

First Developments of the Young Savage 27

attentive to all other impressions than those to which he had been long and exclusively accustomed.⁹

It is understandable then why the ear, well qualified to perceive certain noises however slight, would not be apt to appreciate the articulation of sounds. Moreover in order to speak it is not sufficient to perceive the sound of the voice, it is necessary also to appreciate the articulation of that sound, two very distinct operations which require different conditions on the part of the organ. For the first a certain degree of sensibility of the auditory nerve is sufficient, for the second there must be a special modification of this same sensibility. It is possible then that certain well-organized and very quick ears may be unable to seize the articulation of words. Many mutes⁸ have been found among the Cretins

⁹ In order to give more force to this assertion I shall observe that in proportion as man grows away from his childhood the exercise of his senses becomes less universal from day to day. During his earliest days he wishes to see everything and touch everything; he carries to his mouth everything that is given him; the least noise makes him tremble; his senses dwell on everything, even on those things which have no connection with his needs. In proportion as he leaves this epoch behind, which is in a way a sort of apprenticeship of the senses, objects make an impression on him only as much as they are related to his appetites, his habits or his inclinations. Even then it often happens that there are only one or two of his senses which awaken his attention. There is the expert musician who, attentive to all he hears, is indifferent to all he sees. We have the technical mineralogist and botanist who in a fertile field when seeking material for their researches will see, the first only minerals, and the second nothing but vegetable productions. There may be a mathematician without ear who will whisper on leaving a play by Racine, "What does all this prove?" If then, after the early days of childhood, attention is given naturally only to such things which have recognized or suspected connection with our tastes, it is understood why our young savage, having only a small number of requirements, would exert them upon a small number of objects. Unless I am deceived, that is the cause of this absolute inattention which struck everybody at the time of his arrival at Paris, and which at the present moment has almost completely disappeared because he has been made to feel the connection which all the new things about him have with him.

who are nevertheless not deaf. Among the pupils of citizen Sicaud there are two or three children who hear perfectly sound of the clock, clapping of hands, the lowest tones the flute and violin, but who have however never been able to imitate the pronunciation of a word even though they may be articulated very loudly and slowly. Thus one may say that speech is a species of music to which certain ears although perfectly constituted otherwise, may be insensible. Will it be the same with the child here in question? I do not think so, although my hopes have not been very numerous. It is true that my efforts here have not been very numerous and that for a long time, uncertain as to the line I ought to take, I restricted myself to the rôle of observer. This is what I have noticed. During the first four or five months of his sojourn in Paris, the *Savage of Aveyron* only showed himself sensitive to different noises which had for him no association I have indicated. During the current November he has appeared to hear the human voice and when I have conversed loudly in the corridor adjacent to his room it occurred to him to go up to the door in order to reassess himself that it was quite closed; he also closed an insignificant swinging door, taking the precaution to put his finger on the latch to secure its fastening still better. I noticed something after that he distinguished the voice of the deaf and dumb, rather the guttural cry which continually escapes them in their games. He even seemed to recognize the place where the sound came from, for if he heard it on coming down the stairs he never failed to go up again or come down more quickly according as whether the cry came from above or below. At the beginning of December¹¹ I made a most interesting observation. One day when he was in the kitchen

¹⁰ *Primaire*,—the third month of the calendar of the first French Republic, from 21st Nov. until 21st Dec. (tr.).

¹¹ *Nivose*,—the fourth month of the calendar (tr.).

First Developments of the Young Savage 29

occupied with cooking potatoes two people had a sharp dispute behind him, without his appearing to pay the least attention. A third arrived unexpectedly, who, joining in the discussion, commenced all his replies with these words,—

"Oh, that is different." I noticed that every time that this person let his favorite "Oh!" escape, the *Savage of Aveyron* quickly turned his head. That evening when he went to bed I made some experiments upon this sound and obtained almost the same results. I went over all the other simple sounds known as vowels but without any success. This preference for "O" obliged me to give him a name which terminated with this vowel. I chose Victor. This name remains his and when it is called he rarely fails to turn his head or to run up.

It is perhaps for the same reason that in the sequel he has understood the significance of the negative *Nor* which I often used to correct him when he made mistakes in his little exercises.

