

the Puritans and Quakers. The people who from these motives protested against extravagance did not invent new costumes; they simply held to what was customary in their own class and time. The Judge's robe and the clergyman's cassock represented old costumes which were once common. Living men could remember a Bishop preaching in a wig, and the Archbishop of Canterbury wore one at the Queen's coronation. The clerical broad-brimmed hat with a low crown was worn by respectable people 300 years ago. The falling collars of clergymen and lawyers were common in the time of James I., and the white bands were survivals of those collars once worn by all the laity. Thus costumes thought odd were the remains of what was once common. Among these were powdered hair, the big wig of the coachman, the parlour-maid's cap and apron, the hats and coats of the beefeaters at the Tower, the dress of boys and girls at charity schools, the veil of the nun, and the Court-dress of a gentleman. In general all were survivals of something that was once common. There was one motive which seldom had power to affect dress, and that was the desire to discover and wear what was beautiful; and this was a lasting shame and disgrace to Europe, for no gift of man was more lofty than the love of beauty. It might be hoped that some day, when the people have grown intelligent and cultivated, they will understand the value of true beauty, dignity, and self-respect in dress.—*The Times*.

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NOTE THE FOLLOWING.

- (1) Private schools, Mr. Matthew Arnold notwithstanding, can and do furnish just the same guarantees as public schools.
- (2) It is possible to organize Sec-

ondary education without interfering with the freedom of the teacher.

(3) Private schools, as organized in Denmark, are not here to day and gone to-morrow, but are just as permanent as an Ulster tenant right.

(4) Private schools, under any just system of organization, not only do excellent work for people of ample means (as they do in England at the present time), but achieve brilliant success in helping the poor and struggling; this is notably shown in the Danish peasant schools.

(5) Private effort, guided and helped by the State in the same way as in Denmark, is able to cover the land with all the schools it requires.

(6) Grants to private schools may be so arranged, and are so arranged in Denmark, that the school is mainly the channel of the benefit, the parents and the public getting the lion's share of the spoil.

(7) The plan of subsidising efficient public and private schools on precisely the same conditions is vastly more economical than anything yet proposed in England. The central Government in Denmark, with two million inhabitants, spends £7,000 a year on secondary schools; if England, which has fourteen times as many inhabitants, could effectively organize her secondary education for fourteen times, or even twice fourteen times, that sum, she might call herself happy in doing it.

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To read the English language well, to write with dispatch a neat legible hand, and to be master of the first rules of arithmetic, so as to dispose at once, with accuracy, of every question of figures which comes up in practice—I call a good education. These are the tools. You can do much with them, but you are helpless without them.—*Edward Everett*.