

an able and learned clergy for the people. Lower schools naturally followed as a means of preparation for college, and "lest that old deluder, Satan, should keep men from the knowledge of the Scriptures," it was enacted, in 1642, that all children be taught to read. But although the law used the term "children," which would of course include the girls, yet as a matter of fact they did not ordinarily attend the public schools during most of the eighteenth century. At home, or in private schools kept by dames, they were taught to read and sew, and further learning they were not supposed to need. Some learned to write, but when postoffices were few—and in 1790 there were but seventy-five in the country—correspondence was limited, and women in common life had little use for the pen. When everything eaten or worn by the family had to be prepared or manufactured by the women of the family, the education needed by most was not to be gained at school, and it may be that girls were as well fitted for the part they were expected to play in life, at that time, as were the boys.

Schools did not flourish during the Revolutionary period, but on the contrary declined, and at its close there were said to have been many ladies of high standing in Boston who could not read. But a new era in the education of women dawned soon after this. Public schools had previously been taught by "masters;" after the war young men found more lucrative occupations, and women commenced to be employed in the summer schools. Girls began to attend. They were not permitted to go to the Boston public schools till 1790, and then only during the summer months, when there were not boys enough to fill the schools. This lasted till 1822, when Boston became a city.

In Northampton, Mass., the question was discussed in 1788, and the

town voted "not to be at any expense for schooling girls." The advocates of the measure were persistent, however, appealed to the courts, and the town was indicted and fined for its neglect. So in 1792 it was voted to admit girls between the ages of eight and fifteen to the schools, from *May 1 till October 31*. As late as 1828, so Colonel Higginson tells us in his "History of Public Education in Rhode Island," a certain Otis Storrs was asked to take the town school in Bristol and allow girls to share his instructions. Before this, the record states, "girls did not go to the public schools."

In 1789, however, Massachusetts passed a law indicating advance in several directions, the only one which we need note being the phrase "master or mistress," which was the first legal recognition of women as teachers. Previous to this the law had recognized only masters, hence only masters could collect wages, and when women taught their payment had been a voluntary matter.

At first arithmetic and geography were taught only in winter, as a knowledge of numbers or an ability to cast up accounts was deemed quite superfluous for girls. When Colburn's Mental Arithmetic was introduced, some girls who wished to study it were told derisively, "If you expect to become widows and carry pork to market, it may be well enough to study mental arithmetic."

The decline of education in the eighteenth century led to the establishment of academies, the first of which was founded at South Byfield, Mass., by bequest of William Dummer, who died in 1761. Leicester Academy, incorporated in 1784, was the next, and these with others founded late in the century admitted girls. Bradford Academy, when opened in 1803, admitted both sexes, established a separate department for girls in 1828, and eight years later closed the