

Benjamin Rush, “Thoughts upon Female Education” 1787

(<http://www.swarthmore.edu/SocSci/rbannis1/AIH19th/female.html>)

Rush was a Founding Father of the U.S. He was a civic leader in Philadelphia where he worked as a politician, physician, social reformer, educator, and hockey player. He also founded Dickinson College, signed the Declaration of Independence, attended the Continental Congress, and served as Surgeon General in the Continental Army. Rush was a leader of the American Enlightenment and an enthusiastic supporter of the American Revolution. In 1787, Rush founded The Young Ladies Academy which was the first all female academy established in America. “Thoughts upon Female Education” was the lecture he gave at the first public ceremony of the school. Rush believed the primary purpose of education for women was so that they could better fulfill their duty of being good mothers to their sons by instilling in them the values of the republic. Nonetheless, the school, and his lecture, represented a turning point in women’s rights and was a significant contribution to Republican Motherhood.

Benjamin Rush,
Thoughts upon Female Education
(Boston, 1787)

GENTLEMEN,

I have yielded with diffidence to the solicitations of the Principal of the Academy, in undertaking to express my regard for the prosperity of this seminary of learning by submitting to your candor a few thoughts upon female education.

The first remark that I shall make upon this subject is that female education should be accommodated to the state of society, manners, and government of the country in which it is conducted.

This remark leads me at once to add that the education of young ladies in this country should be conducted upon principles very different from what it is in Great Britain and in some respects different from what it was when we were a part of a monarchical empire.

There are several circumstances in the situation, employments, and duties of women in America which require a peculiar mode of education.

I. The early marriages of our women, by contracting the time allowed for education, renders it necessary to contract its plan and to confine it chiefly to the more useful branches of literature.

II. The state of property in America renders it necessary for the greatest part of our citizens to employ themselves in different occupations for the advancement of their fortunes. This cannot be done without the assistance of the female members of the community. They must be the stewards and guardians of their husbands' property. That education, therefore, will be most proper for our women which teaches them to discharge the duties of those offices with the most success and reputation.

III. From the numerous avocations to which a professional life exposes gentlemen in America from their families, a principal share of the instruction of children naturally devolves upon the women. It becomes us therefore to prepare them, by a suitable education, for the discharge of this most important duty of mothers.

IV. The equal share that every citizen has in the liberty and the possible share he may have in the government of our country make it necessary that our ladies should be qualified to a certain degree, by a peculiar and suitable education, to concur in instructing their sons in the principles of liberty and government.

V. In Great Britain the business of servants is a regular occupation, but in America this humble station is the usual retreat of unexpected indigence; hence the servants in this country possess less knowledge and subordination than are required from them; and hence our ladies are obliged to attend more to the private affairs of their families than ladies generally do of the same rank in Great Britain. "They are good servants," said an American lady of distinguished merit in a letter to a favorite daughter, "who will do well with good looking after. "This circumstance should have great influence upon the nature and extent of female education in America.

The branches of literature most essential for a young lady in this country appear to be:

I. A knowledge of the English language. She should not only read but speak and spell it correctly. And to enable her to do this, she should be taught the English grammar and be frequently examined in applying its rules in common conversation.

II. Pleasure and interest conspire to make the writing of a fair and legible hand a necessary branch of female education. For this purpose she should be taught not only to shape every letter properly but to pay the strictest regard to points and capitals.(1)

I once heard of a man who professed to discover the temper and disposition of persons by looking at their handwriting. Without inquiring into the probability of this story, I shall only remark that there is one thing in which all mankind agree upon this subject, and that is in considering writing that is blotted, crooked, or illegible as a mark of a vulgar education. I know of few things more rude or illiberal than to obtrude a letter upon a person of rank or business which cannot be easily read. Peculiar care should be taken to avoid every kind of ambiguity and affectation in writing names.

I have now a letter in my possession upon business, from a gentleman of a liberal profession in a neighboring state, which I am unable to answer because I cannot discover the name which is subscribed to it. For obvious reasons I would recommend the writing of the first or Christian name at full length, where it does not consist of more than two syllables. Abbreviations of all kinds in letter writing, which always denote either haste or carelessness, should likewise be avoided. I have only to add under this head that the Italian and inverted hands, which are read with difficulty, are by no means accommodated to the active state of business in America or to the simplicity of the citizens of a republic.

III. Some knowledge of figures and bookkeeping is absolutely necessary to qualify a young lady for the duties which await her in this country. There are certain occupations in which she may assist her husband with this knowledge, and should she survive him and agreeably to the custom of our country be the executrix of his will, she cannot fail of deriving immense advantages from it.

