

## **Treatment of Neurotic Children**

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Wellcome Collection  
183 Euston Road  
London NW1 2BE UK  
T +44 (0)20 7611 8722  
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— ❖ THE ❖ —  
**EXERCISE BOOK.**

~~~~~  
**ONE PENNY.**  
~~~~~

NAME

*Neurotic Children*

CLASS

SUBJECT

**SHEPHERD BROS.**

Stationers, Booksellers and Printers,

21, HILL RISE, RICHMOND.



MS 4585  
ACCESSION NUMBER  
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PRESS MARK

MS. 4585

1

Ladies & Gentlemen. Let me say so  
again for I did me the  
honour to ask me to give a lecture  
~~at that time~~ on Venereal Hygiene,  
adding that remarks upon the  
Treatment of venereal children  
would be of special interest. I  
replied that I was a busy man  
& had no lecture on the subject  
ready, & that I thought I would  
do better to apply to a medical  
colleague <sup>more</sup> ~~rather~~ prepared than  
myself. How was he returned  
to the attack & I capitulated  
on condition that a ~~lecture~~  
should not be expected <sup>of me</sup> but merely  
a colloquial discourse, (which I  
trust will not be all on one side)  
with regard to the subjects named,  
subjects which necessarily come under my



2  
notice in the course of my professional work.

The notice card I received says Hygiene simply & I have spoken of Mental Hygiene as the subject of the first part of one talk - well in considering health in education - & that is implied in the term Mental hygiene - we shall find that body and mind are so inextricably mixed up - that the health of the one depends so much upon the health of the other - that health conditions affecting the body - as treated of under the general term hygiene - are in the child at any rate largely contributory to the mental condition. *Mens Sana in Corpore Sano* - a healthy mind is a healthy body -



4  
body is a short but full description  
of a happy state in this world. To  
follow nature rather than to thwart  
her he points out to be the true mode  
of Education, this counsel to the  
Teacher (in his admirable thoughts  
on Education) is well worthy of  
attention at the present time.

"We therefore" p. 40 to p. 41. Affection

To pass from these general  
considerations to special details,  
I suppose we may assume (without  
being assigned as mere materialists)  
that all those intellectual acts wh.  
the educator most desires to cultivate  
are ~~not~~ dependent upon certain  
physical changes in the brain or  
in cell growth there, which are really  
a part of body growth, & so a few  
allusions to the rel.<sup>n</sup> of body growth



to education may not be out of place.

One of the most striking illustrations of the relation between bodily growth & mental power is seen in the condition known as cretinism, in which the body is stunted & the mind stunted owing to the absence or disease of a gland (the thyroid) the secretion of which exerts marvellous powers of <sup>regulation</sup> metabolism in the human tissues. In this condition (of course a worked one) it has been found that the administration of the corresponding gland of the thyroid to the <sup>to the foetal calf</sup> foetal calf, <sup>causes</sup> these changes in motion & not only does the dwarfed body begin to shoot up - at the rate of 2 or 3 inches a year - but mental power is quickened, so that the child previously practically an idiot <sup>gradually</sup> <sup>regains & increases to</sup> more or less approaches normal intelligence.

6  
But in normal children also there  
is a relation between body growth  
& intelligence which does not always  
receive the attention it deserves. We  
owe to Dr Charles Roberts working  
under the auspices of the British  
Assoc. Standard tables showing  
the normal increase in weight <sup>44 lb to 144 lb 2100 lbs to 2400 lbs</sup> & height  
for each year of life, in  
different social classes, for  
boys & girls respectively, & tho'  
there are necessary variations & we  
know that individual variations  
are common, they help in enabling  
us to gauge mental development.  
If a child at school loses weight,  
or grows <sup>in height</sup> without gaining weight,  
there probably exists a clinical  
-irregularity of weight in brain and  
consequently less capacity for





8  
I mean not only sufficient in  
quantity but of proper quality.  
The poor of course suffer from  
both defects; but even our well to  
do classes are as to the latter. To  
begin with, substitutes for the  
natural food of babies are used  
as satisfactory as what nature  
has ordained; & even with the  
most cunningly clevered artificial  
foods there is something wanting  
which too often leads to rickets  
or other signs of defective nutrition  
at a later age. Too much starchy food  
which the toothless infant is  
unable to assimilate is a common  
error; and later still amongst  
the more comfortable classes a  
too large proportion of nitrogenous  
food, meat rather than milk,



9.  
tends to the production of spasmodic  
irregular sometimes explosive  
surges of energy rather than a continuous  
stream of nervous energy. I shall  
have later when dealing with  
mentalist children to explain more  
fully how this comes about.

