The term *cretin* applied to people with intellectual disabilities and stunted growth. It is based on the word *Christian*, with the purpose of emphasizing that despite physical or mental disabilities, they were nevertheless human beings. The word was adopted as a clinical term for someone suffering from dwarfism and mental retardation as a result of a congenital thyroid deficiency. It has since become synonymous with "fool."

Thyroid deficiency. It has since been recognized as a cause of mental retardation and mental illness. Howe’s wife, Julia Ward Howe, was a key figure in the educational reform movement at the time. She opened a training school for the blind in South Boston, Massachusetts School for the Blind, established the Perkins School for the Blind, and the Massachusetts School for the Deaf.

In the United States, Dr. Samuel Gridley Howe (1802-1887), the director of the Perkins School for the Blind, established the Massachusetts School for Idiotic and Feeble-Minded Youth in 1848, and the Massachusetts School for the Blind, established the Perkins School for the Blind, and the Massachusetts School for the Deaf.

The Ohio Lunatic Asylum in Columbus admitted its first patients from the Commercial Hospital and Lunatic Asylum of Cincinnati.

In 1840, Edward Seguin was appointed head teacher of a class of idiot children at the Salpêtrière in Paris, France. At this time he starts a private school in his home.

In 1842, a school for idiots opens in the Bicêtre with Edward Seguin as a teacher.

In 1843, Edward Seguin is fired from Bicêtre, accused of "incompetent" practices.

In 1847, Thomas S. Kirkbride publishes On the Construction, Organization, and General Arrangements of Hospitals for the Insane.

In 1848, Dorothée Dix appeals to the 30th Congress for federal funding of state facilities for persons with mental illness, mental retardation, and epilepsy.

In 1848, Dr. Guggenbuhl traveled frequently abroad for long periods, and as the school became increasingly crowded, various discovered neglect and abuse, and the school was closed. While Guggenbuhl’s school proved a failure, his early success with some pupils, and his later success with education influenced and inspired educators and reformers in the United States.

Social reformer Dorothea Dix advocated for better facilities for persons with mental illness and other disabilities. As she traveled across the country, she visited jails, almshouses, poorhouses, and asylums. Dix spoke to many state legislators, pleading with them to improve the conditions of the wards of the nation.

Persons who lived in extreme poverty, including many with physical or mental disabilities, were often put into poorhouses or almshouses. Such establishments, supported by public funds, began in the Middle Ages as a means of removing economic outcasts from society. Social inequity.

In the more rural areas, persons with developmental disabilities were often supported by local communities. Some families kept their children with developmental disabilities at home. Wealthier parents tended to keep their children with developmental disabilities at home. In the more rural areas, persons with developmental disabilities were often a normal part of the community.

In 1837, during the Panic of 1837 - 1838, over 600 banks fail by the end of the year. In 1838, the Ohio Lunatic Asylum in Columbus admits its first patients from the Commercial Hospital and Lunatic Asylum of Cincinnati.

In 1841, Dorothea Dix advocates to place persons with mental illness in hospitals for treatment.

In 1842, P.T. Barnum opens the American Museum in New York and exhibits “Freaks.”

In 1846, E. F. Backus in New York introduces the 1st legislation to provide for separate treatment for the feeble-minded.

In 1847, Thomas S. Kirkbride publishes On the Construction, Organization, and General Arrangements of Hospitals for the Insane.

In 1848, Samuel Gridley Howe opens a private school for idiots in Barre, Massachusetts.

In 1848, Dorothy Dix appeals to the 30th Congress for federal funding of state facilities for persons with mental illness, mental retardation, and epilepsy.

Social reform and new ideas in education offer opportunities for people with developmental disabilities. Training schools were considered an educational success, offering hope to many families of children with developmental disabilities. Across the country, parents wrote to state officials and school superintendents, seeking admission for their sons and daughters. Some parents sought an education for their child, others simply needed relief.

In 1842, Helen Keller lost her sight and hearing. As she traveled across the globe and raised money for education of many people with disabilities, Helen was also a member of the Socialist Party who tried to discuss disability in the framework of an institution to serve people with disabilities. She was therefore not considered accountable for their behavior; viewed with a “there but for the grace of God go I” attitude; paternalism and low growth expectations are typical consequences of this viewpoint.

"Nowhere is wisdom more necessary than in the guidance of charitable impulses. Meaning well is only half our duty; Thinking right is the other, and equally important, half."

– Samuel Gridley Howe, 1868, at the dedication in Batavia, New York of an institution to serve people with disabilities.

"There are two ways of spreading light – to be the candle or the mirror that reflects it."

– Edith Wharton