
EUROPEAN INSTITUTIONS FOR IDIOTS.

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The comparatively new field of labor for the benevolent and the philanthropic among men,—the physical and intellectual improvement of idiots—is beginning to attract attention in this country. At this time, therefore, I have thought that the results of some observations and enquiries in Europe, during the summer of 1849, might not be unacceptable to persons who take an interest in this important subject. In giving those results, I shall pursue, not the chronological order in which the institutions mentioned were founded, but that in which my information was obtained.

The first establishment which was opened in Great Britain, for the education of Idiots, is at Bath. It was founded by private subscription, and went into operation in April, 1846. Its title is “The Bath Institution for Idiot children, or those of weak intellect.” Its general and executive Officers are two Visitors, a Committee of Seven Women, a Secretary, Treasurer, Physician, Surgeon, Matron, Governess and Teachers.

The enterprise being considered as visionary and chimerical, by many who would otherwise have contributed to its funds, it was necessarily commenced upon a very limited scale. At the expiration of the second year, the number of its pupils was fifteen. At that time, April 1848, the directing Committee published a report, in which

some evidences of the success of the institution were enumerated.

“In one case,” says that Report, “a child on his admission was so helpless as to be scarcely able to feed himself, could neither read nor write, and was altogether so childish as to be more like an infant than a boy of ten years of age, which he was at that time. He can now—having been two years in the institution—write a good hand, read fairly, work—correctly and without assistance—sums in simple addition and subtraction, and is so greatly advanced in general understanding as to encourage much hope for his future life.....In another case, a girl who, being nearly fourteen on her entrance, seemed almost hopelessly ignorant even of the common affairs of every-day life, and whose senseless replies afforded little prospect of intellectual progress, is, however, so much improved as to have acquired a tolerable comprehension of ordinary subjects—more especially of religion, in which she seems much interested, and of which it is hoped she clearly understands the leading truths.”

“Most of the children being, on their admission, defective in bodily health, as well as in mind, great attention is paid to exercise and recreation. While anxiously desiring their intellectual progress, their spiritual welfare is constantly kept in sight. The more advanced, regularly attend a place of worship, and religious instruction, suited to their capacity, is carefully conveyed.”

In their report, published in April, 1849, the Committee say:—

“The pupils, now amounting to nineteen, continue to improve in health and intelligence, and, in some instances, manifest a capacity for instruction which will, under proper training, enable them hereafter to relieve their parents of the burden of their support.”

In the year last-mentioned a pamphlet illustrative of the objects and success of the Institution was published by its Officers. It contains the history of several cases, one of which we subjoin:—

“E. P. was ten years of age when admitted; idiotic from birth. His appearance and bearing gave evidence of great mental deficiency. He showed much reluctance to be instructed, and his memory was so little retentive that it required much persevering effort before any real pro-

gress was made. An additional impediment was found in the difficulty of controlling his attention. He did not seem to have any power over the organ of sight, nor sufficient mental capacity to fix his thoughts on any given subject, however simple. This, of course, much retarded his progress. Three times did he appear to be improving in reading and writing, and as often was he obliged to be put back to the very rudiments of these acquirements. The power he had for a time possessed appeared suddenly to leave him. But, by the exercise of patience and ingenuity, he was again led on to some degree of proficiency, and he has now been able to write two letters to his mother, who had formerly assured his teachers that any attempt to teach him writing would fail, as she had herself used every endeavor to instruct him without success.

“He has now been two years in the institution, and his mind has opened to the reception of much general knowledge, and there is no doubt that he will be capable of being instructed in some trade. A remarkable improvement has taken place in this child’s disposition, which, from being extremely selfish and unyielding, has become gentle, liberal and considerate. He shows much kindness to his younger school-fellows, whom he will at all times assist and protect as far as lies in his power.”

