unknown in the higher districts, such as Inverness and Perth. The meeting was much obliged to Dr. Ashe for his interesting paper.

Dr. ASHE asked how it could be known that there was no fatty degeneration in the earlier stages of the disease? The existence of fatty degeneration could only be ascertained after the death of the individual. He should like to hear from Dr. Merrick what was his experience as to general paralysis in the Belfast Asylum?

Dr. MERRICK—I have not a single case.

Dr. JAMES STEWART—As son of the late Superintendent of the Belfast Asylum, after his experience of general paralysis in England, he went with great care over his father's patients on the occasion of ten or twelve visits, but failed to find any cases of the disease. He could say that his father felt it as a sort of unexpressed reproach to him personally that he was unable to diagnose the disease, because the facts seemed so strongly in favour of general paralysis being found there—the population of Belfast bearing a greater resemblance to the English than those of any other town in Ireland—that a number of his English friends in speaking of the subject almost gave him to understand that there were unrecognised cases. He could only say that his father did all he could to discover a case, and he failed, and he was there for forty years.

The remaining paper included in the agenda, "*On Mental Strain and Overwork*," could not be taken, as the preceding discussions occupied the time up to five o'clock. Dr. MacCabe's paper will be found at p. 388.

Dr. MAUDSLEY had much gratification in proposing a vote of thanks to the President and Council of the King's and Queen's College of Physicians for placing that hall at their disposal. He did not remember any meeting of the Association at which they had had better accommodation or a better conducted meeting than on the present occasion.

Dr. D. HACK TUKE seconded the vote of thanks, which was adopted, and briefly acknowledged by the President. The proceedings then terminated.

In the evening the members of the Association dined at the Shelbourne Hotel. Several distinguished Irish members of the profession were guests, viz., Dr. Haughton, the President of the College of Surgeons (Dr Hamilton), Dr. Aquilla Smith, Dr. Nugent, &c. Those gentlemen expressed strongly their sense of the importance of the clinical teaching of mental and nervous diseases in their speeches after dinner.

The members were entertained to a cold collation by Dr. Lalor, after visiting the Richmond Asylum, and seeing the school-system there on the 12th (see p. 367), and to breakfast on the same day by Drs. I. and M. Eustace, at Highfield, after which they visited the asylums owned by these gentlemen, at Highfield and Glasneven as well as Farnham House, by invitation of its proprietor, Dr. Patton. They were driven to see the Botanic Gardens by Drs. Eustace too. In this way a most agreeable and profitable day was spent.

ON THE RICHMOND ASYLUM SCHOOLS.

By D. HACK TUKE, M.D.

Among the reminiscences of the Annual Meeting of the Association held in Dublin, the visit to the Richmond District Lunatic Asylum will, I believe, be not the least interesting and instructive. To myself the schools which are in active operation there under Dr. Lalor were of deep interest, and I venture to think that some useful hints may be gathered from what we witnessed on the occasion. Indeed so valuable did the system pursued appear to me to be, that I stayed another day in Dublin in order to see more of the working of the schools, and to obtain further particulars. I propose briefly to note down for the benefit of others what I saw and heard. The education of lunatics is no new thing. At an early period school teaching was introduced into some American asylums. Dr. Earle was foremost in this good work. Thirty years ago Dr. Brigham spoke of the great advantages which had resulted from winter classes in the

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State Asylum near Utica, New York.* Asylum schools are also to be found on the Continent.

