



Benjamin Franklin_____

PROPOSALS RELATING TO THE EDUCATION OF YOUTH IN PENNSILVANIA 1747

Mindful that Pennsylvania, unlike several other colonies, did not have an “academy of learning” to prepare young men for leadership, Benjamin Franklin put his pen and initiative to work and, as usual, delivered quick results. In 1747 he published his pamphlet *Proposals Relating to the Education of Youth in Pensilvania*. Two years later he organized a group of fellow Philadelphians to act as trustees for an academy. Two years later, in 1751, the academy opened in a building purchased by the trustees. In 1755 it was chartered as the College of Philadelphia, and in 1757 it graduated its first college class. Forty years later in 1791, when the republic of the United States was a youth itself, Franklin’s academy was combined with the University of the State of Pennsylvania to become the renowned University of Pennsylvania.

The full text of Franklin’s *Proposals* is presented here, while his lengthy footnotes, in which he quotes extensively from the education writings of John Locke, John Milton, and other Englishmen, are excerpted or summarized.

ADVERTISEMENT TO THE READER.

I*T has long been regretted as a Misfortune to the Youth of this Province, that we have no ACADEMY, in which they might receive the Accomplishments of a regular Education.*

The following Paper of Hints towards forming a Plan for that Purpose, is so far approv’d by some publick-spirited Gentlemen, to whom it has been privately communicated, that they have directed a Number of Copies to be made by the Press, and properly distributed, in order to obtain the Sentiments and Advice of Men of Learning, Understanding, and Experience in these Matters; and have determin’d to use their Interest and best Endeavours, to have the Scheme, when completed, carried gradually into Execution; in which they have Reason to believe they shall have the hearty Concurrence and Assistance of many who are Wellwishers to their Country.

Those who incline to favour the Design with their Advice, either as to the Parts of Learning to be taught, the Order of Study, the Method of Teaching, the Economy of the School, or any other Matter of Importance to the Success of the Undertaking, are desired to communicate their Sentiments as soon as may be, by Letter directed to B. Franklin, Printer, in Philadelphia.

PROPOSALS, &c.

T*HE good Education of Youth has been esteemed by wise Men in all Ages, as the surest Foundation of the Happiness both of private Families and of Commonwealths [nations]. Almost all Governments have therefore made it a principal Object of their Attention, to establish and endow with proper Revenues, such Seminaries of Learning, as might supply the succeeding Age with Men qualified to serve the Publick with Honour to themselves, and to their Country.¹*

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¹As some Things here propos’d may be found to differ a little from the Forms of Education in common Use, the following Quotations are to show the Opinions of several learned Men, who have carefully considered and wrote expressly on the Subject; such as *Milton, Locke, Rollin, Turnbull*, and others. They generally complain, that the old Method is in many Respects wrong; but long settled Forms are not easily changed. For us, who are now to make a Beginning, ’tis, at least, as easy to set out right as wrong; and therefore their Sentiments are on this Occasion well worth our Consideration. . . .

Many of the first Settlers of these Provinces were Men who had received a good Education in *Europe*, and to their Wisdom and good Management we owe much of our present Prosperity. But their Hands were full, and they could not do all Things. The present Race [i.e., generation of colonists] are not thought to be generally of equal Ability: For though the *American Youth* are allow'd not to want Capacity [ability]; yet the best Capacities require Cultivation, it being truly with them, as with the best Ground, which unless well tilled and sowed with profitable Seed, produces only ranker Weeds.

That we may obtain the Advantages arising from an Increase of Knowledge, and prevent as much as may be the mischievous Consequences that would attend a general Ignorance among us, the following *Hints* are offered towards forming a Plan for the Education of the Youth of *Pennsylvania*, viz. [namely]

It is propos'd,

THAT some Persons of Leisure and publick Spirit, apply for a CHARTER, by which they may be incorporated, with Power to erect an ACADEMY for the Education of Youth, to govern the same, provide Masters, make Rules, receive Donations, purchase Lands, &c. and to add to their Number from Time to Time such other Persons as they shall judge suitable.

That the Members of the Corporation make it their Pleasure, and in some Degree their Business, to visit the Academy often, encourage and countenance the Youth,² countenance and assist the Masters, and by all Means in their Power advance the Usefulness and Reputation of the Design [Plan]; that they look on the Students as in some Sort their Children, treat them with Familiarity and Affection, and when they have behav'd well, and gone through their Studies, and are to enter the World, zealously unite and make all the Interest that can be made to establish them,³ whether in Business, Offices, Marriages, or any other Thing for their Advantage, preferably to all other Persons whatsoever even of equal Merit.

