



## Emile [Book 1]

Jean Jacques Rousseau

### Introduction

What does Rousseau believe to be the cause of the corruption of human beings? What does he think can be done to stem the tide of this corruption?

God makes all things good; man meddles with them and they become evil. He forced one soil to yield the products of another, one tree to bear another's fruit. He confuses and confounds time, place and natural conditions. He mutilates his dog, his horse, and his slave. He destroys and defaces all things; he loves all that is deformed and monstrous; he will have nothing as nature made it, not even man himself, who must learn his paces like a saddle-horse, and be shaped to his master's taste like the trees in his garden.

Yet things would be worse without this education and mankind cannot be made by halves. Under existing conditions a man left to himself from birth would be more of a monster than the rest. Prejudice, authority, necessity, example, all the social conditions into which we are plunged, would stifle nature in him and put nothing in her place. She would be like a sapling chance sown in the midst of the highway, bent hither and thither and soon crushed by the passers-by.

Tender, anxious mother, I appeal to you. You can remove this young tree from the highway and shield it from the crushing force of social conventions. Tend and water it ere it dies. One day its fruit will reward your care. From the outset raise a wall round your child's soul; another may sketch the plan, you alone should carry it into execution.

Plants are fashioned by cultivation, man by education. If a man were born tall and strong, his size and strength would be of no good to him till he had learnt to use them; they would even harm him by preventing others from coming to his aid; left to himself he would die of want before he knew his needs. We lament the helplessness of infancy; we fail to perceive that the race would have perished had not man begun by being a child.

We are born weak, we need strength; helpless, we need aid; foolish, we need reason. All that we lack at birth, all that we need when we come to man's estate, is the gift of education.

This education comes to us from nature, from men, or from things. The inner growth of our organs and faculties is the education of nature, the use we learn to make of this growth is the education of men, what we gain by our experience of our

Note: three masters: nature, things and education (men). Since nature is more or less out of our control, Rousseau believes that the education of a child must be done in conformity with nature.

surroundings is the education of things.

Thus we are each taught by **three masters**. If their teaching conflicts, the scholar is ill-educated and will never be at peace with himself; if their teaching agrees, he goes straight to his goal, he lives at peace with himself, he is well-educated.

Now of these three factors in education, nature is wholly beyond our control, things are only partly in our power; the education of men is the only one controlled by us; and even here our power is largely illusory, for who can hope to direct every word and deed of all with whom the child has to do.

Viewed as an art, the success of education is almost impossible, since the essential conditions of success are beyond our control. Our efforts may bring us within sight of the goal, but fortune must favor us if we are to reach it.

What is this goal? As we have just shown, it is the goal of nature. Since all three modes of education must work together, the two that we can control must follow the lead of that which is beyond our control. Perhaps this word Nature has too vague a meaning. Let us try to define it.

Nature, we are told, is merely habit. What does that mean? Are there not habits formed under compulsion, habits which never stifle nature? Such, for example, are the habits of plants trained horizontally. The plant keeps its artificial shape, but the sap has not changed its course, and any new growth the plant may make will be vertical. It is the same with a man's disposition; while the conditions remain the same, habits, even the least natural of them, hold good; but change the conditions, habits vanish, nature reasserts herself. Education itself is but habit, for are there not people who forget or lose their education and others who keep it? Whence comes this difference? If the term nature is to be restricted to habits conformable to nature we need say no more....

Everything should therefore be brought into harmony with these natural tendencies, and that might well be if our three modes of education merely differed from one another; but what can be done when they conflict, when instead of training man for himself you try to train him for others? Harmony becomes impossible. Forced to combat either nature or society, you must make your choice between the man and the citizen, you cannot train both....

