

**A MANUAL**  
**FOR THE**  
**CLASSIFICATION, TRAINING, AND EDUCATION**  
**OF THE**  
**FEEBLE-MINDED, IMBECILE, & IDIOTIC.**

**BY**

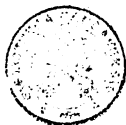
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FOR IDIOTS AND IMBECILES**

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BY KIND PERMISSION  
THIS VOLUME  
IS RESPECTFULLY DEDICATED  
TO  
**SAMUEL GASKELL, ESQ.**

ONE OF HER MAJESTY'S COMMISSIONERS IN LUNACY,

WHO HAS FOR SO MANY YEARS  
TAKEN SUCH AN EARNEST INTEREST IN THE WELFARE OF  
THE IDIOT AND IMBECILE,  
WHOSE CLAIMS HE HAS PLEADED,  
WHOSE TRAINING HE HAS ENCOURAGED,  
AND WHOSE CONDITION HE HAS IMPROVED,  
BY MANY WISE SUGGESTIONS.

## PREFACE.

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A BOOK on a rational system of education of the 'feeble-minded,' imbecile and idiotic, has long been required. It is well known that but a few of the unfortunate beings, for whose benefit such a work might be written, ever have the advantage of a carefully adapted training; and that the majority suffer both from unreasonable as well as from inefficient treatment. Believing that this unsatisfactory state of things arises from the want of sufficient and correct information, we offer, in the following pages, the results of our experience.\*

\* Seguin's admirable 'Traitement Moral, Hygiène et Éducation des Idiots,' Paris, 1846, is well worthy of study; as are also the reports of the English, American, Dutch, and Prussian Asylums. Amongst pamphlets and essays, the following may be consulted:—

'Teaching the Idiot:' one of the Lectures delivered at St. Martin's Hall, in connection with the Educational Exhibition of the Society of Arts, Manufactures, and Commerce, 1854, by Rev. E. Sidney. Routledge and Co. 'Notes on Idiocy,' Journal of Mental Science, July 1861. 'On the Varieties of Idiocy, and the Principles of Education applicable to them,' p. 17. Colchester, 1860. 'A Description of some of the most important Physiological Anomalies of Idiots,' Journal of Mental Science, January 1862, and 'The Method of Drill, and the Manner of teaching Speaking for Idiots, &c.' P. Martin Duncan. Churchill, 1861.

'The Idiot and his Helpers.' W. Millard. Simpkin & Co.; Longman & Co.

The number of idiots, imbeciles, and ' feeble-minded ' is very great in the United Kingdom ; those in asylums, schools, and unions form but a fraction of the whole, and they abound in all classes of society, from the wealthiest to the poorest.\* It would appear that the errors of our civilisation determine the increase of these unfortunate beings, for they are rarely noticed in races leading a natural life, and whose bodily powers are superior to their mental. Hidden up too often amongst civilised people, and exposed to perish by the savage, these lowly gifted members of the human family demand our attention and have excited much sympathy. Consequently, the training and education of idiots and imbeciles have been attempted in Great Britain, France, Germany, Prussia, Holland, and in the United States of America.

The scientific history of idiocy has yet to be produced ; its data are scarce, and the study has not many charms ; but a work on the treatment, education, and nursing can be written by any one who may have had some experience. We have endeavoured to render these pages of practical value, and have not considered the theoretical views of the subject, except when absolutely necessary. It is hoped that all who may be responsible for the education of idiots, imbeciles, and feeble-minded children, will find some suitable directions and useful hints in the following pages. The opinions and advice therein contained are the results of a long acquaintance with the peculiarities of those unfortunate children who

\* See Appendix, II.

cannot be educated by ordinary methods, and all the more important suggestions and schemes have been fairly and conscientiously practised, for several years, more or less under careful supervision. Some of the details may appear superfluous and, perhaps, even absurd, to the general reader, but they will be found the real treasures of the nurse and parent; and in order to comprehend their bearing, the study of the whole book is recommended before applying any of the suggestions.

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*January 1866.*

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ON THE  
FEEBLE-MINDED, IMBECILE, AND IDIOTIC.

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CHAPTER I.

INTRODUCTION TO THE CLASSIFICATION OF IDIOTS,  
IMBECILES AND THE FEEBLE-MINDED.

THE afflicted members of the human family whose education and training are about to be considered, can usually be distinguished with ease from those who are perfect in body and mind. The terms Idiot, Imbecile, and Feeble-minded convey a meaning readily understood, and it may appear useless to analyse the mental conditions thereby represented. But for many reasons there must be a classification, more or less arbitrary, in studying the cases which range from a state of permanent infancy to a condition of mind bordering closely upon the lowest standard of perfect intelligence. It is necessary to separate many of the classes into which the cases may be divided, for the purposes of training; and it is clearly unjust to classify those whose mental and bodily deficiencies are so slight as to claim for them a position close to the lowest of the perfect minded, with

individuals who simply vegetate and whose deficiencies are so decided as to entail the title of a solitary (*ídios*). Again, it will not be found convenient to classify together those who have been born defective (congenital cases), and those whose mental decadence has been produced by disease acting on a perfectly formed and gifted body. The proposed classification must be simple and practical, although it cannot have as yet the stamp of scientific truth, for the data upon which the only perfect classification can be founded are not sufficiently known. The terms may remain, although they by no means represent all the peculiarities of the cases to which they may be applied; but that of 'idiot' must have a much smaller comprehension than it usually receives. The word has too often been used as a term of ridicule; moreover it does not refer to cases where there is considerable spontaneous intelligence, much capacity for enjoyment, and a desire to oblige others. The word 'imbecile' has been permitted a very wide range, and that very distinctive term 'simpleton' has become so decidedly connected with expressions of reproach, that it is better to omit it and to substitute 'feeble-minded.'

It happens occasionally that there is a great difficulty in determining whether a child, or one more advanced in years, be feeble-minded or not; but with the majority there is no difficulty, and those to whom the case is most dear are those alone who are likely to be deceived as to definite mental and bodily deficiencies.

It is natural that parents should be the last to realize the idiocy\* or feeble-mindedness of their children, and

\* The word *idiocy* appears preferable to *idiotcy*.

it is often observed that very clever and sensible people become so familiarised with youthful defects, that they cannot see the evident silliness and want of mental power in some of their offspring. The distinction between the perfect and the imperfect minded is, however, clear to those who have not the ties of affection, and the only difficulties which are likely to arise are in the cases of deaf and dumb children, of children unusually eccentric and wilful, and of very slow adolescents whose stupidity has been increased by bad management. These have often been treated as idiots or imbeciles; but their rapid progress under a rational system of treatment, and their perfect walking and running, soon distinguish them from such. The deaf and dumb children of uneducated parents, whose social position entails want and much misery, are often so low in their mental power that they cannot be distinguished from idiots before they attain the age of five or six years; and when they have the misfortune to have a halt in their gait, or an unusual ugliness of feature and awkwardness, they may puzzle the most experienced.

The children who are born idiotic—(congenital cases)—give evidences of their condition for the first time at different ages: some are so malformed that a suspicion of something being wrong is excited within a few days after birth; others, after a few weeks do not gain the lively looks and the placidity of perfect babies, but appear to be blind with their eyes open, are restless, fretful, and troublesome. The majority show none of the progress in intelligence, and very little of the muscular power, which characterise children about their teething time. Hence it arises that most mothers date the idiocy of their children from teething.

Many cases of congenital idiocy, where the defect is slight, do not show it until the age of two or three years; the bad walking or the inability to walk, the persistent uncleanness and slavering, the querulous temper, the semi-mutism, the ungainly aspect, and the general dulness, or great irritability, strike the parents as being very unusual, and excite fears that the troublesome child is 'deficient.' After a year or two it is noticed that the habit of cleanliness does not increase, that tricks of the most elaborate mischief are done, the child being in constant motion or sullen and still; that it is insensible to reproof and often to kindness, learning nothing; and that it is a trouble to the whole house, a bad example as well as an object of derision.

Some feeble-minded children who make great progress as years roll on, and then approximate to the lowest amongst the perfect-minded, do not show many evidences of their backward condition before they are sent to school, or before their instruction is attempted in the ordinary manner. The inability to learn the simplest things, the illness and irritability which are produced by the least forcing, the general silliness, the clumsiness in using the hands, in playing and running, and the general want of inertia, are regarded by the instructor either as evidences of a mental defect, or of an unusual obstinacy and stupidity without such defect. School after school is tried, and when the birch fails, a suspicion is raised that, perhaps, the child is weak in its intellect.

It is a rule that the better the social position and the greater the comforts of the child, the less evident should be its symptoms of idiocy; the reverse also holds good, because the struggle for existence in the

poorer classes soon discovers evidences of the idiocy of their children, exposes them to the tyranny of their better-formed fellows, and often produces a state of brutish misery which never is seen amongst those who are surrounded by kindness, comfort, and wealth.

There is, then, a slight difficulty in determining the class into which some children of wealthy parents should enter,\* but they present, in common with those of others, certain bodily and mental defects and peculiarities which characterise the main divisions of the imperfect-minded. There is scarcely ever found an idiot, imbecile, or feeble-minded one possessed of perfect bodily functions. The cases now under consideration present very numerous deformities and defects of the body and its functions; the inability to walk, run, and jump perfectly, with grace and ease, or to use the hands easily, nicely, and cleverly, being more or less noticed in every instance.

Intense ugliness and deformity, with defective powers of walking, may and do exist with a perfect mind and with the greatest mental powers; but the condition known as that of the idiot, imbecile, and feeble-minded implies inseparable mental and bodily deficiencies. The commonest and most significant bodily defect is the want of that unanimous action of all the muscles which are employed in the production of such complicated movements as walking, running, jumping, fingering, and talking. This want of co-ordination † is a very decided symptom of idiocy and feeble-mindedness; it produces the halting, stumbling, shuffling walking and running so characteristic of all idiots, and it is

\* † Consult Seguin on these points; he was the first to consider them.

evidently most intimately connected with their mental condition.

Before entering into the subject of the classification, it is necessary to assert, as proved by experience, that the shape of the head, the aspect of the face, and the amount of the general deformity are unsafe guides. It is sufficient to assert that many undoubted idiots have well-shaped heads, handsome faces, and well-turned limbs, whilst many of the feeble-minded who are higher in the scale of intelligence have ill-shaped heads, repulsive faces, and great deformity. There are shapes of head, however, which are found associated with profound idiocy.

The defects of the mind in idiots have a very close relation to those of their bodies, and it may be stated as a general rule, that the greater the bodily defect the greater the idiocy. Moreover, it is a hopeful sign when a child very deficient in mind has good muscular powers, is able to run and to walk moderately, and has but few peculiar tricks or bodily defects. These defects require careful consideration in every case, because their alleviation and treatment must precede any regular system of mental training.

As it is believed that a more or less permanent defect of one or more of the functions of the body always exists in idiots, the absence of anything of the sort in very stupid and apparently idiotic children is a proof that there is no grave nervous defect, but simply a temporary inability to learn.

\* The following defects and peculiarities are, more or less, noticed in idiocy and its allied conditions.

\* Consult Seguin, and Essay in *Journal of Mental Science*, January 1862, by one of us.



The sense of feeling may be universally dull, and both heat and cold may produce very slight effects, or the defective sensibility may be restricted to one or more patches of the skin. Sometimes it is universally great, or only small patches upon the skin are exquisitely sensitive.

The ability to employ the sense of touch, to find out the nature of objects, and to measure them, may be more or less deficient; and the power of distinguishing between the impressions made on the skin by various agents may either be wanting, or may exist in a greater or less degree. The skin may be discoloured, and the perspiration is usually offensive.

The special senses may be defective or perverted. The sense of smell may not exist, or the most fetid substances may be strangely preferred. Taste may be subject to the same perversion and defect as the sense of smell.

The power of moving the eyes in the direction of objects may be deficient, and there may be an inability to control the muscles of the eyes so that they may remain fixed as in brown study, or may wander restlessly and without cause. The ability to see is often very slight, although the eyes appear to be well-formed and to be directed towards an object. The condition of vision resembles that of very young perfect children, or of others who sleep with their eyes open, the relation between the brain and the organ of vision being more or less defective. This is not blindness; for very often, with some little trouble, evidences of ability to see can be obtained in the worst cases. Blindness is not much more common in idiocy than amongst perfect individuals. Squinting of all kinds may exist permanently, though

it may be only noticed occasionally. Inability to distinguish colour, or to calculate the distance and size of objects, may exist. The experience which is gradually gained by perfect individuals of the rapidity of movement, of the density and momentum of different things, may be generally defective, and the exercise of the sense of vision for the purpose of self-preservation may be feeble. The eyelids may be imperfect and the upper may be more or less paralysed. Weeping may not be possible, although the voice and facial expression may prove the existence of emotion and pain.

The external ear may be large and mal-formed, or very small, but the inability to listen is often great though the sense of hearing is rarely wanting; usually, indeed, it is very acute and correct, even in the dumb and semi-mute idiots. The voice is always more or less defective, and in the highest of the feeble-minded who have been well-trained there is always a defect which is palpable to those who study the subject, though not, perhaps, to the casual observer. Perfect dumbness, ability to howl, cry, scream, to utter one or more syllables, to stammer, to hesitate, and sing without articulation, are commonly noticed, and huskiness of voice, mumbling of words, and irregular ejaculation of sentences also. Whilst the modulation, clearness of pronunciation and musical tone of perfect individuals are not possible to idiots or to the feeble-minded.

Irregularity of the teeth, thickness of the tongue, and a very arched palate often exist and add to the vocal difficulty, as do also the open mouth, and the thin or very inert lips. The proper relation between the muscular efforts of the lips, tongue, throat, larynx and chest, in the production of voice, is more or less deficient.

This want of co-ordination is the principal cause of the defective voice.

Inability to retain the saliva, which may be greatly increased in its quantity, is very common but not invulnerable. Inability to close the jaws, to masticate perfectly, or to swallow easily and without effort, is noticed in profound idiots. Irregular breathing may be often noticed, the number of respirations being very much below or above the standard. The heart's action may be weak or the reverse, very slow or very quick, irregular, feeble, and irritable; the pulse consequently varies, as does also the circulation generally.

The appetite may be voracious, or it may not appear by any outward manifestation: the digestion may be slow and the stools are usually very fetid. There may be greater or less inability to retain the contents of the bladder and bowels.

The whole or part of the muscles of the limbs, hands, and feet have greater or less want of co-ordinating power, hence a general clumsiness, a shuffling, hobbling gait, waddling, inelegant running, with odd and eccentric movements generally. The hands may have from this want, great difficulty in performing very simple things.

There may be a general inertness of the body, or a great restlessness: the sets of muscles of part of a limb may be paralysed or given to uncontrollable action.

There may be many kinds of 'to and fro' movements of the body, hands, and fingers, balancing of the frame, and all the varieties of motion which being independent of the will are termed 'automatic.'

The defects of the mind refer to every mental gift, and they are manifest in degree from the infantile

intellect of some, to the weak and generally inferior intelligence of those who approach the lowest types of the perfect-minded. The higher faculties are absent in the majority ; abstract ideas with their expression and application are rarely among the gifts of the idiot and feeble-minded, and a vast range of mental action is thus missing. Intellectual perception is invariably dull and slow in its application, if it be not almost or entirely wanting. The powers of induction and deduction are at a very low ebb, or even wanting. The notions of foresight, providing for the future, ordinary prudence, self-preservation, of maintaining the social condition, ambition, and of perseverance in face of difficulty, are either deficient or very feebly developed. The memory is occasionally strong but usually is very weak. The power of attention is often singularly absent, and is invariably more or less defective, as are also all the faculties which require some exercise of the will. Some ability to compare, to distinguish personal property, to estimate by numbers, and to learn the value of money, is seen in the higher cases, but not in the lower. The association of ideas is very blunted, and the little wit observed, is peculiar from the odd unmeaning connection between ill-chosen words and irrelevant ideas. The gift of imitation is usually strongly developed, and when there is a general deficiency of the other faculties its predominance is very striking. The experience which is gained by perfect individuals about their relation to society and the world is rarely developed, and the firmness of purpose usually required in the struggle for existence and position does not exist ; the judgment is therefore not to be depended upon, and the wrong thing is more likely to be suggested than the right. The notions of

right and wrong, of the duty to one's neighbour, and of the relation of the creature to the Creator are nearly absent in the untrained cases. Obedience is difficult from the deficiency of the will or from the want of the power of attention. The emotions are either passive or easily excited, the sympathies are in the same condition, and as a rule truth is observed, where its value is comprehended. Furious anger, intense obstinacy and vice, are the results of bad training. The affections are much blunted in the lower, but are usually capable of great development in the higher classes. The idea and the scheme of revealed religion are capable of being inculcated and firmly fixed in the little minds of some, but not in those of the lower classes of idiocy. Finally, the gay and lively dawn of intelligence as seen in perfect children is not observed.

It will have been gleaned from these remarks that there is a great scope of bodily and mental deficiency, amongst idiots, imbeciles, and the feeble-minded, but that only a few defects are really perfectly characteristic of the states.

## CHAPTER II.

## CLASSIFICATION.

CONGENITAL.	{	<p>CLASS 1. True and profound idiots; solitaries.</p>	<p>The affliction exists at birth, and there are malformations and disabilities of the parts of the body as well as deficiencies of the mental powers. They may be described as beings suffering from various functional disturbances, from perversion of special and common sensation, from paralysis of sets of muscles and from inability to co-ordinate many more or less complicated muscular movements to a common end.</p>
		<p>CLASS 2. Having a slight amount of intelligence, being able to stand and walk a little and often capable of slight instruction.</p>	<p>Their walking is defective in ease and grace, the voice is rarely or never perfect: the memory, intellectual perception, foresight, &amp;c. are very defective and often absent. The power of abstract reasoning is generally wanting and seldom to be traced except in a very slight degree.</p>
IDIOTS.	{	<p>CLASS 3. Able to walk, run, to use their fingers, to be made to attend slightly, to do easy mechanical work, and to feed themselves; memory and perception very weak, and variable in power.</p>	<p>Automatic movements are common.</p>
		<p>CLASS 4. 'Feeble-minded' children, adolescents, and adults.</p>	<p>Cases higher than Class 3 in the scale of mental and physical power and reaching to the lowest class of intelligence found in perfect individuals. Many are born in the Class 1, and by growth and training emerge into this Class. They all have more or less defective voices and powers of locomotion, a great want of foresight, common sense, and power of self-management.</p>

NON-CONGENITAL.	{	CLASS 5 . . .	Born with perfect intelligence and with the usual gifts of children. A state of mind like that of the classes already noticed has been produced by disease of the brain, by epileptic convulsions, by water on the brain, or by injury to the head. Malformation may or may not exist, and the muscular powers with the ability to walk and speak are very variable in extent.
		CLASS 6 . . .	Resembling Class 5, but the evidence of permanent disease of the brain exists in the form of epileptic seizures and paralysis.
		CLASS 7 . . .	Cases born with hydrocephalus, or in which the disease has been arrested after it has destroyed, more or less, the power of the brain.
		CLASS 8 . . .	Cases of perfect individuals who have been educated and who have become debased in mind and body during early youth from vice.
IMBECILES.*	{		

It must be kept in mind, that there are no accurately distinctive symptoms which separate clearly the classes of congenital idiocy; there is a gradual progression in intellect and physical power from the lowest to the highest; yet the artificial and broad definitions submitted will be found useful.—Each of the classes presents its connecting links, in cases which resemble, in their peculiarities, those of the classes above and below. It is a very striking method of showing the *mental* deficiency of a member of any one of these classes to compare its mental gifts with those of children of perfect mind at younger ages. Thus a boy of the fourth class, aged eighteen, may not have greater mental power than a perfect child of four years; he is to all intents and purposes, four years old, and dull for his

\* The subject of cretinism is not considered because such cases are not common in the United Kingdom

age. An idiot of the second class, of eight years of age, may not be more than eighteen months old, when compared with perfect children, whilst the gaiety and spontaneousness are wanting.

CLASS I.—*True idiots*\*—Solitaries—are rare; and the rarity is increased by their mortality during early infancy and between the first and second dentition, as well as by the fact that those surviving that period, frequently emerge into the second class of idiots. Constitutionally weak, they often succumb to the usual infantile ailments, and the irritation of the second teething is borne with difficulty.

Profound idiots may live to adult age, and there are examples of men-babies who are as solitary as when they were born, and quite as helpless.

The growth is slow and imperfect, and disease has an unusual importance, trivial complaints frequently ending fatally. There is no symptomatic form of head, face, or body; and in this class, as in all others of idiocy, those with ill-formed skulls and ugly faces are not necessarily lower in mental and physical power than others with well-formed crania and regular features.

Nevertheless, the profound idiot can be usually, not always, distinguished, at once from any other. The face is without expression; the saliva often runs in quantity from the large open mouth, the teeth are irregular, the palate is high, the lips are large, and a running discharge from the nose renders the face dis-

\* The cases which illustrate the peculiarities of the various classes were chosen from amongst a large number, and for the especial purpose of defining the more or less arbitrary divisions; it follows that the 'results,' added to each case must not be considered to represent all that can be done for the particular class, nevertheless they are valuable in controlling too sanguine expectations.



gusting. The nose is well formed, but its function, like that of the tongue, is generally wanting. The eyes may, or may not, squint, their vision may be very slight, and they may be now fixed staringly or wander vacantly and without speculation; there is no light in them, no merry twinkle, and the head moves often from side to side, the vision being fixed by the minute together.

There is no visual perception in the lowest of the profound, and it exists at first in a slight degree only in those who emerge into the second class. There is no ability to recognise one person from another by sight alone. Short-sightedness is very common, and the eye is very insensible to the touch. The eye-ball cannot be moved, by will, in the direction of an object, and bright light will often prove no incentive to cease staring or to attend. The ears are often misformed and the power of hearing exists generally, but not the capacity for listening.

Voice is limited to screaming and howling, and sometimes one or two parrot-like syllables are uttered.

In many the process of mastication is impossible, both eating and swallowing being difficult in others.

When quiet, the position of the head and trunk is either crouching or reclining; the forehead usually is drooped but often queerly elevated, the face being at the same time moved obliquely. The neck seems too weak for the head; the trunk and limbs are not in correspondence, as regards power. Curvature of the spine, pigeon-breasts, bowing of the limbs, enlarged joints, contracted extremities, club-feet, shortening of limbs, with irregularities in the number of fingers and toes, are more or less common.

The muscular development is bad ; the co-ordination of muscles in their movements is very deficient, and spasmodic movements are usual. They cannot feed themselves ; there is no idea of foresight, or of seeking food. The erect posture is impossible to the majority, and a few stumble about and crawl. Torpidity and indisposition to change posture are as frequently seen as the reverse. The legs and hands cannot be used for any useful purpose. The heart is irritable, the pulse often very slow or intermittent, or unusually quick ; the breathing is in some cases spasmodic, but in the majority it is as usual ; the digestion is weak, the skin is generally very dull in its sense of feeling, and parts of its surface are now and then exquisitely sensitive ; the perspiration, as a rule, is fetid, and the temperature is low ; uncleanly habits form also a common feature.

Thirst is usual, and voracious hunger as well. Sleep is ordinarily deep, but in some cases very much the reverse. Habits of all kinds and tricks innumerable exist ; moreover the see-saw movements of the body and head, the side-to-side movements of the head, and the waving of the fingers before the eyes, are very common and they are not dependent on the will, but are automatic.

There is in some no memory, in others the barest trace ; appreciation of kindness and expectation of routine attention appear to be their highest gifts, and these are manifested in a very slight manner. Pain is shown by unreasonable cries, and pleasure, in some few, by a vacant smile.

From these symptoms of the varieties of the profound idiots, it will be observed that the excessive deficiency recorded by some writers is not thought consistent with

fact. To find out the small gifts, time and study are requisite, and without their aid erroneous ideas will assuredly arise concerning the debasement of these inert and truly idiotic beings.

Grant to the highest of them all the gifts ever seen in any of its class, and compare them with the powers of a child of the same age, and how striking is the difference!

The following cases have been selected from those watched for a long period.

*Case 1.*—Male, aged six years. A pale, well-formed idiot of the lowest class.

*Head.*—Well formed.

*Face.*—Pale with no expression, no sign of intelligence; and when pleased by nursing a wan smile is all the result. Eyes well made, but the power of vision is very slight. He stares fixedly, and will not follow the hand when it is waved before the eyes. At times the eyes wander from one object to another in an unmeaning manner, or they remain fixed upon space, while the head is slowly moved from side to side. Ears well made externally; he hears but does not listen. Nose well formed, and the sense of smell exists; his taste is very slight, and he can barely distinguish between nice and nasty things. The saliva runs slightly from the mouth, which is usually open. The upper lip is large, the teeth are irregular and bad; the arch of the palate is high.

*Voice.*—None: no power of humming; he rarely cries or shrieks.

*Body.*—Well made, small, however, and weak in its muscular development. Lungs healthy. Heart very feeble in its impulse, and pulsations slow. The erect posture soon induces faintness. Bowels usually very constipated; bladder very sluggish also.

*Arms.*—Thin, well formed; the hands also. He can move them to grasp at will, but not in an easy and perfect manner;

they are generally in motion, being waved in the air before the face.

The legs are thin. He cannot stand, nor sit upright. He can kick about, and roll over, but the usual posture is on the back with the legs drawn up.

Intellectual powers.—None: does not recognise his own mother. Has no intelligence. The emotions barely exist; even passion is rare. The habits are those of earliest infancy.

General peculiarities.—He has to be treated like an infant. Does not suck, but takes food badly from a spoon or with his fingers; does not masticate. He has thirst, and drinks badly. He sleeps well. Perspiration not offensive; urine scanty.

History.—The idiocy was noticed decidedly at the teething age. He has been well cared for, but no attempt has been made to assist the general vigour, or to awaken intelligence.

During six years he has only gained a little muscular strength so that he can sit upright at his meals. He suffers less from constipation, and is rather more intelligent.

*Case 2.*—Female, aged six years. A thin small-headed idiot of the lowest class.

Head.—Forehead very small.

Face.—Small and pale. When quiet there is nothing idiotic about the expression; but when, as is usually the case, she is restless, the mouth is widely open, and the hand is stuffed into it, the aspect being peculiar and silly. Considering her age, the expression of the face is at its lowest ebb. Eyes large, vision imperfect. She looks about in a vacant, listless manner, stares fixedly for a long time, and possesses barely any power of fixing the eyes to examine an object. Ears large; she hears but does not care for music, and does not listen. Nose well made; the sense of smell is evidently perverted. Mouth very large, lips large, teeth irregular, tongue large; the saliva runs in quantity from the mouth, and there is much discharge usually from the nose.

Voice.—She makes use of two unmeaning sounds. She screams loudly, cries bitterly and rarely laughs.

Body.—Small and thin; chest deep; shoulders high, so that the ears nearly touch them.

Arms and legs.—Thin. She can sit up of her own accord, lie down, turn round and stand in a curious stooping posture. She cannot walk slowly in a straight direction, but sets off, one shoulder first, and like a tipsy man takes a staggering run to the left, then to the right, and so on. She usually brings her elbow close to the side, elevates the wrists, and allows the back of the hand to drop forwards in running. The whole proceeding gives her the air of a rat. She cannot employ her hands in any useful manner. Automatic movements of the body, see-saw of the head from side to side, and of the hands before the eyes are frequent. Constantly in motion, when not erect, she twists her body and agitates her arms.

Intellectual powers.—None; does not recognise those who are kind to her. Does not care about her food. Cannot be made to listen or to attend. Emotions:—that of sorrow, easily excited; she will scream by the hour, with wide mouth and open throat.

General peculiarities.—Everything placed in the hand goes to the mouth, without discrimination. She has attacks of spasmodic asthma. The scalp is tender to the touch. Diarrhœa is usual. She is quite infantile in her habits. She sleeps badly. Is thirsty. Perspiration not very offensive. Very little has been effected in this case excepting that the fits of screaming and crying have altogether ceased and her health has somewhat improved.

*Case 3.*—Male, aged eleven years. A slim long-limbed idiot of the lowest class.

Head.—Long and narrow.

Face.—Peculiarised by its constant contortions, the mouth being opened, shut and twisted, the eyes squinted, the brow knit, and the whole head turned in the oddest manner. Skin sallow, and generally moist from the great flow of saliva. There is an expression of happiness when he is talked to and noticed.

Eyes.—Squint of left, they wander restlessly, or are fixed steadily; he has a little power of directing them to objects, but instead of looking directly at them, he looks out of the corners of his eyes, and lifts his chin obliquely at the same time.

The ears, nose, and mouth are well formed. Mouth not large, but allowing the saliva to flow in large quantity: teeth good. He hears and can be made to listen a little; notices music.

Voice.—He cannot speak but howls, cries, and laughs; he does not hum a tune.

Body.—Thin and well made. Muscles flabby; organs healthy. Balances himself oddly when sitting, the legs being thrust out and crossed and the arms extended.

Arms.—Long, the right wrist is bent upon the forearm.

Legs.—Thin. He is club-footed; can balance himself on his toes, if held, and has much power over his limbs. He cannot walk or stand alone.

Intellectual powers.—He has but little power of attention, he can discriminate between persons and things, and therefore has a little mental perception and memory. He has nothing more. The emotions are rarely excited, but joy, anger, and sorrow are often decidedly shown. He knows his mother, his attendants and those who often speak to him. He is uncleanly at night, but makes a sort of sign during the day. His habits are those of a child of a few months old. He cannot do anything for himself.

General peculiarities.—His meat has to be cut small and placed on the back of his tongue. The chin is then oddly rotated upwards, and the morsel swallowed with difficulty. Is thirsty. He knows his food. His surface is not over sensitive. He rolls his head a good deal. Perspiration rather offensive. Diarrhœa common. In six years he has gained a little intelligence, knows more people, evinces dislikes, can stand alone, and walk with the use of high-heeled boots adapted for his feet.