In Scotland, Mr. Browne long ago laboured to promote mental culture and literary work among his patients at Dumfries, and formed classes for drawing, Greek, Latin, &c. In England attempts have been made, but only partially successful, in the same direction.† I do not, therefore, put forward Dr. Lalor's ideas in regard to the education of the insane as novel. At the same time I am not aware that in any English asylum has the regular practice of teaching been so thoroughly carried out as at the asylum under his superintendence. Nor am I aware that others have met *with like success.* I shall be only too glad to find I am mistaken on these points. In the Richmond District Asylum there were at the commencement of this year 1039 patients, of whom 485 were males and 554 were females. Of these by far the larger number were labourers, domestic servants, tailors and seamstresses, shoemakers, carpenters and shopkeepers. There were 14 students and teachers, 3 medical men, and 2 lawyers. Twenty of the inmates paid something for their maintenance, the average rate of the paying patients being £22 10s. a year. These figures will show the class of patients upon which educational influence is brought to bear. Not a few on admission were unable to read or write. Of the number mentioned above, 130 were well educated (partly in consequence of instruction received in the asylum, we presume), 180 could read and write well, 343 indifferently, while 170 could read only, and 124 could not read or write, leaving 87 whose educational condition was "unascertained."

Now of this number—1039—120 men on an average were in the practice of attending school daily during last year, and among the women the corresponding number amounted to 130—being a full fourth of the whole. It may be interesting to the reader to know the number employed in other occupations. *Men*—Garden and farm labourers, 90; assisting servants to clean house, 65; miscellaneous employment, 27; shoemaking, 12; tailoring, 11; painting, 5; carpentry, 3. *Women*—Needlework, 114; assisting servants, 67; miscellaneous, 33; assisting in laundry, 55; knitting, 15; quilting, 9; fancy work, 1; total, 757—leaving somewhat more than one-fourth unemployed.

The pupils are divided into three classes on both sides of the house, there being three male and three female trained teachers. The rooms in which the school exercises were exhibited on the 12th of August are a portion of a new wing added about four years since. The patients stood in circles marked out by a chalk line, presenting a very orderly appearance, while the teacher asked them questions on geography, &c., or gave them an object lesson. While of course there was a great difference in the expression of those who were being taught, and in their responsiveness to the questions put to them, there was a general air not only of propriety but of interestedness which was very striking. Some, in fact, were extremely bright and lively, though not without an odd mixture of their mental vagaries. One man amused us much by his replies to geographical questions—trying to make fun of the subject, and professing, when he hesitated to reply, that he did not wish to commit himself. Among questions he was asked where the Mediterranean sea was? Well, he supposed that as "media" meant middle, and "terra" earth, that it was in the middle of the earth; and when pressed by the teacher to explain why the Mediterranean —"middle of the earth"—was so called, he replied, "that he supposed it was

* Dr. Kirkbride writes me that at the Pennsylvania Hospital, "in place of a regular schoolroom, the teachers, or as we more commonly call them 'Companions' to the patients, visit them in the different wards and give their instruction by reading and conversation. This they do regularly every day, and in all the wards. I have always felt that a well-organised school would be valuable in any large hospital as a useful occupation of the mind."

American physicians have themselves been greatly struck with the appearance presented by Dr. Lalor's schools, and considered they had much to learn from them.

† At Hanwell a school, originally under the care of a paid master, is now in charge of a patient. There are, or have been schools at the Gloucester, Sussex, Lincoln, Stafford and Carlisle asylums. At the Devon asylum there is no regular school established, but a schoolmaster from the neighbouring village attends a couple of evenings weekly, and has a reading class, at which only a small number of the patients attend.

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because there was so little of the world known at the time when it was christened." When asked what he thought of the large black circles on the map of the world, he said "they represented the two edges of the hemisphere into which small globes are sometimes divided."

I asked several whether they enjoyed these lessons, and they assured me they did. The teachers said the same thing. The pupils did not, while we were present, go up and down in the class, but I believe this plan is usually adopted. On my second visit one of the female teachers collected about 40 pupils and asked them a number of questions on "glass," in the object-lesson fashion. Correct and spirited replies were given. Its composition was stated, the story of its discovery related, and its properties described. Their replies to several questions I put to them at the close of the lesson showed they felt an interest in the subject. The dinner time, however, having arrived, I asked those who preferred dinner to school to hold up their hands, and I admit that a sufficient number responded to show that the former had greater attractions for them than the latter.

