

SOME REMARKS ON THE USE OF HYOSCINE HYDROBROMATE
IN THE TREATMENT OF THE STATUS EPILEPTICUS.

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THE treatment of the condition indicated in the title of this paper is notoriously unsatisfactory. We are far too often compelled to acknowledge the inefficiency of our therapeutic resources in the face of this dreadful malady, and hence, anything which offered a hope of reliability as a specific would be recognized by the profession as a distinct gain. The purpose of this paper is to report, briefly, five cases of the Status Epilepticus treated by the hypodermatic injection of hyoscine hydrobromate, and since careful search of the records in the library of the Surgeon General's office discovers no mention of the procedure, I make bold to suggest to the members of the Association, and to the profession the trial of the drug mentioned in identical and similar conditions. The five cases referred to all occurred at the Virginia Training School for Feeble-Minded Children, Miss Gundry, Proprietor, located at Falls Church, Virginia.

A. R. Urquhart in the *Scottish Medical and Surgical Journal* for April, 1902, admits that the treatment of advanced epilepsy is largely unsatisfactory, and says that the absolute degeneration of the cortical cells and the production of toxins, he believes to be unalterable by present day methods and quoting Gowers he says, "The Status yields seldom to any drugs except chloroform, morphia or hyoscine."

H. C. Wood recommends the use of hyoscyamus in treatment of epilepsy, but urges caution in its use, owing to its depressing effect upon the respiratory centers. Chloroform, morphia and hyoscine, it is true, must be used in these cases with great care, but from my experience in the treatment of patients suffering from the malady under consideration, I am most favorably impressed with hyoscine.

CASE No. I. A. D., female, aged ten years, idiot, subject to true epilepsy. On the night of July 30th, 1900, developed the Status Epilepticus. In former cases having been disappointed in the use of chloroform by inhalation, strong sedatives by mouth and rectum, enemata and nitro glycerine, I resolved at once to administer hypodermatically one-fiftieth grain hyoscine hydrobromate which was done. To our great relief in less than fifteen minutes the convulsions abruptly ceased and the child recovered as from her ordinary attacks.

CASE No. II. M. P., female, aged nineteen, feeble-minded, subject to true epilepsy. On October 28th, 1900, went into the Status Epilepticus. Encouraged by the experience just related, one-fiftieth grain hyoscine hydrobromate was given hypodermatically. In from ten to fifteen minutes the fits suddenly ceased and the patient went into the condition which usually followed her attacks.

CASE No. III. C. B., female, aged seventeen, feeble-minded epileptic, developed Status Epilepticus on March 8th, 1901. The attacks were Jacksonian in character, the entire left side of the body being involved in the con-

vsulsions. There was no loss of consciousness. One-fiftieth grain hyoscine hydrobromate was administered hypodermatically, but without effect upon the attacks.

CASE No. IV. E. W., female, aged twelve, feeble-minded epileptic, developed Status Epilepticus on November 11th, 1902. In this case also the treatment mentioned above was used, but without appreciable effect.

CASE No. V. J. J., female, aged fifteen, idiot, epileptic, developed Status Epilepticus on March 11th, 1903. The administration of the hyoscine hydrobromate hypodermatically, as mentioned above, was followed by almost immediate cessation of the paroxysms and the child recovered as usual. Next day the eruption of measles was discovered upon the body. The measles ran an uncomplicated course and the recovery was prompt.

Here we have a report of five cases of Status Epilepticus treated with hyoscine hydrobromate hypodermatically with very favorable results in three of the cases. The number of cases observed is small, it is true, but the beneficial effect in most of them was striking. I feel justified in claiming that the cessation of the convulsions was due to the hyoscine. It will be noticed that the dose given is large, but the urgency of the symptoms and the known unresponsiveness of these subjects to medication in ordinary doses is given as a reason for the dosage employed.

In these subjects, bleeding which is advocated by some authorities, is in most instances not to be thought of on account of the extremely low grade of nutrition of the body and the very apparent anemia.

