

ENGLAND AND NEW ZEALAND.	STANDARD I.	STANDARD II.	STANDARD III.	STANDARD IV.	STANDARD V.	STANDARD VI.	STANDARD VII.
ENGLISH,— ENGLAND ⁵ (Optional Class-subject.)—See Code 1886, Arts. 15 and 109 (f).	To repeat 20 lines of simple verse.	To repeat 40 lines of poetry, and to know their meaning. To point out nouns and verbs.	To recite with intelligence and expression 60 lines of poetry, and to know their meaning. To point out nouns, verbs, adjectives, adverbs, and personal pronouns, and to form simple sentences containing them.	To recite 80 lines of poetry, and to explain the words and allusions. To parse easy sentences, and to show by examples the use of each of the parts of speech.	To recite 100 lines from some standard poet, and to explain the words and allusions. To parse and analyse simple sentences, and to know the method of forming English nouns, adjectives, and verbs from each other.	To recite 150 lines from Shakespeare or Milton, or some other standard author, and to explain the words and allusions. To parse and analyse a short complex sentence, and to know the meaning and use of Latin prefixes in the formation of English words.	To recite 150 lines from Shakespeare or Milton, or some other standard author, and to explain the words and allusions. To analyse sentences, and to know prefixes and terminations generally.
ENGLISH GRAMMAR AND COMPOSITION,— NEW ZEALAND 5N.Z. (Obligatory—Pass-subject.) Regulations of June 16, 1885, and Sept., 1878.	.. .. .	.. .. .	The distinguishing of the nouns, adjectives, articles, pronouns, and verbs in easy sentences; and very simple exercises in composition, to test the pupil's power of putting his own thoughts on familiar subjects into words. The more difficult pronouns (as indefinite and distributive) are not to be used as tests of knowledge in this Standard, but the children should be able to recognise as a pronoun any personal, possessive, or demonstrative pronoun used as a substantive or as an adjective.	The distinguishing of all the parts of speech in easy sentences; the inflexion of the noun, adjective, and pronoun; letter writing on prescribed subjects, the addressing of letters and envelopes.	Inflection of the verb; the parsing (with inflections) of all the words in an easy sentence; a short essay or letter on a familiar subject, or the rendering of the sense of a passage of easy verse into good prose; analysis of a simple sentence.	STANDARD VI. Complete parsing (including syntax) of simple and compound sentences; prefixes and affixes, and a few of the more important Latin and Greek roots, illustrated by a part of the reading book; essay or letter; analysis of easy complex sentences.	
DRAWING,— ENGLAND ⁶ (Optional Class-subject.) Arts. 15 and 109 (f) Code 1886.	Drawing freehand, and with the ruler of lines, angles, parallels, and the simplest right lined forms, such as some of those given in Dyce's Drawing Book. (To be drawn on slates).	The same on paper.	Freehand drawing of regular forms and curved figures from the flat. Simple geometrical figures with rulers.	Freehand drawing from the flat and from simple rectangular and circular models. Drawing to scale. Geometrical figures with instruments.	The same as Standard IV., with the addition of easy common objects. Plans and elevations of plane figures and rectangular solids in simple positions. Simple scales.	The same as in Standard V., but of greater difficulty. The same as Standard V., with sections.	Drawing any common objects, and casts of ornaments in light & shade. The same as Standard VI., but with circular solids and sections.
NEW ZEALAND 6N.Z. (Obligatory—Pass-subject.) • Regulations of June 16, 1885.	Straight lines of different lengths, and in different positions. Such lines joined at different angles, and connected to form simple figures and designs. This work is to be done without ruler.	Similar work of a more advanced character; but not to be required as a Pass-subject before 1st Jan., 1887; until then a Class-subject.	Freehand drawing as in English standard; but not required as a Pass-subject until 1st Jan., 1888; until then a Class-subject.	Freehand drawing as above. Drawing to scale simple geometrical figures with ruler and instruments; but not to be required as a Pass-subject before 1st Jan., 1889; until then a Class-subject.	The same as in English code, but not to be required as a Pass-subject before 1st Jan., 1890; until then a Class-subject.	STANDARD VI. The same as Standard V., but of greater difficulty and including sections; but not to be required as a Pass-subject before 1st Jan., 1891; until then a Class-subject.	
