

encies of Massachusetts — the first until 1692, and the second until 1820. While they continued in this condition, all the Massachusetts laws applied to them; but owing to various causes, as the greater distance from the centre of authority, the greater sparseness and smaller wealth of the population, and the larger prominence of frontier life, these laws were never as fully carried out as in Massachusetts proper. Still in a very imperfect way the characteristic educational institutions of Massachusetts were reproduced in both districts — elementary schools, grammar schools, academies, and colleges.

When New Hampshire came to be an independent government, it regularly copied the Massachusetts school laws; but they only existed on the statute books, never being enforced. In 1789 the legislature repealed all existing acts, and passed a new one authorizing English grammar schools for teaching reading, writing, and arithmetic in the towns, and grammar schools for teaching Latin and Greek in the shire and half-shire towns. Jeremy Belknap, writing in 1792, says that formerly, when there were but few towns, much better care was taken to observe the law concerning schools than after the settlements were multiplied; but there was never uniform attention paid to the matter in all places. Much depended upon the character and influence of the leading men in the town, and those who were disposed to do so had little difficulty in finding ways of evading the law.<sup>1</sup>

When Maine became an independent State, she con-

<sup>1</sup> *History of New Hampshire*. Boston, 1792, Vol. III., p. 288.