And if Men may, and frequently do, catch such a Taste for cultivating Flowers, Planting, Grafting, Inoculating, and the like, as to despise all other Amusements for their Sake, why may not we expect they should acquire a Relish for that *more useful* Culture of young Minds. *Thompson* [James Thomson] says,

*'Tis Joy to see the human Blossoms blow,
When infant Reason grows apace, and calls
For the kind Hand of an assiduous Care;
Delightful Task! to rear the tender Thought,
To teach the young Idea how to shoot,
To pour the fresh Instruction o'er the Mind,
To breathe th' enliv'ning Spirit, and to fix
The generous Purpose in the glowing Breast.*

That a House be provided for the ACADEMY, if not in the Town, not many Miles from it; the Situation high and dry, and if it may be, not far from a River, having a Garden, Orchard, Meadow, and a Field or two.

That the House be furnished with a Library (if in the Country, if in the Town, the Town Libraries may serve⁴) with Maps of all Countries, Globes, some mathematical Instruments, and Apparatus for

² *Rollin*, [*The Method of Teaching and Studying the Belles Lettres*], Vol. 2. p. 371. mentions a *French Gentleman*, Mons[ieur]. *Hersan*, who, "at his own Expence, built a School for the Use of poor Children, one of the finest in the Kingdom; and left a Stipend for the Master. That he himself taught them very often, and generally had some of them at his Table. He clothed several of them; and distributed Rewards among them from Time to Time, in order to encourage them to study."

³ Something seems wanting in *America* to incite and stimulate Youth to Study. In *Europe* the Encouragements to Learning are of themselves much greater than can be given here. Whoever distinguishes himself there, in either of the three learned Professions, gains Fame, and often Wealth and Power: A poor Man's Son has a Chance, if he studies hard, to rise, either in the Law or the Church, to gainful Offices or Benefices; to an extraordinary Pitch of Grandeur; to have a Voice in Parliament, a Seat among the Peers; as a Statesman or first Minister to govern Nations, and even to mix his Blood with Princes.

⁴ Besides the *English Library* begun and carried on by Subscription in *Philadelphia*, we may expect the Benefit of another much more valuable in the Learned Languages, which has been many Years collecting with the greatest Care, by a Gentleman distinguish'd for his universal Knowledge, no less than for his Judgment in Books. It contains many hundred Volumes of the best Authors in the best Editions . . . A handsome Building above 60 Feet in front, is now erected in this City, at the private Expence of that Gentleman, for the Reception of this Library, where it is soon to be deposited, and remain for the publick Use, with a valuable yearly Income duly to enlarge it; and I have his Permission to mention it as an Encouragement to the

Experiments in Natural Philosophy [i.e., science], and for Mechanics; Prints, of all Kinds, Prospects, Buildings, Machines, &c.⁵

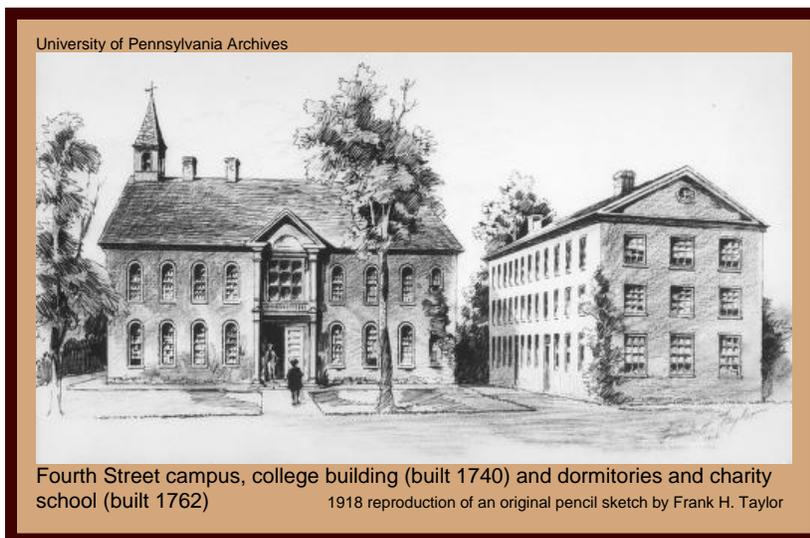
That the RECTOR be a Man of good Understanding, good Morals, diligent and patient, learn'd in the Languages and Sciences, and a correct pure Speaker and Writer of the *English* Tongue; to have such Tutors under him as shall be necessary.