*It has been described, not  
as a steady stream of energy  
but as a series of surges  
of energy.*  
It has been described, not  
as a steady stream of energy  
but as a series of surges  
of energy. It is however essential  
to the due repair of nervous tissue  
that ample intervals of repose  
should allow time for the  
restitution of nervous elements  
exhausted in activity. The  
growing animal especially requires  
plenty of rest, & this is sometimes  
I fear lost sight of amidst the  
frequency of modern educational  
processes. Dr. Clement Clarke



"The lower grades mental arithmetic  
leaves much to be desired"  
S. J. G. 1901

mean author of L. School hygiene  
lays down the following as the  
allowance of work & sleep to  
be observed at various ages.  
(Hessellus saying p. 35)  
Remarks p. 32 - 35

10  
So much for daily rest: in  
school life moreover comes  
the question of periodical  
rest - weekly holidays, vacation  
& so forth. Sunday is <sup>commonly</sup> ~~usually~~  
called the day of rest <sup>for recreation</sup> but is  
it always observed as such  
at school? In some cases  
at any rate <sup>Scripture</sup> <sup>holiness</sup> <sup>rest</sup> <sup>holiness</sup>  
are made <sup>Scripture</sup> <sup>holiness</sup> <sup>rest</sup> <sup>holiness</sup>  
considerable preparation, & even  
religious observances may be made  
something of a burden with tedious

11  
judged one on the other. In mind  
I do not advocate that Sunday  
shall degenerate into a day of  
loafing - but for the young of  
both sexes it shall be a day  
of gloom not of brightness, &  
certainly to some extent of  
relaxation. <sup>the time study</sup> Then comes the  
question of the week day holiday.  
And with day schools at any  
rate the question <sup>exists</sup> ~~comes~~ is  
one whole day holiday - i.e. all  
Saturday, or two half day  
holidays - i.e. local to Sat. aft.  
to be preferred? Here what  
Klunck says on the subject  
(over p. 3)

Lutique & occurrunt

"world & overworld" - p. 13.

Signe of overripe -  
hampton

Exercise & recreation —  
in fresh air



Picture of neurotic child -

Nervous Tissue

2nd. Excesses too generally -  
constitution hereditary -  
overcoming to further

The nerve cell - neuron -

3 important functions of the nerve cell.

- 1 to generate
  - 2 to discharge
  - 3 to inhibit
- } Energy.

Each of 2, 3.

Peculiarities of nervous

system in childhood - to 14-18.

" Savage says defines

Nervousness in children as

abnormal sensibility to surroundings.

It may be added that in nervous

children there is a tendency to

the irregular discharge of nervous

energy - owing to defective

constitution of nerve cells. This

is probably of hereditary origin -

not always parental - sometimes

Transforming  
of Infantile Symptoms

14

grand parental or altruistic  
Because hereditary not neces-  
sarily irremediable; but it tends  
to be early recognized, properly  
handled, & possibly may be  
outgrown. Of course there are  
degrees in hereditaryness as in  
everything else.

Some babies are exaggerated  
Reflex machines - & fritter away  
their energy - purposeless - thus  
their rate of progress is slow for  
infants do not dwell into  
their brain - know no chance  
of learning to direct or control  
themselves - Their hands in  
constant motion - face muscles  
often twitching - Oftentimes the  
child seems to have a vivid  
visualization, & starts as if  
in terror at the repetition of  
the same

Such a child as this is  
of course an extreme example  
of the nervous type. As time  
goes on it proves unequal  
to cope with the crisis of  
development through which  
all children have to pass, &  
the majority happily pass  
unscathed. The irritation  
produced for example when  
produces more frequent fits than  
the normal child produces  
in such an one as those  
described epileptic attacks  
of its nervous centres commonly  
known as convulsions, or at  
a later period as epilepsy  
may become the subject of  
epileptic fits. Much may  
be done by judicious care



16  
+ soothing surroundings  
to allocate irritable groen  
in such cases as this; but  
it is the less needed cases  
of nervous instability in which  
the educator is more likely  
to be interested. There are  
often bright looking children,  
deficient in power of attention,  
& too ready in response - sometimes  
indeed precocious, but at the  
best unreliable pupils. They  
are not hopeless pupils however  
if their proper management  
is understood, & as has  
been well said if well trained  
the "nervous children may  
grow to be world influences  
if not world rulers". It is  
the highest function of education  
to inculcate self control.