*Case 4.*—A female, aged six years. A thick-set and somewhat irregularly formed child. Full habit of body. Sanguine temperament. Grey and rather small bright eyes. Dull but interesting expression of countenance. Mouth always open. Few and bad teeth. Round and rather large head. Breathing somewhat laboured. Of uncleanly habits, cannot feed herself, and she has difficulty in swallowing. General torpor of the mental faculties. Feeble memory and very slight comprehension. Makes signs of recognition when the hymn 'O that will be joyful' is sung. Knows those that attend upon her. Has some paralysis of spine and limbs. Is only able to sit up a little. Will be generally found in a reclining posture. She cannot speak. She was under treatment for rather more than two years, but on account of her total helplessness no definite amelioration could be produced by adapted treatment, and she died from consumption.

*Case 5.*—A female, aged twelve years. A helpless idiot.

Face.—Round, forehead receding, expression very vacant, mouth large, teeth prominent, eyes crossed, vision good. Limbs rather long and thin, feet clubbed, and toes deformed. Spine straight. She is unable to walk, not apparently from want of muscular power; the legs are mottled, and the circulation is very weak.

Intellectual powers at a very low ebb; can with difficulty be made to understand the commonest gestures; her attention can only be fixed for a short period; can say but a very few words and those very indistinctly; has generally a vacant laugh on her countenance. Temper bad and spiteful. She is weak and helpless, frequently making a muttering sound as if trying to talk; has no memory and no power of recognising one person from another; takes her food very ravenously, using her hands, not being able to use a fork or spoon. Is very dirty in her habits. Health tolerably good. This case gradually lingered and died of consumption.

*Case 6.*—A female, aged eight years, a feeble pale idiot, much given to move the head from side to side. Face expressive of

anxiety and pain. Organs of special sense appear normal, but she hears indifferently, barely listens, sees but is not attentive, perceives and fancies she is about to be hurt, and has much fixed as well as wandering vision. Of her power of taste nothing is known. Voice none—she cries and screams. Body small and puny. The neck appears very small and the limbs are small and thin. She can maintain the erect posture for some time, but walks badly. She does not know her nurse; all that she can do is to give evidence of some little perception. Emotions, that of fear, easily excited, but joy never. She has to be fed, is dirty, sleeps well, is thirsty, much saliva flows, and much to and fro movement of the head is noticed. She scratches the nape of her neck. Is subject to diarrhoea. After four years' treatment scarcely any mental development has taken place. She has lost the symptoms of fear which she evinced upon her admission, and when the habit of always sucking some material was checked she gradually gained flesh.

*Case 7.*—A female, aged five years. A tall and slim idiot of the first class. The head is well formed, there is a constant frown on the forehead and an expression of pain and anxiety. The lips are pouted, and the teeth are irregular. The body and limbs are thin but well made. The face is usually hidden by the forehead being depressed and the chin drawn against the front of the neck, the hair, saliva, and any dirt she can pick up cover it, and it has no expression except that of irritable captiousness. The eyes are well made, but their function is very imperfect; she cannot see anything by looking straight at it, but seeks to look out of the sides or upper part of the eye; she suffers from fixed vision and stares unmeaningly for the half-hour together, and her eyes are seldom attentively fixed on anything. The senses of smell and of taste do not exist; she hears but will rarely listen when required to do so: the power of speech is restricted to the pronunciation of 'mum mum;' she has a weary monotonous cry, and her expression of pleasure is shown by a squeak and a convulsive con-



traction of the arms on the body. The hands can hardly hold anything, and the fingers close around an object in an irregular and spasmodic manner; she cannot feed herself, or make any use of her hands. She cannot stand or walk; when placed on the ground she squats on her haunches, and allows the forehead nearly to touch the ground: she jerks herself forward in this odd position.

Her skin is very fair and very tender in some spots: the back of the neck and the scalp are especially tender, and she rubs them gently for long periods. The appetite is moderate, she has her food cut up and placed in her mouth; the thirst is considerable, and the flow of saliva great. She is very dirty in her habits, and quite like an infant. The temper is bad, she knows her nurse and those who are constantly with her. The intellect is not shown except in this last particular, and she has not the least idea of what danger means. The strength is small, and the muscular irritability very great. She sleeps well; when lifted up she puts her toes to the ground and tries to walk, like a child of six months old, the heel never coming down. Any musical sounds delight her greatly. After nearly two years' training a decided improvement was effected both in body and in mind. In fact, she emerged from Class I. into Class II. Her relatives, who were very fond of her, could not bear that she should be away from home, and therefore removed her from the Asylum with the hope that she would continue to improve as she grew older.

**CLASS II.**—The majority of idiots belong to this class; and although some, with growth and education, pass into the next, still its members are found of all ages.

Ability to maintain the erect posture, to walk slouchingly, hesitatingly, and ungracefully, to run in a stumbling manner, to use the hand sufficiently to feed with a spoon and to hold a mug, to be roused to attend to simple requests, and to be enabled to become, with

care, cleanly in habit, separates these from the profound idiots. The defective memory, weak physical powers, the general want of thought, and the presence of intense dulness of comprehension, prevent the majority from rising to a class where there is sufficient power of attention, mental concentration, memory, and intellectual perception, coupled with increasing co-ordinating powers, to enable writing, reading, and mechanical work to be commenced.

The idiot of the second class may have, as all the others, a well-shaped head and face or the contrary, a short body or a tall one, and may have various deformities. Its characteristic ability to walk and stand, and to direct its vision, renders its intense dulness and inability to comprehend the simplest terms, very striking. The growth of the members of this class is usually slow; they are rarely tall, [and, as in the first class, disease has great destroying powers, the vital force being weak, and the constitution more irritable than strong.

There is more capacity for expression in the muscles of the face than in the first class, and the saliva and discharge from the nose do not so frequently moisten the chin and breast.

The deformities of the mouth, palate, tongue, and lips are seen as in the profound idiots, but the eyes have more power. They are often wandering, or fixedly still, as in brown study. They can be directed to certain objects, and although their function is often very ill performed, and all the varieties of congenital affections exist, still they are more useful to them than to cases of the first class. Objects are recognised by some and colours also. The ears, often deformed, are

sharp of hearing, and listening is rendered more a habit by instruction. Distinctive powers, as regards harmonious and rude sounds, exist slightly, and music ever pleases.

The voice is imperfect at the best, and coarse, husky stuttering of a few sentences is the extreme gift. Screaming, humming, and singing are to be heard often enough, and laughing as well. The voice is parrot-like in most instances, that is to say, the sounds bear no reference to a mental effort; in others, sentences picked up by their frequent use during certain decided occurrences are used, at one time properly, as regards their application, and at others for talking sake. Talking is rarely commenced by the idiot of any class: he must be spoken to as a rule.

Mastication and swallowing are tolerably well performed and the spooning of victuals is easily taught, but cutting them up is rarely attained.

The hands are capable of a few useful movements, but the want of perfect co-ordination in the muscles of the fingers is as evident as that of the inferior extremities. Any very complicated movements are therefore impossible.

The muscles of the limbs are under the influence of a very dull will, and yet have more tone than in the first class.

Habit, constant direction, and a careful diet will improve the habits, and some advance in the department of personal cleanliness may be made. The circulation and digestion are frequently languid, or just the reverse; and these conditions do not bear any decided relation to the amount of idiocy.

The skin is generally very insensitive, some spots of it

are however often exquisitely sensitive, whilst others are very deficient in feeling.

Thirst is often extreme, and voracity as well. The senses of taste and smell are frequently horribly perverted, and excrement will sometimes be eaten.

To and fro movements of all kinds are seen in excess, and as puberty is passed, and even long before, the genitals are pulled about. Onanism is very frequent, and complicates matters greatly.

There is little memory of things, but not often of events; many cannot recognise their own, and some will pick out a favourite possession. Attention exists in its lowest degree, and the intellectual perception also. Comparison, a little power of concentrating the feeble powers, the notion of self-preservation, and the ability of expressing a thought or a slight idea, in the most child-like manner, are to be discovered in some cases which approach the next class.

The emotions are easily excited and the affections also. Dressing and undressing cannot be done. Some cannot get into bed. Working on a slate, knowing a few pictures and naming a few animals and letters, are the greatest accomplishments of this class.

The members of the second class are not 'solitaries;' they can enter, in a slight degree, into correspondence by motions, by uncouth gestures, and by sounds with their fellows; they can play at simple games, and they appear to enjoy society. At the same time they are helpless, and require as much supervision as the profound idiots.

The following cases belong to the second class :

*Case 1.*—Female, aged twelve years. A tall, slim idiot, with a small head, extraordinary automatic movements, very

defective vision, and possessing more intelligence than the true idiots and therefore not 'solitary.'

Face.—Small, thin, and hideous. There is a constant frown, the eyes are on a different line to the eyebrows, the last are straight and horizontal, the first are oblique and very prominent. The nose is small and red, the mouth large and ever open, showing a ragged set of teeth and a raw-looking tongue. There is usually a grin on the face with a peering look about the eyes. The saliva and discharge from the nose flow in large quantities. Vision is imperfect, still it is directed at will; she stares much, and has some wandering of the eyes. The eyes are often fixed on space, and the head is moved slowly from side to side. The ears are large, but their function and that of the nose exists; there is also power of listening and of attending to a command. Arch of palate considerable. Tongue often passed over things to feel them instead of the fingers.

Voice.—She can say a few words of abuse, in a parrot-like manner, hums a tune, laughs, and cries.

Body.—Thin, and well formed, limbs also. Organs healthy. She can sit up, stand erect, walk and run slightly. The locomotion is very tottering and unsteady.

Intellectual powers.—Some slight mental perception, memory very slight; can distinguish between things; can play with toys slightly; knows those about her, and applies her few words properly sometimes. She is passionate.

General peculiarities.—Is very dirty in her habits, smearing excrement about, cannot feed herself, but sits up to table after a fashion. Thirsty. She has to and fro movements for days at a time; rolling the head from side to side when reclining, and whirling round like a top when placed on her feet. Sleeps badly, walking about at night in the dark. Has diarrhoea frequently. Perspiration offensive. She frequently strikes her face.

In four months she sat up to table without any to and fro movement, and spooned her food; moreover she drank out of

her own mug, played with coloured beads, became more tidy and clean, slept better, and subsequently evinced powers of imitation. After some relapses she made still further improvement, but again retrograded; insanity supervened, and she was removed to the County Lunatic Asylum.

*Case 2.*—Female, aged fifteen. A high-shouldered, lame, small-headed idiot.

*Face.*—Features irregular, eyes deep-set, nose small and flat, lower jaw very large and prominent, chin very prominent. The skin is dusky and furrowed. Expression none, when quiet; but it becomes pleased or fierce, as the case may be. Forehead receding and low.

*Eyes.*—Squint of the right. Vision sharp, and the visual attention slight. Much wandering vision and fixedness as well.

*Ears.*—Large, hearing quick and good. Is fond of music. Sense of smell and taste appear to be natural. No excess of saliva.

*Speech.*—Exists in a husky, jerking, and rude manner; and the words are few.

The body is large, limbs short, contraction of right knee; the left arm is rarely quiet; she is left-handed. The walking is bad; she steps short and moves one leg first. Can run a little, sit up, get in and out of bed; can spoon her food, plays about, cannot dress herself, but can hold things, and make herself useful.

*Intellectual powers.*—Has slight memory, which is restricted to persons and things of every-day contact. She remembers a few names. Some powers of attention and mental perception exist. She has ideas and fancies, and a few opinions. She thinks those that sleep are dead, that her knee will be cured, and she thought the image of a monkey in a barrel organ one 'of us.' Is very sensitive to external impressions, although the impression is transitory. Has ideas of self-preservation. Emotions rarely excited; terribly violent and passionate at home; under care, placid and good, affectionate and obedient.

General peculiarities.—She has few automatic movements, sits with her head looking over her shoulder, with the eyes fixed upwards and the chin poked forward and upward. When she moves from this position the chin is not lowered, and the head is moved just in the favourite manner of supercilious-looking apes. She eats, drinks, and sleeps well; is clean in her habits, going to the closet herself. Bowels open regularly. No vice.

After five years' training she has become docile and quiet, but her mental powers are incapable of development. She gets on well when placed amongst younger cases, but occasionally gives way to violent passion if mixed with others of her own age.

*Case 3.*—Female, aged ten years. A short, stout-built idiot, with small forehead, large lower jaws, and a very vacant expression except about the eyes.

Head.—The back of the head is developed to the prejudice of the front.

Face.—Expression vacant, placid, and never varying; forehead small; lower jaw large. Eyes well made; she sees well, and can direct her vision to objects, when she is told to do so. Some fixedness of the eyes occasionally. Ears rather large; hears well and listens tolerably; is fond of music. Nose well made; mouth also; palate high. Discriminates between scents, and tastes well. No excess of saliva.

Voice.—Husky and jerking; there is some little power of pronouncing syllables, but in a defective manner. She knows several words but says them incorrectly. Cannot sing.

Body and limbs.—Well formed; muscular powers strong. She sits up, stands, walks, runs, and jumps. The walking is slouchingly done, and she runs with the hands spread out before her.

Intellectual powers.—Of a very low order. Memory very scant; perception (of both varieties) very dull. Good idea of self-preservation; some power of comparison; she knows very slightly some of her own things. Cannot be rendered

sufficiently attentive to be instructed. Her will is tolerably developed, and she can interest herself with her playfellows. Emotions sluggish; she is good-tempered, obedient, and gay.

General peculiarities.—No automatic movements; has diarrhoea occasionally. Eats and sleeps well. Cannot dress herself; can spoon her food, but not cut it up. Is full of tricks, rather destructive, plays with toys, and is drilled. Perspiration not offensive; is quite clean in her habits.

After five years' training she has somewhat improved mentally and bodily, and has passed from Class II. into Class III.; but on account of her extreme dulness but little further progress can be effected.

*Case 4.*—A girl, aged eleven years. She is a tall thin child having a narrow and flat forehead and a large face. The mouth is large and generally is open, showing the ragged teeth and permitting some slavering. The face is expressionless; the eyes are not often fixed, but the head is constantly turned about looking for new objects. The hearing and smelling appear to be natural. She has a slight gift of speech. The body and limbs are well formed; the walking is very badly performed, and she runs rather than walks, the muscular co-ordination is bad, and she is much given to jerking movements. She is gay, very full of fun and affection. She is excitable and passionate. Her habits are only tolerably clean. The memory is very weak and the powers of comparing, of perceiving intellectually, and of attending barely exist; but the attention is still capable of being attracted.

This child has been under training four years. At first she was very excitable, wild and passionate at frequent intervals, but by dint of persevering kindness her confidence was gained, and her mind has become calm. She is affectionate and grateful, and now possesses sufficient self-control to be able to attend family prayers, to have drilling lessons with the other pupils, and to join them at play; but she is quite unable to receive any direct instruction or to be taught any kind of useful work. The case is stationary, and there appears to be no



hope of any further improvement beyond a probable increase of self-control. If unhappily she should cease to receive adapted treatment through having to leave the Asylum, a relapse into her former state would be likely to result.

CLASS III.—The members of this class are very numerous, and may be divided into several groups, but all have more mind and greater powers of body than the cases just described; one group comprises the children formerly so deficient as to belong to Class II., but who, thanks to growth with or without an applied education, have emerged into a higher condition of body and mind. A second refers to those who have never been so idiotic as the cases previously described, but whose defects became very evident when the usual education was commenced; and the third includes those cases of the fourth class—the feeble-minded—which have fallen back in their powers of body and mind, owing to vice or want of proper management.

It would appear that the members of this class are, from their increased powers, more difficult to manage than those of the classes already mentioned, but they yield, as a rule, very satisfactory results to a careful training.

Nearly all the defects of idiocy are to be noticed in this class, and when a gift is very decidedly prominent, it is only so on account of the debased condition of the other faculties. A perfect child of the same age will surpass the idiot in these the greatest of its gifts. The class contains restless and irritable as well as stolid, stupid and slow idiots; in all the will is very inert, the attention is slight, and the defective co-ordination of the muscles is evident.

Walking and talking are imperfectly done even under

a careful education and the want of spontaneity and perseverance is always observable. The usual growth from childhood to adult age is accompanied in nearly every case by a certain amount of physical and mental improvement, but it is usually very slight, and it is only by watching the progress year after year that its unimportant character is discovered. Speaking may be taught in some instances, reading and writing in many others and a small amount of elementary knowledge also; but the power of applying the knowledge for self-benefit, or for attempting to compete with the world, is hardly ever witnessed. A simple religious training fixes its hold strongly as a rule, and the trained cases are usually very truthful and free from vice, but amongst the untrained there are often terrible instances to the contrary. The passions are difficult to control, and unreasonable rage is too frequently witnessed in both trained and untrained idiots of this class; but the softer emotions are strongly developed and fortunately so, for the only power of the master is through the affections and the strong love of the pupils. The love of approbation is usually strong, and the consequent desire to please also. The powers of imitation vary; some cases have none, others possess them to an extraordinary degree; attention is equally varied in its capacity; some can barely attend to any one thing for long, and others are silly notwithstanding their perseverance: the intellectual perception is always dull and slight, memory is very deficient, although persons and things are recognised after long intervals; abstract reasoning is at a very low ebb, and it requires some ingenuity to discover even in advanced cases whether it be present or not. The gifts of prevision, of self-preservation, or

of care for the morrow are variously but feebly developed. The power of comparison exists, the identification of familiar articles, such as clothes and toys, is generally noticed, but the value of money, positively or relatively, is very rarely possible of comprehension. Addition sums are often done, but any involved arithmetic is almost always impossible. There is a great want of sagacity, instinctive knowledge, and will. As a rule, what is taught is received mechanically and becomes fixed by its repetition. A lad may be rendered quiet, clean, obedient, and attentive, but the docility is not accompanied by much thought, although the improvement may seem to infer the contrary. Finger exercises, gymnastics, and speaking lessons produce certain results, but their application to further instruction is extremely difficult. Cases can be taught to wash and dress, to read a little, to garden under supervision, or to pick fibre; yet if most of them be left to themselves, the mischief they perpetrate is all the more ingenious from the unusual powers given. The mischief and tricks of the second class are of course more or less seen in the third. The untrained of this class suffer much misery and are a great trouble to their relatives, becoming very vicious, ill-tempered, and dying frequently from the diseases of childhood. The trained cases either remain stationary, but cease to be a trouble, or improve and produce small but satisfactory results under a constant supervision.

There have been instances where an idiot of this class who has been well trained has grown strong physically, has had the co-ordinating difficulty nearly eradicated, and has been raised to the condition of the most lowly gifted amongst perfect beings. Circum-

stances have arisen by which the pressure from without has been modified or prevented, wealth and its comforts have encircled the case, and life has been passed usefully and creditably. Other instances have been observed where a sudden development of mental and physical vigour has arisen, and a rapid course has been run through a modified simpletonism into the perfect condition: these cases are very rare, and would appear to have to do with the important period of puberty.

The usual peculiarities of this class may be noticed in the following cases.

*Case 1.*—A stout-built fine-looking boy, aged seven years. He has some expression when quiet, and is capable of showing a great deal. The eyes are large and the left squints slightly; he stares long and fixedly, and also suffers from wandering vision. The nose, mouth, and ears are well formed, and their functions are tolerably well performed. There is an almost constant discharge from the right ear. The voice exists, he says several words knowing their meaning; he can name many objects, and he moves the muscles of his mouth, tongue, and lips very well. The body and limbs are well-formed; he walks and runs but imperfectly. He has some memory and general intelligence, knows what most simple expressions mean; he has some power of attending, and of intellectual perception also. He is very slow and listless. He eats, drinks, and sleeps well, feeds himself with a spoon, but cannot dress himself. He is uncleanly. He is affectionate, obedient, and tender-hearted. He has the see-saw movements of the body and head both when sitting and standing. After being under training for about three years and a half, the boy slightly improved in speech, the good result of speaking lessons, by which he was enabled to utter several additional words, but on account of his delicate constitution, and the constant discharge from his right ear, which

caused him considerable pain, he made but little progress either physically or mentally.

*Case 2.*—A female child, aged twelve years; has a small head with a high sugar-loaf shape, Chinese-looking eyes, and a long projecting lower lip. The face is very plain and expressionless when quiet, but there is much capacity for expression. The eyes are weak and she stares long and fixedly: the nose is flat and she can kiss and suck it with her long lips; she is lop-eared but hears fairly; she listens indifferently, and she sucks her large tongue. The teeth are deficient and bad, but she speaks a few words. The body is well-formed, the legs are long and straight, but the arms are bowed. The memory is very defective, as are also the perception and attention. She is very listless. She knows a few words and sings, and she knows her own things—as yet she can neither read, write, nor sew. She is bashful and good-tempered, gay, tolerably obedient, knowing those who are about her and what is expected of her. She is not mischievous. Her constitution is weak. The appetite is tolerable, and she feeds herself with a spoon; the thirst is considerable, and she slavers much at night. She is uncleanly. She walks and runs but oddly. She is capable of being taught a few things slowly. She has greatly improved in many ways; her uncleanly habits have been almost entirely overcome, her bodily and mental powers have been strengthened; she has made progress in reading, and has been trained to render help in dressing other girls.

*Case 3.*—A girl, aged twelve years; is tall, thin, very awkward and silly-looking. Her head is rather large behind, the face is very vacant in expression, the eyes wander much, she has prolonged fixed vision and she is short-sighted, but she can see tolerably well. The mouth is generally half open the saliva running therefrom; she speaks indistinctly and hurriedly, her fragmentary words being very incomprehensible. The hearing is acute. She staggers rather than walks, and all her movements are awkward. She is very mischievous,

passionate, affectionate, and will deceive if possible. She is cleanly. She cannot dress herself or cut up her food, but uses a spoon. The appetite is good, and the thirst excessive. Her memory is very deficient, and the perception is quick. She has no reflection, forethought, power of comparison, and very little attention. She originates a conversation sometimes. She knows very little, and cannot do anything useful, being very lazy and silly. She has acquired habits of good behaviour, she has been trained to definite usefulness by attending to sundry errands of a slight character. She behaved well at church and family prayers, and liked to attend religious services. She was unable to learn to read, write, or sew, on account of her imperfect vision.

*Case 4.*—A male, aged thirteen years; a tall, large-headed, heavy-looking and very quiet idiot. The head is narrow on the top and large in front. The face is not large in proportion to the head, its expression is quiet and vacant. The eyes, nose, and ears are well formed: fixed vision is frequent, otherwise the senses are perfect. The mouth is usually open, showing the ill-formed front teeth, and the voice is husky, slow, and hesitating. The body and limbs are well made. He is thin, the organs are all very torpid in their action, and the pulse varies from thirty to fifty beats in the minute. He is subject to diarrhoea and very cold skin. His walking is bad, the running and jumping also. All his motions are slow, sluggish, and hesitating. He can wash and dress himself, he cuts up his food and he is cleanly in his habits. He cannot hold a pen. The intellectual powers are very deficient; there is slight memory; and he has some power of induction and attention, but his perception is very dull and incompetent. He does not know the relative value of things, but recognises his own property. The emotions are easily affected, and he is often hysterical; he is obedient and good, though sometimes obstinate and mischievous. He knows something of religion, but is very ignorant. He had been sent to a boys' school before coming under our care. He has

to and fro movements when by himself. His slow and torpid condition, his inability to digest any but the simplest food, and his rapid loss of power in cold weather, are very remarkable. He has been much benefited by his training, which lasted five years. His bodily powers have been greatly invigorated; his faculties of attention and comprehension have been strengthened; he has made progress in the mat-making, and has been trained to usefulness in cleaning boots and shoes, working at the pump, and attending to sundry errands. As, however, an unhealthy action of the brain was produced whenever he attended any school exercises, however simple, it was not found practicable to teach him to read or write.

*Case 5.*—A tall man, aged twenty-two years, with a low forehead and the back part of the head large: he has prominent eyes and a very stupid look. The eyes are very restless but he sees well. The ears are malformed, but he hears well and will listen with some attention. The facial expression is very vacant. He speaks but knows only a few words. The body and limbs are tolerably well made, but his co-ordinating power is weak. His memory is feeble. The perception and attention are slight, and there is great general deficiency. He is very ignorant. The temper is good. His habits are tolerably cleanly. He feeds himself. He dresses badly, and cannot do anything useful; he knows his own things and something about money. Occasionally his ideas are wrong as well as weak, and he is easily led away. He has grown out of the second class without training, and he was soon put to simple gardening, and wheeling about children in a chaise. He is prone to steal shoelaces and books, which he likes to carry in his pocket or hands. After being trained for four years he has become cleanly in his habits, stronger in health, well behaved, and able to do much towards dressing himself. He can also draw a chaise and attend to very simple matters. But the case is stationary, and the improvement cannot be carried further. He is too dull of

comprehension to attend imitation lessons, and unless he continues to receive adapted training he will be likely to retrograde.

*Case 6.*—A boy, aged twelve years; has a large head and a small body. The forehead and chin are prominent, the rest of the face therefore being deeply set. He sees well and perceives quickly, nevertheless the eyes often wander listlessly. He hears badly, is very fond of music, and will listen tolerably. The gift of speech is restricted to the saying of two or three words. The body and limbs are weak, he is in constant movement, and when the body is at rest, the mouth and eyes are at work. He walks feebly but pretty well, and he can neither run nor jump. He dresses himself with assistance. He cannot cut up his food, but can use a spoon and fork. He is obedient, good-tempered, and affectionate. His spirits are usually great, and he is easily managed. He is sometimes hysterical from excessive sensitiveness. He knows his own things; he has a defective memory, but it is in advance of that usually possessed by his class; the same may be said of his general intelligence, idea of self-preservation, and power of attending. He kneels at prayers, but does not yet understand why. His powers of imitation are good. He sleeps well and is clean in his habits, but slavers. He suffers from diarrhœa. He has been in several schools, but nothing could be taught him. His bodily and mental powers have been strengthened; he is far less prone to hysterical excitement; he has made progress in mat-making, but owing to the want of speech no further improvement can be expected.

*Case 7.*—A stout and well-made boy, aged eight years. The general shape of the head is good. The face is large with a very varying expression. The eyes are well formed, and he has much wandering vision. The nose and ears are well made, and their functions are well performed; the mouth is wide and he slavers. He sings slightly, but can hardly speak a syllable. The body and limbs are well formed,



but the muscular co-ordination is defective, and he waddles. The intellectual powers.—He is much below the standard of his age, yet is high amongst idiots of the third class. He understands a great many words and attends tolerably. His memory is very weak, but he remembers many things he is told to do. He knows his own things, he can compare and has a slight idea of consequences; but foresight and imagination do not appear to exist. The intellectual perception is very slight. His attention is easily obtained. The emotions are readily excited; he is bashful and good-tempered, obedient, affectionate, and gay. He is restless and mischievous. He knows very little. He is clean in his habits; makes signs; he feeds himself with a spoon; cannot dress himself. He sleeps well and has a good appetite. His habits have been improved, and some slight general progress has been made, his vocal organs cannot be trained to action, and notwithstanding the pleasing smile upon his countenance, dulness of comprehension is constantly evinced.

*Case 8.*—A small-headed and very active boy, aged eleven years. The head is tolerably well made. Face small. The eyes are well made and their function is perfect, but the upper eyelids are more or less constantly drooping; he is very deaf but strives to hear. The nose is well formed. The mouth has a large and flabby palate, the tongue moves readily, and the taste is distinctive. The voice is nearly absent. The body is thin, small, and muscular. The heart's action is irritable and irregular. The limbs are small, muscular, and well made, but he limps a little on the left leg from weakness of the knee. He is very active, runs, jumps, and goes through gymnastics with great vigour. He can use his fingers very well, and has great power of memory and pantomime. The deficient co-ordination is, however, evident in many important series of muscular efforts. He has the mind of a child of four years of age. The memory is slight, and the perception is good. He has considerable reflective powers, some power of reasoning, and great power of imitation. He has a knowledge

of right and wrong both as regards his own actions and those of others. The emotions are easily excited, but he is affectionate, obedient, and anxious for approbation. He can write a little. He knows his letters. He is drilled, and is a capital tailor. He is full of fun, is very amusing, eats, drinks, and sleeps well, and plays at cricket nicely. His general progress has been marked and gratifying; he has improved in speech, has learned to read, write, do sums in arithmetic, and draw. He manifests a talent for drawing, carpentering, and almost any kind of mechanical usefulness. Though deaf, he is quick of comprehension, and he has been trained to usefulness in many ways. He can be trusted to attend to live animals, and rides well upon a donkey. He alters the date of the month correctly every morning in the office, and often proves useful in folding printed Voting Papers, wrapping up Reports, &c.

*Case 9.*—A girl, aged fifteen years; a quiet placid girl, high amongst idiots of the third class, and emerging into the next class by growth and education. The face is spoiled by the small forehead. The ears are small, and the mouth, nose, and eyes are well formed. The expression is quiet and dull. She has neither fixity nor wandering of vision. She is very shy, and holds down her head when spoken to, rubbing her eyes like a little child. The hearing is dull. The voice is thick and husky, but she knows a large number of words. She sings fairly. The body is clumsy and the limbs also. There is defective co-ordination in walking and in the usual movements of the hands. She cuts her food awkwardly and sews slowly. The memory is tolerable, the intelligence is dull, and the judgment and prevision are very slight. She does not know the value of money, has an idea of multiplication, knows her own things, and can compare. Affections good. She is very modest and the temper is good. Ordinary instruction has been of little service to her, she can neither read nor write, and is very dull. She says her prayers and appears to understand the nature of her religious duties. She can dress herself with a little help and is cleanly. The girl has been

well cared for at home. She has improved considerably in body and mind, her self-will has been overcome, her disposition to idleness has been counteracted, and she has been trained to habits of usefulness in several ways. Though still unable to learn to read, yet she can sew, make beds, attend to housemaid's work, and give efficient help in the laundry.

*Case 10.*—A boy, aged fourteen; has a tolerably well-shaped head. The face is very plain and generally moist from saliva. The mouth is large and he speaks several words well, the voice being, however, very cracked. He sees well, stares, and allows the eyes to wander listlessly. He has a lateral curvature of the spine. His limbs are well made, but he walks badly and uses his hands clumsily. His memory is bad but the attention is good. He can reason a little. He can neither read nor write, and has not acquired any information. He can partly dress and undress. He can feed himself. He is good-tempered. He is not very cleanly. He is cheerful and affectionate, obedient and imitative. His health is good. His progress has been slight on account of his defective physical organization. His power of comprehension has slightly improved, but he is quite unable to learn to read, and his articulation cannot be amended. He is nevertheless capable of a little work in the garden, and can execute sundry errands.