NOTES ON ADOLPH M., 1901-'02.

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THE first day Adolph entered our Kindergarten, November 23rd, 1900, he showed the disposition which has been very prominent ever since. He wanted to do and to be in everything that was going on. Not at all timid, even that first day, he joined in the tasting game, allowing his eyes to be blinded for a taste of whatever should come and then bringing another child to the center for the next turn.

And today he carries himself with the "big man" air he was so fond of last year. Then, after putting on his new overcoat, he would strut around, roll his eyes and grin all the way across his broad face, saying, "big man, big man." And now he occasionally walks around with the swaggering air of a street "tough." He is rarely a simple little child, although he does often lose himself in his play.

Self-conscious much of the time, he pushes himself to the front, even though he must displace others to do this; he fusses or even cries if not chosen for every game; and he claims as his own everything and everybody in and out of sight. Humility and refinement are lacking, but the originality,

imagination and persistence he displays compensate to a great extent for these defects. And I shall try to give notes of his doings and sayings which will give a true idea of the good qualities and not exaggerate the bad.

From the first Adolph had a way of claiming everything. In and out of doors it was and is still, "my blocks;" "my pictures;" "my wagon;" "my horse;" and of school company, "my mama," or, "my papa." Indeed, he has insisted so persistently in owning people that Sherman S. and he have come to blows and tears over the matter. Sherman would call the visitor "man," when Adolph would speak up, "no, papa;" or, perhaps Adolph would say, "my Miss McLean," while Sherman said, "all the boys' Miss McLean," but Adolph would insist upon individual ownership until poor Shermie was in tears. Or it might be that Sherman was the one who began by saying, "my Miss McLean," for this habit is not confined to one boy. Then Adolph would say and keep on saying, "all the boys, all the boys;" this to tease Sherman, for he likes to annoy the other boys at times.

Harry S., who is easily teased, is often the object of Adolph's fun. The two boys have been playing with the wagon. Adolph starts to run and keeps just beyond the reach of Harry, who is following, screaming at the top of his voice. This pleases Adolph and he laughs and continues to run. Or we are playing train and Harry is making music on an old water can for the pleasure of the excursionists. Adolph starts after him with a stick and drives him off. Harry in a hot temper runs for dear life, shouting that he will never come back; but Adolph soon leaves chasing him and Harry returns to his old stand, only to be chased off again.

Adolph himself does not cry much, though it takes little to make his a sorrowful looking face. He can't stand much of a fall or bump nor much teasing from other boys. His younger brother once made him cry by repeating over and over some little word in a teasing tone of voice. This spring he has often complained of pains and has cried a little if not permitted to lie down. One day when I laughingly told him he was getting to be a fat, lazy bear, and although I'm sure he does not know what a bear is, he began to laugh, left the couch and went to work. Another day he kept his eyes shut pretending to be asleep for half a minute while I talked and tried to raise him by his hand.

One day last fall he was determined to have a bandage on a scratched finger, so a rag was brought but Sherman caught a smile on my face and soon the table was in laughter at Adolph's expense. He looked a little ashamed for he does not know quite what to make of a joke on himself. He does not seem to be able to meet it with his usual bragging manner.

At one time Adolph's table of children marched in two sections: the "big boys" and the "little boys," as they were called. Adolph was classed with the "little boys," a place he did not like, so he insisted upon marching with the taller children. Finally, as a drastic measure, I called him up before the others, together with several larger boys, one at a time. And each time as we measured Adolph beside a taller boy the children said the other boy was "bigger," Adolph was a "little boy." He went to his seat without a word, and when later I said to him that he was taller than Harry so should sit on the other side instead of the place he had chosen, he moved with alacrity.