I have said there are six teachers engaged in the asylum. It will be asked what is their remuneration? The schoolmaster's salary is £50 a year. Estimated annual value of allowances* £59 9s. 5d. Total value of post, £109 9s. 5d. The assistant receives £45, the allowances being equivalent to £59 9s. 5d. Total £104 9s. 5d. Second assistant, £30; estimated value of allowances, £54 17s. 11d. Total, £84 17s. 11d, The head mistress has a salary of £42 10s.; the allowance being estimated at £61 6s. 5d. Total value of post, £103 16s. 5d.—the difference between this and the schoolmaster's salary being less than commonly happens amongst school teachers in England. Her first assistant's salary is £30 10s; allowances, £61 6s. 5d; total value, £91 16s. 5d. The second assistant £20; allowances £37 17s. 11d.; total value, £87 17s. 11d. To those who are disposed to be sceptical as to the utility of asylum schools, who think that after all they are somewhat of a pretence and a show, I would ask—Is it likely that the governors of the Richmond Asylum would be willing to spend upwards of £580 a year upon them in remunerating their teachers, unless the results prove their undeniable utility? Or is it probable, that if it be a delusion, an experiment tried in 1855 should have resulted in a system which shows such unmistakable signs of vitality in 1875?

The schoolmaster has held his office for about 14 years, his assistants 13 and 7; the schoolmistress 20, and her assistants 13½ and 6.

It speaks well for all concerned that these teachers have held their posts so long.

I and my fellow Associates were forcibly struck with their earnestness, their patience, and their intelligence. Given these qualities, and we may be sure that good effects will follow from their teaching, while without a personal interest in and patient devotion to this arduous and no doubt trying work, disappointment will as surely follow the attempt to introduce school teaching more generally into our English asylums.† Upon the teachers devolve other duties than giving instruction. They superintend the patients at dinner time, before and after which grace is chanted by the attendants and patients, the words and music being the same as are in use at the Earlswood Idiot Asylum. The senior teacher has charge of the lending library. They conduct the choir in both the Roman Catholic and Protestant places of worship, and they undertake the special superintendence of a vocal and instrumental concert at a dance which takes place every fortnight.

For the benefit of those who may be inclined to introduce school teaching into the asylums under their charge (and I trust that this will be the case with many who have not yet done so), I add an exact statement of the mode in which the day is apportioned to the various subjects taught in the junior, middle, and senior divisions of the school, commencing on the male side:—

* Under this head are included furnished apartments, rations, vegetables, fuel, light, washing, and attendance.

† In a letter to the writer, Dr. Kirkbride observes most truly, "Like most other means of occupation or amusement, to be successful, it requires on the part of the Superintendent, *a determination that they* (schools) *shall be.*"

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TIME TABLE OF RICHMOND ASYLUM MALE NATIONAL SCHOOL.

Morning	JUNIOR DIVISION.	MIDDLE DIVISION.	SENIOR DIVISION.
8.45 to 9	INSPECTION AS TO CLEANLINESS.		
9 to 9½	DESKS.—Writing.	FLOOR.—Reading.	CLASS ROOM.—Principles of Arithmetic.
9½ to 10	FLOOR.—Reading and Explanation or Arithmetic.	CLASS ROOM.—Geography and Object Lesson alternately.	DESKS.—Writing and Drawing alternately.
10 to 10½	VOCAL AND INSTRUMENTAL MUSIC.		
10½ to 11½	RECREATION AND OUT-DOOR AMUSEMENTS.		
11½ to 12	CLASS ROOM.—Object Lesson.	DESKS.—Writing and Dictation alternately.	FLOOR.—Reading and Grammar on alternate days.
12 to 12½	DESKS.—Arithmetic.	FLOOR.—Arithmetic.	CLASS ROOM.—Object Lesson and Geography, alternately.
Evening, 3 to 4	MIXED CONCERT CLASS ON WEDNESDAYS AND FRIDAYS.		
6½ to 7½	READINGS.—Object Lesson: Geography.	GEOGRAPHY.—Descriptive and Physical —Reading from different authors.	READINGS.—With Explanation.