GEOGRAPHY,— ENGLAND ⁷ (Optional Class-subject.) Arts. 16 and 109 (f) Code.	To explain a plan of the school and playground. The four cardinal points. The meaning and use of a map.	The size and shape of the world. Geographical terms simply explained, and illustrated by reference to the map of England. Physical geography of hills and rivers.	Physical and political geography of England, with special knowledge of the district in which the school is situated.	Physical and political geography of the British Isles, and of British North America or Australasia, with knowledge of their productions.	Geography of Europe, physical and political. Latitude and longitude. Day and night. The seasons.	Geography of the world generally, and especially of the British colonies and dependencies. Circumstances which determine climate.	The ocean. Currents and tides. General arrangements of the planetary system. The phases of the moon.
NEW ZEALAND 7N.Z. (Obligatory Class-subject or Pass-subject according to Standard.) Regulations of June 16, 1885, and Sept., 1878.	.. .. .	CLASS-SUBJECT. Knowledge of the meaning of a map; of the principal geographical terms; and of the positions of the continents, oceans, and larger seas.	PASS-SUBJECT. The names and positions of the chief towns of New Zealand; the principal features of the district in which the school is situated; names and positions of Australian colonies and their capitals; of the countries and capitals of Europe; of mountains forming the watershed of continental areas; and of celebrated rivers.	CLASS-SUBJECT. Names and positions of the countries of the world, with their capitals, and of the principal seas, gulfs, mountains, rivers, lakes, capes, straits, islands, and peninsulas on the map of the world; geography of Australia in outline; and the drawing of rough maps of New Zealand, with such one set of principal features (as capes, or towns, or rivers) as the Inspector may require. [In this and the subsequent standards scholars will be expected to know the situation of places mentioned in their reading-books.]	PASS-SUBJECT. Names and positions of places of political, historical, and commercial importance in New Zealand, in Great Britain, and on the European continent; and the drawing of outline maps of New Zealand, Great Britain, and Ireland. Physical geography. Distribution of land and water; mountain and river systems. Mathematical geography; the form of the earth; day and night; the seasons; the zones; the meridian and parallels; and climate in this connection.	STANDARD VI.—PASS-SUBJECT. Names and positions of places of political, historical, and commercial importance in Asia, North America, and the British Possessions. Physical Geography: Atmospheric phenomena, winds, rain, ice; climate as affected by mountain, plain, and sea; distribution of the animals and plants of the greatest value to man	
ELEMENTARY SCIENCE,— ENGLAND ⁸ (Optional Class-subject.) Arts. 15 and 109 (f) Code 1886. A progressive course of simple lessons on some of the following topics, adapted to cultivate habits of exact observation, statement, and reasoning.	Common objects, such as familiar animals, plants, and substances employed in ordinary life.			A more advanced knowledge of special groups of common objects, such as,— (a) Animals, or plants, with particular reference to agriculture; (b) Substances employed in arts and manufactures; (c) The simpler kinds of physical and mechanical appliances, e.g., the thermometer, barometer, lever, pulley, wheel and axle, spirit level.	(a) Animal or plant life; (b) The chemical and physical principles involved in one of the chief industries of England, among which agriculture may be reckoned. (c) The physical and mechanical principles involved in the construction of the commoner instruments, and of the simpler forms of industrial machinery.	The preceding in fuller detail.	The preceding in fuller detail.
NEW ZEALAND 8N.Z. (Obligatory Class-subject.) Regulations of June 16, 1885.	Object and natural history lessons; a syllabus of the year's work done to be given to the Inspector, who will examine the class upon some object selected from the syllabus.	Object lessons, and lessons in natural history, and on manufactures. A syllabus as in Standard I.	Knowledge of common things. A syllabus as for object lessons in the former standards.	The instruction in elementary science for Standards IV., V., and VI. shall be based on a programme, which shall be prepared by the head teacher, to show the distribution of the subject over a three-years' course of lessons. The programme must include such elementary knowledge of physics, and such a conception of chemical action as may be imparted by the proper use of Professor Bickerton's "Materials for Lessons in Elementary Science," and must also include instruction in elementary mechanics, or in such elementary physiology as may be learnt from Mrs. Buckton's "Health in the House," or in botany or some other subject recognized by the Inspector as equivalent to one of these; provided, however, that, if agricultural chemistry be efficiently taught, no other elementary science shall be required for these standards.			
