

swept away either under Henry or his son; or if not swept away, plundered and damaged." Much interest will be found in the treatment of the statistics, from the documents now published, as to the number and character of the schools, and the educational payments. Taking the bare stipends, "the average pay of a schoolmaster works out at £6. 9s. 6d. a year." "In the Edward VI. re-foundations, £20 a year seems to have been the standard aimed at, which, with outgoings for repairs, allowance for an usher, and the like, would give about £12 a year to the headmaster. That is about the sum the larger schools, though not the largest, paid before the Reformation." "The school and University exhibitions absolutely disappeared. Most of the latter were perversions, excellent perversions, of the original foundation." As to the numbers in attendance, Mr. Leach has some very striking remarks. "The proportion of the population which had opportunity of access to grammar schools, and, as we can see, used their opportunities, *was very much larger then than now.*" The italics are ours. There is very little direct information in the records as to what the boys learnt. But Mr. Leach pieces together a good deal of suggestive matter. As to Latin, he concludes that "for all practical knowledge of

the language, for readiness in reading, in writing, and still more in speaking, Latin, the young Becketts, or Mertons, or Wolseys, might be safely pitted against their modern successors." At Ipswich school, he shows from Wolsey's statutes, the boys "were also to learn *précis*-writing and to write essays." The whole programme at Ipswich he declares to be "a much more liberal *menu* than that provided by Colet, ten years or so before, for St. Paul's School." As to the classes in attendance, "it was the middle classes, whether country or town, the younger sons of the nobility and farmers, the lesser landholders, the prosperous tradesman, who created a demand for education, and furnished the occupants of the grammar schools." Apparently we have not made appreciable extensions yet in England, although the laboring classes are no longer serfs, and although Parliament does not now petition the Crown against their being allowed to go to the Universities or schools. Let our Minister of Education give an occasional glance at what is doing in Scotland or Germany. Meantime, it will be seen that Mr. Leach has produced a work of substantial original research, of extreme interest in varied directions, and of much historical importance and practical suggestion.—*Educational Times.*

THE SNOBBERY OF EDUCATION.

THE COLLEGE GIRL WHO AFFECTS AN AIR OF SUPERIORITY.

EDITORIALLY, in the April *Ladies' Home Journal*, Edward W. Bok expresses himself vigorously in depreciation of the tendency to introduce a dangerous element of snobbery into education. He notes the pervading "I know so much" air that is encountered on all sides, and the feeling that a line is

being drawn on a so-called educational basis. Mr. Bok contends that "an educational process which sharpens and polishes only a girl's intellect, and either deadens or neglects her heart or soul, is a sorry imitation of what an education really stands for and is. . . The practice followed by some girls who have been at college