

# SUPPLEMENT

TO

# The Ceylon Government Gazette,

PART I.

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## GOVERNMENT NOTIFICATION.

IT is hereby notified that His Excellency the Governor, in Executive Council, has sanctioned the following amendments to the Revised Code for Aided Schools, which will have effect from January 1, 1906.

By His Excellency's command,

Colonial Secretary's Office,  
Colombo, January 24, 1906.

A. M. ASHMORE,  
Colonial Secretary.

## REVISED CODE FOR AIDED SCHOOLS, 1906.

### PRELIMINARY.

1. A sum of money is annually voted for grants in aid.
2. These grants are administered by the Department of Public Instruction, hereinafter called "the Department."
3. The object of the grant is to *aid* local exertion, under certain conditions: (a) to maintain schools; and (b) to train teachers.
4. Aid to maintain schools is given by annual grants to the managers, conditional upon the attendance and proficiency of the scholars, and the state of the schools.
5. No grant is made in respect of any instruction in religious subjects.
6. Officers are employed to verify the fulfilment of the conditions on which grants are made, and to report the results to the Department.
7. These officers are appointed by Government, and are called inspectors or assistant inspectors.
8. No grant is paid except on a report from one of these officers that the conditions of the grant have been fulfilled.
9. The Department, at the time of agreeing to make grants to schools, informs the managers in what month to look for the inspector's annual visit. This month remains the same from year to year, unless the Department informs the managers of a change. Notice of the day of the inspector's annual examination of the school will be given to managers at least fourteen days before the date fixed.
10. An inspector or assistant inspector may visit any aided school at any other time without notice.
11. No undertaking should be commenced in general reliance upon aid from Government. Grants cannot be claimed for any school, irrespective of the circumstances of the case and the limits of the sum at the disposal of Government. Should a grant be refused the reason for its refusal will be communicated to the applicants.
12. No application will, as a general rule, be entertained for aid to a new school when there already exists a school of the same class within two miles of the new school, without some intervening obstacle, unless the average daily attendance in the new school for one year subsequent to the date of application for aid exceeds 60 in a boys' or mixed school and 40 in a girls' school.\* In applying this rule the attendance of children transferred from existing Government or aided schools within the 2-mile limit will not be counted.  
No grant will be paid unless these averages are maintained up to the date of the first examination.  
The Director may dispense with this rule in the case of another school under the same management.  
No application for the conversion of a registered boys' school into a mixed school of boys and girls will be entertained where there already exists a girls' school of the same class within two miles of such boys' school, without some intervening obstacle, unless the average daily attendance of girls at such school for the twelve months subsequent to the date of application exceeds 40. But in any case, however large the attendance, no new school will be aided within a quarter of a mile of an existing registered school of the same class, except in the towns specified in clause 24 b (i.), in the note to clause 24 b (ii.), and in such other places as may in the discretion of the Director justify exceptional treatment.
13. Every application for the registration, change of site, or transfer of management of a school will be notified in the *Government Gazette*.

\* NOTE.—Boys' schools are of a different class to girls' schools. English schools are of a different class to vernacular schools. All vernacular boys' and mixed schools are of the same class. All vernacular girls' and mixed schools are of the same class. All English boys' and mixed schools are of the same class. All English girls' and mixed schools are of the same class. An Anglo-vernacular school is of the same class as a vernacular school.

14. The proprietor or proprietors of a school must appoint a correspondent with the Department, who will be hereinafter called "the manager," and must give notice of any change of correspondent. Teachers cannot act as managers of, or correspondents for, the schools in which they are employed.

15. Before any grant is made to a school the Department must be satisfied that the school is not carried on under the management of any person or persons who derive emolument from it.

16. No article in this Code shall be revoked, altered, or amended without the previous sanction of the Governor and Executive Council, and any such revocation, alteration, or amendment shall be published in the *Government Gazette*.

17. The Code shall be printed each year in such a form as to show separately all articles cancelled or modified, and all new articles since the last edition, and shall be laid on the table of the Legislative Council.

18. The schedules annexed to the Code shall have the same effect as the articles of the Code, and shall be subject to the provisions of articles 16 and 17.

18A. All amendments affecting the schedules of examination and appearing for the first time in this Code shall come into operation on January 1, 1907.

## CHAPTER I.—ANNUAL GRANTS.

### SECTION I.—*Preliminary Conditions.*

19. The managers of aided schools must furnish all returns that may be required by the local Government or by the Department.

20. Managers of private schools unconnected with any recognized society or public body will be required to give substantial security for the maintenance of such schools for a period of not less than three years. A form of bond to be entered into in these cases may be obtained from the Director of Public Instruction.

21. Applications for grants must invariably be made on forms supplied for that purpose by the Department.

22. Grants are restricted to the following uses :—

(a) Salaries of teachers.

(b) Other school requirements.

23. At the end of the school year of each school, a return on Form D. P. I.—C 34 must be signed by the manager and forwarded to the Department, showing the amount spent on the school during the year, and accompanied by under receipts signed by each recipient of salary.\* If in any case this return shows a balance not expended on that particular school, the Director of Public Instruction shall be at liberty to demand that further detailed accounts be submitted for his approval, showing how the balance has been spent; whether on other schools of the same group or otherwise.

24. Before any school is registered or placed on the list of aided schools the Department must be satisfied that—

(a) Scholars are being instructed in at least two standards set forth in Schedules A, B, D, E.

(b) The average daily attendance for three months subsequent to the application is not less than—

(i.) *In Provincial Towns—i.e., Colombo, Kandy, and Galle.*

Boys' school, 50; Girls' school, 30; Mixed school of boys and girls, 60.

(ii.) *In Minor Towns.†*

Boys' school, 40; Girls' school, 25; Mixed school of boys and girls, 50.

(iii.) *In Villages.*

In a boys' school	...	...	30
In a girls' school	...	...	20
In a mixed school of boys and girls	...	...	30

In villages in neglected districts where satisfactory reasons are adduced the Director is empowered to accept the following average attendance :—In a boys' school 20, in a girls' school 15, in a mixed school 25, and to dispense with a certificate on the part of the teacher if he sees fit to do so.

(iv.) *In C Schools (vide infra).*

In a boys' school	...	...	15
In a girls' school	...	...	10
In a mixed school of boys and girls	...	...	15

\* The under receipt shall consist of the counterfoils of receipt books which will be issued by the Department to all aided schools.

† NOTE.—The places to be considered as minor towns for the purposes of this Code are as follows :—

<i>Western Province.</i>		<i>Within</i>	<i>Northern Province.</i>		<i>Within</i>
Kalutara	...	Local Board limits	Jaffna	...	A radius of 1½ mile from the Fort
Negombo	...	do.	<i>North-Western Province.</i>		
Panadura	...	Police limits	Kurunegala	...	Local Board limits
Moratuwa	...	Including Rawatawatta, Korawalwella, and Moratu-mulla	Chilaw	...	do.
<i>Southern Province.</i>			<i>Province of Uva.</i>		
Matara	...	Local Board limits	Badulla	...	Local Board limits
<i>Eastern Province.</i>			<i>Province of Sabaragamuwa.</i>		
Batticaloa	...	Local Board limits	Ratnapura	...	Police limits
Trincomelee	...	do.	<i>Central Province.</i>		
			Matale	...	Local Board limits

- (c) The girls in a girls' school or a mixed school with not less than fifteen girls on the roll are taught plain needlework as part of the ordinary course of instruction, and that the head teacher in a girls' school is a female.
- (d) Registers of admission and daily attendance are accurately kept, and that the rules for keeping school registers printed on the first page thereof are carefully carried out, and that the registers are marked every time the school meets, and that adequate time is allowed in the Time Table for marking the registers, and that the returns furnished are trustworthy; and that
- (e) The school buildings, furniture, and apparatus are sufficient according to the requirements for registration, and in good repair.
- (f) Before the full grant is paid to a school the Department must be satisfied that the requirements appearing in clause 24 (c), (d), (e), and clause 47 and clause 59, and on the report slips in respect of children presented for examination, are fulfilled, and that the average attendance for twelve months preceding the examination is not less than the numbers given in clause 24 (b), and that all other requirements of the Code are fully complied with.

25. Any school accepted by the Department which ceases to fulfil the above conditions will unless satisfactory reasons be furnished to the Department, be removed from the list of aided schools. If the manager wishes to revive at any time a school removed from the list, application must be made in the same form as for a new school, and such application shall have prior consideration to applications for purely new schools if the disability for which the school was removed has disappeared. It shall be left to the discretion of the Director to decide whether the provisions of clause 12, paragraph 1, shall be enforced or not.

25A. Notice should be sent to the inspector of the district, as soon as it is possible, of the dates of the ordinary school holidays throughout the year. These dates should include the usual and any special holidays, and in case of any alteration for epidemic sickness or sudden closure on account of special holidays or absence of teacher on leave the Department should be further notified as soon as possible. A similar notice shall be sent in the case of schools the registration of which has been applied for.

26. Grants are made on the same terms to all practising schools attached to training schools.

#### SECTION II.—Registration.

27. Schools may be registered for grants in aid either as vernacular, English, or English schools on a vernacular basis, and as primary or middle schools; girls' boarding schools and practising schools may be registered as Anglo-vernacular or vernacular schools. Anglo-vernacular practising schools will be governed by Schedule E, vernacular practising schools by Schedule D.

##### *Vernacular Schools.*

28. Vernacular schools may be registered as primary, middle, or classical schools.

Vernacular primary schools are schools in which no scholar is presented for examination above Standard V.

Vernacular middle schools are schools in which a scholar or scholars are presented for examination in any standard above Standard V.

A vernacular middle school may include a primary school.

Vernacular classical schools are schools in which scholars are instructed in classical Sinhalese, Sanskrit, Pali, or Tamil literature. Grants to such schools are only made in exceptional circumstances and every application for such schools will be considered by the Government on its special merits.

28A. A large village vernacular school may, by leave of the Director of Public Instruction, be registered as an Anglo-vernacular school, provided that the local circumstances justify the exceptional treatment, and that a master is provided who has an English teachers' certificate (see Schedule E 1 and H 3). Teachers who hold a second class vernacular certificate will be accepted for the purposes of this clause if they pass the English teachers' certificate examination of the third class in Reading, Writing, English Composition, and Class Teaching, obtaining not less than one-third of the maximum marks in each subject.

##### *English Schools.*

29. English primary schools are schools in which no scholar is presented for examination above Standard V. of Schedule A.

English middle schools are schools in which a scholar or scholars are presented for examination in any standard above Standard V. of Schedule A.

An English middle school may include a primary school.

30. English primary schools on a vernacular basis are schools in which no scholar is presented for examination above Standard V. of Schedule B.

English middle schools on a vernacular basis are schools in which a scholar or scholars are presented for examination in any standard above standard V. of Schedule B.

An English middle school on a vernacular basis may include a primary school.

An English high school is a school from which scholars are presented at the following examinations:—

- (a) The London University Examinations.
- (b) The Cambridge Senior and Junior Local Examinations.
- (c) The First in Arts Examination of the Indian Universities.

31. No scholar shall be admitted into any Government or grant-in-aid English school, or English school on a vernacular basis, from any registered grant-in-aid English school, or English school on a vernacular basis, or from a Government English school, who does not produce a certificate showing that no fees are due by such scholar to the authorities of the school at which he was last in attendance. A manager may not claim more than three months' arrears of school fees. Such certificate should be in the Form Q of this Code. A manager may not refuse this certificate when applied for after the payment of the fees due.

32. Middle and primary schools may be registered as A, B, or C schools.

*A Schools.*

- (a) Before a middle or primary school is registered as an A school, the Department must be satisfied that the school buildings are expressly adapted for school purposes; that they afford sufficient accommodation, and are kept in good repair.
- (b) That the school is not surrounded by other buildings to such an extent as to exclude light and air, and that particular regard is paid to health and cleanliness both in the persons of the pupils and in the arrangement and condition of the school premises.
- (c) That the supply of school materials, maps, and other appliances for teaching, desks, blackboards, and other furniture, books, writing materials, log book, duplicate schedule book, &c., are in sufficient quantity and in good order.
- (d) That the regular work of the school is conducted in an orderly and disciplined manner,\* and in accordance with a satisfactory time table signed by the manager. The time table should, indicate what standard and what subject each teacher is in charge of.

*B Schools.*

33. Upon the report of the inspector that an A school does not fulfil any of these conditions notice shall be given on form to the manager; and if at the inspector's next visit (an interval of three months having elapsed) the requirements of the Code are not satisfied, the school will be liable to receive result payments on a lower scale, the value of a pass in any standard or subject being one rupee. The school would then be classed as a B school.

34. New schools may be accepted provisionally as B schools until the manager has time to complete new buildings and provide suitable furniture, but no school shall be allowed to remain on the B list for more than one year. After that time, if the Department is not satisfied, it will be removed.

*Examination.*

35. Managers of schools may claim after the annual examination—

(a) For every scholar presented in Standards I. to VIII. a sum calculated on passes achieved according to Schedules F, G, H, H 1, H 2, and H 3.