The first condition of success  
 is to recognise the fact that  
 the child is nervous, & there  
 is a thing which oftentimes  
 the mother, herself nervous,  
 finds difficulty in doing.  
 The passionate outbursts (rages,  
 as we often hear them called)  
<sup>to which</sup> ~~to which~~ <sup>by which</sup> children are subjected  
 are put down as mere naughty  
~~to punish~~ <sup>to punish</sup> accordingly, with  
 the effect of only aggravating  
 the infirmity. Fidgetiness is  
 similarly treated, & day-dreams  
 & night terrors may be alike  
 disregarded. Later in life  
 inevitable punishment for  
 involuntary movements on the  
 poor child's part helps to hasten  
 the development of the disease  
 known as St. Vitus' Dance.

18

Parents are not fond of admitting  
inherited defects in their children  
but when a hereditary predispos<sup>n</sup>  
exists in a family - evidenced  
in many & diverse forms ranging  
from mere restlessness through  
the gradations of instability,  
neuralgia, Epilepsy & insanity -  
it is for the child's interest  
that some one should mark  
him down as nervous, & that  
his training should be carefully  
considered. They are not fit  
to rough it with ordinary boys  
& girls, & the ordinary school  
curriculum is inappropriate  
to them. They are apt to take  
offence at trifles - to be easily  
treated - & thus to become the  
bute of the thoughtless amongst



their school fellows - easily  
 losing self-control they may  
 even do some desperate deed,  
 & the increasing number of child-  
 suicides recorded of late years  
 are probably a product of the  
 nervous stress which charac-  
 -terizes the age - As the first  
 morbid self-consciousness is  
 a frequent characteristic, the  
 nervous child feels acutely  
 remarks on physicalities of person  
 appearance & of speech - &  
 he often stammers - & makes  
 thoughtless comparisons in  
 matters. Byron was apparently  
 a nervous child - as poets  
 often are - & suffered in time  
 when reference was made to  
 his club foot - Over-sensitiveness

Frederick Beale's  
 Hazell's signet

Too great consciousness of the  
opinions of others - psychological  
Squint - Miss Beale. Psychologist  
at 1905 - p 83

20  
& flights may lead to lies  
& even falsehood. Moreover  
there is a tendency in some nervous  
children - girls especially - to  
make believe romancing  
imagination; & it is difficult  
to know whether they are conscious  
of telling untruths when they  
do so. On the other hand, an  
overconscientiousness, a constant  
introspection to discover whether  
perhaps an unintentional  
deviation from truth has been  
made, tortures another class  
of neurotic children - in other  
lamentable cases threatening  
tendency want of power of self-  
control is evidenced by abominable  
language & immoral acts for  
which it is difficult to account



Of course the general health must  
be kept at as high a level as possible  
I.D. Hamilton - no need and long -  
preaches the gospel of fatness is  
such cases - by accident &c

21  
under the circumstances is  
which the child has been

brought up - (Case of Miss Child)  
lastly & emphatically -  
What then is the appropriate  
treatment of hysterical children -  
If one or both of the parents  
be neurotic - causing if  
the mother be - Remove the  
child as soon as practicable  
from the influence of the  
unfavorable home circumstances

to the care of a <sup>competent</sup> ~~well~~ <sup>sympathetic</sup> ~~bearded~~,  
sympathetic but at the  
same time strong minded  
nurse or teacher. Do not  
attempt to put the child  
through the curriculum of  
the ordinary school. a few  
select companions may be  
beneficial, but the instruction



of the nervous child must be individualised. The irregular nervous movements of fingers or face suggest that appropriate drills will be beneficial & this is often the first step in education if judiciously arranged, & will promote ready obedience and self control. Next put the child to some congenial occupation (Kindergarten or otherwise) in which it will be encouraged to sustain attention: the more interest that is taken in the work the better the effect. When some power of continuity has been acquired no great difficulty will be experienced with the 3 R's. Such children indeed often learn rapidly.

