

Greeks, carefully applied themselves to the study of their own language, and were early able to speak and write it in the greatest perfection. Masters taught them, betimes, the principles, the difficulties, the subtilties and the depths of it. And to that it was chiefly owing, that they made more early advances in the most useful sciences, than any youth have since done.

The French have been beforehand with us in this important particular. They have long imitated the Greeks and Romans, and have had the good policy to prefer their own language to every other; disdaining the study of any foreign tongues, unless driven by necessity into other countries. And the political advantages they have derived from such a conduct are visible all over Europe.

Policy, then, were there nothing else, cries aloud for our exerting ourselves in the cause of a too long neglected English education; and for wiping off that charge of barbarity, with which the English have been, on that account, so long stigmatized by the French, whose language we are so ridiculously fond of, to the reproach and degradation of a better, even our own.

There is, perhaps, no language, the grammatical knowledge of which can be learned with so much ease, or with less difficulty, than ours. And as the freedom, the liberty, and the life of our country depend upon it, shall Britain and her Colonies deprive their sons of this most valuable birthright, the right of nature?

It appears to me a thing very unaccountable, that masters, and those who superintend public schools, should neglect this important part of an education, and suffer youth to trifle away their time, when it might be employed to so much advantage to themselves and to future generations. And what is still more so, is, that parents, who love their children, should connive at this unpardonable neglect.

Without a common school education, which is the anchor of liberty, the supporter of our rights, we can