VII. *On the Education of JAMES MITCHELL, the young Man born Blind and Deaf. By HENRY DEWAR, M. D. F. R. S. EDIN.*

(*Read 4th December 1815.*)

THE practicability of instructing in any kind of language a person blind and deaf from infancy seems not to have occurred to the friends of JAMES MITCHELL till suggested by Dr GORDON, whose ideas on the subject are contained in Professor STEWART's account published in the Transactions of this Society*. An attempt has been since made to put in practice a plan for the same purpose, proposed by Mr PARKER, an English gentleman who resided for a short time in Scotland. This consisted in accustoming him to handle the letters of the alphabet, formed of pieces of wood or paste-board, when placed together so as to compose different words significant of tangible objects, and making him handle the objects in order to learn their meaning. This, however, failed, in consequence of the unwillingness of the pupil to submit to the necessary application. For the details, I refer to the account lately laid before the Society by Dr GORDON†, and particularly to Miss MITCHELL's letter to Mr PARKER, dated the 31st of October 1814, describing the result of her endeavours,

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* See Vol. vii. p. 70.

† See the preceding Paper in this Volume.

vours, and containing her own judicious observations on the subject.

The object of the present paper is, to describe a plan which seems to be exempt from the obstacles attached to that which has been unsuccessfully tried. It consists chiefly in teaching the words, and enabling the pupil to use them without taking the trouble of combining the letters. This is to be done by providing him, in the first instance, with entire words ready formed in a permanent state, shewing him their meaning, teaching him to distinguish them by simple means, and leaving him to find out, at a comparatively late stage, by his own deliberate observations on their constituent parts, the forms of the letters, and the use that is made of their various combinations.

The manufacture of words may be conducted in the following manner. A few sets of metallic types may be procured, with the letters hollow and reversed, of a size sufficient to serve as moulds for casting letters in relief, the form of which can be distinctly perceived by the fingers. A diameter of three-fourths of an inch will probably serve the purpose. That the signs taught may not be unnecessarily multiplied, the use of capitals should be dispensed with. The letters should resemble written characters, that he may understand those which are familiarly used in the communications of other persons ; but they should not run into one another ; they should even be placed at a greater distance than is done in printed books, that he may handle each letter in all directions with facility, and thus learn the sooner to analyse his words. The metallic types may be placed in the order corresponding to the orthography of each word, in the bottom of a groove, a little deeper than the thickness of the types, and of a diameter just sufficient to admit them. The groove will then serve as a mould, in which the word may be formed of plaster of Paris, softened sealing-wax, flour-paste, or any other convenient plastic substance.

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In this manner the names of the objects most familiar to him may be procured in the form of labels resembling paper-folders. That he may receive a just idea of the positions of the letters without future correction, the lower margins of the labels may be distinguished by a slight ledge, and the words always given him in the right position. The words should be laid aside in shelves or pigeon-holes, to which he has access. All those beginning with the same letter should be contained in a separate division. A more minute arrangement would probably, in the first instance, be rather troublesome to him. The advantages of the arrangement made ought rather to be left for himself to discover, than industriously inculcated.

The mode in which he should be taught the meaning of the words consists in making him handle an object, and, at the same time, the slip containing its name. This is easily done with such words as *coat, shoe, stocking, water, milk, bread, stone, wall, tree, wood, and knife*.

If he is left entirely to himself in distinguishing the words, his mind will fix on any circumstance that happens to occur to him, such as their comparative length, or the form and situation of particular letters which strike his fancy. This spontaneous process would have the advantage of being free from any proceeding unnecessarily dictatorial. But a little direction, scarcely amounting to a greater degree of it than is implied in giving him the words, may be employed, as conducive to regularity. His finger, for example, may be guided along the first and second letter of each word, in the direction in which the pen moves in writing. It will not be necessary to turn his attention so particularly to the succeeding letters, till such time as he is to be made acquainted with a plurality of words coinciding in the first two. He may be made, for example, to trace the *h* and

the *o* in the word *horse*, immediately before being brought to that animal. His attention will not require to be turned to the *r* till he is to be made acquainted with such words as *house*, *home*, and *hot*. In like manner, when he is to be made acquainted with the word *horn*, coinciding with *horse* in the first three letters, his attention will be directed to the fourth. The first three will probably by that time be so familiar to his tact as to require but little tracing, on the same principle on which other persons learn by habit to read syllables and words without spelling.