The Committee believe that the practicability of improving the deficient intellect, and meliorating the condition of the idiotic has been demonstrated, and that the experience hitherto acquired affords strong hope for the future. They look forward to the occupation of a more commodious building, with the necessary facilities for instructing the inmates in various trades and employments.

Circumstances rendered it inconvenient for me to visit this institution, but, being desirous of knowing the opinion of a person immediately concerned in the management of the children, I addressed a letter of enquiry, from London, to one of its officers. This was immediately answered by a communication from which I take the liberty of making the following extract:—

“I may say success attends us in our efforts as regards the improvement of the children committed to our care, to a very great extent; but an institution of this kind involves a very great expenditure, and as ours

has been entirely the work of two or three individuals, we do not progress so rapidly as we wish. The gradual work of training to habits of decency, subjection and discipline is, with these children, a slow one; but, nevertheless, *decided progress* is made, and those parents or friends of the children who see them at intervals of some months are always astonished at the improvement they witness in the school."

The next institution coming under our notice, is the "Asylum for Idiots," at Park House, Highgate, a few miles out of London. This was instituted on the 27th of October, 1847, and opened for the reception of pupils in the early part of 1848. Its "Patron," or highest officer, was the Duke of Cambridge; its Presidents, Lords Palmerston, Grosvenor, Stuart and Calthorpe, and the Lord Mayor of London. It was founded by private beneficence, which, it would seem, was yielded in no stinted measure, from the fact that the published list of Annual and Life Subscribers contains the names of upwards of twelve hundred persons; their donations varying from half a guinea to a hundred guineas each.

Dr. Conolly, well known for his works on Mental Disorders, is one of the Visiting Physicians, and Dr. Foreman, Resident Physician. Among the other Officers are a Matron, a Master, a Gymnastic and Singing Master, and two Assistant Masters.

Park House was a large old country-seat, connected with which was about sixteen acres of land. It is in a salubrious situation, being, though so near London, on an elevation higher than the summit of the Cross upon St. Paul's.

The number of applicants during the first year of the existence of the Asylum, was such that it became necessary to enlarge the buildings. At the expiration of the year the number of pupils was sixty, and, a few months afterwards, when I visited the institution, sixty-nine, ten of whom were girls.

In their Report, for 1849, the Directors say that, in educating the pupils, they have

“Acted on the principle that *always there is mind*, and that *in itself it is perfect*; and that it has imperfect and defective expression from imperfect or deranged organization. Their education, therefore, has been principally physical, and they have availed themselves of separation and classification in conducting it. They have sought for the particular defect, and begun with it. They have educated the eye, the ear, the mouth, the brain, the muscle, the limb; and have thus endeavored to reach the better portion of our nature, that it also might be trained to moral and spiritual exercises.”

“It may be anxiously asked, with what results has the attempt been made? The Board would respectfully deprecate an impatience of results. If those are wrong who think that nothing can be done for the Idiot, those are not less wrong who think that every thing may be done in a few weeks or months.” Nevertheless, “It has been their happiness to observe the eye that had no useful sight begin to see; the ear to relish sweet sounds; the tongue that was dumb begin to articulate the language of men; and the limb that was crippled or inert, put forth to useful and active service. In some cases bad habits have been overcome; power has been created for the care of the person; the body has been brought under the control of the will; and both have become subject to a mild authority. The power of imitation has been fostered; music and drawing are beginning to find their place in the school; reading, writing, and even figures, which are the severest test to the weak mind, are now claiming general attention. Above all, the moral affections have been exercised, and the effects are found in the harmony of the family, and the greater readiness of the mind to recognize and worship an invisible and gracious presence.”

“Indeed, the actual change to those who have the means of making the comparison, is exceedingly striking. Dr. Conolly, looking on it with a professional eye, lately remarked, that it was so great, in six months, that he could hardly suppose the persons to be the same.”