CLASS IV.—‘*The Feeble-minded.*’—The cases to be included in this class may have been born idiotic, and may have belonged to either of the former classes during early childhood, and the decided advance in mental gifts and especially in bodily power, is either due to the ordinary growth, to an applied education, or to both. Some cases without any grave bodily defect appear to be only unusually dull and perverse during infancy and childhood, but fail at every school, and are readily distinguished, as years progress, by their general inaptitude to everything useful, their impru-

dence, improvident conduct, and general feebleness of purpose. The 'Feeble-minded' are in advance of the third class in mind, in their ability to walk, run, and jump well, to use their hands for useful purposes, to speak tolerably, and to labour without constant supervision.

They present occasionally very extraordinary gifts of mind, are often rather insane, and are always deficient in common sense and judgment, however great may be their other faculties. It is hardly possible to distinguish between some of the more gifted of this class and the badly educated amongst unusually stupid perfect children and adolescents. The so-called 'backward children,' and the weakly in constitution, who may be incapable of education by the ordinary methods, but who are really perfect in body and mind, may be easily mistaken for the advanced cases of the fourth class; but these last have invariably some difficulty in their walking, running, general movements, and speaking, such as want of grace and facility—the results of improper co-ordination. The progress which the 'backward children' make under a rational system of education easily distinguishes them from the members of the fourth class. All learning is unusually arduous to the cases comprised in this class, the notion of the abstract is very weak, and the simplest arithmetic is received with difficulty. Some possess great powers of simple calculation, but the majority multiply with difficulty.\* Unusual powers of memory, of aptitude for wit and repartee and of perfecting mechanical work, are now and then seen. Amongst the untaught cases there is generally much misery, for the true nature of their affliction

\* Most can be taught the multiplication table by routine; but saying the tables is not multiplying.

is not always distinguished, and there have been some sad instances where great brutality has been shown to them on account of their supposed obstinacy and stupidity. The general peculiarities of the cases may be learned by reading the following cases:—

*Case 1.*—A boy, aged eighteen years. A thin, feeble-minded lad. The head is high and narrow, the forehead and face are out of shape. The face is sallow, large, and one-sided, and it has but little expression. The speech is good but imperfect, and the vision, which is generally good, is often wandering. The body is tolerably well made, but the chest is narrow, the limbs are rather long and thin, the muscular power is pretty strong, and he does not soon tire. He walks fairly, and there is a high amount of co-ordinating power, but its imperfection is plain. The memory is weak, he cannot recollect 'the time when' or distinguish between yesterday, a month ago, or a year since; the intellectual perception is weak, and the power of attending small. He knows his own things, and has but a slight idea of the value of coins or of money: his conversation is silly, and his capacities are very low. He is good-tempered, and is of a nice disposition. He has a few correct ideas on religion, and tells the truth. Swears sometimes, and talks strangely. His appetite is not good: he feeds himself, using a knife and fork. He is cleanly, and dresses himself. There are no automatic movements. He is very disinclined to work.

He was born weak in body and mind; being sent to school, he could not be taught. On account of long-continued ophthalmic affection, his mental progress has been greatly retarded, but he has acquired more self-control, is useful in attending to sundry errands, and taking care of an elderly patient.

*Case 2.*—A boy, aged seventeen years. A tall, long-limbed and strong youth, with almost perfect speech and muscular co-ordination, but whose intellectual deficiencies are marked. The face is long, the mouth is large, and the forehead is narrow: he holds it down, and is morose and savage in appearance.

The head is small in relation to the face. The body and limbs are well made. The walking is rather tottering. His muscular power is great, and he works without the least consideration for the amount of labour he may expend, or for the amount the work may require. He has but little memory and attention. The intellectual perception is very slight. He does not know the days of the week, and cannot count. His evil emotions are easily excited, and he becomes impulsive, violent and dangerous, on slight provocation. He is restless, and is disinclined to remain long in one place. He hardly knows anything, and his answers to simple questions are silly, wrong, and slow. He has been brutalized by the boys of his age and social class. His father is dull of intellect, but has improved in mental power with age. Shortly after the admission of the case into Essex Hall Asylum his impulsiveness was almost insane in its character, and he required careful watching, kindness, and medicines. His scalp readily became hot from a little excitement: he had an evil-looking eye, and then would do the first mischief that came into his head. His mental power has improved, but he is quite unable to learn to read or write. He has been trained to habits of good behaviour and real usefulness. He works hard in the garden and at the pump, attending to his duties heartily and perseveringly. Though his labour in the garden is worth 8s. per week yet he could not spend the money, so that he will require constant guidance through life. He behaves well at church, and likes to have books although he cannot read a word.

*Case 3.*—A tall slim youth, aged eighteen years; has a very simple expression of countenance, great childishness, defective speech, and a clumsy walk. The face is large in proportion to the forehead, the eyes are prominent, and he is short-sighted; moreover he does not possess a high degree of visual attention, and has fits of wandering vision. The ears are large, and the nose and mouth are well formed. The forehead is strongly marked with a frown. The body has grown badly; he has a badly-shaped chest, large hips, and long limbs; the skin is fair,

and his muscles are weak. Hearing is perfect, and he is very fond of music, and sings. He has perfect powers of taste and smell. He speaks indistinctly and slowly, but the enunciation is tolerably correct. The ability to run and walk well is affected by some want of muscular co-ordination. He can use a garden-hoe a little, and a pen also. He washes and dresses himself, and uses a knife and fork.

The intellectual powers are very feeble, and he is far below the usual standard of eighteen years. The memory is slight, the intellectual perception also. He can concentrate his attention slightly, but has great difficulty in answering ordinary questions. He can compare, and he knows the use and value of money; he counts like a parrot, cannot read, but writes a little.

He is affectionate, very fond of children, does not like to see any unkindness, and is easily excited. The imagination is slightly at fault. He is obedient, willing, gentle and quiet, and is cleanly in his habits. He sleeps well, has no unusual thirst, and suffers from diarrhoea.

He was idiotic from birth, but more intelligence came with growth and a peculiarly kind and sedulous education: when old enough he was sent to school, and of course because he could not learn he was well beaten: the school was changed, and a similar discipline failed in the hands of a second master. His mother then took him to herself, and he usually attended divine service twice every day; and the youth's placidity, amiability, and gentleness clearly arise from the association. He says he went to church to ask God to take care of him. He knows the Lord's prayer by heart, and has a decided and rather prominent belief in the personality of Satan.

This boy had been in the former class during childhood, but has emerged into that of the 'Feeble-minded,' thanks to a singular education. There is a slight taint of perverted thought and will, but his innate goodness restrains him very often; nevertheless he tears his clothes and gets into a passion sometimes, talks about the devil and makes himself ill. His bodily health has been strengthened, he is less imaginative, but on

account of cataract in both eyes which produced total blindness, he has been unable to make mental progress or to be trained to usefulness in any way.

*Case 4.*—A tall, pleasing-looking feeble-minded girl, aged eighteen years, with some considerable mental power. The head is well formed. The face is not quite in good shape, the special senses are nearly perfect, and there is much power of speech. The power of walking is defective. The body is well made, and she is muscular. There are no automatic movements. She is able to do a good deal for herself, but cannot finish her dressing, and she is scrupulously clean. The memory is defective, the perception dull, intellectual perception hardly exists, and attention and mental concentration are slightly developed. The mental experience and powers generally are those of a young child. She is well behaved, modest, and amiable: the emotions are easily affected, and she has a slight knowledge of religion. Her health has been good, and she has gradually emerged from the condition of idiocy, during childhood, to her present state, in spite of the inability of her parents to train her. She has made gratifying progress in all respects. She has learnt to read, write, and sew. She has been trained to usefulness in making beds and other kinds of domestic work; her health did not prove strong enough for the laundry, where she was becoming valuable. In sewing she shows the greatest proficiency, and her mother being a dress-maker, she will be able, in all probability, to earn her own livelihood. When at home for a holiday, she proved so valuable to her mother by her efficient help, that her re-election for life in the Asylum is not desired.

*Case 5.*—A tall, half-starved-looking feeble-minded youth, aged twenty-two, with a deep frown and a miserable expression of countenance. The head is rather like a sugar-loaf in shape. The face is sallow and melancholy-looking. The eyes, mouth, and ears are well formed. The body also is well formed, but he is rather thin. The muscles are flabby and weak. The special senses are tolerably perfect, and he speaks slowly but



distinctly. He is very inert. He sings well and recollects tunes exceedingly well, otherwise the memory is very weak and confused; the intellectual perception is feeble, the attention is tolerably developed, but is below the usual standard. He is very slow in comprehending, and has a very slight idea of numbers.

His vital powers are low, the appetite is good, and he sleeps well. He is cleanly, and both dresses and undresses. He is good-tempered, obedient, quiet, timid; but when put out he is very violent. He has definite ideas about religion, and knows right from wrong. He is a good youth in spite of a vicious and bad home education. Formerly he was under training for five years; he retrograded when he went home, but he held his moral tone.

*Case 6.*—A tall powerful man, aged forty-four years, who has had a long supervision in Essex Hall Asylum. The face is expressionless and dull but good-tempered. The special senses are perfect, and the speech is rather hesitating but distinct. The body and limbs are well made, and are on a gigantic scale; he is 6 feet  $3\frac{1}{2}$  inches high. The gait is slouching, but the general co-ordination is unusually perfect. His intellectual powers classify him high amongst the feeble-minded, and he has benefited by a long and excellent training. In spite of this advantage the stupidity, obtuseness, slowness of comprehension, and defective intellectual perception are constantly noticed, and any trivial physical ailment diminishes the mental powers in a marked degree. He reads slowly and well, writing is moderately performed, he has slight arithmetical powers, and a good and slow memory. He is very good-tempered and amiable, is soon put out, but he speedily recovers himself; he is obedient, placid, and religious. He is a very good son and a valuable labourer in the Asylum. He requires looking after as regards his personal cleanliness. In his work there is no relation between the work to be done and the degree of force he puts forth. He is generally incompetent when out of supervision. He works in the garden, does house-

work, and takes messages. The want of spontaneity, the general dulness and slowness of comprehension, the slightly defective speech and slouching gait are very distinctive. He suffers from diarrhoea. Owing to his advanced age when he came under training in the Asylum, his progress was necessarily slight, but he was very useful as house porter.

CLASS V.—*Non-congenital cases—Imbeciles.*—The separation of this class from the others is of great practical utility, for the results attainable by the proper training in the first are never equal to those noticed in the latter. Where an early epilepsy, an injury, a fright, and an inflammation of the brain or its coverings, have produced idiocy, the evidences of a constant brain affection are generally present; whether this be the case or not, the progress of the cases in the fifth class is unlike that observed in the congenital varieties.

The probable improvement is slight, and although physical power may increase, the mind may never do so. Many of the most intractable and distressing cases fall under this class, and as a rule little can be done except to teach cleanliness, obedience, and better habits. The various tricks and odd movements common to idiots are seen here, and life is often a weary fidget. The personal beauty of some of the cases, and the frequent good temper and affection they display, render the mental defect all the more sad. Violence of behaviour and insanity complicate the cases now and then, and the return of the original brain disease is not unfrequent. The few cases which can be educated resemble and are trained with the various classes of idiocy.

*Case 1.*—A thin, active boy, aged thirteen years, with a small head and paralysed right leg.

The face is very silly in its expression, but he sees and hears well, staring much, however. He has the power of speaking a few words with difficulty.

The body is well made, the right hand and arm are weaker than the left, and the sensibility of the skin is increased about the feet, which are somewhat malformed. He has much 'to and fro' movement. His power of attending is slight, he has barely any intellectual perception or power of reasoning, and his memory is often weak and uncertain. He forgot that his mother came yesterday, but he remembered one of us after a year's absence. He has no idea of number, and but little notion of the difference between things. He is clean in his habits; he is often very destructive, tearing his things; moreover, he screams loudly and without an apparent cause. Generally he is good-tempered, kind, and gentle. He knows nothing, and teaching soon produces headache. He is very susceptible upon religious subjects, talks of his mother being in heaven, and 'having a harp,' &c.

*Case 2.*—A boy, aged seven years, with a large head and face, who had epilepsy up to his second year. The face is expressionless, the eyes are heavy-looking, and they are often fixed on vacancy or wander listlessly. His sense of smell is perverted, the tongue is large, he slavers and rubs himself with nastiness and saliva. He hears, but will not listen. He has no voice, but cries, screams, and howls. He knows nothing, but appreciates kindness. He walks unsteadily. He is very dirty in his habits, mischievous, and destructive. His temper is hot and irritable. He cannot feed himself except with a spoon. He is very unmanageable.

*Case 3.*—A girl, aged thirteen years, with a receding forehead and a very vacant expression of face; she has clubbed feet, deformed toes, paralysis of the legs, and cannot walk. The mouth is large and the teeth are prominent. The voice is restricted to uttering one or two words and to muttering to herself. She sees pretty well but squints. Her mind is at a very low ebb, the attention is hardly developed, she knows

nothing and cares for nothing. She is spiteful and ill-tempered. She takes her food ravenously, using her hands, and cannot use knife, fork, or spoon. She is very dirty in her habits. In some months she began to take notice of what was going on about her, became better tempered and less vacant.

*Case 4.*—A tall, round-shouldered boy, aged nine years: he is restless, but has a placid face and a well-shaped head. He is a nice-looking boy, but the placid face never alters in its expression, except when he is in pain or is angry. The favourite posture is with the fingers pushed in behind each ear. There is no particular flow of saliva. The eyes are well formed, and he sees quickly; there is no unusual fixedness of vision. He hears, but will not listen except to music. At home he has been known to daub excrement over his face: but he certainly distinguishes by taste. He cannot articulate a syllable, but howls and screams. The body is tall and slim, the limbs are well made, and there is a slight curvature of the spine. He is wonderfully active, walking quickly, and very fairly; he jumps and runs hour after hour, but he does not appear to be able to direct his movements for his own comfort or for any amusement, and when he is obliged to walk it is done indifferently. He cannot use his hands for any useful purpose, except that he can put a cup to his mouth and place a plate down, dropping it, however, without regard to the material. He plays with his toys like a little child. All the intellectual gifts are restricted to a very slight degree of memory. He is fond of his nurse, has a happy and good temper, but is dirty, and cannot dress or undress himself. The appetite is good, and the bowels are very irregular. He sleeps well, being in motion all day. He does not know anything, and passes his time in playing all sorts of antics and tricks. He has become less wild under suitable treatment, and his habits have been somewhat improved; but he is still uncleanly, and his mental powers are incapable of development.

*Case 5.*—A boy, aged four years and a half, with a well-

formed head. The face is large, flat and expressionless. The eyes squint slightly, he stares much, and does not see well. He is dull of hearing, and his speech is restricted to a few rude sounds. He is very restless, fingering everything; even during sleep he is unquiet. He walks heavily and clumsily. He can feed himself with a spoon, but cannot hold a piece of bread. He has no memory or power of attending; all that he knows is the presence of the nurse and what food is. He is good-tempered. The head is very tender to the touch. His health is delicate. He became much quicker and far less troublesome; his bad habits were checked, but his mental powers continued dormant. He died at the end of about twelve months from disease of the lungs.

CLASS VI.—The cases in which epileptic fits occur with greater or less frequency are collected in this class. There can be no mistake made by independent observers as to the mental condition of most epileptic children, but the error of confounding all young epileptics with idiots and the feeble-minded must be avoided. Many children grow up suffering more or less from epilepsy, and reach a good age, having had no mental defects; but when the voice is defective, and when recondite mischief, obstinacy, dulness and stupidity, are noticed, grave doubts about the future must strike even parents who hope on against hope. The nature of the fits, and the convulsive struggle with greater or less insensibility, admit of no mistake. The following cases illustrate the connection between the mental defect and the epilepsy. In all, the bodily powers are far in advance of the mind, whose defects bear a relation to the number and severity of the epileptic attacks.

*Case 1.*—A girl, aged ten years, is tall and well made: she has a small head, and her face has a constant expression of

pain. She sees and hears well, but cannot speak. The general sensibility is very dull, and she often bites herself on the right wrist. She fixes her eyes much on vacancy, and waves her fingers to and fro before them; moreover, she has automatic movements of the body. She is cleanly, and feeds herself clumsily. The walking is badly done. She has barely any memory, knows nothing, and is inattentive. The temper is bad, and she is often violent. The fits attack her at all times, and she rarely has less than three in a week, and often several every day. After many months the epilepsy increased and the mental dulness also: the urine could not be controlled, and she became very dirty and retrograded into a state of infancy.

*Case 2.*—A large-headed boy, seven years of age; has a peculiar smile, holds his mouth open, and squints slightly. He has lost the use of his right forearm and partly that of the right leg; he suffers from epileptic fits. He hears and sees well, he can speak a few words and sing. He can feed himself with his left hand, but cannot do anything more. He is inattentive, has a bad memory and knows nothing; but is affectionate, good-tempered, obedient, and willing. The epilepsy leaves him very prostrate, and he made no improvement during four years.

*Case 3.*—A boy, aged thirteen years; has a well-formed head and face, but a contraction of some of the muscles of the right forearm and leg. He frequently suffers from epilepsy. He sees and hears well, but his voice is rapid, hesitating, and thick. His walking is of course halting, and his ability to do anything useful is prevented by the state of the forearm. He has an imperfect memory, although he knows a good deal. His powers are all very low and childish, he is alternately very quiet, and almost insanely irritable, full of mischief and violence. He can neither read nor write. He spoons his food, dresses himself, is tolerably clean, but is very vicious. He is obedient when well, but before and after his attacks he breaks things, tears his clothes, and strikes. When thus

affected, his eye is very evil-looking, and much care has to be taken to keep things out of his way.

He became more epileptic and finally insane.

*Case 4.*—A boy, aged eight years; is slightly made and has a small head. He suffers from epilepsy. The face is very restless in its expression. The vision is defective, and he suffers both from fixedness and wandering vision. He hears, but will not listen. He cannot speak, but moans and cries. The body is well nourished. He walks with difficulty. He has no automatic movements. He cannot assist himself in any way, is very dirty, and knows nothing. He distinguishes his own favourite toy. He is without any power of imitation, is very mischievous, and cannot attend.

*Case 5.*—A girl, aged ten years; has a well-formed head, and a pleasing, simpering, and meek-looking face. The head is generally held on one side. The special senses are as they should be, but speech barely exists. The body and limbs are tolerably well made. Her walk is very tottering, and the muscular power is weak. She cannot cut her food nor dress herself, and she is not very clean. Her mental powers are all very defective, slow, and weak. She knows when she has done wrong, is affectionate, but very obstinate. She can neither read nor write. She pays a little attention, has no judgment or common sense, but is very careful to get out of the way of mischief. She has a good deal of passive will. She is very excitable, likes company and new things. She has slight epilepsy several times during the day. After five years the fits had almost ceased and she improved in mind.

*Case 6.*—A boy, aged twelve years; very well made, with a good head and sensible face; has had epilepsy from teething. He is able to talk, and possesses all his senses: he walks, runs, jumps, and is very full of life. The mischief, irritability, disregard of consequences, and occasional violence are very characteristic. He is affectionate, tolerably obedient sometimes, has a strong will, and is generally clean: he both dresses and feeds himself. He cannot be taught by the ordinary methods

and dislikes control. He is passionate, knows nothing, and were it not for his physical strength and ability he would be very low in idiocy. No progress can be expected.

*Case 7.*—A youth, aged eighteen years; is tall, stout, and active-looking: he has a sugar-loaf-shaped head and a quiet expressionless face. The right eye is defective, but the other organs of special sense are perfect. He hears well, and his speech is far above the average of his class, but the clumsy utterance is often very observable. The limbs and body are well made, and he has six toes on each foot. He is impulsive in his movements, and does not calculate the amount of force necessary for different actions; he runs, walks, jumps, and goes through gymnastics fairly, but the gait is slouching and clumsy. He has a good memory and power of attention, he has good powers of perception and some of reasoning, but in all there is a weakness and defect. He is persevering, and will work at one thing for a long time; he is obedient, understands his relation to his superiors, does work without superintendence, and has faint ideas of the value of money. He reads a little, and writes fairly, but his composition is flighty, irrelevant, and childish. His arithmetical powers are few and ill developed. He is good-tempered, but very easily led away. He is clean and his habits are free from vice. The epilepsy, which is now rare, has produced this simplicity and childishness, as he was born in full possession of his faculties. He became a labourer after some training.

CLASS VII.—The shape of the head distinguishes the cases at once. Large in proportion to the body, it seems to be ill supported on the thin neck. The forehead is high and broad, the temples project, the back part is enlarged, and all is out of symmetry and correspondence with the face. Usually the limbs are ill nourished and are weak, but now and then the frame is made to look gigantic by the large head and a great body. Walking



is impossible in many, and is badly performed in all cases. The mind is usually very feeble, silly, and of little use to the possessor. Some of the cases attain a considerable age, and as men retain more or less oddity and weakness of mind and body. Slavering, fixed vision, and wandering vision, are often seen, as also are the 'to and fro' movements. The temper is often peculiar, and much excitement may occur without any reasonable cause. Screaming fits are by no means uncommon and headache also. The difficulty of instructing the cases when young, the permanency of infantile habits, and the general silliness, are remarkable, but readily to be accounted for.

*Case 1.*—Female, aged thirteen years. She has the following peculiarities. Head unusually large. Eyes hazel and rather bloodshot. Small ears, regular teeth. Rather narrow tongue. Pale complexion. Vacant countenance. Sanguine temperament. Awkward gait. Very tall for her age. Disposed to costiveness. Cleanly habits. Talks in a childish and silly way, frequently repeating her words. Kind disposition, dull of comprehension. Fond of being noticed. Timid, rather troublesome. Indolent, self-willed. Unable to read or write, very fond of music. She has been carefully brought up by an indulgent mother.

Being excited and spiteful when with older girls, she has been placed with great advantage amongst younger children, with whom she is quiet.

*Case 2.*—A young man, born November 3, 1839. Was rachitic at five months old, learned to talk properly, and manifested acute intelligence. Had an attack of hydrocephalus when five and a-half years old. It was hoped that the water on the brain would become absorbed as age advanced, but such did not prove to be the case. He lost the power of speech, and his mental faculties were irretrievably impaired. He had

light hair with small and pretty features, bright eyes, but the upper part of the head was unnaturally enlarged. He was fearless of danger and remarkably agile; he would poise himself cleverly and walk on narrow surfaces. Moving his head strangely from side to side, he would at times strike it violently against the wall. His sense of taste was depraved, and he would eat raw cabbages and other unsuitable food. He made strange and shrill cries, and would laugh at any mischief that might be perpetrated, was restless at night, and would jump up and down upon his bed with singular nimbleness. All modes of treatment failed to ameliorate his condition.

CLASS VIII.—The cases included in this class are readily distinguished from all others. The account of their life before their decadence is enough, for they have had more or less perfect mental and bodily gifts up to a certain period, then the solitary vice has gradually undermined the constitution, the mind, and passions. Epilepsy is common, and furious bursts of passion also. The cases often become insane. They are mentioned here because their imbecility simulates that produced by other causes; but they are not fit objects for association with others in asylums, as they require a peculiar treatment hereafter mentioned.

## CHAPTER III.

ON THE GENERAL PRINCIPLES OF THE TRAINING AND  
EDUCATION.

It will have been observed, in the description of the different classes of children with imperfect minds, that ordinary teaching and education are not possible; the reasons are sufficiently evident, and it is a matter of common experience. The peculiarities of most of the cases would prevent their being sent to school; the defects of others cause the usual method of training children to fail at once, and the scanty gifts of the most intelligent amongst the feeble-minded do not increase under the usual systems of education. If these unfortunate beings are to be taught anything useful, it must be by other means than those usually adopted at schools. The system which has been found to answer, has much to recommend it. Kindness, forbearance, great attention and gentleness, form necessary parts, and the scheme refers, first, to the strengthening of the powers of the body and the alleviation of its defects; and afterwards, to special teaching of the mind. The mind has to wait, so to speak, until the body has been strengthened, its defects assisted, its muscles taught to act, its functions regulated, the co-ordinating difficulty more or less relieved, and until many bad habits have been eradicated, and stupid tricks broken off. Ordinary children

grow in mind and body together, gain self-taught experience, and learn if left to themselves; but the imperfect do not; and the training of the body, which is usually unimportant for the former, is of great consequence for the latter. It would appear that the want of will, of energy, of the power of attention and the defect in the memory which are now and then noticed in ordinary children, are made up to them by natural growth; but this is not the case with the feeble-minded, imbeciles and idiots. In these the most important gifts are always more or less wanting, and no amount of attention to the body will enable them to reach their proper and normal excellence; nevertheless, the existence and amount of these gifts have a relation to improved physical powers. The value of 'physical' education to young men of weak but not imperfect mind is well known, and in a diminished amount it is necessary for success with the decidedly feeble-minded, the imbecile, and those forming the classes of idiots.

The tricks and offensive habits which are broken off in perfect children by admonition, example, and correction, cannot be treated thus in idiots, and the first step towards their prevention is the establishment of a regular system of living and nursing, tending to produce increased health, and the second is the employment of the muscular energy upon certain definite plans. The slaving, and the 'to-and-fro' movements are more or less to be cured or prevented by such means. The connection between health in perfect children and the regularity of their hours of sleep, exercise, dressing, and eating, is obvious: habits are taught by repetition, and good habits, that is to say, those which benefit the child and those around it, are readily gained if an early

commencement be made. This is equally true as regards the imperfect-minded: with them habit is really more than second nature, and no success can follow any attempt to render the children more comfortable to themselves, and less troublesome to those around them, unless *clock-work* regularity be insisted upon. The same hours, the same rules, the same amount of exercise, of food, and of sleep, &c., must be continued without fail. Careful attention to little things, ordinarily overlooked in the management of perfect children, is very important. The adaptation of the warmth of rooms, of clothing, the change of diet, the giving of stimulants, and change of scene, are constantly remedial in idiocy. Slow and torpid idiots require a different treatment from the restless, irritable, and timid cases: the imbeciles with chronic diseases of the brain, the epileptic and the hydrocephalic cases, must receive special attention, and have special dietaries and rules. Everything that can be done to raise the standard of health must be carried out; and with its increase come less torpidity, less irritability, less functional disorder, fewer screamings, less slaving, less uncleanness, less misery, less helplessness, better temper, and a little more power of mind. If imbeciles, idiots, or the feeble-minded be allowed to get up when they like, or when it suits the convenience of their nurses, to go out in all weathers (as they will often do), to be clad like guys in too hot or too chilly clothing, to eat when they like (and when and what won't they eat?), to drink what they like, to wander listlessly about, to sleep half the day, or to retire late at night, the inevitable consequences are—more stupidity, greater bodily defects, disorders of the functions, and an increase of misery. It is simply necessary to

compare the miserable, dirty, and vicious idiot of a country village, who is the amusement of the locality and the curse of its friends, with another (or perhaps the same one after a while), in the rooms of an asylum or in a home where reason is considered before slothful convenience. Slaving, screaming, dirty habits, love of excrement, to say nothing of the fits, are usually increased and perpetuated by permitting the children to eat what and when they like, to bolt without masticating, to over-eat and over-drink, and to exhaust their energies in fidgets. Regular hours for meals, nothing being allowed in the interval, sufficient (and no more) food of the plainest and best kind, cut up small, and given carefully in proper mouthfuls; regular attention to certain habits, comfortable clothing, proper exercise, not too exhausting, and stated times for going to bed and getting up, produce after a while, either with or without medicines, greater or less amendment. As the natural growth of imperfect children thus treated progresses, their development is noticed to be more perfect, and time works with the health, and an opportunity is given for the production of more mind than could have been shown under less favourable circumstances. It appears ridiculous to suggest warming linen, warming nursery seats, mincing food, keeping to plain things easy of digestion, and clockwork regularity in the management of imperfect children, as they are so obviously useful in the perfect; but their being obvious does not imply that they are practised. It is a matter of common experience that they are not; and out of asylums and homes, and away from those who really take care of their imperfect little ones, all these obvious matters are carefully not attended to. It is

their not being practised which renders the number of true idiots so great, for the majority should pass from Class I. into Class II. during natural growth, but they often do not, owing to the neglect from which they suffer. The epileptics suffer doubly from the want of proper care, for their disease is increased by the 'let alone' system, and their chances of recovery and of increased mental power are thus often lost in childhood. From the day, then, that a child is considered idiotic, never mind how young, begin to take extra care with its regularity of habits, its hours, its food, and its clothing; although it is an idiot and a trouble, do not give way, for every month of regularity makes succeeding months more bearable and less troublesome. The peculiar relation between parent and child, nurse and child, or attendant and child,\* commences at once; it is infinitely more intimate than that which exists between the perfect-minded and their nurses. Nearly all depends on the helper, and the progress, where it is possible, will proceed definitely or the reverse, according to the conscientious behaviour of the responsible person. The necessity of paying unusual attention to the general health, of arranging the dietary, hours, &c., for the different cases, and of the formation of good habits, being admitted to be of the first importance; the propriety of separating the various classes must be next considered, for the bodily defects soon require special attention. In asylums the different classes should be kept as much as is possible separate and at home, the imperfect child should not be educated with its perfect-minded fellows. When the time for this separation

\* See chapter on attendants and nurses.

comes, the bodily and mental peculiarities and deficiencies of each case must be studied. The former are to be counteracted by applied gymnastics, by surgical means, and by constant attention to the general health. The latter are to remain, comparatively speaking, without much attention, until the strength of the body and the natural growth have combined to render the physical defects, which so greatly affect the mind, less prominent, until the torpidity and irritability have diminished, the attention has become slightly developed, and some degree of ready obedience has been obtained. Ere this the teacher is to gain the affection of his charge, and to obtain its unlimited confidence and obedience by kindness—that is, consistent and wise kindness, not by petting. As the mind glimmers, useful things are to be taught, such as may be of benefit to the child, and those around it; accomplishments may be made wonderful, but they are out of the question. The perceptions, and the gift of imitation especially,\* should be educated, the memory is not to be troubled much, and the elements of the Christian faith should be taught in a simple manner. The training of the body, the applied gymnastics, and special exercises, are then to proceed with the mental instruction, and speaking lessons are to be attempted when necessary, with instruction in simple work, or in a handicraft. The same regularity which is urged with regard to the younger cases, must be insisted on with respect to the hours, habits, and schooling of the youths and girls who may be classified amongst the highest of the imperfect-minded. Idleness

\* The great advantage of training in class is, that the imitative powers, generally so strong in the cases, are called constantly and usefully into play.



is never tolerated, and the pupils must have some amusement found them when they are not immediately under the discipline of their education. Those who can play without exciting the remarks of their strong and perfect neighbours, should be allowed to mix with other boys in their games, but care should be taken to spare the often very sensitive feeble-minded from jests and abuse. Their little vanities and self-consequence must be mildly treated. The freedom from unkind remarks, brutality, and derision, is usually followed by a speedy improvement in the temper; and as the idiot reflects, more than other children, the temper and disposition of its teachers and associates, so supreme care should be taken to give it a good example, and to exercise great forbearance. It is perfectly useless to attempt to teach these cases by taxing their memory, or by stimulating their feeble reasoning powers. The instruction must be given simply through the perceptions, the repetition of every task must be constant, and one thing must be well understood before another is attempted to be taught. It is as useless to set a task and leave it to be done alone, as to attempt to obtain progress by scolding, cuffing, and the usual incitements to learning in perfect children.