He ought to receive in the very beginning a considerable variety of words ; for, though he is not likely to learn many thoroughly at once, he will thus have a chance of sooner understanding the design with which they are given. A few should be more particularly forced on his attention ; and, as it is by distinguishing objects which are nearly allied that he will soonest perceive the utility of language, it would be advisable to direct his mind, in the first place, to a single *class* of objects, such as the articles of food and drink, the names of which might be given to him very fully. When he sits at table, the name of each article may be placed beside it, and opportunities thus allowed him to practise this species of association. Significant words may next be appended to other familiar objects which admit of it. The frequent repetition of these associations is probably a better method of producing an impression on the memory, than the exaction of a task which requires exertion of mind. A deep interest may be excited by making him handle the name of a favourite object, such as the word *milk* or *bread*, a few minutes before the object itself is given to him. The association will thus be aided by the operation of encouraging hope or pleasing curiosity. This will be both a milder and more effectual expedient, than to make his proficiency the condition of the

the gratification of his wishes, by withholding an object till such time as he can present his teacher with its name. This last should not be attempted before there is reason to think that he has acquired some patience of temper, at least not in his present situation, where he is subjected to no systematic authority ; nor should it in any case be practised till the association has been repeated with sufficient frequency to entitle those around him to expect that he will remember it. It is, however, by the names of the most favourite objects that his interest will be soonest secured, and it will always be proper to shew peculiar promptitude in understanding and gratifying his wishes when he is able to make them known by producing the name of the object which he wants. A little experience of the advantage arising in this respect from language will create a desire to make similar communications respecting objects of all kinds.

Some would, perhaps, from their opinions on the theory of grammar, reckon it most correct to teach him in the first instance substantives alone. But it will be attended with great advantage to teach the adjectives almost equally soon. They may be learned with the same facility ; and they will prove to him interesting, as affording expressions for his more general, and what have been sometimes called *moveable* ideas. They will also assist in making him perceive in less time the intentions of the lessons given to him. He may be made to touch one vessel, and at the same time the words *warm water*, and another vessel while he touches the words *cold water* ; and in the same manner proceed to learn the meaning of such combinations as *warm tea*, *cold tea*, *sweet tea*, *weak tea*, *strong tea* ; *heavy stone*, *light stone*, *large stone*, *small stone*, and others of similar application. It would be advisable to give him a separate set of shelves or pigeon-holes for containing the adjectives, or to distinguish them by some peculiar mark.

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He may afterwards learn words of more general import, and those which characterise temporary relations. One stone may be placed on his knee, or close to him on a table, while he handles the words *this stone* ; another at a greater distance, while he handles the words *that stone*. He may also learn various gradations of qualities, as *cold, temperate, warm, hot, very hot*. His lively and intelligent turn of mind affords a hope that words of all kinds may be effectually explained to him by well-marked and varied exemplifications of their use.

The chief difficulty will be, to make him understand the intentions of his friends in following these measures, and to impress him with their utility. All the difference, however, that exists between him and other persons, in this particular, consists in the smaller number of lessons that can be given to him in the same space of time. No essential medium of communication is wanting. It is only by observing a number of motions, and hearing a number of vocal sounds in themselves unmeaning, and perceiving the association of them with the occasions on which they habitually occur, that children perceive the intention of human language. They enjoy the great advantage of having the materials of it, in their various connections, perpetually offered to their notice. JAMES MITCHELL is entirely dependent on the instructions given to him intentionally, and with considerable labour, by other persons ; and his progress, in the first instance, must be proportionally slower, as the number of instructive impressions made on him in any interval of time must be smaller. Some advantage in compensation of this will be derived from the greater maturity of his natural powers. Yet we must be aware that some disadvantage will arise from the comparatively fixed state of his habits. If the first difficulties are once surmounted, there is every probability that he will perceive the utility of language in opening
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to him new sources of agreeable knowledge, and will then make voluntary exertions to instruct himself by engaging in solitary lessons, or by soliciting in particular instances information from those around him.