But, say the Directors:—

“It must be admitted that, after the utmost effort of skill and labor, there are cases which admit of little improvement; and many, while susceptible of much improvement, leaving the poor patient sadly disqualified to fulfil the duties of life, and to resist the trials and temptations of a bustling and selfish world.”

The terms of admission, at this Asylum, are Fifty Guineas per annum, for those who are fully able to pay, with additional expenses if separate, or special attendance be required; and twenty-five guineas for those whose pecuniary means are more limited.

The subjoined series of questions are to be answered in reference to each pupil admitted:—

“PARENTS.—Are they living? in good health? of sound mind? other children affected? degree of consanguinity, if any?

“PUPIL.—*Age?* idiotic or imbecile? congenital or not? supposed cause? is he the first-born?

“*Stature.*—Height? weight?

“*Figure.*—Trunk? limbs—good use? countenance? complexion?—shape of head? circuit above the eyebrows and ears? length between the eyebrows and occipital protuberance? width of forehead?

“*Intellect.*—Capacity? memory? calculation? imitation? music?

“*Affections.*—Love, hatred? fear, antipathies, &c?

“*Propensities and habits?*

“*Speech?*

“*Senses,* and their organs, sight? hearing? taste? smell? touch?

“*Muscular power.*—Can he walk? can he run? can he dress? take care of his person?

“*Functions of*—Respiration? circulation? digestion? kidneys? generative organs?

“*Temperament.*—Nervous? fibrous? sanguine? lymphatic?

“*State of skin?*

“*Sleep?*

“How disposed of? what improvement? Remarks.”

I know not that I had ever previously anticipated so much gratification from a visit to any public institution as was the fact in regard to the Asylum at Highgate. It is also no less true that I was never, on such an occasion, more disappointed. My expectations were undoubtedly too great. The short period during which the establishment had been in operation, the extremely abject condition of its inmates upon admission, and the laborious and long-continued efforts necessary to any very essential

development of their physical, intellectual or moral faculties, were not sufficiently taken into consideration. Having never seen a collection of idiots, I had no standard of comparison other than that of healthy children in schools. I could not contrast the *present* condition of these imbeciles with that at *the time of their admission*: hence I was more struck with their deficiencies, as human beings, than with their individual improvement. Aside from these facts, however, the Officer with whom I most conversed did not speak of the enterprise with that enthusiasm which would indicate great hopefulness of the possibility of effecting such a change in many of the pupils as would enable them to do much for their own support.

The situation of the Institution is beautiful; all the physical wants of the children are abundantly supplied; baths, the means of gymnastic exercise, the implements of the school-room, indeed, all the requisites for the successful prosecution of the purposes of the establishment appeared to be at hand, and in due course of time those results will undoubtedly be attained which I erred in expecting prematurely.

The Asylum for Idiots at Berlin, the Capital of Prussia, has become very generally known in northern and middle Europe, not only as one of the first-established institutions of the kind, but also for the eminent success with which it has been attended. It was the private enterprise of Mr. C. M. Saegert, the Director of the Institution for Deaf Mutes in the same City. This gentleman claims to have been the first to demonstrate the practicability of educating the idiotic, but as this priority is disputed by the originators of the School at Bicetre, in Paris, I cannot decide upon the justice of those claims.

The children at Berlin are accommodated in some small buildings connected with, or adjacent to, the Asylum for the Deaf and Dumb. The establishment presents a remarkable contrast, in appearance, with Park House, at Highgate. Being an individual undertaking, it was necessary that it should be conducted in the most economical manner compatible with the comfort of the pupils. No Duke is its Patron, no Lords its Presidents, and no long array of Baronets, Knights, Aldermen and Fellows of the Royal Society its Vice-Presidents. The accumulated gold of hundreds, or thousands of subscribers has never endowed it with the means of luxurious comfort and convenience. Solitary and alone, it has pursued its modest and unassuming career, unheralded by adventitious circumstances, presenting no claim to patronage and public approbation other than its positive merits.