(b) No grant will be allowed for any scholar who shall have received less than nine months' instruction during the twelve months immediately preceding the examination in the school in which such scholar is examined or in a school under the same management, or who shall have made less than 100 attendances, except in C schools and night schools. No scholar may be presented for examination a second time within twelve months of the date of his last examination, nor may a scholar be presented for examination under Schedules A or B within nine months of his presentation under Schedule D or *vice versa*.

NOTE.—In reckoning nine months' instruction, the month fixed for the examination may be included. The month of admission is not to be included unless the scholar is admitted on the first school day of the month. The attendance at a vernacular or Anglo-vernacular school will not qualify for examination at an English school, nor will attendance at an English school qualify for examination at a vernacular or Anglo-vernacular school.

(c) At a first examination scholars may be grouped in any standard fixed by the manager, but scholars may not be presented a second time for examination under the same standard unless they have failed to pass in more than one of the first three heads. All scholars who fail to pass in more than one of the first three heads will be considered to have failed altogether, and no result payment can be claimed for them. Any scholar, however, who fails in either reading, writing, or arithmetic in any standard, may be presented a second time in such subjects in that standard as he has failed in, and in those class subjects in which he may have simultaneously failed. But no grant shall be paid for any subject unless such scholar passes in the compulsory subjects in which he has failed.

(d) No grant will be allowed for any scholar over twenty years of age on the day of examination excepting in night schools, and no grant will be paid in night schools on account of any scholar under fourteen years of age.

(e) No grant will be made for any scholar in Standard I. who on his last birthday had completed his twelfth year, except in C schools and certified industrial schools.

(f) No scholar shall be eligible for examination unless such scholar shall have been protected from smallpox by having previously had that disease or by vaccination.

(g) Schools in which the scholars presented fail to earn 25 per cent. of passes in any one of the subjects *Reading, Writing, or Arithmetic*, or 50 per cent. of passes in all the subjects, including vernacular literature and the specific subjects, will be liable to receive result payments as B schools.

(h) False personation or falsification of the register will involve forfeiture of half the grant for the year, and in the case of certificated or licensed teachers the certificate or license will be suspended.

No school will receive a grant where a teacher is at any time employed who has been dismissed from the service of the Education Department, or whose certificate or license is under suspension, or where an uncertificated or unlicensed teacher is at any time employed who has been found guilty of false personation of children or falsification of the register.

No school will receive a grant which has not been in continuous charge during the school year of a principal teacher holding the necessary certificate or license, except under special circumstances which must be submitted to the Director for his consideration as soon as they arise.

Violation of the rules for keeping registers referred to in clause 24(d), or the presentation of ineligible children, will entail a liability, according to the nature of the irregularity to be dealt with, in the judgment of the Director, to a forfeiture of from one-tenth to one-fourth of the grant.

\* The following rule must be carefully observed:—When the teachers (or inspector) enter the class-room, the pupils shall rise and remain standing till ordered to sit.

(i) Due notice having been given of the date of examination of any school, if the inspector finds that the school is not ready on the day of his visit, the expenses of the inspector's second visit will be deducted from the grant earned by the school; but the Department does not bind itself to hold a deferred examination.

(k) No grant can be claimed for any girl taught in a school registered as a boys' school, or for any boy over ten years of age taught in a school registered as a girls' school. No school will be examined as a mixed (boys' and girls') school unless registered as such.

(l) The grants will be paid, if possible, within four months of the day of examination.

(m) Twenty-five per cent. of the grant earned may be deducted when any school fails to fulfil the condition of average attendance appearing in clause 24 (b).

(n) Geography need not be presented in any estate school or C school.

#### C Schools.

36. Schools in outlying and neglected districts unable, by reason of the paucity of children residing within a reasonable distance of them, to fulfil the conditions attached to A schools, may be registered as C schools under the following regulations:—

(a) All scholars in C schools who shall have received not less than three months' instruction, and shall have made not less than 25 attendances, will receive the same grant on examination as scholars in A schools, this grant being doubled for the passes of those scholars presented for examination who shall have received nine months' instruction and shall have made not less than 100 attendances in that school.

(b) An average daily attendance for three months of fifteen boys or ten girls, or fifteen boys and girls in a mixed school, will be accepted as sufficient in application for registration as C schools.

(c) Certificated or licensed teachers will not be required in C schools.

(d) In all other respects the regulations applying to A schools will apply to C schools.

(e) No C school shall be raised to an A school before it has first been registered as such on the lower average required in clause 24 (b) (iii).

(f) A discretionary power shall remain with the Director as to the average attendance and number of attendances in to be demanded of schools which are subject to exceptional conditions, and as to the continuance of the double grant to C schools which, in his opinion, are capable of reaching a higher standard of average attendance.

(g) No school shall be called upon to change its registration, unless it has kept up the higher average attendance for three consecutive years.

#### Night Schools.

37. Night schools are schools intended to provide education for adults who have had no previous instruction, and for boys and girls of 14 years of age and over whose circumstances prevent them from receiving such instruction in ordinary day schools.

Night schools will be required to fulfil the conditions of average attendance required for C schools before they can be placed on the register as aided schools.

A session of 1½ hour will suffice for a night school, this session being held between 7 and 9 P.M.

The grants earned by night schools will be calculated at the same rate as for C schools.

Certificated or licensed teachers will not for the present be required in night schools.

In all other respects the regulations applying to A schools will apply to night schools.

#### Estate Schools.

38. (a) All estate schools will be required to fulfil the conditions of average attendance required for C schools before they can be placed on the register of aided schools.

(b) The limit of age for Standard I. will not apply to estate schools. A session of two hours will be accepted as sufficient.

#### Industrial Schools.

39. Applications for grants in aid to industrial schools will be entertained on the following conditions:—

(a) That the school shall have been in operation at least three months prior to the date of application.

(b) That the school shall teach one or more of the following trades:—

*In Boys' Schools.*—Carpentry, printing, bookbinding, shoemaking, tailoring, and work in iron.

*In Girls' Schools.*—Lacemaking, dressmaking, embroidery, and cookery.

(c) That the workshops shall be sufficiently provided with appliances for elementary instruction in the trades to which the school is devoted.

(d) That the trade or trades taught to the pupils shall be appropriate to the locality.

40. The managers of an industrial school registered by the Department may claim for each pupil above the age of 10 and below 21 certified to have been in regular attendance for nine months since the previous annual examination of the school, and to have received instruction in the workshop for not less than two and a half hours daily on not less than 100 days, a grant of ten rupees in addition to the general grants provided the inspector shall be satisfied with the efficiency of the instruction given in the trade in which each such pupil is presented for examination. No grant can be claimed for the industrial instruction of any pupil who does not at the same time pass the examination in such standard of Schedules A, B, D, and E, as such pupil may be eligible for, unless such pupil has passed in Standard IV. of any such schedule.

*Form of Certificate.*

I, *A. B.*, manager of the registered industrial school ———, certify that every pupil on this list has regularly attended this school for nine months since the date of the last annual inspection, and has received instruction in the trade specified opposite to his or her name for two and a half hours daily on not less than 100 days, and that to the best of my knowledge and belief no candidate now presented has gained a grant in any previous year in the same stage.

Name.	Age.	Trade.	Stage in which the Candidate is presented for Examination.	Under what Standard last examined.	Number of Attendances.

40A. In industrial schools worked under Schedules A or B children may be presented for examination a second time in the standards above the second, such second presentation being paid for at half the rates appearing in Schedules F and G.

41. (a) To gain a pass and earn the grant in aid candidates should perform a set task, in presence of the inspector and to his satisfaction, in the handicraft of the trade they have been learning at the school during the nine months specified in the certificate.

(b) Candidates presented for examination in a stage higher than the first must have passed the lower stages in previous years.

(c) A candidate can only earn a grant once for a pass in any one stage of the same trade, and must not, unless the Inspector's consent has been obtained beforehand, be transferred from one trade to any other before completing the full course prescribed by the Code.

(d) Girls who are paying-pupils of English schools will not be allowed to be presented for the Industrial grant unless the English school has been registered as Industrial. Home industries for girls' English schools are provided under Specific Subjects, Schedule C.

*Boys' Boarding Industrial Schools which are not in the receipt of a Special Grant.*

42. In boys' boarding industrial schools which are not in the receipt of a special grant, the value of a "pass" will be twice the value of a corresponding "pass" in day schools. When the day boys presented for examination do not amount to one-fourth of the number of boarders presented for examination, their "passes" will be computed as for boarders. When the number of day boys presented for examination is in excess of one-fourth of the number of boarders presented for examination, their "passes" will be computed as for scholars in day schools.\*

*Girls' Day Schools.*

43. In girls' day schools and mixed schools an allowance will be made for needlework. (Schedules F, G, H, and H 1.)

*Girls' Boarding Schools.*

44. In girls' vernacular boarding schools the value of a "pass" for boarders will be twice the value of a corresponding "pass" in day schools. When the day girls presented for examination do not amount to more than one-fourth of the boarders presented for examination, their "passes" will be computed as for boarders. When the number of day girls presented for examination is in excess of one-fourth of the number of boarders presented for examination, their "passes" will be computed as for scholars in day schools. But if the number of day girls so presented, though in excess of one-fourth, is less than one-half, a sum may be added to the total grant earned by them, bringing it up to what it would have been had the number been exactly one-fourth or one-half.\*

45. In girls' Anglo-vernacular boarding schools the value of a "pass" for boarders will be computed according to Schedule H 1. When the day girls presented for examination do not amount to more than one-fourth of the boarders presented for examination, their "passes" will be computed as for boarders. When the number of day girls presented for examination is in excess of one-fourth of the number of boarders presented for examination, their "passes" will be computed at half the rate for boarders. But if the number of day girls so presented, though in excess of one-fourth, is less than one-half, a sum may be added to the total grant earned by them, bringing it up to what it would have been had the numbers been exactly one-fourth or one-half.\*

46. Applications for grants in favour of girls' vernacular and Anglo-vernacular boarding schools and practising schools will be entertained without reference to the limitations prescribed in clause 24 (b).

## CHAPTER II.

## SECTION I.

*Teachers in Vernacular Schools.*

47. No boys' or mixed school will hereafter be accepted as a grant-in-aid vernacular A school unless the principal teacher holds a certificate or license from the Department; provided that in the case of vernacular schools desired to be established in backward districts special circumstances may be submitted to the Department.

48. The certificates issued will be of three classes.

49. A third class certificate will entitle the teacher to hold the appointment of principal teacher in a primary school.

50. A second class certificate will entitle the teacher to hold the appointment of principal teacher in a middle school.

\* A boarder is a child who has *bonâ fide* resided in the school premises during the school terms. In order to qualify as a boarder the child must have so lived on the school premises for not less than nine months preceding the examination. The manager shall make the following declaration on the report slip:—"I further certify that each child presented as a boarder has *bonâ fide* resided on the school premises for nine months preceding the examination."

51. A first class certificate will be given to teachers who hold second class certificates, and who have been through the full course of a Government or grant-in-aid training school after five years' satisfactory service,\* either in the same school or in different schools under the same management. It will also be given to pupil teachers who hold second class certificates after ten years' satisfactory service in the same school or in different schools under the same management. It will entitle the holder, when a principal teacher, to an annual payment from Government in augmentation of salary on the following condition:—

(a) That the inspector's report of the teacher's work for the year be a favourable one.

NOTE.—The payment from Government shall be in the form of a result payment. In schools where not less than 100 children are presented for examination, with a percentage of passes of not less than 80, the head teacher shall receive a payment of 15 per cent. on the amount of grant earned by the school. In schools where the presentations for examination are not less than 50, with a percentage of passes of not less than 80, the head teacher shall receive a payment of 10 per cent. on the amount of grant earned. And in schools where presentations for examination are not less than 30, with a percentage of passes of not less than 80, the head teacher shall receive a payment of 5 per cent. on the grant earned. Provided, however, that when the number presented in the middle standards shall not be less than 15, a percentage of passes of 70 shall be sufficient to entitle the teacher to these result payments. Provided also that 75 per cent. of the children eligible be presented for examination.

52. A certificate of the third class will be issued to every registered pupil teacher who has completed three years' approved service as pupil teacher in conformity with the rules of the Department: it will be issued provisionally, and confirmed after two years' satisfactory probation, either as principal teacher of a primary school or as assistant teacher of a middle school, on the certificate of the inspector.

53. Provisional third class certificates will be confirmed also after one year's training in an aided training school, provided that the holder shall have satisfied the examiners in the first year's examination.

54. A certificate of the third class will also be issued to any uncertificated teacher who passes the first year's examination of the training school.

55. A certificate of the second class will be issued to all students of a training school inspected by the Department who have completed two years' residence and passed the prescribed examinations to the satisfaction of the examiners appointed by the Department.

56. A certificate of the second class will also be issued to those students of a training school who, having entered it after the successful completion of their pupil teacher's course, have made one year's residence at, and have passed the first year's examination of, the training school.

57. A certificate of the second class will also be issued to any holder of a third class certificate after three years' continuous service in the same school, or in different schools under the same management, on the recommendation of the manager; provided that the candidate has passed the final examination required of the students of training schools. It will be issued provisionally and confirmed after one year's satisfactory probation as teacher of a middle school, certified by the Department.