though apt also reading & forget.  
 Abstract calculation is painful  
 & nature of difficulty known  
 & this it is not to be feared especially  
 when there are irregular muscular  
 movements with many lead to  
 inclusion of impeding chorea  
 Precocious children, not im-  
 frequently of the nervous type  
 should be repressed rather than  
 pushed forward, & above all  
 never be exhibited as prodigies.  
 In fact nervous children should  
 never be pushed to the front  
 room for the purposes of a  
 scholastic display. I have  
 repeatedly personally found  
 much benefit from interesting  
 such children <sup>girls as well as boys</sup> in simple horticulture  
 & letting them spend an hour or

more working methodically  
in the garden.

As regards moral training  
love must be the leading  
influence. I am <sup>not</sup> one of  
those who depreciate <sup>the combination of</sup> "loving  
and licking" as applicable  
to the normal boy, but with  
the nervous child, <sup>the</sup> licking  
must be left out. Consistent  
firmness must however be  
always maintained in the  
management of these pupils,  
& unmodified punishment, <sup>inadequate</sup>  
as far as practicable to fit the  
crime, must follow breach  
of the moral law. Though we  
may know that the child's  
neurotic condition impels  
him to abnormal conduct we



25  
must guard against his  
thinking that we recognize  
his inability to resist the  
impulse, or he will never  
try to do so. Rather should  
he be encouraged in his attempts  
to overcome toil & rewarded for  
victory.

To recapitulate.

- 1 Place nervous child in appropriate  
surroundings - usually <sup>far</sup> away from  
home (if there be nervous heredity)  
& if possible in the country -  
or at any rate where nature  
rather artificial excitement  
will predominate.
2. Keep child in highest possible  
state of nutrition & health, diet  
rich & hygienic rather than

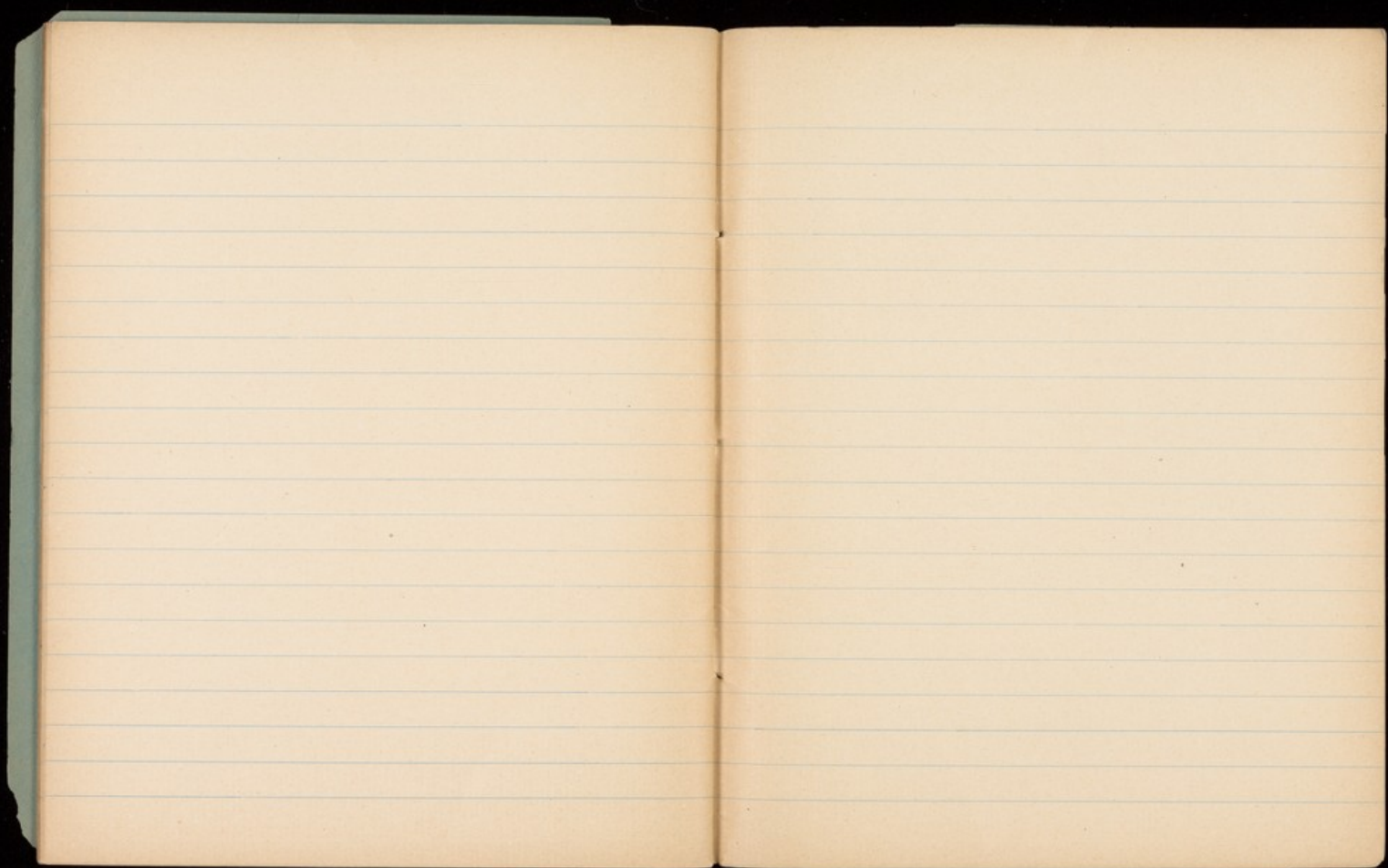
Working off irregular  
Nervous Energy thru regular channels

