

TABLE SHOWING THE SUBJECT OF STUDY, COMPARATIVELY, IN THE PUBLIC ELEMENTARY SCHOOLS OF ENGLAND AND NEW ZEALAND.

ENGLAND AND NEW ZEALAND.	STANDARD I.	STANDARD II.	STANDARD III.	STANDARD IV.	STANDARD V.	STANDARD VI.	STANDARD VII.
<b>READING,—</b> ENGLAND <sup>1</sup> .. .. . (Obligatory) Arts. 15 and 109 (e) code 1886.	To read a short paragraph from a book, not confined to words of one syllable.	To read a short paragraph from an elementary reading book.	To read a passage from a more advanced reading book, or from stories from English history.	To read a few lines from a reading book, or a History of England.	To read a passage from some standard author, or from a history of England.	To read a passage from one of Shakespeare's historical plays, or from some other standard author, or from a history of England.	To read a passage from Shakespeare or Milton, or from some other standard author, or from a history of England.
<b>NEW ZEALAND 1 N.Z.</b> .. .. . (Obligatory)  Pass-subjects  Addit.-subjects Regulations of June 16, 1885, and September, 1878.	Sentences composed of words of one syllable, and common words of two syllables to be read intelligently.  Spelling: easy words of one syllable.  Knowledge of subject-matter of the reading lesson. Repetition of easy verses. Syllabus and test as for object lessons.	Sentences containing words of two syllables, and easy words of more than two syllables, to be read intelligently, and the meanings (not necessarily strict definitions) of the words to be known. Spelling: easy words of two syllables.  Knowledge of subject-matter of reading lessons. Repetition of verses. Syllabus showing progress.	Easy reading book to be read fluently and intelligently, with knowledge of the meanings of the words, and with due regard to the distinction of paragraphs as well as of sentences. Spelling: from the same book; knowledge of words having the same or nearly the same sound but differing in meaning; dictation of easy sentences from the reading book of a lower standard.  Subject-matter of the reading lesson. Repetition of verses. Syllabus showing progress.	Reading and definition.—An easy book of prose and verse.  Spelling and dictation: suited to this stage as represented by the reading book in use; the dictation to exhibit a knowledge of the use of capitals and punctuation, but (at inspection) to be confined to prose.  Recitation.—Additional subject. A list of pieces learnt, and one piece (or more) specially prepared for the examination.	Reading and definition.—A book of general information not necessarily excluding matter such as that prescribed by Standard IV. Spelling and dictation: suited to this stage.  Recitation.—Additional subject. Of a higher order than for Standard IV.	STANDARD VI. A book containing extracts from general literature.  Spelling and dictation: suited to this stage.  Recitation.—Additional subject. As for Standard V.	
<b>WRITING,—</b> ENGLAND <sup>2</sup> .. .. . (Obligatory) Arts. 15 and 109 (e) code 1886.	Copy in manuscript characters a line of print, and write from dictation not more than ten easy words commencing with capital letters. Copy-books (large or half-text hand) to be shown.	A passage of not more than six lines, from the same book, slowly read once, and then dictated word by word. Copy-books (large and half-text hand) to be shown.	Six lines from one of the reading books of the Standard slowly read once and then dictated. Copy-books (capitals and figures large and small hand) to be shown.	Eight lines of poetry or prose, slowly read once, and then dictated. Copy-books to be shown.	Writing from memory the substance of a short story read out twice; spelling, handwriting, and correct expression to be considered. Copy-books to be shown.	A short theme or letter on an easy subject; spelling, handwriting, and composition to be considered. Copy-books to be shown.	A theme or letter; composition, spelling, and handwriting to be considered. Note-books and exercise-books to be shown.
[N.B.—An exercise in dictation may, at the discretion of the Inspector, be substituted for composition.]							