Last winter each class had a bag for taking overshoes to and from the kindergarten. Adolph liked to carry this bag and was always quick to get possession of it. The other boys were quite as fond of the bag as he and so he tried to have turns in carrying it. Often, however, he was persistent, holding it tightly, and stoutly refusing to yield possession. Once when I tried to reason with him that he had had it often he said to me, "Henry have bag one time,"—holding up one finger emphatically—"I have whole bunch o' times."

Another day Walter needed a handkerchief. Adolph had a pocketful. He said he had four, and there were two. So I asked that he give Walter one. He drew from his pocket a narrow strip of cloth which he offered Walter. This was too small, I said, whereupon he proceeded to show just how it could be used. It took determination on a second side before Walter could be accommodated.

Adolph is a typical boy in his fondness for collections. The early part of the year we could always be sure that the box used for storing the children's treasures during school hours would receive a generous supply from him. After pulling a bunch of string, several wads of paper and old suspenders from his pockets, he would assure us there was more to follow. He often clings persistently to the treasures, especially the whips, cans, rags, and bits of glass he finds outdoors. One day this spring he had found a particularly choice piece of wood, and was having the best of times dragging it round by a string he had attached. He came up to me and said in a sweet way, "Take to Kindergarten?" "What?" I said. "Stick," he replied. And when I hesitated he added, "Say, yes; say, yes."

What he finds or makes Adolph treasures carefully, but he has not often shown affection for people, animals or plants. While the other children gather flowers he is enthusiastically playing horse or hunting up materials to carry on other imaginative play. He brought a bottle into Kindergarten one day and when flowers were put into it he carried them around for all to have a smell and wanted them to be on the table beside him. The bottle was the object of interest, and the flowers only in-as-much as they were in the bottle.

One day we noticed a squirrel running along the branches of the trees. Most of the children were as quiet as could be while they watched it with interest, but Adolph ran around calling noisily, "My squirrel! My squirrel! Catch my squirrel!"

A very few times Adolph has thrown his arms around me in a burst of childish affection and once he surprised me with a kiss. I had put my head down, as he asked, supposing he wanted to "whisper into my ear" as he had done a few times.

He does not know how to be gentle; even when he tries, as at times with the little girls, his movements are rough. To Oscar, his half-brother, he shows some attachment, but not nearly so much as Oscar shows him. Many a time Oscar has insisted that "Adolph never hit the boys. Harry hit Adolph," when there was trouble between those two.

It is ever so interesting to watch Adolph at play. He is quick to put to use whatever comes his way, and the way he uses and combines material shows that he has observed. When in outdoor play we made a wall of bricks

he used sand for mortar, smoothing it over in quite a mason-like way. And it was sand that had been screened, too; for he had found a piece of wire mosquito-netting and sifted the sand through that.

Out at the merry-go-round is a small bar of iron fastened at one end to the central support. This bar Adolph worked at intervals all one play hour, pumping water which was supposed to pour out through a small hole in the hollow column into an old can the boys held below.

The first six weeks of this year Adolph played a horn. At most any time, although more particularly when there was other music, his hands might be seen twisted around each other in an entirely original way,—this was the horn.

In the circle he never followed a suggestion to do the exercises with the other children, for all the while he felt he must play his horn. Fortunately this horn did not always make a sound, as it was used during all songs, even the prayer song; yes, although I did insist that the cornetist in the hall did not play during prayer. A few times he put the horn into his pocket or shut it up in its case. Once he carried it over to the corner, and then every time we passed that corner in marching, he pointed to and spoke of it. A few days during this "horn" period Adolph used a Kindergarten chair as a horn, blowing at a back round or a leg, as it suited his fancy.

At the Christmas Sabbath exercises he was completely taken up with the various instruments of the orchestra. In his characteristic way he imitated the movements of the horn players and violin, also; and he was eager to point out to me the cello lying beneath the piano and to show me how it is played.