In the middle of these slow but obvious developments of the organ of hearing his voice remained mute and refused to render those articulate sounds which his ear appeared to appreciate. However, the vocal organs in their exterior conformation presented no trace of imperfection and there was no reason for suspecting it in their interior organization. It is true that there is visible on his throat a very extended scar which might throw some doubt upon the soundness of the underlying parts if one were not reassured by the appearance of the scar. In fact it looks like a wound made by a sharp instrument but from its linear appearance one is inclined to believe that the wound was only a superficial one and that it would have reunited at the first attempt, or to use the technical term, by first intention. It is to be presumed that a hand with the will rather than the habit of crime had wished to make an attempt on the life of this child,

and that, left for dead in the woods, he will have owed to prompt recovery of his wound to the help of nature alone. This recovery could not have been effected so happily the muscular and cartilaginous parts of the organ of speech had been severed. Because of these considerations, when I did not repeat the sounds which his ear began to perceive I did not conclude that this was due to an organic lesion but merely to unfavorable circumstances. Complete absence of exercise renders our organs unfit for their functions; and if those already trained are so powerfully affected by inaction, what will become of those which grow and develop without any incentive to put them into play? At least eighteen months of careful education are necessary before child stammers a few words; and a rough inhabitant of the woods who has been in society for only fourteen or fifteen months, of which he has spent five or six among deaf mutes is expected to be in a condition to talk! Not only is this impossible, but much more time and much more trouble will be necessary before coming to this important point in his education than would be needed for the least precocious of children. Such a child knows nothing, but he possesses in a marked degree the capacity of learning everything, an innate propensity to imitation, an extreme flexibility and sensibility of all organs, perpetual mobility of the tongue, an almost gelatinous consistency of the larynx. In short, everything cooperates to produce in him that continuous babbling which is the involuntary apprenticeship of the voice and which is assisted also by coughing, sneezing, the cries of that age, and even the tears, tears that must be considered not only as the indications of a ready excitability, but in addition as a powerful motive perpetually applied at the time most expedient for the simultaneous development of the organs of respiration, voice, and speech. Grant me these great advantages and I will guarantee the same result. Even

First Developments of the Young Savage 31

admitting as I do that such a result can no longer be expected of the young adolescent Victor, it must also be realized that Nature is prolific enough to create new means of education when accidental causes intervene to deprive her of those that she had primitively arranged. Here are some facts at least which may justify this hope.

I said at the beginning of the fourth section that I proposed to lead him to the use of speech *by inducing the exercise of imitation through the imperious law of necessity.* By the considerations put forth in the last two paragraphs, and by another equally conclusive one which I will shortly set forth, I was convinced that a tardy functioning of the larynx must be expected and that I ought to accelerate its activity by coaxing it with something he wanted, I had reason to believe that the vowel "O," having been the first heard would be the first pronounced, and I found it very favorable to my plan that this simple pronunciation was, at least with respect to the sound, the sign of one of the most ordinary needs of the child. Nevertheless, I was unable to derive any advantage from this favorable coincidence. When his thirst was most intense, it was in vain that I held before him a glass of water, crying frequently "eau" "eau."¹² Then I gave the glass to someone else who pronounced the same word beside him, asking for it back in the same way. But the unfortunate creature, tormented on all sides, waved his arms about the glass almost convulsively, producing a kind of hiss but not articulating any sound. It would have been inhuman to insist further. I changed the subject without, however, changing the method. It was upon the word lait that I carried out my next experiments.

On the fourth day of this next experiment I succeeded to my heart's content, and I heard Victor pronounce distinctly, though rather uncouthly it is true, the word lait,

¹² "Water, Water," pronounced o, o. (tr.)

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and he repeated it almost immediately. It was the first time that an articulate sound left his mouth and I did not believe it without the most intense satisfaction.

Nevertheless I made a reflection which in my eyes much diminished the advantage of this first success. It was not until the moment when, despairing of success, I came to pour the milk into the cup which he gave me, that the word *lair* escaped him with great demonstrations of pleasure; as it was only after I had poured it again as a reward that he pronounced it a second time. It can be seen why this result was far from fulfilling my intentions. The word pronounced instead of being the sign of his need was, relating to the time when it had been articulated, merely an exclamation of pleasure. If this word had been uttered before the thing which he desired had been granted, success would ours, the real use of speech was grasped by Victor, a point of communication established between him and me, and the most rapid progress would spring from this first triumph. Instead of all this, I had just obtained a mere expression insignificant to him and useless to us, of the pleasure which he felt. Strictly speaking, it was certainly a vocal sign, the sign of possession. But this sign, I repeat, did not establish any relation between us. It had soon to be neglected because it was useless to the needs of the individual and was swamped by a multitude of irrelevances, like the ephemeral and variable sentiment for which it had become the sign. The subsequent results of this misuse of the word have been such as I feared.