That the boarding Scholars diet [have meals] together, plainly, temperately, and frugally.⁶

That to keep them in Health, and to strengthen and render active their Bodies, they be frequently exercis'd⁷ in Running, Leaping, Wrestling, and Swimming,⁸ &c.

That they have peculiar Habits to distinguish them from other Youth, if the Academy be in or near the Town; for this, among other Reasons, that their Behaviour may be the better observed.

As to their STUDIES, it would be well if they could be taught *every Thing* that is useful, and *every Thing* that is ornamental: But Art is long, and their Time is short. It is therefore propos'd that they learn those Things that are likely to be *most useful* and *most ornamental*. Regard being had to the several Professions for which they are intended.



All should be taught to write a *fair Hand*, [handwriting] and swift, as that is useful to All. And with it may be learnt something of *Drawing*,⁹ by Imitation of Prints, and some of the first Principles of Perspective.

Arithmetick, *Accounts*, and some of the first Principles of *Geometry* and *Astronomy*.¹⁰

The *English* Language might be taught by Grammar;¹¹ in which some of our best Writers, as *Tillotson*, *Addison*, *Pope*, *Algernon Sidney*, *Cato's Letters*, &c. should be Classicks: The

propos'd Academy; to which this noble Benefaction will doubtless be of the greatest Advantage, as not only the Students, but even the Masters themselves, may very much improve by it.

⁵ See in [Dr. George] *Turnbull*, [*Observations on Liberal Education, in all its Branches*, 1742], p. 415. the Description of the Furniture of the School called the *Instituto at Bologna* [Italy], procur'd by the Care and Direction of Count *Marsigli*, and originally at his private Expence.

⁶ Perhaps it would be best if none of the Scholars were to diet abroad [i.e., off-campus]. *Milton* is of that Opinion (*Tractate of Education*) for that much Time would else be lost, and many ill Habits got.

⁷ *Milton* proposes, that an Hour and Half before Dinner should be allow'd for Exercise, and recommends among other Exercises, the handling of [fire] Arms, but perhaps this may not be thought necessary here. *Turnbull*, p. 318. says, "Corporal Exercise invigorates the Soul as well as the Body . . . Such is the Union between Soul and Body, that the same Exercises which are conducive, when rightly managed, to consolidate or strengthen the former, are likewise equally necessary and fit to produce Courage, Firmness, and manly Vigour, in the latter. . . ."

⁸ [Franklin cites numerous philosophers and leaders on the physical benefits of swimming in a program of athletics, as well as the advantage "to be free from the slavish Terrors many of those feel who cannot swim . . ."]

⁹ *Drawing* is a kind of Universal Language, understood by all Nations. A Man may often express his Ideas, even to his own Countrymen, more clearly with a Lead Pencil, or Bit of Chalk, than with his Tongue. And many can understand a Figure, that do not comprehend a Description in Words, tho' ever so properly chosen. All Boys have an early Inclination to this Improvement, and begin to make Figures of Animals, Ships, Machines, &c. as soon as they can use a Pen: But for want of a little Instruction at that Time, generally are discouraged, and quit the Pursuit. . . .

¹⁰ Mr. *Locke* is of Opinion [*Treatise of Education*], p. 269. that a Child should be early enter'd in Arithmetick, Geography, Chronology, History and Geometry. "Merchants Accounts, he says, if it is not necessary to help a Gentleman to get an Estate, yet there is nothing of more Use and Efficacy to make him preserve the Estate he has. 'Tis seldom observ'd that he who keeps an Account of his Income and Expences, and thereby has constantly under View the Course of his Domestic Affairs, lets them run to Ruin . . ."

¹¹ Franklin lengthily quotes from *Locke*, *Turnbull*, and others on the value of students learning the grammar and idiom of their native language instead of Latin and Greek. Quoting *Locke*: ". . . it will be Matter of Wonder, why young Gentlemen are forc'd to learn the Grammars of foreign and dead Languages, and are never once told of the Grammar of their own Tongues."]