## CHAPTER IV.

## THE EDUCATION AND TRAINING OF THE DIFFERENT CLASSES.

CLASS I.—The child having been determined to belong to this class, by a comparison between its defects of mind and body and those characteristic of true idiots, the general rules comprised in the last chapter should be considered, and everything done to increase the health and comfort. Amongst the wealthier classes of society there should be no difficulty about obtaining a special nurse, selecting an airy bed-room and a warm sunny day-room for the child, or in commencing, as soon as the deficiencies in the mind and body become evident, the careful and necessary nursing, dietary, clothing and exercise. Until the second or third year the child may sleep with the other younger members of the family, but as soon as its peculiarities become remarkable, it should be separated, especially during the day-time; for it offers an indifferent example of obstinacy and bad habits. In families where the separation cannot occur, and where a nurse cannot be afforded, great care must be taken to prevent the other children jeering at or mocking or bullying the feeble child; and a sister, if possible, should undertake the responsibility of the charge. In asylums, unions, and schools, good airy night and day rooms are essential. The child should have its own low crib or little bed, with railed

sides, the head and foot should be high enough to prevent tumbling out, the bedding should be protected with mackintosh sheeting, the pillow should be low, the sheeting strong, and the clothing light and warm. With regard to cleanly habits, the best plan is to notice when the child usually wakes, and the nurse should be at the bedside watching. The moment there is the least sign of awakening, the nurse should quietly draw the child out of bed and gently place it on the night-stool, the seat of which must be covered with a clean and warm flannel. The commode should be close at hand, should have arms so as to fix the children in, and very good covers; it should be kept, at other times, out of the room, and very clean; and, to prevent the dirty tricks of the children, it should be emptied forthwith. The child should be well covered up during winter, and made comfortable and warm, and a little bread and warm milk may be given. In summer, some drink should be given, and the perspiration should be washed off with a lukewarm sponge. The nurse can busy herself about sponging the bedding, placing it out in the air to dry, whilst the child is securely placed as just mentioned; and she should occasionally return to watch, for the odd love of nastiness is strong, and the child will often daub itself. No scolding should be allowed; if nature has been relieved, the child should be removed directly, and put into its crib or bed on the mackintosh itself, until the nurse returns. If nothing has occurred, either the child must be carefully watched for some sign, or else it must have on the usual protection for infants. Notice should be taken at what hour nature is usually relieved or what intervals occur: the nurse having obtained this information, should have

the child on the commode at the usual hour. After meals, the same routine must be followed, and any accident must be speedily removed, and great cleanliness observed. Any sign made by the child must be made much of, and remembered. It must be recollected that this dirtiness is one of the trying bad habits of idiocy; perseverance is very necessary, and no mechanical application is of the least use. If the bed be dirtied, the sheets must be stripped off the mackintosh underneath, and warm ones put in their place, and the child must not remain unclean.

The meals must be given according to the rules; the children should be placed, like perfect children, up to table if possible, and the nurse should feed them carefully and slowly. The cases which cannot carry their own food to the back of their mouth must have it placed on the back of the tongue with a small spoon; and care should be taken not to allow the fingers to get into the plates or cups. The nurse should not have her meals in sight of the cases. Abundance of toast-and-water or plain water should be given to the children. Between meals the cases should be taken out in the air; the worst cases in their reclining chairs or in arms. When indoors, those who can play should have some rag dolls, soft strong toys, ivory rings, soft balls, and the usual safe toys of little children. Those who are gaining strength should be put on their feet gradually and nursed well and with care, and every attempt should be made to get them to use their fingers. The furniture of the day-room must be simple, and free from sharp corners, the fire-place must be well protected by a tall screen which extends at least two feet in front of the fire, or more if the case is insensitive to heat. The boards of the floor should be close, leaving no chinks,

and but little carpet should be used. The temperature of the room should be equable and not too warm, but never chilly. The walls should be varnished or panelled up to three feet, and papered above that. Pictures may be hung up, of familiar subjects, highly coloured; rocking-chairs and boats are useful, and the old-fashioned go-cart also. There should be no easily-broken furniture about, moreover nails and tools should be carefully removed. The usual necessaries for meals should never be left about, and neatness in all things is very necessary. The ventilation of the rooms must be good, the windows should open from the top, and there should be broad wooden bars below. There should be a good supply of warm and cold water close at hand. The children's clothes should be well aired every night after all is quiet, and some trifling scent should be used to remove their usual odour. The children should go to bed at the accustomed hour, should never be placed in a bed colder than their own surface, and should be sleepy before being laid down. The bed-room must be as warm as the day-room, or else the bed must be warmed. Otherwise sleeplessness and filth are sure to result. Great care should be taken not to frighten the children, not to use threats, not to make sudden noises, and not to hurt them in any way.

As months roll on, the effects of good nursing become evident, and if the children begin to walk, and to show some disposition to rise in intelligence, the attention should be doubled. If no progress is made, the same persevering attention recommended above, is to be continued. The evident impossibility of raising any case above its truly idiotic state, is not to act as a sign to leave off the same sedulous care. Cleanliness and

comfort are to be had by this nursing, and less screaming, drivelling, and bad temper. Screaming fits will occur in spite of all care, and medical advice should be then obtained. Light clothing, over-feeding, an earache or toothache, often produce it.

As cases do often rise from the condition of this first class to others, by growth, age, and culture, this careful and tedious nursing is very necessary, and it must be remembered in considering the early days of the children who may be more gifted.

\* CLASS II.—The early training of the young children of this class, is to be carried on in the manner just described under the head of Class I. It will be noticed that there is barely any difference, in the earlier years, between the two classes, but that there is more intelligence in those children now under consideration about the end of the second year. All the directions for promoting cleanliness, and in fact all the details mentioned as useful, should be carefully followed. Care must be taken to teach the use of the spoon and fork, and to give simple finger lessons. The walking must be carefully watched: falls and frights must be prevented as much as possible, and as strength increases, there should be an attempt made at causing the child to move by word of command. The dressing lessons must not be forgotten. Every possible attempt should be made to raise the muscular power, and to enable the child to do a few things for itself. The dietary for this class should be more generous and solid than for the lowest. The nurse should teach the child to walk slowly, and to play little games which require a good deal of movement. The amusements of throwing and running after soft balls, riding on a rocking-horse or

in a rocking-boat, are useful. Music is usually noticed, and sometimes stimulates the energies remarkably. Bright-coloured pictures should be on the walls, and the seats and chairs in the room should be strong, easy, and capable of being readily moved, but not upset by the children. The usual rules for meals used in all well-regulated families should be tried persistently. The want of cleanliness must be met, as has been noticed, by perseverance in watching. The active and irritable cases should be walked out as much as is possible, for it is better to tire the body by a prolonged regular exercise than by the ceaseless jumpings and worry at home. The attendant or nurse must do everything to gain the affection of the children, for the cases included in the next class present at first many of the peculiarities of those now considered. The least advance in the power of using the hands must be watched and exercised, and the nurse should try to make the child imitate the motions of her lips and mouth in talking slowly. It must be understood that nothing prevents the future development of muscular power so much, as allowing useful muscles to remain unused during early childhood.

CLASS III.—We now ascend another step in the scale of intelligence, and the aim must be, as with Class II., to raise the pupils to the grade above, viz. Class IV. After attending to the general health, and strengthening the whole system as in the other classes, the requisite modes of training should be adopted. The gymnastic exercises and the special methods described hereafter should be carried on with persevering patience and skilful adaptation to the physical powers of each particular case. Plenty of exercise in the open air will

conduce greatly to steady general progress. Dressing lessons will be needed, and speaking lessons required by almost all the cases belonging to this class. Cleanly habits and tidiness of person should be inculcated; ready obedience to the word of command, finger exercises, easy mechanical work, and useful employment should be taught; amusements and music should be provided, and every endeavour made to develop the physical, mental, and moral powers. The power of attention will specially require to be cultivated, the faculty of imitation to be strengthened, and the power of observation to be fostered. Picking wool or cocoa-fibre, sorting pieces of cut wood, are useful employments, and children's bricks, some good toys, Noah's arks, and various dolls, should be given one after the other to the children. A little ingenuity will produce occupations and games suited for every case.

CLASS IV.—In the early years of these cases, the same treatment advised for the lower classes is required. As growth proceeds, the body will require great attention. The gradual system of gymnastics to be described hereafter must be carefully gone through, and with this class of cases the most advanced exercises should be attained. The special exercises about to be noticed will be easily taught on account of the fair amount of intellectual power often possessed by these cases. Self-helpfulness should be carefully fostered, and the increased amount of mental ability should be turned to good account. Neatness, cleanliness, and ready obedience, should be cultivated; obstinacy must be overcome by kind firmness and unwavering decision; and the affections must be gained in order that the will may be controlled and guided.



Simple reasoning will be comprehended by most of the cases belonging to this class, and it may be employed with advantage. Bad habits must be carefully counteracted. Propriety of behaviour, particularly at meals and at seasons of religious worship, must be inculcated. Pains should be taken to teach these cases to read, write, count, and draw. Much knowledge may be imparted by object lessons; most of these pupils will be able to acquire a knowledge of form and colour, to tell the time by the clock, to learn simple weights and measures, and to comprehend elementary geography. They will be capable of being trained to some modes of useful employment, and they should be taught some interesting games, such as cricket, foot-ball, &c., out of doors; bagatelle, draughts, &c., indoors. Their progress will often vary according to the state of their health, and it will require much thought and experienced judgment to determine whether dulness, irritability, or ill-temper result from an unfavourable state of bodily health, or from self-will. Both causes will frequently be combined in producing the result, so that the remedy must be moral and physical, in accordance with the directions given in the chapter on Moral Treatment on the one hand, and those mentioned in the chapter on Medical Treatment on the other hand.

Walks in the fields, excursions to the sea-side, Crystal Palace, or Zoological Gardens, will be highly appreciated by this class of cases, and tend to promote their improvement.

CLASS V.—As stated in the description of this class of cases, there is comparatively little hope of any great amendment, as the mischief done to the brain by fits

during dentition, a fright, or blow on the head, or any other cause that has produced idiocy, is almost invariably irreparable. The first step to be taken is to determine the grade of idiocy or feeble-mindedness, and then the adapted training should be applied in the manner laid down for the particular class to which the case may belong. Various complications will be found to arise, and the efforts of the teacher will often be sadly baffled. Special modes of treatment may require to be especially arranged for these cases individually, and applied with patient perseverance. It may be necessary to yield to the caprices of the pupil when opposition to them is found to be positively injurious. Avoidance of all points that excite the irritability of sensitive cases, and giving way to their foibles without allowing the pupils to know that they are indulged purposely, will often tend to improve the condition of the cases, and firm yet very kind control can still be carefully exercised. Pleasing employment must be devised, if possible, so as to awaken the lethargic powers into action, or to act as a safety-valve for excited feelings. In spite of every effort, however, it will be found that little can be done to resuscitate the dormant faculties, and call back the brain into healthy action. The mental culture should be extremely gradual in these cases, lest with increased intellectual power there should be developed an increasingly morbid state of brain. Thus the little that may be gained in one direction, will often be more than counterbalanced in the other.

CLASS VI.—All fits where the patient is both insensible and more or less convulsed, are called epileptic. Some children become gradually imbecile and feeble-minded

from a repetition of epileptic attacks, others idiotic, especially if the attacks have occurred in babyhood, and many only suffer for a while, and either grow out of the fits, or have them without any affection of the mind. Youths become epileptic after a healthy childhood, and many become imbecile from the epilepsy and its sad exciting causes. Now those who are affected mentally with the epilepsy, have often loss of power of limbs, contraction of joints, and suffer greatly from headache. Some cases are very violent after an attack, and ill-tempered and cross at all times; whilst in a few, insanity complicates matters. The mischief, dirt, obstinacy, and vicious propensities of many epileptic imbeciles, render them a cause of great anxiety, and it is usually found that, out of asylums and homes where training is attempted, they are either neglected or suffered to do what they please.

All the defects of the mind and body which are seen in non-epileptic idiots and the feeble-minded, are to be noticed in these cases. But there are frequent examples where there are considerable powers of mind mixed with much silliness. It is the tendency of epilepsy to destroy the perfect mind, which renders the disease of such anxiety in early childhood, and which incites all reasonable people to pay every attention to prevent its recurrence. Whether the epilepsy depends on disease of the brain, or is only the result of irritation commencing elsewhere, still its repetition is to be considered of grave importance, and every rational attempt should be made to remove the irritation, to prevent its recurrence, and to lessen the chances of increased brain disease. Medical aid (not that of quacks) should be sought whilst there is any expectation of

epilepsy, and during the whole of the education and training of the cases whose minds have become impaired, the skilled advice should be constantly offered. The cases are, however, not entirely within the scope of the medical art, for the experienced eye soon detects, in the young children afflicted with epilepsy, evidences of more than childish obstinacy, stupidity, indifference to consequences, mischief, and passion. Their moral management soon becomes a source of anxiety to parents, and after a while, unless the case is to be lost, some one experienced in the educational treatment must be consulted. It is evident that the great majority of young epileptics whose minds are more or less affected, go from bad to worse, and that it is only under very favourable circumstances that they can be treated at home. Nevertheless they can be so, and the attempt should be made, especially if the family be not large. The question is often put, whether at the best anything satisfactory can be done. The answer is, that certain precautions and a certain treatment diminish the number of attacks, and that some amount of education can be received; but that, if left to themselves, good-bye to all chance of amendment. It is a matter of experience that less can be taught to epileptics than to any other class, except those suffering from water on the brain, or whose large heads are evidences of a former state of it. In asylums the separation of epileptics from other children is necessary after the age of six or seven years; and although it is often inconvenient, it is highly advisable at home. The violence of the cases before or after an epileptic attack must be anticipated, and the other children got out of the way. It is pretty well understood that during an epileptic attack the less the patient

is touched the better. Remove all tight collars and buttons, place the patient on a soft sofa with high and soft sides, let the head be on a hard pillow, not too high, and place a thin piece of india-rubber between the teeth if the tongue is ever bitten. Never attempt to struggle with a patient, or to throw cold water on the face, unless the breath be held too long. Mustard plaisters and hot water to the feet are useful when they can be properly applied, and attention to cleanliness must not be forgotten. After the attack, let the sleep, which generally follows, be unbroken, and give plenty of easily digestible nourishment. In other respects, epileptic idiots and imbeciles require a system of treatment differing somewhat in its details from that of the congenital idiots, but which agrees with it in the main principle. The diminution of the numbers of the attacks, the increase of the general health, and the secondary cultivation of the mind, are the objects to be had in view.

The clothing, dietary, rules for going out, the temperature of the day and sleeping-rooms, the kind of exercise and play, and the hours for epileptics, require special attention. The instruction in gymnastics and in any branch of knowledge must be very slight, slighter than for the congenital cases of the same age; and the first symptoms of headache, restlessness, starting, pallor, and ill-temper, should be noticed and taken as a hint that no more is to be done. Generally speaking, there must be more quietude, less excitement, and gentler amusements.

The details of the clothing, dietary, &c., are given elsewhere, but the objects aimed at are as follows: 1st. To prevent unusual heat or cold from suddenly or constantly affecting the whole surface of the body, and to

prevent pressure on the chest or body. 2nd. To prevent nervous exhaustion after exertion, and to guard against too much exertion. 3rd. To obtain regular and quiet sleep. 4th. To give enough (not too much) very easily digestible food well cut up, and to insist upon its being taken slowly and in moderate quantities. 5th. To prevent injuries to the surface during play, fright, and violent behaviour.

It is soon found that a good cap, thick boots, and light but warm clothing, protection from great heat, especially from the sun's rays, from the cold, the east wind in particular; definite hours for walking and not wandering, simple food, finely chopped up, at regular hours, and comfortable bed and day-rooms of equal temperature, diminish the number of the attacks and place the cases under the best circumstances. The arrangement of the dietary is of the greatest importance.

The kind of gymnastics must be adapted to the disorders of the limbs and contracted joints, which are not to be stretched or excited. Nothing requiring prolonged exertion or any risk (such as mounting) should be attempted. Walking, gentle running, club exercises, and hand exercises, are usually all that ought to be attempted.

The cases where headache, without epilepsy, is common (there having been a decided fit or a few fits), should be treated as the epileptics.

As the young epileptics grow up, more or less mind may be noticed to exist; some never pass beyond the mental condition of the first and second classes of idiots, others equal that of the third class, and a great number are as intelligent as the highest of the feeble-minded.

By following rigidly the system of hours, dietary, and general management, there is a better chance given of the natural growth bringing increased mind. The cases where there has been perfect intelligence for some years, but where epilepsy has produced imbecility, require very careful attention and much firm moral treatment; the general rules just given must be carefully observed, the cause of the attacks must be discovered by the medical man, and his directions carefully followed. It is usually noticed that schooling is badly received, and that the teaching must be short in duration, very simple, and that nothing must be done to agitate. Turbulent and violent youthful epileptics are rarely well treated at home; they require the moral influence that is exercised in asylums, and the force of example. The incurable cases—that is to say, those whose excessive restlessness, inattention, dumbness, and general mental deficiency place them on an equality with the lowest grade of idiots—should receive the treatment recommended for the latter; but amendment to a certain extent is invariable under careful treatment. The epileptics of from fourteen to twenty-one years of age require careful watching, and it is as well also to prevent the use of stimulants and tobacco.

CLASS VII.—The early training is the same as for the lowest classes, but great care must be taken not to move the children too quickly, to allow them to rest a great deal, and to watch for any symptom which may require medical assistance. The cases should not be taught any kind of gymnastics, but they may learn finger lessons and to walk.

The gift of speech, although the words are few, is often nearly perfect, but the original disease of the

brain is so easily reproduced that all attempts at training are usually futile. Careful nursing upon the plan adopted for epileptics, no direct schooling, but instruction from example, and very careful avoidance of accidents, blows, or over-exertion, are requisite. It is difficult to employ the time of these cases, and they are quite as well at home as in asylums. They are apt to be violent, and will do injury to other children at times. Nursing is everything for them, and a routine of simple sets of toys to employ the fingers is necessary. Some of the cases grow up and have good use of their limbs, whilst others retain the results of their disease in paralysed limbs and many of the bodily defects and peculiarities of idiots. All may be taught to be cleanly, kind, affectionate, and obedient, and most may be taught some little useful knowledge, though very gradually. Open-air exercise in perambulators must be obtained—for those who cannot walk; but care must be taken that the head is well covered, and that it be not exposed to the direct rays of the sun.

CLASS VIII.—It is a melancholy fact that a mental debasement, which approaches the condition of that of the higher classes of idiocy, is frequently observed in youths and girls who have attained the years of puberty without any evidences of imperfection. The listlessness, bodily weakness, pallor, and general delicacy of such cases are as striking as their incapacity for learning, their love of solitude, their indisposition for associating with the opposite sex, and their obstinacy in persevering in the cause of their miserable fate. Epilepsy is common in these cases, it renders their fall into imbecility all the more rapid and incurable, and insanity frequently closes the career. Catalepsy and aggravated hysterics



are often present. It is especially in the male sex, in early youth, that the terrible indulgence alters the disposition, undermines the bodily powers, and prostrates the mind. Difficult of detection, the vice grows upon the cases; some possessed of vigorous constitutions are not much harmed, but not a few soon grow weak, excitable, and ill, and if not discovered in their misdeed will sink too often irretrievably.

The treatment of these cases is simple, but by no means easy of application. Anything which excites suspicion of the vice should be carefully and silently observed, the length of stay at the watercloset, the quietude on retiring to bed, and the employments when alone should be carefully noticed without raising any suspicion.

The medical attendant of the family should be requested to examine the urine of suspected cases with the microscope, and portions should be set apart daily.

Careful watching, if persevered in, is tolerably sure to make a discovery, and on no account should any notice be taken till it is absolutely certain that the vice is practised. Remonstrance on the wickedness of the matter and its results should be made kindly and firmly. Abundant exercise, the use of aperients, less stimulating diet, total abstinence from all spirituous liquors, less sitting still, change of scene and companions, and a careful selection of the books to be read, will usually prevent the repetition of the vice. How frequently remonstrance should be repeated is a matter for private consideration, and punishment, if necessary, should be very decided in its character. When such cases have gone on for a time, and the partly physical and mental results have followed, they require watching to prevent

the vice—careful cat-like watching—the same diet as epileptics, abundant exercise, and mineral tonics. Reclamation then is uncommon, but amendment is frequent. When epilepsy and fatuity have taken place, the unfortunate being must be watched that the example be not followed by the innocent, for all shame is often lost.

Circumcision and mechanical appliances will suggest themselves to the medical man with bromide of potassium and hydragogue cathartics.

The propensity is witnessed in young epileptics long before the age of puberty, and we have found that horse-hair gloves are very useful. But the object is to distract the attention, to produce a natural fatigue, and to induce speedy sleep on retiring. The low temperature of the bed-room, and the coolness of the clothes, the regularity of the bowels, and the dietary of plain unstimulating food are not without value. Where mental decadence has occurred to a moderate extent only—being shown by the incapacity for learning a business or profession, and by a general stupidity and listlessness—occasional bursts of temper are noticed, the violence shown being almost insane in its character. In all such cases there should be careful watching, and if the vice be detected, very decided moral and medical means should be adopted. There is nothing like hard work and some mental anxiety, however, by way of a cure, and it is a good plan to send the cases to sea with a kind and determined commander. The benefit of a good conscientious tutor or companion who can obtain the esteem of the case, soon becomes apparent. And with respect to this, the chapter on attendants, and on the moral and religious instruction, should be read.

## CHAPTER V.

## ON ATTENDANTS AND NURSES.

IT must be well understood that whoever may be entrusted with the care of idiots, imbeciles, and of the feeble-minded, must have great good temper, kindness of disposition, cheerfulness, and a decidedly firm and persevering manner. Be the nurse or teacher parent, a relation, or merely a stranger, these qualities are essential, and without them more harm than good is done. It is hard to believe that the ceaseless mischief, the dirtiness and the obstinacy of the untrained cases, are not to be met as they often are in perfect children, but scolding and blows are of no avail. It happens, therefore, that the temper and judgment are constantly tried; but if the gifts of temper and conduct just mentioned are possessed, they are sure to tell upon the pupil, and a good nurse and teacher produce good pupils, just as a scolding nurse and an unamiable instructor soon add to the disobedience, inertia, and misery of the children. With the poor, where the mother or sisters of necessity take charge of the case in its infancy, this amiability of disposition must be strongly urged. It is difficult, amidst the endless things which have to be done for others in a family, to make up one's mind to bear the burthen of the idiot quietly and consistently. Too often the child is driven about with cross and bad

words, to degenerate still further, or it is allowed free scope for its mischief and vice. The rule of temper can alone determine the mastery, and the only key to the intelligence of the unfortunate children is that of the affection which leads to respect and obedience, and not the simple love which expends itself in petting. The duty of the parent, nurse or teacher, is to gain that affection by consistent kind treatment, even temper and perseverance. Remembering that habit is more than second nature with the cases, the necessity for the punctual and never-ceasing discharge of all the requisite duties is obvious. The same hours must be observed day after day, the routine laid down must never be interrupted, and the nurse or teacher must become a necessity to the child—a necessity felt by the child. Abuse, bad words, cross behaviour, sneering, bullying and neglect, must be at once and for ever dismissed from the thoughts, however tempting may be the opportunity. Ill temper must be met by kindness, and by the endeavour to discover and to remove its cause. Bad habits and tricks must be firmly and gently opposed, not by force, but by wit.\* One thing is to be taught after another, and nothing is to be mentioned which is likely to affect the morality; for, like most of us, the imperfect children are very ready to receive bad impressions. The personal peculiarities of nurses and teachers are readily noticed, and it should be a rule not to employ any whose appearance is likely to give cause for disrespect; their manner also, if rude, abrupt and awkward, should tell against them. Those who have nothing particular about their voice, who will

For further observations on which, see chapter on tricks and bad habits.

enter into the games and amusements, who will act as companions, nurses and teachers, who will sing, amuse, and pay sedulous attention to the rules, are very valuable, and may do much good.

It is found by experience that a good nurse's authority is backed up and rendered more effective, by the occasional presence of a superior. This last must have obtained the affection and respect of the cases, and as 'familiarity breeds contempt,' the occasional presence of the comparative stranger is often a check to disobedience, and a stimulus to exertion. In families this can be arranged, but it must be understood that the presence of the superior is never to be threatened, but is to be made an anticipated pleasure. The nurse or teacher should never be interfered with, before the case (but in its absence), and should be treated with perfect cordiality. It is best in poor families that the parent should occupy the position of the superior, and a sister that of the nurse or teacher. Where the means permit of a nurse and teacher, they are, of course, under the responsible parent; but unless all can work well together, the relation had better not interfere. In the asylums, the upper nurses, superior attendants, and the superintendent occupy the necessary position. The cases may be obedient (so far as their capacity goes) to one person, but not to another; and it is useless to retain the services of any to whom the cases do not take. Cleanliness, neatness, sobriety and truthfulness, are as necessary in the attendants and nurses as the sort of temper already noticed, whilst good sense and a firm resolve to carry out the plan of instruction are requisite for them and for the superior. The youngest children require a middle-aged woman as the responsible nurse,

and her assistants had better be young; the girls, as they emerge from the long infancy of idiocy, are best placed under a nurse of between twenty-five and thirty-five years of age, with or without an elder and superior. Boys must be under female nurses at first, and when they show some intellectual power, and are more or less able to walk, they should have male servants and attendants. There is an objection to boys as attendants, and none should be engaged under the age of eighteen or twenty. The superior male attendants should have had much experience, and should be chosen with care. The epileptic cases need not have youthful attendants, as middle-aged ones will do as well, and are usually more content to remain with their charges.

In asylums the elder and advanced cases often act as nurses and attendants with great good effect to themselves and to their charges; they should be always under the supervision of an attendant. In regulating the hours of nurses and attendants, the exacting nature of their duties must be considered. Sitting up at night must be compensated for by perfect rest during the day, and the care of restless idiots implies some hours of quiet for the nurse. It is better to be over than underhanded. The dietary of the attendants and nurses should be liberal, and, if possible, they should have occasional holidays. Attendants and nurses must be made to understand the principles of the treatment of the cases; they should be prepared for long and wearisome uncleanness, perverseness, and for but small results; and they should be urged to look upon their duties as a work of love, and as part of their useful life. The manner in which obedience follows affection is noticed in another chapter, and it is only necessary to

urge the attendants to act upon the love their charges may have to them, to induce the children to do little useful things by command, to increase their little duties when it is possible, and to accustom the cases to do them at last as a matter of course, without the usual command. The personal attentions required by the cases,—the washing, bathing, dressing, feeding, drilling, teaching, &c.,—must be constantly uppermost in the mind of the attendants.

The more advanced cases should be made to look to the attendant for advice and protection. He should amuse them by teaching them games, by playing and singing, and by reading to them; but in the workshop or at the school, and drill, a firm endeavour should be made to excite the will, the imitative powers, and perseverance. Violence is sometimes shown by those cases which are now and then either insane or nearly so. The attendants or nurses should never indulge in a struggle unless they are sure of success; it is never required except to protect other cases, their own persons, or to take the case to a quiet room. An overpowering of the nurse or attendant is, of course, a grave matter; but it is wise to obtain assistance, so as to remove the turbulent by a great show of power. On no pretence ought straps or anything of the sort to be used, except in keeping young cases in their necessary chairs; and then the usual means adopted for perfect children will be found sufficient. Attendants and nurses should not employ any mechanical means to prevent the dirtiness of cases, for they are all bad, being aids to idleness and carelessness. No drug should ever be given to quiet the cases except under the advice and supervision of a medical man. When a new attendant or nurse is

engaged, the peculiarities and habits of the case should be told, and the hours, meals, kind of dress, and the propensities, should be thoroughly understood by the new comer, who is not at first to alter or to influence them in any way. The case should be well watched, and the attendant will find that if he be kind and enduring, paying all the requisite attention at the usual times, the simple moral effect of a strange face will assist rather than the reverse. The usual routine of the Class I. permits of the introduction of a new nurse at any time; but it should be done gradually in the others; for a bad impression is not easily effaced. When brought fresh to a noisy, restless, irritable idiot or imbecile, who may be suffering from headache or diarrhoea, and who may have wearied everybody out, the new attendant should get the medical advice about the case, and follow it out, assisted if possible, at first, by some one known to the case. The medical details should be followed at their proper hour, and the attendant should do his best to amuse the case. The usual pleasures should be noticed, and acted upon first of all; some new musical toy should be introduced as a reward for doing anything *properly*. A quiet walk should be tried about the room, and then in the garden; much should be made of any little attempt to be good, and no notice should be taken of ill temper or noise. Novelties, one at a time, the determined endeavour to please, the proper mincing and cooking the food, and the exhibition of medicine (to be tasteless, if possible, and it can generally be so), soon have their good result, which is increased by careful watching at night, and by constant vigilance. The case should not be left until the paroxysm be passed, or



something like control has commenced. Where the work is new to the nurse or attendant, the presence and assistance of one person known to the case is necessary; but if the attendant can do alone, he should be left without a half-dozen pitying friends, who with the best intentions do more harm than good. The dirty habits must not be met by cross words or looks; the case must be cleaned over and over again, and it is only when the attendant has been long with the case, and has got its confidence and affection, that a very little expression of annoyance should be made. During periods of cleanliness, much is to be made of the good behaviour. Employers should not exact too much from nurses and attendants, especially in very troublesome cases.