If I was disappointed at Highgate, my most sanguine expectations were more than fully realized at the institution of Mr. Saegert. The pleasure which was anticipated at the former place, was reserved until my visit at the latter.

I went to the institution, unexpected by its Officers, and was immediately admitted into the School, where the children were engaged in their usual educational exercises. As the method of instruction is but little known in this country, it may not be uninteresting to some into whose hands this article may come, to have a somewhat detailed account of the proceedings as I saw them.

The pupils were separated into Four Divisions, according to their advancement, and occupied two rooms:

FIRST DIVISION.—The children who had made the least progress were occupied with pieces of board, each from twelve to eighteen inches in length, by from three to four

in width, having, upon one side, regularly cut depressions, perhaps half an inch in depth, with blocks which would fit into them accurately. The simplest use of these is to teach the practical use of the eyes and hands,—the power of giving *voluntary direction* to those organs—in which nearly all idiots are exceedingly defective. They are of farther advantage, however, as will presently be seen.

Board, No. 1. In this there were six triangular depressions, equal in size, but three with the base, and three with the apex towards the pupil. In placing the block in these, he must exercise the power of recognizing *position*.

No. 2. This contained five circular depressions, of different dimensions;—calling into action the ability to appreciate *size*.

No. 3. There were ten depressions in this, of which one was circular, one triangular, one square, one hexagonal, one a right angled and one an obtuse angled parallelogram, and the others of different polygonal figures. It presented, therefore, a *combination of both size and shape*.

No. 4. To this, five blocks were adapted. Each block had common wood-screws—the first, *one*, the second, *two*; the third, *three*; the fourth, *four* and the fifth, *five*—inserted upon the under side, leaving their heads *projecting*, half an inch or more, from the surface. The board had no depressions for the block itself, but merely *holes for the admissions of the projecting heads of the screws*. This exercised the powers of detecting both *number* and *position*, or *arrangement*.

No. 5. In this there were eight depressions of different colors, and blocks painted to correspond. The blocks were not of the same forms as the depressions, and the child could consequently put each in its appropriate place by the appreciation of *color* alone.

Some of the pupils were learning the elementary sounds of the German language. They were taught the practical *sounds* of the letters, and not the *names* of them—a method, by the way, which should be pursued in the instruction of all children, in any language. The time occupied in teaching and learning the Alphabet, in the usual way, is almost wholly lost.

Some also were being instructed at the black-board, upon which pictures of houses and other objects were drawn. The first elements of Arithmetic are taught in the same way. The figures, from 1 to 10, inclusive, are made, and, beside each, a number of dots corresponding with the units expressed by that figure.

SECOND DIVISION.—The pupils in this section went through the following exercises:—

1st. The teacher held up different numbers of his fingers, successively, demanding the number at each time. The changes were very rapid, and the answers both prompt and correct.

2d. Large, printed letters were shewn to the class, who were required to enunciate their sounds, and write them upon slates.

3d. The Arabic figures, or numerals, in large print, were pointed to by the teacher, and each one named by the pupils.

4th. Large, colored pictures of persons employed in various trades and domestic labors, were presented to the pupils, individually, and both direct and collateral questions, in regard to them, were asked, and answered in such manner as exhibited a very considerable extent of general knowledge. I know not that an accurate idea of this exceedingly interesting exercise can be conveyed to the reader, otherwise than by giving an example.—Suppose the picture be of a woman, ironing clothes, and

a man sitting near her. The questions and answers may take the following course:—

How many persons are there? Two. Are they men or women? One man and one woman. Are they sitting or standing? The man is sitting and the woman standing. What is the woman doing? Ironing clothes. What is in her hand? A smoothing-iron. Is iron hard or soft? Hard. Light or heavy? Heavy. White or dark-colored? Dark. Does your mother iron clothes? Yes. What color is the woman's gown? Black. Her apron? Red. Which color do you like best? Red. What has the woman on her feet? Shoes. The man? Boots. What color are they? Black. What are boots and shoes made of? Leather. What is leather made of? Cow's skin. What do cows give that is good to eat? Milk. What is the color of milk? White. Which do you like best, milk or water? Milk, &c., &c.