### **The Infant (Birth-Age 5)**

People think only of preserving their child's life; this is not enough, he must be taught to preserve his own life when he is a man, to bear the buffets of fortune, to brave wealth and poverty, to live at need among the snows of Iceland or on the scorching rocks of Malta. In vain you guard against death; he must needs die; and even if you do not kill him with your precautions, they are mistaken. Teach him to live rather than to avoid death: life is not breath, but action, the use of our senses, our mind, our faculties, every part of ourselves which makes us conscious of our being. Life consists less in length of days than in the keen

sense of living. A man may be buried at a hundred and may never have lived at all. He would have fared better had he died young.

Note: Swaddling clothes: It was a custom in Rousseau's day to wrap the infant tightly to prevent him from harming himself - a practice that Rousseau strongly discourages

Our wisdom is slavish prejudice, our customs consist in control, constraint, compulsion. Civilized man is born and dies a slave. The infant is bound up in [swaddling clothes](#), the corpse is nailed down in his coffin. All his life long man is imprisoned by our institutions....

The new-born child requires to stir and stretch his limbs to free them from the stiffness resulting from being curled up so long. His limbs are stretched indeed, but he is not allowed to move them. Even the head is confined by a cap. One would think they were afraid the child should look as if it were alive....

### The Child's Mother

Why is Rousseau so critical of the practice many mothers had in his own age of leaving children to be raised by nurses? Do you think that it is fair to make an analogy between this practice and the extensive use of day care in our own times?

What is the origin of this senseless and unnatural custom? Since mothers have despised their first duty and refused to nurse their own children, they have had to be entrusted to hired nurses. Finding themselves the mothers of a stranger's children, without the ties of nature, they have merely tried to save themselves trouble. A child unswaddled would need constant watching; well swaddled it is cast into a corner and its cries are unheeded. So long as the nurse's negligence escapes notice, so long as the nursling does not break its arms or legs, what matter if it dies or becomes a weakling for life. Its limbs are kept safe at the expense of its body, and if anything goes wrong it is not the nurse's fault.

These gentle mothers, having got rid of their babies, devote themselves gaily to the pleasures of the town. Do they know how their children are being treated in the villages? If the nurse is at all busy, the child is hung up on a nail like a bundle of clothes and is left crucified while the nurse goes leisurely about her business. Children have been found in this position purple in the face, their tightly bandaged chest forbade the circulation of the blood, and it went to the head; so the sufferer was considered very quiet because he had not strength to cry. How long a child might survive under such conditions I do not know, but it could not be long. That I fancy, is one of the chief advantages of swaddling clothes....

Not content with having ceased to suckle their children, women no longer wish to do it; with the natural result-motherhood becomes a burden; means are found to avoid it. They will destroy their work to begin it over again, and they thus turn to the injury of the race the charm which was given them for its increase. This practice, with other causes of depopulation, forebodes the coming fate of Europe. Her arts and sciences, her philosophy and morals, will shortly reduce her to a desert. She will be the home of wild beasts, and her inhabitants will hardly have changed for the worse....

Ought the question, however, to be considered only from the physiological point of view? Does not the child need a

mother's care as much as her milk? Other women, or even other animals, may give him the milk she denies him, but there is no substitute for a mother's love.

The woman who nurses another's child in place of her own is a bad mother; how can she be a good nurse? She may become one in time, use will overcome nature, but the child may perish a hundred times before his nurse has developed a mother's affection for him.

And this affection when developed has its drawbacks, which should make every sensible woman afraid to put her child out to nurse. Is she prepared to divide her mother's rights, or rather to abdicate them in favor of a stranger; to see her child loving another more than herself; to feel that the affection he retains for his own mother is a favor, while his love for his foster-mother is a duty; for is not some affection due where there has been a mother's care?

To remove this difficulty, children are taught to look down on their nurses, to treat them as mere servants. When their task is completed the child is withdrawn or the nurse is dismissed. Her visits to her foster-child are discouraged by a cold reception. After a few years the child never see her again. The mother expects to take her place, and to repair by her cruelty the results of her own neglect. But she is greatly mistaken; she is making an ungrateful foster-child, not an affectionate son; she is teaching him ingratitude, and she is preparing him to despise at a later day the mother who bore him, as he now despises his nurse.