58. It shall be in the power of the Director to issue certificates of the second or third class to any teacher who holds a certificate of competency from any recognized normal school or training establishment in Europe, or in any part of the British Empire, or in America.

59. No principal teacher shall hereafter be appointed to any vernacular boys' or mixed school in receipt of grant unless he holds a certificate or license of the Department. Provided that in the case of schools in backward or remote districts special circumstances may be submitted to the Department, and the Director may dispense with the required certificate or license.

## SECTION II.

### *Teachers in English Schools working under Schedules A and B.*

60. No school will be registered or will receive a grant as an English school, or as an English school on a vernacular basis, unless the principal teacher holds a certificate from the Department and the Department is satisfied—

(a) That the teaching staff is sufficient in number and quality.

(b) That the managers are in a position to guarantee the stability of the school.

61. No new teacher may be appointed to a post in an English school, or in an English school on a vernacular basis, unless he holds a certificate. In English schools on a vernacular basis one, but not more than one, of the assistants will be allowed to hold an Anglo-vernacular certificate, or a vernacular second class certificate, in place of an English certificate.

62. The enhanced grant cannot be earned in any school unless at least half the teachers possess certificates.

63. All teachers appointed from the United Kingdom or America to English schools in this Colony, graduates of any of the British or Indian Universities, now engaged as teachers in English schools, and persons recognized as certificated teachers by the Education Departments of the United Kingdom or by any of the Departments of Public Instruction in India, shall be exempt from such requirements.

NOTE.—(1) Persons who have passed the Cambridge Local examination for senior students, the University of London Matriculation Examination, or the First Arts Examination of any of the Indian Universities, will be required to pass only in English reading, school management, and class teaching at the examination to be held by the Department, before certificates of competency to teach can be issued to them.

(2) All members of existing accredited Religious Teaching Orders will also be exempted from examination.

64. Teachers' certificates of the second and third class will be awarded on the results of examinations which will be held from time to time in accordance with a syllabus issued by the Board of Education. A third class certificate may also be obtained in the manner allowed by clause 52.

\* No year in which the teacher shall have obtained less than 60 per cent. of passes will be counted as satisfactory.

65. A third class certificate will entitle a teacher to hold the appointment of principal teacher in a primary school.

66. A second class certificate will entitle a teacher to hold the appointment of principal teacher in a middle school.

67. Students who have completed a two-years' course in the Government Training College, or any other Training College in Ceylon specially recognized by Government for the purpose, will, on passing the final examination of the Government Training College, receive a second class certificate, and will, after three successive years' satisfactory work in a Government or grant-in-aid English school (either in the same school or in another school under the same management) be entitled to a first class certificate. The percentage recognized for satisfactory work will be, in the case of head teachers, 60 per cent., in the case of assistant teachers 70 per cent. in the primary standards and 60 per cent. in the middle standards. Applications for first class certificates shall in every case be accompanied by a report from the manager on the teacher's conduct and his success in maintaining discipline. Teachers who were admitted to the Government Training College in January, 1903, will be entitled to their certificates after the one-year's course if they pass the final examination.

68. A first class certificate will entitle its holder to receive from Government a result payment, equal to one-third of his annual salary, if the following percentages of passes have been obtained :—

	Per Cent.
Principal teachers of primary schools	70
Principal teachers of middle schools in which 15 children are presented in the middle standards	65
Assistant teachers in standards I.-III.	80
Do. do. IV.-V.	70
Do. do. VI.-VIII.	65

69. In schools exempted from individual examination the Director will decide whether the teacher's work has been satisfactory, and whether it qualifies him for result payment after consideration of a special report made by the Inspector.

### SECTION III.

#### *Pupil Teachers and Training Schools.*

70. In order to enable managers to meet the requirements of the Code by the systematic training of students for the profession of teaching, grants will be made for (a) pupil teachers and (b) training schools.

71. Pupil teachers are boys or girls selected by the manager to assist the teacher of a school in maintaining discipline and instructing the lower standards.

72. In making this selection the manager is required only to observe the following regulations :—

(a) Before pupil teachers are submitted to the Department for registration, application must be made in the form prescribed (Schedule I.) ; they must have passed the Vth or a higher standard in reading, writing, arithmetic, and at least one additional subject.

(b) Pupil teachers at the date of registration must be not less than 14 years of age, completed.

73. Pupil teachers will be registered in such schools only as satisfy the following conditions :—

(a) The whole school must be favourably reported on by the inspector as regards—

- |                  |                                         |
|------------------|-----------------------------------------|
| (1) Discipline.  | (3) Premises, furniture, apparatus, &c. |
| (2) Instruction. | (4) Stability.                          |

(b) The school must have obtained a grant as a middle school for at least three years preceding the date of application.

(c) To entitle a school to one pupil teacher, the average number of pupils in attendance during the three preceding years must not be less than forty ; for every additional thirty in average attendance during the three years immediately preceding the date of application a school will be entitled to an additional pupil teacher ; but not more than two pupil teachers will be registered for any school during the same year.

74. The course of studies for pupil teachers is laid down in Schedules K and L. The examination of pupil teachers will be conducted on the following basis :—(1) 33 per cent. of the marks assigned for each of the following subjects : reading, writing, arithmetic, geography, school management (including class teaching), and (for females) needlework will be demanded as the minimum necessary for a pass in those subjects ; (2) no marks will be awarded in any of the other subjects to any candidate who does not obtain one-quarter of the maximum marks assigned to each such subject ; (3) no candidate will be entitled to a pass who fails to obtain 50 per cent. of the maximum marks on the whole examination.

75. Every pupil teacher presented for examination must produce a certificate from the manager of his school in the prescribed form (Schedule M).

76. No pupil teacher can be presented for his first examination within nine months of the date of registration.

77. The inspecting officer examining the school for a grant will at the same time examine the pupil teacher in the subjects laid down, and will require him or her to give a lesson in his presence to one of the lower classes. If he is satisfied with the candidate's proficiency, he will sign the certificate, upon which the manager may claim a grant.

78. If a candidate fails to satisfy the inspector, he may be presented again at the next annual inspection in the same subjects of examination, but no result payment for a candidate who fails can be claimed at the time of failure.

79. Grants will be made for pupil teachers as follows :—

#### *First Year's Examination.*

English schools, Rs. 50 + grant in full for VIth Standard pass.

Vernacular, Rs. 30 + grant in full for VIth Standard pass.



*Second Year.*

English schools, Rs. 75 + grant in full for VIIth Standard pass.  
Vernacular, Rs. 50 + grant in full for VIIth Standard pass.

*Third Year.*

English schools, Rs. 100 + grant in full for VIIIth Standard pass.  
Vernacular, Rs. 75 + grant in full for VIIIth Standard pass.

NOTE.—The additional grant for a pass in any standard will not be paid on account of any pupil teacher who has already earned a grant in the same standard.

TRAINING SCHOOLS.

80. Grants in aid will be made to vernacular training schools, for male or female teachers, under certain conditions.

81. The Department must be satisfied that—

- (a) The staff of teachers is sufficient in number and quality.
- (b) The managers are in a position to guarantee the stability of the school.
- (c) There is a practising school, in which students may learn the exercise of their profession, either immediately connected with the training school or within easy reach, and under the same management (see Schedule E).

GRANTS TO TRAINING SCHOOLS.

82. An examination of candidates for admission to training schools will be held annually in the month of September.

Pupil teachers who have passed their third year examination and are desirous of entering a training school will not be required to pass this examination.

83. The examination will extend to all the subjects required of pupil teachers in the course of their engagement.

84. The candidates are selected and admitted to the examination by the authorities of each school on their own responsibility, subject to no other conditions on the part of the Department than that the candidates—

- (a) Intend *bonâ fide* to adopt and follow the profession of teacher and sign the bond appearing in Schedule T.
- (b) Having been pupil teachers, have successfully completed their engagement.
- (c) Not having been pupil teachers, or not having completed their engagement as pupil teachers, will be more than sixteen years of age on January 1 next following the date of examination.

85. At the end of one year after admission to a training school an examination will be held in the subjects prescribed in Schedule N, and the manager will be entitled to a grant at the rate of 100 rupees for each male and 125 rupees for each female student, for such a number of the leading successful students, as in the case of boys' training schools shall be equal to 10 per cent. of the aided boys' and mixed schools and in girls' training schools to 15 per cent. of the girls' vernacular schools under the management to which each registered training school belongs.

86. At the close of the second year there will be a final examination for such students as have passed their first year's examination, and the manager will receive a final grant at the rate of 150 rupees for each male and 175 rupees for each female student, for such a number of the leading successful students as in the case of boys' training schools shall be equal to 10 per cent. of the aided boys' and mixed schools and in girls' training schools to 15 per cent. of the girls' vernacular schools under the management to which each registered training school belongs.

NOTE.—Reading, Writing, Arithmetic, Geography, and School Management, theoretical and practical are compulsory subjects. Failure to obtain one-third of the marks in any one of these subjects involves failure in the whole examination. Fifty per cent. of the total number of marks must be obtained to secure a pass.

87. Until January 1, 1907, certificates will not be required from the teachers of girls' vernacular schools. Until the same date certificates of the third class will be issued to any head school mistress of such school who has been for three years in continuous charge of the same school or of different schools under the same management, and has presented scholars for examination at each annual inspection, and has earned result payments on not less than 50 per cent. of passes, on the certificate of the manager to her ability and industry.

CHAPTER III.

SECTION I.

*Superior Instruction.*

88. The assistance granted by the Department for the encouragement of superior instruction will be in the form of—

- (1) Public examinations.
- (2) Payments on the results of examinations.
- (3) Scholarships and exhibitions.

## PUBLIC EXAMINATIONS.

89. The examinations conducted by the Syndicate of the University of Cambridge for local examinations, hereinafter styled "the Senior and Junior Local Examinations," and the Matriculation and Intermediate Examinations of the University of London, will be the standard of examination. No marks obtained for the subject of Religious Knowledge will be allowed to count in awarding the scholarships, exhibitions, and prizes referred to in this Code.

The scholarships and book prizes awarded are now thrown open to all candidates, whether coming from Government and grant-in-aid schools or not.

90. No London University Matriculation grant will be paid for any candidate who has already earned a grant for the Senior Cambridge Local Examination, nor will any "Senior Cambridge" grant be paid for any candidate who has already earned a London "Matriculation" grant. This will not apply to candidates who have earned a grant in the "Senior Cambridge" examinations of 1895 or earlier years.

## JUNIOR LOCAL EXAMINATION.

91. On such day in each year as may be appointed the junior local examination will be held in Colombo, Kandy, Galle, and Jaffna, and in other places if it be required and found expedient.

92. The certificates of the University will only be awarded to students who pass this examination, except in the cases otherwise provided for, in conformity with the regulations of the Cambridge Syndicate as regards age and qualifications. Local certificates and book prizes may be gained by all students under seventeen years of age on the last day of the month appointed for the examination.

93. For every candidate from a registered grant-in-aid school who has not completed his sixteenth year on the last day of the month appointed for the examination, who shall pass this examination, taking a place in the class lists, the manager of the school at which he has received his education will be entitled to claim for each subject in which the candidate passes a sum of ten rupees, seven rupees and fifty cents, and five rupees, respectively, according as he shall have taken a place in the first, second, or third class of this examination; this class grant being doubled for each subject in which the candidate has obtained the mark of distinction.

A grant of ten rupees will be paid for each subject in which a candidate from a registered grant-in-aid school has gained the mark of distinction, and who may have failed to take a place in the class lists.

94. A book prize will be given to every candidate for each subject in which he passes in honours.

95. Three scholarships will be open to male candidates in conformity with the regulations of the Cambridge Syndicate as regards age and qualifications. One of the value of 240 rupees per annum and two each of the value of 120 rupees per annum, tenable for three years, either at the Royal College or at any recognized English school, will be awarded every year to the three best candidates who shall pass this examination in honours. But no candidate shall be eligible for a second election to a scholarship corresponding exactly to that previously won by him.

96. Two scholarships, each of the value of 120 rupees, tenable for three years on regular attendance and instruction at any recognized English school, will be awarded to the two girl candidates who shall pass the best junior examination. Such scholarship will be open to candidates who have not completed their seventeenth year on the last day of the month appointed for the examination. But no candidate shall be eligible for a second election to either of these scholarships.

## SENIOR LOCAL EXAMINATION.

97. The senior local examination will be held under the same general conditions as the junior examination, on such day as may be appointed in each year. The result payments and book prizes will be open to candidates who have not completed their nineteenth year on the last day of the month appointed for the examination.

98. For every candidate from a registered grant-in-aid school, who has not completed his nineteenth year on the last day of the month appointed for the examination, who shall pass this examination, taking a place in the class lists, the manager of the school at which he has been educated will be entitled to claim for each subject in which the candidate passes a sum of twenty rupees, fifteen rupees, and ten rupees, respectively, according as he shall have taken a place in the first, second, or third class of this examination; this class grant being doubled for each subject in which the candidate has obtained the mark of distinction. A grant of twenty rupees will be paid for each subject in which a candidate has gained the mark of distinction, and who may have failed to take a place in the class lists.