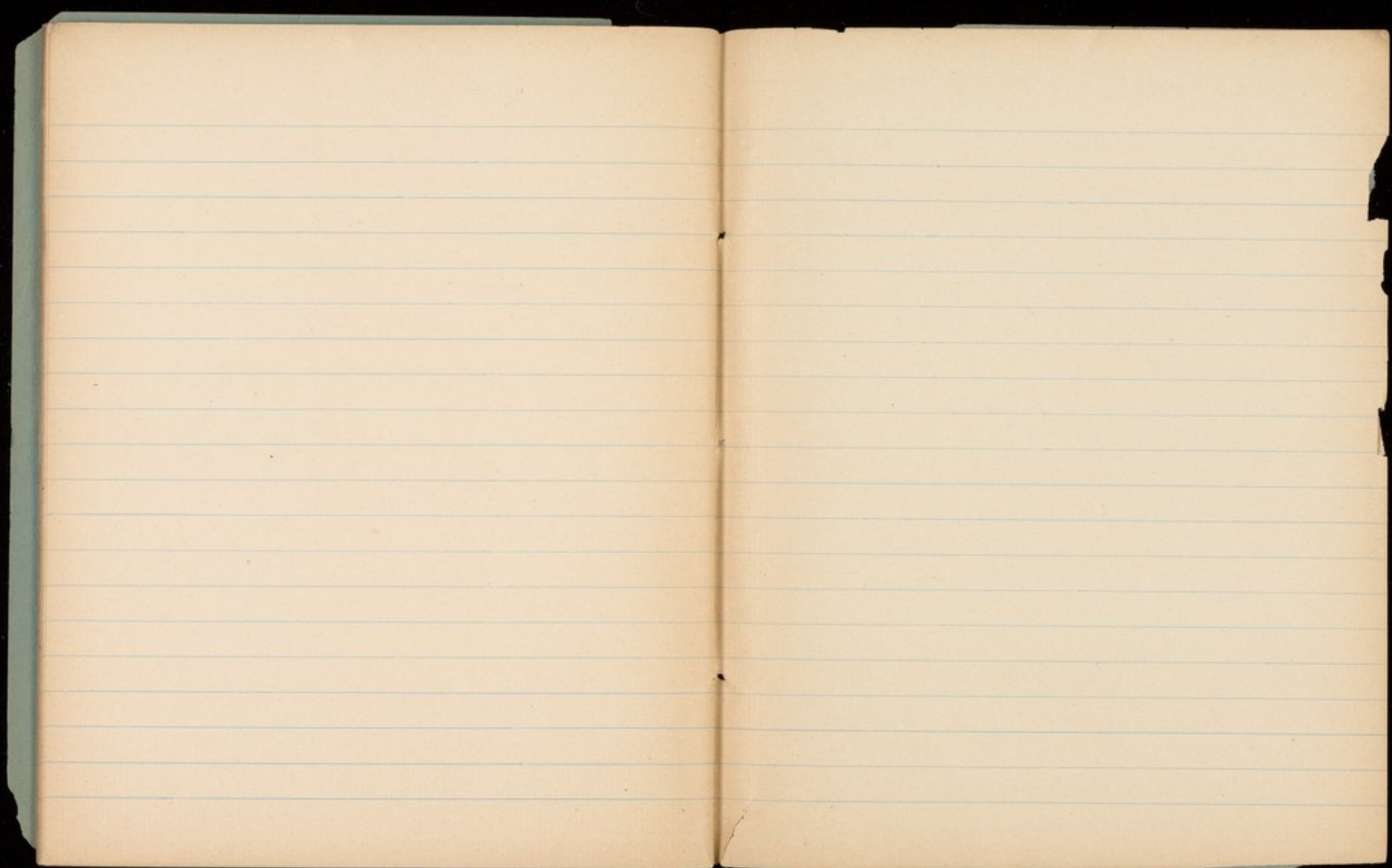
nitrogenous elements being to be  
prepared. <sup>ample exercise & recreation</sup>  
3. Individualistic instruction. Do  
not push pre-coated but encourage  
an all round development of  
faculty. The ordinary competitive  
School curriculum <sup>generally unfit</sup>  
<sup>for nervous children</sup> <sup>overactive</sup>  
brain not to be stimulated. <sup>physical</sup> <sup>exercises</sup> on a rational  
System - Swedish or otherwise, with  
breathing drill - Eye drill etc -  
helps in self control. Manual  
training & work in open air  
useful in avoiding mental  
strain. Books & nature more than so books.  
4. Moral training through  
loving influence most important  
Love is the fulfilling of the law  
Religious influence carefully  
applied -

