

2. OF THE CONSEQUENCES WHICH HAVE ACTUALLY FOLLOWED FROM GENERAL EDUCATION, IN THOSE COUNTRIES IN WHICH IT HAS TAKEN PLACE.

PERHAPS it may be thought I have dwelt too long on the probable consequences of education, or what may be termed, the examination of the subject *a priori*. I have been induced to extend my observations to this length, because those who have argued against the diffusion of knowledge, have, for the most part, confined themselves to these general reasonings; and I wished to meet them on their own ground. But, the propriety and expediency of what I contend for, will more clearly, and I think, undeniably, appear by considering the state of those countries in which this object has been accomplished. The countries which appear to be most deserving of notice, in this view, are Iceland, Denmark, Switzerland, Scotland, and the Northern States of America.

IF any of the ancient nations could be cited as examples, Athens seems to be the only one, which can, with any propriety, be mentioned. It is certain, that the Athenian people possessed considerable knowledge with respect to several subjects; that they had a very delicate ear with regard to the use and pronunciation of their own language; and that they acquired a degree of political knowledge, probably exceeding that which the common people of any other country, ancient or modern, ever possessed. The delicacy of their ear with regard to language, arose from the close attention which they gave to the public orators, and to dramatic represen-