NOTE.—Religious Instruction is given on Fridays, from 11½ until 12½ o'clock; the ordinary school business begins an hour earlier during the summer than in the winter half-year.

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On the Female side, the arrangement of time is as follows :—

RICHMOND ASYLUM FEMALE NATIONAL SCHOOL.

General or Combined Ordinary Instruction from 9.45 o'clock to 1.30 o'clock, and from 7 to 8 o'clock on the evenings of Monday, Wednesday, and Friday, closing on Saturdays at 12 o'clock.

OCCUPATION OF SCHOOL TIME.			
Morning Time	Junior Division.	Middle Division.	Senior Division.
9.45 to 10	INSPECTION OF PUPILS.		
10 to 10½	Reading and Spelling.	Arithmetic.	Writing and Dictation.
10½ to 11	Marching to Music.	Reading and Spelling.	Arithmetic and Drawing alternately.
11 to 11½	Object Lesson: Mondays, Wednesdays, and Fridays. Tables, counting on Ball-Frame: Tuesdays, Thursdays, and Saturdays.	Writing and Dictation alternately. Geography on Saturdays.	Reading, Spelling, and Explanation. Geography on Saturdays.
11½ to 12½	RECREATION.		
12½ to 1	Writing and marking Figures on Slates.	Geography: Mondays and Wednesdays. Grammar: Tuesdays and Thursdays.	Singing. Geography: Mondays and Wednesdays.
1 to 1½	Singing.	Singing.	Grammar: Tuesdays and Thursdays.
	EVENING SCHOOL.		
7 to 7½	Writing: Mondays, Wednesdays, and Fridays.	Writing: Mondays, Wednesdays, and Fridays.	Writing: Mondays, Wednesdays, and Fridays.
7½ to 8	Singing: Mondays and Wednesdays. Reading: Fridays.	Singing: Mondays and Wednesdays. Reading: Fridays.	Singing: Mondays and Wednesdays. Reading: Fridays.

Note.—Mixed Concert Classes on Wednesdays and Fridays, from 3 to 4 o'clock in the afternoon. Separate Religious Instruction, in the respective places of worship, from 12½ to 1½ o'clock on Fridays. Excursion to Park, Zoological and Botanical Gardens in the summer season, on Tuesdays and Fridays.

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As will be seen from the above, these are National Schools. In 1865 a code of rules for the establishment and regulation of schools in lunatic asylums was issued by the Lord Lieutenant in Council. They are subject to inspection like ordinary schools, and have to use the books prepared by the National Board of Education. Gratuities are granted from time to time to the teachers.

The daily average number of patients attending school during the last year was, as already stated, 250, but it may be interesting to add how many attended under the various heads of instruction. Thus under reading, 270 attended; under writing on slates, 75; under writing on copies from books or headlines, 91; from dictation, 169; under grammar, 196; under geography, 158; under arithmetic (tables, simple rules, &c.), 88, (from ball frame) 46, (compound rules) 48, (proportion and interest) 28, mental arithmetic, 149; drawing class, 20; object lessons, 145; marching to music, 230; mixed concerts (bi-weekly), 72; fortnightly concerts, 50, attending singing classes daily, 70; assisting in teaching, 15—a particularly noteworthy fact; assisting in keeping accounts, 10; promoted from a lower to a higher class, 61. I will only add that the total number of pupils on the rolls of the school within last year, not reckoning the same pupil twice, was 496. The total number of patients under treatment during that period amounted to 1376.

The books made use of in the schools, those published under the direction of the Commissioners of National Education, are well adapted for the purpose. The reading books are six in number, and rise by easy gradations from the easiest to the most advanced lessons. In addition to these is an excellent girls' reading book. The copy books are those known as Vere Foster's. Some of them in use were interesting psychological studies, and afford a capital opportunity of obtaining specimens of lunatic handwriting.

