

of a spring meadow strewn with buttercups and cowslips, for nothing but yellow holds good; the yellow being of the positive tint of a Mandarin orange, from which the fashionable shade takes its name, generally blended with a lighter tone. The bonnets as made just at present are high in the crown and shallow, but Mandarin must be their trimming, with buttercups and cowslips, or any small flower hanging downwards from the stem. Balls of feathers, like the soft silk balls on a Spaniard's hat, appear on many, and some have strings either made of silk, fringed round, or narrow, ribbon tied at the side.

Except Mandarin, which is a mode that will pass quickly, no very decided colours are worn in Paris. Navy-blue and Cardinal have long since been pronounced too marked, and are being superseded by a rich tone blending with Cardinal and slightly darker—in fact, somewhat like port wine dregs, though not quite the same as *lies de vin*. Neutral tints, by-the-by so difficult to blend, are sure to be worn, especially a mixture of grey and brown called “ashes of roses.” Looking over a book of patterns of new shades, those that are specially marked as most to be recommended are lavender, pistachio, pale blue, carnation, sulphur, rose, bronze, dark green, and the new “dragon” (the shade of a toad), *tilleul*, and *flamme de ponche*—a tone which our grandmothers delighted in. For evening wear a happy combination is *tilleul* and olive-green; and the delicate shades to be seen in the sky at sunrise or sunset are much worn, so are moonlight tints. The Régence body is the last novelty, having long rounded points in front and back. A becoming way of trimming low bodies is in folds, which cross back and front and disappear in the waist-belt. Quilted

satins opera cloaks bordered with fur have found great favour of late, and the material ready quilted can be purchased by the yard. White Matelassé pale-tots, bordered with black ostrich-feathers, are most stylish.

Fichus for out-door wear will be very general, and will be made in muslin and other materials. Scarves are to be worn, and many dresses will have them to match; they will either form a hood at the back and have short ends in front, or crossing the shoulders in folds, be secured beneath the waist-belt. The brooches of the day are getting larger, the earrings smaller.

It is rarely in Paris that an Englishwoman is not distinguished at a glance. Now this is especially the case on account of the mode of dressing the hair. While the ladies of England are adopting the severe classical style—close to the head, with a mere coil at the back—Frenchwomen have either their heads covered with curls, confined by fillets of ribbon, or the hair dressed very high, one side higher than the other. The fringes have quite gone out, and small flat curls rest now on the forehead. We are tired of the untidy frizziness which has prevailed so long, but in good truth the styles are almost as various as the faces. A new and charming way of ornamenting the head for full dress is to cover the hair with single flowers attached with a fine hair-pin. Lilies-of-the-valley and forget-me-nots are the most effective for this style. A clever contrivance has been invented; it is a front for those possessed of but little hair; there is no join at the parting, but the hair the wearer has is combed over the addition, and therefore looks quite natural.

THE COUNTY SCHOOLS AND CAVENDISH COLLEGE.



IN the following paper we wish to lay before our readers a brief outline of an educational system which proposes to meet some of the principal difficulties and wants of the English middle classes. Some of its principles have been tested by interesting and successful experiments, and there is reason to think that it will soon attract general public attention.

The advantages of public education have, no doubt, been too much confined to the higher and lower circles of English society. Between the universities, with their immediate satellites, the “public schools,” on the one hand, and the Government training colleges, with the elementary schools, on the other, the great mass of English families find no public system of education adapted to their wants. Nor is it satisfactory in education, any more than in travelling, that there should be no alternative between “first-class” accommodation, in which extra payment is made for comforts and luxuries somewhat more than are necessary, and “third-class,” in which the discomforts and disad-

vantages may be out of reasonable proportion to the traveller's or parent's means. Looking at a schoolboy as a traveller from the sheltered innocence of home to that rugged country of real life, where his chief resources must be drawn from whatever equipment of knowledge and habits he has gathered on his road, it makes one melancholy to think how meagre and uncertain has been the provision which this great country has hitherto offered to the bulk of her sons to guide and protect them on the necessary journey. Dr. Arnold in 1832 tried to call public attention to this subject, deploring the deficiencies, or rather absence, of public secondary education, and pointing out wistfully, and almost despondingly, the contrast between the advantages of the higher ranks, with the universities and public schools acting and reacting upon each other, with a constant supply of students and teachers, and the miserable stagnation of that region in which isolated commercial schools found not even the stimulus of local honour and advancement to rouse the exertions of teachers or encourage the aspirations of pupil and parent. Though much—far more than

Arnold ventured to hope for—has already been done to improve this secondary education, the improvement is yet so slight that the Rector of Lincoln College, speaking recently at the Social Science Congress with the authority of a leader in educational reform, did not hesitate to describe the education of the middle classes as a whole in terms of utter condemnation and unrestrained contempt.