**FRANKLIN'S
RECOMMENDED STUDIES**

" . . . Art is long, and their Time is short. It is therefore propos'd that they learn those Things that are likely to be *most useful* and *most ornamental* . "

Mathematics
English Grammar, Style, Diction
Ancient History (Greece & Rome)
Geography
Chronology
Ancient Customs
Morality
Oratory & Rhetoric
"Public Religion"
Law and Justice
Debate
Latin & Greek as needed for
different professions
Modern History
Universal History (of mankind)
Natural History (science)
Horticulture & Agriculture
Economics
History of Commerce
Mechanics (engineering)
Cultivation of a "Benignity of
Mind, which shows itself in
searching for and seizing
every Opportunity to serve
and to oblige"

Styles principally to be cultivated, being the *clear* and the *concise*. Reading should also be taught, and pronouncing, properly, distinctly, emphatically; not with an even Tone, which *under-does*, nor a theatrical, which *over-does* Nature.

To form their Style, they should be put on Writing Letters to each other,¹² making Abstracts of what they read; or writing the same Things in their own Words; telling or writing Stories lately read, in their own Expressions. All to be revis'd and corrected by the Tutor, who should give his Reasons, explain the Force and Import of Words, &c.

To form their Pronunciation,¹³ they may be put on making Declamations, repeating Speeches, delivering Orations, &c. The Tutor assisting at the Rehearsals, teaching, advising, correcting their Accent, &c.

But if HISTORY¹⁴ be made a constant Part of their Reading, such as the Translations of the *Greek* and *Roman* Historians, and the modern Histories of ancient *Greece* and *Rome*, &c. may not almost all Kinds of useful Knowledge be that Way introduc'd to Advantage, and with Pleasure to the Student? As

GEOGRAPHY, by reading with Maps, and being required to point out the Places *where* the greatest Actions were done, to give their old and new Names, with the Bounds, Situation, Extent of the Countries concern'd, &c.

CHRONOLOGY, by the Help of *Helvicus* or some other Writer of the Kind, who will enable them to tell *when* those Events happened; what Princes were Co[n]temporaries, what States or famous Men flourish'd about that Time, &c. The several principal Epochas to be first well fix'd in their Memories.

ANCIENT CUSTOMS, religious and civil, being frequently mentioned in History, will give Occasion for explaining them; in which the Prints of Medals, Basso Relievos, and ancient Monuments will greatly assist.¹⁵

MORALITY¹⁶, by descanting and making continual Observations on the Causes of the Rise or Fall of any Man's Character, Fortune, Power, &c . mention'd in History; the Advantages of Temperance, Order,

¹² [Franklin again quotes from his selected writers, especially Locke; "To speak and write correctly, gives a Grace, and gains a favourable Attention to what one has to say: And since 'tis *English* that an *Englishman* will have constant Use of, that is the Language he should chiefly cultivate, and wherein most Care should be taken to polish and perfect his Stile. To speak or write better *Latin* than *English*, may make a Man be talk'd of, but he will find it more to his Purpose to express himself well in his own Tongue, that he uses every Moment, than to have the vain Commendation of others for a very insignificant Quality. . . "

¹³ By Pronunciation is here meant, the proper Modulation of the Voice, to suit the Subject with due Emphasis, Action, &c . In delivering a Discourse in Publick, design'd to persuade, the *Manner*, perhaps, contributes more to Success, than either the *Matter* or *Method*. Yet the two latter seem to engross the Attention of most Preachers and other Publick Speakers, and the former to be almost totally neglected.

¹⁴ [Franklin quotes from Locke and Rollin who, he writes, "lays down the following Rules for Studying History, viz. 1. To reduce the Study to Order and Method. 2. To observe what relates to Usages and Customs. 3. To enquire particularly, and above all Things, after the Truth. 4. To endeavour to find out the Causes of the Rise and Fall of States, of the Gaining or Losing of Battles, and other Events of Importance. 5. To study the Character of the Nations and great Men mentioned in History. 6. To be attentive to such Instructions as concern MORAL EXCELLENCY and the CONDUCT OF LIFE. 7. Carefully to note every Thing that relates to RELIGION. [*The Method of Teaching and Studying the Belles Lettres*], Vol. 3. p. 146."