This short sketch of the system of instruction so energetically pursued by Dr. Lalor at the Richmond Asylum would be imperfect, were I not to refer to the pleasing exhibition of musical talent, singing, and recitation which we witnessed during our visit. Upwards of 40 patients assembled in one of the school rooms—the females being somewhat in excess of the men, while a male patient, an excellent musician, presided at the harmonium. The vigor and spirit with which he played and sang called down repeated applause. Some solos were beautifully sung by the female patients. A selection of songs has been made for the use of the school, containing such pieces as "Hail, Smiling Morn," "The Men of Harlech," "Let Erin Remember," "The Shamrock," &c. The class joined heartily and with great effect in singing—

> "Some folks like to sigh, some folks do, some folks do,
> Some folks like to die, but that's not me nor you.
> Long live the merry, merry heart
> That laughs both night and day,
> Like the queen of mirth, no matter what some folks say," &c.

It would be difficult to believe that the obvious pleasure with which this was sung, reflected as it was on the countenances of the singers, did not indicate the advantage likely to be derived from the practice in driving dull care away. There were several admirable recitations from the men; one being from Campbell's "Pleasures of Hope." A brass band, the members of which were dressed in uniform and numbered about 20, played outside, and were considered by those able to judge, to perform their part well. Lastly, a number of patients who marched through the rooms in military order showed how carefully they had been drilled. I may here mention that there are excellent school rooms in this asylum (used for day rooms as well) of ample length and height, the walls mostly hung with educational pictures representing animals and vegetables, published by the Society for Promoting Christian Knowledge. On the occasion of our visit many fancy articles were exhibited, such as artificial paper flowers, babies' shoes, netted articles, and needlework of various kinds.

The following is a complete programme of the "school exercises" on the day

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we visited the Richmond Asylum, among which it will be seen the Doctor included two important items not usually supposed to belong to them. So far as the members of the Association were concerned with "dinner," I will only say that although they had had a sumptuous breakfast at 9 o'clock, provided for them by Drs. J. and M. Eustace, the arduous labours of the day made them thoroughly appreciate Dr. Lalor's hospitable table at four.

PROGRAMME OF SCHOOL EXERCISES.

Richmond Asylum, Thursday, 12th August, 1875.

Time.	
	MALE DEPARTMENT.
1.0 to 2.	Reading, Geography, and Object Lessons alternately for respective Classes.
	FEMALE DEPARTMENT.
2. to 3.0	Reading, Geography, and Object Lessons, alternately, for respective Classes.
3.0 to 3.45	Singing, Music, and Recitation.
	CONCERT.—PART I.
	Let Erin Remember, Chorus.
	O, by Rivers, do.
	Some Folks do, do.
	Happy be Thy Dreams, Solo.
	Recitation (The Deserted Village).
	PART II.
	The Men of Harlech, Chorus.
	In Happy Moments, Solo.
	The Heavens are Telling, Chorus.
3.45 to 4.0	Physical Exercises, Marching, &c.
	God Save the Queen.
4. o'Clock.	Dinner.
4.30	Dancing.
7.0	Supper.

I conclude by expressing my strong conviction that the introduction of schools into all County Asylums is of the greatest importance. Surely the gloomy monotony which is apt to creep into these institutions would be greatly lessened, if not prevented, by systematic instruction imparted in an able and interesting manner, and by the more frequent use of musical instruments. One great advantage of united tuition is that it brings a number of patients together, and subjects them to a certain amount of wholesome rivalry. It excites whatever desire to excel may remain in the breast of a lunatic, arouses the sluggish faculties, and stimulates laudable feeling. The attention is diverted for at least some hours from the delusions under which the patient labours, and is concentrated upon other subjects. It seems to me, indeed, impossible that the occupation and diversion of the mind which a school (including music, singing, &c.) provides can be other than beneficial. The immediate effect in causing actual recovery may not be apparent,* and Dr. Lalor did not pretend that such was the case, but I was informed that an excited patient not unfrequently becomes tranquil after being brought into the class. Nor can it fail sometimes to avert, or at least to postpone the period when a patient threatened with fatuity sinks into helpless dementia. As regards incurable cases, upon

