

of complete prostration. The previous treatment had consisted of an ordinary fever and cough mixture, French brandy at frequent intervals, and the local application of flaxseed to the chest. Little or no nourishment had been taken.

I suggested the immediate discontinuance of the flaxseed, which apparently had no effect, but was merely sapping the little vitality which remained.

My treatment was as follows: The immediate substitution of Antiphlogistine in place of flaxseed to the thorax, front, back and sides at intervals of eight to ten hours, and hypodermics of digitaline and whiskey at proper intervals.

The following morning found the patient slightly improved. fever 104 deg., respiration 28, pulse 132, and still unconscious. I was delighted however, to find that, ten hours afterwards, she had regained consciousness, and that the general symptoms were still further improved.

I then ordered nourishment in the form of milk, broths, etc., and the addition of aconite to the treatment. From that time on, the patient continued to improve daily, with no further aggravation of the symptoms, and at the expiration of two weeks she had quite recovered.

While I am willing to give the digitaline, whiskey, aconite and nourishment proper credit for their part of the work, I am thoroughly convinced, and do not believe I could be persuaded to the contrary, that the persistent and proper use of Antiphlogistine was responsible for the woman's recovery.—By H. S. Emerson, M.D., of Paterson, N.J.

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**WORD BLINDNESS.**—It is scarcely open to question that all education should be individual, but unfortunately this requirement cannot be met in our crowded schools. The State is compelled to require a definite amount of knowledge from all engaged in the same course. The difficulties to which this may give rise are illustrated by the following stories of pupils, who, despite earnest endeavor could never learn to write correctly, or to read fluently, or to pass the examinations provided for the lowest classes, although some of them are able to accomplish important scientific work. A perfectly healthy fifteen-year-old girl, one of the best pupils of the highest class of a German school, could not spell correctly either German or foreign words, either from dictation or from memory. She could write single characters perfectly; she could also read a single series of musical notes, and play the violin by note, but she could not read piano music. The difficulty was that she was unable to impress the picture of a word on her memory. By the