

schools so favored a *quasi*-public character. The academies may be viewed under two aspects.

First they took the place, for the most part, that the decayed grammar schools no longer filled as fitting schools for college. In some counties at that time boys who fitted for college at home were compelled to fit themselves, with such assistance as they could get from the pastors of the churches. The academies sent to the colleges a better class of students than they had been receiving, thus enabling them to raise their requirements for admission. They were also finishing schools, sending into society much larger numbers of pupils than they sent to the colleges. Upon the whole, the standard of the academies was probably higher than that of the grammar schools had been. They taught the English, Latin, Greek, and French languages; writing, arithmetic, geography, declamation, geometry, logic, and natural philosophy. Some of the charters also embraced the clause, "And such other liberal arts and sciences as the trustees shall direct." On this side there is nothing but good to be said of the academies.

But there is another side to the shield. The new schools hastened the decline of the old ones, and made their practical abolition, in 1826, possible. No community can emphasize two competing systems of education; and by as much as Massachusetts built up her academies, she pulled down her grammar schools. Besides, along with the academies a class of schools more distinctly private, and commonly of an inferior grade, sprang up. What might have