* As curable patients would, of course, predominate among the pupils, no fair comparison can be made between the recoveries among the latter and the total population of the asylum; but it may be stated that in 1874, 76 pupils, or 30.5 per cent. were discharged recovered, whilst the percentage of recoveries on the total number under treatment was only about 11. The recoveries at this asylum from 1862 to 1874 (inclusive), reckoned on the admissions, amount to 45.5 per cent., a result which will compare satisfactorily with corresponding statistics in England, and it might not be illogical to connect the fact, in part at least, with the School System pursued by Dr. Lalor. During the 13 years ending 1871, the recoveries in England and Wales were, for county and borough asylums, 35.47, and for all our asylums and hospitals, 33.87.

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which educational efforts may seem, at first sight, entirely thrown away, I must think that vicious habits are in many instances broken, and the direction of the thoughts turned, for a time at least, into a healthier channel. "Whence is it," says Pascal, "that this person, who has lately buried his only son, and who this morning was so full of lamentation, at present seems to have forgotten all?" "Be not surprised," he replies, "he is wholly taken up with looking which way the stag will turn which for the last six hours his dogs have been pursuing. This is sufficient, full as he is of sorrow. *As long as you can engage him in something, so long you can make him happy.*" The application of this truth to the insane is obvious. I have said there is nothing new in the endeavour to educate the insane, but in many instances where this has been done, it has been in the form of individual culture, by encouraging a patient to read, compose, draw, or play music, rather than by obtaining the services of a schoolmaster whose duty it is to teach the patients as systematically as he would give instruction in an ordinary Elementary School. I believe more has been done in England to induce the Greek scholar to read his Homer, the German scholar his Goethe, and to encourage the artist and musician to interest themselves in the pursuits they followed before they entered the asylum, than to *teach* those who are more or less ignorant. In short more has been attempted among private patients than among the pauper class, and it is to this point, *the introduction of well qualified, and therefore well paid schoolmasters and mistresses into all our County Asylums*, that I am anxious to attract fresh attention by the present paper. I hope the day is near when the schoolmaster will be regarded as an essential officer in every county asylum (possibly also in others where middle class patients are received) and that its organization will be regarded as seriously defective if it does not provide regular classes for elementary instruction as in ordinary day schools. Where no class for teaching the rudiments of knowledge exists, where writing, reading, and arithmetic form no part of the daily work of the pauper patients; where they are not *taught* to sing and induced to commit poetry to memory for recitation, I hold that one important aid to treatment, and to the attainment of greater mental quietude, is over-looked, even although such an asylum may have a band of music, concerts, dances, and amusements of various kinds, and as regards the female patients, may provide in addition, plenty of occupation in the way of knitting, sewing, and worsted work. Cricket, and other pastimes common in our asylums, excellent as they are in their way; farm labour, essential as it must always be; dramatic representations, fitted as they may be in some cases to divert the mind from melancholy thoughts; even lectures and writing essays for an asylum periodical (the latter not applicable to a pauper asylum) very beneficial as they doubtless are, will prove insufficient and by no means supply the place of *regular daily school teaching*. To Dr. Lalor, who since 1857* has worked at this very important branch of the moral treatment of the insane, and has improved the small school he found, till it has attained its present efficiency,† I might almost say perfection, is due the greatest credit, and I am sure that he would feel that the best reward he could obtain, next to witnessing the advantages derived therefrom by his own patients, would be the extension of systematic teaching as practised in his institution into all asylums adapted for it throughout Great Britain as well as Ireland.

* The date of his appointment.

† Ten years after its establishment, the Head Inspector of National Schools made the following entry: "The experiment of bringing lunatics under regular instruction, has been attended in this place with great success. Many of them take an evident interest in the business brought before them. Discipline and order are well maintained, mind and body are kept occupied. Some write an excellent hand, and all who have copy books manifest a great interest in keeping them neat and clean. I would add that one cause of Dr. Lalor's success is that he has kept in view the restoration and improvement of the weakened moral, intellectual and physical powers, and not merely the teaching of the three R's."

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