How emphatically would I speak if it were not so hopeless to keep struggling in vain on behalf of a real reform. More depends on this than you realize. Would you restore all men to their primal duties, begin with the mothers; the results will surprise you. Every evil follows in the train of this first sin; the whole moral order is disturbed, nature is quenched in every breast, the home becomes gloomy, the spectacle of a young family no longer stirs the husband's love and the stranger's reverence. The mother whose children are out of sight wins scanty esteem; there is no home life, the ties of nature are not strengthened by those of habit; fathers, mothers, children, brothers, and sisters cease to exist. They are almost strangers; how should they love one another? Each thinks of himself first. When the home is gloomy solitude pleasure will be sought elsewhere.

But when mothers deign to nurse their own children, then will be a reform in morals; natural feeling will revive in every heart; there will be no lack of citizens for the state; this first step by itself will restore mutual affection. The charms of home are the best antidote to vice. The noisy play of children, which we thought so trying, becomes a delight; mother and father rely more on each other and grow dearer to one another; the marriage tie is strengthened. In the cheerful home life the mother finds her sweetest duties and the father his pleasantest recreation. Thus the cure of this one evil would work a wide-spread reformation; nature would regain her rights. When

women become good mothers, men will be good husbands and fathers....

### **Disciplining the Child**

Why does Rousseau believe that pampering a young child will ultimately prove harmful to that child? Do you agree with his views on this subject?

What are Rousseau's views on the disciplining of young children. Do these views strike you as being unduly harsh or simply realistic?

There is another by-way which may tempt our feet from the path of nature. The mother may lavish excessive care on her child instead of neglecting him; she may make an idol of him; she may develop and increase his weakness to prevent him feeling it; she wards off every painful experience in the hope of withdrawing him from the power of nature, and fails to realize that for every trifling ill from which she preserves him the future holds in store many accidents and dangers, and that it is a cruel kindness to prolong the child's weakness when the grown man must bear fatigue.

Thetis, so the story goes, plunged her son in the waters of Styx to make him invulnerable. The truth of this allegory is apparent. The cruel mothers I speak of do otherwise; they plunge their children into softness, and they are preparing suffering for them, they open the way to every kind of ill, which their children will not fail to experience after they grow up.

Fix your eyes on nature, follow the path traced by her. She keeps children at work, she hardens them by all kinds of difficulties, she soon teaches them the meaning of pain and grief. They cut their teeth and are feverish, sharp colics bring on convulsions, they are choked by fits of coughing and tormented by worms, evil humors corrupt the blood, germs of various kinds ferment in it, causing dangerous eruptions. Sickness and danger play the chief part in infancy. One half of the children who are born die before their eighth year. The child who has overcome hardships has gained strength, and as soon as he can use his life he holds it more securely.

This is nature's law; why contradict it? Do you not see that in your efforts to improve upon her handiwork you are destroying it; here cares are wasted? To do from without what she does within is according to you to increase the danger twofold. On the contrary it is the way to avert it; experience shows that children delicately nurtured are more likely to die. Provided we do not overdo it, there is less risk in using their strength than in sparing it. Accustom them therefore to the hardships they will have to face; train them to endure extremes of temperature, climate, and condition, hunger, thirst and weariness. Dip them in the waters of Styx. Before bodily habits become fixed you may teach what habits you will without any risk, but once habits are established any change is fraught with peril. A child will bear changes which a man cannot bear, the muscles of the are soft and flexible, they take whatever direction you give them without any effort; the muscles of the grown man are harder and they only change their accustomed mode of action when subjected to violence. So we can make a child strong without risking his life or health, and even if there were some risk, it should not be taken into consideration. Since human life is full of dangers, can we do better than face them at a time when they

can do the least harm?