## RULES FOR ATTENDANTS AND NURSES.

To keep up a close and constant supervision of the pupils in order to see that they indulge in no mischief, practise no bad habit, nor get into any danger.

To see that they have sufficient quantity of bodily exercise when under their care, avoiding undue fatigue.

To promote the comfort, cleanliness, cheerfulness, and happiness of the pupils as much as possible, using means for their diversion, &c., cultivating cleanly habits by watching for any signs of their requiring attention to the calls of nature, and giving heed thereto, making them happy by kind and cheerful looks and words, guiding them by kindness, tact, and firmness, and gaining their confidence, after which their wills may easily be guided.

To be guarded in word and action, so that a good example may always be set before the pupils.

To be very careful as to regularity and punctuality in all arrangements.

To notice any indications of failing health in the pupils, such as loss of appetite, &c., and to report the same to the head attendant or nurse, or to the superintendent or parent.

To enter in a memorandum-book any fresh symptoms, whether in the shape of improvement or retrogression, on the part of the pupils, to note down any particular words used, or any unusual feature of any kind, and to show the book at stated times to the superintendent or parent.

To give particular attention to the way in which the pupils take their meals, so that the food be not ravenously taken, or in too large mouthfuls.

To train the pupils to be self-helpful as much as possible, instead of doing everything for them, although the latter is generally the easiest plan. The aim must be, to get the pupils to help themselves rather than to depend upon others.

To cultivate harmony and good feeling between fellow-attendants and nurses.

## CHAPTER VI.

### GENERAL REQUIREMENTS FOR THE EDUCATION AND TRAINING.

THE general requirements for adapted training will necessarily differ, to some extent, according to whether home be the sphere of treatment, or a well-regulated asylum. For home treatment some gymnastic appliances will be needed (as described in Chapter X.), according to the peculiarities of the case, and a quiet place for out-of-door exercises. A teacher or attendant possessing the qualities referred to in Chapter V. must be engaged. There will also be required simple school materials for elementary instruction, and apparatus for the purpose of mechanical industry and amusement. For class treatment in an asylum, it is necessary to provide several day-rooms for the classification of the cases, so that the more advanced pupils may not mix with the backward cases. It is remarkable that in the number of cases applying for admission into the present asylums, there are twice as many males as females; and with reference to cases in the asylums, the same proportion holds good. It may arise from the greater trouble caused at home by imbecile boys than by imbecile girls, and double the number of applications are therefore made for the admission of the former than for the latter. If this ratio should continue to exist, it will follow that in idiot asylums a double amount of

accommodation will be needed for male to what is required for female patients. Upon this principle, therefore, the following requirements will be stated. A threefold division amongst the male pupils is very desirable, and the three day-rooms should open into each other. The day-rooms for the more advanced cases in the first male division, should contain one or two bagatelle boards, a hand organ, a supply of marbles, whiptops, india-rubber balls, wooden bricks, puzzles, bound volumes of the 'London Illustrated News,' scrap-books, magnets, dominoes, objects of natural history, paintings of familiar subjects, models of machinery, ships, boats, &c.

The day-room for the second division should contain india-rubber balls, wooden bricks, Kinder Garten toys, balls suspended from the ceiling, a Noah's ark, &c.

The day-room for the third division should contain a rocking-horse, rocking-boats, moving toys, wooden models of different kinds of animals, india-rubber balls, and toys.

A twofold division will generally suffice for the female pupils, as the grown-up cases of confirmed idiocy can be placed in the cottage department, hereafter to be described. The day-room for the more advanced girls should contain a hand organ, piano, and a Noah's ark, puzzles, india-rubber balls, dolls, and unbreakable toys, &c.

The day-room for the more backward girls should contain rocking-chairs, and some of the articles mentioned for the third male division.

The school-rooms should be like the ordinary classrooms of public schools, and the walls should be well covered with illustrations. The size of these rooms must depend on the number of teachable cases.

A common dining-hall where both males and females can have their meals together is a great advantage, but it is best to have the males at one part of the room, and the females at another. Oak-stained deal tables are well adapted for use in this and the other rooms. Chairs are preferable to forms in many respects, and plain polished wooden chairs of a superior kind have a nice appearance, and are durable. Pictures should be hung round the walls of all the day-rooms as well as the dining-hall. They should be large, well coloured, and should refer to useful subjects; nothing calculated to frighten should be put up. Stuffed birds, figures, simple machinery, artificial and real flowers, or other objects of interest, may be advantageously placed upon the walls and mantel-pieces. Cupboards should be provided for the purpose of containing the articles required in the various rooms. The rooms should, if possible, be lofty in excess, with light and well painted but not papered walls. For 100 cases in an asylum the proportions of length, breadth, and height might, with advantage, be as follows :

Dining-room—36 feet long, 28 feet broad, and 14 feet high.

Day-rooms— 30 " " 20 " " 14 "

They should not be over-crowded. Cocoa-nut matting will be found better than carpeting for the floors. The aspect of the day-rooms should not be to the north; the view should be cheerful and rendered interesting by the presence of the pets and the animals of the establishment. The peculiar smell of idiots soon infects a room, and the ventilation must therefore be good but not draughty. Open fireplaces with good screens are the best warmers, but hot-water apparatus should be used in the hall and corridors.

Day-rooms must be allowed for special cases, and the kitchen, baking, and wardrobe departments must be, as in other establishments, on a large scale.

The dormitories might naturally range over the day-rooms with two or three single bed-rooms over the school-room. There should not be too many beds in a room, and there should be a space of three feet between each bed. Wash-stands of two sizes, in order to suit the different heights of the children should be provided, and baskets under the bedsteads to receive the clothes worn by the patients in the day-time. Iron bedsteads with spring rafters across will be found cleanly and lasting. The bedding should be strong but good in quality. A mattress well stuffed with wool for the cleanly cases, and with bran or oat-flour for the dirty, will suffice. The bolster and pillow should be soft. Plenty of blankets and mackintosh sheeting are required. Wardrobes for the clothing should be conveniently placed near the bed-rooms. Bath-rooms and lavatories will require to be fitted up in the most convenient manner. Water-closets and urinals should be accessible to the weaker cases without their having to go into the open air. The attendant should see that the cases attend these places regularly, and that they do not remain there longer than is absolutely necessary. Workshops will be required for carrying on various handicrafts. A covered playground for use in wet weather will form a valuable appendage, in which gymnastic apparatus of various kinds, see-saws, jumping bars, &c., may be placed, and the game of bowls practised. Cricket and croquet grounds are also desirable. Skittles, foot-balls, hoops, kites, &c., should be provided. Wheelbarrows and gardening tools of various sizes will also

be required. Live animals will prove a great acquisition, such as one or two large dogs, a donkey for riding, a goat to draw the chaises, pigeons, pheasants, rabbits, guinea-pigs, ducks, chickens, and birds, &c.

A cottage apart from the main building will be found very advantageous for the most backward cases and for those uncleanly cases which ought to be kept distinct from the more advanced. It should contain two large and lofty day-rooms opening into dormitories of a parallel size, in which cupboards for clothing are provided; also nurses' day-rooms and bed-rooms, and bath-rooms with washing apparatus adapted for the uncleanly cases. A small infirmary and water-closets complete the cottage. The day-rooms of the cottage should have no matting,; should be provided with rocking-boats, and chairs specially constructed for the variously afflicted patients, and chaises for drawing the children about the grounds are moreover necessary.

A laundry should be provided for the whole establishment. There should be washing and wringing machines, a large galvanized iron basket to let in and out of a capacious copper by a pulley; drying closets, patent mangle, ironing board, and all the usual requisites. A drying ground in a retired spot away from the house will also be an acquisition. There should be a considerable space allowed for exercise in the grounds, which should be nicely laid out; the walks should be gravelled, the lawns for cricketing, &c. should be kept in good order, and there should be flower-beds as well as plenty of land allotted for growing vegetables. If possible a small farm should be attached to the institution, the farm work being allotted to the most advanced cases.

In private families, two rooms should, if possible, be devoted to the case, and the day-room should be bright, cheerful, and warm, whilst the sleeping-room should be well ventilated. Carpets are not useful, the fireplaces must be well protected, and the windows also, but not by ugly bars. Pictures and ornaments, birds, and any pet animal should be in the sitting-room. Where one room only is to be had, or not even that, care must be taken to preserve the case from fire, and to make everything as clean as is possible. All valuable breakables should be put out of the way.



## CHAPTER VII.

## CLOTHING.

THE clothing of idiots and of the feeble-minded requires great consideration, although *anything* is too often considered good enough for them. Some perversely tear their linen and clothes, others have no idea of keeping their garments clean, tidy, or even buttoned; and in early years, the majority, by their uncleanly habits, render frequent changes indispensable. It is urged with some show of reason, that it is of no use giving an idiot that appears perfectly insensible to severe cold, any over clothing except that of perfect children, and that any strong and well made-up canvas will do for the epileptic and imbecile.

It is nevertheless true that a careful selection of clothing, according to the season, and a careful supervision of the dryness and warmth of the linen, day and night, tend to prevent illness, really increase the vital powers, and influence the occurrence of epilepsy in a most marked manner. Clothe idiots and their allied unfortunates, then, in comfortable garments—not in the cast-off clothes of relatives several years their seniors—light in weight, but warm in quality, loose but not too large, and with the buttons so arranged as to be undone easily. The children often possess some pride, and those who are given to destroy miserable habiliments

will not attack a coat whose cut and colour they like. It is adding to their unfortunate appearance, and diminishing their self-respect, when adult imbeciles are dressed in the swallow-tails of their fathers or with trowsers tucked up on account of their length. The modern system of dress is admirably suited for idiots (males), and the good old fashion of moderately close-fitting dresses suits the females. All should have flannel or merino next to their bodies, good stout shirts, drawers of flannel for the young, or of elastic stuff for the adults, cotton socks or stockings in summer, and worsted in winter. There are very nice textures made which cannot be torn, but watching and amusement will prevent the rending as a rule.

The excessively dirty in habit are to be dressed in warm upper clothing, and their trowsers should be made to button behind, so that the attendant can instantly place them on the stool. It must not be imagined that idiots appearing careless to cold or heat do not suffer from the extremes of temperature. Clothe the one warmly, and the other in white linen, or a soft and thin plaid stuff, and the result will soon be seen; torpidity is qualified, and the restless irritability produced by heat is diminished.

When the extraordinary sensitiveness of certain spots on the body and limbs in idiots comes before the mind, the necessity for good clothing becomes apparent; careful protection of the general surface influences the general health in the most favourable manner, and counteracts the tendency to diarrhoea. With cold hands, blue cheeks, and feeble pulses, must be associated thick flannels and warm clothes and with warm-skinned,

active and irritable idiots, thin flannels with light clothing.

The hands should be protected, and good stout shoes provided. A cold day at any time of the year necessitates extra clothing, and a cold night an extra blanket. Many a screaming fit has been prevented by careful protection of the surface, and it has been proved that epilepsy can often be controlled by an almost fastidious amount of airing and drying of linen.

The same rules apply to girls; their dresses should be high, not too long; their arms covered, and a good apron worn. Generally untidy in their hair, a cap is never unsightly.

Their under clothing must be regulated quite as carefully as that of the boys. Neatness and cleanliness, moreover, must be constantly inculcated.

The permanently dirty cases may have india-rubber appliances to protect their clothing; but as a rule, these mechanical aids only make the nurse careless.

The night clothing and bedding for both sexes require to be like those of ordinary children; the supply of blankets must be very carefully regulated according to the temperature, and the height of the pillow considered in relation to the peculiarities of certain cases. Gutta-percha or india-rubber sheeting is necessary in many cases, both on the pillow and beneath the blankets. It should not be simply under the sheet.

Worsted socks during cold weather are very necessary, and a chill arising from very cold sheets should be avoided in epileptic and irritable cases.

Many an irritable and restless idiot (kept as idiots usually are, suffering from cold feet, from the weary fatigue

of restlessness, and often from hunger and thirst,) is taken into a cold room and put into a cold bed, to cry, jabber and toss about hour after hour. But an opposite result will be produced by following a different plan; take the child to a warm room, place on the socks, warm the night dress, and open the bed for an hour or two previously, and give a little warm milk-and-water with some sopped bread, and little will be heard of the case till morning. There are important reasons why idiots should go to sleep very soon, and that there should be nothing to attract attention after getting into bed. Make it a habit for the idiot to lie down and go to sleep directly; this will come after a while if the proper means be used, and the result is certainly surprising. But it will be found that attention to the clothing is of paramount importance.

Many idiots suffer from tender feet, others have deformed toes, and a great many have cold extremities. There ought to be, therefore, well-fitting boots for out-of-doors, and warm and comfortable slippers for the house. The shape of the sole must be regulated by the deformity; and when there is tenderness, care must be taken that the arch of the foot is not at all pressed by the upper leather. The soles must be broad, wider than the foot itself, and the great toe should in no case be pushed outwards by the boot. This pushing of the end of the toe outwards forces its joint to become prominent, and very little pressure produces bunion. There is a very common deformity, which is either the overlapping of the great toe with regard to the second, or of the second and third with regard to the first. A special last must be made for these cases, and the upper leathers must be pliable.

Thick soles are the best for tender feet, and in all cases felt soles are the best for slippers.

The idiot must not be troubled about putting on complicated boots, and the usual half-boot will be found to answer very well.

Stockings as a rule are to be preferred to socks; let them be of worsted in the winter, and cotton in the summer.

The trowsers, either knickerbockers or long, should be made so as to be easily put on or taken off. Straps are necessary for those who pull up their trowsers over the knee and caper about, holding their clothes in that position, or who expose their bare legs to the fire.

The waistcoat and coat should be of light yet warm material, and a loose coat coming below the body is better than a surtout.

Pinafores are very useful for the cases whose saliva runs much, and also for those who tear their things.

Ordinary neckerchiefs and turn-down collars are better even for adults than stocks and stick-up collars.

Cloaks are required for the deformed, and loose wrappers for the others who can use their limbs.

Caps for the boys, and wide-awakes for the adults are better than hats. A little wool ought to be let in to the top of the cap to prevent the effect of heat and cold upon the scalp. When the clothing is purchased, it is advisable to select the colour that will least show dirt or greasy spots.

Comforters and thick gloves should be used in the winter. The girls' bonnets should be plain, neither too large nor too small, and every attempt should be made to prevent peculiarity of appearance. The higher class of female idiots generally have a great idea of self-

decoration, not in consonance with the best taste. The ridicule which often follows, produces an unfavourable effect. The dresses of stuff, print, and merino should be quiet in colour and design, and muslin dresses should be avoided. Pinafores should, of course, be used for the younger children, but not for girls approaching womanhood, unless they be dirty cases. The under clothing should be arranged so as to be easily put on, and stays may be left to those who do not consider themselves idiots. Drawers should be worn by all the girls who are more than ten years of age, and the shoes and boots should be easy, but not clumsy. Guard-pins, simple brooches, locketts, and a waist-clasp, are all the ornaments which should be allowed. As much care as is possible should be taken to dress the unfortunates quietly, but up to their social position. Moreover, the cases which improve, and attain nearly to the intelligence of the lowest amongst the perfect-minded, should be taught to choose their own clothes, and should be made to take a pride in a neat personal appearance. The wardrobe of each case should be kept separate; and holes, want of buttons, and raggedness, must not be permitted.

## CHAPTER VIII.

## DIET.

Good plain food and regular meals are quite as important to the idiot, imbecile, and feeble-minded, as they are to those who have perfect minds and bodies. In one sense they are more important, for no progress can be made by the imperfect beings, unless their nutritive processes, their power of digestion and assimilation be well regulated. The diet of all the classes is therefore to be carefully arranged and considered, the hours are to be settled, and rules made to teach how to eat slowly, well, and in a cleanly manner. Some idiots appear to digest anything, or are very indifferent about their food, and they will eat the most crude and disgusting substances voraciously; others can hardly digest the simplest diet, and suffer much from indigestion and its results. It is, therefore, as well to limit the dietary, and to state the hours for meals.

1. Early breakfast. This meal is requisite for the feeble and irritable cases, and is usually beneficial for epileptics. It consists of a piece of bread, with warm milk-and-water ( $\frac{1}{4}$ -pint). The profound idiots require this immediately after removal from their beds, the other cases, when it is requisite, should have it after dressing.

2. Breakfast, 8 o'clock. Bread-and-milk with sugar.

Oatmeal porridge and milk. Weak tea-and-milk, with bread-and-butter. Coffee and cocoa with milk occasionally. Meat, bacon and eggs, are hardly ever required, except for vigorous adults, who are working hard all day in the garden or farm. A liberal amount of drink is advisable.

3. Light lunch, 11 o'clock. Bread with or without butter, or biscuit and water. A small quantity of wine or porter is given with effect in some cases under medical advice.

4. Dinner, 1 o'clock. *Sunday*.—Cold roast beef or poultry, potatoes, baked corn-flour pudding flavoured more or less.

*Monday*.—Hot boiled mutton, potatoes, greens,\* bread-and-butter pudding.

*Tuesday*.—Hot roast beef,† potatoes, boiled rice, stewed rhubarb or apples.

*Wednesday*.—Hot roast mutton or cold roast beef, potatoes, light currant dumplings for the elder cases, baked sago or rice for the younger.

*Thursday*.—Plain soup flavoured with vegetables. Elder cases to have in addition some of the boiled beef from the soup with vegetables. Corn-flour pudding boiled.

*Friday*.—Hot roast mutton or cold mutton, potatoes, greens, rhubarb, apple, or some fruit (in season) pudding for adults. Light batter pudding, tapioca, or sago pudding for the others.

*Saturday*.—Hot roast beef, potatoes, baked rice, batter, or bread-and-butter pudding.

\* Cabbages, carrots, parsnips, turnips, and the usual greens of the season.

† Fish and poultry may be added to the diet, the quantity of the meat being reduced.



The epileptic cases must not have any pastry, and very little vegetable; but they may have more bread instead. They should have light milk and-egg-pudding instead of any heavier in the dietary. Mutton and Scotch broth twice a week instead of meat.

The adults of the classes who work, may have some bread by their side, but it is only wasted by the others.

Water is the beverage for all, unless the medical attendant advises porter, ale, or wine. Toast and water, if given, should be well made.

Uncooked vegetables should not be given; oranges, ripe apples, and the ripe fruit of the season may be given in a small quantity, to those who do not suffer from diarrhoea or epilepsy.

The meat must be tender, not too much done, and it should be nicely cut. The younger cases do not require more than from three to four ounces of cooked meat; and those above ten years should have from four to eight ounces of cooked meat, according to their age and employment. It is a mistake to give children much meat. The puddings should be well mixed, and plenty may be given. Those who can cut up their own food should have a handy knife and fork and spoon, and those who are learning to do so may often require a wooden fork. The incapables must have a spoon only, their food must be carefully minced, and properly flavoured, and if necessary, as is the case in many profound idiots, the meat must be passed through a little sausage machine. The cases which cannot feed themselves must be fed by the nurse, who is to use a small spoon, and place a moderately sized morsel well on the back of the tongue. All the cases should be taught to bite their food well, either by direct command,

or by their attention being directed to some one who can be imitated. The use of the knife and fork is gained by imitation as a rule. The children should not be allowed to scramble for their dinner; their plate should be watched by the nurse, and the fingers should be simply put back if they are used too much. At home the case should, if possible, dine with the perfect younger children; but if it set a bad example, it should dine by itself. Everything should be tried to make the child comfortable and quiet; it should not be teased, and should not see other kinds of food than what it has on its plate. An elder or a more advanced case should be taught to say or sing grace. Those who can help themselves to salt, vegetables, &c., should be allowed to do so. When possible, the best of the third class and the whole of the fourth class should dine together. Boys and girls at separate tables. The meat should be cut up outside, and every child's plate should come in turn, and be properly provided. The first class should dine by themselves.

The meal must not be hurried, and grace should be said or sung by those who understand it.

5. Tea at 5.30 in the winter and at 6 in the summer. Bread-and-butter, milk-and-water, tea-and-milk, and bread-and-milk.

6. Light supper 8.15 or 8.30 o'clock. The adults require, if they do any work, some bread-and-butter or bread-and-cheese, with or without beer. The feeble and the epileptic often require a slice of bread-and-butter before going to bed, or some gruel or arrowroot. As a rule, breakfast, dinner, and tea suffice for the cases. Plenty of good water should be within reach for drink between meals, but its use must be kept within bounds. After

each meal the hands and face should be cleansed. Cleanliness and neatness should be insisted on, both with the nurse and case. A medical man should be consulted about the necessity for stimulants.

The cases which are troubled with diarrhœa, or whose screaming fits evidently result from indigestion, should have the same diet as the epileptic imbeciles. The nurse or attendant should dine after the case, and not in its presence.

### HOURS ARRANGED FOR THE WHOLE DAY.

The hours for rising should be 6 o'clock in the summer and 8 in the winter. An early breakfast, as described on p. 101, should be given to the delicate cases before rising. In the winter, a fire should be lighted by which the cases should dress themselves or be dressed. In the summer time a little walking exercise in the open air should be taken.

8 o'clock.—Breakfast should be served; after which rest or amusement in the play-room or in the open air should occupy the time, and during this interval the cases should be taken to the water-closet.

9.—Family prayers. The exercise should be brief but not hurried, and it should be rendered as interesting as possible.

9.30.—Drilling exercises.

10.—Writing and arithmetic on alternate days should be taught to the advanced pupils.

10.30.—Reading lesson.

11.—Slight luncheon.

11.15.—Work in mat-shop, tailoring, gardening, &c.

## 12.—Play.

The less advanced pupils should be drilled at 10 o'clock, and have imitation, speaking, or finger lessons at 11.15, when the more advanced pupils are not in school.

12.30.—The less advanced pupils should wash and get ready for dinner.

12.45.—The more advanced pupils should wash, comb, and brush their hair, and prepare for dinner.

## 1.—Dinner.

## 1.30.—Amusement.

2.40.—Work in mat-shop, tailoring, or gardening for the more advanced boys, and imitation, speaking, or dressing lessons for the less advanced pupils. In girls' school sewing should be practised.

## 4.30.—General singing lesson.

## 5.—Play.

5.30 in winter and 6 in summer, tea, with bread-and-butter should be given, and just before assembling in the dining-hall, the same process of washing, combing, and brushing the hair, &c. should be gone through.

At 6.30 in the summer, the boys should take exercise in the grounds, playing at foot-ball, cricket, &c. The girls should also take walking exercise or play at croquet, &c.

At 6 in winter, various indoor amusements should be provided; as, for instance, on Monday and Thursday instrumental music for half-an-hour, and then cheerful reading of a simple and rather comical kind should follow. On Tuesday, magic lantern entertainment, accompanied by instrumental music. On Wednesday, bagatelle, the hand organ, and picture books, or volumes of Illustrated News, will occupy the time.

On Friday, a kind of shop exercise will amuse and benefit the pupils, sugar and rice, &c. being weighed. Toys should be brought out for those not engaged in the shop exercise.

At 7.15 in winter and 7.30 in summer, family prayers. Afterwards the younger cases should go to bed, and the elder ones should amuse themselves with the organ, bagatelle, reading, or picture books.

At 8 in winter, and 8.15 in summer, a light supper should be given to the pupils who are sitting up.

At 8.15 in winter, and at 8.30 in summer, all should retire to bed, unless two or three adult pupils can render themselves very useful by sitting up a little later.

Wednesday afternoon and the whole of Saturday will be advantageously set apart as holiday time, when amusements should be carried out with spirit and regularity. Weeding in the garden by the advanced boys forms a good employment, and fosters the love of tidiness. A tepid bath should be given every Saturday to every case in an asylum or at home.

The very backward cases cannot, of course, go through school exercises, or attend to the occupations mentioned in the above routine-table; but the time for rising, meal taking, and going to bed should be kept.

The pupils who have to work at the pump or to clean knives and forks, boots and shoes, &c., will require a separate time table. Also the girls who make beds, work in the laundry, or in other ways. All should be carried out with systematic regularity.

This system can be carried out at home, and its modifications can be readily learned in examining the routine arrangements of the larger asylums.

## CHAPTER IX.

## BATHS, BATHING, AND WASHING.

BATHS are to be used both for the sake of health and cleanliness. For the elder cases the ordinary bath with its warm and cold water pipes is necessary; but for the younger, especially for those who are timid and fretful, the simple round shallow bath is the best. Except when ordered to the contrary by the medical man, the water should be tepid, never cold, and not above 90°. The elder ones can bathe themselves, but the attendant should be in the room; the younger should be attended to by the nurse, and should be sponged over with a large sponge so that the mouth be not filled with water, or the child frightened or hurt. The time of remaining in the water should be short; the surface should be dried rapidly, the clothes put on immediately, and the weakly children, especially, should have a little warm milk-and-water given them, and they should be laid down for a while. If possible, the bath should be used daily, and the time for it is on rising during the early years, and either at that time or after breakfast in the case of the elder children and youths. The ordinary morning washing should be remembered: it should be managed so as not to be made disagreeable to the young; and there is no necessity for allowing the soap to get into the eyes and mouth. The nurse or attendant

should try and teach the case to wash, and some little treat should be given if progress be made. Of course, the strictest cleanliness and frequent washing (lukewarm water) are requisite for the dirty cases. As a rule, washing immediately before bed-time is to be avoided, unless it is very certain that the child is not kept awake by it. Cold baths or bathing in ponds or rivers, or in the sea, may be useful to a few of the vigorous adult feeble-minded, but they are usually prejudicial. The torpid cases do not obtain that reaction of the circulation which is so beneficial, and the restless cases are quite as often frightened at the chill as not. Shower baths and the douche are worse than useless. Cold bathing the loins is useful in Class VIII. The use of the warm bath, the case entering the bath with the water at  $95^{\circ}$ , and more hot water being poured in, so as not to cause alarm, is great in paroxysms of passion from undiscoverable causes. It is equally beneficial during the night to produce sleep, to diminish the intense restlessness of cases, and when cold sponging is applied to the head it is useful in the treatment of headache. As a rule, some food, with or without a stimulant, should be given after the bath. Ten minutes is the greatest length of time for a bath of this kind, and, as a rule, five minutes will suffice. All the old notions about startling idiots and the feeble-minded, waking up their wits and acting on their perceptions suddenly by plunging the cases in water, and giving shower baths, and cold douches, are follies. The epileptics should not bathe; they may use the shallow sponge bath, but the warmth of the water should never be over  $90^{\circ}$ . If chilliness be followed by headache, and any symptoms of an approaching fit, some stimulant

should be given in milk-and-water. As a rule, simple rapid sponging must suffice in these cases. These rules will apply both to males and females. The ordinary washing furniture can remain in the bedrooms of the elder and more advanced cases; but the propriety of permitting the younger and untrained cases to have the opportunity of mischief, is doubtful.



## CHAPTER X.

## DRILL AND GYMNAS TIC EXERCISES.\*

ALL the classes of idiots, except the 'true solitaries,' should be regularly exercised in some portions of these movements. Those afflicted with epilepsy should be drilled apart, and then only in the exercises advised.

The exercises are to be performed at stated periods ; about an hour and a half after breakfast is the best time. In wet weather the drill may take place in-doors.

The boys and girls are to drill apart, and are to be arranged in squads of not more than ten. Each squad is to go through the exercises in their regular routine.

Care must be taken not to let the pupils overheat themselves, or become chilled ; and some clothing must be removed before some of the exercises, and resumed afterwards.

Falls and injuries are to be prevented by the attendants.

*The attention of the Master and Attendants is directed to the following observations :—*

Drill and gymnastic exercises are not taught to idiots to produce elegant and wonderful postures, but

\* These exercises may be taught in private families, especially if more children nearly of the age of the feeble-minded can be got to do them. A little patience will render even this unnecessary.

to develop the simplest powers of movement—to enable them to stand quietly, to imitate correctly, to become accustomed to obey, and to cease from antics and bad habits in walking. All complicated exercises are to be avoided, and great patience and gentleness must be shown.

Inertness, quiescence, stolidity, and defective will, characterise some idiots, quite as much as restlessness, irritability, a constant desire to move, disinclination to sit down, and a decided will, characterise others.

Both varieties are inattentive, fond of tricks, and those objectless, rhythmical movements of the head, body, or extremities, called 'automatic,' are very common to them.

Many idiots cannot be taught, because of their inattention and of their constant addiction to those movements which seem to monopolise all their nervous energies. Others, and indeed all, more or less, have a great disposition to stare fixedly and unmeaningly, and when not staring, to allow their eyes to wander restlessly from object to object; and, moreover, they can hear, but do not often listen.

Careful diet, the example of others, kindness, and medical treatment will have rendered many of these peculiarities less prominent, before the pupil is placed in the drill class; but there is still a great and evident necessity to check any unusual habit.

The bad walking of all untaught idiots is constantly observed, as are also the facts that many who have tried to feed themselves properly for years cannot do so, cannot hold anything betwixt the finger and thumb, and that all movements are performed awkwardly. The muscles act, but not together or properly to the common

end ; they are deficient in co-ordination. The machine is faulty, and the fly-wheel also.

