

**THE NEW CODE, 1871. THE USEFUL  
KNOWLEDGE READING BOOKS.  
ADAPTED TO THE USE BOARD-  
SCHOOLS AND OTHER UNDER  
GOVERNMENT INSPECTION**

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**E. T. STEVENS & CHARLES HOLE**

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*THE NEW CODE, 1871.*

THE  
USEFUL KNOWLEDGE  
READING BOOKS

ADAPTED TO

THE USE OF BOARD-SCHOOLS AND  
OTHERS UNDER GOVERNMENT INSPECTION.

EDITED BY THE

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GIRLS' FOURTH STANDARD.

LONDON:  
LONGMANS, GREEN, AND CO.  
1873.

THE EDITORS venture to call the attention of Teachers and Managers of Schools to their

**INTRODUCTORY LESSON BOOK,**

embracing **READING, WRITING, and ARITHMETIC**, as preparatory to the First Standard under the New Code, 1871.

They also beg to refer to their series of

**GRADE LESSON BOOKS,**

especially adapted to the New Code, 1871, and embracing **READING, SPELLING, WRITING, and ARITHMETIC**.

These books will be found very suitable for use alternately with the **USEFUL KNOWLEDGE SERIES**, as required by the Committee of Council on Education.

They are also specially adapted as Home Lesson Books in all the essential subjects of the Code Examinations.

☞ The Editors desire to call the attention of Teachers to the notices on pages viii and xii of this volume.

**ADVERTISEMENT**  
TO THE  
**FIRST EDITION**  
OF  
**USEFUL KNOWLEDGE READING BOOKS.**

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**SERIES FOR BOYS.**  
**SERIES FOR GIRLS.**  
**IN SIX STANDARDS EACH.**

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THE EDITORS of these Series have been led to undertake their production by the fact that, for our Elementary Schools, there is an acknowledged want of books combining facility in teaching to read with the inculcation of such useful knowledge as is calculated to prepare the young to enter upon the practical duties of life with intelligent and well-furnished minds.

In attempting to produce such a work, the chief difficulty is that of supplying useful knowledge in a form sufficiently attractive,

and so suited to the capacities of children as to awaken their interest and excite in them a thirst for knowledge; in truth, to effect a threefold object, namely, to teach them to read, to cultivate in their minds a love of reading, and, at the same time, to impart sound and useful instruction in those matters relating to every-day life, *for which no special times can be set apart in the daily routine of an elementary school.*

Hitherto this difficulty has seemed insuperable; and this has led to the production of books addressed almost exclusively to the imagination—the moral and emotional nature of children—to the almost total omission of subjects of practical utility.

Although it must be allowed that a very gratifying degree of success has attended the use of such books, and it cannot be wished that they should be superseded, as they certainly fulfil a very important office in the training of the children in elementary schools, the Editors believe it is generally felt by all thoughtful friends of elementary education, that the school means of training the young will be very insufficient, unless, in addition to books of this class, others be supplied which shall afford more practical information. Also, it is found in the working of a school that a double set of reading-books is very advantageous, and teachers will readily confess that the benefit derived from an occa-



sional change of books more than counterbalances the slight additional expense which is entailed.

The great difficulty, however, which has been mentioned above, has not, as far as the Editors' knowledge extends, hitherto been overcome.

For the most part, those reading-books which aim at giving useful information to their young readers, have failed in presenting what is attractive and interesting, and adapted to the minds of children. The present Editors believe that this comparative failure may be explained partly on the ground that the books are written rather by theorists than by persons practically acquainted, as teachers, with the minds of children, and partly that the extracts are taken from writers whose ideas and language fly far above their heads; while not unfrequently too many lessons are prepared by the same hand, and thus the books acquire a monotonous and wearisome character.

A further mistake in such books has been made by the introduction of subjects involving technical teaching, which the Editors feel sure can be imparted effectually only through manuals specially treating the several subjects.

The Useful Knowledge Reading Books, therefore, aim chiefly at giving information that shall be valuable in itself, and that shall also lay a firm basis for any special technical

education that may be afterwards entered upon. This foundation will best be laid by imparting to boys, whose livelihood must be drawn from the soil, some knowledge of its products and of the method of dealing with it; and by supplying, in the case of girls, as far as books can do, the immediate and indispensable need of a real and solid acquaintance with the practical matters involved in the management of a home. It is, further, obvious that much information may be given of the uses to which agricultural and mineral products may be put without entering into technicalities; and in this respect it is hoped the present series will not be found wanting.

The Editors of the Useful Knowledge Reading Books sincerely desire that they may not be misunderstood in these remarks. They make them in no captious spirit, but merely as explaining the difficulties in the way of producing a really suitable series of Useful Knowledge Reading Books; and as indicating the causes of the defects which are admitted by practical persons to prevail in most existing books of the kind.

In determining, therefore, the principles which should guide them in the production of these series, the Editors set before themselves the following points, and have done their best to carry them out:—

1. The lessons contained in the books must

impart *useful knowledge*, including in this moral teaching.

2. They must be concise, yet comprehensive.

3. They must have variety and attractiveness in style, and be level with the capacities of the children for whom they are intended.

4. They must not treat of subjects technically, technical teaching being inappropriate to such books, and above the capacities of the children for whom they are intended.

5. Looking at the fact that the pursuits and interests of girls are, for the most part, different from those of boys, although they have much in common, *it would be useful and desirable to present a series drawn up especially for girls.* (This series, the Editors hope, will be considered particularly valuable, presenting, as it does, the results of the experience and knowledge of those who, *having devoted their time and talents to the training and management of the young of their own sex*, must be peculiarly, and it may be almost said exclusively, qualified to produce lessons suited to the wants and capacities of girls.)

6. To carry out the idea, many coadjutors must be obtained specially qualified for the work.

The Editors, feeling assured that schoolmasters and schoolmistresses actually engaged in teaching the young are best qualified to