

asters may not the memory of the past, lead us to dread the recurrence, by the operation of the same causes?

PERHAPS, you will ask me, Why address all this reasoning to us? How useful soever the establishment of schools may be, why is it necessary, that we should be the principal promoters of it? If the people wish to have this advantage, let them make the necessary application themselves. The bounty of Government is open. The way to obtain it, is clear, and cannot be mistaken.

BUT, I would request you, Gentlemen, to consider, that the people in general never can be so sensible as you are of the value and importance of knowledge. As the ignorant never experienced, and never can comprehend, the pleasures of an enlightened understanding, no more can they properly estimate the permanent advantages which it brings. To make use of a figure that is admitted into all languages, the ignorant can be no better judges of the importance of knowledge, than the blind are of the use of vision. All conviction, in either case, must arise from report.

IN fact, the prejudices of ignorant people run strongly against all kinds of knowledge and science. Perhaps, no prejudices are more general, or more inveterate than these. The Indian, the Kampschadale, or the Laplander, regards the rest of mankind, with contempt; and considers his own peculiar habits and mode of life, as his greatest pride, and his greatest happiness. In a polished and enlightened country, the pre-