The object of the drill is to strengthen the muscles and to teach sets of them simple movements, so as to improve their co-ordination ; whose effectual performance depends quite as much upon the nutrition of the muscles, as upon the nervous system.

This last is assisted by the discipline of the Asylum, and the muscles are to be strengthened by repeated action.

Every motion taught must be done well before the next is attempted, and the attention of the pupils is to be always attracted.

All success in the education of idiots depends upon the power of the master in strengthening their imitative gifts, their attention and affection. They like merry noises, rhythmical movements, and can be taught in class better than alone.

The drill must be made an amusement, and great care must be taken that no fright is given in the gymnastic exercises.

Epileptics and imbeciles must not do any movements requiring extraordinary exertion.

The whole art of teaching the idiot to speak and to enunciate correctly, depends upon the progress made in drill.

## DRILL.

*Standing Drill.*

(BOYS AND GIRLS.)

1. Place each pupil two yards apart, see that the heels touch, the toes turn out, the knees are straight, and the head erect.

2. *Up Hand*.\*—The left hand of each pupil to be placed at the full extent of the left arm on the shoulder of the pupil to his left. Position No. 1 to be kept, except that the eyes are to be turned to the left.

3. *Down Hand*.—Hand dropped to the side.

4. Repeat the movements 2 and 3 several times, slowly, and then quickly.

5. *Hands on Hips*.—Bring the hands up to the hips, thumbs pointing backwards, and rest quietly.

6. *Hands Down*.—Bring the hands down and smack the palms against the outside of the thigh.

7. *Hands on Hips*.—*Head turned to right*.

8. *Hands on Hips*.—*Head turned to left*.

9. *Hands Down*.—*Head erected to front*.

10. *Clap Hands*.—From the 1st position, raise the left hand from the side, the elbow being kept close to the body, let the palm be upwards, raise the right hand, and clap it on the left.

11. *Clap*, 1, 2, 3.—Clap the hand in time, slowly.

12. *Arms Front*.—Pass the arms forward as high as the mouth, and as far to the front as possible. Clap the hands together.

\* These words are to be said by the master very distinctly and sharply, and this applies to all commands. The master should give the example.

13. *Arms Back*.—Open the arms and pass them back, coming to the front and clapping hands.

14. *Arms Down*.—When the arms are down, clap the thigh.

15. Repeat these movements in slow time.

16. *Arms Up*.—Raise the arms so that the thumbs touch above the head.

17. *Arms Down*.—Clap the thigh.

18. Repeat these movements in slow time.

### *Step Drill.*

19. *Up Foot*.—From 1st position, raise the left foot a little (two or three inches), and put it down with a stamp.

20. *Up Foot*, 1, 2, 3.—Do it in slow time.

21. *Up Heel*.—Raise the left heel till the toe touches the ground.

22. *Down Heel*.—Return, taking the toe off the ground and giving a stamp.

23. Repeat movements 19—22 with the right foot, and then with one foot after the other. (Unsteady pupils may hold on to anything with their hands, at first).

24. *Point Toe*.—Raise the left foot a little off the ground, carry it forward and point the toe downward.

25. *Back Toe*.—Return the foot to the ground.

26. Repeat the 24th movement with the right foot, and then with one foot after the other.

## SECOND SERIES.

(BOYS AND GIRLS.)

It will have become evident, that the Step Drill is intended to accustom the legs to balance the body, and to act properly in the simplest motions of walking. This set of exercises is added to it for the purpose of confirming the muscular power, and it is to be used carefully, but not at all where there is paralysis of an arm or hand.

*Description of Apparatus.*

The 'Two Pole Exerciser' consists of a base of oak, with a triangular piece let in, to retain the feet in their proper position. Heels together, toes pointing a little outwards. There is a socket hole on each side for the admission of one end of a pole six feet long, and sufficiently thick to be grasped by the pupil easily. The pupil stands on the base and arranges his feet. The master places the poles in their sockets and holds them about five feet from the ground, and pushes them just in front of the pupil, who grasps them on a level with his own shoulders.

The poles are to be separated gradually, and then first moved forwards and together, then backwards and together.

The pupil will gradually let the master move him from side to side, and backward and forward. He will hold the poles badly at first, but after a while fearlessly and well. The head is to be kept erect and the feet in the proper position.

The Wands are sticks, four to five feet long, smooth, light, and about half-an-inch in diameter.

The Dumb Bells must be light, covered with leather, and small in grasp. There must be no extraordinary exertion required, to extend them from the shoulder.

The Club is to be about two feet long, and should weigh from eight to nine pounds.

### *Dumb Bell Exercise.*

1. Place the pupils in the 1st position of Standing Drill, and let each hand grasp a dumb bell, and notice must be given that the bells are not to be dropped.

2. *Raise.*—Let the hands be brought forward and raised square with the elbows, these being close to the sides.

3. *Out.*—Push the hands forwards and upwards.

4. *In.*—Bring the hands back.

5. *Sides.*—Let the hands be pushed out sideways to the full extent of the arms: they are to be level with the shoulders.

6. *Click, Click.*—Pass the bells forwards and then backwards, and allow the bells to strike against each other.

### *Wand Exercise.*

1. Place the pupils in the 1st position of Step Drill.

2. *Front.*—Let the wands be in the hands and to the front of the thighs, hands two feet apart.

3. Give the commands from 19—26 inclusive (Step Drill), and let the wand remain to the front.

4. *Up.*—Raise the wand over the head.

5. From 19—26 inclusive. Let the wand be carried upwards over the head, the arms not quite straight.

6. *Back*.—Drop the wand down behind, and let it rest against the body.

7. *As 5*.

8. *Shoulders*.—Let the wand rest on the shoulders.

### THIRD SERIES.

#### *Walking Drill.*

(BOYS AND GIRLS.)

The pupils who can perform the motions of Step Drill are to be divided into small squads, and the master must give attention to every case, and notice where the fault lies.

1. Go through, quickly, the 19—26 movements of Step Drill.

2. *March Slow*.—Order the pupils to walk slowly, pointing the toe and bringing the heels well up behind.

3. *March Quick*.—Let them march in line to time.

4. *March Sideways*.—Take slow side steps to the right and then to the left.

#### *Hopping Drill.*

1. (*From first position of Standing Drill*.) *Hop*.—Let the right leg be raised, and carried back a little, and then let a short hop forward be made by the left leg, coming down on its foot.

2. The same with the right, left raised.

3. *Hop on*.—Hop shortly with the left, and then, after a while, with the right foot.



*Running Drill.*

SPECIAL ATTENTION TO BE GIVEN TO EACH CASE.

1. Run quietly, and without great strides.

## FOURTH SERIES.

*Two Pole Drill.*

The machine with two poles is to be used, as noticed in page 116.

*Wand Drill.*

Use the wand, raising it and dropping it alternately, before and behind, whilst the pupils are marching.

*Club Drill.*

The club is to be used by senior pupils alone ; and it is to be simply raised, first in one and then in the other hand, and moved round the head. Its use is to develop the muscles of an unusually weak arm.

Epileptics may perform all these drills, except the two pole and the club drills.

## GYMNASTIC EXERCISES.

Soft ground and an open space are necessary, and the attendant must take care that no falls occur, and that pupils looking on do not get in harm's way.

### *Walking Plank.*

The walking plank consists of a block of wood, three feet high; a plank ten or twelve feet long is fixed so that one end rests on the ground, and the other flush with the top of the block, and a corresponding plank is to be laid down on the opposite side of the block. The planks should be twelve inches wide, and stout.

The attendant must hold one hand of the pupil, who is simply to walk up one plank and down the other, taking short but equal steps.

The head must be carried erect.

This simple exercise is very useful, it gives confidence and a little power of balance; and after a while, the pupil should walk alone.

### *Balancing Plank.*

A plank, four inches broad, three thick, and ten long, should be fixed about six inches from the ground, and quite level.

Its use is to give the pupils command over the muscles which assist in balancing the body when walking. They should hold the hands of two attendants at first, but subsequently should do the exercise alone.

### *Broad Ladder.*

(BOYS ONLY.)

The broad ladder consists of a framework, upright and stout, whose cross bar allows a very broad (eight feet) ladder to rest upon it at a gentle inclination. On

the opposite side, a corresponding ladder is placed perpendicularly.

The ladders should be stout, ten or twelve feet high; the rowels six inches apart, and round.

The pupils should be told to mount the perpendicular ladder, and the master will pass under it and hold their hands, directing the feet and hands to their proper places. Descending should be attempted under the same circumstances. After a while, the pupils may clamber up the slanting ladder, and over the cross piece descending by the perpendicular ladder. The great use, however, of this exercise is to develop instinctive muscular action in inert idiots, before even the drill has advanced at all. The master must place the child carefully, with its feet on the lowest rowel, and stretch its hands as high as they will go, to reach a higher rowel. Then let him relax his hold of the pupil. The fear of falling will excite the powers of grasping. It must be understood that the child must be cheered to do this, and that it must not be frightened. Place one foot higher up the ladder than the other, and one hand also; leave the pupil, and push away the lower foot. By means like these carried out with perseverance and kindness, the inert will soon perform some useful movements, and will do them to order.

### *Shoulder Exercise.*

The machine consists of a post of wood fixed in the ground; at about three feet from the ground there is a pulley let in, and a weight is to be drawn up and down by a cord which passes from the pulley horizontally. A stick is placed on the end of the cord, and it is held in

both hands; the pupil, sitting or standing, pulling it towards him, and then allowing the weight to fall gradually back to its original position. Other pulleys may be introduced, so that all the muscles of the arms may be exercised by pulling upwards, downwards, or horizontally.

### *Parallel Bars.*

(BOYS ONLY.)

The usual bars of the gymnasium are to be used to teach the pupils to hold the feet from the ground by resting on the hands, the arms being straight downwards, and to strengthen the muscles of the arms and back, by allowing the body to sink down and then to be raised by the arms. No *tours de force* are to be allowed.

### *Climbing Pole and Tall Rope.*

(BOYS ONLY.)

The usual gymnasium pole and rope are to be used only by the senior pupils, but climbing above ten feet is not to be allowed. Swinging, either on bars or swings, or in chairs, should rarely be done, and never by epileptics.

### *Jumping Plank.*

A common spring plank is to be used, and the pupils should be taught to spring off it, with both feet together.

When they can do this, they may be taught to jump, feet together, without the plank.

The running jump is to be taught, the pupils imitating the master. The high jump, over a string also.

After running is tolerably well done, racing and running games should terminate the course.

## SPECIAL EXERCISES.

*Imitation, Finger, and Dressing Lessons.*

IMITATION lessons are invaluable in calling out the faculties of attention and imitation. Bright-coloured laths about twelve inches long, and curves, prove useful. The teacher can with these laths give simple lessons in form and colour, placing them together in various ways, making squares, circles, triangles, and numerous other figures. The pupil will, of course, be required to imitate the teacher, taking up one lath at a time of the same colour as the one used by the teacher, and putting it into a position similar to his. This exercise is found interesting and useful for a class of pupils whose attention is easily attracted by the bright colours.

Other simple imitation lessons can be given, as folding paper into different shapes, constructing therewith paper boxes, boats, caps, &c. Wooden bricks may be put together in various shapes.

FINGER lessons are valuable on several accounts: they tend to develop the sense of touch, to cultivate steadiness of vision, to exercise the faculty of attention, and strengthen the muscles of the fingers, thus preparing them for useful occupation. Writing and drawing (as far as the mechanical part is concerned) are like advanced finger lessons. The proper use of the knife, fork, and spoon, the ability to dress and undress, the carrying on of useful employments, such as mat-making, tailoring, knitting, &c., and all kinds of handicraft, need for their performance a certain amount of instruction in manual dexterity. The following exercises

may be termed finger lessons. Threading beads, commencing with large ones and gradually using smaller ones.

Sorting beads or beans or several kinds of corn into different heaps, out of one large mixed heap.

The use of peg-boards in which the pegs, that should fit tightly, must be taken out and put back again. A row of pegs may be taken out so as to show regularity, and counting may be thereby taught.

Taking to pieces and reconstructing small ladders, houses, &c., specially made for the purpose.

Tying and untying parcels. Winding string, &c.

These lessons should be taken one after another, and slovenly work should not be passed over without the master explaining how it ought to be done.

SINGING lessons may be referred to as one of the special exercises, although mentioned with a different view in the chapter on 'Moral and Religious Training.' Singing in class calls forth the power of imitation, arouses the attention, and often soothes unhealthy excitement. A sociable disposition is also produced, and ready obedience is found to be then easily engendered. Some idiots possess a remarkable ear for music, and can go through a tune from memory after hearing it sung only once or twice. As the senses predominate over the intellectual powers, the hearing of idiots is generally very good. In some few instances, however, there appears to be no ear for music. Very easy words and simple tunes require, of course, to be used, and commonly the words are not comprehended. As the exercise is in a manner mechanical rather than mental, it is scarcely possible to impart a knowledge of the notes, although the sol-fa gammut may, with advantage,

be run up and down. Sudden stops on the part of the leader in ascending or descending will excite attention, and prove useful.

Some idiots can be taught to beat the drum to time, but it is scarcely possible to train them to play any musical instrument; but the highest members of Class IV. can now and then be trained to play some simple instrument by ear.

DRESSING lessons are to be taught to pupils who are unable to dress and undress properly. It will be found useful to have garments specially constructed, which shall form a series of graduated exercises in buttoning and unbuttoning, tying and untying, lacing and unlacing, buckling and unbuckling, fastening and unfastening with hooks and eyes.

At first, large buttons and button-holes should be tried, and afterwards smaller ones. The pupil should be taught to unbutton first, and afterwards to button up the garments; to untie first, and then tie; unlace, and then lace; unbuckle, and then buckle; unfasten, and then fasten. After these operations have been accomplished with garments specially constructed for the purpose, ordinary clothing may be given upon which to practise. The pupils may now be taught to practise upon one another, and lastly upon themselves. When the dressing lesson is practised upon garments, it may be given in the day-room, but when it is practised upon one another, or upon themselves, a bed-room will be more appropriate. In the summer time, or when the bed-room is properly warmed in the winter time, the pupils may take off most of their clothing, and then dress themselves. The class should be small, as the

pupils will require much individual attention from the attendant or nurse. Extreme patience and perseverance will be needed, but the result is gratifying when achieved, and renders the pupil self-helpful in an important respect.



## CHAPTER XI.

## SPEAKING LESSONS.

ALL idiots have a greater or less defect in the voice, and the power of speaking is no criterion of the amount of intelligence which they possess. Some, with considerable powers of attention, mental perception, and memory, are quite dumb; whilst, on the other hand, idiots of the second class, and who are very deficient in mind, can often speak and sing.

Most idiots are semi-mutes, many are mutes, and a very few are deaf and mute; so that these feeble-minded beings have the power of hearing, but often not of speaking.

The mutes are, then, in the great majority of cases, not deaf, and some hum tunes, make noises, generally of a guttural nature, scream and cry.

The semi-mutes can do like unto the mutes; they are rarely deaf, but there are great varieties of powers of enunciation amongst them.

Hesitation, stammering, slowness and rapidity of speech, and more or less absence of the power of enunciating certain syllables, are noticed in the semi-mutes, and the object of speaking lessons is to correct these defects. In mutes, the object is to accustom the muscles of the jaws, tongue and throat, to move to certain commands, and to originate speech by increasing the powers of muscular co-ordination.

It must be remembered, that several sets of muscles have to co-ordinate to the common end of the production of voice, and that a defect in the action of any set will affect the power of speaking. In most idiots the will is weak, attention also; and although they hear, few, at first, listen: restlessness, irritability, the presence of many habits, of automatic movements, of wandering and undue fixedness of vision and debility of constitution, are also common. These defects render the pupils apparently disobedient, and yet they are not of necessity so. Nevertheless, speaking lessons are not to be attempted in idiots thus affected—it is simply lost time; but they are to be subjected to the regular training, and to the drill and gymnastic exercises.

It is therefore understood that when the health is strong and the courses of drilling and gymnastic exercises are producing their usual effect, and obedience, attention, ability to imitate and to listen are decidedly observed, speaking lessons may be commenced.

They are founded upon the observation that imitation is strong in idiocy, and that habits are easily acquired by repetition—i.e., that although originally deficient in their co-ordination, sets of muscles, by habitual exercise in a few simple motions, will gain in co-ordinating power.

If you turn your back to a well-developed and intelligent child just learning to speak, and utter a sound, it will often repeat it, employing the necessary muscular motions of the lips and tongue intuitively—and even vowels may be thus taught.

But idiots, as a rule (only a few semi-mutes are the exceptions) have not this wonderful power in any de-

gree. Vowels are most difficult to teach alone, and the imitative power, good example, and repeated lessons in the movements employed by the voluntary muscles in producing words or syllables, are necessary before a simple *dad-da* can be enunciated.

In teaching ordinary children to speak, imitation is relied upon; the attention is directed by repetition of the syllable over and over again, and after a few words have been taught, the gift comes readily.

Subsequently, the child imitates the voices of those around it by its own will, irrespectively of command.

The mute idiot cannot be taught to speak thus; but its lips, tongue, jaws, and larynx must be rendered amenable to the will, by repeated performances of particular motions.

These motions are to be performed without any attempt at the production of sound.

The muscles of the organs and parts employed in the production of voice, must be well developed by the gymnastics about to be explained, and some appliances to strengthen the lips especially, must be used in some cases, before any attempt to associate sound with the movements is entertained.

In fact, the first step is the performance of a 'position drill,' in which the muscles employed in the production of voice are brought under the dominion of the will, and receive, by exercise, powers of co-ordination they did not formerly possess.

As in the production of walking, the various sets of muscles employed in locomotion received preliminary instruction, so in this instance voice is attempted to be elicited by educating the various sets of muscles, after the general physical and psychological defects

have received some amount of compensation, or have ceased to exist.

In the case of the semi-mutes, and even in the cases of Class IV., where the faculty of voice is tolerably developed, the preliminary exercises are strongly advised.

When the pupil is considered sufficiently advanced, it will be attempted to direct sound to accompany the muscular movement; but the sound must be simple, prolonged, and, if possible, according to rule.

Some idiots will learn vowels by themselves, but as a general rule, even in their most unmeaning sound, the vowel comes after a consonant.

It might be imagined that consonants should be taught first, and then that they should form syllables with a vowel; but this must not be an invariable rule, for if a child shows any power of giving voice to a vowel in conjunction with a consonant, the vowel being first, much time is gained by developing the gift. A very little experience will dictate the course to be pursued in both instances; and in the last the syllables taught should now and then be preceded by a vowel.

Remembering that imitation is tolerably well developed in those taking speaking lessons, it will be advisable to use this gift by having a pupil or an attendant who can be employed as an example.

Rhythmical movements, in regular time, always please, so the syllables may be repeated in regular cadence, over and over again, gymnastic movements of the hands accompanying the vocal effort.

The lessons must be short, the pupils should stand, and the easiest part of the usual drill should be gone through, before the speaking drill is commenced. Kindness and a cheering manner must accompany great pa-

tience, and a movement must not be taught until the previous one is well understood and performed.

Of course only those who have undergone the general drill, and who are attentive and tolerant of the society of others, are to be taught. It is waste of time to attempt to teach the cases afflicted with defective palates and any malformation about the mouth or throat. Single cases may be benefited by following this system.\*

### PRELIMINARY SPEAKING DRILL.

The teacher and the example are to go through all these movements, one after the other, very slowly.

The pupils are to be taught to move with the teacher.

After a while, the motions may be performed more quickly, with some other rhythmical exercise of the hands or body. The simplicity of the movements must not make them contemptible.

\* As soon as a child who is evidently feeble in mind shows the least inclination to talk, the parent or nurse should strive to get it to pronounce its first words correctly, and should not teach it nonsense, but useful phrases. The deaf and dumb children should be urged to make signs and to talk with their fingers; the double affliction hides the intelligence at first, but a neglected deaf and dumb child of perfect understanding is soon distinguishable from the feeble-minded.

The system of instruction about to be described has been in operation at Essex Hall for more than three years; it is applicable for single cases, but not so much so as for classes, because the great influence of example and ambition is felt in the latter instance. Want of success must not cause teachers to despair; children grow slowly, the voice comes slowly, and therefore the feeble-minded must have great patience and perseverance awarded them. Many cases never improve, but the least sign of advancing power should stimulate the teacher to further trouble. This system of instruction should not be given up as hopeless for some time, and indeed should be tried again after an interval.

Both mutes and semi-mutes are to undergo this drill, pupils standing in front of the teacher.

Some portion of the ordinary drill is to be attempted, in order to bring the attention of the pupils to the teacher.

- (A)—1. Order the mouth to be closed, the jaws being well together.
2. Order the mouth to be opened wide.
  3. The jaws to be closed, and the lips to be separated, and closed slowly and firmly.
  4. A flat piece of boxwood to be placed between the lips of each pupil. They are to be made, by example and order, to press the lips to it, and to hold it without using the teeth for some time.
  5. The mouth to be opened slowly (half distance) and closed slowly—the lips coming together, but not the jaws—remain in the closed position.
  6. The same movement more quickly performed.
- (B)—1. The mouth to be half opened, and the tongue pushed *slowly* out to its full extent, then withdrawn slowly—*no grimaces*.
2. The same, more rapidly performed.
  3. The mouth to be open wide, the tongue's *tip* to be passed out of the mouth, and turned up to touch the upper lip, and return.
  4. Mouth being open wide, the tip of the tongue to be carried slowly to the roof of the mouth, just behind the front upper teeth—the lower jaw must move a little with the tongue.

5. Mouth being half open, the tip of the tongue to be placed between the teeth and withdrawn (this is to be done slowly).

The mouth being well open, the back of the tongue to be pressed against the back part of the palate.

The mouth being well open, the tongue to be drawn back into the throat.\*

When the preliminary speaking drill is tolerably well performed, the semi-mutes should be separated from the mutes, and placed in a class which should commence the second part of the speaking drill. Children able to utter vowel sounds may be allowed to place a vowel before the consonants of the syllables which are advised to be taught.

The success of these lessons entirely depends upon the grounding in the preliminary drill, and it is simply waste of time to attempt them if the muscles of the jaws, tongue, and lips are not well nourished or well under the command of the will.

When the mutes are sufficiently advanced, they will be taught as follows; but they had better be kept separate from those gifted with a little speech.

#### FIRST SERIES OF LESSONS.

1. Go through the first six motions of the preliminary drill.
2. The teacher, after directing the attention of the class, will place his finger just below his lower lip; then, without closing the jaws, he will first bring his lips

\* The pupils are to learn one movement before another, and are to be praised if they succeed.

together, and then will open them, saying, at the same time, **MA** (*mar*).

The pupils must be taught to imitate the movements exactly.

3. Repeat the syllable **MA—MA**.
4. Utter **MA**, and follow it by **MA—MA—MA**.
5. **ME**, and then **ME—MO**, must be taught, and so on through the vowels, but **MA**, **MO**, **MOO**, **MI**, and **ME**, will be found the best order, for **o** and **i** are more easily pronounced than **e** by the idiot.

When **MO** is attempted to be taught, the lips must be separated, and the corners drawn together very decidedly on the part of the teacher, and the examples **MU** or **MOO** require the lips to be opened and pushed forward.

6. Combine **MA—MO**, **ME—MI**, **MI—MO**.

### SECOND SERIES.

In this series, as in the first, all the muscular movements accompanying the sound must be forcibly done; and the preliminary drill must be taken first.

1. The lips to be opened after having been sharply closed, the breath to pass out as the word **PA** (*par*) is pronounced (not drawn in).
2. Repeat lessons of First Series, using **P** instead of **M**.
3.       "                       "                       "   **B**       "       **P**.
4. One lesson with **P**, the next with **B**, in rotation.
5. **PAP—POP—PIP**, singly, and in succession.
6. **BOB—MOB**.
7. Introduce vowels between the syllables, and endea-



vour to excite the pupils to say, fixing the time by the hand—

PAP-A-POP-A-PIP,  
MAP-A-MOP-A-MIP,  
MOB-A-BOB-A-PIP,

and any other easy combination.

In the semi-mutes care must be taken to correct any stuttering, and the most favourite words should be taught, their requisite muscular movements being imitated by the pupil before the sound is required to be given forth.

### THIRD SERIES.

Attention is to be paid to the performance of the motions 1, 2, 3, 4, 5 (B), in the preliminary Speaking Drill, and when they are tolerably well imitated by the pupils, the following exercise may be commenced.

Let the 4th motion be done several times without any sound being called for. Then using the syllable DA, remain after its enunciation with the mouth open. Endeavour to have this imitated, and see that the semi-mutes do it slowly and steadily. If there is tremor of the tongue, and the preliminary exercise has not been sufficiently learned, stuttering may ensue, and on the other hand it will perhaps be cured by a greater amount of exercise (B).

The words to be taught subsequently, are DAD—DO—DOD—DI—DU. They may be repeated and conjoined, but in the performance of DO, the protrusion of the lips must be carefully performed. **IN FACT, BEFORE ANY WORD IS ENUNCIATED, THE MUSCULAR MOVEMENTS NECESSARY FOR ITS PRODUCTION MUST BE SHOWN TO THE CLASS OR CASE.**

Commence, after a few of these lessons, with the 4th

(B) exercise, and cause the pupils to place the tip of the tongue lightly against the front of the palate, slowly at first, then quickly. Enunciate after this TUT—TOT—TIT—TAT—in this order of sequence. Combine and repeat them also.

Cause the class to place the tip of the tongue as before, and let it remain pressing a little against the palate. Gently and slowly let the breath be expired and LE be sounded; LA—LI—LO, LE—LE, LA—LA, LI—LI, LO, are to be combined, after having been taught separately.

At this period attention should be paid to the quality of the voice, and the sounds taught should be maintained, yet not drawled out. Mumbling, stuttering, hesitating, and low speaking must be guarded against.

The pupils should also be taught to commence the syllables with a vowel, and easy words, embracing labial and dental sounds, may be introduced to their notice.

#### FOURTH SERIES.

Words commencing with G and K are to be taught after the 6th and 7th (B) exercises have been well practised. The same combinations will do for these consonants as for the others. F and V demand a special exercise for their production, S and C also. But the necessary muscular movements of the lips and tongue are so evident, that it is not requisite to go into details, neither is it in the case of words beginning with N.

It will be found that during these exercises many words will be picked up; they must be noticed, and their pronunciation must be rendered exact.

The teacher may now use objects, pictures, and letters, to induce the pronunciation of words—common play-things, the furniture, the contents of the live-stock department, the pictures round the walls, and natural objects, will afford many examples. Ball, boat, cat, dog, bird, pig, fork, &c., may be introduced to the pupil, with their reality, and then more important words.

The last stage of the speaking lessons is to endeavour to correct the pronunciation of compound words. Then the teacher may read short sentences, the pupils being taught to follow.

It must be remembered that every idiot has some peculiarity, and one which may require an alteration in the method of instruction ; but the plan is summed up in a few words:—**CONSIDER THE PECULIARITIES OF EVERY CASE, AND TEACH THE VOLUNTARY MUSCULAR MOVEMENTS EMPLOYED IN VOCALISATION, BEFORE COMMENCING ‘SPEAKING.’**

The practice some idiots have, of keeping to a favourite word, which is repeated over and over in a non-sensical way, ought to be checked ; and the too frequent repetition of syllables is not advisable. It is true that idiots will learn a syllable easier, if it be repeated twice—**DAD DAD** easier than **DAD**—yet it is not beneficial, for it tends to produce hesitation in the speech.

## CHAPTER XII.

## TOYS, PASTIMES, AND USEFUL EMPLOYMENTS.

CLASS I.—Rag dolls, light wooden dolls painted with oil colours or stained; squeaking and talking dolls, rattles, soft balls, wooden figures, and the usual toys of babyhood.

CLASS II.—As for the first class; and Noah's arks, carts and horses, bricks, wooden houses, farmyards, rocking horse, swing, self-acting carts, revolving pictures highly coloured, drum and bells.

CLASS III.—In addition to the above, the Kindergarten toys, musical toys, models and pictures of useful things, puzzles, counters, letters on counters, dominoes, beads to thread, spades &c., hoops and sticks.

CLASS IV.—Ship toys, boats, cricket and croquet apparatus, trap bat and ball, kites, and the usual toys of big boys. Models of machines, selections of objects of natural history likely to be met with in reading, carpenter's box, gardening tools, wheel-barrow, perambulators, fishing apparatus. Hockey-sticks, nine-pins, bagatelle. Nearly all the cases enjoy Marionettes and Fantochini,\* or any transparency. The games of early childhood may be gradually taught to the elder cases of

\* Punch and Judy and theatricals may amuse, but the cases are very likely to imitate the knocking about in the first, and everything unreasonable in the last.

Class III., and many of Class IV. become cricketers, players of prisoner's base, trap bat and ball, and rounders. The girls have their own games, and skipping-rope, hoop-bowling, ball-catching and racing, following leader, &c., are favourite occupations, and any game productive of imitation of what goes on at home or elsewhere is generally useful. Games requiring a little calculation are useful, and those which sharpen the observation should be often played. A good hand organ with figures, and the instruments of a band, should be obtained for an asylum, and musical boxes for home cases. The nurse or attendant must enter into the spirit of the games, and must see that there be neither violence nor ill-temper.

The useful employment of the cases is a matter which requires much consideration, and involves no small difficulty. The trained cases about to leave off schooling must have an employment suited to their peculiarities, and every case should be studied in reference to this point. The difficulty of finding something to do for the feeble-minded in wealthy families is immense, because there is a natural indisposition to allow a son or daughter to do household work; but this can be got over by removing the case to a good farm within reach of home.