IV. An acquaintance with geography and some instruction in chronology will enable a young lady to read history, biography, and travels, with advantage, and thereby qualify her not only for a general intercourse with the world but to be an agreeable companion for a sensible man. To these branches of knowledge may be added, in some instances, a general acquaintance with the first principles of astronomy and natural philosophy, particularly with such parts of them as are calculated to prevent superstition by explaining the causes or obviating the effects of natural evil.

V. Vocal music should never be neglected in the education of a young lady in this country. Besides preparing her to join in that part of public worship which consists in psalmody it will enable her to soothe the cares of domestic life. The distress and vexation of a husband, the noise of a nursery, and even the sorrows that will sometimes intrude into her own bosom may all be relieved by a song, where sound and sentiment unite to act upon the mind. I hope it will not be thought foreign to this part of our subject to introduce a fact here which has been suggested to me by my profession, and that is, that the exercise of the organs of the breast by singing contributes very much to defend them from those diseases to which our climate, and other causes have of late exposed them. Our German fellow citizens are seldom afflicted with consumptions, nor have I ever known but one instance of a spitting of blood among them. This, I believe, is in part occasioned by the strength which their lungs acquire by exercising them frequently in vocal music, for this constitutes an essential branch of their education. The music master of our academy has furnished me with an observation still more in favor of this opinion. He informed me that he had known several instances of persons who were strongly disposed to the consumption who were restored to health by the moderate exercise of their lungs in singing.

VI. Dancing is by no means an improper branch of education for an American lady. It promotes health and renders the figure and motions of the body easy and agreeable. I anticipate the time when the resources of conversation shall be so far multiplied that the amusement of dancing shall be wholly confined to children. But in our present state of society and knowledge, I conceive it to be an agreeable substitute for the ignoble pleasures of drinking and gaming in our assemblies of grown people.

VII. The attention of our young ladies should be directed as soon as they are prepared for it to the reading of history, travels, poetry, and moral essays. These studies are accommodated, in a peculiar manner, to the present state of society in America, and when a relish is excited for them in early life, they subdue that passion for reading novels which so generally prevails among the fair sex. I cannot dismiss this species of writing and reading without observing that the subjects of novels are by no means accommodated to our present manners. They hold up life, it is true, but it is not yet life in America. Our passions have not as yet "overstepped the modesty of nature," nor are they "torn to tatters," to use the expressions of the poet, by extravagant love, jealousy, ambition, or revenge. As yet the intrigues of a British novel are as foreign to our manners as the refinements of Asiatic vice. Let it not be said that the tales of distress which fill

modern novels have a tendency to soften the female heart into acts of humanity. The fact is the reverse of this. The abortive sympathy which is excited by the recital of imaginary distress blunts the heart to that which is real; and, hence, we sometimes see instances of young ladies who weep away a whole forenoon over the criminal sorrows of a fictitious Charlotte or Werter, turning with disdain at two o'clock from the sight of a beggar who solicits in feeble accents or signs a small portion only of the crumbs which fall from their fathers' tables.

VIII. It will be necessary to connect all these branches of education with regular instruction in the Christian religion. For this purpose the principles of the different sects of Christians should be taught and explained, and our pupils should early be furnished with some of the most simple arguments in favor of the truth of Christianity. A portion of the Bible (of late improperly banished from our schools) should be read by them every day and such questions should be asked, after reading it, as are calculated to imprint upon their minds the interesting stories contained in it.

Rousseau has asserted that the great secret of education consists in "wasting the time of children profitably." There is some truth in this observation. I believe that we often impair their health and weaken their capacities by imposing studies upon them which are not proportioned to their years. But this objection does not apply to religious instruction. There are certain simple propositions in the Christian religion that are suited in a peculiar manner to the infant state of reason and moral sensibility. A clergyman of long experience in the instruction of youth informed me that he always found children acquired religious knowledge more easily than knowledge upon other subjects, and that young girls acquired this kind of knowledge more readily than boys. The female breast is the natural soil of Christianity, and while our women are taught to believe its doctrines and obey its precepts, the wit of Voltaire and the style of Bolingbroke will never be able to destroy its influence upon our citizens.