It is after he has, on this plan, made considerable progress, that success may be expected in teaching him the use of the separate letters. For this purpose, letters formed with the same types may be given to him in a drawer of twenty-four divisions, in alphabetical order. By means of these, his familiar words may be frequently formed for him in his presence, and he may gradually learn to form them for himself. There will, however, be no propriety in urging this part of instruction with much earnestness. If he shows himself in any degree reluctant to it, his teacher may be content with giving him farther instructions in prosecution of the first part of the plan. In addition to such instructions, it will be sufficient to give him, in the first instance, an opportunity of forming words for himself when he is inclined. By being first made a complete master in one department, he will be prepared to make more rapid progress in another.

Till he has made considerable proficiency in the knowledge of entire words, and acquired a relish for language, any further expedients are comparatively of little interest. But, anticipating success in this part of the undertaking, the execution of which must be regarded as the most difficult, I proceed to describe some subsequent expedients. These will evidently admit of being greatly varied according to unforeseen circumstances.

If it is found that, after having learned the use of entire words, he cannot be easily taught to combine the letters, it will be proper to increase his stock of words. Other parts of speech besides substantives and adjectives may now be given
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to him. Verbs of motion and of posture will be easily taught, and rendered interesting by being associated with the motions and postures which they denote. Such are the words *walk, run, strike, break, eat, drink, lie, sleep*. The words *is* and *not* will prove extensively useful, by enabling him to connect, in the form of sentences, his substantives and his adjectives. He should also be provided with some significant terminations, particularly the letter *s* and the syllable *es*, which may, on proper occasions, be attached by some easy expedient to the labels containing his other words. It will be very easy to show him the difference between *stone* and *stones, cup* and *cups, dish* and *dishes*. The use of the terminations *ed* and *ing*, and a variety of others, will naturally follow in the order of their relative importance.

If he can be brought thus far, the rudiments of connected discourse will gradually accumulate; but the process requires to be conducted by a person who has sufficient discrimination to introduce no words except such as correspond to the limited knowledge admitted by the senses of which he is possessed. Such short sentences as the following may first be taught him : *This water is warm ; that water is cold ; it rains ; it blows hard ; go to the house ; take off your clothes ; we must go to sleep*.

After he is well advanced, he may be furnished with some sort of horn-book to facilitate his communications. Perhaps the best form for this purpose would be a glove, with the letters in relief attached to it; the vowels being placed on the tips, and the consonants under them, in alphabetical order, on the bones and joints of the fingers. This will insensibly conduct him to the practice of a convenient dactylology, and he will in no long time be able to converse with his friends by the fingers, without the use of the glove. With a view to this acquisition,

acquisition, his alphabet may, from the very beginning, be arranged in lines corresponding to the following order :

<i>a</i>	<i>e</i>	<i>i</i>	<i>o</i>	<i>u</i>
<i>b</i>	<i>f</i>	<i>j</i>	<i>p</i>	<i>v</i>
<i>c</i>	<i>g</i>	<i>k</i>	<i>q</i>	<i>w</i>
<i>d</i>	<i>h</i>	<i>l</i>	<i>r</i>	<i>x</i>
		<i>m</i>	<i>s</i>	<i>y</i>
		<i>n</i>	<i>t</i>	<i>z</i>

A subsequent stage of instruction will be, to send messages to him, which may be impressed on surfaces of wax, and induce him to return answers, or to send other messages.

Perhaps the art invented by Mons. HAVY for the use of the blind may be found convenient for such purposes, that of impressing the letters with direct types on strong paper in a moistened state, so as to give tangible letters in bold relief on the opposite side. Not having seen any of the articles produced by this manufacture, I cannot give an opinion on the extent of its utility as applied to the present object ; but hard casts are probably better fitted to insure success at an early stage of the process, as they are not liable to be injured by frequent handling.

The teaching of the numbers is a separate object, but comparatively easy, and may be conducted in such a manner as to prove amusing both to him and to his teacher. It should be done entirely by means of our common ciphers, without the use of words. To a person in his circumstances the names of the numbers in letters would be of no use ; and it is easy for every person who afterwards converses with him to employ ciphers exclusively. This rule, with the omission of the use of capital letters, as already mentioned, would form only two peculiarities in his language, easily followed by his friends.

The extent of arithmetical instruction which it will be proper to give him must depend on the degree of zeal and intelligence which he displays in the progress of his lessons. Limited as the objects are which solicit his curiosity, he may discover in arithmetic, geometry, or some other science, a degree of application, and acquire a degree of proficiency, which to the greater part of men would appear miraculous. This would undoubtedly be highly interesting ; but it is evident that no particular anticipations on the subject can be cherished.