A child's worth increases with his years. To his personal value must be added the cost of the care bestowed upon him. For himself there is not only loss of life, but the consciousness of death. We must therefore think most of his future in our efforts for his preservation. he must be protected against the ills of youth before he reaches them: for if the value of life increases until the child reaches an age when he can be useful, what madness to spare some suffering in infancy only to multiply his pain when he reaches the age of reason. Is that what our master teaches us?

Man is born to suffer; pain is the means of his preservation. His childhood is happy, knowing only pain of body. These bodily sufferings are much less cruel, much less painful, than other forms of suffering, and they rarely lead to self-destruction. It is not the twinges of gout which make a man kill himself, it is mental suffering that leads to despair. We pity the suffering of the childhood; we should pity ourselves; our worst sorrows are of our own making.

The new-born infant cries, his early days are spent in crying. He is alternately petted and shaken by way of soothing him; sometimes he is threatened, sometimes beaten, to keep him quiet. We do what he wants or we make him do what we want, we submit to his whims or subject him to our own. There is no middle course; he must rule or obey. Thus his earliest ideas are those of the tyrant or the slave. He commands before he can speak, he obeys before he can act, and sometimes he is punished for faults before he is aware of them, or rather before they are committed. Thus early are the seeds of evil passions sown in his young heart. At a later day these are attributed to nature, and when we have taken pains to make him bad we lament his badness.

### **The Role of the Child's Father**

In this way the child passes six or seven years in the hands of women, the victim of his own caprices or theirs, and after they have taught him all sorts of things, when they have burdened his memory with words he cannot understand, or things which are of no use to him, when nature has been stifled by the passions they have implanted in him, this sham article is sent to a tutor. The tutor completes the development of the germs of artificiality which he finds already well grown, he teaches him everything except self-knowledge and self-control, the arts of life and happiness. When at length this infant slave and tyrant, crammed with knowledge but empty of sense, feeble alike in mind and body, is flung upon the world, and his helplessness, his pride, and his other vices are displayed, we begin to lament the wretchedness and perversity of mankind. We are wringing; this is the creature of our fantasy; the natural man is cast in another mould.

Would you keep him as nature made him? Watch over him from his birth. Take possession of him as soon as he comes into

Do you agree with Rousseau's position that a child is better educated by his own parents than by the most gifted professional teacher? Why or why not?



the world and keep him till he is a man; you will never succeed otherwise. The real nurse is the mother and the real teacher is the father. Let them agree in the ordering of their duties as well as in their method, let the child pass from one to the other. He will be better educated by a sensible though ignorant father than by the cleverest master in the world. For zeal will atone for lack of knowledge, rather than knowledge for lack of zeal. But the duties of public and private business! Duty indeed! Does a father's duty come last. It is not surprising that the man whose wife despises the duty of suckling her child should despise its education. There is no more charming picture than that of family life; but when one feature is wanting the whole is marred. If the mother is too delicate to nurse her child, the father will be too busy to teach him. Their children, scattered about in schools, convents, and colleges, will find the home of their affections elsewhere, or rather they will form the habit of caring for nothing. Brothers and sisters will scarcely know each other; when they are together in company they will behave as strangers. When there is no confidence between relations, when the family society ceases to give savor to life, its place is soon usurped by vice. Is there any man so stupid that he cannot see how all this hangs together?

### Searching for a Tutor

A father has done but a third of his task when he begets children and provides a living for them. He owes men to humanity, citizens to the state. A man who can pay this threefold debt and neglects to do so is guilty, more guilty, perhaps, if he pays it in part than when he neglects it entirely. He has no right to be a father if he cannot fulfill a father's duties. Poverty, pressure of business, mistaken social prejudices, none of these can excuse a man from his duty, which is to support and educate his own children. If a man of any natural feeling neglects these sacred duties he will repent it with bitter tears and will never be comforted.