HISTORY,— ENGLAND ⁹ (Optional Class-subject.) Arts. 15 and 109 (f) Code.	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .
NEW ZEALAND 9N.Z. (Optional Class-subject.) Regulations of June 16, 1885, and Sept., 1878.	.. .. .	Inspector will adapt the examination as far as possible to the teacher's programme of lessons or other indication of work done.	Knowledge of the chronological order in which the following periods stand: Roman, Saxon, Norman, Plantagenet, Tudor, Stuart, Brunswick; and of a few of the most striking facts and incidents illustrating the life of the several periods. The selection of facts and incidents will be left to the teacher; and the Inspector will adapt the examination as far as possible to the teacher's programme of lessons or other indication of the work done.	The succession of Houses and Sovereigns from 1066 A.D. to 1485 A.D., and the leading events of the period known in connection with the reigns and centuries to which they belong, and in their own character. [Precise dates will not be required, though a knowledge of them may assist in referring each event to the proper reign.]	The period from 1485 A.D. to 1714 A.D. treated as the former period is treated in Standard IV.	STANDARD VI. The succession of Houses and Sovereigns, and the leading events of each reign, from 1485 A.D. to the present (precise dates not required); also the elements of social economy; that is to say, very elementary knowledge of such subjects as government, law, citizenship, labour, capital, money, and banking.	

SINGING.—
ENGLAND¹⁰
(Op. Class-sub.) Art. 15, Code 1886.
NEW ZEALAND 10N.Z.
(Obligatory—Addit. subject.)

For explanation of the term "Class" see English Code, 1885, ss. 15 and 109, and Sched. II.; also Revised Instructions to Inspectors, 1885, clauses 32-41; and compare with New Zealand Regulations of 16th June, 1885, and Eighth Annual Report on Education (1885), p. xvii., and Ninth (1886), especially p. vii.

5 (a) "The recognized Class-subjects are: 1. English; 2. Drawing; 3. Geography; 4. Elementary science; 5. History; 6. Singing; 7. Needlework for girls (according to Code, 1885, s. 109 (f)), which, it will be noticed, are all obligatory in New Zealand except "History." Note also: Drill, physical training, and principles of domestic economy (see Specific Subjects in Eng. Code, s. 15) in New Zealand list.
(b) "The Class-subjects should be taught by means of reading-books and oral lessons illustrated, so far as possible, by maps, diagrams, specimens, and simple experiments."
(c) "For the purpose of examination in Class-subjects a school is considered as made up of two divisions." (For further details see Code, Art. 109 (f)).
(d) "No more than three Class-subjects may be taken by either division: the same number must be taken throughout the school."
(e) "If only one Class-subject is taken it must be English, if two are taken one must be English, and the second may be, in the lower division, drawing, geography, elementary science, or needlework (for girls); in the upper division, drawing, geography, elementary science, history, or needlework (for girls); if three be taken, one must be English and another drawing, and the third may be, in the lower division, geography, elementary science, or needlework (for girls); in the upper division, geography, elementary science, history, or needlework (for girls). Provided that if the scholars in the 4th Standard are placed in the upper division, that division may not take history. If drawing or needlework is taken, it must be taken in both divisions." (For further rules re needlework see Code, 1885, 109 (f), vi., vii.)
(f) "All scholars who are required to be presented for examination in the elementary subjects must be presented for examination in any Class-subjects that are taken, unless there is a reasonable excuse for their being absent or withheld from the examination."
(g) "The scholars examined in the Class-subjects are examined in the classes in which they are taught."
(h) "The examination is, as a rule, oral in the lower division, except in drawing."
(i) "The examination of the scholars varies according to their Standards." The work of each Standard is detailed in 2nd Schedule to Code, 1886.
(j) For further notes see Code, 1885, Art. 109 (f); and
(k) See R.I., 1886, on English, Arts. 36, 37, and generally on "Class-subjects," Arts. 32-40.
(l) G.R., 1885-86, p. xv., 1883-84, p. xvi., and 1882-83, p. xvii.
