patriot a virtuous man. With such an interpreta-
tion, a patriot is a useful member of society, capable of
enlarging all minds and bettering all hearts with
which he comes in contact; a useful member of the
human family, capable of establishing fundamental
principles and of merging his own interest, those of
his associates, and those of his nation in the inter-
est of the human race. Laurel's and statues are vain
things and mischievous as they are childish; but
could we imagine them of use, on such a patriot
alone could they be with any reason bestowed....

If such a patriotism as we have last considered
should seem likely to obtain in any country, it
should be certainly in this. In this which is truly
the home of all nations and in the veins of whose
citizens flows the blood of every people on the
globe. Patriotism, in the exclusive meaning, is sure-
lly not made for America. Mischievous everywhere,
it were for her both mischievous and absurd. The
very origin of the people is opposed to it. The insti-
tutions, in their principles, militate against it. The
day we are celebrating protests against it.

It is for Americans, more especially, to nourish
a nobler sentiment, one more consistent with their
origin, and more conducive to their future
improvement. It is for them more especially to
know why they love their country; and to feel that
they love it, not because it is their country, but
because it is the palladium of human liberty—the
favored scene of human improvement. It is for
them, more especially, to examine their institu-
tions, because they have the means of improving
them to examine their laws, because at their will
they can alter them. It is for them to lay aside luxu-
ry whose wealth is in industry; idle parade whose
strength is in knowledge; ambitious distinctions
whose principle is equality. It is for them not to
rest, satisfied with words, who can seize upon
things; and to remember that equality means, not
the mere equality of political rights, however valu-
able, but equality of instruction and equality of
virtue; and that liberty means, not the mere voting
at elections, but the free and fearless exercise of the
mental faculties and that self-possession which
springs out of well-reasoned opinions and consist-
tent practice. It is for them to honor principles
rather than men—to commemorate events rather
than days; when they rejoice, to know for what
they rejoice only for what has brought and what
brings peace and happiness to men.

The event we commemorate this day has pro-
cured much of both, and shall procure in the
onward course of human improvement more than
we can now perceive of. For this—for the good
obtained and yet in store for human beings rather
than as Americans—as reasoning beings, not as
ignorants. So shall we rejoice to good purpose and
in good feeling; and shall we improve the victory
once on this day achieved, until all mankind hold
with us the Jubilee of Independence.

"What is the profession
of a Woman?"

CATHERINE BEECHER

Although there was widespread instruction for girls at the
elementary school level and some instruction at the sec-
dondary level, there was no higher education for women.
Along with Emma Willard in Troy, New York, Catherine
Beecher pioneered the introduction of higher education for
women. A champion of instructing women teachers,
Catherine Beecher founded the Hartford (Connecticut) Female
Seminary in 1823 for that purpose. The following is an
excerpt from a report she wrote in 1829 entitled
"Suggestions Respecting Improvements in Education,
Presented to the Trustees of the Hartford Female Seminary."

It is to mothers, and to teachers, that the world is
to look for the character which is to be enstamped
on each succeeding generation, for it is to them
that the great business of education is almost exclu-
sively committed. And will it not appear by exami-
nation that neither mothers nor teachers have ever
been properly educated for their profession. What
is the profession of a Woman? Is it not to form
immortal minds, and to watch, to nurse, and to rear
the bodily system, so fearfully and wonderfully
made, and upon the order and regulation of which,
the health and well-being of the mind so greatly
depend? But let most of our sex upon whom these ardu-
ous duties devolve, be asked; have you ever devoted
any time and study, in the course of your education,
to any preparation for these duties? Have you been
taught any thing of the structure, the nature, and
the laws of the body, which you inhabit? Were you
ever taught to understand the operation of diet, air,
exercise and modes of dress upon the human frame?
Have the causes which are continually operating:

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to prevent good health, and the modes by which it might be perfected and preserved ever been made the subject of any instruction? Perhaps almost every voice would respond, no; we have attended to almost every thing more than to this; we have been taught more concerning the structure of the earth; the laws of the heavenly bodies; the habits and formation of plants; the philosophy of languages; more of almost any thing, than the structure of the human frame and the laws of health and reason. But is it not the business, the profession of a woman to guard the health and form the physical habits of the young? And is not the cradle of infancy and the chamber of sickness sacred to woman alone? And ought she not to know at least some of the general principles of that perfect and wonderful piece of mechanism committed to her preservation and care?

The restoration of health is the physician’s profession, but the preservation of it falls to other hands, and it is believed that the time will come, when woman will be taught to understand something respecting the construction of the human frame; the physiological results which will naturally follow from restricted exercise, unhealthy modes of dress, improper diet, and many other causes, which are continually operating to destroy the health and life of the young.

Again let our sex be asked respecting the instruction they have received in the course of their education, on that still more tedious and difficult department of their profession, which relates to the intellect and the moral susceptibilities. Have you been taught the powers and faculties of the human mind, and the laws by which it is regulated? Have you studied how to direct its several faculties; how to restore those that are overgrown, and strengthen and mature those that are deficient? Have you been taught the best modes of communicating knowledge as well as of acquiring it? Have you learned the best mode of correcting bad moral habits and forming good ones? Have you made it an object to find how a selfish disposition may be made generous; how a reserved temper may be made open and frank; how pettishness and ill humor may be changed to cheerfulness and kindness? Has any Woman studied her profession in this respect? It is feared the same answer must be returned, if not from all, at least from most of our sex. No; we have acquired wisdom from the obser-