

fall of King Philip removed or mitigated the immediate fear of danger, the growing population of the towns began to break ranks and scatter into the wilderness. Towns increased in number rapidly. But this was not all: the character of the towns, socially and economically, and to some extent politically, began to change. The new town was not so much a body of population gathered about the meeting-house and schoolhouse, as it was a body of population scattered over a township. Being less concentrated, life was less intense and vital than before. For example, a single school or a single church no longer answered the wants of the people as well as it had done, and a process of modification set in, which naturally went much farther in the educational sphere than in the religious sphere. We now begin to meet the "travelling" school or "moving" school, which for a time gained a considerable prominence, and continued to the time of Horace Mann. The travelling school reversed the usual practice: the school went to the children, not the children to the school; that is, the single town school was kept a certain time in one corner of the town, then in another, and so on until the circuit had been completed, the periods that it spent in the different localities being equal or unequal, as circumstances might determine. Even grammar schools

metic; in some instances, Latin and Greek, and 'good manners.' But in most schools there was little progress beyond the elementary rudiments. As in the famous Pepperell family, near Kittery Point, an English grammar was preserved, to show the teaching, but the evidences are that the pupils made scant headway in such abstruse learning."