

THE Commonwealth had a costume of its own. The staid Puritans, despising show, affected the simple, dark cloth suit we so frequently see in pictures of this period, and, although the Royalists continued to dress in the fashion of the court, the costume of the Puritans is the most conspicuous of the time.

FASHION again reigned supreme at the Restoration in 1666, and various minor alterations were made in dress. The long riding habit which is used to-day came in at this time, and has altered but very little since. Many beautiful laces are seen in the dress of this period, and these formed a large part of the costumes. Charles II. invented the original of the cutaway coat of to-day. It was at first a long, close vest of black cloth or velvet, reaching to the knees and cut square in front. The corners were pinned to the back in the Georges' time, and finally the turned-over portion was cut off altogether.

IN Anne's reign hoops first made their appearance, attaining enormous proportions, and were not finally abandoned until the French Revolution, when they gave place to the "Empire" gown. From this time the great radical changes in fashion in Britain disappear, and each new style is an alteration of some previous one. The high caps and huge head-dresses went out as the hoops came in, and the hair was done up more like it is to-day. The laced corsage was shortened to almost half its former length; ruffles and flounces made their appearance, and many other faddish variations of costumes were adopted.

THE close of the 18th century witnessed the only real innovation of the time. This was the introduction of frock coats, with loose trousers reaching to the ankles, and short boots underneath them. Although this is an entirely different style from all those previously in vogue, it still grew out of the knickerbocker costume of the first George.

BONNETS, too, are seen first at about this time, and, though small at first, it was not long before they were brought to the extreme in size that most new articles of apparel attained in those days. Until about 1830 the usual female dress was a long, short-waisted gown, a development of the Empire gown, generally accompanied by a high bonnet. This disappeared, however, and hoops became the fashion again, first narrow, and finally until 1870 wider even than in the days of Queen Anne. They were made smaller again and in 1876 went the way of all other styles and were seen no more.

SINCE Queen Victoria ascended the throne the different fashions would be almost innumerable. Quicker and safer means of transportation, cheaper manufacturing facilities, the prosperity that came with peace, and many other causes tended to produce the present large number of styles, materials and designs. The leaders of fashion, whose sole occupation is with their dress, cannot be satisfied with the same costume for two months in the year, and those of us who can afford it must follow their lead. The demand for something new is incessant and as long as the demand exists the supply will be found. We have, perhaps, reached a point where radical changes in dress cease, but variations in design, color and material, and fads and fancies of all degrees of absurdity will always be found to have their admirers. We must submit to the faddists, and can only wonder what next!

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How to Train Young People.

The German Example which Canada Should Note.

OVER 24 years have elapsed since the movement having for its object the manual training of boys was inaugurated in Germany. In this space of time, over 2,000 teachers have given their cooperation to the movement; nevertheless, both the internal and the external conditions connected with this new branch of tuition leave much to be desired. The original training in home industries and home occupation has almost entirely disappeared; it is carried on at present only in a few places in Holstein and in 17 institutes for the blind. Most of the other educational establishments in Germany, including 18 orphanages and 46 deaf and dumb institutes, have already introduced manual training into their curriculum. But the endeavor to prepare the pupils in the schools direct for the eventful handicraft has obtained importance in only two of Germany's institutions of learning.

There exist at present in Germany, distributed in 605 places, 861 schools and institutes wherein manual training is carried on in 1,514 workshops. Of this number 836 schools and institutes conduct the training on a pedagogical basis. Prussia has 570 manual training schools, spread over 435 places and distributed among 596 workshops. Industrial centres take the lead, as follows: Prussia, Upper Silesia, the Renish Province, and the Kingdom of Saxony.

The 1,514 pupils' workshops comprise 286 independent manual-training schools and 238 public schools, of which 16 are auxiliary schools where the work is obligatory, 17 middle-class schools, 41 high schools—made up of eight gymnasiums, six technical gymnasiums, 12 technical and technical high schools, and 15 boarding schools—seven preparatory institutes, 26 teachers' seminaries, and 93 boys' asylums, while the remainder is made up of various kinds of private establishments. Sixty-nine institutes have adopted the whole curriculum as recommended by the German Association for the Dissemination of Manual Skill, while 16 dispense with the preparatory work; of the rest 177 schools and institutes confine themselves to three branches, 261 limit themselves to two, and the remainder to one branch only. Five hundred and thirty-five workshops are devoted to wood carving, 527 to working in cardboard, and 356 to the carpenter's bench; of these, 68 are closely connected with wood carving, 77 with preparatory roughing-out work, 35 with metal work, 28 with country timbering, 11 with turnery, and 11 with modeling in clay.

Pedagogical manual tuition has branched out in three directions: The practical formal method which regards handicraft as a means to general culture; the direction advocated by those who aim at the so-called school-manual dexterity, and the system which would make the manual training serve as the basis of individual branches of teaching and utilize these in order to influence the method of instruction in school. The first two are becoming more and more amalgamated. In the third direction, Professor Kumps, at Darmstadt, School Inspector Scherer, at Worms, and Rector Bruckmann, at Königsberg, Prussia, are at present engaged in making thorough experiments in public schools.

The participation of German teachers in the efforts of the German Association is steadily increasing. Over 2,200 German teachers have up to now been taught to become instructors in manual training. Of these, 954 were taught in Leipzig and 1,250 acquired training in 33 places in other parts of Germany.