I cannot help remarking in this place that Christianity exerts the most friendly influence upon science as well as upon the morals and manners of mankind. Whether this be occasioned by the unity of truth and the mutual assistance which truths upon different subjects afford each other, or whether the faculties of the mind be sharpened and corrected by embracing the truths of revelation and thereby prepared to investigate and time and long practice. From two to four hours in a day, for three or four years, appropriated to music are an immense deduction from that short period of time which is allowed by the peculiar circumstances of our country for the acquisition of the useful branches of literature that have been mentioned. How many useful ideas might be picked up in these hours from history, philosophy poetry, and the numerous moral essays with which our language abounds, and how much more would the knowledge acquired upon these subjects add to the consequence of a lady with her husband and with society than the best performed pieces of music upon a harpsichord or a guitar! Of the many ladies whom we have known who have spent the most important years of their lives in learning to play upon instruments of music, how few of them do we see amuse themselves or their friends with them after they become mistresses of families! Their harpsichords serve only as sideboards for their parlors and prove by their silence that necessity and circumstances will always prevail over fashion and false maxims of education.

Let it not be supposed from these observations that I am insensible of the charms of instrumental music or that I wish to exclude it from the education of a lady where a musical ear irresistibly disposes to it, and affluence at the same time affords a prospect of such an exemption from the usual cares and duties of the mistress of a family as will enable her to practice it. These circumstances form an exception to the general conduct that should arise upon this subject, from the present state of society and manners in America.

I beg leave further to bear a testimony against the practice of making the French language a part of female education in America. In Britain, where company and pleasure are the principal business of ladies, where the nursery and the kitchen form no part of their care, and where a daily intercourse is maintained with Frenchmen and other foreigners who speak the French language, a knowledge of it is absolutely necessary. But the case is widely different in this country. Of the many ladies who have applied to this language, how great a proportion of them have been hurried into the cares and duties of a family before they had acquired it; of those who have acquired it, how few have retained it after they were married; and of the few who have retained it, how seldom have they had occasion to speak it in the course of their lives! It certainly comports more with female delicacy, as well as the natural politeness of the French nation, to make it necessary for Frenchmen to learn to speak our language in order to converse with our ladies than for our ladies to learn their language in order to converse with them.

Let it not be said in defense of a knowledge of the French language that many elegant books are written in it. Those of them that are truly valuable are generally translated, but, if this were not the case, the English language certainly contains many more books of real utility and useful information than can be read without neglecting other duties by the daughter or wife of an American citizen.

It is with reluctance that I object to drawing as a branch of education for an American lady. To be the mistress of a family is one of the great ends of a woman's being, and while the peculiar state of society in America imposes this station so early and renders the duties of it so numerous and difficult, I conceive that little time can be spared for the acquisition of this elegant accomplishment.

It is agreeable to observe how differently modern writers and the inspired author of the Proverbs describe a fine woman. The former confine their praises chiefly to personal charms and ornamental accomplishments, while the latter celebrates only the virtues of a valuable mistress of a family and a useful member of society. The one is perfectly acquainted with all the fashionable languages of Europe; the other "opens her mouth with wisdom" and is perfectly acquainted with all the uses of the needle, the distaff, and the loom. The business of the one is pleasure; the pleasure of the other is business. The one is admired abroad; the other is honored and beloved at home. "Her children arise up and call her blessed, her husband also, and he praiseth her." There is no fame in the world equal to this, nor is there a note in music half so delightful as the respectful language with which a grateful son or daughter perpetuates the memory of a sensible and affectionate mother.

It should not surprise us that British customs with respect to female education have been transplanted into our American schools and families. We see marks of the same incongruity of

time and place in many other things. We behold our houses accommodated to the climate of Great Britain by eastern and western directions. We behold our ladies panting in a heat of ninety degrees, under a hat and cushion which were calculated for the temperature of a British summer. We behold our citizens condemned and punished by a criminal law which was copied from a country where maturity in corruption renders public executions a part of the amusements of the nation. It is high time to awake from this servility--to study our own character--to examine the age of our country--and to adopt manners in everything that shall be accommodated to our state of society and to the forms of our government. In particular it is incumbent upon us to make ornamental accomplishments yield to principles and knowledge in the education of our women.

A philosopher once said, "let me make all the ballads of a country and I care not who makes its laws." He might with more propriety have said, let the ladies of a country be educated properly, and they will not only make and administer its laws, but form its manners and character. It would require a lively imagination to describe, or even to comprehend, the happiness of a country where knowledge and virtue were generally diffused among the female sex. Our young men would then be restrained from vice by the terror of being banished from their company. The loud laugh and the malignant smile, at the expense of innocence or of personal infirmities--the feats of successful mimicry and the low priced wit which is borrowed from a misapplication of scripture phrases--would no more be considered as recommendations to the society of the ladies. A double-entendre in their presence would then exclude a gentleman forever from the company of both sexes and probably oblige him to seek an asylum from contempt in a foreign country.