<b>NEW ZEALAND 2 N.Z.</b> .. .. . (Obligatory) Pass-subject. Regulations of June 16, 1885, and September, 1878.	The small letters and the ten figures, on slate, at dictation.	Short words in copy-books, not larger than round hand. On slate, Capital letters and transcription from reading book of Standard II.	Longer words and sentences, not larger than round hand; transcriptions from the reading book of Standard III, with due regard to punctuation and quotation marks.	Good copies in a hand not larger than roundhand, and transcription of poetry.	Small hand copies in a strict formal style; and texthand; transcription of verse in complicated metres, and of prose exhibiting the niceties of punctuation.	STANDARD VI. The copying of tabulated matter, showing bold headlines, and marking distinctions such as in letterpress require varieties of type, e.g., the copying of these printed standards, or of a catalogue showing division into groups.	
<b>ARITHMETIC,—</b> ENGLAND <sup>3</sup> .. .. . (Obligatory) Arts. 15 and 109 (e) code 1886. The work of girls will be judged more leniently than that of boys, and as a rule the sums set will be easier.	Notation and numeration up to 1000. Simple addition and subtraction of numbers of not more than three figures. In addition, not more than five lines to be given. The multiplication table to 6 times 12.	Notation and numeration up to 100,000. The four simple rules to short division. The multiplication table, and the pence table to 12s.	The former rules with long division. Addition and subtraction of money.	Compound rules (money) and reduction of common weights and measures.	Practice; bills of parcels; and single rule of three by the method of unity. Addition and subtraction of proper fractions, with denominators not exceeding ten.	Fractions, vulgar and decimal; simple proportion; and simple interest.	Compound proportion; averages and percentages.
Short exercises in mental arithmetic may be given in the examination of all Standards. These should not involve large numbers; should from the first deal with concrete as well as abstract qualities, and should be preparatory to the work of the next higher Standard (compare with N.Z. Reg. concerning Standards II. and VI.). See also "Revised Instructions to Inspectors, 1886" (hereafter called R.I.), Arts. 28-31.							
<b>NEW ZEALAND 3 N.Z.</b> .. .. . (Obligatory) Pass-subject. Regulations of June 16, 1885, and September, 1878.	Counting, and oral addition by twos, threes, fours, and fives, up to 100; numeration and notation to 999; addition sums of not more than three columns; multiplication of numbers not exceeding 999 by 2, 3, 4, and 5; relative values and chief aliquot parts of current English coins; and relative lengths of the yard, foot, and inch. (Note.—The numeration must be applied to the addition and multiplication, and the multiplication known to be a compendious method of addition.)	Numeration and notation of not more than six figures; addition of not more than six lines, with six figures in a line; short multiplication, and multiplication by factors not greater than twelve; subtraction; division by numbers not exceeding twelve, by the method of long division and by the method of short division; mental problems adapted to this stage of progress; multiplication tables to 12 times 12; relative values and chief aliquot parts of the ton, hundredweight, quarter, stone, and pound; relative lengths of the mile, furlong, chain, and rod.	Numeration and notation generally (one billion being taken as the second power of one million, one trillion the third power, and so on); long multiplication and long division; the four money rules, except long multiplication of money; tables of money, avoirdupois weight, and long measure; and easy money problems in mental arithmetic.	Long multiplication of money; reduction of money, weights, and measures; the compound rules applied to problems in weights and measures; practice and the making out of bills of accounts and receipts; tables of money, weights, and measures; mental arithmetic to correspond. The weights and measures of this Standard are avoirdupois weight, troy weight, long measure, square measure, measures of capacity and time, and angular measure.	Proportion; simple interest; the easier cases of vulgar fractions, and problems involving them; mental arithmetic.	STANDARD VI. Vulgar and decimal fractions; interest, and other commercial rules; the metric system of weights and measures, and calculations with pound, florin, cent, and mil; square root, and simple cases of mensuration of surfaces; mental arithmetic generally.	
