

7. *Money*.—Practical knowledge of the following coins—penny, three-pence, sixpence, shilling, florin, half-crown—and their relations to one another.

8. *Mensuration*.—Relation of the inch to the foot, introduced by the use of the foot rule. Pupils should be required to estimate by the eye short distances expressed in feet, yards, or inches, such as (a) the length in inches of a lead-pencil or other object not more than a foot in length; (b) the length of the desk in feet; (c) the length of the room in yards or in feet. Conversion of yards to feet, feet to inches, in separate operations, and *vice versa*, the limits of the multiplication table being observed.

9. *Written Exercises*.—Written work to correspond with the above, but to be of a simple and straightforward character. Oral work should predominate. Problems solved orally should be simple and connected with the pupils' interests at home or at school.

STANDARD II.

Much time should still be given to oral arithmetic, and particularly to the memorizing of addition and multiplication tables. As in previous classes, concrete methods of instruction should predominate, and both the practical exercises and the problems set should lead the pupil to understand the application of number to such life situations as he meets with in his games and in his home duties. Where the organization permits, practical and mental arithmetic should occupy about two-thirds of the total time devoted to the subject.

1. *Numeration and notation* to 1,000. Roman notation to XII for clock-reading.

2. *Addition* :—

(a) Extension of addition combinations to be taken orally to 100: *e.g.*, $6 + 9 = 15$; and to include such as the following: $26 + 24$, $19 + 37$.

(b) One column of twelve figures; two and three columns of five figures. Totals not to exceed 1,000.

3. *Subtraction*.—Written subtraction in all its forms within the limits of 1,000 to be taught by the method of complementary addition.

4. *Multiplication*.—Tables to 12 times 12. Short multiplication by numbers not greater than 12; products not to exceed 1,000.

5. *Division*.—Short division with divisors not greater than 12; dividends not to exceed 1,000.

6. *Fractions*.—Practical knowledge of fractional parts extended to include $\frac{2}{3}$, $\frac{3}{8}$, $\frac{5}{8}$, $\frac{7}{8}$. Easy examples of equivalence of fractions: *e.g.*, $\frac{3}{4} = \frac{6}{8}$.

7. *Mensuration*.—Practical exercises in measuring in inches, feet, and yards, and with pint and quart measures, and the pound weight. Judging distances, weight, and capacity within the scope of the practical exercises. Exercises in converting yards to feet, feet to inches, and *vice versa*, similar to those prescribed for Standard I.

8. *Problems*.—Still to be confined to one process.

9. *Money*.—The four operations involving no sum greater than £10 (halfpence and farthings excluded). All common coins, as well as the pound note and the ten-shilling note, to be recognized. Practical shopping problems, including the giving of change out of sums not exceeding £1 (farthings and halfpence to be excluded).

STANDARD III.

By the time the pupils have completed the work set down for this class they should have thoroughly mastered all the fundamental operations—in other words, the operations of addition, subtraction, multiplication, and division within the scope of the syllabus should have become automatic. At the same time, the work should be predominantly practical in character. Practical and mental arithmetic should occupy approximately half the total time given to the subject.

1. *Numeration and notation* to 100,000.

2. *Simple rules*.—

(a) Tables: All tables of Standard I and Standard II to be thoroughly revised, with special attention to the eradication of individual weaknesses.

(b) Addition: Limited to three columns of seven figures; four columns of five figures.

(c) Subtraction: Numbers not to exceed 100,000.

(d) Multiplication: Long multiplication by numbers not exceeding 100, and by factors not greater than 12.

(e) Division: Long division by numbers of not more than two figures. In the earlier examples no digit is to be greater than 5. Division by factors not required.