It was generally only during the enjoyment of the beverage that the word *lair* was heard. Sometimes he happened to pronounce it before and at other times a little after but always without purpose. I attach no more importance to this spontaneous repetition than to his repetition of it even now during the night when he happens to wake. Following this

First Developments of the Young Savage 33

result I have entirely given up the method by which I obtained it. Awaiting the moment when circumstances will allow me to substitute another which I believe to be more efficacious, I have given over his vocal organs to the influence of imitation which, although feeble, is nevertheless not extinct, if judged by some slight subsequent and spontaneous progress.

The word *lait* has been for Victor the root of two other monosyllables *la* and *li*, to which he certainly attaches even less meaning. He has since modified the latter a little by adding a second *l* and pronouncing both like the *gli* in Italian. He is often heard to repeat *li li* with an inflection of voice not without sweetness. It is surprising that the liquid *l* which for children is one of the most difficult sounds to pronounce, should be one of the first that he has articulated. I am somewhat inclined to believe that in this painful linguistic labor there is a sort of feeling after the name of Julie, a young girl of eleven or twelve who comes to spend Sundays with Madame Guérin, her mother. Certain it is that on this particular day the exclamations *li, li*, become more frequent and, according to the account of his governess, are even heard during the night, at times when there is reason to believe that he is sleeping soundly. The cause and value of this last fact cannot be exactly determined. It is necessary to postpone its classification and description until a more advanced puberty has allowed us to make more observations. The latest accomplishment of his vocal organs is somewhat more considerable and is composed of two syllables which equal three because of the way he pronounces the last.

It is the exclamation "*Oh Dieu!*" which he has taken from Madame Guérin, and which he lets escape frequently in moments of great happiness. He pronounces it by leaving out the *n* in *Dieu*, and laying stress on the *i* as if it were

double and in such a way as to be heard to cry distinct *Oh Dîe!* *Oh Dîe!* The *o* found in this last combination sounds was not new to him; I had succeeded some time previously in making him pronounce it.

This is our present position with reference to the vocal organs. It is seen that all the vowels with the exception the *æ*, already enter into the small number of sounds which he articulates and that only three consonants are found, *l*, and the liquid *l*. This progress is certainly very feeble if it is compared to that required for the complete development of the human voice; but it seems sufficient to guarantee the possibility of this development. I have already related the causes which would necessarily make this development tedious and difficult. There is still another which will have an equal effect in the same direction and which I ought not to pass over in silence. I allude to the facility with which our young savage expresses his few wants otherwise than by speech. Each wish manifests itself by the most expressive sign which have in some measure, as have ours, their gradation and their equivalent values. If the time for his walk had come, he appears several times before the window and before the door of his room. If he then sees that his governess is not ready, he places before her all the objects necessary for her toilet and in his impatience even goes to help her dress. That done, he goes down first and himself pulls the check string of the door. Arriving at the Observatory, his first business is to demand some milk which he does by presenting a wooden porringer which, on going out, he never forgets to put in his pocket, and with which he first pro-

¹³ My observations also confirmed the important opinion of Condillac upon this point who says in speaking of the origin of the language of sound, "The language of action, at that time so natural, was a great obstacle to surmount; could it be abandoned for another of which the advantages could not be foreseen, and the difficulty of which was so strongly felt?"

First Developments of the Young Savage 35

vided himself the day after he had broken in the same house a china cup which had been used for the same purpose.

Then again, in order to complete the pleasure of his evenings he has for some time past kindly been given rides in a wheelbarrow. Since then, as soon as the inclination arises, if nobody comes to satisfy it, he returns to the house, takes someone by the arm, leads him to the garden and puts in his hands the handles of the wheelbarrow, into which he then climbs. If this first invitation is resisted he leaves his seat, turns to the handles of the wheelbarrow, rolls it for some turns, and places himself in it again; imagining doubtless, that if his desires are not fulfilled after all this, it is not because they are not clearly expressed. Where meals are concerned his intentions are even less doubtful. He himself lays the cloth and gives Madame Guérin the dishes, so that she may go down to the kitchen and get the food. If he is in town dining with me, all his requests are addressed to the person who does the honors of the table; it is always to her that he turns to be served. If she pretends not to hear him, he puts his plate at the side of the particular dish which he wants and, as it were, devours with his eyes. If that produces no result, he takes a fork and strikes two or three blows with it on the brim of his plate. If she persists in further delay, then he knows no bounds; he plunges a spoon or even his hand into the dish and in the twinkling of an eye he empties it entirely in his plate. He is scarcely less expressive in his way of showing his emotions, above all impatience and boredom. A number of people visiting him out of curiosity know how, with more natural frankness than politeness, he dismisses them when, fatigued by the length of their visits, he offers to each of them, without mistake, cane, gloves and hat, pushes them gently towards the door, which he closes impetuously upon them.¹⁴

¹⁴ It is worthy of notice that this language of action is entirely nat-

In order to complete the account of this pantomime language, I must also say that Victor understands it as easily as he uses it. If Madame Guérin wishes to send him to fetch some water it is enough for her to show him a pitcher and let him see it is empty by turning it upside down.