The rapidity with which a long series of questions of this kind were answered, was truly remarkable.

A large Map of the City of Berlin was suspended at one side of the room. One of the pupils, a boy apparently eight or nine years of age, asked me in what part of the city I lived. Having been told the street upon which the house was situated at which I lodged, he took the wand, or pointing stick, and traced the streets through which I must go to reach it. He was then subjected to an examination, upon the Map, and exhibited a very accurate knowledge of the general features of the City.

THIRD DIVISION.—During the performances of the Second Division, the pupils in this section were occupied in copying, upon slates, extracts from books which were before them. The writing was clear, distinct, good; and the orthography accurate.

The teacher requested me to select a lesson in their reading-book. This being done, the pupils read, in succession, quite as well, I believe, as is generally the fact, among children of their age in our common schools.— They then closed their books, and the teacher asked them numerous direct and collateral questions upon the lesson, which were answered with perfect readiness and accuracy.

The class were then exercised in Mental Arithmetic. Various sums in addition, subtraction and multiplication were proposed, and the answers given, according to my notes made at the time, “with wonderful rapidity.”— They also worked sums in Division and Reduction upon the black-board.

After they had recited several pieces of poetry, and lessons from the Scriptures, they were examined in Geography; large maps hanging before them. They told the various general divisions of the earth, both of land and water, the several kingdoms of Europe, with their capitals, rivers, &c., &c.

At the close they sang various songs, accompanied, or led, by one of the teachers, who played the violin.

At the time of this visit, M. Saegert was occupied in such manner that it was impossible for me to have any conversation with him. The gratification, however, which I had derived from the school was such, that I could hardly reconcile myself to the idea of leaving Berlin, without once more seeing its founder. Consequently, upon a subsequent day, I again went to the Institution, and, M. Saegert, being more at liberty, favored me with a long interview. I was particularly anxious to learn, directly from himself, his opinion of the expediency of the undertaking viewed in its broadest relations—whether the improvement in the pupils—aside from the question

of our moral duties and responsibilities towards this most abject portion of our fellow-beings—is a sufficient remuneration for the labor and expense necessary to its accomplishment; and whether any considerable number of the idiotic are susceptible of that degree of instruction which will enable them to acquire a subsistence.

He unhesitatingly expressed his belief that the enterprise is one which ought to be and will be generally undertaken and pursued; that the advantages derived are at least sufficient to justify it, and that there are many idiots who may be brought into a condition to earn their living. Many are not susceptible of this; and some can be but little improved. He places great reliance upon regular hours, baths, gymnastic and other physical exercise, in strengthening and invigorating the body, thus directly developing the corporeal, and, indirectly, the intellectual faculties. Rachitis, scrofula, epilepsy, hydrocephalus and helminthiasis are the great obstacles and evils to be contended with. These form a fearful array, it is true, but, by making them specialities of study and of treatment, M. Saegert thinks he has already made considerable progress in the way of cure, and looks forward to still greater success.

M. Saegert has published what may be called a psycho-physiological work* upon the treatment of Idiots, which contains detailed reports of twenty cases which have been under his care. In 1848, there were nearly fifty pupils in his school, but, during the political troubles of that year, many of them, particularly those who were from Poland and Austria, were removed.

The School for Idiots connected with the Bicetre Lunatic Asylum, at Paris, was established by M. Voisin, one

* Die Heilung des Bloedsinns, auf Intellectuem Wege. Von C. M. Saegert. Berlin, 1846.

of the Physicians to that Institution, some eight or nine years since. The children are mostly paupers, and hence are not surrounded by the luxuries of life. Their necessities, however, are well supplied.