Trains are no less interesting to Adolph than to other boys. During the first few months of the year all playthings were lined up for cars, pushed along table or floor with steam furnished by the boy and when the children were in line for marching he would always steam up for playing train. At his request he received a train for Christmas. Later when we were talking over gifts I spoke of his "little train," and he spoke up, "No, big train." When outdoors several of us climbed upon a fallen tree playing we were off for a ride on the cars, Adolph ran the engine. He found paper and sticks, which he crowded into the hollow end of the tree and then using a small bit of wood, struck a match to light the fire.

Imagination serves him in-doors also, and originality is a mark of his work. The occupations which offer large scope for his individuality are what delight him. Clay is one of these. At times when he was allowed his clay only upon condition that he first make the model given the class, he has made what the others did, but as a rule his figures are planned and made altogether by himself. One day the model is a cup with a protrusion for a handle and we are offered a drink. Another day when we are making cylindrical vases for flowers he puts his flowers into baskets having handles. Shovels are common, and once the figure produced is a pig, another time a stove. To be sure we could never have guessed what the models were, but points of resemblance were easily seen after the names were revealed.

Adolph works with a purpose. The forms are not named afterward from the likeness.

Sand is another occupation of which he is very fond, for it allows so much freedom. He has cried for it after he has played at the table just the day before. Drawing he also likes, and this last school month he has begun to draw houses; the first figures that have looked like anything yet made by him. A square is outlined first and a roof with rounding lines is added. The other features of his house are a door, many windows, a long flight of front steps made like a ladder and a chimney with a stream of smoke sometimes as long as the blackboard. Once he put me through a catechism upon the names of his house.

Naturally having such an independent character it is often hard for Adolph to do what is asked of him. When the material does not allow much freedom he does not care for it. He says he does not want to do that work or perhaps he insists that his stomach hurts and he must lie down. If he is cajoled or coerced into the work he does it slowly and without enthusiasm.

Lately he has wanted a short string for his beads, not like Harold desiring two short ones rather than one long string—but only one short. Even the "big boy" suggestion was of no avail in this case. Once when he had a peg-board he put a peg at each corner and turned the tile over calling it a table. The mechanical work of arranging them in rows was not to his liking.

The difficulty of getting Adolph to follow another's idea is met in all work and play. In connection with his horn passion his failure to follow the leader was spoken of. In the morning circle we have different motions with the music such as clapping, rolling or shaking the hands. This was a most favorable time for horn playing and even if he did put the horn aside for another exercise that was not what the leader was doing. If asked he could lead well, but following is not to his mind; a phrase he has used lately reveals him well: "All the boys follow me."

He never yields to a point through reasoning. A few times have I been able to persuade him away from what he wanted to do. He can do the more difficult work of the table. On the days when we have such work the smaller and less capable children are sent to the board or san table while the others have their lesson. Then Adolph will stand up determined to do the work he likes better, and there must be a compromise in order to have good feeling; he may go when he gets his sewing done; or he may go first and come back and work. Twice he has yielded absolutely and come and thrown his arms around me asking to be kissed when I patted his head.

Outdoors he likes to play with the wagon, so do the other boys. When he has it and the others want it he offers to let them pull him; yes, he will give them a ride, too. But, oh! it is hard to take his hands altogether off the wagon. He says "Two boys have wagon", offering to let Sylvester help pull. And though two start out, one usually comes back having gained sole possession by fair means or foul. When he must tie his shoes no other must touch the wagon. He counted it a happy thought when it occurred to him to sit in the wagon while tying the shoe.

Adolph's vocabulary has always been limited, very limited compared with the normal child. When he came to school two years ago he spoke very few words intelligibly; it seems, to recall them, hardly more than a dozen,—

no note was made at the time. Ideas he has been quick in grasping, but words have been hard for him. The word "brother" he soon used after coming. He considered it his word. If in a talk or a story the word was mentioned he would say "Oscar, my brother; Adolph, big brother;" and when another Adolph came, he said, "Three brothers." This year he once called Oscar his "sister," the first time he was known to use that word.

