

The names that the secondary schools bore, Latin schools and grammar schools, suggest the staple of the teaching that they furnished. The curriculum of Harvard College consisted mainly of the Greek, Roman, and Oriental languages and divinity. Two reasons may be suggested for the stress that the Puritans placed on languages and language teaching. In its inception the Renaissance was a distinctly classical movement; while Comenius, the founder of the Realistic School of Pedagogy, was the contemporary of the founders of New England.¹ It preceded and, to a great extent, caused the Reformation. Then Protestantism rests upon the authority of a book, a fact that has given primary education a great importance in all thoroughly Protestant countries. Now, to borrow Burke's famous phrase, Puritanism was the dissidence of dissent, the Protestantism of the Protestant religion; so that for a Puritan to contend earnestly for the faith once delivered to the saints was to contend earnestly for the Bible. The preamble of the Act of 1647 is aimed straight at the Church of Rome and at those Anglicans who affected her ways, and the Act itself is alive with the spirit that emanated from Erasmus and Luther.

The question where the Puritans of Massachusetts Bay got their educational ideas has been sometimes

¹ On the authority of a passage in Cotton Mather's *Magnalia*, it has been assumed that Comenius was offered the presidency of Harvard College. Mr. W. S. Monroe has subjected the assumption to a thorough examination, and reached the conclusion that Mather was in error. — *Educational Review*, November, 1896, "Was Comenius called to Harvard?"