99. A book prize will be given to every candidate for each subject in which he passes in honours.

100. One scholarship of the value of rupees 240, tenable for three years on regular attendance and instruction at any recognized English school, will be awarded to the senior girl candidate who shall pass the best examination. The scholarship will be open to candidates who have not completed their nineteenth year on the last day of the month appointed for the examination. But no candidate shall be eligible for a second election to this scholarship.

## LONDON UNIVERSITY MATRICULATION AND INTERMEDIATE EXAMINATIONS.

101. For every candidate from a registered grant-in-aid school who shall pass the "London Matriculation Examination" a grant will be paid of Rs. 200 if the candidate is placed in the Honours Division; of Rs. 100 if placed in the First Division; of Rs. 50 if placed in the Second Division. A further grant of Rs. 200 will be paid for every candidate who passes the London "Intermediate Examination in Arts." No "London" grant will be paid for any candidate who has already earned a grant for the "Senior Cambridge Local Examination," nor will any "Senior Cambridge Local Examination" grant be paid for any candidate who has already earned a "London" grant. This will not apply to grants earned in the "Senior Cambridge Examination" of 1895 or earlier years.

## UNIVERSITY SCHOLARSHIP.

102. Two scholarships of the annual value of £200 tenable for three years, together with an outfit allowance of £50, passage money Rs. 500 to proceed to the British Isles, and £50 for return passage to Ceylon after completion of a course of study in the British Isles, will be awarded annually, one on the results of the Intermediate Examination in Arts of the University of London, and the other on the results of the Intermediate Examination in Science of the University of London, to the candidates recommended by the authorities of the University of London.

No candidate will be eligible for one of these scholarships who has not been resident in the Island for the five years next before the examination, or who has completed his twentieth year before the first day of the month fixed for the examination, or who has not been registered as a matriculated student of the University of London.

A scholar will be permitted to postpone his return for three years after the expiration of the scholarship without special permission to do so, and with permission of His Excellency the Governor or the Right Hon. the Secretary of State for the Colonies to remain in Europe for a further period not exceeding four years, on the distinct understanding that such permission will be given only to enable the scholar to pursue a course of study or to acquire professional qualifications likely to be of benefit to the Colony on his eventual return.

## SUBJECTS FOR THE INTERMEDIATE EXAMINATION IN ARTS.

*Latin\* (Two Papers.)*

(1) Prepared prose book. Roman History from 390 B.C. to the death of Augustus, together with questions on Geography. Translation of English sentences into Latin.

(2) Prepared verse book. Questions on Grammar. Translation into English of easy passages not prescribed.

*Greek† (Two Papers.)*

(1) Prepared prose book. Questions on Greek History from 560 B.C. to the death of Alexander, together with questions on Geography. Translation of English sentences into Greek.

(2) Prepared verse book. Questions on Grammar. Translation into English of easy passages not prescribed.

*English Literature and History (Two Papers.)*

(1) Composition : History of Literature : Texts.

The *History of Literature* to include at the selection of the Senate, either—

I.—The outlines of Literary History from 1500 to 1800 with selected works‡ ; or,

II.—One or more great authors and the literary history of their time, with certain of their works to be studied particularly.

(2) Selected Works‡ to be studied from a Literary and Linguistic point of view.

(3) General English History and the Geography pertinent to it.

*Pure Mathematics (Two Papers.)*

*Algebra.*—The Arithmetic and the Algebra of the Matriculation Examination, and further Algebra, including the theory of Quadratic Equations, the Convergency of Geometric Series, Permutations and Combinations, the Binomial Theorem for Positive Integral Indices, the Graphs of Simple Algebraic Functions, the Theory of Indices, the Nature and Use of Logarithms and of Logarithmic Tables, Interest, and Annuities.

*Geometry.*—The Geometry of the Matriculation Examination, together with the Geometry of Similar Rectilineal Figures, Mensuration of Plane Rectilineal Figures and of the Circle, the Elementary Properties of the Plane, including those of the angles made by planes with straight lines and with one another, the elementary properties of the Sphere and Plane, Sections thereof, Mensuration of Simple Solid Figures, including the Cylinder, Cone, and Sphere.

*Trigonometry.*—The meaning of and elementary exercises in the use of Rectangular and Polar Co-ordinates, Measurements of Angles, Trigonometrical Functions and their Graphs, Approximate Values of the Trigonometrical Functions of Small Angles, Elementary Trigonometrical Formulæ and their Applications, Properties of Triangles, and easy properties of the Circles circumscribed to, and touching the sides of, a Triangle, Practical Solutions of Triangles and Applications, with numerical examples involving the use of Logarithmic and other Tables.

\* In 1906—Ovid : *Fasts*, Books V. and VI.  
Livy : Book I. (to the end of Chapter 47).

In 1907—Cicero : *Pro Lege Manilia*.  
Virgil : *Æneid* II. and III.

† In 1906—Euripides : *Alcestis*.  
Lucian : *Piscator and Charon*.

In 1907—Plato : *Crito*.  
Sophocles : *Antigone*.

‡ In 1906—Outlines of Literary History, 1500 to 1800 inclusive, with special study of—  
Chaucer : Prologue to the *Canterbury Tales* ; the *Knight's Tale*.  
Shakespeare : *Twelfth Night* ; *Hamlet*.  
Milton : *Samson Agonistes*.  
Johnson : *A Journey to the Western Islands of Scotland*.

In 1907—Outlines of Literary History, 1500 to 1800 inclusive, with special study of—  
Chaucer : Prologue to the *Canterbury Tales*.  
Langland : Prologue to *Piers Plowman*.  
Shakespeare : *King Lear* ; *Tempest*.  
Milton : *Areopagitica*.  
Pope : *Rape of the Lock*.

*Logic (Two Papers).*

[This syllabus is intended to indicate the general scope and character of the curriculum without being exhaustive of all parts of the subject.]

NOTE.—Candidates who enter for Philosophy at the B.A. Examination must have taken Logic as one of their alternative subjects *either* at the time of passing the Intermediate Examination in Arts *or* at some subsequent Intermediate Examination in Arts.

1. Scope of Logic. Laws of Thought.
2. Terms. Formal Division and Definition. Predicables.
3. Propositions and their Import. Forms of Immediate Inference.
4. Syllogism and other varieties of Deductive Reasoning. Trains of Reasoning. Functions of Syllogism.
5. Inductive Inference. Postulates of Induction. Induction and Analogy. The Relation of Induction to Deduction.
6. Theory of Scientific Method. Observation and Experiment. Hypothesis. Empirical and Causal Laws. Methods of Scientific Explanation. Elimination of Chance.
7. Scientific Definition and Classification. Nomenclature and Terminology.
8. Fallacies.

*French (One Paper).*

Grammar : Translation : Composition.

Composition to be either (i.) translation from English, or (ii.) some form of free composition such as reproduction of a narrative read in English.

NOTE.—Books will not be prescribed.

The examination will include a test in writing from dictation, in correct reading, and in simple conversation.

*German (One Paper).*

Grammar : Translation : Composition :

Composition to be either (i.) translation from English, or (ii.) some form of free composition, such as reproduction of a narrative read in English.

NOTE.—Books will not be prescribed.

The examination will include a test in writing from dictation, in correct reading, and in simple conversation.

One of the following subjects may be taken in place of one of the languages, French or German :—

- (a) Advanced Modern English Literature (two papers).\*
- (b) Sanskrit (two papers).\*
- (c) The existing British Constitution as defined in the Syllabus for the Intermediate Examination in Economics, but with special reference to the Government of the Colonies and Dependencies (two papers).†

Candidates shall not be approved by the Examiners unless they have shown a competent knowledge in the following subjects :—

1. Latin.
2. Greek.
3. English Literature and History.
4. Either Mathematics or Logic.
5. Either the French or the German or the Italian or the Spanish Language.

## CERTIFICATES IN ENGLISH.

Any person who has obtained the English Certificate at a Matriculation Examination will be admitted to take the English papers at the Intermediate Examination in Arts (Pass) for External Students and a *vivâ voce* test, on payment of a fee of £3, and subject to the General Regulations affecting that examination.

A certificate will be issued to each successful candidate stating that he has shown an adequate knowledge of the English language, and of the period of English Literature and of the Texts prescribed for that examination.

N.B.—Candidates for the University Scholarship will, if they wish to do so, be allowed to take either two higher Classical papers, or two higher Mathematical papers, and their work in these papers will (for the purpose of awarding the Scholarship) be considered instead of their work in either French or German, or the alternative subjects (a), (b), (c). Candidates who take these higher papers will be allowed, for the purpose of passing the Intermediate examination, to take also the papers on either French or German, or one of the alternative subjects (a), (b), (c); but the marks obtained by such candidates in these subjects will not be considered in awarding the Scholarship.

## SYLLABUS OF HIGHER CLASSICAL AND MATHEMATICAL PAPERS,

*Latin.*

1. (a) One unprepared passage for translation into English of greater difficulty than those set for the Intermediate Pass Examination in Arts.

\* The Syllabus in these subjects will be published as soon as it is available.

† The Syllabus for 1906 is as follows :—The main outlines of the organization and methods of working of the Government of the United Kingdom at the present day, including Legislative, Executive, and judicial authorities : Local Government of England, and the Government of Colonies and Dependencies.

(b) A piece of continuous prose for translation from English into Latin of the standard of difficulty of that set for the Intermediate Honours Examination in Arts, but not quite so long.

(c) Two or three critical questions.

*Greek.*

2. (a) Two short passages for translation into English, one prose and one verse, from authors of the period from Homer to Demosthenes, but excluding pure Doric writers.

(b) A short piece of continuous English prose for translation into Greek of an easier standard of difficulty than that set for the Intermediate Honours Examination in Arts.

(c) Two or three critical questions.

*Mathematics.*

3. (1) Analytical Geometry.

(a) Equations in rectangular and polar co-ordinates of (1) the straight line ; (2) the circle ; (3) the parabola ; (4) the ellipse ; (5) the hyperbola ; and the properties of the same ; (b) change of axes.

(2) Applied Mathematics.

Statics.—Composition, Resolution, and Equilibrium of Forces : (1) acting at a point ; (2) acting in a plane ; (3) acting in parallel lines. The properties of the Centre of Gravity ; the Laws of Friction ; the Mechanical Powers ; and the principle of Virtual Work.

Dynamics.—Definition and Measurement of Mass, Force, Velocity, Acceleration, Momentum, Work, and Energy, Composition and Resolution of Velocities and Accelerations.

Laws of Motion.—Uniform and uniformly accelerated motion in a straight line. Free motion of projectiles under the action of gravity. Circular motion of particles. Simple cases of impact.

Hydrostatics.—Nature, intensity, and transmission of pressure in Liquids. Pressure of Liquids in equilibrium under the action of gravity. Equilibrium of Solids floating or immersed in gravitating Liquids. Specific gravities of substances, Solid and Liquid. The laws of Elastic Fluids and the principle of the barometer, thermometer, siphon, diving bell, manometer, and the various pumps.

SUBJECTS FOR THE INTERMEDIATE EXAMINATION IN SCIENCE.

*Pure Mathematics (Two Papers).*

*Algebra.*—The Arithmetic and the Algebra of the Matriculation Examination, and further Algebra including the theory of Quadratic Equations, Convergency of Geometric Series, Permutations and Combinations, the Binomial Theorem of Positive Integral Indices, the Graphs of Simple Algebraic Functions, the Theory of Indices, the Nature and Use of Logarithms and of Logarithmic Tables, Interest and Annuities.

*Geometry.*—The Geometry of the Matriculation Examination, together with the Geometry of Similar Rectilinear Figures, Mensuration of Plane Rectilinear Figures and of the Circle, and of the Elementary Properties of the Plane including those of the angles made by planes with straight lines and with one another, the Elementary Properties of the Sphere and Plane, Sections thereof, Mensuration of Simple Solid Figures, including the Cylinder, Cone, and Sphere.

*Trigonometry.*—The meaning of and Elementary Exercises in the use of Rectangular and Polar Co-ordinates, Measurements of Angles, Trigonometrical Functions and their Graphs, Approximate Values of the Trigonometrical Functions of small Angles, Elementary Trigonometrical Formulæ and their applications, Properties of Triangles, and easy properties of the Circles circumscribed to, and touching the sides of, a Triangle, Practical Solutions of Triangles and Applications, with numerical examples involving the use of Logarithmic and other Tables.

*Applied Mathematics (Two Papers.)*

*Statics.*—Equilibrium of one or more bodies under the action of Uniplanar Forces or of Parallel Forces.

Properties of the Centre of Mass and its determination in simple cases.

Statics of Simple Mechanisms.

The Simpler Linkages.

The Elementary Laws of Friction.

*Dynamics.*—Velocities and Accelerations, including their Resolution and Composition.

Mass, Momentum, Force, Work, Energy, and Power.

Change of Units—Dimensions.

Motion under the action of a Force which is constant in Magnitude and Direction.

Simple problems on the Motion of Projectiles.

Circular Motion.

Simple Harmonic Oscillations. The Simple Pendulum.

Simple cases of direct and oblique Impact.

*Hydrostatics.*—Pressures of Liquids on Plane Areas.