But what does this rich man do, this father of a family, compelled, so he says, to neglect his children? He pays another man to perform those duties which are his alone. Mercenary man! do you expect to purchase a second father for your child? Do not deceive yourself; it is not even a master you have hired for him, it is a flunkey, who will soon train such another as himself.

There is much discussion as to the characteristics of a good tutor. My first requirement, and it implies a good many more, is that he should not take up his task for reward. There are callings so great that they cannot be undertaken for money without showing our unfitness for them; such callings are those of the soldier and the teacher.

"But who must train my child?" "I have just told you, you should do it yourself." "I cannot." "You cannot! Then find a friend. I see no other course."

A tutor! What a noble soul! Indeed for the training of a man

What are the three main duties of a father in the education of his child? What is a father to do if he cannot fulfill these duties himself?

one must either be a father or more than man. It is this duty you would calmly hand over to a hireling!

The more you think of it the harder you will find it.

The tutor must have been trained for his pupil, his servants must have been trained for their master, so that all who come near him may have received the impression which is to be transmitted to him. We must pass from education to education, I know not how far. How can a child be well educated by one who has not been well educated himself?

Can such a one be found? I know not. In this age of degradation who knows the height of virtue to which man's soul may attain? But let us assume that this prodigy has been discovered. We shall learn what he should be from the consideration of his duties. I fancy the father who realizes the value of a good tutor will contrive to do without one, for it will be harder to find one than to become such a tutor himself.; he need search no further, nature herself having done half the work

### **Rousseau's Project in Emile**

What is Rousseau's aim in writing this work?

Some one whose rank alone is known to me suggested that I should educate his son. He did me a great honor, no doubt, but far from regretting my refusal, he ought to congratulate himself on my prudence. Had the offer been accepted, and had I been mistaken in my method, there would have been an education ruined; had I succeeded, things would have been worse-his son would have renounced his title and refused to be a prince.

I feel too deeply the importance of a tutor's duties and my own unfitness, ever to accept such a post, whoever offered it, and even the claims of friendship would be only an additional motive for my refusal. Few I think, will be tempted to make me such an offer when they have read this book, and I beg any one who would do so to spare his pains. I have had enough experience of the task to convince myself of my own unfitness, and my circumstances would make it impossible, even if my talents were such as to fit me for it. I have thought it my duty to make this public declaration to those who apparently refuse to do me the honor of believing in the sincerity of my determination. If I am unable to undertake the more useful task, I will at least venture to attempt the easier one; I will follow the example of my predecessors and take up, not the task, but my pen; and instead of doing the right thing I will try to say it.

I know that in such an undertaking the author, who ranges at will among theoretical systems, utters many fine precepts impossible to practice, and even when he says what is practicable it remains undone for want of details and examples as to its application.

I have therefore decided to take an imaginary pupil, to assume on my part the age, health, knowledge, and talents required for the work of his education, to guide him from birth to manhood, when he needs no guide but himself. This method



seems to me useful for an author who fears lest he may stray from the practical to the visionary; for as soon as he departs from common practice he has only to try his method on his pupil; he will soon know, or the reader will know for him, whether he is following the development of the child and the natural growth of the human heart.

This is what I have tried to do. Lest my book should be unduly bulky, I have been content to state those principles the truth of which is self-evident. But as to the rules which call for proof, I have applied them to Emile or to others, and I have shown, in very great detail, how my theories may be put into practice. Such at least is my plan; the reader must decide whether I have succeeded. At first I have said little about Emile, for my earliest maxims of education, though very different from those generally accepted, are so plain that it is hard for a man of sense to refuse to accept them, but as I advance, my scholar, educated after another fashion than yours, is no longer an ordinary child, he needs a special system. Then he appears upon the scene more frequently, and towards the end I never lose sight of him for a moment, until, whatever he may say, he needs me no longer...

### **Educating the Young Child**

We are born capable of learning, but knowing nothing, perceiving nothing. The mind, bound up within imperfect and half grown organs, is not even aware of its own existence. The movements and cries of the new-born child are purely reflex, without knowledge or will....