A similar procedure was enough to make him give me a drink when we dined together. But what is more astonishing in the way he lends himself to these means of communication is that he has no need of any preliminary lesson, nor of any mutual agreement in order to make himself understood. I convinced myself of this one day by a most conclusive experiment. I chose among a number of others, an object which there existed between him and his governess no indicating sign, as I assured myself beforehand.

Such, for example, was the comb which was used upon him and which I wished to make him bring to me. When he appeared before him with my hair rough and bristling in all directions I should have been very much surprised if he had not understood me. He did indeed do so, and immediately I had in my hands what I wanted. Many people see in these proceedings only the behavior of an animal. For my part I will confess I believe that I recognize in them the language of the human species, originally employed in the infancy of society before the work of ages had coordinated the system of speech and furnished civilized man with a prolific and sublime means of improvement which causes his thought to blossom even in the cradle, and which he uses all his life rural to him and that he used it in the most expressive manner from the first days of his entrance into society. "When he was thirsty," said citizen Constant-St. Estève, who saw him at the beginning of this interesting period, "he looked right and left; having noticed a pitcher in my hand in his and led me towards it, striking it with his left hand in order to ask me for a drink. He was brought twice which he disdainfully showing impatience at my delay in giving him water."

First Developments of the Young Savage 37

without appreciating what it is to him and what he would be without it if he found himself accidentally deprived of it, as in the case which now occupies us. Without doubt a day will come when the increased requirements of young Victor will make him feel the necessity of using new signs. The defective use which he made of his first sounds may delay this but not prevent it. It will perhaps be neither more nor less than what happens to the child who first lisps *papa*, without attaching to it any meaning and who from then on says it everywhere and on all occasions, gives it to every man he sees, and then, only after many reasonings and even abstractions, succeeds in giving it a simple and correct application.

V

Fifth Aim. To induce him to employ the simplest mental operations over a period of time upon the objects of his physical needs, afterwards inducing the application of these mental processes to the objects of instruction.

If we consider human intelligence at the period of earliest childhood man does not yet appear to rise above the level of the other animals. All his intellectual faculties are strictly confined to the narrow circle of his physical needs. It is upon himself alone that the operations of his mind are exercised. Education must then seize them and apply them to his instruction, that is to say to a new order of things which has no connection with his first needs. Such is the source of all knowledge, all mental progress, and the creations of the most sublime genius. Whatever degree of probability there may be in this idea, I only repeat it here as the point of departure on the path towards realization of this last aim.

I shall not enter here into details concerning the means employed to exercise the intellectual faculties of the *Savage of Aveyron* upon the objects of his appetites. These means were simply obstacles always increasing, always new, placed between him and his wants, and which he could not overcome without continually exercising his attention, his memory, his judgment and all the functions of his senses.¹⁵

Thus all the faculties useful in his education were developed and it was only necessary to find the easiest way to turn them to account. I could no longer count upon much assistance from the sense of hearing, for in this respect the *Savage of Aveyron* was nothing but a deaf mute. This consideration forced me to try citizen Sicaud's method of instruction. I began then with the procedure ordinarily used

¹⁵ Here it is not amiss to remark that I have found no difficulty in accomplishing this aim. Wherever his wants were in question, his attention, his memory and his intelligence seemed to raise him above himself; this was always observable, and a due consideration of it would have led to the prediction of a happy future for him. I am not afraid to say that I regard as a great proof of intelligence the fact that after living for six weeks in human society, he had been able to learn to prepare his food with every care, the details of which citizen Bonaterre has passed on to us. "His occupation during his sojourn at Rodez," said the naturalist, "consisted in shelling kidney beans, and he fulfilled this task with that degree of discrimination employed by the most practiced person. As if he knew by experience that these vegetables were intended for his maintenance, as soon as a vegetable basket was brought to him, he went for a pot and would establish the scene of the shelling in the middle of the apartment. There he distributed his materials in the most convenient way possible; the pot was placed to the right and the beans to the left; he opened the pods in turn, one after the other, with an inimitable suppleness of his fingers; he put the good beans in the pot and threw away again such as were musty or spotted. If by accident a bean escaped him, he followed it with his eyes, gathered it up and put it with the others. As he emptied the pods he placed them in an orderly pile at his side and when his work was finished, he lifted the pot, poured some water into it and carried it near to the fire, which he blazed up with the pods which he had piled up separately. If the fire was out, he took the shovel, put it in the hands of his guardian and made signs for him to go and look in the neighbourhood, etc."

