

**EDUCATIONAL CODES OF FOREIGN
COUNTRIES, BEING STANDARDS
PRESCRIBED BY THE
AUSTRALIAN (SOUTH), AUSTRIAN,
BELGIAN, GERMAN, ITALIAN, AND
SWISS GOVERNMENTS**

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Educational codes of foreign countries, being standards prescribed by the Australian (South), Austrian, Belgian, German, Italian, and Swiss governments by A. Sonnenschein

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A. SONNENSCHN

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COUNTRIES, BEING STANDARDS
PRESCRIBED BY THE
AUSTRALIAN (SOUTH), AUSTRIAN,
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SWISS GOVERNMENTS**

TO THE
RIGHT HONOURABLE A. J. MUNDELLA, M.P.

Vice-President of the Committee of Council on Education,

This Volume

IS, WITH HIS KIND PERMISSION,

RESPECTFULLY INSCRIBED

BY

THE AUTHOR.

LETTER FROM THE RT. HON. A. J. MUNDELLA, M.P., TO THE
AUTHOR.

June 14, 1881.

My dear Sir,

I have just received the proof sheets of your work on "Standards of Teaching of Foreign Codes," which you have done me the honour to dedicate to me.

Although I have had barely time to give it a cursory examination, I am able to say that it is an admirable and valuable work, and well worth studying by every friend of popular Education. I hope, indeed, this study will not be limited to the friends of Education, but that many of those who seem to think that we are devoting too much time, labour and money, to this question, will familiarize themselves with its contents. Nothing can be more serviceable to the cause of National Education than that the English people should be accurately informed as to what our neighbours and competitors are doing.

Faithfully yours,

A. J. MUNDELLA.

A. Sonnenschein, Esq.



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PREFACE TO THE SECOND EDITION.

WHEN, in 1881, Mr. Mundella entered upon the office of Vice-President of the Committee of Council on Education, most persons interested in the welfare of our Elementary Schools entertained sanguine hopes that a radical reform—a complete recasting of the Code—would be effected, and a "Code Reform Association" was formed by a number of men, of experience and reputation, desirous of rendering help in this good work. But the hopes entertained with so much fervour were only partially realized. It would be ungrateful not to admit that some relief has been afforded, that some palliatives have been applied; but the disease, too deep-seated for such treatment, demanded, and still does demand, a radical cure. A sense of discomfort, of general misgiving, led to two notable results: the public insisted on the appointment of a Royal Commission to inquire into the state of Elementary Education, and the Department once more sent Mr. Matthew Arnold abroad to examine and report upon continental methods of teaching and of school-keeping. We now are enriched by two valuable documents: viz., Mr. Arnold's "Special Report" on this mission, and the "Revised Instructions to H.M. Inspectors applicable to the Code of 1886." The first has been largely discussed and appreciated by the Press, whilst the second, no less deserving of general attention and gratitude, has received but slight recognition.

This little book also, originally the outcome of the labours of the before-mentioned Code Reform Association, has felt the enhanced interest of the public in Elementary Schools; this Second Edition has been called for.

It is slightly amended and enlarged. The English Standards of 1881 are replaced by those of 1886. In the text of the original "Introduction," nothing has been altered beyond a few foot-notes.

There have been added the instructive Standards of South Australia, and the Regulations of the Education Department of Hong-Kong, and some Comments on Mr. Arnold's "Special Report," and on the "Revised Instructions to the Inspectors."

It would have given me great pleasure to have added a detailed account of the work done in an eminent Prussian Training College, where I lately spent the better part of a week, but the publishers are inexorable in the matter of space. Even so, however, I venture to hope that this Edition will supply a want actually felt, and will receive as kind a reception as was accorded to its predecessor.

Whilst these pages were going through the press I have been so fortunate as to obtain the "Directions for Geographic Teaching in the Royal Cadet Corps" of Prussia, and I wish to direct the reader's special attention to this valuable document. As an eminent German geographer said to me, "Es steht auf der Höhe der Wissenschaft." "It stands on the highest level of the science."

It is indeed a document full of deep interest to geographers, teachers, educationists, and administrators; and I make bold to say that even my Lords might study it as a type of programmes of study, which guide the teacher and aid him in his anxious and responsible work.

A. S.