The youths of eighteen and upwards who belong to the third or fourth class, and who are not required to earn anything, cannot be better off than in the family of a steady farmer, or else under the care of a tutor who will live the farm life, and relax labour by occasional sport, which can be comprehended and enjoyed by the pupil. The care of stock is singularly adapted to most of the cases; but whatever is done, must be

done under supervision. Some handicraft should be taught in addition, and idleness, the great opponent of good behaviour, should be constantly antagonised. Girls can generally be managed at home, and can do much to occupy their time. Some youths who are but slightly below the normal standard, enjoy travelling; but, as a rule, a quiet life of work is the best. The middle class of society will find the difficulty great, unless there be the means of paying for the home advised above. The case should be placed in the care of a steady tradesman or manufacturer, where the labour is simple but not varying. It must be arranged that the master sees after the cleanliness and morality of the young man; keeping him from the beer-shop, and assisting him to lead a quiet and good life. There are many trades and handicrafts which the advanced cases may learn away from home, and every endeavour should be made to get some occupation for them. The girls may learn to work at home, and if the circumstances require it, some easy work may be found under a mistress. Hints may be taken from the routine of work in asylums, and private families may do much if they try. The endless details of household work in large establishments where everything ought to be done within the grounds, occupy all the upper grades of idiocy and feeble-mindedness; and this applies to both sexes. The farm, garden, machine work, messages and letter-carrying, offer opportunities for occupation. Assisting the other cases, watching with the nurses, drawing the children about the grounds, leading the donkeys and ponies, exercising the dogs, are fit occupations. The learning a handicraft is, of course, part of the training, and mat-making is a favourite and easy one. The cocoa-fibre picking can be

done by children of very low capacity. Tailoring, some parts of shoemaking, simple weaving, brickmaking, carpentering, painting, and light blacksmith's work, are all to be taught to certain cases; but it is useless to attempt to put a case to an occupation which is distasteful or which is not at once liked. The hours should be arranged, the meal time must be settled, and the general rules of treatment must be still kept up, even when the case is tolerably self-dependent.

The behaviour of the grown-up cases depends upon that of the attendant and master. For many reasons, the girls had better learn something at home; but in asylums they must do all the work usually expected of females. It is the endless variety of work incident to the asylum system which renders it so valuable in the treatment of the cases. The epileptics must only be allowed to do very light work, and that under constant supervision.

## CHAPTER XIII.

## MENTAL TRAINING.

AFTER the training of the body has been pursued for some time, and after the powers of attention and imitation have been developed, direct mental training should commence. As the feeble-minded can never acquire much knowledge, and as training to usefulness in the poorer cases and self-amusement in the richer should be aimed at, rather than attempting any great acquirements, direct mental cultivation should only be pursued to a very limited extent.

*Knowledge of the alphabet and reading.*—It will be found far better to teach the alphabet by the sound of the letters rather than by their signs. A letter-box with twenty-six compartments, and a board with several rails in which the letters will fit, will be found of great use. The teacher should put up a small word such as 'box,' and the pupil should be told to find those three letters from their compartments in the letter-box, to name them, and to put them upon the rail next below the one upon which the teacher has put the word. Another word can be dealt with in a similar manner, and the letters are then to be put back into the proper compartments of the letter-box by the pupil. The sounds of consonants may be taught thus: 'bat' may be placed



upon a rail of the letter board, and the first letter be altered as follows :—

B—AT      C—AT      F—AT      H—AT      M—AT

Well-graduated sheet lessons may then be used, and good simple reading books such as Routledge's Primer, and the first, second, and third books of the Society for the Promotion of Christian Knowledge. Each lesson must be thoroughly mastered before proceeding to the next; that is, the pupils should know every word, so as to point it out immediately it is asked for. The meaning of the words must be clearly explained, and the pupils should be questioned upon the lesson, so as to ascertain whether they have understood it or not. The lessons must be taught and said over and over again in all instances. An alphabet or reading lesson should be given for half an hour twice daily. Simultaneous repetitions after the teacher will be found useful, but the word must be pointed out at the same time, otherwise the repetition will be merely the imitation of sounds. Simultaneous repetitions without the teacher's help may then follow, and next, individual repetitions. Spelling should be attempted with these lessons. When some progressive reading has been acquired, the manner must receive due attention. The pupil should be taught to read slowly, with as clear and distinct an enunciation as possible; particular stress should be laid upon consonants, and each word should be pronounced separately. A monotonous or sing-song style must be avoided, and when the pronunciation requires to be set right, let the corrected pronunciation be recited by the whole class. It will be advisable for the pupils to read to the full stops, so that all in a class must pay attention to their

reading books, to know when it will come to their turn.

*Writing.*—The art of writing is very beneficial in many ways; in training the eye, the hand, the power of comparison, as well as the faculties of attention and imitation. It may also be used as a means of fostering habits of neatness, carefulness, and correctness. Special attention should be paid to the posture of the pupil, and to the free use of the pen. Slates should first be used, as the pupil thereby gains confidence. When it seems necessary to render the exercise particularly easy on account of the dulness or awkwardness of the pupil, an india-rubber slate will be useful, upon which strokes, pot-hooks, hangers, and simple letters have been grooved out, so that the pupil's pencil has simply to work in the groove, which will in the course of time give the habit of guiding the pencil aright. Lessons from the black board should be given, showing the proportions of the letters, both small and capital. Thus the letter 'o' may be marked upon the black board by the teacher, to be copied on slates by the whole class of pupils: 'o' is to be made into 'a,' then into 'd' or into 'g,' naming each letter as it is completed. The stroke 'i' may be made, and from it the letters 'l,' 'b,' 't,' &c. Aim to get a bold round hand at the commencement.

Carefully graduate the lessons.

Attend to neatness and legibility.

Be particular about having the books kept clean.

Examine the copy-book of each pupil at the end of every two or three lines.

Attend to the form, proportion, slope, and thickness of the strokes, as may be required.

Aim at correcting defects by giving the same words

or letters, perseveringly, in different copies until the defects disappear.

Let the pupils frequently transcribe simple sentences from their reading lessons.

Farnell's copy-books are excellent.

Let copy-books without lines be used when the pupils are far enough advanced.

Drawing should be taught to those who are able to take writing lessons; and in many cases, drawing may precede writing advantageously. Drawing should first be practised upon slates, copying from simple figures drawn by the teacher upon the black board. In drawing-books, simple designs, figures, &c. should be gradually copied.

*Dictation.*—A few pupils will probably become sufficiently advanced to receive dictation lessons. Bethell's 'Spelling by Transcribing' will be found useful as a good elementary book; but the teacher can readily give lessons from any easy reading-book, or he may give sentences to be transcribed of his own composing, about what has lately transpired, or any matter of interest that may be readily comprehended. If a book be used, the teacher should read through the whole passage, and then slowly read with much distinctness two or three words at a time, which the pupils should spell before writing them. The teacher had better then write the sentence plainly upon the black board, so that the pupils can correct any mistakes that they have made in the spelling. These lessons may be rendered very interesting, and will tend to improve the pupils in several ways. Clear, rather than rapid writing, should be required, and the pupils should, at the close of the lesson, read aloud what they have written, in order to accustom them to read writing.

*Arithmetic.*—Only a few of the feeble-minded will be able to make progress in arithmetic, but the elementary principles should be taught, if practicable. Use should be made of surrounding objects in teaching the pupils to count. The ball frame and cubes will be found useful. Take low numbers, say from one to ten, add and subtract these numbers perseveringly until thoroughly understood. Proceed upwards from ten to one hundred. After exercises with the frame, try the pupils without it. Let the pupils copy on slates the numbers that you mark on the black board. Graduate the lessons carefully, and teach the multiplication table in rhyme from a song that should be sung as well as recited. Much patient perseverance and frequent recapitulation of the lessons will be needed in teaching arithmetic.

*Geography.*—A little elementary geography may be imparted in a simple manner to the advanced in Class III. and the feeble-minded. The position of the sun at 12 o'clock should be observed, and the points of east, west, north, and south, should be taught. Illustrations can then be taken from different parts of a room, the position of the house, garden, and neighbouring houses, villages, or towns, &c. Explain the nature of a map, and give one or two lessons on the form and divisions of the earth. Take different objects, such as sugar, tea, coffee, &c., and explain from what parts of the world they come. Explain with the help of easy illustrations the terms 'island,' 'peninsula,' 'continent,' 'mountain,' 'valley,' 'plain,' 'river,' 'lake,' 'ocean,' &c.; next select our own country; by means of a map show its position with reference to other countries; speak of its principal rivers, hills, and towns. With

the map of England placed in front of the pupils, or sketched upon the black board, point out the various counties, and connect interesting facts therewith, telling of the manufactures and of the remarkable features by which the particular counties are distinguished. Adopt a similar plan with other countries, and mark their position with regard to our own. Anderson's Geography will be found useful. The position of every place mentioned in the reading lessons should be pointed out.

*Grammar* is too difficult a subject to be included in the mental training of the feeble-minded, for whom the main objects should be to develop the intellect and strengthen the mental faculties, to impart useful ideas, and to furnish the mind with well-understood facts. The outlines of English History may be taught in the shape of an interesting and connected narrative, either by reading an easy History of England, and giving simple explanations, or by giving short and entertaining lessons upon the subject.

*Object Lessons* are valuable for the purpose of cultivating the powers of observation and investigation. They should be commenced with familiar objects, and a museum of such objects will be found useful in the room where the pupils are taught.

Questioning should be freely used.

The elliptical method of stopping short in sentences which the pupils are to conclude, may be practised. Analogies and easy illustrations should also be employed. Simultaneous answers should at first be required, and afterwards certain pupils may be called upon for the replies as the lesson proceeds. Take one point at a time, making it very clear to the comprehension

of the pupils, if possible, with the help of pictures or diagrams, or specimens of the articles described. Object lessons may be advantageously given upon bread, milk, butter, tea, coffee, sugar, salt, mustard, glass, earthenware, leather, cloth, paper, metals, ships, steam-engines, fire, air, earth, water, snow, rain, winds, thunder and lightning, sun, moon, animals, plants, flowers, trees, the seasons, &c. &c. The Home and Colonial School books will be found useful. The instruction must be gradual and definite, leading on the pupils step by step, adding link to link, until the subject is unfolded as far as the pupils can understand it. Recapitulation is important at the close of each lesson. A change of the posture of the pupils from sitting to standing, and vice-versâ, will help to arouse their attention when flagging; and it will often prove interesting to notice incorrect answers, and point out the error in a kind manner.

*Tact of Teaching.*—The teacher should cultivate winning and cheerful manners. He should possess an intuitive perception of the capacities of the pupils, so as to render the instruction exactly adapted to their powers of comprehension. He should throw so much sympathy into the lesson as to become, as it were, both learner and teacher at the same time. He should share the pleasure of the pupils when successful, and always be more ready to encourage the smallest success on their part, than to give pain by referring even to striking proofs of very limited comprehension. His language must be very plain and simple. He should instruct the pupils slowly and gradually, so that they may be gratified by a series of successful answers, and be thus stimulated to keep up their attention. He must recapitulate frequently, but with variety as to the mode, in

order that the interest may be sustained. He must avoid tediousness, and be chary of whatever may prove irksome, so that each lesson may be left off, as it were, with a relish. Extreme patience and continuous evenness of temper are required. To excite the power of attention, it will be sometimes found interesting to ask for the opposites of words: such as long, short; wide, narrow; high, low; tall, short; &c. Much ingenuity is necessary in order to render the instruction interesting and thoroughly intelligible.

## CHAPTER XIV.

## ON BAD HABITS AND THEIR PREVENTION.

THE bad habits of untrained idiots are the matters which render the unfortunates so intolerable. It is well known that all perfect children learn tricks, and sometimes behave themselves offensively; but simple admonition and slight punishment stop the bad behaviour in the great majority of instances. This course can be attempted with probable success in the feeble-minded, who may nearly approach the lowest of the perfect-minded in intelligence, and in some cases where training has been successful; but in all others it is of little use. It has been asserted that habit appears to be more than second nature in the lower classes of idiots, and it follows that the older the trick, the more troublesome and difficult is its eradication. Some of the bad habits of the first class (the profound idiots), and not a few of those peculiar to the second class, cannot be cured or prevented, for they depend on the vice of constitution, which determines the idiocy.

Thus the to-and-fro movement of the body, the waving of the hand or fingers before the face, and many of the motions which are evidently not dependent on the will, and which are termed automatic, are often incurable, and are usually not to be prevented by the direct interference of the nurse or attendant. The hope



is, that with the natural growth, the careful system of management, and the nursing advised, the movements will become less constant, and will finally be able to be replaced by useful exercise. This hope is often fulfilled; and as the attention is gained, the imitative powers being increased, the muscles may be exercised in a manner which may produce a certain amount of fatigue, and may gradually fall out of their old habits of involuntary action.

When once the child is able to understand the desire that its movements should cease, simple and very kind admonition may be used; but it is best to direct the muscular energy to something else—to playing with some new toy or with some old favourite. Scolding, beating, and cross behaviour, are of no use except to make the case more obstinate, and to produce dislike, which, of course, is fatal to progress. If any idiot notices that any little trick annoys the nurse, the offence is usually often perpetrated; so good humour and kindness must be tried, and they rarely fail.

The method of producing personal cleanliness in the young cases has been already alluded to.

The trick of rubbing all sorts of dirt on the person, or of eating it, is antagonised by good watching and nursing: the fault lies to some extent with the nurse, and it is her duty to prevent it. After the trick has been successfully prevented for some time, the habit is broken off. The love of tearing the clothes is to be met by watching, giving the hands something to do, such as picking cocoa-fibre, tearing up paper very small, &c., and by providing strong shirts and clothes. The pulling off some or all clothes must be met by watching, and by placing the buttons in positions where they cannot

easily be got at. Pulling up the trowsers can be prevented by using straps under the boots. The careless and reckless dirtiness out-of-doors, which makes such objects of the elder cases, is difficult to prevent. Some few take a great pride in their neat and cleanly personal appearance, and others will be careful of a coat, if a favourite colour and cut be given them. Those who do not take care of their clothes should be told of it occasionally, and the clothes should be cleaned before they are put on, attention being directed to their nice appearance. Good canvas blouses and pinafores are very useful. Any disposition to be neat should be made much of.

The trick of dirtying the bed by the elder cases is to be prevented by regulating the hours of going to the closet and by watching.

Combing and brushing the hair, as a rule, must be attended to by the nurse, or in asylums by some pupils who may have a taste that way. Daily morning washing and immediate cleansing from dirt are, of course, necessities, and the children should be made to tell of any dirt, and their attention should be directed to their own uncleanliness. Spitting about is common in young idiots, and, as a rule, it depends on the same cause which produces their unusual salivary and nasal discharge. Careful attention to the training and repeated notice may do much, and some little reward, such as a biscuit, or a small piece of sweetmeat, will often tend to prevent the recurrence of the nasty habit. Screaming and howling usually succumb to good nursing, and careful attention to the advice about the training of the first class. Fighting, butting with the head, biting and scratching, soon become matters of the past, when

the kind rule of nursing and training is adopted. Mischievousness is usually a proof that some special exercise is omitted; and walking, riding out, and play, are the best antagonists. They are equally efficacious to the inert, as well as to the restless cases. Upsetting and breaking furniture are tricks which can be prevented by simple arrangements. Give the children something else to play with, and make the table fast and the breakable furniture strong. Glasses and earthenware plates can be replaced by metal mugs and pewter plates.

Bad language, immodesty, and indecency, are readily prevented within an asylum or idiot school, but they are too often perpetuated elsewhere by the example of others, by want of abundant work, and by defective attention to routine. It must be understood that a trick cannot be cured at once; but that the nursing and general training must be carried on for some time before any success can be expected.

## CHAPTER XV.

## INSTRUCTION IN MORALS, TEMPER, AND RELIGION.

THE remarks about to be made do not apply to the first and second classes of idiots, or to those who have not yet learned to be quiet, slightly attentive, and more or less obedient, except in the matter of temper and affection. It must be remembered that the natural growth of the children may remove them from these lowest classes to those above, which have to be taught about religion in its greatest simplicity, and also to behave morally in the fullest sense of the word: consequently efforts must be made at an early age to prepare the way for the future, and to teach good temper and affection. Those things which make perfect children irritable, cross, and captious, act with double force on the idiot; and the rational method of nursing which in the great majority of instances produces good-tempered and affectionate little children, has a slower, but almost as successful a result on young idiots. By attending to the rules already explained, by seeking medical advice when they appear to fail, and when the irritability is considered to result from headache, teething, or any peculiar affection, and by providing a calm, even-tempered, kind nurse, who will follow the rules laid down, the idiot whose fractious conduct is a perfect pest, will become easy-tempered, and will evince affec-

tion. Here at the threshold, reason and self-denying love will draw many a child from hopeless idiocy; for if the irritable temper and indisposition to notice kindness continue, after a few years the child becomes either a brutalised solitary, or has some mind whose good qualities are hidden under an irreclaimable perversity.

This nursing is at first a thankless office. The responses to kindness are but slight; but it is a matter of experience that after the natural growth, assisted by training, has taken the children into a higher class, the affection shown by the little things is boundless and constant.

There is a reward in every case: if the state of low idiocy continues, the child is more comfortable, and if the mind is gradually developed, however slightly, there is a satisfaction in knowing that the child is placed in the best, if not the only position for the commencement of its more advanced training.

The first instruction in temper and affection is thus a very important beginning, and unusual care must be taken not to allow any teasing or neglect. The nurse must be cautioned against allowing her temper to be ruffled by the occurrence of screaming fits or prolonged irritability, and she should seek advice if they continue.

As childhood progresses, and the cases are found to be more advanced than those of the first and second classes, the necessary quietude and obedience having been produced (and not much is required) they are to be allowed to attend the short family services, and to be permitted to imitate the kneeling and attitude of others. They pick up slowly, as perfect children do very quickly, an

idea of what is going on, and it is a matter of experience, that the little which is understood, is strongly retained. The seeds of religion are sown on apparently a very sterile soil; and yet, if the mind is further developed, they germinate and produce those decided results, with which all who have studied idiocy are very familiar. If the mind remain stationary at an early age, still there is a satisfaction in having such children present at private or asylum services; it can do no harm, and it may do good. The instruction of the temper, affection, obedience, emotions, and mutual obligations of the higher classes of idiots and feeble-minded must be assisted by, and indeed its success is determined by, many circumstances which at first do not appear to have much to do with the matter. It is necessary to admit that in idiots, as in perfect children, good temper and affection lead to obedience, and the combination of these gifts to a certain power of exercising or controlling the emotions. How this takes place is not the point; that it does so must suffice to urge the teacher to foster in the children both affection and a loving obedience; and the parent to select a teacher with those peculiarities which have been already noticed.

It is necessary once more to assert, that, generally speaking, the tempers and dispositions of all the various classes depend upon those of their most constant associates, and of their teachers. Their position in society influences their gentle or brutal character, and their greater or less freedom from vice. The feeble-minded are easily affected and influenced by the conduct and example of their superiors in intelligence, and they therefore generally reflect the moral condition of those

around them. There appears to be a want of that capacity which often enables a perfect child to rise above the debasing effects of low companionship and bad example, and to persevere in good behaviour in spite of them.

When placed in a well-managed family or asylum before contamination and bad example and their results have become evident, the feeble-minded (Class IV.) are found to be placid, gentle, mutually kind and affectionate. Their obedience is, of course, dependent on their power of attention, but it is exercised as far as it goes, and it is not too much to say that violence, ill temper, disobedience, bullying, and many of the disagreeable sins of perfect children, are very rarely witnessed.

Bad example, brutal treatment, churlish taunts, teasing and abuse are never brought to operate on the children; they are hedged round with a consistent quietude, a regular life, freedom from those things which hurt the body and through it the little mind, they are surrounded by those who are constantly caring for them and pitying them, and all are bound together by a carefully cultivated affection. If the case have been exposed before admission to the too frequently aggravating causes attending poverty, there is often some difficulty in obtaining its confidence and obedience, but the regularity and peace, the obedience of the others, and the general routine soon affect the turbulent spirit, and all trace of the old misery soon disappears. Some such cases fall into the discipline at once, and their friends stare with amazement at the quiet and gentle representative of former brutality and violence. The perversity, obstinacy, and brutality of neglected idiots, are not necessarily a portion of their condition, they are the results

of demoralizing influences, and if the idiot can be taught to do these things, it can be taught under brighter moral atmospheres to be good.

This must be strongly urged. The idiot and feeble-minded children of wealthy parents need never be otherwise than gentle, amiable, and affectionate, unless they have been neglected and handed over to the tender mercies of incompetent nurses and vicious servants. They can have proper management, for there are the means, and the necessary freedom from bad example and ill treatment can always be obtained with care. But with the afflicted children of the poor it is otherwise. If they be removed to the union, they may be well and kindly treated, but, however careful the authorities may be, the very nature of the place brings them in contact with squalor, misery, and doubtful company. If the children remain at home their defects are soon noticed by others, and the usual miserable life of the poor idiot commences; they are constantly exposed to all that can produce a bad temper and an unaffectionate disposition in perfect children, and they speedily sink lower and lower. The middle class having greater opportunities, can, and do, take much care to prevent the prejudicial effects of demoralising causes on their idiot children; the tax is severely felt, but their future is usually very different to that of the poor.

It is useless to correct a young idiot or one of the feeble-minded for ill temper; but when they are advanced in youth, and the mind has increased in power, the usual ill temper which is common to humanity, should now and then be met by a gentle scolding on the part of the person who may possess the greatest



influence. Beating and cuffing are quite out of the question. A change of diet, some laxative medicine, extra quiet, sometimes a stimulant, cold to the head, or a new scene, will usually prevent the repetition of a series of outbursts of temper. With advanced cases, reasoning is often effectual, and the sin of ill temper can be brought before them with reference to its effects on others, and on the comfort of those who have done much for them; its unchristian character offers a strong argument with the trained cases, and a hint that a repetition of the ill conduct will be accompanied by less sedulous care, and perhaps by dismissal from home, often has a surprising result. The mischievous tricks and odd perversity of many active idiots must not be considered to be always from bad temper, and the teacher must be cautioned not to let his temper be ruffled by these disagreeable matters, but rather to use some ingenuity in directing the natural bent to some less worrying occupation. It is of no use telling idiots, unless considerably advanced in mental growth, to be good-tempered, when they are cross; they have little or no power of self-control, and the only plan is to remove the cause of the ill temper and to trust to nature. Due and consistent firmness are very necessary with them. The most troublesome cases are the epileptic idiots; their temper is often very unbearable even under the most careful management, and, indeed, many are, to all intents and purposes, insane at times. The rules laid down for their treatment must be kept. The hydrocephalic children are occasionally very perverse even when removed from everything annoying: they must then be looked to by the medical man. The highest class of the feeble-minded, or those but slightly removed

from the perfect standard in mind, are now and then very passionate under the best of control; a careful enquiry should be made into the cause, medicine should be given, and, if there be general excitement, quiet should be recommended, with separation from the others, and a new employment. If the passion result from vice or downright ill temper, good muscular exertion, with a change of food, should be tried. The cases should never be placed in a room by themselves as a punishment; it is often necessary to send the children with the teachers to a quiet room, or to put them to bed earlier, but this should not be done except in the case of illness.

When the attention is capable of being attracted, and the teacher has some control over the case through affection, the example and behaviour of other children may be noticed to the pupil, and the positive command to others to be good should frequently be made. As the mental powers increase, the favourite teacher or attendant should constantly praise any little good deeds, and should tell of the advantages of good temper and mutual kindness. 'Be good-tempered and affectionate,' should be on the walls in writing; and pity should be illustrated by pictures, and all the force of the religious conviction of the advanced cases should be brought to bear on these fundamental virtues.

'I cannot do anything with my child,' is a common complaint; 'it screams and cries nearly all day, it messes its food, scratches and bites, it won't sleep, it is dreadfully dirty, and it does not care for any one;' or, 'my child is horribly cross and mischievous, his passions are dreadful.' In the first case a dirty, slaving, ill-clothed child is seen with its face covered with saliva

and its mouth open ; it is screaming as idiots alone can scream, nothing pacifies it, the mother and nurse are not noticed, the place is in confusion, and everybody is at their wits' end. The child at last goes to sleep, and wakes up to endure and to cause the same discomfort. In the second, an irritable idiot with epilepsy (of course the mother will not admit the idiocy), has been running wild, has had improper food, and has no safety-valve for his constitutional irritability ; he gets nearly drowned, knocks his brothers and sisters about, and is a perfect nuisance. What moral instruction can be given ? how can the children be made obedient ? it seems folly to talk about it. Nevertheless experience proves that a thorough change in the method of management of both cases will lead to the good temper consequent on comfort, and the absence of irritation to an affectionate obedience. It is a matter of study, time, and patience. The necessary new nurse, good and easily digestible food, well cooked and minced ; the proper quantity of drink, the bathing, the careful clothing, the clockwork regularity of meals and hours, new and amusing toys, and the kind nursing, soon produce a change. If these means cannot be had, there is great cruelty in keeping the children out of a proper home ; and it is needless to do more than observe that in asylums the usual routine, sooner or later, produces the desired result. It must be thoroughly understood that temper, affection, and obedience, cannot be taught by frightening or drugging the children ; they are demoralising influences.

The affection which has been noticed is that which naturally springs up between the child and its nurse ; it is usually very strong in improving idiots who cling to the strong-minded and kind-hearted, and it exists

between all the classes and their special attendants, more or less. It should be used as the strongest weapon, and should never be abused by the nurse or parent, for upon its existence depends the power of the teacher and the success of the training. The affection to their playmates results from mutual kindness and freedom from harsh and irritating conduct, from the nurse's endeavour to bring all into good relation with her and with each other, and from the long years of regularity and order. The debased idiot cares little for any children, and will often do them harm, but such is not the case with others more fortunately placed. In play, during the training lessons, and at meals, every attempt should be made to render the children mutually forbearing. It succeeds in most cases, and some very interesting friendships spring up. The children should never be allowed to be violent to each other, and all causes for complaint are to be removed, if possible. As intelligence progresses, the positive orders of the teacher will be understood about the evil of quarrelling.

The teaching of self-reliance, prudence, and perseverance is important, for it is the first step towards breaking the tie between the teacher and the advanced pupil. Amusing tasks, certain household duties, and easy handicrafts, should be allotted, and the pupils should be taught to buy and sell in a simple manner, and finally should be left to do by themselves what has formerly been done under regular supervision. A few gradually do as well without as with the teacher, and they should be urged to try additional tasks, and should have the management of simple money matters. Making beds, sweeping, scrubbing, opening the doors, carrying coals, pumping, fetching milk and provisions,

should be allotted singly, or consecutively; and a great deal is to be made of the successful attempt. Self-control is not an easy matter to teach to the advanced cases, but to a certain extent it follows from a careful system of instruction and example. Its most important antagonist must now be considered.

The simple affection just noticed is positively beneficial to the most advanced cases, but as the years of childhood are passed, and other passions become possible, the sexual affection must be considered with regard to its probable influence. It is without doubt the most difficult question connected with the treatment of idiots and the feeble-minded. It is the question which gives the asylum such advantages over home; for the want of self-control, the new feelings, and the want of other occupation, induce, if care be not taken, a horrible immorality whose example is most pernicious to perfect children. It is hard to say, but it is just and politic, that no sexual affection should ever be tolerated, but should be antagonised with all the skill and determination possible. The careful dietary, constant occupation, and freedom from immodest sights and expressions, render the anxiety less likely to occur in asylums; but the most careful watching is required, for the sexual passion, evidently very weak in many idiots, is very strong in others.

The higher in the class of the feeble-minded, the case may be, and the better trained, the greater is the difficulty. If a sincere passion be formed it can only end in disappointment, or if marriage occur, in subsequent misery; but if it be merely a sensual one, the great danger of life is at hand, and a long train of evils may arise to undo all the good that has been done, and

to result in fatuity, epilepsy, or in a furious bestiality. Cases progressing in intelligence and physical strength are more open to temptation and to be led into vice when at home than when in asylums, and the most shocking cases are those who have wandered about during youth, with untutored minds, and no other pleasures than gluttony and dirt. It is evidently the duty of the parents of poor idiots never to allow them to wander out of sight, or in company with other boys and girls, after childhood is passed; and it is the duty of those who are better off to select well behaved servants, and to prevent the children from mixing with strangers, or seeing pictures or books calculated to excite. Removal from the attraction, new scenes, a special study, and an abundance of regular work, are almost the only means for combating the unfortunate love; 'almost,' for it is possible in some rare cases to reason with those who have had the blessing of a good teacher and a regulated discipline for years.

It has happened that females after careful education have lost many of the evidences of idiocy, and have married with reasonable hopes of happiness; moreover, idiot girls have borne children with extraordinary results to the intellectual powers of the mother. Nevertheless no one but an idiot would wish idiots to marry or to bring forth children.

The effects of careful watching and of the advice already given respecting a degrading vice are seen in the production of a certain amount of self-control, so that as years roll on, the danger and difficulty often pass away. Many idiots of a high class pass through scenes of immorality when at home, and speak of them with disgust, but this is rare. Others become thoroughly bestial, and

remain so ; and epileptic fits or insanity end the miserable life. The drunkenness of the parents, the dirty sloth of the family, the long years of debasing abuse, and the utter want of all Christian feeling, produce the inevitable result on the idiot child, and entail a terrible punishment on the family. For what a creature they have reared, what anxieties does it not cause, what frightful mischief does it not do to the other children ? Under more favourable circumstances, the self-control is certainly increased by the modest example of a well-taught poor family, and in justice to the perfect children, any thing likely to be learned from the idiot should be noticed at once, and if possible the case should be separated. The great consolation is, that, as a rule, the careful training is followed by a certain power over the emotions and passions, and that this power acts all the more strongly in the absence of bad example. Where vice has been observed, a very decided notice should be taken by the person to whom the case is most attached, in the ordinary sense of the term, and there should be a change in the diet, abstinence from stimulants, and as much varied work and exertion as can be managed. The medical treatment is noticed in another chapter.

The necessity for religious instruction has been mentioned in reference to the cases a little above the true solitaries. It forms, of course, a great part of the education of the others, and, as it takes place at the same time as the general training, it gradually produces good effects upon the temper, obedience, affection, and morals.