First Developments of the Young Savage 39

first in that celebrated school and drew on a blackboard the outline of some objects that could best be represented by a simple drawing, such as a key, scissors, and a hammer. Repeatedly, and at such times as I saw that I was being noticed, I placed each of these objects upon its respective drawing and when I was sure that in this way he had been made to feel the connection, I endeavored to make him bring them successively to me by pointing to the drawing of the one I wanted. Nothing came of this. I repeated the experiment several times and always with as little success; he either refused stubbornly to bring the one of the three things which I indicated, or else brought the two others with it and gave them all to me at the same time. I am convinced that this was merely calculated laziness which did not let him do in detail what he found quite simple to do all at once. I behought myself then of a means which would force him to give particular attention to each of these objects. I had noticed for some months past that he had a most decided taste for order; so much so that sometimes he would get up from his bed to put a piece of furniture or a utensil which had accidentally got moved, back again into its usual place. He was even more particular about the things hanging upon the wall: each had a nail and a particular hook, and when any of these had been changed he was not quiet until he had himself corrected them. All I had to do then was to arrange in the same way the things upon which I wished him to exercise his attention. By means of a nail I suspended each of the objects below its drawing and left them there for some time. When afterwards I came to give them to Victor they were immediately replaced in their proper order. I repeated this several times and always with the same result. Nevertheless, I was far from attributing this to his discrimination, and this classification could well be only an act of memory. To reassure myself I changed

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the respective positions of the drawings and this I saw him follow the original order in the arrangement of the objects without any allowance for the transposition. As a matter of fact, nothing was easier than for him to do the new classification necessitated by this change, but it was more difficult than to make him reason it out. His mind alone bore the burden of each arrangement. I desired myself then to the task of neutralizing in some way the assistance which he drew from it. I succeeded in fact by increasing the number of drawings and by increasing the frequency of their transpositions.

His memory now became an insufficient guide for the methodical arrangement of the numerous articles, so that one would expect his mind to find assistance by consulting the drawing with the things. What a difficult step I had to come! I was convinced of this when I saw our young Vauvenargues fasten his gaze and successively, upon each object, draw one, and next look for the drawing to which he wished to bring it, and I soon had material proof by experiment with the transposition of the drawings, which was followed on his part by the methodical transposition of the objects.

This result inspired in me the most brilliant hopes. I believed there were no more difficulties to conquer, and that there arose a most insuperable one which obstinately I turned me back and forced me to renounce my method. It is known that in the education of the deaf and dumb this procedure is followed by a second and much more difficult one. After having been made to feel by repeated comparisons the connection of the thing with its drawing, the letters which form the name of the object are placed on the drawing. That done, the drawing is effaced and only the alphabetical signs remain. The deaf mute sees in this second procedure only a change of drawing which continues to be the same for him the sign of the object. It was not so with Victor

First Developments of the Young Savage 41

who, in spite of the most frequent repetitions, in spite of a prolonged presentation of the thing below its word, could never solve the problem. I was easily able to account for this difficulty and it was easy for me to understand why it was insurmountable. From the picture of an object to its alphabetical representation, the distance is immense and it is so much the greater for the pupil because he is faced with it during the first stages of his instruction. If deaf mutes are not held back at this point the reason is that, of all children, they are the most attentive and the most observing. Accustomed from their earliest childhood to hear and speak with their eyes, they have more practice than anyone else in the recognition of relations between visible objects. It was necessary then to look for a method more in keeping with the still torpid faculties of our young savage, a method by which the surmounting of each difficulty prepared him for a still more difficult task. It was in this spirit that I outlined my new plan. I will not stop to analyze it; it can be judged by its execution.

Upon a board, two feet square, I pasted three pieces of paper of very distinct shapes and decided colors. One was circular and red, another was triangular and blue, the third was square and black. By means of holes pierced in their centers and nails driven into the board, three pieces of cardboard of the same shapes and colors were placed there and left for some days upon their respective models pasted on the board. Then I lifted them and gave them to Victor and they were replaced without any difficulty. I assured myself by reversing the board and then changing the order of the figures, that this first result was not a matter of routine but was due to comparison. After some days I substituted another board for the first. I had pasted the same figures on it, but this time they were all of a uniform color. In the first case the pupil had the double indication of shapes and colors

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N/S

to aid him in recognition, in the second case he had only guide, comparison of the shapes. At almost the same time I showed him a third where all the figures were the same the colors different. The same tests always gave the same results, excepting that I do not count mistakes due to lack of attention. The facility with which he executed these comparisons obliged me to present some new ones to him made additions and modifications in the last two presentations. I added to the one with the different shaped figures some new shapes much less distinct and to the one with colors some new colors which differed only in shade. This was, for example, in the first a rather long parallelogram besides a square, and in the second a pattern in sky beside one of grayish blue. He made some mistakes showed some uncertainty about these, which disappeared after some days' practice.