A pupil of Dr. Arnold has for some years been attempting practically to grapple with the problem to which his great master called attention; and the success which has followed his efforts, even if it should be only partial or temporary, has yet been sufficiently marked to encourage perseverance and attract support.

The Rev. J. L. Brereton, having gained some experience of the difficulties and requirements of our urban population, as curate in a great provincial city and in the metropolis, found himself, about twenty years ago, transferred to a very remote rural parish in North Devon. It was while mixing actively in agricultural pursuits, and acquiring a cordial sympathy with his rural neighbours, and eliciting from the farmers of the district a genuine desire for the improved education of their families, that Mr. Brereton asked himself and his influential friends the question, "Where shall we find a centre and a name, sufficiently elevated and not too remote, round which the rising demands for education may safely and permanently group themselves?" In the "county"—that ancient and honourable designation of an English province—Mr. Brereton thought that he could find at once the basis for a foundation, and the atmosphere of honour and emulation in which public schools for the middle classes might rise and flourish. His suggestion was listened to with interest, and wisely and powerfully supported, by the then Lord Lieutenant of Devonshire—a nobleman whose personal character gave the utmost influence to his high rank and position—and by his son, the present Earl Fortescue. The Devon County School founded by them at West Buckland was, as a public school suited to the wants of the middle classes, perhaps "the first that ever burst into that silent sea." And although its steady and growing success must undoubtedly be attributed to many causes, particularly to the qualifications of its head master, yet it is only reasonable to suppose that the novel appellation and character of a "county school," which was so thoughtfully and deliberately given to it by its originators, must have been an essential element in its prosperity. By this title it appealed to a genuine source of that honour which is the life of public institutions. The ancestral and territorial honours of Devonshire are neither few nor disregarded; and the names of Fortescue, Devon, and Acland supplied at once that link of local distinction which Dr. Arnold almost despaired of attaching to the schools of the commercial classes. A county school also offered a broad and natural meeting-ground for the sons of those families whom religious or social differences had hitherto, both in education and in after-life, kept too much distinct. It is greatly to the credit of the late Bishop of Exeter that he at once recognised this advantage, and signified his special

approval of the establishment of the county school as "probably the best solution of a most difficult problem."

Next to its "county" designation, Lord Fortescue and his co-originators of this typical school laid great stress on the importance of its being self-supporting. They thought that it was the honourable distinction of the middle classes that they neither wished nor needed to be dependent on alms. They did not, therefore, mean that existing or future endowments should be rejected, but that this principle should be observed, that parents should be charged the whole cost of the schooling, including a moderate interest on the capital expended. To carry out this principle, an association was formed under limited liability; and it is certainly a striking result that for more than ten years a dividend averaging between three and five per cent. has been received by the shareholders, while the charge to parents has for all necessities been under £30, while the extra tuition has not raised that charge, on the average, above £35; and while the educational results, as tested by the university local examinations, place the Devon County School as one of the very best secondary schools in the country. More than a third of the capital raised in shares has been given to the school, and the dividend devoted to scholarships, indicating how, with the happiest effect, the commercial principle and the endowment principle may combine and work together. We look to this as the most hopeful omen of a complete solution of the real difficulty of middle-class education. The competition of the endowed schools, depending not on their actual work, but on property and prestige, is the real obstacle to the establishment and success of more modern public schools which can meet the real wants of the middle classes. If once it is recognised that the wisest application of small endowments is to combine them both with each other and with fresh commercial capital, and by means of this combination to establish really efficient public schools on the most eligible sites, taking into account convenience, health, and prestige, we are persuaded that a complete system of secondary education might very rapidly be developed.

We do not understand that, in recommending the county as the local basis for such a system, Lord Fortescue and Mr. Brereton had any exclusive view to the benefit of the rural and agricultural classes. On the contrary, they have suggested that the greater cities and towns should, for educational purposes at least, be considered as counties; and, on the other hand, some of the smaller counties grouped together, so as not to over-multiply the centres of action. That urban and day-schools can be brought into harmonious relation with rural and boarding-schools must be admitted; and that, without destroying the individuality of any one school, several of different grades and sizes may be brought under combined management, has been proved in elementary schools—both voluntary and School Board. But as in the elementary schools the governing bodies are formed either of voluntary managers representing the subscribers, or members of a board representing the ratepayers, so in a county system of middle-class schools, the governing bodies

would consist partly of directors representing the shareholders, and partly of trustees representing the endowments. There certainly may be difficulties in the amalgamation of these different functions, but it is obvious that very great benefits must result from their co-operation.