<b>NEEDLEWORK,—</b> ENGLAND <sup>4</sup> .. .. . (Obligatory for girls in day-schools, arts. 15, 106 (c), and 109 (c); and optional for infant boys.)	<b>BELOW STANDARD I.</b> Needle drill.—Position drill.—Strips (18 inches by 2 inches) in simple hemming with coloured cotton, in the following order, viz.:—(1) Black; (2) Red; (3) Blue.  Knitting-pin drill.—A strip knitted (15 inches by 3 inches) in cotton or wool.  STANDARD I. 1. Hemming, seaming, felling. Any garment or other useful article which can be completed by the above stitches, e.g., a child's pinafore, pillow-case, or pocket handkerchief. In small mixed country schools strips (18 inches by 2 inches) of hemming, &c., may be shown, at the discretion of the managers, in place of a garment. 2. Knitting. Two needles, plain, e.g., a strip on which to teach darning in upper Standards, or a comforter.	1. The work of the previous Standard with greater skill. Any garment or other useful article as above.  2. Knitting. Two needles; plain and purled, e.g., muffatees.	1. The work of the previous Standards; stitching and sewing on strings. Garments, a pinafore, shift, or apron. Herring-bone stitch. The stitch only on canvas or flannel. Darning, simple. On canvas. 2. Knitting. Four needles; plain and purled, e.g., muffatees.	1. The work of the previous Standards; gathering, setting in button-hole, sewing on button. Garment, a plain night-shirt, nightgown, or petticoat. 2. Marking, simple, on canvas. 3. Darning, plain (as for thin places), in stocking-web material. 4. Knitting. Four needles, a sock. 5. Herring-bone, a patch (at least 3 in. square) on coarse flannel.	1. The work of the previous Standards, and the running of a tuck. Garment as in Standard IV. 2. Knitting. Four needles, a sock or stocking, ribbed or plain. 3. Plain darning of a hole in stocking-web material. 4. Patching in calico and flannel. 5. Cutting out any garment such as is required in Standard III.	1. The work of the previous Standards—whip stitch, and setting-on-frill. Garment, a baby's nightgown, or child's frock. 2. Darning, plain, on coarse linen. 3. Patching in print. 4. Knitting. Four needles, a long stocking with heel thickened. 5. Cutting out any under-garment for making up in Standard IV.	
<b>NEW ZEALAND 4 N.Z.</b> .. .. . (Obligatory for girls in day-schools where there is a female-teacher.—Addit. subject.) Regulations of June 16, 1885.	Threading needles and hemming. (Illustration of work—strips of calico or a plain pocket handkerchief.)	As in Standard I., and felling and fixing a hem. (Illustration—a child's pinafore.)	As in Standard II., and stitching, sewing on strings, and fixing all work up to this stage. (A pillow-case, or woman's plain shift, without bands or gathers.)	As in Standard III., and button-holing; sewing on buttons; stroking; setting in gathers; plain darning; and fixing a plain day or nightshirt.	As in Standard IV., and whipping, a tuck run, sewing on frill; and gathering. (A nightdress with frills.)	STANDARD VI. Cutting out any plain garment and fixing it for a junior class; darning stockings (fine and coarse) in worsted or cotton; grafting; darning fine linen or calico; patching the same; and darning and patching fine diaper.	
If knitting is learnt it shall be in the following order: a strip of plain knitting; knitting muffatees, ribbed; a plain knitted child's sock; a long-ribbed stocking. N.B.—The subject of "The principles of domestic economy," which is coupled with "Sewing and Needlework" in the English list, is not in the English list, except amongst "Specific Subjects." And see Regulation 12 of June 16, 1885, as applying to all Standards.							