¹⁵ Plenty of these are to be met with in *Montfaucon*; and other Books of Antiquities.

¹⁶ For the Importance and Necessity of moral Instructions to Youth, see the latter Notes.

Frugality, Industry, Perseverance, &c. &c.¹⁷ Indeed the general natural Tendency of Reading good History, must be, to fix in the Minds of Youth deep Impressions of the Beauty and Usefulness of Virtue of all Kinds, Publick Spirit, Fortitude, &c.

History will show the wonderful Effects of ORATORY, in governing, turning and leading great Bodies of Mankind, Armies, Cities, Nations. When the Minds of Youth are struck with Admiration at this,¹⁸ then is the Time to give them the Principles of that Art, which they will study with Taste and Application. Then they may be made acquainted with the best Models among the Ancients, their Beauties being particularly pointed out to them. Modern Political Oratory being chiefly performed by the Pen and Press, its Advantages over the Ancient in some Respects are to be shown; as that its Effects are more extensive, more lasting, &c.

History will also afford frequent Opportunities of showing the Necessity of a *Publick Religion*, from its Usefulness to the Publick; the Advantage of a Religious Character among private Persons; the Mischiefs of Superstition, &c. and the Excellency of the CHRISTIAN RELIGION above all others ancient or modern.¹⁹

History will also give Occasion to expatiate on the Advantage of Civil Orders and Constitutions, how Men and their Properties are protected by joining in Societies and establishing Government; their Industry encouraged and rewarded, Arts invented, and Life made more comfortable: The Advantages of *Liberty*, Mischiefs of *Licentiousness*, Benefits arising from good Laws and a due Execution of Justice, &c. Thus may the first Principles of sound *Politicks*²⁰ be fix'd in the Minds of Youth.

On *Historical* Occasions, Questions of Right and Wrong, Justice and Injustice, will naturally arise, and may be put to Youth, which they may debate in Conversation and in Writing.²¹ When they ardently desire Victory, for the Sake of the Praise attending it, they will begin to feel the Want [lack/need], and be sensible of the Use of *Logic*, or the Art of Reasoning to *discover* Truth, and of Arguing to *defend* it, and *convince* Adversaries. This would be the Time to acquaint them with the Principles of that Art. *Grotius*, *Puffendorff*, and some other Writers of the same Kind, may be used on these Occasions to decide their Disputes.²² Publick Disputes warm the Imagination, whet the Industry, and strengthen the natural Abilities.

When Youth are told, that the Great Men whose Lives and Actions they read in History, spoke two of the best Languages that ever were, the most expressive, copious, beautiful; and that the finest Writings, the most correct Compositions, the most perfect Productions of human Wit and Wisdom, are in those Languages, which have endured Ages, and will endure while there are Men; that no Translation can do them Justice, or give the Pleasure found in Reading the Originals; that those Languages contain all Science; that one of them is become almost universal, being the Language of Learned Men in all Countries; that to understand them is a distinguishing Ornament, &c. they may be thereby made desirous of learning those Languages, and their Industry sharpen'd in the Acquisition of them. All intended for Divinity should be taught the *Latin* and *Greek*; for Physick [medicine], the *Latin*, *Greek* and *French*; for

¹⁷ Dr. *Turnbull*, *Liberal Education*, p. 371, says, "That the useful Lessons which ought to be inculcated upon Youth, are much better taught and enforced from *Characters, Actions, and Events*, developing the inward Springs of human Conduct, and the different Consequences of Actions, whether with Respect to private or publick Good, than by abstract Philosophical Lectures. . . ."

¹⁸ "Rules are best understood, when Examples that confirm them, and point out their Fitness or Necessity, naturally lead one, as it were by the Hand, to take Notice of them. One who is persuaded and moved by a Speech, and heartily admires its Force and Beauty, will with Pleasure enter into a critical Examination of its Excellencies; and willingly lay up in his Mind the Rules of Rhetoric such an Example of Eloquence plainly suggests. But to teach Rules abstractly, or without Examples, and before the agreeable Effects the Observance of them tends to produce (which are in Reality their Reason or Foundation) have been felt, is *exceedingly preposterous*." *Turnbull*, p. 410.

¹⁹ See *Turnbull* on this Head, from p. 386 to 390. very much to the Purpose, but too long to be transcribed here.