I went to Bicetre for the purpose of visiting this school, and saw Mons. Vallee, the principal Instructor. He said that it would be inconvenient to admit me at that time, but mentioned a future day when he should be glad to see me. I met the appointment, and found several other visitors present.

The number of pupils was about one hundred, varying, apparently, from three to sixteen years of age. They were assembled in a large hall, without seats, except for spectators, and stood, in two ranks, around the sides of the room, leaving a large part of the floor unoccupied.—They then went through the following programme of exercises, which occupied between two and three hours.

1st. Singing of songs, accompanied by an organ. They first sang from memory, and afterwards from notes on the black-board.

2d. Dancing by six boys, followed by four others.—This performance was creditable, in regard to execution, even in the atmosphere of Paris. M. Vallee believes it to be one of the best exercises for developing the muscles and imparting the power to govern and direct their action.

3d. Fencing.

4th. Recitation of *Le Rossignol et le Prince*, and other pieces, by a boy $7\frac{1}{2}$ years old. This received the unqualified admiration of the spectators.

5th. Dancing.

6th. Recitation of a dialogue.

9th. Marching, by all the pupils except one, who beat the drum.

10th. About sixty of the boys were arrayed in platoons, and, simultaneously, executed a great variety of gesticulations and sudden movements of the body and limbs;—an exercise admirably adapted to the developement of all the muscles.

11th. Gymnastic exercises—pulling sticks, climbing ladder, &c.

12th. Naming of geometrical figures, both superficial and solid.

13th. A boy was blindfolded, and distinguished the geometrical solids by the touch.

14th. Drawing of geometrical figures on the black-board.

15th. Writing on the black-board, at the dictation of the visitors.

16th. Recognition and naming of various substances from their odor; and of others by their taste.

17th. Naming the colors of various objects.

18th. Naming the musical notes, detected by the ear, as played on the violin.

19th. Exercises in Addition, Subtraction and Multiplication, both mentally and on the black-board. These were performed both rapidly and accurately.

A large number of writing-books were exhibited, which would not suffer in comparison with those of our primary schools. The school room, the dining room, and the hall in which the exhibition took place, were ornamented with hundreds of well executed drawings made by the pupils.

When the children were dismissed from the hall, nearly twenty of them went to the Carpenter's shop, where we afterwards saw them actively engaged in various kinds of work requiring the use of tools. Without a previous knowledge of the fact, a stranger would hardly have sus-

pected that they were, or ever had been, idiots and imbeciles.

M. Vallee appears to be wholly devoted to his laborious and severely patience-trying, though humane and benevolent occupation. He believes, and so does M. Voisin, whom I afterwards saw at his private Institution for the Insane, near Ivry, that a pretty large proportion of the idiotic and imbecile can be so improved as to enable them to support themselves. In 1848, M. Vallee opened a private Asylum for Idiots, near Paris, intended for such as possess, or can be furnished with the pecuniary means necessary to pay for their board and instruction. From what I saw of the man, I should place great confidence in his ability and will to do every thing, for the children placed in his care, which their condition would admit.

The school at Bicetre was commenced with between twenty and thirty pupils. In September, 1849, there were, according to M. Vallee, one hundred and twenty, the number having doubled during the preceding year.

I was no less gratified with the exercises of the children at this school, than with those at the institution in Berlin. At both places I was convinced that the condition of the idiotic may be greatly meliorated, that Christian communities have now another field of benevolent enterprize opened to their labors, another branch of their moral responsibility towards their fellow-beings clearly revealed to their perception, and that this responsibility will not be faithfully fulfilled until that afflicted class, like the Insane and the Deaf and Dumb, are provided with institutions at which they can find all the facilities for their physical, intellectual and moral education.

