

reached, every child is dismissed from school, notwithstanding its want of knowledge.

Has a child of the first kind of schools, for two months, omitted to pay the decreed school money, it is put down for the Charity school; and as soon as the parents are booked for receiving regular alms, the children are put down for the Pauper School.

Wilful absence from school is, in "The School" and Charity School, punished by fines. One penny for the day during the first month, two pence during the next, and four pence during the third month. Nine pence per day is the highest fine that can be imposed.

The neglectful children of the Pauper school are punished either by being sent to the workhouses, or to the educational establishment for depraved children in the country; sometimes also sent to board there. In "the Schools" which have, like the Charity and Pauper schools, five classes, the regulated number of children for each class is thirty-five, the preparation class excepted, that may count even 100; and each of these classes gets twenty-eight hours' instruction in the week. The topics are religion, the Danish grammar, history, especially that of their own country, geography, natural history, arithmetic, writing, drawing, singing, gymnastics; and for the girls also every kind of plain sewing. In the Charity and Pauper schools the instruction is imparted after the same plan, natural history only excepted. The two upper classes of the Charity school get 25 hours' instruction in the week, the two next ones 22 hours, and the preparation class (like "the Schools") 21. The children of the Pauper schools attend it almost the whole day, from eight till twelve in the morning, and from two till six in the afternoon; and the lesson hours finished, they are occupied with needle-work—plain sewing for the larger, and knitting for the smaller ones.

The Public Schools of Copenhagen are administered by a School Board, which is composed (according to the law of December 29th, 1837) of the First President, of an alderman, and of one of the deans or rectors of the town. The director of the public and private schools is also a member of the Board, though without having any right to vote. He is the superintendent of all schools, and is regarded as the manager of the Board.

Every school has also, beside the Board, its own special commission, consisting likewise of three members. A rector, or residing curate, as director, and two commoners, of whom one is elected by the Board, the second by the representatives of the corporations.

Every school has, moreover, its own inspector, who receives, besides his salary, also free house, wood, and light. An inspector's salary is at the beginning about £30. a year, but increases at each three years' service with £5., until it at last reaches £45. They are paid in the same way as the other teachers for the lessons they give; the said lessons are not to amount to above 18 hours a week. The inspector of the school obtains the mere 4 per cent. of the school money, which he calls in and gives account of.

Beside the inspector, every school (the Pauper school excepted) has also a head master, who receives a salary of £45., therein included the payment for 36 lesson hours a week.

The masters of the public school receive for 36 hours' instruction in the week a salary of £25. a year, which sum, after 4 years' service, is raised to £32. 10s. and after other 4 years to £40. Its masters can be employed as Candidates of Divinity and skilful students, who are nevertheless not permitted to teach religion. In the girls' classes, a complete separation of both sexes is strictly observed; examined female teachers can give instruction in all the different branches. These teachers have a salary of £18., £21. 12s., and £25. 4s. for 36 lessons a week.

Copenhagen has also, beside the here named schools, a royal education house, where about 90 boys obtain a somewhat higher instruction, and are at the same time boarded and dressed gratuitously until their confirmation.

A kind of reward schools are the united schools maintained by the church, where decent and diligent children from all public schools can be admitted. No school money is asked, and the pupils may, as the school is richly endowed, at the same time obtain legacies and equipment for their confirmation. The instruction is imparted upon a somewhat larger scale than at the other schools, and is calculated for children from the 10th until the 14th year. It has four classes for boys, and four for girls, with 35 children in each class.—*Eng. S. S. Teachers' Magazine.*

5. THE ROYAL COMMISSION ON EDUCATION IN VICTORIA.

The Rev. R. W. Vanderkiste, of Sidney, writes to a friend thus:—"Victoria is stirring in the matter of education. Our new bill, as you are aware, gives increased facilities for the establishment of very small public schools in the interior. If the average attendance be as low as ten, the teacher is yet to be a paid servant of the Government. You may judge the need of such an arrangement, when I name to you that at one national school, which I established

some years since, about 150 miles from Sydney, which we do not call the *interior*, although the nearest school was fourteen miles distant, swollen rivers reduced the attendance for a considerable portion of the year, to the number I have named above.