(m) Note paper "On the Teaching of the English Language in Elementary Schools," read before Nat. Soc. Sc. Assoc. Dublin, 1881, by Prof. Joyce, Training Dept., Dub., Trans., p. 491; and
(n) "On Phonetics in its relation to the Teaching of Languages," paper read before the Educ. Soc., see *Athenaeum*, 30th Jan. 1886.
(o) See Revised Instructions to Inspectors, 1886, Art. 26.
5 N.Z. See footnotes 2 and 3 to Stand. III., and 3 to Stand. IV. N.Z. Reg. of 1st Sept., 1878.

6 (a) See above special note 5 (e); general note, 13; and
(b) "Drawing can only be taken as a Class-subject where it is taught by a teacher who has passed the examinations of the Science and Art Department in 2nd grade freehand, model and geometrical drawing, or obtained a grant in the year 1884, for teaching freehand or model drawing, or practical geometry, of the first grade in an elementary school;" and for further rules see Code, 1885, 109 (f), xii.-xvii.
(c) See R.C., Vols. I., II., III., espec. Vol. I., pp. 517-520 and 536, and *Times*, 19th Sept., 1884.
(d) Revised Instructions to Inspectors, 1885, Art. 44.
6 N.Z. See Regs. Nos. 11, 12, and 18 of 16th June, 1885, Eighth Annual Report on Education (1885), p. xvii., and Ninth (1886), p. vii.
7 (a) See above note 5 (e), and R.I. under heading "Class-subjects," espec. Arts. 32, 34, and Vol. II., p. 324;
(b) R.C., Vol. I., p. 517, and Vol. II., p. 324;
(c) I.E.C., Vol. XIII., p. 431, and seq.; and
(d) "Geographical Education."—Report to Council of Royal Geographical Society by J. Scott Keltie, the Society's Inspector of Geographical Education. J. Murray, 1885.
On the improvement of geographical education in schools and colleges see Marquis of Lorne's Presidential Address to Royal Geographical Soc., 16th Nov., 1885, see their monthly record, p. 780; and for latest information on General Edm. see monthly record from time to time.
For Exhibition of Appliances as used in Geographical Education, see Proceedings Royal Geographical Soc., Jan. 1886, and for lectures and discussions "On the Aims and Methods of Geographical Education," Feb., 1886, p. 116; and for lectures and discussions on "Geography in its Relation to History," and "On the Scientific Aspects of Geographical Education," March, 1886, p. 193.
(e) Note action of Scottish Geog. Soc. to promote teaching geog. in schools.—Proceedings Royal Geog. Soc., April, 1886, p. 271.
(f) Note notices of Messrs. Johnston's School Atlas of Oceania comprising thirteen full coloured maps of Australian colonies, New Guinea, Fiji, and New Caledonia, and New Zealand, and a general map of Oceania, issued this year, *Australian Times and Anglo-New Zealander*, 20th Nov., 1885, and 15th Jan., 1886.
"Geographical education is much more progressive and systematic on the Continent than in England. This general superiority applies not merely to the average school instruction, but involves the accuracy and educational value of foreign maps and text-books."—Report by J. Scott Keltie. J. Murray, London, 1886.
N.Z. See footnotes 5 to Stand. II., 4 to Stand. III., 4 to Stand. IV., 3 to Stand. V., and 3 to Stand. VI., in N.Z. Reg. of Sept., 1878; and see Reg. of June, 1885, Nos. 11 and 17.
8 (a) See above special note 5 (e), R.I., 1886, Arts. 32-40.
(b) Note that elementary science in the English list is placed before "History," but in New Zealand it is otherwise.
(c) See footnotes to Schedule II. to Code, 1885.
(d) See R.C., 1883-83 and 1883-84, p. xxv.
(e) See G.R., Vol. I., pp. 393, 394, 424, 444, 457, 467, 470, 475, 484, and 517, and Vol. II., pp. 324 and 327.

(f) Note paper read by Dr. Doherty before Nat. Soc. Sc. Assoc., Dublin, 1881, on "A Plea for the more extended study of Physical Science in Primary and Secondary Schools," Transactions, p. 493.