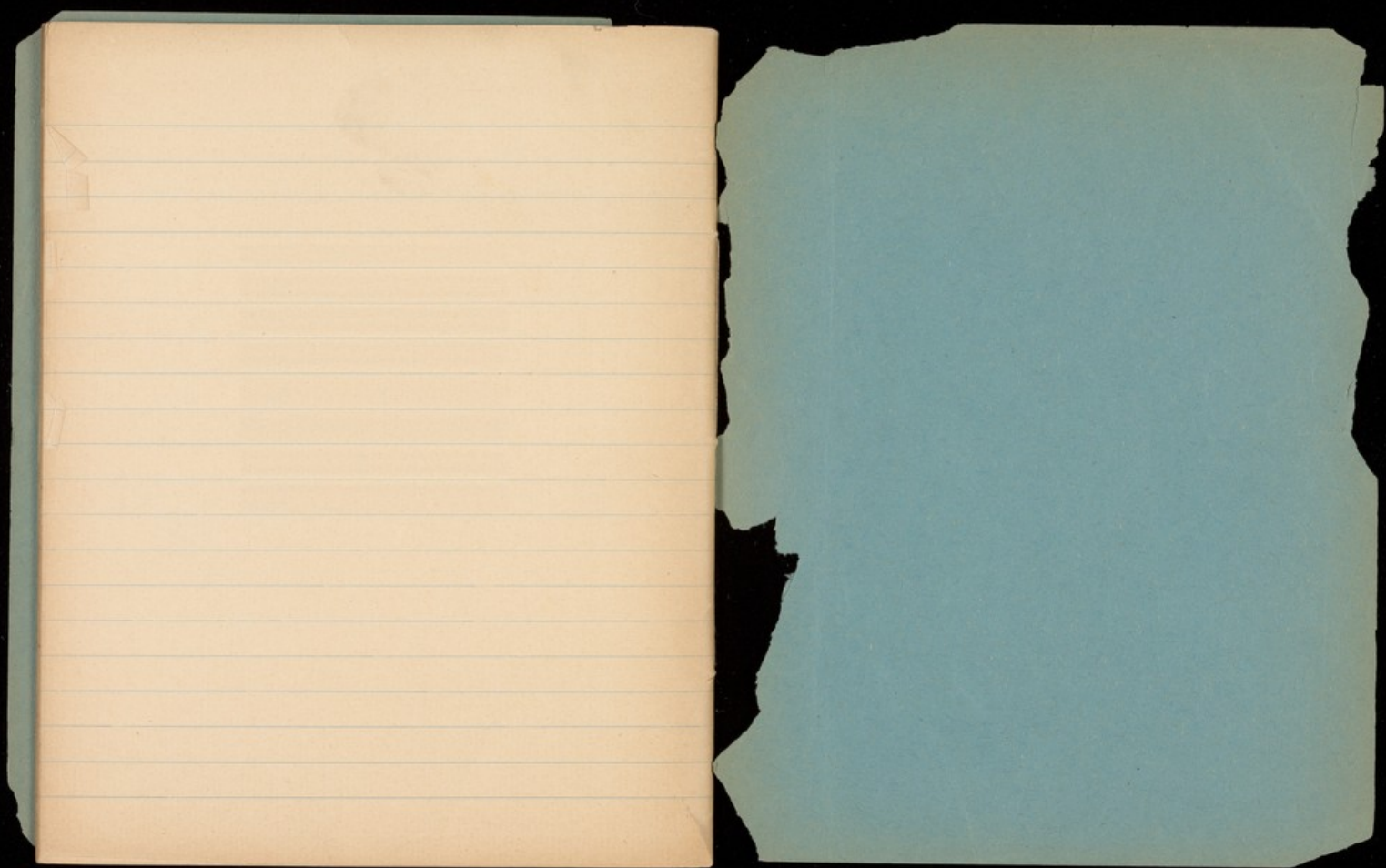
Children's Heron

over native brain











# ARITHMETICAL TABLES.

Numeration Table.	
Units, .....	1
Tens, .....	12
Hundreds, .....	123
Thousands, .....	1,234
Tens of Thousands, .....	12,345
Hundreds of Thousands, .....	123,456
Millions, .....	1,234,567
Tens of Millions, .....	12,345,678
O. of Millions, .....	123,456,789

Sterling Money Table.	
4 Farthings .....	1 Penny d.
12 Pence .....	1 Shilling s.
20 Shillings .....	1 Florin.
2 Shillings & Sixpence	Half Crown.
5 Shillings .....	1 Crown cr.
10 Shillings .....	1 Half Sov.
20 Shillings 1 Sov. or 1 Pound	£
21 Shillings .....	1 Guinea

Arithmetical Signs.	
+ Plus; Sign of Addition.	
- Minus; Sign of Subtraction.	
x Sign of Multiplication.	
÷ Sign of Division.	
= Sign of Equality.	
: : : Sign of Proportion.	
√ Sign of the Square Root.	
∛ Sign of the Cube Root.	
° Degree, ' Minute, " Second.	
∴ Therefore.	