²⁰ Thus, as *Milton* says, *Educ.* p. 381. should they be instructed in the Beginning, End and Reasons of political Societies; that they may not, in a dangerous Fit of the Commonwealth, be such poor, shaken, uncertain Reeds, of such a tottering Conscience, as many of our great Councillors have lately shewn themselves, but steadfast Pillars of the State.

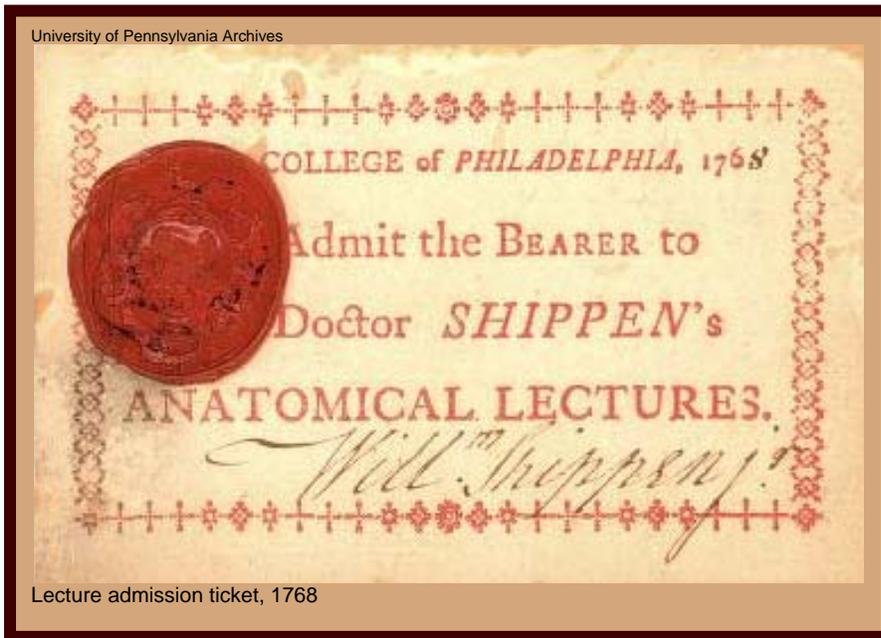
²¹ [Franklin quotes John Locke and John Milton on the specific areas of "law and legal justice" should be taught.]

²² Mr. *Walker*, in his excellent Treatise of the Education of young Gentlemen, speaking of *Publick and open Argumentation pro and con*, says p. 124, 125. "This is it which brings a Question to a Point, and discovers the very Center and Knot of the Difficulty. This warms and *activates* the Spirit in the Search of Truth, excites Notions, and by replying and frequent Beating upon it, *cleanseth* it from the Ashes, and makes it shine and flame out the clearer. Besides, it puts them upon a continual *Stretch* of their Wits to defend their Cause, it makes them quick in Replies, intentive upon their Subject; where the *Opponent* useth all Means to drive his Adversary from his Hold . . ."

Law, the *Latin* and *French*; Merchants, the *French*, *German*, and *Spanish*: And though all should not be compell'd to learn *Latin*, *Greek*, or the modern foreign Languages; yet none that have an ardent Desire to learn them should be refused; their *English*, Arithmetick, and other Studies absolutely necessary, being at the same Time not neglected.

If the new *Universal History* [history of mankind] were also read, it would give a *connected* Idea of human Affairs, so far as it goes, which should be follow'd by the best modern Histories, particularly of our Mother Country; then of these Colonies; which should be accompanied with Observations on their Rise, Increase, Use to *Great-Britain*, Encouragements, Discouragements, &c. the Means to make them flourish, secure their Liberties, &c.

With the History of Men, Times and Nations, should be read at proper Hours or Days, some of the best *Histories of Nature*,²³ which would not only be delightful to Youth, and furnish them with Matter for their Letters, &c. as well as other History; but afterwards of great Use to them, whether they are Merchants, Handicrafts [craftsmen], or Divines [clergymen]; enabling the first the better to understand many Commodities, Drugs, &c. the second to improve his Trade or Handicraft by new Mixtures, Materials, &c. and the last to adorn his Discourses by beautiful Comparisons, and strengthen them by new Proofs of Divine Providence. The Conversation of all will be improved by it, as Occasions frequently occur of making Natural Observations, which are instructive, agreeable, and entertaining in almost all Companies. *Natural History* will also afford Opportunities of introducing many Observations, relating to the Preservation of Health, which may be afterwards of great Use. *Arbuthnot* on Air and *Aliment*, *Sanctorius* on Perspiration, *Lemery* on Foods, and some others, may now be read, and a very little Explanation will make them sufficiently intelligible to Youth.



