

asked. These Puritans were Englishmen, and they sought to reproduce Old England, freed from what they thought her faults, in New England. The men who laid the foundations of the new Cambridge had studied at the old Cambridge, and they patterned after it. The grammar schools that they set up in Boston and the other towns were modelled after the grammar schools that they had attended in the old home. The originals of the primary schools are less definite. Still the three grades of schools grow out of the nature of studies as related to the human mind: Comenius had already formulated the division in *The Great Didactic*; while the idea, and to a certain extent the practice, of the tripartite division had become familiar in all countries that had been touched by the genius of Protestantism.

How generally or completely the foregoing legislation was carried out in Massachusetts, it is not easy at this distance of time to determine. In general it may be said that the system of education established in those early years grew for a time with the growth of the Commonwealth. The many learned to write and read in the elementary schools; the few fitted for college in the Latin schools and graduated at Harvard. Previous to the Revolution Massachusetts, far more than any of the colonies outside of New England, was self-educated. The native schools furnished a supply of learned men for the service of the State and of the Church.

The primary schools and grammar schools were created, managed, and in part supported by the towns, but they were not for a long time generally