About the time Miss Peters, his attendant, went away he first used the word "home." The houses or pictures he saw were, "my home." Likely he had heard that Miss Peters had gone home. Now he uses "house" in speaking of his drawings.

He points to Dr. Baldwin as, "my docker;" although I believe he calls him "Docker Huxey" when he names him. One day he wanted to give his flower basket to "Docker Warren." He uses many more words and he makes almost complete sentences at times: for example, "Miss White going to have two class," where only the verb is omitted; or "Harry Spure make (the) boys sick. (I will) not go (with) baby." Adolph believed he had caught his "whole bunch o' itch" from Harry who is still called "baby." Another day when I had set the doll on the ground against the tree, he said, "Old tree make you dirty, dolly." Usually, however, he puts fewer words together, using those important for the meaning he wishes to convey. This winter he has used the pronouns "who" and "what" in questions.

Adolph's memory is good. He ran away from Miss Gray's children outdoors so he was not allowed to go out with that table. Afterward he was in the hospital for more than three weeks. When he came back the first day he said, "Go with Miss Gray's table. I never run away," meaning I *will not* run away.

Last year we modelled cardboard dishes for holding the beads and each child pasted a picture upon one dish. This he used and called his own. This year having some different children we did not speak of ownership. Nine months after any note was made of special ownership Adolph happened to receive the dish with the picture he had cut; he held it up for me to see telling that it was his picture.

Adolph's hand-work is fair. As was said before he is particularly fond of free-work. In clay, drawing, and so forth, he gives the general form and those details which appeal to children,—as smoke and door knobs in house-making; the legs of a stove, but the work is done rapidly and it is not finished work. Windows are drawn with lines that cross each other like the figure for "Tit Tat Toe" game. Clay-models are never worked over and made smooth. Cutting is not exact, although some has been quite nearly so.

Color-work is difficult for him. It seems as if there is a defect in color sight, for he so often confuses green and red as well as those colors that are more alike: yellow and orange, blue and violet. He confuses not only the names, but the different balls in trying to match them.

Form and number are easier. In common talk he now uses the numeral "four" correctly. In counting eleven he omits seven and he does not count one number to an object above five. Beads he has strung through the "three" patterns with two kinds: that is 1+1, 2+2, 3+3, 3+1, 3+2. When given three kinds of beads he does not follow the pattern out exactly. He uses his right

hand chiefly. He follows patterns in sewing cards well, at times taking up a new figure and grasping the idea immediately.

The advance he has made in talking and work this year is easy to see. This is due in large part to his increasing age; but character growth is slow and if there has been improvement it is scarcely perceptible. I believe he has times of hungering for love and perhaps with more of that wisely administered a somewhat altruistic spirit may be developed in this seven year old boy.

WHAT CAN TEACHERS OF NORMAL CHILDREN LEARN FROM THE TEACHERS OF DEFECTIVES?*

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BRIEFLY to enumerate the various points that teachers of normal may gain from teachers of defective children I should say:

FIRST:—How to study the child:

- (a) Through physical characteristics.
- (b) Through habits, special idiosyncrasies, and their effect.
- (c) Through temperament; whether traceable to heredity or environment, or both.

SECOND:—How to discriminate and place in the several groups of normal, backward and defective.

THIRD:—A knowledge of possibilities and of limitations in the several grades of normal, backward and defective.

FOURTH:—To individualize standards for the day's work; requiring not so rigidly that each shall accomplish the same task, as that each shall exercise his or her capacity to its full measure in the given task. In other words, to require the best the child can do and to demand no more.

In this connection also the teacher of the abnormal learns to note fatigue signs, and to discriminate between them and the play-off of mere trifling, of naughtiness, or of pure indolence.

In fact, necessity has given the teachers of defectives such constant practice in this individualizing that to one of long experience, insight becomes intuitive.

By means of it the teacher is not only enabled to detect what is within, but to assist the child also to detect and to reveal it by reproduction, and to seek stimulus in healthful competition with his fellows, so that he develops

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