These results emboldened me to new changes always more difficult. Each day I added, curtailed, and modified provoking new comparisons and new judgments. At length the multiplicity and the complications of these little exercises finished by fatiguing his attention and his docility. Then those motions of impatience and rage which broke out so violently at the beginning of his sojourn in Paris and especially when he found himself shut in his room, appeared in all their intensity. Notwithstanding this fact seemed to me that the time had come when it was necessary energetically to overcome these outbreaks and no longer mitigate them by compliance. I believed, therefore, that I ought to resist them.

So, when disgusted with some task (of which, in truth, I could not understand the end, and of which it was very natural that he should weary), he would take the pieces of canvas board, throw them on the ground with vexation and make for his bed in a fury. I let one or two minutes pass.

First Developments of the Young Savage 43

came again to my charge with as much *rang froid* as possible. I made him gather up all the cards scattered in his room and gave him no rest until they were properly replaced.

My persistence lasted only for a few days and was finally overcome by his independence of character. His fits of anger became more frequent, more violent, and were like the fits of madness of which I have already spoken but with this striking difference, that their effect was less directed towards persons than towards things. On such occasions he ran away and in a destructive mood bit the sheets, the blankets, and the mantelpiece, scattered the andirons, ashes and blazing embers, and ended by falling into convulsions which like those of epilepsy, involved a complete suspension of the sensorial functions. I was obliged to give up when things reached this frightful pitch; but my acquiescence only increased the evil. The paroxysms became more frequent, and apt to be renewed at the slightest opposition, often, even, without any determining cause.

My embarrassment became extreme. I foresaw the time when all my care would result only in making an unhappy epileptic of this poor child. A few more fits and force of habit would fasten upon him one of the most terrible and least curable of diseases. It was necessary then to find a remedy immediately, not in medicines which are so often fruitless, nor in gentleness from which there was nothing more to hope, but in a method of shock ^{is} almost parallel to the one which Boerhaave had employed at the Hospital at Haarlem. I was convinced that if the first means I adopted should fail in its effect, the trouble would only be aggravated, and any other treatment of the same nature would become useless. In this firm conviction I chose the form which I believed would be most alarming to a creature who

^{is} "proctide perturbateur." (tr.)

in his new existence had not yet experienced any kind of danger.

Some time previously when Madame Guérin was with him at the Observatory, she had taken him on the platform, which is, as is well known, very high. Scarcely had he come to within a short distance of the parapet when, seized with fright, trembling in every limb and his face covered with sweat, he returned to his governess, whom he dragged by the arm towards the door, becoming somewhat calmer only when he got to the foot of the stairs. What could be the cause of such fright? That is not what I wanted to know. It was enough for me to know the effect to make it serve my purpose. The occasion soon offered itself in the instance of a most violent fit, which was, I believe, caused by our resuming the exercises. Seizing the moment when the functions of the senses were not yet suspended, I violently threw back the window of his room which was situated on the fourth story and which opened perpendicularly on to a big stone court. I drew near him with every appearance of anger and seizing him forcibly by the haunches held him out of the window, his head directly turned towards the bottom of the chasm. After some seconds I drew him in again. He was pale, covered with a cold sweat, his eyes were rather tearful, and he still trembled a little, which I believed to be the effect of fear. I led him to his cards. I made him gather them up and replace them all. This was done, very slowly to be sure, and badly rather than well, but at least without impatience. Afterwards he went and threw himself on his bed and wept copiously.

This was the first time, at least to my knowledge, that he shed tears. It preceded the occasions of which I have already given an account, when the grief at leaving his nurse or the pleasure of finding her again made him weep. The account of these came first in my narrative because I have

First Developments of the Young Savage 45

followed the plan of a methodical exposition of facts rather than one in chronological order.

This strange method succeeded, if not completely, at least sufficiently. If his distaste for work was not entirely overcome, at least it was much diminished, and ceased to be followed by such effects as those which I have just related.

On such occasions as when he was a little overtired or when he was forced to work at times set apart for his walks or his meals, he contented himself with giving signs of weariness and impatience, and uttering a plaintive murmur which ordinarily ended in tears.