The following translation of questions, prepared by M. Voisin, for the use of the school at Bicetre, is appended, not less on account of the completeness of the queries,

as a whole, thus forming, to any person acquiring a knowledge of Physiology, or Psychology, a good *study*, than in the hope that it may be useful to those who may be engaged, either now or hereafter, in the onerous task which has so successfully and so honorably been performed at Bicetre and Berlin:—

“ PSYCHOLOGICAL ANALYSIS OF THE HUMAN UNDERSTANDING IN IDIOTS.

“ *Examination of their Instinctive, Moral, Intellectual, Perceptive, and Sensorial condition.*

“ Name and age of the child? His temperament and exterior conformation? Appreciation of the functions of organic life?

“ FACULTIES OF PRESERVATION AND REPRODUCTION. PROPENSITIES.

“ *Instinctive want of Alimentation.*—Has he a voracious appetite? does he eat like other people, or devour his food like an animal? does he gnaw his nails, eat wood, earth, filth, &c., &c.

“ *Amorousness.*—Has he an amorous disposition? are the observed manifestations, in this respect, connected with vicious habits contracted in early life?

“ *Attachment, Friendship.*—Has he an affectionate character; or on the contrary, is he disposed to solitude?

“ *Power of Reaction, Courage.*—Is he quarrelsome, morose, peevish, hard to please; or pacific, timid, fearful?

“ *Destructiveness.*—Is he violent; disposed to bruise, break, tear, and burn objects? is he cruel when playing with his mates? does he torment animals?

“ *Instinct of Cunning, Deceit.*—Is he hypocritical; disposed to falsehood? Is he inclined to quibble, cavil, and seek subterfuges? or is he too simple, candid, and frank?

“ *Desire of Possession, Covetousness, Egotism.*—Is he inclined to theft, or even blindly to possess himself of everything that he can lay hold of; does he make collections? or on the contrary, does he manifest too little interest in everything?

“ *Manual dexterity; disposition to construct, to carve, and to make models.*—Has he a mechanical tendency? Is he easy, adroit, and prompt in his movements or evolutions; or does he, every moment, give evidence of his awkwardness?

MORAL SENTIMENTS.

"*Self-esteem, Pride.*—Has he a good opinion of himself; does he like to domineer, to possess power; is he presumptuous, insolent, contemptuous? (It is hardly necessary to remark that here, as in other places, it should be stated whether the character of the child is opposite to that towards which the questions are directed.)

"*Vanity, Desire of Pleasing.*—Does he like flattery and compliment; does finery or ornament please him; does he endeavor to attract observation even by disreputable means; or is he totally regardless of the approbation of others?

"*Prudence, Circumspection.*—Is he unstable, dissatisfied, irresolute; is there a taint of melancholy in his character; or does he, under all circumstances, act like a *blunder-head*?

"*Goodness, Charity, Benevolence.*—Is he remarkable for sweetness of temper, or wickedness; is he generous, and easily moved to pity and compassion?

"*Sentiment of Respect, Veneration.*—Has he the sentiment of veneration? is he religious? is he respectful to his parents and teachers? in short, does he reverence all actual superiors, or only himself?

"*Will, Perseverance, Firmness.*—Is he habitually wilful, obstinate, and rebellious; or is his character variable, uncertain and fickle?

"*Truth, Justice, Conscience.*—Does he desire and seek the truth, revolt against iniquity and exaggerate his own faults? or is his conscience dormant, and are his duties neglected?

"*Hope.*—Has he an adventurous spirit? is he constantly projecting chimerical schemes? does he look on the bright side of every thing, or does he always live under discouragement, and without faith in the future?

"*Sentiment of Marvellousness.*—Is he inclined to detect, in all things, the marvellous, astonishing, miraculous and super-natural; or is he exclusively and grossly absorbed in the phenomena of the concrete, and of the material world?

"*Imagination, Ideality, Poetic Sentiment.*—Is he remarkable for vivacity, enthusiasm and inspiration, or looks he coldly, sadly and without coloring upon all external objects?