Lecture admission ticket, 1768

While they are reading Natural History, might not a little *Gardening*, *Planting*, *Grafting*, *Inoculating*, &c. be taught and practised; and now and then Excursions made to the neighbouring Plantations of the best Farmers, their Methods observ'd and reason'd upon for the Information of Youth. The Improvement of Agriculture being useful to all,²⁴ and Skill in it no Disparagement to any.

The History of *Commerce*, of the Invention of Arts, Rise of Manufactures, Progress of Trade, Change

²³ *Rollin*, Vol. 4. p. 211. speaking of *Natural Philosophy*, says, "That much of it falls within the Capacity of all Sorts of Persons, even of Children. It consists in attending to the Objects with which nature presents us, in considering them with Care, and admiring their different Beauties, &c. Searching out their secret Causes indeed more properly belongs to the Learned."

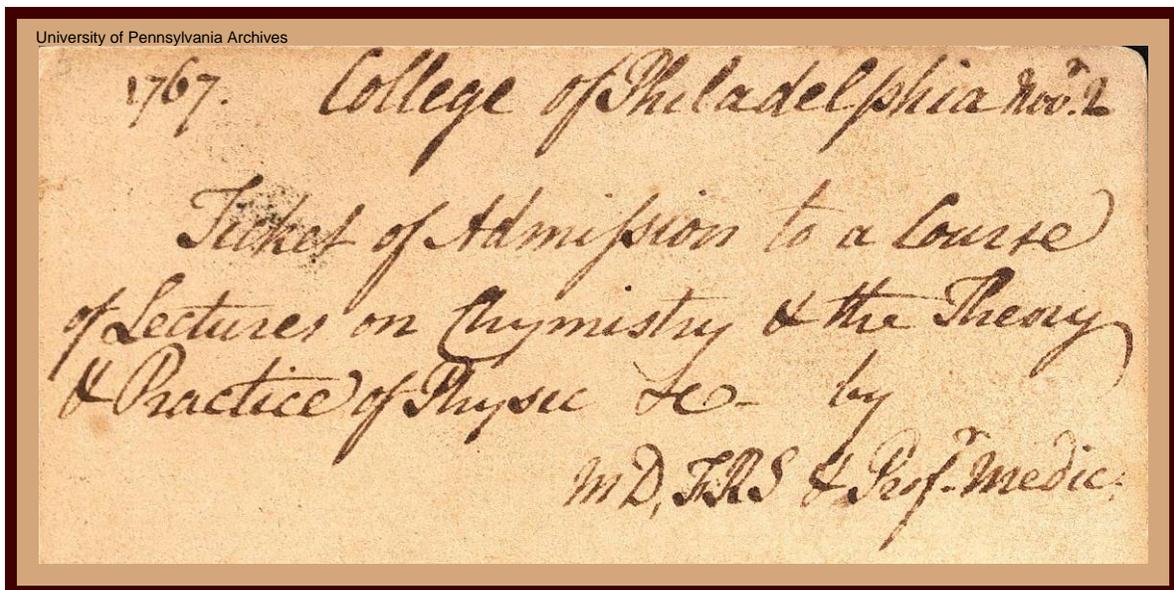
"I say that even Children are capable of Studying Nature, for they have Eyes, and dont want [lack] Curiosity; they ask Questions, and love to be informed; and here we need only awaken and keep up in them the Desire of Learning and Knowing, which is natural to all Mankind. Besides this Study, if it is to be called a Study, instead of being painful and tedious, is pleasant and agreeable; it may be used as a Recreation, and should usually be made a Diversion. It is inconceivable, how many Things Children are capable of, if all the Opportunities of Instructing them were laid off, with which they themselves supply us. . ."