Pressures of Liquids on Solid Bodies, partially or wholly immersed, and Conditions of Equilibrium of such Bodies.

Specific Gravities and Densities of Substances, Solid and Liquid, and methods of determining them.

Simple applications of the foregoing subjects.

*Experimental Physics (Two Papers).*

[The following Syllabus is intended to indicate the general scope and character of the examination without being exhaustive of all parts of the subject. Candidates are expected to show a general acquaintance with the apparatus by which the elementary principles of Physics are illustrated and applied.]

*General Properties of Solids, Liquids, and Gases.*

Relation between Volume and Pressure in Gases.

Diffusion in Liquids and Gases.

*Heat*.—Definition of Temperature. Construction and use of Instruments for the measurement of Temperature.

Expansion of Solids, Liquids, and Gases with rise of Temperature. Convection in Fluids.

Quantity of Heat. Specific Heat.

Change of State. Latent Heat. Vapour Pressure. Boiling-point.

Dew-point. Formation of Cloud, Fog, and Dew.

Conduction. Definition of Thermal Conductivity.

Radiation : Its Emission, Propagation, Reflection, Refraction; and Absorption; its Relation to Light.

The Mechanical Equivalent of Heat and Modes of Determination. The Conservation of Energy.

*Sound*.—The Production and Propagation of Sound.

Nature of Wave-motion. Amplitudes, Wave-length. Frequency.

Experimental determination of the Velocity of Sound in Air. Echoes. Effect of change of Temperature on the Velocity.

Determination of Frequency by simple methods.

Experimental investigation of the modes of Vibration of Strings by means of the Sonometer

Experimental investigation of the Vibrations of Air in Pipes by Resonance to Tuning Forks.

Organ Pipes. Position of Nodes and Antinodes.

*Optics*.—Propagation of Light. Measurement of Velocity. Laws of Reflection and Refraction. Photometry.

Reflexion at Plane and Spherical Surfaces, and the formation of Images.

Refraction at Plane Surfaces and by Prisms. Minimum deviation. Chromatic dispersion.

The formation of Images by single Lenses. Long and Short Sight and their correction by Lenses.

The combination of two Lenses to form a simple Telescope or Microscope.

*Magnetism and Electricity.*

Properties of Magnets. Simple phenomena of Magnetism and of Magnetic Induction (Influence).

The Magnetic Field : Lines of Force. The Law of Magnetic Force.

The Earth as a Magnet.

The simpler Phenomena of Electrified Bodies. Conduction and Insulation. Electrification by Friction and by Induction (Influence).

Distribution of Electrification on Conductors.

Electric Field : Strength of Field.

The Law of Electric Force.

Potential. Capacity. Energy of Charge.

Electric Discharge and Electric Current.

Primary and Secondary Batteries.

Magnetic Field of Current; Magnetic measurement of Current. Galvanometers.

Work done by an Electric Current.

Electromotive Force. Difference of Potential Resistance.

Ohm's Law : Volt ; Ohm ; Ampere ; Watt ; Joule.

Heating effects of Currents.

Elementary Phenomena of Electrolysis. Faraday's Law.

Action on Current Circuits in a Magnetic Field.

Electro-magnetic Induction : Faraday's Law ; Lenz's Law. Induction Coil.

*Practical Examination.*

[The following scheme is not exhaustive, and is intended merely to show the general nature of the exercises at the Practical Examination. The Examiners are not precluded from setting other exercises and practical problems illustrative of the principles set forth in the Syllabus.]

Length measurements by Millimetre Rule.

Eye-estimation of tenths of a Division.

Use of Vernier, Linear, and Angular.

Determination of Areas and Volumes by measurement of Linear Dimensions.

Use of the Balance, weighing to one centigramme.

Determination of Volumes by weighing in Water.

Specific Gravities of Solids, Powders, and Liquids.

Use of the Hydrometer.

Verification of Boyle's Law.

Reading the Barometric Height.

Determination of the Centre of Gravity of a Plate.

Use of Atwood's Machine.

Time of Swing of a simple pendulum and verification of the formula  $t \propto \sqrt{l}$ .

Determination of Velocity of Sound in a Tube by Resonance with a fork.

Use of the Sonometer.

Use of Thermometers, and determination of fixed points.

Simple methods of determining Specific Heat and Latent Heat of Fusion.

Determination of Dew-point.

- Use of simple Photometers.  
 Focal lengths of concave Mirrors.  
 Focal lengths of convex Lenses.  
 Arrangement of two Lenses to make simple forms of Telescope, Microscope, and Magic Lantern.
- Arrangement of a Slit, Lens, and Prism to get a pure Spectrum.  
 Tracing the path of a Ray of Light through a block of glass and deduction of Refractive Index.
- Tracing the lines of force in the neighbourhood of a Magnet.  
 Mode of making a simple Electro-magnet.  
 Gold leaf Electroscope and its use to find the sign of a given charge.  
 Mode of setting up common Voltaic Cells. Modes of joining up cells.  
 Determination of the signs of the terminals of a Cell.  
 Use of simple Galvanometers.  
 Measurement of Resistance.  
 Simple experiments on Induced Currents.

*Chemistry (Two Papers).*

The following outline is given for the general guidance of candidates as indicating the range of the Written Part (I.) and Experimental Part (II.) of the examination in Chemistry:—

I.

The methods which lead to the discovery of the composition of common materials occurring in nature.

The determination of molecular weights, equivalents, and of atomic weights. Valency and structural formulæ.

Classification of the elements, including the Periodic Scheme.

General characters of the chief types of compounds, including acids, bases, and salts, and a few prominent carbon compounds, especially as illustrating the relations of properties to composition and structure. No distinction will be admitted between Organic and Inorganic Chemistry.

History, production, and properties of the more important and typical elements and their most familiar compounds.

The character of chemical changes, including combustion, thermal dissociation, and electrolysis; the conditions which determine and influence them, and the attendant phenomena.

The whole to be treated in an elementary manner.

Candidates will be required to show that they have seen and practised a great variety of experiments, and are familiar with the appearance of common Laboratory materials.

*Practical Examination.*

Candidates will, as far as possible, be examined upon the practical work recorded in their notebooks, and will be required to show that they are familiar with easy quantitative operations, gravimetric and volumetric, with the rudiments of qualitative analysis, and that they have prepared a number of elements or compounds by processes involving the manipulation of gases and the purification of substances by crystallization, distillation, &c. Specimens made by the candidate, duly attested by the teacher, may be submitted to the Examiners.

*Botany (Two Papers.)*

*Anatomy and Histology.*—The structure and properties of the cell and of the various kinds of tissues; the processes of cell formation; the development of the tissues; the structure of the various members and organs.

*Physiology.*—The processes and mechanisms of metabolism, growth, and reproduction; the organs and their functions; the influence of external conditions upon metabolism and growth.

*Morphology.*—The plant body and its members; their development and their various modification. The life-history of plants.

*Special Morphology and Taxonomy.*

The morphological and physiological characteristics of Angiosperms as exemplified by British plants belonging to the following natural orders:—Ranunculaceæ, Caryophyllaceæ, Cruciferae, Rosaceæ, Leguminosæ, Umbelliferae, Compositæ, Primulaceæ, Labiate, Scrophulariaceæ, Salicaceæ, Liliaceæ, Orchidaceæ, Gramineæ.

The morphological and physiological characteristics of Gymnosperms as exemplified by Pinus (or Picea).

The morphological and physiological characteristics of Pteridophyta as exemplified by Selaginella and Aspidium.

The morphological and physiological characteristics of Bryophyta as exemplified by Polytrichum (or Funaria), and by Marchantia (or Pellia).

The morphological and physiological characteristics of Algæ as exemplified by Fucus, Vaucheria, Ulothrix, and Spirogyra.

The morphological and physiological characteristics of Fungi as exemplified by Agaricus, Eurotium, Phthium, Saccharomyces, Bacillus.

*Practical Examination.*

Each candidate must be prepared (1) to dissect and examine, microscopically or otherwise, any plants or parts of plants; (2) to refer to their appropriate systematic position plants or parts of plants comprised in the foregoing Syllabus; (3) to describe specimens in technical language.

*Zoology (Two Papers).*

The fundamental facts and laws of Biology as exhibited in the following types :—Amœba, Paramœcium, Hydra, Anodonta, Lumbricus, Astacus, Amphioxus, Scyllium, Rana, Lepus.

The candidate will be expected to show a practical knowledge of the general structure of each of the Animal types above specified, and an elementary knowledge of (1) the chief Biological Laws which the structural phenomena illustrate; (2) the phenomena of Sexual and Asexual Reproduction, of Parthenogenesis, Heredity, and Variation; (3) the structure and properties of the Cell, and the general characters of the Tissues, including Epithelia, Blood, Lymph, Nervous, Muscular, Connective, and Skeletal Tissues; (4) the Segmentation of the Ovum in the Frog, Fowl, and Rabbit; the metamorphosis of the Frog; and the development of the Fowl as far as the fourth day of incubation, treated in an elementary way.

*Practical Examination.*

The candidate must be prepared to examine microscopically, to dissect, and to describe specimens or parts of the animals comprised in the foregoing Syllabus, with the exception that for the skull of Lepus will be substituted that of Canis.

*Geology (Two Papers).*

(I.) *Physical Geology.*—The Earth as a Planet. Its larger surface features.

Atmospheric Agents and their Effects. Action of surface and underground waters, and of ice.

The Ocean; its Movements and Works.

Distribution of Temperature and Pressure in the Earth; and its Density. The Internal Forces and their Effects. Subsidence and Elevation. Volcanoes and Earthquakes.

Characters and Relations of Rock Masses. The nature of Aqueous and Igneous Rocks and their Modes of Occurrence (Strike, Dip, Jointing, Folding, Faulting, Cleavage, Foliation; Interbedding and Intrusion of Igneous Rocks). Features produced by Denudation (Outcrop, Escarpments, Outliers, Inliers, Unconformity, Overlap).

(II.) *Mineralogy relating to the important rock-forming Minerals.*—The common crystal forms and combinations, with the principles of crystallographic notation.

Minerals, their Physical properties and Chemical composition. Silica in its different forms. The chief minerals of the following groups:—Pyroxenes, Amphiboles, Felspars, Micas, Garnets, Zeolites, Chlorites. Also Olivine, Zircon, Beryl, Epidote, Zoisite, Cordierite, Leucite, Nepheline, Sodalite, Nosean, Hattyne, Tourmaline, Andalusite, Fibrolite, Kyanite, Staurolite, Sphene, Serpentine, Talc, Kaolin. Native Elements [Carbon, Sulphur]. Oxides [Iron Oxides, Spinels, Corundum, Rutile]. Rock Salt. Fluor Spar. Apatite. The Rock-forming Carbonates, Sulphides, and Sulphates.

*Practical Examination.*

Interpretation of Weather Charts. Physical Maps with contour lines and the method of drawing sections across them.

Drawing sections across some simple Geological Map.

Identification and Description of simple crystal forms and combinations, by means of models or from actual specimens. Determination of the important Rock-forming Minerals in hand-specimens and in thin slices under the microscope.

Candidates shall be examined for a pass in any four subjects selected by themselves out of the following seven subjects of examination, viz.:—(1) Pure Mathematics, (2) Applied Mathematics, (3) Experimental Physics, (4) Chemistry, (5) Botany, (6) Zoology, and (7) Geology (no at least of the four subjects selected from the foregoing list must be taken from amongst the first three); or for Honours in any one or more of the following subjects:—Mathematics (Pure and Applied), Experimental Physics, Chemistry, Botany, Zoology, Geology.

A certain number of questions in the papers will be set so as to test the candidates' knowledge of French or German.

The questions in French or German which by the regulations are set for the home candidates will be made optional in the examinations as held in the Colonies.

*N. B.*—Candidates for the University Scholarship will, in addition to the papers prescribed above, be required to take the two papers on English Literature and History, which form the third section of the Intermediate Examination in Arts.

## SECTION II.

*Specific Subjects of Secular Instruction.*

103. If the time table of an English school in use throughout the year has provided for one or more specific subjects of secular instruction according to the table in Schedule C—

(a) A grant may be made for every such candidate presented in Standard VI. who passes a satisfactory examination in not more than two of such subjects, and in Standards VII. and VIII. who passes a satisfactory examination in not more than three of such subjects. The grant for a pass shall be: in stage I., rupees 2 for each subject (for English Literature



- rupees 2 and cents 50); in stage II., rupees 4 for each subject (for English Literature rupees 5); in stage III., rupees 6 for each subject (for English Literature rupees 7 and cents 50). If the results of the teaching in any specific subject for three consecutive years appear unsatisfactory, the Director shall be entitled to refuse to hold an examination in such specific subject until he is satisfied that better qualified teaching is provided by the manager.
- (b) Any scholar who has previously passed in Standard VIII. may, if qualified by attendance, be presented in not more than five of such specific subjects.
- (c) No scholar in Standards VI., VII., and VIII. who has failed in the standard examination can be presented for a pass in specific subjects.
- (d) A list of the specific subjects in which it is intended to present scholars at the annual examination of the school should be sent to the Inspector of the District not later than the first week of the month immediately preceding the month fixed by the Department for the annual examination of such school.
- (e) Specific subjects may not be taken up in vernacular schools. Boarding schools will, however, be allowed to take up those for which there are suitable text-books in the vernacular.