**SPECIAL NOTES RELATING TO "ELEMENTARY SUBJECTS" (Obligatory).**

[For explanation of term "Elementary Subjects" see English Code (1886), ss. 15 and 109; and compare with New Zealand Regulations of September, 1878, and of 16th June, 1885, and Eighth Annual Report on Education (1885), p. xvii., and Ninth (1886), p. vii.]

1(a) "Reading with intelligence will be required in all the Standards, and increased fluency and expression in successive years. Two sets of reading-books must be provided for Standards I. and II.; and three, one of which should relate to English history, for each Standard above the second. The Inspector may examine from any of the books in use in the Standard. The intelligence of the reading will be tested partly by questions on the meaning of what is read." Note for further details "Revised Instructions to Inspectors," (hereafter termed R.I.) 1886, Arts. 13-24.

(b) See also R. C., Vol. II., p. 323.

(c) "English system of spelling was a humbug."—Prof. Mahaffy and note Mr. Kane, Transactions, Nat. Soc. Sc. Assoc., Dublin, 1881, p. 410. "The most preposterous thing in the whole world."—Prof. Mahaffy, p. 412.

1 N.Z. "The reading is to be intelligible," &c. Note footnotes to Standard I. in regulations. In Standards II., III., IV., and V. the words "Reading and Definition" are used, and the use of those words is explained in footnotes to Standard II. "The reading lessons of this Standard will generally contain some words the children do not use in their own conversation. On this account 'definition' is here conjoined with reading." &c. In addition to continuation of footnote to Standard II., see footnote 1 to Standards IV., V., and VI., in New Zealand Regulations of September, 1878, relating to "Standards."

2(a) "The writing and arithmetic of Standards I. and II. may be on slates or paper at the discretion of the Managers; in Standard III. and upwards it must be on paper." But note R.I., 1886, Arts. 25-27.

(b) See R. C., Vol. II., p. 323.

2 N.Z. See footnotes 2 and 3 to Standard II. in regulations of September, 1878.

3 "The Inspector may examine any scholars in the work of any Standard lower than that in which they are presented" (and compare with New Zealand Regulations of 16th June, 1885.)

3 N.Z. See following footnotes—  
2 to St. I.  
4 to St. II.  
1 to St. III.  
2 to St. IV.  
2 to St. V.  
2 to St. VI.  
New Zealand Regulations of September, 1878.

4(a) Code 1886, Arts. 15, 98(b), 106(c), and 109 (c) and (f), and notes in Schedule III., and R.I., Arts. 7, 11, 42, and 43, and especially pp. 18 and 19, and also circular and table in G.R., 1883-84, pp. 164-166; and see G.R., 1885-86, pp. xiii., xiv.; and compare with New Zealand 1877 Act, ss. 84 and 76, and Reg. No. 10.

(b) For statistics see G.R., 1882-83, 1883-84, p. xvii., and 1885-86, pp. xiii., xiv., and xvii.

(c) For severities of syllabus see Times, Nov. 9, 1883, and Daily News, Feb. 13, 1884.

A very experienced Scotch teacher complained to me of Scotch code in this respect.

(d) The late Dr. Philbrick's remarks on the subject deserve careful attention. "City School Systems in the United States," Dr. Philbrick, pp. 89-99, and especially conclusion, p. 99.

4 N.Z. See regulations 22 and 12, of June 16, 1885.

N.B.—It will be observed that—  
(a) All subjects obligatory in England are obligatory in the Colony, but that the above mentioned are the only subjects which are "Obligatory" in both the English and New Zealand courses;  
(b) That the first three are in the same order in the English Code as in the colonial statute, but that "Needlework" occupies a lower place in the New Zealand list than in the English one. (See Art. 15, Code, and N.Z. 1877 Act, s. 84);  
(c) That the only subjects which are "Optional" in both systems are "History" and "Physical Training";  
(d) That "Physical Training" is not specified at all as a code subject in England, and the option in New Zealand is with the Boards, and not with the parents; and that all the other New Zealand obligatory subjects are in England "Class," with the exceptions of "Domestic Economy," which is "Specific," and "Drill," which, like "Physical Training," is not specifically recognized as a code subject.

For subjects of study in Scotch schools, see Scotch Code (1886), Instructions to Inspectors (1886), Scotch Education Department, and G.R., 1885-86, Scot. (all herewith). Further regulations in respect of elementary subjects will be found in Code, s. 109 (e).