The influence of female education would be still more extensive and useful in domestic life. The obligations of gentlemen to qualify themselves by knowledge and industry to discharge the duties of benevolence would be increased by marriage; and the patriot--the hero--and the legislator would find the sweetest reward of their toils in the approbation and applause of their wives. Children would discover the marks of maternal prudence and wisdom in every station of life, for it has been remarked that there have been few great or good men who have not been blessed with wife and prudent mothers. Cyrus was taught to revere the gods by his mother Mandane; Samuel was devoted to his prophetic office before he was born by his mother Hannah; Constantine was rescued from paganism by his mother Constantia; and Edward the Sixth inherited those great and excellent qualities which made him the delight of the age in which he lived from his mother, Lady Jane Seymour. Many other instances might be mentioned, if necessary, from ancient and modern history, to establish the truth of this proposition.

I am not enthusiastic upon the subject of education. In the ordinary course of human affairs we shall probably too soon follow the footsteps of the nations of Europe in manners and vices. The first marks we shall perceive of our declension will appear among our women. Their idleness, ignorance, and profligacy will be the harbingers of our ruin. Then will the character and performance of a buffoon on the theater be the subject of more conversation and praise than the patriot or the minister of the gospel; then will our language and pronunciation be enfeebled and corrupted by a flood of French and Italian words; then will the history of romantic amours be preferred to the immortal writings of Addison, Hawkesworth, and Johnson; then will our churches be neglected and the name of the Supreme Being never be called upon but in profane exclamations; then will our Sundays be appropriated only to feasts and concerts; and then will begin all that train of domestic and political calamities.

But, I forbear. The prospect is so painful that I cannot help silently imploring the great Arbiter of human affairs to interpose his almighty goodness and to deliver us from these evil that, at least, one spot of the earth may be reserved as a monument of the effects of good education, in order to show in some degree what our species was before the fall and what it shall be after its restoration.

Thus, gentlemen, have I briefly finished what I proposed. If I am wrong in those opinions in which I have taken the liberty of departing from the general and fashionable habits of thinking I am sure you will discover and pardon my mistakes. But if I am right, I am equally sure you will adopt my opinions for to enlightened minds truth is alike acceptable, whether it comes from the lips of age or the hand of antiquity or whether it be obtruded by a person who has no other claim to attention than a desire of adding to the stock of human happiness.

I cannot dismiss the subject of female education without remarking that the city of Philadelphia first saw a number of gentlemen associated for the purpose of directing the education of young ladies. By means of this plan the power of teachers regulated and restrained and the objects of education are extended. By the separation of the sexes in the unformed state of their manners, female delicacy is cherished and preserved. Here the young ladies may enjoy all the literary advantages of boarding school and at the same time live under the protection of their parents. Here emulation may be excited without jealousy, ambition without envy, and competition without strife.

The attempt to establish this new mode of education for young ladies was an experiment, and the success of it hath answered our expectations.(2) Too much praise cannot be given to our principal and his assistants, for the abilities and fidelity with which they have carried the plan into execution. The proficiency which the young ladies have discovered in reading, writing, spelling, arithmetic, grammar, geography, music, and their different catechisms since the last examination is a less equivocal mark of the merits of our teachers than anything I am able to express in their favor.

But the reputation of the academy must be suspended till the public are convinced by the future conduct and character of our pupils of the advantages of the institution. To you, therefore, YOUNG LADIES, an important problem is committed for solution; and that is, whether our present plan of education be a wise one and whether it be calculated to prepare you for the duties of social and domestic life. I know that the elevation of the female mind, by means of moral, physical, and religious truth, is considered by some men as unfriendly to the domestic character of a woman. But this is the prejudice of little minds and springs from the same spirit which opposes the general diffusion of knowledge among the citizens of our republics. If men believe that ignorance is favorable to the government of the female sex, they are certainly deceived, for a weak and ignorant woman will always be governed with the greatest difficulty.

I have sometimes been led to ascribe the invention of ridiculous and expensive fashions in female dress entirely to the gentlemen (3) in order to divert the ladies from improving their minds and thereby to secure a more arbitrary and unlimited authority over them. It will be in your power LADIES, to correct the mistakes and practice of our sex upon these subjects by

demonstrating that the female temper can only be governed by reason and that the cultivation of reason in women is alike friendly to the order of nature and to private as well as public happiness.

Notes

(1) The present mode of writing among persons of taste is to use a capital letter only for the first word of a sentence, and for names of persons, places, and months, and for the first word of every line in poetry. The words should be so shaped that a straight line may be drawn between two lines without touching the extremities of the words in either of them.

(2) The number of scholars in the academy at present amounts to upwards of one hundred.

(3) The very expensive prints of female dresses which are published annually in France are invented and executed wholly by GENTLEMEN.