Troy Weight.	
<i>For Gold, Silver, and Jewels.</i>	
24 Grains .....	1 Pennyweight, dwt.
20 Pennyweights 1 Ounce	oz.
12 Ounces .....	1 Pound lb.

Apothecaries' Weight.	
<i>For Mixing Medicines.</i>	
20 Grains .....	1 Scruple scr.
3 Scruples .....	1 Dram dr.
8 Drams .....	1 Ounce oz.
12 Ounces .....	1 Pound lb.

Avoirdupois Weight.	
<i>For all Goods except Gold, Silver, and Jewels.</i>	
16 Drams .....	1 Ounce oz.
16 Ounces .....	1 Pound lb.
14 Pounds .....	1 Stone st.
28 Pounds .....	1 Quarter qr.
4 Quarter .....	1 Hundredweight cwt.
20 Cwt .....	1 Ton tn.

Hay and Straw Weight.	
86 lb. Straw .....	1 Truss.
56 lb. Old Hay .....	1 Truss.
60 lb. New Hay .....	1 Truss.
86 Trusses .....	1 Load.

Long or Lineal Measure.	
12 Lines .....	1 Inch in.
12 Inches .....	1 Foot ft.
3 Feet .....	1 Yard yd.
3 Yards .....	1 Fathom f.
5½ Yards .....	1 Pole.
40 Poles .....	1 Furlong fur.
8 Furlongs or 1760 Yards	1 Mile.