When the pupil is sufficiently advanced in age, and has become tolerably attentive and obedient, there is no reason why the daily family service should not be at-

tended. These services must be short, simple, and, as the idiot mind is very tender and susceptible, common sense will direct the attention in choosing proper prayers and passages from Scripture. Some of the simplest prayers, thanksgivings, and the easiest collects from the Book of Common Prayer, or some simple collection prepared for the use of schools, may be used; it is best that the same be used for a long period. The chapters which refer to good example and the foundation of our belief, are to be sought out, but as little reference as possible should be made to the condemnatory verses or to the existence of the evil spirit. Singing is always enjoyed by the children, and the tunes should be easy, the hymns being appropriate.

In advanced cases where the education has produced decided powers of attention and some memory, and where reading has been taught more or less successfully, a short address should be given or read on the Sunday. The subject should refer to the elements of religion, to the advantages of a Christian life, and to any necessary advice. Brevity is necessary, and the subject must not be wandered from. No one in their senses will attempt to teach controversial theology to the feeble-minded; their religion must be for their own use, and it cannot consist in setting their neighbour right. The highest class should go to church or chapel and attend the daily family services; they have often very retentive memories, and a comprehensible sermon will sometimes be talked about afterwards. At home there may be a difficulty about the family worship, but, if possible, the child should be accustomed as other children, to sit still during the short period, and is to be praised if it does so; the habit is contracted



after a while, and it is reasonable to expect but little at first. As example and habit have such influence on the feeble-minded, the daily attendance is at last looked for. The pictures around the child's room should refer generally to scriptural subjects, and a few texts should be there also. The earliest lessons should refer to the Creator, His goodness, and power, and great care must be taken not to familiarise too much. The coming of Christ, His life and death, and the "reason why" should follow. These truths are readily and often very earnestly accepted; when they are so, the greatest possible influence is obtained over the child, and it is sufficiently evident that the religious instruction, with the command over the affection, are the great powers in the hand of the teacher during the doubtful years of early youth.

In the asylum the routine of daily prayer and singing is constant, and the Sunday has its two special services, that is to say, a short sermon or address by the person who has the confidence of the pupils; its divisions should be simple with interesting illustrations, and it should be recapitulated on an after occasion. A service for half an hour in the morning, and another for nearly an hour in the evening, will suffice. This need not interfere with the elder cases going to church, provided they can sit in quiet and not be jeered at.

The abundance of children's books on religious subjects, of excellent illustrations of the Bible, and of cheap large pictures, offer great advantages; and it is but right to train the little amount of mind that can be developed by natural growth and by a rational education, religiously. The child should be taught to pray to God as his Father in Heaven, to ask pardon of sin, and that

the Holy Spirit may make it good and happy. Every parent should do this, and not imagine that it is time wasted in instructing the troublesome feeble-minded child. Begin early, and if any mind be developed, good will be sure to come.

When the idiot child has the disadvantages of bad example, and is subject to ill treatment, when it hears oaths and witnesses brutality, it is very hopeless work for the teacher; nevertheless, when these adverse circumstances are removed, either by the reformation of the family, or by the removal of the child, the lessons produce the expected result. If a parent having an idiot child who is inattentive, unmanageable, and dumb, who is troubled with to-and-fro motions, and who stares by the hour together, intends to do the best for it at home, all evil must be put out of the way, and the temper and general conduct of the family must be a matter for serious consultation, and reformed if necessary; the rules already laid down must be kept to, the mother must have command over the affections of the child, and it must be made to feel the tenderness of all in contact with it. As time rolls on, and the child becomes cleanly, obedient, and affectionate, the first great step in the moral instruction has been accomplished, and if ever sufficient progress be made by natural causes in inducing a proper nervous development and growth, the obedience and affection will introduce the child to the new world of revealed truth, and simple prayers will be learned and usually remembered. It is unnecessary to carry the subject farther, except to assert that the duty to each other, the respect of property, and the love of truth, are soon taught after the religious education has progressed. It is very rare to find un-

truthful trained idiots. There is as much difference between a trained idiot child whose religious convictions have been sedulously cultivated, and one who runs about wild and neglected, as between light and darkness. If the latter case be taken in hand and placed amongst well-ordered children, the moral influence of example, discipline, and novelty, is soon felt, and under certain restrictions, the religious instruction can commence as soon as the confidence in some teacher or attendant has been gained, especially if there be a tolerable mental development. But, as a rule, there is no royal road; the regular system must precede, and the process of taming and training *must* be carried on with regularity. Whenever there is an opportunity, even in the unsatisfactory cases, the mind should be instructed in the simplest truths, for improvement may occur; and if not, there is no harm done. Too much stress cannot be laid upon the careful religious training of those who approach the perfect-minded in mental and bodily power; they are singularly open to temptation and to the influence of evil example, and with them, as with other and more fortunately organised children, practical Christianity is the greatest blessing.

There must be no hypocrisy on the part of the instructors, but their lives must offer proofs of the advantages of the religion they teach, and great care must be taken not to confuse the feeble-minded by apparently contradictory quotations.

## CHAPTER XVI.

## HINTS ON THE MEDICAL TREATMENT.

ALL cases under tuition should be examined now and then by a medical man,\* and any signs of illness or any unusual perversity of temper should be brought before his notice, at once. Many of the children require very constant attention, on account of their constitutional debility and their tendency to headache, indigestion, and diarrhœa. The recognised principles of medicine and surgery of course apply to the idiot as to perfect children, and it will suffice to suggest, to a casual attendant, that the great majority of idiots, and of all those classified below those possessing perfect minds and bodies, have a low vitality, a very variable and evanescent nervous force, rather an irritable and excitable circulation, or quite the reverse, and often a very slow digestion. Many adults of the Class IV. have much muscular power, but, as a rule, it is not lasting, and cannot be compared to that of a perfect individual of the same age and size. The resistance of these cases to disease is below the normal standard, and it is the case with them as with the less advanced children, that any serious

\* A properly-qualified medical man's services should be obtained in all cases, and the responsible managers of asylums, homes, the parents, attendants, and nurses, should never venture to 'physic' on their own account.

illness is rarely cured. The necessity for a supporting system of treatment, and the propriety of offering a guarded prognosis, are evident.

The usual diseases of childhood are often singularly fatal, and the exanthemata are of so low a type as to be a source of great mortality. Phthisis and the inflammatory diseases of the lungs are amongst the most fatal diseases of adult age, and all the results of exposure, bad food, and misery, act in the earlier years. It can be asserted with great truth that the asylum system offers all the requisites for the prolongation of idiot life, just as the home of the poor does the reverse; even the cases whose comforts are well provided for in the houses of the wealthy, have not the health and freedom from trivial complaints which they might have where a perfect system of physical education is carried out. In insisting on the regularity of the dietaries, hours, &c., and in taking care that the schooling is not overdone, the medical attendant will prevent many a call on his time; and by removing, at once, those cases which may be slightly ailing from the school-room or workshop, to the garden, or to a change of scene and quietude, much suffering may be prevented. There is generally a disposition on the part of their teachers and nurses to force the intellectual capacities of the feeble-minded, instead of trusting to their progressive development, after the physical powers have been sedulously cultivated. Consequently it follows that the weak organ suffers first, and headache, sickness, foul tongue, indigestion, and debility, succeed each other, and induce great stupidity and mental inertia. The medical attendants of homes and asylums have constantly to diminish the amount of head-work, and the length of time occupied in study,

but it is hoped that the rules laid down elsewhere will relieve them from this rather delicate duty for the future.

The headaches of the feeble-minded arise from many causes, and are always of consequence. Those from over head-work must be treated with quietude, more easily digestible food, cold to the head, extra warm clothing to the feet, the recumbent posture, and stimulants, if the surface be chilly and the pulse low; but with salines and mild purgatives if there be any fever. After the attack has subsided, a considerable interval should elapse before the schooling is resumed. Exposure to the sun or to intense cold has a very prejudicial effect on the majority of idiots (there are some curious exceptions); the headaches thus produced must be met by the opposite physical conditions, but it must be remembered that the exhaustion consequent on exposure to heat is very decided and rapid in its results. The heat of the surface and the pulse must determine the treatment. It is necessary to remark that the slow pulses of some idiots who are singularly influenced by cold, whilst they fall rapidly under its influence, do not rise in the same ratio with a corresponding amount of heat. The cases with slow pulses require plenty of non-nitrogenous aliment and wine during cold weather, equal warmth by night and day, very little to do, and extra clothing. The headaches from bodily fatigue and from over-eating should be rare in asylums, but they are not so elsewhere; they must be treated by rest and some stimulant in the one case, and by an emetic or an aperient in the other. The headaches from neuralgia and from the cutting or decaying of teeth are often very severe, and induce great irritability, restless-

ness, and want of sleep in the active idiots. No one can imagine unless they have witnessed it, what some of the cases can go through and the weary task they entail on the nurse. The case must be examined carefully, and if there be no visible cause for the pain, it must be treated according to the usual method; a smart saline aperient followed by small and often repeated doses of quinine, and a good stimulating liniment, beef-tea, and custard-pudding, and change of room. Where there are any teeth near the surface they must be lanced, and where any stumps or decayed teeth exist, they must be removed at once.

A piece of carded wool saturated in tinct. opii may be placed in the ear for earache, and there is no objection to the internal administration of the drug when its services are required. It should be preceded by a dose of senna (the sweet essence of senna), it should be given in small and repeated doses, and followed by an aperient. It is very beneficial in the extreme restlessness of active idiots, where there is diarrhoea, want of sleep, and an evident general discomfort. Of course, no one would give it when the patient has a hot dry skin, hot head, red conjunctivæ and constipation. The warm bath with cold to the head, nitre, acetate of ammonia, and a saline aperient, are then indicated. There is a headache amongst growing idiots which appears to arise without any external cause, and which is common in those cases where an indurated cerebral substance, and a thick but crisp calvarium are found after death. Without any correct and exact proofs, there is an impression that in many idiots there is a want of proper relation between the growth of the brain and of its enclosing case, and it is in cases which give

this impression that persistent and intractable headaches are found. The cases referred to, are neither epileptic nor hydrocephalic, and very careful nursing, a nourishing but not over plentiful diet, and great quietude are necessary. Finally the headaches of the elder cases and those most advanced in mind, often refer to the solitary vice, or to smoking and drinking. Prevention is of course the best method of cure, but the usual tonic system of treatment may be tried. A headache which is simply the precursor of any inflammatory affection of the brain, or of epilepsy, must be treated according to the usual system, but no time must be lost.

The treatment of epileptic idiots or epileptic feeble-minded children, will be found to be facilitated and assisted by the rules for their clothing, lodging, and dietary, &c. ; indeed, very little is to be done for them with drugs. The bowels should be rendered regular, and a judiciously administered aperient will often postpone an attack. There is much discretion required concerning the use of tonics in these cases, and the weakest preparations of iron and zinc should be given, and their effects watched. They should be no longer insisted upon if there be any increased cerebral excitement, any unusual rapidity of pulse or heat of skin. Bromide of potassium is useful in the elder cases, and especially where there is a complication with the solitary vice.

The hydrocephalic cases must have a careful and applied dietary; they often attain to adult age, and as years roll on, the cerebral symptoms diminish, and any illness must be treated as usual with especial reference to a weak and diseased organ. In childhood more can be done with nursing and regimen than with medicines,



and the few remarks just made respecting the epileptic will suffice. Experience does not favour the exhibition of such nervous stimulants as phosphorus and its combinations, with a view to excite the nutrition of the brain in idiots, but the dilute phosphoric acid is useful in the exhaustion consequent on headache in the elder cases. The best general tonic for the nervous system is the sulphate of zinc, and small doses given after meals will assist the general routine of training in torpid and slow idiots. The *vinum ferri* is almost an aliment with the cases who are below the usual standard of muscular power, and it may be continued for weeks, care being taken to stop it, on the least sign of headache or foulness of the tongue. It is obviously necessary to prescribe palatable medicines. The zinc can be given in the form of a small pill, and it can be then placed in the food if there be any difficulty with the case. Iodide of potassium and quinine can be given in the same manner, whilst the sweet liquor *sennæ* can be mixed with coffee.

The slavering and running from the nose do not admit of any special medical treatment, but patient continuance in the dietary, and the exhibition of the iron wine whenever the case flags, are generally of some use.

The diarrhoea of all the classes is constantly brought before the medical man; that of the lowest cases is often very constant, and as it is generally to be referred to the same defective innervation which induces other mucous fluxes, its treatment is a matter of time and patience. Sedulous attention must be paid to the dietary and general orders concerning clothing and bathing, and the careful use of slight astringents,

occasional aperients, like manna and senna, and tonics, like iron wine and zinc, are necessary. When it is acute, more decided astringents, following on aperients, are to be given, the surface being kept warm, and the food should be of rice water and pure beef-tea. The diarrhœa of some of the elder cases is occasionally very severe, and it is advisable to treat it decidedly. A mild aperient should be given, the surface should be kept warm, and a little brandy and water should be taken three or four times in the day. The plumbi acetas in one to three grain doses (in pill) should be persevered with every three hours, a pill being also given after each liquid motion. If there be pain and vomiting, from one-twelfth, one-eighth, to one-fourth of a grain of opium may be given in the first two or three pills, according to the age of the patient. This treatment is better in severe cases, than that with liquid astringents, and as soon as the motions become very black, probably from a sulphide of lead, the diarrhœa ceases.

The screaming fits of the younger cases are very troublesome, both to bear with and to treat; they diminish in frequency in asylums, and where nursing is well managed, but where the children can eat what they like, are exposed to cold or the direct rays of the sun, and put all the nastiness idiots love, into their mouths, the crying cannot be wondered at. The best attempt at cure is the regulation of the food, hours, and external comforts; but the gums should be looked to, the head felt, and the child well examined for tender spots or sores. Very often some exquisitely tender spot is pressed upon by the dress, or the head and stomach may ache. If there be heat of the scalp and a foul tongue, a small dose of an alterative with an

aperient should be given, the hair kept moist, and a new toy with extra nursing ordered. The folly of constantly using quack 'quieting drops' is evident; many a perfect child has been rendered permanently obtuse and stupid, if not idiotic, by this 'easy method,' and it can be readily imagined that it must be very detrimental to the feeble-minded. The other means having failed, the medical man, certainly not the nurse or parent, can use his discretion about giving a known quantity of a sedative. Its effect must be watched carefully, and the smallest reasonable dose should be given at first, and the bowels must be kept open. The surgical diseases of idiots are rather numerous, both deformities and contractions abounding. Every application which is used with perfect children may be beneficial to the idiot, and the system of orthopedic surgery also; but operations are very unsuccessful, as a rule.

It is necessary to urge the impropriety of surgical interference in epileptic and hydrocephalic cases; their contracted muscles and ill-nourished limbs are rarely benefited by tenotomy or irons. In fractures, the patience and intelligence are taxed by the troublesome peculiarities of the cases.

## CHAPTER XVII.

PRACTICAL SUGGESTIONS ON THE MANAGEMENT OF THE  
IDIOT CHILDREN OF THE POOR.

THERE are two methods by which the imperfect-minded may be educated, and one alone leads to a satisfactory result. If there were but one method these pages would not have been written ; but it is well known that thousands of idiots are not placed under proper care, nor under the system which makes them comfortable, happy, and less troublesome to those around. The idiot child is a terrible charge to a family, and if the rule of neglect, punishment and seclusion be followed, much misery is sure to be produced ; but if that of kindness, forbearance and reason, be adopted, less anxiety and care must result, and very probably much happiness, for the affection of the trained feeble-minded is boundless. When families of perfect children are educated, in the full sense of the word and in accordance with religion and reason, temperate behaviour, obedience, and affection are inevitable results. But when children are petted, cuffed, ill taught, and treated according to the unreasonable bile or temper of the parents, the results are disagreeable enough. The idiot child is less a calamity to the first family than to the last. Occurring as the cases do in the families of the most and least intellectual, the wealthiest and the

poorest, the noblest and the most insignificant, the most virtuous and the most vicious, there should be an additional determination to educate all children (perfect or imperfect) according to the rule of reason, rather than in that of convenience and ill-judged affection.

In poor families, where it is impossible to provide a separate room for the idiot, to keep it from the perfect children, and to prevent the bullying and taunting of the neighbourhood, the trial is hard enough to bear. All that can be done, should be done, and it must be remembered that the careful nursing during the first three or four years is of the greatest importance; and that the good-tempered and well-managed unfortunate is more likely to turn out quiet and obedient afterwards, than when it has been neglected. The child can be carefully attended to in these early years in nearly every family. Where the idiot is the first-born, or where it has sisters of ten years of age and upwards, the rules for the management can be more or less easily carried out; but where there are only very young children in the family, this can hardly be done. The necessary regularity of hours, the clothing, dietary, and exercises can be attained with a little care. The agricultural poor live very differently in different counties, but the food except the bread is rarely fit for the idiot children. The ordinary food of those who seldom eat meat must be rendered more easy of digestion by careful cooking before it is given to the feeble-minded. Thus oatmeal porridge and bread-and-milk, can be made the food for breakfast and tea, and the mid-day meal may consist of weak broth, puddings with milk, rice, sago, corn-flour with or without eggs, and bread. Cheese, hard dumpings, dense batter-puddings, pork in all forms, and

beer, are not to be given. The uncleanly habits and diarrhoea, the screaming and slaving, are perpetuated by such a diet. The small quantity of broth required, made up with barley as in Scotch broth, can be given at least three times a week, and there are parts of meat which can be bought cheaply enough, and which will do. Slow simmering instead of boiling, and careful straining, are requisite. Milk is usually to be obtained. If these necessaries are not to be had, they can usually be obtained \* from the charitable or by the recommendation of the parish surgeon and relieving officer.

If the rules be properly carried out, the cleanliness, order and quietude of the cottage would be increased by the presence of an idiot child. Things easily breakable or injurious to the child should be put regularly out of reach, so that it is not constantly scolded and teased from its natural wish to get hold of everything. Some good wooden dolls, carts and horses, spades, &c., well made and strong, if put in the way, will save much trouble; no dirt should be left about, and the fire-place must be protected. A piece of oil-cloth will do instead of the mackintosh sheet, and the mattress may be stuffed with 'oat-flight,' bran, or very tiny pieces of paper. Beating, scolding, teasing, and starving are out of the question. Some trouble should be taken with regard to the appearance of the child, and it should never be that which may excite ridicule or remark. The ill-natured remarks of the other children should be firmly and decidedly prevented, first by argument and the

\* It is to be hoped that the legislature will enable all poor parents to place their idiot children in comfortable asylums or schools in their respective counties, it would be a great charity, especially in the case of epileptics.

reason why; secondly, if that is of no use, by a good flogging, not done in anger, but after it has been made known to them how injurious their unkindness is to the idiot. This discipline is usually respected by neighbours, and they are often disposed to assist in preventing the cruelty with which the cases are too often treated. When the child becomes able to walk by itself, it should not be allowed to ramble about much, but should be taken out for a walk twice in the day, and on its return should, if tired, be laid down, but if not, it should be placed up to table with any toys which may set the fingers to work. It is most convenient for cottagers to take the case out after a meal, and the exercise should be taken daily. The sloth and the restlessness are thus prevented. Very frequently, perfect quiet results from a good walk, and this is no small blessing. It must be understood that the repetition of the exercise day after day is necessary to produce strength, and to relieve the restlessness, and that one walk now and then only tires and does no good. In wet weather the walk must be got at some time or other. Much should be made of the child's efforts, and great praise is to be given if any new gift seems to be exercised. There must be no exposure to a hot sun or a cold wind. After a while the child should be induced to hold something in its hands during its walks; a stick, basket, or small bundle. By-and-bye, instead of the in-door toys, some useful finger work should be attempted, such as picking tow, cloth, or cocoa-fibre, and turning a wheel. The child must not be bored, but the employment must be made amusing and pleasant. As age progresses, and the ability to sit still and to attend increases, the child should be taken to a place of worship, and allowed to

remain as long as it likes; the music is generally liked, and the whole scene of quiet reverence usually produces much placidity after a while. Above all things, rambling uselessly about is to be prevented. If the child makes no progress, but remains as an infant in mind and body, its crib must be kept well cleaned, and may be taken out in the air with the child; moreover, a rocking-chair and swing may be used. The same diet must be kept up, and care must be taken not to let the child suffer from thirst, over-feeding, too much heat, or unusual cold.

These lowest cases are not the most troublesome; but the improvable children will become difficult to manage as they grow older, unless their training is reasonable, kind, and regular.

If the circumstances of the family are such as to require the mother to do work away from home, and there be no sister old enough to take charge of the case, it is clearly not the duty of the parents to lock the child up, and allow it to howl itself into a sleep, or to suffer fear and misery. This is a common practice. There are always some wealthier neighbours who will interest themselves for the case, and the parents should seek this assistance. Removal to an asylum is clearly the only resource. Every village used to have, and many even now have, a 'Crazy Jane' or a 'Poor Tom' as a proof of neglected idiocy. Even these cases become quiet, comfortable, and good-tempered, and forget their vice, amidst the moral influences of an asylum where all is regularity, obedience, gentleness, and comfort. Had the majority of these elder idiots been fairly trained during their earlier years, they might have learned handicrafts, and have been of use to their parents



instead of the reverse. But they have had no training. Natural growth removed them from the lowest class of idiots, and as their small gifts and powers developed themselves, the children rambled about in all weathers dirty and listless, slept at all hours, indulged in furious rage, to the amusement of the village, were hunted about and jeered at, learned awful words, and finally often turned on their parents, even with a half insane violence. Their odd wit too often proved a trouble, and the beer-shop was more congenial than any other place; they became more and more debased, and at last a perfect nuisance. All this might have been prevented.

The epileptic children give the most anxiety, and they rarely escape without many accidents from falls, burns, and the results of their great mischief and obstinacy. The child must be looked after by one of the family in particular; the advice of the medical man must be obtained and followed carefully, especially in regard to diet, the management during the fits, and the proper amount of exercise. Care must be taken not to attempt to rule these children with the rod, or with terror, but with much forbearance and patience. The other children of the family should be kept away from the epileptic, during the attack and afterwards. It is a sad prospect, however, for all, and if it be difficult to manage and train the epileptic imbecile with all the appliances obtainable by the wealthy, it is not a matter of surprise that it is almost impossible to the poor. Owing to the impropriety of permitting the epileptics to mix with the other classes of idiots, the best asylums are opposed to their admission to training, and rightly so. Hence the necessity for homes for

epileptic imbeciles. Such institutions might be raised in every county at a very small cost, and would relieve the already heavily burthened agricultural labourer, especially, of a great source of domestic misery.

## CHAPTER XVIII.

## ON RESULTS,

It will have been gathered from remarks scattered throughout the previous chapters, that it is necessary to avoid exciting over-sanguine expectations respecting the progress of the cases, and that the affliction of idiocy, imbecility, or feeble-mindedness is incapable of complete removal. Nevertheless, the results attained are truly gratifying to every philanthropic mind. In a few rare cases the ability to earn a livelihood, and to take care of one's self, has been acquired. There remains, nevertheless, a disposition to lean upon the judgment of others, indicative of the want of proper self-reliance. Such cases may too easily be led astray, although being thrown upon their own resources sometimes produces, at length, a good degree of cautiousness. Other cases have acquired the power to earn enough for their maintenance, but do not know how to expend their earnings. Strong youths have been trained to dig, and work on the land steadily and efficiently. Girls have been taught to sew rapidly and well, so that by the use of their needle they can earn a scanty maintenance. The knowledge of simple trades of a mechanical kind, such as tailoring and carpentering, has been reached by some, and household industrial pursuits have fitted others for domestic usefulness.

Cases belonging to the upper classes of society have acquired some power to amuse themselves, or to attend to some congenial employment, without finding it always necessary, as heretofore, to depend upon the guidance of others; they can pass muster at the social meal and in the family circle, without prominently intruding their eccentricities and deficiencies. They can take part in simple pastimes, such as cricket, croquet, &c. In almost all the cases thus far referred to, religious truths have been instilled.

Coming down to the next grade of satisfactory results, it may be mentioned that much self-helpfulness has been acquired. This class of cases includes those who have improved considerably in speech, those who have made some progress in elementary reading, writing, and arithmetic; those who can work in the mat-shop, or can stitch fairly on the tailoring board, or can assist in the garden or in household work; their bad habits have been checked, and their faculties of attention, imitation, and comparison have been strengthened. Nevertheless, they still require much kind guidance and careful supervision. Further progress may also be made by continued training, whilst moral and religious influences continue to be brought to bear upon them.

Grouping together the results attained with cases lower down in the scale of intelligence, it may be stated that noisy and excitable cases have become calm, quiet, and well-behaved, uncleanly cases have become cleanly, and the violent have become good-natured and amiable. Sometimes this success has only been partial, but in many instances it has been complete. A brief recapitulation of the points attained, will readily show

how valuable have been the effects produced. Surely it is much to be able to state that improper tricks and propensities, so troublesome to the parents, have been overcome, weak physical powers have been strengthened, uncleanly habits have been cured, the spiteful and irritable have become calm, the dependent self-depend- ing ; the idle have been rendered useful, the untutored have learned to read, write, count, and draw, and that the ability to earn much towards their own livelihood has been acquired by some, whilst in a few rare instances, the capacity for earning sufficient for a main- tenance and laying it out for themselves, has been gained. The moral and religious feelings have been aroused and fostered, so that excellent characters have been produced, and deeds of simple kindness have been performed by those who were once selfish, sensual, and depraved.

To complete the climax, it may be considered what the cases would have become if they had been left to themselves, uncared for and untrained, with growing habits of self-will, self-indulgence, dulness, wildness, idleness, mischief, untidiness, and vice.

## APPENDIX.



### I.

EXTRACT FROM REPORT OF LUNACY COMMISSIONERS.<sup>1</sup>

MARCH 31, 1865.

'The benefits to be derived, even in idiot cases apparently hopeless, from a distinctive system, and from persevering endeavours to develop the dormant powers, physical and intellectual, are now so fully established, that any argument upon the subject would be superfluous. The soundness and importance of such views are generally recognised and appreciated, and benevolent efforts are being made in several quarters to carry them into practical operation.'

## II.

## PROPORTION OF PAUPER IDIOTS IN ENGLAND AND WALES.

Name of County	Population	Pauper Idiots	Proportion
Bedfordshire . . .	140,476	107	1 in 1312
Berkshire . . .	205,625	200	1 „ 1028
Buckinghamshire . . .	147,186	103	1 „ 1428
Cambridgeshire . . .	181,552	117	1 „ 1551
Cheshire . . .	469,577	224	1 „ 2096
Cornwall . . .	362,409	117	1 „ 3097
Cumberland . . .	205,264	109	1 „ 1883
Derbyshire . . .	293,223	173	1 „ 1694
Devonshire . . .	595,317	373	1 „ 1596
Dorsetshire . . .	182,193	94	1 „ 1938
Durham . . .	542,125	130	1 „ 4170
Essex . . .	379,699	225	1 „ 1687
Gloucestershire . . .	442,983	343	1 „ 1291
Herefordshire . . .	106,796	111	1 „ 962
Hertfordshire . . .	177,452	142	1 „ 1249
Huntingdonshire . . .	59,137	42	1 „ 1408
Kent . . .	736,976	308	1 „ 2392
Lancashire . . .	2,453,910	809	1 „ 3033
Leicestershire . . .	243,611	191	1 „ 1275
Lincolnshire . . .	403,850	231	1 „ 1748
Middlesex . . .	2,216,517	440	1 „ 6037
Monmouthshire . . .	196,977	115	1 „ 1712
Norfolk . . .	427,060	267	1 „ 1599
Northamptonshire . . .	230,964	179	1 „ 1290
Northumberland . . .	342,991	153	1 „ 2241
Nottinghamshire . . .	323,784	183	1 „ 1769
Oxfordshire . . .	171,057	136	1 „ 1257
Rutlandshire . . .	23,479	8	1 „ 2934
Shropshire . . .	260,225	204	1 „ 1275
Somersetshire . . .	457,128	337	1 „ 1356
Southamptonshire . . .	455,587	318	1 „ 1432
Staffordshire . . .	768,369	307	1 „ 2502
Suffolk . . .	335,409	240	1 „ 1397
Surrey . . .	853,012	276	1 „ 3090
Sussex . . .	363,733	234	1 „ 1554
Warwickshire . . .	561,334	200	1 „ 2806
Westmoreland . . .	60,946	36	1 „ 1692
Wiltshire . . .	236,027	237	1 „ 995
Worcestershire . . .	294,901	173	1 „ 1704
Yorkshire . . .	1,939,729	833	1 „ 2328
Wales—North . . .	414,402	457	1 „ 906
Wales—South . . .	699,649	539	1 „ 1298
TOTAL . . .	19,962,641	10,021	1 in 1992

## III.

THE following scheme for the description of a case will be found useful:—

Name.	Use of knife and fork.
Residence.	Mastication.
Date of birth.	Dressing.
(Date of admission.)	Cleanliness.
Supposed cause of mental deficiency.	Vocal organs.
Past history.	Speech.
	Sleep.
	Circulation of the blood.
	Sensibility to cold and heat.

## PHYSICAL.

Temperament.  
 Colour of hair.  
 Eyes and power of vision.  
 Complexion.  
 Shape of head  
 Dimensions from ear to ear over head.  
 Dimensions from occipital protuberance to frontal spine :  
   Greater diameter.  
   Lesser diameter.  
 Width of forehead.  
 Circumference over the ears.  
 Width of chest.  
 Depth of chest.  
 Bodily movements.  
 Muscular power.  
 Gait.  
 General health.  
 Appetite.  
 Teeth.  
 Lips.  
 Height and proportions to age.  
 Weight.  
 Hearing.  
 Smelling.  
 Taste.  
 Sense of touch.  
 Use of fingers.

## MENTAL AND MORAL.

Mental development according to age.  
 Manners.  
 Temper and disposition.  
 Instinct of self-preservation.  
 Memory.  
 Comprehension.  
 Power of attention.  
 Imitation.  
 Observation.  
 Sense of right and wrong.  
 Religious sense.  
 Knowledge of the clock.  
 Knowledge of right and left.  
 Knowledge of money.  
 Music.  
 Love of pictures.  
 Love of dress.  
 Reading.  
 Writing.  
 Arithmetic.  
 General knowledge.  
 Useful employment.  
 Peculiarities and propensities.  
 Objects to be aimed at.  
 Methods.  
 Progress.



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