

each county in Connecticut to endow a grammar school in the "county town."

The common schools which taught pupils to read and write English early supplanted the "dame schools" and other private schools for primary instruction, and they were, on the whole, well kept up in all the English colonies where they had been established by public authority. But the Latin grammar schools were essentially exotic. In all features except their public support they were intended to resemble the secondary schools of England and as a result were strikingly ill adapted to frontier conditions. The general tendency of the rural townships to neglect the school laws affected the grammar schools much more adversely than the elementary schools. In many places only three or four youths cared to study Latin or prepare for college, and the taxpayers were consequently indignant at having to support a schoolmaster of so little value to the community. Although the grammar schools were not supposed to admit boys who could not already read and write English, public opinion often compelled the teacher to take pupils at a very early age and coach them for grammar school work by giving them the necessary elementary instruction.