The Victoria report extends to over 300 foolscap pages, closely printed. The following is a summary of the recommendations of the commission to the Victoria Legislature:—

1. The enactment of a law making the instruction of children compulsory upon parents.
2. The appointment of a Minister of Public Instruction, responsible to Parliament, with a general superintendence over the interests of education in Victoria.
3. The establishment of public schools from which sectarian teaching shall be excluded by express legislative enactment, and in which religious teaching shall be in like manner sanctioned and encouraged.
4. Public schools to be placed under the superintendence and management, subject to the Minister of Public Instruction, of local committees, to be partly nominated by ratepayers and parents.
5. The teachers in public schools to be admitted to the public service upon passing a prescribed examination; to be under the direction of local committees, subject to the authority of the Minister of Public Instruction; and to be entitled to receive their salaries, and, after a certain period of actual service, an augmentation allowance, and a retiring allowance from the state.
6. The principles of individual examination of children, and of part payment of the teacher by results, to be retained; but modifications to be made in the mode of examination.
7. The establishment of a training school for teachers.
8. Annual exhibitions at the grammar schools, Queen's scholarships in the training school, and appointments in the civil service, to be given to the pupils of public schools.
9. A capitation grant, to be conditionally given, for a period of five years, to non-vested schools now on the rolls of the Board of Education.
10. Encouragement to be given to the denominations, by means of a grant of increased powers, to part with their school lands, to surrender their schools, and contribute to the establishment of public schools.
11. A separate grant to be made for the purpose of aiding instruction in the rural districts, and in missionary educational settlements for the aborigines and the instruction of the Chinese, and for the purpose of aiding ragged schools.
12. The levying of a rate in aid of public instruction upon the land in Victoria.—*Papers for the Schoolmaster.*

II. Papers on Practical Education.

1. REPORT ON THE STUDY OF LANGUAGES.

At a meeting of the Association of New England Colleges held in Providence, R.I., October, 1865, the Presidents of Yale College and of Brown and Harvard Universities were requested to prepare a brief statement of the views which, from the discussions of that meeting and the meeting held in 1864, it was evident that the majority of the association held concerning the ordinary mode of teaching both ancient and modern languages.

The modes of teaching should undoubtedly vary, to some extent, with the age of the pupil, with the nearness of the relationship between the language taught and the pupil's vernacular, and with the object in view in learning.

The objects in view may be classified under two heads: the uses to be made of the knowledge when acquired, and the usefulness of the process of acquisition.

Again, the uses of the knowledge may be classified under three heads, arising first from the ability to read the language, and interpret the thoughts of those who use it; secondly, from the ability to speak and write the language, and express our thoughts to those who understand it; thirdly, from the light which the grammar and vocabulary of the language may throw upon our vernacular, or upon some other tongue which we may be studying, or upon the history of the nation using it. It is evident that for the second use a much greater familiarity with the tongue is required than for the first or third.

Still further, the uses of the process of acquisition may be classified under various heads, in the cultivation of memory, of the ear, of judgment and reasoning power,—and if the writings studied be classical, in the cultivation of taste and imagination, and in increased power to use our own language with elegance and force.

The processes of acquisition involve seven different kinds of labor, and each of these seven kinds is divisible into two degrees of nicety,—the one for those who would simply learn to read, the other for those who would learn to speak the language. For the ordinary purposes of liberal education, the first degree is sufficient. These seven kinds are as follows:

Firstly,—Orthoëpy; in which the degrees are the correct, and the elegant pronunciation of the vowels and consonants in combination. For example, a sufficient reading-knowledge of German may be