With a view to keep up the academic status of county schools a bold step has been taken, which promises to be very successful; and, if so, will confer an incalculable benefit upon middle-class education. Hitherto the advantage of becoming graduates of the ancient Universities of Cambridge and Oxford has been almost a monopoly of the higher classes, and the clergy of the Church of England. The necessity for three years' residence, the incidental expenses, and the tendency to postpone the age of admission to eighteen or later, have practically led great numbers of English parents to think of a university degree as a luxury undesirable, or unattainable, for their sons. This practical divorcement from the universities will account for a great deal that is unsatisfactory in the middle schools—both endowed and commercial—and, perhaps, for some lines of demarcation between the higher classes of society, which are too strongly drawn. In order to break through these obstacles, and give the middle classes and their schools a real footing in the universities, Mr. Brereton, a few years ago, proposed to establish a new college for junior students in the University of Cambridge. His object, in making the proposal, was to turn the attention of middle-class parents and their sons to the great advantage which, educationally and socially, a university degree would give them, if it could be obtained, through economy of time and money, on conditions suitable to their means and prospects. He also indicated that through the

same college another great want of the middle schools might be provided—namely, a supply of well-trained masters, who should also be educated gentlemen. Mr. Brereton's proposal has been well received and supported both in the university and outside. The Chancellor of the University, the Duke of Devonshire, has given most considerate attention and a cordial approval to the proposal; and, by his permission, the name of Cavendish has been given to the new college, of which the first block of buildings is now ready to receive students. The general principles adopted in establishing the Devon County School have been followed in founding Cavendish College. The capital is raised in shares under limited liability, with a dividend restricted to five per cent. It is intended, and hoped, that a considerable portion of the share-capital will form an endowment for scholarships; and so there will be a double object in maintaining that economy without which a dividend cannot be earned at the moderate charge—eighty guineas per annum—for which the peculiar advantages of a university education, completed by a B.A. degree, are offered to intelligent and industrious youths.

Our readers may have noticed in the papers a report of a very interesting meeting that was held at Cambridge recently to inaugurate this new college. It is not often that so varied and representative a meeting is brought together for a novel object. Several of the speeches were of great interest; and we are glad to be informed that the Warden of Cavendish College is having them reprinted, as likely to furnish to parents and the public a more genuine aspect of the principles and intentions out of which the college has originated, than could be given by any formal prospectus.

HOW TO BUILD CITIES OF HEALTH.

BY A FAMILY DOCTOR.



DURING the past few years a species of reform has commenced, and is going on in this country, which bids fair to do more for the people of the British Isles, both now and in future generations, than all that Parliament could do for them in a thousand years.

People are beginning to reform themselves and each other, and to take a profound interest in the laws of health, and everything appertaining to hygiene. It is patent to every one nowadays, that a very large majority of cases of disease and illness are entirely and easily preventible by means within the reach of all. Scarcely can we take up a monthly magazine without finding therein some paper or article having reference to the health of the people. These the public cannot help seeing and reading; and, no matter how fondly they may cling to bygone ways and old-fashioned prejudices, gradually the mists of ignorance are being cleared away, the truth is dawning on them, and now, men in the nineteenth century are just beginning to learn how to live—how best to live in

health and comfort, how to prevent disease, and thus extend the lives that God has given them. Personal cleanliness, pure air, pure water, a pure mind, and healthful exercise are all conducive to length of days, and enable us in a great measure to steer clear of disease; but it must not be forgotten that we ought, as far as possible, to live in healthful homes. Men spend a large portion of their lives within-doors, and women a still greater, and the state of their health and strength of their constitutions must, in a great measure, depend upon the sanitary condition of their surroundings. Now until circumstances combine to impress upon the Government of these islands the fact, that that nation which is freest from sickness will also be foremost in civilisation, will produce the hardiest, sturdiest, and bravest soldiers, the most learned statesmen, and the fairest women, and thus induce *it* to frame better sanitary laws for the protection of the life and well-being of the subject, it behoves us, each and all, to do what we can to help ourselves.