This favorable change allowed us to take up again our course of exercises where we had broken it off. These I submitted to new modifications which were designed to stabilize his judgment still further. For the figures pasted on the board, which I have said were completely colored shapes representing geometrical figures, I substituted linear outlines of these same shapes. I also contented myself with indicating the colors by little irregular samples quite unlike the colored cards. I may say that these new difficulties were only a game to the child; a result which was sufficient for the end I had in mind when adopting this system of direct comparisons. The moment had come to replace this by another which was much more instructive and which would have presented insurmountable difficulties if the way had not been smoothed in advance by the success of the methods just used.

I ordered to be printed as a big character upon a piece of cardboard two inches square each of the twenty-four letters of the alphabet. I had an equal number of spaces cut in a plank a foot and a half square. Into these the pieces of cardboard could be inserted, without the use of paste, so that their places could be changed as required. I had an equal number of characters of the same dimensions made in

metal. These were meant to be compared by the pupil the printed letters, and were to be arranged in their corresponding places.

The first trial of this method was made, in my absence, by Madame Guérin. I was very much surprised on return to learn from her that Victor distinguished all characters and arranged them properly. He was immediately put to the test and performed his task without any mistake. Though delighted with such an immediate success I still far from able to explain its cause, and it was some days after that I discovered this by noting the order in which our pupil proceeded to make this arrangement in order to make the work easier he devised of his own accord a little expedient which in this task allowed him to dispense with memory, comparison and judgment. As soon as the board was put between his hands, he did not wait until the metal letters were taken out of their places but he himself took them and piled them upon his hand, following the order of their arrangement so that the last letter, after it was taken from the board, was the first on the pile. He began with this and finished with the last of the pile, the right to left. Moreover, he was able to improve upon the procedure; for very often the pile collapsed, the characters fell out and he had to straighten everything up and put it in order by the unaided efforts of attention. So the twenty-four letters were arranged in four rows of six each, making it easier to lift them up by rows only, and even to replace them in the same way by taking letters from the second row only when the first was replaced.

I do not know whether he reasoned as I suppose, but at least it is certain that he executed the performance in the manner described. It was then a true routine, but a routine of his own invention, and one which was perhaps as much

First Developments of the Young Savage 47

to the credit of his intelligence as was a method of arrangement hit upon shortly afterwards to the credit of his discernment. It was not difficult to set him off by giving him the characters pellmell whenever he was given the board. At last, in spite of the frequent transpositions to which I submitted the printed characters by changing their places, in spite of insidious arrangements, such as the O beside the C, the E beside the F, etc., his discrimination became infallible. In exercising it upon all these letters, the end I had in view was to prepare Victor for a primitive but correct use of the letters, namely the expression of needs which can only be made known by means of speech. Far from believing that I was already so near this great step in his education. I was led by the spirit of curiosity rather than the hope of success to try the experiment which follows.

One morning when he was waiting impatiently for the milk which he always had for breakfast, I carried to him his board which I had specially arranged the evening before with the four letters *L.A.I.T.* Madame Guérin, whom I had warned, approached, looked at the letters and immediately gave me a cup of milk which I pretended to drink myself. A moment after I approached Victor, gave him the four letters that I had lifted from the board, and pointed to it with one hand while in the other I held the jug full of milk. The letters were immediately replaced but in inverted order, so that they showed *T.A.A.L.* instead of *L.A.I.T.* I indicated the corrections to be made by designating with my finger the letters to transpose and the proper place of each. When these changes had reproduced the sign, he was allowed to have his milk.

It is difficult to believe that five or six similar attempts were sufficient, not only to make him arrange methodically the four letters of the word *Lait* but to give him the idea of the connection between the word and the thing. At least

this is the justifiable inference from what happened a week later. One evening when he was ready to set out for the Observatoire, he was seen to provide himself on his own initiative with the four letters in question, and to put them in his pocket; he had scarcely arrived at Citizen Lemaire's house, where as I previously said he goes every day to get some milk, when he produced them and placed them on a table in such a way as to form the word *LAMIT*.