Cloth Measure.	
2½ Inches .....	1 Nail
4 Nails .....	1 Quarter of a Yard.
4 Quarters .....	1 Yard

Solid or Cubic Measure.	
1728 Cubic Inches	1 Cubic Foot.
27 Cubic Feet	1 Cubic Yard.
24½ Cubic Feet	1 Solid Perch.
<i>Mason's Work.</i>	
12½ Cubic Feet	1 Solid Perch.
<i>Brickwork.</i>	

Imperial Heaped Measure.	
<i>Lb. Avoird. of Water.</i>	
8 Gallons .....	1 Bushel = 80
8 Bushels .....	1 Sack = 240
12 Sacks .....	1 Chaldron = 2880

Imperial Dry Measure.	
<i>Avoird. of water lb. oz.</i>	
2 Glasses ... 1 Naggin	= 0 5
4 Naggins ... 1 Pint	= 1 4
2 Pints ... 1 Quart	= 2 8
4 Quarts ... 1 Gallon	= 10 0
2 Gallons ... 1 Peck	= 20 0
4 Pecks ... 1 Bushel	= 80 0
8 Bushels ... 1 Quarter	= 320 0

Square Measure.	
144 Square Inches	1 Square Foot.
9 Square Feet	1 Square Yard.
80½ Square Yards	1 Square Pole.
40 Square Poles	1 Rood.
4 Roods	1 Acre.

Table of Motion.	
60° Seconds .....	1 Minute.
60' Minutes .....	1 Degree.
80° Degrees .....	1 Sign.
12° Signs or 360°	the Circle of the Earth.

Table of Time.	
60 Seconds .....	1 Minute.
60 Minutes .....	1 Hour.
24 Hours .....	1 Day.
7 Days .....	1 Week.
4 Weeks .....	1 Month.
365 Days .....	1 Year.
366 Days .....	1 Leap Year.
52 Weeks .....	1 Year.
12 Calendar or	
18 Lunar Months	1 Year.

**Days in the Month**  
 Thirty days hath September,  
 April, June and November.  
 All the rest have thirty-one,  
 Excepting February alone,  
 Which has but twenty-eight,  
 And twenty-nine in each Leap.

# MULTIPLICATION TABLES.

2	3	4	5	6	7	8	9	10	11	12
TIMES	TIMES	TIMES	TIMES	TIMES	TIMES	TIMES	TIMES	TIMES	TIMES	TIMES
1 are 2	1 are 3	1 are 4	1 are 5	1 are 6	1 are 7	1 are 8	1 are 9	1 are 10	1 are 11	1 are 12
2 " 4	2 " 6	2 " 8	2 " 10	2 " 12	2 " 14	2 " 16	2 " 18	2 " 20	2 " 22	2 " 24
3 " 6	3 " 9	3 " 12	3 " 15	3 " 18	3 " 21	3 " 24	3 " 27	3 " 30	3 " 33	3 " 36
4 " 8	4 " 12	4 " 16	4 " 20	4 " 24	4 " 28	4 " 32	4 " 36	4 " 40	4 " 44	4 " 48
5 " 10	5 " 15	5 " 20	5 " 25	5 " 30	5 " 35	5 " 40	5 " 45	5 " 50	5 " 55	5 " 60
6 " 12	6 " 18	6 " 24	6 " 30	6 " 36	6 " 42	6 " 48	6 " 54	6 " 60	6 " 66	6 " 72
7 " 14	7 " 21	7 " 28	7 " 35	7 " 42	7 " 49	7 " 56	7 " 63	7 " 70	7 " 77	7 " 84
8 " 16	8 " 24	8 " 32	8 " 40	8 " 48	8 " 56	8 " 64	8 " 72	8 " 80	8 " 88	8 " 96
9 " 18	9 " 27	9 " 36	9 " 45	9 " 54	9 " 63	9 " 72	9 " 81	9 " 90	9 " 99	9 " 108
10 " 20	10 " 30	10 " 40	10 " 50	10 " 60	10 " 70	10 " 80	10 " 90	10 " 100	10 " 110	10 " 120
11 " 22	11 " 33	11 " 44	11 " 55	11 " 66	11 " 77	11 " 88	11 " 99	11 " 110	11 " 121	11 " 132
12 " 24	12 " 36	12 " 48	12 " 60	12 " 72	12 " 84	12 " 96	12 " 108	12 " 120	12 " 132	12 " 144