## SECTION III.

*Drawing.*

104. Grants will be paid for passes in drawing at the rates specified in Schedule H 2, viz., ordinary grants will be paid for passes in drawing if none of the masters or mistresses teaching that subject in the school holds a qualifying certificate, and enhanced grants will be paid for passes in drawing in each stage if one of the masters or mistresses holds a drawing certificate of the Ceylon Technical College or other qualifying certificate or diploma to teach drawing. Drawing will be a special subject for the Teachers' Certificate Examination, and a special certificate for passing in that subject will be issued, which will qualify the holder to earn enhanced grants for the school where he or she is teaching drawing.

It is for the manager to decide in what stage each individual pupil shall be presented. This does not depend upon the standard which the pupil belongs to, nor is there any restriction as to age. No pupil can be presented a second time in a stage which he has passed.

## CHAPTER IV.

## VERNAOCULAR LITERATURE IN ENGLISH SCHOOLS.

105. English schools in which provision is made in the time table for systematic instruction in a vernacular language and literature will be allowed to present scholars for vernacular passes in Standards VI., VII., and VIII. of the subjects appointed for vernacular schools.

106. No scholar who has failed in the English part of the examination can be presented for a pass in vernacular literature; the value of which will be the same as in vernacular schools.

## CHAPTER V.

107. In schools in which provision is made in the time table for systematic instruction in drill and physical exercises, a payment of rupees 10 will be made to the teacher on the inspector's\* report that the teaching is efficient.

(a) The pupils are to be arranged for drill and physical exercises, *not* according to standards, but according to age, in four stages as follows:—

Stage I.	children between 7 and 9 years old.
„ II.	„ 9 and 10 „
„ III.	„ 10 and 12 „
„ IV.	„ 12 and 16 „

Even this grouping is only approximate, as the height and size of a child may suggest his being grouped above or below his proper stage. The great point is to group together children of similar physical capacity.

(b) Every stage must be proficient in class drill and saluting. See paragraphs 1-12 inclusive of the Sinhalese Drill Book, Part I.

(c) Stage I. must in addition be proficient in such marching exercises as are detailed in Part I., paragraphs 38-43 of the Sinhalese Drill Book.

(d) Stage II. must in addition to the above be proficient in such drill as is detailed in Part I., paragraphs 13-29 inclusive, and in such physical exercises as are described in Part II., paragraphs 53-86 inclusive.

(e) Stage III. must in addition to the above be proficient in such drill as is detailed in Part I., paragraphs 44-52 inclusive, and in such physical exercises as are described in Part II., paragraphs 87-140 inclusive and 154-166 inclusive.

(f) Stage IV. must know the whole book.

(g) Teachers must understand that the above is the minimum required. But they are not precluded from showing energy and originality in inventing exercises and movements in addition to the above, which the children will enjoy or which are possibly an adaptation of native games, processions, &c. The great point is that the children should be thoroughly interested in this part of the work. The more they enjoy it, the more good it will do them; and it is to be distinctly looked upon as a means of relieving the strain due to long hours and concentrated attention.

The teacher must bear in mind that physical exercises can be made amusing and interesting as well as merely educational, and may be freely used for the purpose of making school life more attractive to pupils, and of relieving the strain of prolonged mental work.

The use of drill and physical exercises in girls' schools must be left largely to the discretion of the principal female teacher.

\* Or assistant inspector's.

**Schedule A.—Standards of Examination for English Primary and Middle Schools.**

	Reading.	Writing.	Arithmetic.	Grammar.	Geography.*	History.	Needlework.
Standard I....	Simple object lessons. A few sentences from an Infant Reader containing words of not more than one syllable	To form letters, small and capital, on slate or black-board	Notation to 999. Addition of pairs of numbers whose sums do not exceed twenty, and subtraction of digits	—	—	—	Neat hemming; to show a neatly hemmed towel or duster. Practice should be given in hemming in two colours so as to show joins
Standard II....	Simple object lessons. A few sentences from a First Book slowly and distinctly read	To write in manuscript characters a line of print on slate or black-board, and write from dictation a few common words. Copy-writing (single letters in large text) must be shown in this standard	Notation up to 999,999. Addition and subtraction of numbers containing not more than five digits. Multiplication of similar numbers by multiplier not exceeding 12. The multiplication tables up to 12 times 12	—	Object lessons leading to the study of Geography	—	Neat hemming and sewing; seam and fell; to show a plain work bag
Standard III....	Clear and intelligent reading from a Second Book. Questions will be put to test comprehension of passage read	To write from dictation not more than six lines from any First Book. Copy-writing in large round text must be shown in this standard	Notation. The four simple rules. Miscellaneous questions and problems involving only a single step	To point out nouns, verbs, adjectives, personal pronouns, and to separate the naming part or subject from the stating part or predicate	Same as above	—	As in Standard II.; also marking on coarse canvas, and sewing on tapes; to show a pillow-case with tapes or a child's shirt.
Standard IV....	Good and intelligent reading from a Third Book. Questions will be put to test comprehension of passage read	To write from dictation a connected passage from any Second Book, slowly read and then dictated. Copy-writing in small round text must be shown in this standard	The use of rupees and cents and bills of parcels in rupees and cents. Reduction. Addition and subtraction of English money (including only pounds, shillings, pence, and farthings) and its multiplication and division by numbers not exceeding 12. Problems on the simple rules and on rupees and cents	Same as above, and in addition (1) to point out adverbs, prepositions, and conjunctions. (2) to point out enlargements of subject and object and definitions; time, place, and manner. No enlargement or extension above a single word to be required. The number, gender, and case of nouns and the use of transitive and intransitive verbs should be taught in this standard.	The four points of the compass; definitions and Ceylon (in detail)	—	As in Standard III.; marking on calico; gathering and setting into a band; darning as for a thin place on stocking web material; to show a plain chemise, or an underbodice
Standard V....	Good and intelligent reading from a Fourth Book, with particular regard to emphasis. Questions will be put to test comprehension of passage read	To write about eight lines slowly dictated from any Third Book. Copy-writing in a running hand must be shown in this standard	Reduction of English money (including the guinea, crown, and half crown). Multiplication and division of English money by numbers above 12. Reduction of the following weights and measures, and the application to them of the four simple rules, viz.— <i>Weight</i> : Ton, cwt., qr., stone, pound, ounce, dram <i>Length</i> : Mile, furlong, chain, yard, foot, inch <i>Capacity</i> : Quarter, bushel, peck, gallon, quart, pint <i>Time</i> : Year, month, week, day, hour, minute, second Miscellaneous questions and problems on the foregoing; greatest common measure and least common multiple. The operations of addition, subtraction, multiplication, and division of simple vulgar fractions	Same as above, and in addition to point out enlargements of subject, object, and predicate by words and phrases; the parsing of adjectives, personal, relative, and interrogative pronouns. The simple or indefinite tenses of verbs in the active voice in common use should be taught in this standard with Asia	Names and positions of the Conti. Primer on maps and English history (see note 5)	—	As in Standard IV.; plain darning a hole in stocking web material; back stitching; placing of tucks; to cut out and make a chemise showing tucks (run) and a front opening correctly placed and finished N.B.—A finished garment must be shown

<p>Standard VI....</p> <p>The same, from a Fifth Book, containing selections from good English authors. Questions will be put to test comprehension of passage read</p>	<p>To write to dictation from any Fourth Book</p> <p>The foregoing weights and measures, with the addition of the rod or pole to the measure of length, and the following :—  <i>Area</i>: Square mile, acre, rood, square pole or perch, yard, foot, inch  <i>Volume</i>: Cubic yard, foot, inch                  Vulgar and Decimal Fractions (not including recurring decimals) and their application to concrete quantities.                  Simple practice and problems</p>	<p>Same as above with a full knowledge of the verb and the adverb, preposition, conjunction, and interjection. Parsing of any part of speech in a given sentence. To analyze a simple sentence</p>	<p>Same as above, with Europe</p> <p>Outlines of English History from 1066 to 1485</p>	<p>As in Standard V.; button-holes, and sewing on of unpierced linen buttons; patching neatly in calico, and print; to cut out and make a chemise or combination garment</p>
<p>Standard VII.</p> <p>Reading with fluency and expression from a Sixth Book containing selections from good English authors. Questions will be put to test comprehension of passage read.</p> <p>Recitation of 60 lines of English poetry. The pupil will have to answer questions on the subject matter</p>	<p>Writing from memory the substance of a short story read out twice; spelling, hand-writing, and grammar to be considered</p> <p>Recurring decimals, compound practice, simple and compound proportion. Problems which admit of solution by simple and compound proportion, or by the unitary method. (Questions on recurring decimals will not be set to girls)</p>	<p>Same as above, and in addition to form words of one part of speech from words of another, "g." adjectives and verbs from nouns; nouns and the suffixes indicating the "agent," "state," "condition," "rank," or "office." The use of the more ordinary prefixes with their meanings. To analyze complex sentences containing not more than two subordinate clauses</p>	<p>Same as above, with Africa or America</p> <p>Same from 1485 to 1688</p>	<p>N.B.—A finished garment must be shown Work of the previous standards; grass-making; patching on flannel; darning a diagonal cut in linen, and a hedge-loom; and a hedge-loom; to cut out material; to cut out and make a night dress or a man's shirt</p>
<p>Standard VIII.</p> <p>Reading with fluency and expression from a prose classic not earlier than the eighteenth century to be selected by the Manager and approved of at the preceding examination. Recitation of 100 lines of English poetry. The pupil will have to answer questions on the subject matter</p>	<p>A short theme or letter: the composition, spelling, grammar, and hand-writing to be considered</p> <p>Averages and percentages, simple and compound interest, discount, square root. Questions on the area of rectangular surfaces and the cubic contents of rectangular solids. Exercises on all the foregoing rules</p>	<p>Same as above, and in addition to form words with contrary meanings to given words by adding or changing prefixes or suffixes. To give English words derived from Latin words the meanings of which are given. To trace the derivation of given English words to Latin words. To give the correlatives of given words. A piece of poetry of three or four lines containing a complex sentence may be given for analysis.</p>	<p>The British Empire</p> <p>Same, from 1688 to 1815</p>	<p>N.B.—A finished garment must be shown To be able to cut a paper pattern of any of the following garments: a child's shirt, a baby's frock, a banyan, and under bodice, a chemise, a night dress, and a man's shirt; to be able to mend any part of any of these garments; also hemstitching, whipping, leather and coral-stitching; to show a finished night dress, with whipped cambric frills.</p>

1.—Scholars may not be presented a second time for examination under the same standard unless they fail to pass in more than one of the three first heads they will be considered to have failed altogether, and no result payment can be claimed for them.

2.—Reading may be tested in the ordinary class book, but the books must be of reasonable length and difficulty and unmarked. Every class ought to have two sets of reading books, to be approved by the Inspector.

3.—Copy-writing is to be done on paper in the presence of the Inspector.

4.—Dictation in Standard VI. to be done on paper.

5.—A good Historical Reader may be used. Applications for leave to use a particular book under this section should be sent to the Director.

6.—The following is suggested as an alternative Reading syllabus for the Standards above the first:—Standard II.: The Two Parrots. The Three Monkeys. Recitation. Standard III.: Story of a Cat. Gull's Crag. Recitation. Standard IV.: The Adventures of a Donkey. Great Deeds in English History. Grimm's Tales. Great Englishmen. Recitation. Standard V.: Swiss Family Robinson. Uncle Tom's Cabin. Gaby's Parables from Nature. Recitation. Standards VI. and VII.: Dicken's Oliver Twist. Dicken's Little Nell. Masterman Ready. Robinson Crusoe. Gulliver's Travels. Tales of the Coast. Lamb's Tales from Shakespeare. Settlers in Canada. Recitation.

In schools adopting this syllabus the children will be examined (1) in actual reading (2) in the subject matter, *i.e.*, they will be asked to relate in their own words some fact or event in the reading books.

7.—Inspectors may test any Standard children in Mental Arithmetic.

8.—*Needlework*.—In all Standards children will be required to fix their work. It is recommended that the man's shirt should be of the kind used for tennis or cricket. Special tests may be set in examining schools which are reported to be neglecting needlework throughout the year. Children should not be made to waste their time in making samples of the various stitches, &c., but should be employed, as much as possible, in doing useful work on actual articles of clothing.

\* The examination of the primary standards in Geography will be conducted as far as possible *vis à voce*.

