enormous, and a wise judgment should be used in meeting the dangers to her moral, mental and physical life.

The brightest pupils in school do not always achieve the grandest success in life. Machine work will not make capable men and women; the practical should be woven into the web and woof of children's lives, and their reasoning powers developed. Thoughtful meditation is worth more than impulsiveness.

Crowded education without due regard to the laws of health is responsible for the alarmingly increasing defects of childhood. The tendency to heredity, defective eyesight and hearing, pulmonary troubles and deformities, disordered digestion and shattered nervous systems threatens us as a nation.

Education should so improve the mental and physical condition of the child, that he will rise superior to his inherited tendencies; then will each successive generation grow stronger morally, mentally and physically.

In this age of excessive activity with its wonderful progress in trade, art and science, taxing brains to their uttermost, comes weariness and failure before life's work is fully completed. Education calls for the deepest search for treasures of science, which will bring to the surface grand results in a moral, intellectual and physical manhood, better prepared for life's work, thus enabling him to grasp great possibilities, and make them subservient to his will.

Civilization's light has lessened the shadows of ignorance and we begin to realize that influences are being generated now that will tend toward good or evil in the ages to come. Increased knowledge shows us the way to improve our schools, tells us what is needed to better protect and make sound in mind and body our youth, but back of this must be a power to make and enforce laws of health.

State and government must be the power, with agents systematically carrying on the work, and controlled and guided by a secretary of health at Washington.

Here on the edge of the century let us make ready for the future and send the rays of a brighter civilization into the next, by an army of perfected men and women whose exalted characters, brilliancy of intellect and physical power, will make our nation the peer of all others.

Bradbury Building.

SPASMODIC CLOSURE OF THE GLOTTIS IN THE ADULT.

Presented to the Section on Laryngology and Otology, at the Forty-eighth Annual Meeting of the American Medical Association, held at Philadelphia, Pa., June 1-4, 1897.

BY HAMILTON STILLSON, M.D.

SEATTLE, WASH.

Spasmodic occlusion of the larynx in the adult is usually of the nature of a reflex and is but a symptom of a nerve lesion more remote. The remote causes are usually those that produce paralysis of the abductor muscles, notably, the lateral crico-arytenoids and those that produce spasm of the adductor muscles, notably the inter-arytenoids. A differentiation of these causes will be essential to the proper treatment of the cases when presenting.

In the remote causes proper has been enumerated spasm of the adductor muscles. This spasm is usually found in such nervous diseases as chorea and hysteria.