That he may be enabled to trace minutely the lapse of time, he should have access to examine the dial-plate of a clock with the hours marked with common ciphers in relief ; or a watch should be given to him with a dial-plate formed in that manner. This piece of instruction may easily be conveyed independently of any other, and the exercise is likely to improve the regularity of his habits.

If these and a variety of similar expedients are attended with the desired success, trials will naturally be made to reduce, for the sake of convenience, the size of all his characters. When they are near the minimum, he will now be able to make the circumstance distinctly known. As soon as the most eligible size is discovered, a simple printing-press may be provided for him, which will serve the same purpose which pen and ink do to others, and his friends may use it for furnishing him with pages of interesting anecdotes or instructive lessons, to occupy occasionally his moments of solitude.

In his communications with others, it will not long be necessary for him to employ tangible letters. He will find, that with certain materials he can write words which, though not palpable to himself, are understood by others. By making this

discovery, he will learn somewhat more particularly the nature of the advantages which the sense of sight confers. This is to a blind man an interesting article in the natural history of his species.

If he could be brought thus far, much additional improvement would soon follow. If, on the contrary, his want of application, or habits already too deeply fixed, should render him incapable of learning so much, it is evident that a degree of communication considerably short of this would be to him a most valuable acquisition. The probability is, that, after a little time, he will take the same delight in prosecuting his education which a child does in learning to understand what is said, and to make use of language.

It is by giving an impulse to his ardour, and thus guiding his will, that any person will be able to give to his mind, which is apparently desultory, a regular direction to a valuable object. His present unwillingness to submit to the dictates of other persons is a feature of mind which he possesses in common with a great proportion of mankind. Many individuals who had disdained the discipline of a school in early life, and appeared inferior to all their cotemporaries, have afterwards, to the great surprise of those whose views of human nature were superficial, acquired the highest proficiency in a branch of knowledge which had accidentally attracted their interest, or have begun to prosecute literature and science in an order suggested by their own thoughts, and rendered themselves illustrious as universal scholars. Some of these singular features of character, as well as that degree of indifference which is much more common, have been produced by the injudiciousness and formality of the prevalent methods of education. It is by the application of a more considerate policy to the developement of the human powers that we are to expect to communicate most effectually

fectually to persons of various natural faculties and various dispositions the benefits of education. Principles analogous to those which have been recently introduced into schools will afford great assistance in the education of JAMES MITCHELL; and the study of such an interesting and difficult case as his, together with the various incidents which must arise in the execution of a carefully concerted plan, may throw some light on that sort of management which is required both for domestic tuition and for the universal interests of education.

Miss MITCHELL's letter to Mr PARKER *, giving an account of the failure of her efforts, shews the necessity of method as well as of delicacy in the undertaking. A plan which imposes less labour on him, and leaves more to his own activity as excited by powerful motives, will be so far in less danger of producing disgust. Although his present local situation were not altered, I should entertain some hopes of success from the plan which I have described, in the hands of Miss MITCHELL. But, if these should be disappointed, the object might with certainty be attained by a change of measures not difficult of execution. Miss MITCHELL allows that another person, possessing more controul over her brother's mind, might succeed better than she did, and thus shows that she did not suffer the temporary disappointment to produce irrational discouragement. Before reading this letter, we might naturally enough consider her presence as necessary to his comfort and improvement. But it now appears evident that the plan of instructing him in language would be commenced with greater advantage by a temporary separation, provided he were connected with an establishment otherwise suitable. He should be under the care of a stranger, who has a perfect understanding of *the mode of conducting his lessons*, and who would carry it into effect by an authority from which there would lie no appeal.