**Schedule B.—Schedule of Examination for Primary and Middle English Schools on a Vernacular Basis.**

	Reading in English.	Writing in English.	Arithmetic in any Language.	Grammar in English.	Translation into English.	Geography* in any Language.	History.	Needlework.
Standard I.	Simple object lessons. A few sentences from an Infant Reader containing words of not more than one syllable distinctly and accurately pronounced. Corresponding words in the Sinhalese or Tamil to be known	To form letters, small and capital, on slate or black-board	Notation to 999. Addition of pairs of numbers whose sums do not exceed twenty, and subtraction of digits	—	—	—	—	Neat hemming : to show a neatly hemmed towel or duster. Practice should be given in hemming in two colours so as to show joins
Standard II.	Simple object lessons. A few sentences from a First Book slowly and distinctly read. Corresponding words in the Sinhalese or Tamil to be known	To copy in manuscript characters a line of print on slate or black-board, and write from dictation a few common words. Copy-writing (single letters in large text) must be shown in this standard	Notation up to 999,999. Addition and subtraction of numbers containing not more than five digits. Multiplication of similar numbers by multiplier not exceeding 12. The multiplication table up to 12 times 12	—	—	Object lessons leading to the study of Geography	—	Neat hemming and seaming; seam and fell; to show a plain work bag
Standard III.	Clear and intelligible reading from a Second Book, with explanations in the vernacular	To write to dictation not more than six lines from any First Book. Copy-writing, large round text	Notation. The four simple rules. Miscellaneous questions and problems involving only a single step	To point out nouns, verbs, adjectives, personal pronouns, and to separate the naming part or subject from the stating part or predicate	To give the English of Sinhalese or Tamil words in common use qualified by single words or phrases	Same as above	—	As in Standard II. also marking on coars-canvas, and sewing on tapes : to show a pillow-case with tapes or a child's shirt
Standard IV.	Good and intelligent reading from a Third Book, with explanations in the vernacular and a paraphrase in the vernacular of what has been read	To write to dictation not more than eight lines from any Second Book. Copy-writing in small round text must be shown in this standard	The use of rupees and cents and bills of parcels in rupees and cents. Reduction. Addition and subtraction of English money (including only pounds, shillings, pence, and farthings) and its multiplication and division by numbers not exceeding 12. Problems on the simple rules and on rupees and cents	Same as above, and in addition (1) to point out adverbs, prepositions, and conjunctions; (2) to point out enlargements of subject and object and extensions of the predicate that show time, place, and manner. No enlargement or extension above a single word to be required. The case of nouns and the use of transitive and intransitive verbs should be taught in this standard	To translate easy vernacular simple sentences into English	The four points of the compass; definitions; and Ceylon (in detail)	—	As in Standard III.; marking on calico; gathering and setting into a band; darning as for a thin place on stocking web material; to show a plain chemise, or an underbodice

<p>Standard V.</p> <p>Good and intelligent reading from a Fourth Book, with explanation both in the vernacular and in English</p>	<p>To write to dictation not more than eight lines from any Third Book. Copy-writing, small hand</p>	<p>Reduction of English money (including the guinea, crown, and half crown). Multiplication and division of English money by numbers above 12. Reduction of the following weights and measures, and the application to them of the four simple rules, viz. :—  <i>Weight</i>: Ton, cwt., qr., stone, pound, ounce, dram  <i>Length</i>: Mile, furlong, chain, yard, foot, inch  <i>Capacity</i>: Quarter, bushel, peck, gallon, quart, pint  <i>Time</i>: Year, month, week, day, hour, minute, second                  Miscellaneous questions and problems on the foregoing. Greatest common measure and least common multiple. The operations of addition, subtraction, multiplication, and division of simple vulgar fractions                  The foregoing weights and measures, with the addition of the rod or pole to the measure of length, and the following :—  <i>Area</i>: Square mile, acre, rood, square pole or perch, yard, foot, inch  <i>Volume</i>: Cubic yard, foot, inch                  Vulgar and decimal fractions (not including recurring decimals) and their application to concrete quantities. Simple practice and problems</p>	<p>Same as above, and in addition to point out enlargements of subject, object, and predicate by words and phrases; the parsing of adjectives personal, relative, and interrogative pronouns. The simple or indefinite tenses of verbs in the active voice in common use should be taught in this standard.</p>	<p>To translate longer and more difficult vernacular simple sentences into English</p> <p>Names and positions of the Continents and Oceans of the World. Same as that for Standard IV., with Asia</p> <p>Ceylon (in any language)</p> <p>As in Standard IV.; plain darning a hole in stocking material; back stitching; placing of tucks; to cut out and make a chemise showing tucks (run) and a front opening correctly placed and finished</p> <p>N.B.—A finished garment must be shown</p>
<p>Standard VI.</p> <p>Good and intelligent reading from a Fifth Book containing selections from good English authors. Questions will be put to test comprehension of passage read</p>	<p>To dictation any passage from any Fourth Book. Copy-writing, small hand</p>	<p>Recurring decimals, compound practice, simple and compound proportion. Problems which admit of solution by simple and compound proportion or by the unitary method. (Questions on recurring decimals will not be set to girls)</p>	<p>Same as above, with a full knowledge of the verb and the adverb, preposition, conjunction, and interjection. Parsing of any part of speech in a given sentence. To analyze a simple sentence</p>	<p>To translate into English a passage from any book not more difficult than a Second Reader</p> <p>Same as above, with Europe</p> <p>Outline of English History, from 1066 to 1485</p> <p>As in Standard V.; button-holes and sewing on of unpierced linen buttons; patching neatly in calico, and print; to cut out and make a chemise or combination garment</p> <p>N.B.—A finished garment must be shown</p>
<p>Standard VII.</p> <p>Reading with fluency and expression from a Sixth Book containing selections from good English authors. Questions will be put to test comprehension of passage read. Recitation of 50 lines of English poetry. The pupil will have to answer questions on the subject-matter.</p>	<p>To dictation any passage from any Fifth Book. Hand-writing to be considered</p>	<p>Same as above, and in addition to form words of one part of speech from words of another, e.g., adjectives and verbs from nouns, nouns and verbs from adjectives, &amp;c. To use the suffixes indicating the "agent," "state," "condition," "rank," or "office." The use of the more ordinary prefixes with their meanings. To analyze complex sentences containing not more than two subordinate clauses</p>	<p>Same as above, but from any book not more difficult than a Third Reader</p> <p>Same as above, with Africa or America</p> <p>Same, from 1485 to 1688</p> <p>Work of the previous standards; gusset-making; patching on flannel; darning a diagonal cut in linen, and a hedge tear in woollen material; to cut out and make a night dress or a man's shirt</p> <p>N.B.—A finished garment must be shown.</p>	<p>Same as above, and in addition to form words of one part of speech from words of another, e.g., adjectives and verbs from nouns, nouns and verbs from adjectives, &amp;c. To use the suffixes indicating the "agent," "state," "condition," "rank," or "office." The use of the more ordinary prefixes with their meanings. To analyze complex sentences containing not more than two subordinate clauses</p>

\* The examination of the primary standards in Geography will be conducted as far as possible *vide voce*.

**Schedule B—contd.**

Standard VIII.	Reading in English.	Writing in English.	Arithmetic in any Language.	Grammar in English.	Translation into English.	Geography* in any Language.	History.	Needlework.
...	Reading with fluency and expression from a prose classic, not earlier than the eighteenth century, to be selected by the manager and approved of at the preceding examination. Recitation of 100 lines of English poetry. The pupil will have to answer questions on the subject-matter.	To dictation any passage from a newspaper or book brought by the Inspector. Hand-writing to be considered.	Averages and percentages, simple and compound interest, discount, square root. Questions on the area of rectangular surfaces and the cubic contents of rectangular solids. Exercises on all the foregoing rules	Same as above, and in addition to form words with contrary meanings to given words by adding or changing prefixes or suffixes. To give English words derived from Latin words the meanings of which are given. To trace the derivation of given English words to Latin words. To give the correlatives of given words. A piece of poetry of three or four lines containing a complex sentence may be given for analysis	Same as above, but from any book not more difficult than a Fifth Reader	The British Empire	Same, from 1688 to 1815	To be able to cut a paper pattern of any of the following garment: a child's shirt, a baby's frock, a banian, and under bodice, a chemise, a night dress, and a man's shirt; to be able to mend any part of any of these garments; also hemstitching; whipping, feather and coral stitching; to show a finished night dress, with whipped cambric frills

- 1.—Scholars may not be presented a second time for examination under the same standard unless they fail to pass in more than one of the first three heads. If they fail to pass in more than one of the three first heads they will be considered to have failed altogether, and no result payment can be claimed for them.
- 2.—Reading may be tested in the ordinary class book but the book must be of reasonable length and difficulty and unmarked. Every class ought to have two sets of reading books to be approved by the Inspector.
- 3.—Copy-writing is to be done on paper in the presence of the Inspector.
- 4.—Dictation in Standards VI, VII, and VIII, to be done on paper.
- 5.—The new History of England in Sinhalese by Mudaliyar Simon de Silva (or a corresponding work in Tamil to be named by the Director of Public Instruction) may be taken as an alternative to the History of Standard VI.
- 6.—Inspectors may test any Standard in Mental Arithmetic
- 7.—Needlework.—In all Standards children will be required to fix their work. It is recommended that the man's shirt should be of the kind used for tennis or cricket. Special tests may be set in examining schools which are reported to be neglecting needlework throughout the year. Children should not be made to waste their time in making samples of the various stitches, &c., but should be employed as much as possible, in doing useful work on actual articles of clothing.

\* The examination of the primary standards in Geography will be conducted as far as possible *véru véru*.

## Schedule C.

	STAGE I.	STAGE II.	STAGE III.
1 Geometry ...	Euclid: Definitions, &c., Book I., Propositions 1-16 inclusive, with elementary deductions	Euclid: Book I., with deductions	Euclid: Books I. and II. with deductions
2 Algebra ...	Addition, subtraction, multiplication, and division, removal and insertion of brackets, simple equations not involving fractions	Preceding rules, resolution into factors, highest common factor, least common multiple, fractions, simple and simultaneous equations involving fractions, problems	Preceding rules, quadratic and simultaneous quadratic equations, square root and problems
3 Latin ...	"Elementa Latina" (by Morris Longmans) or any similar text book to the end of the active voice of the four conjugations	"Elementa Latina" or any similar text-book. The whole book. The first 21 pages of Gradatim or any similar text-book	Latin Grammar, Cæsar de Bello Gallico, Book I., or some approved portion of a Latin author. Somewhat longer sentences to be translated from English into Latin
4 Elementary Mechanics ...	The composition and resolution of forces acting in one plane at a point. Moments. The composition and resolution of velocities and accelerations in one plane	As for Stage I., and in addition parallel forces. The properties of the centre of gravity. Rectilinear motion under uniform accelerations	As for Stage II., and in addition the mechanical powers. Newton's laws of motion
5 Animal Physiology ...	The build of the human body. Names and positions of the internal organs	Circulation and respiration and the broad structure of the organs concerned	The organs and functions of alimentation. The properties of muscle and nerve
6 Botany ...	Characters of the root, stem, leaves, and parts of the flower, illustrated by specimens of common flowering plants	Structure of wood, bark, and pith, cells, and vessels. Food of plants, and manner in which a plant grows. Functions of the root, leaves, and different parts of the flower	The comparison of a fern and a moss with a flowering plant, the formation of different kinds of fruits, the structure of a bean and of a grain of rice, the phenomena of germination
7 Chemistry ...	The metric system. The indestructibility of matter. Elements. Chemical compounds and mechanical mixtures. The preparation and properties of oxygen and hydrogen. The alterations in the volume of a gas due to changes in temperature and pressure. The law of definite proportion. The law of multiple proportion. The law of combination of gases by volume. Simple chemical equations. The preparation and properties of nitrogen and chlorine. Methods of determining the equivalent weights of zinc, magnesium and copper. Crystallization, distillation, precipitation, filtration, and the use of these processes in the preparation of pure substances.	As for Stage I., and in addition the study of air and water. The preparation and properties of carbon, sulphur, ammonia, nitrous oxide, nitric oxide, sulphurated hydrogen. The oxides of carbon and sulphur, hydrochloric acid, sulphuric, and nitric acids. The characteristic properties of acids, alkalies, bases and salts. Coal, gas combustion, oxidation, and reduction. Sodium, its hydroxide, potassium, chlorate, and nitrate. Ammonium chloride	As for Stage II., and in addition the outlines of the atomic and molecular theories, chemical symbol formulæ, equations, calculations concerning the weights and the gas volumes of reacting substances. Percentage composition
8 Laws of Health (For boys only) ...	(1) <i>Food</i> .—Its necessity, evil of under-feeding, and over-feeding; ordinary article of food, including cereals, pulses, tubers, vegetables, meat, milk and its preparations, sugar, eggs, fruits, condiments, advantages of variety in food. <i>Cooking</i> .—Good water to be used, every article to be properly prepared and well cleaned and washed before putting it in the cooking pot. Cooking pots to be cleaned before use. Cooked food to be kept covered. <i>Meals</i> .—Time of meals. All to set at the same time if possible. Hall for meals to be spacious and clean. Simultaneous eating saves trouble and ensures economy. Evils of eating at separate times. Feeding of infants and little children	(1) <i>Elementary Human Physiology</i> .—The general structure of the human body; the forms, positions, and uses of the more important organs, more especially the construction and action of the circulatory and respiratory systems, and of the digestive and excretory organs (2) <i>Food Diet and Cooking</i> .—Classification and uses of food substances. Animal food, vegetable food, condiments; diet requisites for maintenance; cooking, roasting, and boiling; advantageous preparation of food cooking apparatus (3) <i>Water and Beverages</i> .—Different kinds of water; sources of water; good drinking water; sources of contamination of water and its deleterious effects on cisterns and wells; tea, coffee, and cacao—preparation and effects; fermented drinks—effects	As for Stage II., and in addition:— (1) <i>Removal of Waste and Impurities</i> .—Principles of ventilation, natural ventilation; washing and soap; removal of parasites; danger of dirt. Removal of house refuse (2) <i>Shelter and Warming</i> .—Materials of clothing; sufficiency of clothing for infants and adults (3) <i>Local Conditions</i> .—Soil and its drainage; aspect, elevation. Hill, plain, and valley; distance from the sea; influence of surrounding objects; winds (4) <i>Personal Hygiene</i> .—Habits, exercise, rest, and sleep; cleanliness, attention to the action of the skin and bowels (5) <i>Treatment of slight Wounds and Accidents</i> .—Treatment of cuts, burns, scalds, bleeding, fits, drowning, suffocation poisoning, bites, and stings