It was originally my intention here to recapitulate the facts scattered throughout this work, but I thought it such a summary would never have the weight of this I have achieved. I state it, naked and stripped of all reflection, so to speak, so that it may mark in a more striking way the stage which we have reached and serve as a guarantee of future achievement. In the meantime the conclusion may be drawn from the greater part of my observations, as above all from those indicated in the last two sections, that the child known under the name of the *Savage of Aveyron* is endowed with the free use of all his senses; that he can compare, discern and judge, and finally apply all the faculties of his understanding to the objects related to his instruction. It is essential to note that these happy changes have occurred during the short space of nine months, in a subtle way believed to be incapable of attention; and the conclusions will follow that his education is possible, if it is not even already guaranteed, by this early success, quite apart from any results which time may bring—time which in its unalterable course seems to give the child, in powers and development, all that it takes away from man in the decline of his life.¹⁷

¹⁷ It remains for enlightened observers to come and convince themselves of the truth of these results. They alone can judge of the value of the facts by bringing to their examination a judicial spirit and

First Developments of the Young Savage 49

And meanwhile what important consequences for the philosophic and natural history of the human race already follow from this first series of observations! If they are collected, methodically classified and correctly evaluated we shall have material proof of most important truths, truths which Locke and Condillac were able to discover by the power of their genius and the depth of their meditations alone. It has appeared to me at least that the following conclusions may be drawn:

(1) That man is inferior to a large number of animals in the pure state of nature, as a state of nudity and barbarism that has been falsely painted in the most seductive colors; a state in which the individual, deprived of the knowledge of psychology. The appreciation of the mental state of our savage is more difficult than one would expect. Daily experience and acquired ideas tend to lead the judgment astray. Says Condillac in a very similar case, "If the habit we have formed of assisting ourselves by signs did not prevent us from noticing all we owe to them, we should only have to put ourselves in the place of this young man in order to understand how little knowledge he could acquire; but we always judge according to our own situation." For sound judgment it is necessary then in this case not to consider the child as seen during a single examination, but to observe and study him at different intervals at all times of the day, in all his pleasures, in the midst of his little exercises, etc. All these things are indispensable, but even so they are not sufficient unless, in order to establish an exact comparison between the present and the past, the Savage of Aveyron was actually seen during the first months of his stay in Paris. Those who did not see him there and who might see him now would find in him an almost ordinary child who can not speak. They would not be able to appreciate the distance which separates this "almost ordinary" creature from the Savage of Aveyron, as he was when first brought into the company of human beings; a distance apparently very slight but really immense when it is investigated and when one estimates the number of new deductions and acquired ideas necessary to attain these last results.

18 If two children, a male and a female, were isolated during babyhood and if the same were done with two of the least intelligent species of animal, I do not doubt that the latter would show themselves much superior to the former in providing for their own needs and in attending both to their own preservation and to that of their young.

characteristic faculties of his kind, drags on without intelligence of whenever feelings, a precarious life reduced to by animal functions.

(2) That the moral superiority said to be natural to man is only the result of civilization which raises him above of animals by a great and powerful force. This force is the preeminent sensibility of his kind, an essential peculiarity from which proceed the imitative faculties and that continual urge which drives him to seek new sensations new needs.

(3) That this imitative force, the purpose of which is the education of his organs and especially the apprenticeship, speech and which is very energetic and very active during the first years of his life, rapidly wanes with age, with isolation, and with all the causes which tend to blunt the organ's sensibility; from which it results that the articulation of sounds, of all the effects of imitation unquestionably the most incomprehensible and the most useful, must encounter innumerable obstacles at any age later than that of early childhood.

(4) That in the most isolated savage, as in the most highly civilized man, there exists a constant relation between ideas and needs; that the increasing multiplicity of the latter is the most civilized peoples should be considered as a general means of developing the human mind; so that a general proposition may be established, namely, that all causes accidental, local or political, which tend to augment or diminish the number of our desires, necessarily contribute to extend or to narrow the sphere of our knowledge and the domain of science, fine arts and social industry.

(5) That in the present state of our knowledge of physiology the progress of education can and ought to be illumined by the light of modern medicine which, of all the natural sciences, can help most powerfully towards the perfection of the human species by detecting the organic and intellectual peculiarities of each individual and determining therefrom what education ought to do for him and what society can expect from him.

There are still certain equally important considerations that I proposed to add to those already given; but the de-

*Sociology **

*CRITICAL
Review*

*1840
1842*

First Developments of the Young Savage 51

velopment which they would have required would overstep the boundaries and the plan of this short treatise. I have noticed besides in comparing my observations with the doctrines of some of our metaphysicians that I found myself in disagreement with them upon certain interesting points.

Consequently it devolves upon me to wait for more numerous and therefore more conclusive facts. A very similar reason has prevented me, when speaking of young Victor's varied development, from dwelling on the time of his puberty, which has shown itself almost explosively for some weeks, and the first phenomena of which cast much doubt upon the origin of certain tender emotions which we now regard as very "natural." Though here I have found it advisable to reserve judgment and conclusions; I am persuaded that it is impossible to allow too long a period for the ripening and subsequent confirmation of all considerations which tend to destroy those prejudices which are possibly venerable and those illusions of social life which are the sweeter because they are the most consoling.