* See p. 130. of this Volume.

peal. In such a situation, he might also be favourably affected by the novelty of finding every surrounding object accompanied by a label, of which he would be provided with a duplicate. The discipline employed must be steady ; but there is no occasion for harshness. Although he has hitherto been suffered to follow the impulse of his own wishes, it will be remembered that in one instance a mild and decisive step was taken to deter him from exposing himself to danger *. He was observed creeping over a narrow wooden bridge which crossed a river at a point where the stream was deep and rapid ; and, that he might not again make the same hazardous attempt, a servant was directed to plunge him, as soon as he was secured, once or twice into the river. This expedient had the desired effect. All the discipline required would partake of this character, and would only differ in being dictated by a regard for his improvement, and not by any apprehension for the safety of his life. The disappointment of his habitual expectations of indulgence, and the passion or *chagrin* which this would at first occasion, should not be considered as any greater obstacles to perseverance than in proceeding with the domestic controul of children. Miss MITCHELL's influence over him is highly reputable to her, as showing her dexterity in kindness under circumstances of difficulty ; but it would be an object of some importance to make him easily manageable by other persons. There is every reason to think that, by a very short separation and subjection to well-concerted rules, he would, on returning to the society of his friends, find himself much happier than before, and capable of giving them more pleasure, and that it would afford him great delight to find that his sister understood the language which he had learned, and could maintain with him intelligent communications. Finding himself now of greater importance in the scale of society, and pos-

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* See Vol. vii. p. 27.

sessing a more accurate knowledge of the occupations and habits of others, he would probably acquire practical patience, and accommodate himself more completely to the convenience of those around him.

One of the most promising advantages likely to be conferred on him by the acquisition of language consists in the opportunity afforded to his friends to make known to him the utility of an operation for the cataract. It would now be indispensable to obtain his consent before proceeding to any operation. The employment of force would be equally unjustifiable as in the case of any other adult. If he is reluctant, the operation ought to be delayed, and, in the mean time, easy experiments employed, and advantage taken of accidental occurrences, to impress on him the wisdom of submitting to temporary pain for the sake of important subsequent advantages.

To some it might appear probable that this young man, from beginning to learn language comparatively late in life, would be the better enabled to gratify philosophical inquirers with a comparison between the state of his ideas before and after making that acquisition. On this subject, however, they ought not to entertain very sanguine hopes. Our past impressions, especially in their defective points, soon cease to be distinctly traced. The only exceptions to this general fact are those crude ideas of an inexperienced age which give amusement on recollection by their grotesque and incongruous character. The most prominent revolutions of his mind would probably affect the ideas which he entertains of the habits and sentiments of other persons. A statement of his views as in this respect improved, though it might be considered as little fitted to elucidate the more recondite doctrines of pneumatology, could not fail to prove interesting to all who take pleasure in the study of human nature.

*APPENDIX.**17th June 1816.*

It is only within this fortnight that any preparations have been made for the prosecution of the plan described in the preceding paper, and they would not have been mentioned in their present imperfect state, were it not that this is the last meeting of the Society for the season. All the experiments made have consisted in attempts to find out the most eligible method of providing tangible words, a point which must be fixed upon before the plan is communicated to those on whose care the execution of it is ultimately to devolve.

Moulds of wood and of lead have been tried, and a specimen of a word formed in plaster of Paris from a set of leaden moulds is here shown to the Society. After various trials, the size of letter fixed upon is nearly that exhibited in the wooden cut accompanying these observations. It is found that a greater degree of distinctness to the sense of touch is gained by placing the strokes at a considerable distance from one another, than by increasing the perpendicular depth of the letters. A character similar to what is called a *round hand* in writing, though not easily made elegant on a large scale, is therefore the best adapted to the present purpose. It is evident from the specimen now produced, that plaster of Paris is objectionable for its brittleness and weight, as well as the expence and trouble connected with it. Some of these objections lie also against wax, clay, and paste. Letters formed of paper or thin pasteboard, on a plan similar to that of HADY already mentioned *, will be far more suitable, and, from two specimens now laid before the Society, it will be seen that they are sufficiently palpable, sufficiently strong, and also very economical.

* Page 145.

nomical. Both were formed from hollow moulds. The pasteboard was first moistened, then laid on the mould. In making the one, a layer of fine sand was placed above it, and over that the weight intended to produce the impression. In making the other, the thin pasteboard was carefully forced into the hollow lines of the mould with a paper-folder ; small quantities of moist paper were then stuffed into the cavity to fill it, and over this the weight was laid till it was dried. A subsequent improvement has occurred, for which I am indebted to the ingenuity of Mr JOHN RUTHVEN (the inventor of the *Ruthven printing-press*), who is now executing in brass a set of types adapted to this object. This consists in forming hollow moulds, of the size and shape of letter now fixed upon, and also letters in relief corresponding to them, by which the moistened paper or pasteboard may be forced into the moulds. This method produces an impression in a most correct and speedy manner, and any word in one entire piece may be conveniently formed. The nature of these materials is such as to enable any person, when in possession of separate letters, to fix them together extemporaneously, so as to form words which can either be kept in that state or taken to pieces at pleasure. The separate letters may be introduced in their proper order into a running case formed of paper or pasteboard, and the word will then have this appearance.