8 N.Z. In Hungary the Government has ordered every middle class school to be placed under the supervision of a medical man, who has to look after the general hygiene of the school premises, the system of ventilation and heating, and the water supply. He has to approve of the table of studies and of the time-tables before they can be put into operation. Every medical inspector also becomes a member of the teaching staff, and takes higher classes for two hours a week in the principles of hygiene."—*Journal of Ed.*, July, 1885, p. 237.
9 There is no syllabus provided in the English Code for the teaching of "History," but see—
(a) Special notes 1 and 5 (e).
(b) "If 'History' be taken as a Class-subject in Standard V. and upwards, a progressive scheme of lessons in it must be submitted to the Inspector at his annual visit, and approved by him for the ensuing year."
(c) R.I., 1885, espec. Art. 32.
(d) I.E.C., Vol. XV., p. 33.
(e) "Our system of education must always seem a failure to me so long as history occupies so small a space in it," Prof. Seeley, *Nineteenth Century*, Dec., 1883, art. "Insular Ignorance," p. 831; but see the whole article, also, as relating to Victoria, see *Australian Times and Anglo-New Zealander*, 26th Feb., 1886, p. 26.
(f) A circular will shortly be issued (if it be not already issued) by the Education Department in Victoria with the object of making State-school instruction there more immediately practical. History is to be taught, poetry is not to be committed to memory but understood, composition will be included amongst the subjects in the higher classes, the rules of arithmetic must be applied to the ordinary affairs of life, and elementary instruction will be given in the laws of health, see *Australian Times and Anglo-New Zealander*, 15th Jan., 1886.
(g) For recent papers on teaching history, see *Journal of Ed.*, May, 1886, p. 203; June, p. 237; Aug., p. 323; and Sept., pp. 367 and 372.
9 N.Z. (a) "History" stands before "Drawing" and "Elementary Science" in the 1877 Act, but in Regulations after "Drawing" and before "Elementary Science."
(b) There is no provision in England that "no child is compelled to be present at the teaching of history whose parents or guardians object thereto;" see 24th section of N.Z., 1877, Act.
(c) See footnotes 5 to Stand. III., 5 to Stand. IV., and 4 to Stand. V. and VI. in N.Z. Regulations of Sept., 1878.
(d) See also Regs. 11 and 17, 16th June, 1885, and Eighth Annual Report (1885), p. xvii., and Ninth (1886), p. vii.
(e) Note higher position of "Singing" in the English list of subjects (see Art. 15 of Code) as compared with "Vocal Music" in the colony. But it is not obligatory there, and possibly the higher position is of no significance in view of Art 109 (f).

(b) See R.I., Art. 41, 1884 and 1886, and 1886, pp. 24-28.
(c) I.E.C., Vol. XIII., p. 334 and seq., p. 431 and seq.
(d) G.R., 1883-84, p. 303 and 1885-86, pp. xiii., xiv., and xv.
(e) On the Galin-Pari-Cheve method of Sight-singing and its value educational, see paper read before Educ. Society, *Athenaeum*, 26th Feb., 1886; and see *Journal of Ed.*, July, 1885, p. 237.
(f) In paper on "By what means can National Education in Music best be promoted," by Sir R. Stewart, Mus. Doc.; and on
"Musical Education in Irish Elementary Schools," by Rev. John MacMahon, M.A., LL.D., see Transactions, Nat. Soc. Sc. Assoc., Dublin, 1881, pp. 821 and 842.
(g) On importance of teaching music, see "Philosophy of Ed.," by Prof. Blackie.—*Journal of Ed.*, June, 1886, p. 237.
(h) Note large percentage taught by ear in Scotland, G.R., Scot., 1885-86, p. xx.
N.B.—See footnote 1 to Schedule II., Code 1886.
10 N.Z. See regulations of 16th June, 1885, No. 21.

GENERAL NOTES RELATING TO WHOLE TABLE.
The classification of "Elementary," "Class," "Obligatory," and "Optional" subjects is that of the English Code (1886), ss. 15 and 109. The terms "Obligatory," "Pass," "Class," and "Additional," are applied to New Zealand in view of the 84th section of "The Education Act, 1877," and Regulations of 16th June, 1885. But note 90th section of Act, ss. (1). For additional explanation of terms see New Zealand Eighth Annual Report (1885), p. xvii.
1 For explanation of the addition of the Seventh Standard in England, see Inspector Fitch's Memo. on Dr. (now Sir) C. Brown's Report, 62, 63.
