

reading. The book is of an interesting character, and not too difficult for the general reader. The preface by the Dean of Norwich is a vigorous piece of writing. Dr. Bateman shows a warm earnestness in proclaiming that science confirms Scripture, which apparently has led to the impression that he wishes to make them support one another, instead of each resting as it must necessarily do upon a distinct foundation. He is at some pains to deny the accusation of using Scripture to refute Darwin. "I use science," he writes, "to show that language is the difference of *kind* between man and animals, which Mr. Darwin seems to stand in need of; and having, however imperfectly, combated his views from a linguistic point of view, I incidentally call attention to the fact that science corroborates Holy Writ."

On the Use of Education and Training in the Treatment of the Insane in Public Lunatic Asylums. By JOSEPH LALOR, M.D., Resident Medical Superintendent of the Richmond District Lunatic Asylum, Dublin. 1878.

This is a Paper read before the Section of Economic Science and Statistics of the British Association for the Advancement of Science, at its meeting in 1878. Those familiar with the work in which Dr. Lalor has been engaged for many years, in the Richmond Asylum, will be prepared to find the author maintaining that education and training form the basis of the moral treatment of all classes of the insane. The readers of this Journal are in possession of the principal facts and figures connected with the schools in this institution, and are aware of the favourable impression produced upon the writer of the account* as to their condition, when visited by members of the Medico-Psychological Association during their meeting in Dublin, in 1876. More attention was directed to, and fresh interest was excited in Dr. Lalor's labours, in consequence of their becoming more generally known, and a stimulus was given to several small schools in operation in our County Asylums. There are those, indeed, who regard the Superintendent of the Richmond Asylum as an enthusiast. If, by this epithet, it is meant that he is inspired by a love† of his work, which will overcome all obstacles, and will triumph over

* "The Richmond Asylum Schools." By D. Hack Tuke, M.D., "Journ. of Mental Science," Oct., 1876.

† "If you would do any good to the lunatic, you must first love him."
—Esquirol.

difficulties to which many would succumb, it is, doubtless, very true; but if it is intended to convey the idea that he has taken up a crotchet, and advocates it fanatically, that it is impracticable, and does not merit imitation, we wholly dissent from the designation. We believe that there are few asylums in which the system might not be advantageously introduced, on condition that it is thoroughly instead of halfishly carried out. Several chaplains in English asylums take a warm interest in the subject, and they are able, in this way, to render most valuable help to the superintendent. Their efforts, however, will only very partially succeed, unless arrangements are made in an intelligent manner, and in a liberal spirit by the asylum authorities. To the lack of this we attribute many well-intentioned attempts to introduce schools into institutions for the insane. We rejoice, therefore, that the apostle of this work of educating and training the insane, as well as idiots, has brought the subject before the British Association, and hope that many of those who have the charge of asylums will be induced to do that which the author of this paper is most anxious they should do, visit his asylum and judge for themselves whether the schools are a failure or a success.

The following passages meet an objection, which, to our knowledge, is often brought against the introduction of schools into pauper asylums:—

Schools are alleged by some who admit their practicability and value in the Richmond Asylum to be impracticable in most other asylums, particularly where the patients are of a rude, illiterate, and agricultural class. But it is to be borne in mind that the education and training of the insane is chiefly of use, not for the literary and industrial knowledge imparted, but as supplying the best means of restoring the mind to a healthy state, of teaching habits of good order and self-control, and of relieving the tedium of idleness, and so promoting contentment and even happiness. The ignorant, as well as the educated, present subjects capable of deriving benefit from that moral treatment which skilled education and training alone can adequately supply.

Commending the whole subject to the attention of asylum superintendents, as one which, we believe, would, in the end, lighten rather than increase their labour, and, thanking Dr. Lalor for having given publicity to some of the results of his educational system, we must express, in conclusion, our agreement with the last paragraph of his paper, namely:—

The circumstances in the public asylums in England and Scotland are, I believe, at least equally favourable to the introduction of education and training of the insane of all classes as they are in Ireland; and the advantages would, I feel confident, be equally great.