This figure represents a slip of pasteboard, which has two narrow slips stitched to it, the one along its superior, and the other along its inferior margin, so as to admit the letters to be introduced under their edges, and held in their places. The hole at the beginning of the word serves for fastening a loop by which it may be suspended ; it also serves as a mark for the beginning of the word, and thus directs the pupil in the method of holding it correctly. A page of pasteboard, consisting of a succession of lines formed in this manner, will be a convenient surface for containing tangible sentences, instead of the surface of wax formerly mentioned *. The letters are here placed at a considerable distance, which will be proper in the first instance, that their forms may be separately traced. It will afterwards be easy to cut off the superfluous paper from each, to bring them nearer together, and thus save space †.

It is one great advantage of the preceding plan that it may be executed at very little expence. If it succeeds in his present situation, the expence will be a mere trifle. If not, a situation in the country will still be the best adapted to him. Any intelligent person possessed of sufficient leisure, (a country clergyman for example,) might, by having him for a certain time an inmate of his house, execute the whole with little difficulty. All the expence would consist in a suitable board for twelve, or perhaps only for six months. For providing this, there certainly will be no necessity for having recourse to any steps which the manners and feelings of our country

* Page 145.

† This plan is evidently adapted to the use of the blind in general ; and experiments may be made with great facility on that class of persons, whose claims on the attentions of society are fully recognised, though they are highly privileged when compared with the subject of these observations. Such experiments, it is to be hoped, will be speedily attempted, if they have not hitherto been made.

country render exceptionable. There are undoubtedly individuals ready to expend much more in philosophical experiments of a less interesting kind, who, if confident of success, would be happy to have an opportunity of offering, in this instance, a tribute to science. I hope that some experiments will soon be made by Miss MITCHELL, on the plan now described, assisted by such observations as occur to different gentlemen who are friendly to the undertaking. If these should fail, it is still to be hoped that the object will not be lost for want of further efforts.

The utility of it is not limited to one individual. It has been justly remarked that other parallel cases have very probably occurred, which, from a false delicacy, have been concealed from general notice. Accounts have lately been received of one now existing in the United States of America. It will be highly pleasing to find that two individuals so far removed from the rest of mankind in their present means of communication can be taught the same language, and enabled to compare together the ideas which they have acquired relative to themselves, to the world in which they dwell, and to the rest of mankind, who must appear to them intelligences of a superior order.

We feel sensations allied to compassion when we contemplate their situation. Part of this, however, arises from the influence of a comparison with our own advantages, which we are too apt to consider rather as necessary to our being than as contributing to our enjoyment. The scale of happiness is not regulated by the degree of these advantages; and, instead of deteriorating the hearts of these individuals by officiously teaching them to mourn over their misfortunes, we shall be better employed in collecting for our own use materials towards the cultivation of the art of happiness, by observing that

serene contentment which, when not corrupted by other persons, both the blind and the deaf so often exhibit. When the blind are addicted to complaints on this subject, it entirely arises from the superfluous lamentations which they hear from those around them. This occasionally exists in circles in which a sickly and unprofitable sensibility is cherished ; but it chiefly abounds among persons who are indigent and neglected, and who indulge in the habit of bewailing their fate as a part of the talent of the mendicant. In these particulars no deficiency of manliness seems to have been betrayed by JAMES MITCHELL, though his privations are doubled ; and, as he advances in his intercourse with others, he is not likely to receive his impressions in a school in which any feelings tending to generate depression will be fostered. The glimmerings which he receives of his own state by a comparison with the advantages of others will add to his stock of information, and will contribute to render him more reasonable, without producing any mortification of his feelings. He must find himself always dependent on others ; but in this there is nothing to render the mind abject. Every man is dependent on the arrangements of nature and of society ; and that species of erectness and fancied independence which arises from a forgetfulness of the condition of man is rather to be condemned as a poor and ignorant pride, than regarded as a valuable prerogative accompanying the possession of external advantages.