²⁴ [Franklin quotes Locke, Milton, and Hutcheson; from Hutcheson: "Nor should I think it below the Dignity or Regard of an University, to descend even to the general Precepts of *Agriculture* and *Gardening*. *Virgil*, *Varro*, and others eminent in Learning, tho't it not below their Pen — and why should we think meanly of that Art, which was the Mother of Heroes, and of the Masters of the World." (*Dialogues on Education*, Vol. 2, p. 303)]

of its Seats [centers], with the Reasons, Causes, &c. may also be made entertaining to Youth, and will be useful to all. And this, with the Accounts in other History of the prodigious Force and Effect of Engines and Machines used in War, will naturally introduce a Desire to be instructed in *Mechanicks*,²⁵ and to be inform'd of the Principles of that Art by which weak Men perform such Wonders, Labour is sav'd, Manufactures expedited, &c. &c. This will be the Time to show them Prints of ancient and modern Machines, to explain them, to let them be copied,²⁶ and to give Lectures in Mechanical Philosophy.

With the whole should be constantly inculcated and cultivated, that *Benignity of Mind*,²⁷ which shows itself in *searching for* and *seizing every Opportunity to serve* and *to oblige*; and is the Foundation of what is called GOOD BREEDING; highly useful to the Possessor, and most agreeable to all.²⁸

The Idea of what is *true Merit*, should also be often presented to Youth, explain'd and impress'd on their Minds, as consisting in an *Inclination* join'd with an *Ability* to serve Mankind, one's Country, Friends and Family; which *Ability* is (with the Blessing of God) to be acquir'd or greatly increas'd by *true Learning*; and should indeed be the great *Aim* and *End* of all Learning.²⁹



²⁵ How many Mills are built and Machines constructed, at great and fruitless Expence, which a little Knowledge in the Principles of Mechanicks would have prevented?

²⁶ We are often told in the Journals of Travellers, that such and such Things are done in foreign Countries, by which Labour is sav'd, and Manufactures expedited, &c. but their Description of the Machines or Instruments used, are quite unintelligible for want of good Drafts. Copying Prints of Machines is of Use to fix the Attention on the several Parts, their Proportions, Reasons, Effects, &c. A Man that has been us'd to this Practice, is not only better able to make a Draft when the Machine is before him, but takes so much better Notice of its Appearance, that he can carry it off by Memory when he has not the Opportunity of Drawing it on the Spot. Thus may a Traveller bring home Things of great Use to his Country.

²⁷ "Upon this excellent Disposition (says *Turnbull*, p. 326.) it will be *easy to build* that amiable Quality commonly called GOOD BREEDING, and upon *no other Foundation* can it be raised. For whence else can it spring, but from a general Good-will and Regard for all People, deeply rooted in the Heart, which makes any one that has it, careful not to shew in his Carriage, any Contempt, Disrespect, or Neglect of them, but to express a Value and Respect for them according to their Rank and Condition, suitable to the Fashion and Way of their Country? 'Tis a Disposition to make all we converse with easy and well pleased."

²⁸ It is this lovely Quality which gives true Beauty to all other Accomplishments, or renders them useful to their Possessor, in procuring him the Esteem and Good-will of all that he comes near. Without it, his other Qualities, however good in themselves, make him but pass for proud, conceited, vain or foolish. Courage, says an excellent Writer, in an ill-bred Man has the Air, and escapes not the Opinion of Brutality; Learning becomes Pedantry; Wit, Buffoonery; Plainness, Rusticity; and there cannot be a good Quality in him which Ill-breeding will not warp and disfigure to his Disadvantage." *Turnbull*, p. 327.

²⁹ [In the longest footnote of his Proposals, Franklin quotes widely from his sources to emphasize this, his concluding point. From *Turnbull*, : there be any such Thing as DUTY, or any such Thing as HAPPINESS; if there be any Difference between right and wrong Conduct; any Distinction between Virtue and Vice, or Wisdom and Folly; in fine, if there be any such Thing as Perfection or Imperfection belonging to the rational Powers which constitute moral Agents; or if Enjoyments and Pursuits admit of Comparison; *Good Education* must of Necessity be acknowledged to mean, *proper Care* to instruct early in the Science of Happiness and Duty, or in the Art of Judging and *Acting aright* in Life. Whatever else one may have learned, if he comes into the World from his Schooling and Masters, quite unacquainted with the Nature, Rank and Condition, of Mankind, and the *Duties of human Life* (in its more ordinary Circumstances at least) he hath lost his Time; *he is not educated*; he is not prepared for the World; he is not qualified for Society; he is not fitted for discharging the *proper Business of Man*." (*Turnbull, Observations on Liberal Education*, p. 175, 176)]