"*Humor, Wit.*—Is his humor gay? has he a tendency to seize the pleasant side of things? does he endeavor to raise a laugh? does he like raillery and irony? or, on the contrary, is his character serious?

"*Imitation.*—Does he imitate that which is passing around him; or has he no disposition to repeat the acts which he beholds, and thus to harmonize himself with his fellow-beings?

EXTERNAL SENSES.

" *Vision.* — Has he strabismus? spasmodic rotation of the globe of the eye in its orbit? myopy or presbyopy? Blindness excludes the external world from the idiot, and renders him incurable.

" *Taste.* — Is his taste depraved? has he any preference for flavors, strong or mild, sour or sweet, bland or nauseous?

" *Touch.* — What are his ideas of cold and heat, dryness and humidity, smoothness and roughness, &c., &c.

" The importance of this sense, in the acquisition of a knowledge of external objects, is well known.

" *Hearing.* — The sense of Hearing merits particular attention. It is the sense by which the human soul is the most deeply moved. If there is deafness, the idiot presents not the least hope of melioration.

" *Smell.* — The acuteness of this sense, among savages, proves the utility of which it may be in the education of idiots.

EDUCATION OF THE SENSES.

" One can hardly believe how much there is to be done, in this respect, in our private and public education. In the plays of early childhood many precious resources could be found in organizing them. The philanthropists of the 18th century fixed their attention upon this subject; and it is necessary for us to return to it.

" *Voluntary Movements.* — Power of standing? walking? running? leaping? throwing?

" *Involuntary Movements.* — Does he rock from side to side, or backwards and forwards? is he affected with St. Vitus's dance, (*le dance de St. Guy*), (chorea,) or any other tic, or nervous motion.

" *Conformation of the Organs of Speech.* — Does he speak? what are the defects of voice or speech?

" *Sleep.* — Is his sleep profound and invigorating? does he wake with a sudden start? is he troubled with dreams, the nightmare, &c?

PERCEPTIVE FACULTIES.

" *Aptitude for Education, Individuality.* — Does he easily acquire a knowledge of external objects, and of their individual existence? does he know his letters? can he speak? read? write?

" *Faculty of Design, Configuration.* — Has he any tendencies in this respect? does he easily perceive the form of objects?

" *Faculty of Size.* — Does he present any of those prominent characteristics observed among Geometricians and Architects?

" *Color.* — Does he easily perceive the relations of colors? is he sensible to their harmony or incongruity?

"*Locality.* — Does he like a change of locality? does he remember places which he has visited?

"*Calculation.* — What is his capacity in this respect?

"*Order.* — Is this faculty remarkably strong or weak?

"*Memory of Facts.* — Examine the child in reference to this faculty.

"*Music.* — What is his disposition in regard to this?

"*Language and Memory of Words.* — Study, also, the natural perfections or imperfections of the child respecting this faculty.

INTELLECTUAL OR REFLECTIVE FACULTIES.

"These faculties consist of comparison and causality. Ordinarily, they are very feeble in idiots. All the success, in the education of these unfortunate creatures, depends particularly upon the development which can be given to these two superior attributes of the human mind.

"Using the ordinary language of the school, it would here be proper to multiply questions relative to the degree of attention of which each child is capable; to know, for example, if it be possible for him to embrace several subjects at once, and, especially, if he can comprehend phenomena which are both abstract and concrete, &c., &c.

"We shall avoid all these details, with the intention of entering most carefully into them, in the biography of each of the idiots.

ETIOLOGY.

"Are there any hereditary transmissions? did the child have convulsions in his infancy? or did he, during that epoch, have inflammation of the brain or its membranes? was he ever injured by a fall? is it not possible that he was conceived in drunkenness and revelry? has he not been enervated and his constitution seriously injured by the habit of masturbation?

"In order to complete the observations upon each case, it is necessary to have the measures of the principal diameters of the head, and a description of any peculiar or extraordinary configuration which it may present."