

delirium, from infants who cannot think, from healthful men when asleep, and from very old people, after the power of thinking is gone. Even the principle of education seems to consist not so much in instructing the mind, or bringing its operation to perfection, as in modifying the material organs, and putting them into the most favourable condition for exercising the thinking principle. Now there are two kinds of educations which should be carefully distinguished, as their effects are quite different; the education of the individual, which is common both to man and the other animals, and that of the species which belongs to man alone. A young animal, as well from incitement as example, learns in a few weeks to perform all the actions of its parents: a child requires a number of years to attain this degree of perfection, because when born its growth and strength is incomparably less forward than in young animals. In the first years the mind is a void relatively to what it becomes in future. A child, therefore, is much slower in receiving individual education than that of the brute; but for this very reason it becomes susceptible of that of the species. The multiplicity of aids, and the continual cares, which for a long time, the weak state of the infant exact, entertain and increase the attachment of
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