2 As to age at which children should pass the Standards in England, compare above memo. with notes to "Standards" in N.Z. Reg. of Sept., 1878.
3 In judging of the relative severities of requirements of the two systems the following facts may be suggested as among the elements to be considered:—
(a) The infant-school system in England;
(b) The greater range there of compulsory school age;
(c) And the greater percentage of attendance in the colony at the advanced ages.
4 (a) For "Specific Subjects," see Eng. Act, 1870, sec. 97, and Arts. 16, 17, and 109 (g), Code, and for table see Sched. IV. to Code, and notes thereon, and see R.I., Arts. 45-47, 1884 and 1886, and G.R., 1885-86, p. xvi.
(b) Note "Domestic Economy" included among the "Obligatory" subjects in the N.Z. Stat. is included in English list "Specific Subjects." On "Cookery," Code, 100 (h), and Sched. IV. thereto, see R.I., 1886, Art. 68. G.R., 1883-84, p. xviii., G.R., 1882-83, p. 185, I.E.C., Vol. IV., p. 171 and seq., and note discussion on the "Higher Education of Women," Transactions Nat. Soc. Sc. Assoc., Dublin, 1881, pp. 431-433. Note advocacy of exclusion of "Animal Physiology," R.C., Vol. III., 367.
(c) No "Specific Subjects" are included in N.Z. list for elementary schools except "Domestic Economy."
5 There are no specific statutory or code regulations in England respecting drill or physical training; but note latter part of Code, 1886, Art. 16 and Arts. 17 and 13 s.s. (f); and G.R., 1885-86, p. xvii., 1883-84, pp. xvii., xviii., and 258 and 314; and G.R., 1882-83, pp. 185, 441, and 473; see also *Times*, 10th and 14th Oct., 1884, and 9th Nov., 1883. For New Zealand, see Reg. 12 of 16th June, 1885.
6 For information respecting the requirements for the examination, &c., of pupil teachers, see Schedules III., V., and VI. of English Code, 1886, and R.I., 1886, Arts. 33-45 of Code, 1886.

Arts. 69, 70, and p. 20; which compare with regulations in *New Zealand Gazette*, No. 92, 1878.
7 List of publications and apparatus used by London School Board forwarded herewith, and compare with N.Z. Orders in Council of 24th Sept., 1878, 9th Sept., 1884, and 17th Jan., 1885.
8 For latest statistics respecting grants made, see G.R., 1885-86.
9 For regulations re time-tables, see Code, Art. 4, and clause 56 in Revised Instructions to Inspectors, 1886.
10 For New Zealand relating to "Standards of Education and Inspection of Schools," see regulations of 16th June, 1885, and see N.Z. Report, 1885, p. xvii.
11 For studies in Hawaiian native, and other schools see Biennial Report, Honolulu, 1884, p. 9 and seq., and Statute Law, 1865, sec. 8; and note general provisions for observance and enforcement of parental and filial duties, Stat. 1865, sec. 37, and morality provisions, Stat. 1870, sec. 1.
Note "Morals and Manners" in Code, and stress laid on "nourishment."
12 Professor Seeley is of opinion that there are too many subjects taught in the English schools at once. "N.C.," Dec., 1885, Art. on "Insular Ignorance," p. 672.
13 Re school books see *Pull Mail Budget*, 26th Nov., 1885, p. 14; and for notice of Vere Foster's drawing-books, see *Illustrated London News*, 29th May, 1886, p. 572.
14 Mr. Cummin's evidence before Royal Commission (1886) on the working of the Elem. Ed. Act, concerning what can be and what is taught, should be carefully noted.
15 See note 1 to Sched. I. to Code, 1886, and also Art. 17 of Code, 1886.
16 For Scotch schools, see Scotch Code, 1885, Scotch Instructions to Inspectors, 1846, and G.R., Scot., 1885-86 (all herewith); and note, in districts where Gaelic is spoken, it may be taught, Sc. Code, Art. 19, which regulation seems somehow to correspond to the provisions re Welsh, see footnote to Sched. I., Eng. Code, 1886.
17 For full information on subjects of study in public schools of Australia and Tasmania, see Acts, regulations, and reports herewith.