As I said before, man's education begins at birth; before he can speak or understand he is learning. Experience precedes instruction; when he recognizes his nurse he has learnt much. The knowledge of the most ignorant man would surprise us if we had followed his course from birth to the present time. If all human knowledge were divided into two parts, one common to all, the other peculiar to the learned, the later would seem very small compared with the former. But we scarcely heed this general experience, because it is acquired before the age of reason. Moreover, knowledge only attracts attention by its rarity, as in algebraic equations common factors count for nothing. Even animals learn much. They have senses and must learn to use them; they have needs they must learn to satisfy them; they must learn to eat, walk, or fly. Quadrupeds which can stand on their feet from the first cannot walk for all that; from their first attempts it is clear that they lack confidence. Canaries who escape from their cage are unable to fly, having never used their wings. Living and feeling creatures are always learning. If plants could walk they would need senses and knowledge, else their species would die out.

The child's first mental experiences are purely affective, he is only aware of pleasure and pain; it takes him a long time to acquire the definite sensations which show him things outside himself, but before these things present and withdraw

themselves, so to speak, from his sight, taking size and shape for him the recurrence of emotional experiences is beginning to subject the child to the rule of habit. You see his eyes constantly follow the light, and if the light comes from the side the eyes turn towards it, so that one must be careful to turn his head towards the light lest he should squint. He must also be accustomed from the first to the dark, or he will cry if he misses the light. Food and sleep, too, exactly measured, become necessary at regular intervals, and soon desire is no longer the effect of need, but of habit, or rather habit adds a fresh need to those of nature. You must be on your guard against this.

The only habit the child should be allowed to contract is that of having no habits; let him be carried on either arm, let him be accustomed to offer either hand, to use one or other indifferently; let him not want to eat, sleep or do anything at fixed hours, nor be unable to be left alone by day or night. Prepare the way for his control of his liberty and the use of his strength by leaving his body its natural habit, by making him capable of lasting self-control, of doing all that he wills when his will is formed.

As soon as the child begins to take notice, what is shown him must be carefully chosen. The natural man is interested in all new things. He feels so feeble that he fears the unknown; the habit of seeing fresh things without ill effects destroys this fear. Children brought up in clean houses where there are no spiders are afraid of spiders, and this fear often lasts through life. I never saw peasants, man, woman, or child, afraid of spiders.

Since the mere choice of things shown him may make the child timid or brave, why should not his education begin before he can speak or understand? I would have him accustomed to see fresh things, ugly, repulsive, and strange beasts, but little by little, and far off till he is used to them, and till having seen others handle them he handles them himself. If in childhood he sees toads, snakes, and crayfish, he will not be afraid of any animal when he is grown up. those who are continually seeing terrible things think nothing of them....

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Jean Jacques Rousseau. *Emile*. Trans. Barbara Foxley (1911).

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It is wholly different book, and it provides a deeply disturbing ending that many might find disappointing. But "Martin Eden" also about a writer, about the anguishing struggles of a sensitive soul who longs to be surrounded by beauty and to make beauty. ---- - I recommend both books very much. Read more. 22 people found this helpful. Emile, or On Education (French: *Émile, ou De l'éducation*) is a treatise on the nature of education and on the nature of man written by Jean-Jacques Rousseau, who considered it to be the "best and most important" of all his writings. Due to a section of the book entitled "Profession of Faith of the Savoyard Vicar", Emile was banned in Paris and Geneva and was publicly burned in 1762, the year of its first publication. During the French Revolution, Emile served as the inspiration for what became a new Jean jacques rousseau. Emile; Or, Concerning education. Extracts. The eighteenth century translations of this wonderful book have for many readers the disadvantage of an English style long disused. It is hoped that this attempt at a new translation may, with all its defects, have the one merit of being in the dialect of the nineteenth century, and may thus reach a wider circle of readers. INTRODUCTION. J.