## Schedule C—contd.

	STAGE I.	STAGE II.	STAGE III.
8 Laws of Health (for Boys only) ...	(2) <i>Water</i> and its sources of supply. Different ways in which it is rendered impure. How to secure good water. Rivers, tanks, and wells how to be protected from pollution. Filters. Alcohol and other drinks	(4) <i>Air</i> .—Amount of air necessary for each person; movements of air brought about by changes of density; composition of air; impurities of air; deleterious gases	
9 Physics: Light and Heat ...	General notions respecting the formation of shadows and the reflection of light, the formation of images by a looking-glass, the three modes in which heat may be conveyed from one place to another, effects of heat, expansion, melting, boiling, and evaporation	Refraction and reflection of light, appearance of objects under water, separation of white light into its components by a prism, explanation of the thermometer. The disappearance of heat in the melting of solids and the boiling of liquids	Rudimentary explanation of the camera obscura, burning glass, magnifying glass, microscope, and telescope. Illustration of the difference of the specific heat of bodies. The causes of cloud, rain, and dew
10 Physics: Electricity & Magnetism ...	Simple experiments on the magnetic properties of iron and steel. Magnetic polarity, magnetic attraction and repulsion, magnetic induction, magnetization by induction. The action of the earth on a magnetic needle, laws of magnetic attraction and repulsion, distribution of magnetism in magnets. The battery; Volta-Daniell; Leclanché cell. The magnetic, thermal and chemical effects of currents	As for Stage I., and in addition construction of magnets, compound magnets, pole-pieces, astatic arrangement of needles, electrical attraction and repulsion, electrical conductivity. The two kinds of electrification. The laws of electric attraction and repulsion. Distribution of electricity on the surface of conductors. Electrification by induction, electroscope, electrophorus. The Leyden jar	As for Stage II., and in addition comparison of the moments of magnets, comparison of field strength by means of a vibrating magnet, simple current measuring instruments. The magnetic needle. Astatic galvanometer. The tangent galvanometer. The voltameter. Difference of potential electromotive force, current resistance. Ohen's law. Magnetic effects of a current
11 Bookkeeping ...	Explanation of ordinary commercial terms:—(1) From a given set of simple transactions to show how to keep a Cash book, Purchasers' book, Sales book; (2) double entry, its meaning and advantages; (3) explanation of personal and other accounts	(1) Bills of exchange, Bills receivable book, Bills payable book; (2) the Journal, its intention and uses; (3) from a given set of transactions to show the method of keeping a record of simple commercial transactions by double entry, with illustrations of necessary ledger accounts	(1) Bad debts, consignments, discounts; (2) the Journal, its relation to other books, journalizing; (3) from a given set of transactions to (a) construct a journal, (b) post this into ledger, (c) to arrange a trial balance, (d) to close ledger by preparing profit and loss account and balance sheet
12 Pali ...	Declensions of nouns; conjugations of verbs; Balawatara: combinations and nouns (santhi and nama). Rasawahini or Dampiyatuwawa: first ten stories. Translation into Pali of simple sentences containing two or three words	Balawatara: compounds (samasa). The nominal derivatives (taddhita). Verbs, nouns, and adjectives; subject and object. Dampiyatuwawa, Part II. Translation of simple sentences into Pali	Balawatara: the whole book. Translation from a moderately difficult Pali book, such as Mahabodhivansa. Translation of more difficult sentences into Pali
13 Sanskrit ...	Combination of letters and declensions of nouns. Translation of words and sentences from a Sanskrit First Book, such as Pada manjariya	Agreement between the subject and the verb and the noun and adjective; compounds. Hitopadesa, Book I. Translation of simple sentences into Sanskrit	Conjugation of verbs. The nominal and verbal derivatives (taddhita and krudanta). Hitopadesa, Books II. and III. Translation of longer sentences into Sanskrit
14 Mensuration ...	Areas of triangles, parallelograms, irregular quadrilaterals and rectilinear figures	As for Stage I., and in addition the areas of circles, sections, and segments of circles. Simpson's rule	As for Stage II., and in addition volumes of parallelopipeds, spheres, prisms, cylinders, pyramids, or cones
15 French or German ...	Grammar: to the end of regular verbs. Ten pages of an easy reading book	Grammar: to the end of irregular verbs, and translation into English of easy narrative sentences. Ten pages of a French or German reading book approved by the Department	Grammar and knowledge of some easy French or German book approved by the Department. Translation of more difficult sentences
16 Shorthand ...	To write from slow dictation (at the rate of at least 30 words a minute) a passage from a Second Reader not used in the school, or from some book of equal difficulty, and also some separate words and short phrases. The shorthand notes to be transcribed after an interval of at least two hours	As for Stage I., but dictation to be at the rate of at least 40 words a minute from a Fourth or Fifth Reader not used in the school, or from some book of equal difficulty	As for Stage II., but dictation to be at the rate of at least 60 words a minute from any ordinary book or newspaper. Accuracy will be specially considered through the stages, and the shorthand characters and outlines must be clearly and correctly formed



## Schedule C—contd.

	STAGE I.	STAGE II.	STAGE III.
17 English Literature	Goldsmith's <i>Deserted Village</i> and the <i>Vicar of Wakefield</i> , or approved selections of corresponding difficulty.	Scott's <i>Lay of the Last Minstrel</i> , cantos I., II., and III., and twenty essays from Addison's <i>Spectator</i> , or approved selections of corresponding difficulty.	Tennyson's <i>Enoch Arden</i> and Macaulay's <i>Essay on Lord Clive</i> , or approved selections of corresponding difficulty.
18 Physical Geography	The form and movements of the earth. Methods of determining the exact position of any point on the earth's surface. Composition and extent of the atmosphere. The barometer. The thermometer. Movements of air; fog and mist; clouds, rain, snow, frost; seasons, cold, temperate, and hot climates	As for Stage I., and in addition the general distribution of land and water, Land masses, their outline and surface. Mountains, valleys, and plains. Watersheds, spring, rivers, and lakes. Glaciers and icebergs	As for Stage II., and in addition composition and extent of the sea. The distribution of oceans and seas. Temperature of the sea, movements of the sea waves, currents, and tides. The ocean floor: its contour and deposits. Movements of the crust of the earth. Mountain building, volcanoes. Effect of the atmosphere on the land. Formation of soil. Waste of the land
19 Domestic Economy (for Girls only)	<i>The human body.</i> —Structure; respiration; circulation of the blood; alimentation; motion and exercise <i>The house.</i> —Situation; locality; aspect; drainage; furniture, &c. <i>The air.</i> —Composition; impurities and their sources; ventilation <i>Light.</i> —Importance and value of <i>Water.</i> —Composition; sources; impurities; purification	As for Stage I., and <i>Food.</i> —Kinds; constituents; nutritive value; necessity <i>Preparation of food.</i> —Effects of cooking; different methods of cooking; cooking utensils; importance of cleanliness in cooking, and of regularity in feeding <i>Beverages.</i> —Tea, coffee, cacao, &c., their preparation and effects <i>Cleanliness.</i> —Of the person and surroundings <i>Washing.</i> —Methods suitable for different materials	As in previous stages, and <i>Children</i> —Feeding and clothing; simple complaints, their causes, prevention and remedy <i>Nursing.</i> —Food for and treatment of invalids <i>Accidents.</i> —How to deal with them <i>Infection and disinfection.</i> —Ordinary infectious diseases: How to prevent them and how to hinder them from spreading
20 Home Industries for Girls' English Schools. One of the following may be taken in Girls' English Schools in place of any of the foregoing subjects:— (1) The making of Outer Garments	The preparation of a sewing machine for working; machine stitching of seams and hems. Correct placing and sewing of seams, either straight or curved, so as to avoid stretching or puckering. Correct cutting (from a given pattern), putting together, and lining of cuffs, collars, neckbands, yokes, waistbands, and belts and sleeves. Sewing on of hooks and eyes and working of buttonholes; overcasting, pleating, tucking, piping, gathering, and gauging. The correct cutting and joining of materials on the cross; the applying of false hems to curved and straight edges	To cut and make correctly from a given pattern a small boy's sailor suit, a small boy's tunic, a girl's yoke frock, and a girl's blouse	As in Stage II., and in addition to cut and make correctly from a given pattern a dress for an adult. <i>Note.</i> —One piece of finished work done by each pupil in Stages II. and III., with assistance from the pupils in Stage I., should be retained for inspection on examination day
(2) Linen Embroidery	Plain satin stitch embroidery of leaves and flowers on coarse linen and the working of plain monograms and initials in satin stitch; simple borders in drawn thread work	Plain and raised satin stitch embroidery of leaves and flowers on finer linens; more difficult borders in drawn thread work, such as key pattern borders, wheel patterns, lozenge pattern, &c.; ornamental monograms and initials	Embroidery of flowers and leaves on very fine linens; drawn thread work, in which the stitches employed are chiefly lace stitches

An alternative syllabus for Geometry, on the lines of the Cambridge Local Syllabus, may be substituted, on the approval of the Director.

Schedule D.—Standards of Examination for Vernacular Schools.

	Reading.	Writing.	Arithmetic.	Grammar.	Geography.	History.	Needlework.
Standard I.	A few sentences from a First Book distinctly and accurately pronounced	To write a simple word on slate or blackboard	Notation up to 999. Addition of numbers whose sums do not exceed 20, and subtraction of digits	—	—	—	Neat hemming; to show a neatly hemmed towel or duster. Practice should be given in hemming in two colours so as to show joins
Standard II.	A few sentences from a Second Reading Book slowly and distinctly read. Questions will be put to test comprehension of the passage read	To write to dictation short sentences out of the reading book. Copy-writing to be shown, large hand only	Notation up to 999,999. Addition and subtraction of numbers containing not more than five digits. Multiplication of similar numbers by multiplier not exceeding 12. The multiplication table up to 12 times 12	—	—	—	Neat hemming and sewing; seam and fell; to show a plain work bag
Standard III.	Clear and intelligent reading from a Third Book. Questions will be put to test comprehension of passage read	To write a connected passage from a Third Book not used in the class, containing two or three sentences. Copy-writing to be shown, large hand only	Notation. The four simple rules. Miscellaneous questions and problems involving only a single step	—	—	—	As in Standard II.; also marking on coarse canvas, and sewing on tapes; to show a pillowcase with tapes or a child's shirt
Standard IV.	Good and intelligent reading from a Fourth Book. Questions will be put to test comprehension of passage read	Dictation from a Fourth Book not used in class. Round hand copy-writing	The use of rupees and cents and bills of parcels in rupees and cents. Reduction of the following measures:—Length: mile, furlong, chain, yard, foot, inch. Problems on the simple rules and on rupees and cents	—	The four points of the compass; definitions; and Ceylon (in detail)	—	As in standard III.; marking on calico; back-stitching; to show a jacket
Standard V.	Good and intelligent reading from a Fifth Book, with questions to show comprehension of passage read	Dictation from a Fifth Reading Book not used in class. Small hand copy-writing	Reduction of the following weights and measures and the application to them (and to length) of the four simple rules, viz.:— Weight: Ton, cwt., qr., stone, pound, ounce, dram. Capacity: Quarter, bushel, peck, gallon, quart, pint. Time: Year, month, week, day, hour, minute, second. Miscellaneous questions and problems on the foregoing. Greatest common measure and least common multiple.	—	Names and positions of the Continents and Oceans of the World. Same as that for Standard IV.; with Asia	—	As in Standard IV.; button-holes, putting in a gusset so as to strengthen a seam; to cut out and make a jacket, with false hems at the neck and bottom edge N.B.—A finished garment which fits the maker must be shown

Standard VI.	Good fluent reading, with explanation from a classical work in prose, or from a Sixth Standard Reader	Writing from memory the substance of a short narrative read out twice. Spelling, handwriting, and grammar to be considered	Vulgar fractions, and their application to concrete quantities. The foregoing weights and measures, with the addition of rod or pole to the measures of length, and the following: <i>Area</i> : Square mile, acre, rood, square pole or perch, square yard, square foot, square inch. <i>Volume</i> : Cubic yard, cubic foot, cubic inch. <i>English Money</i> : Pounds, shillings, pence, and farthings. Problems. (Note.— <i>Area</i> and <i>Volume</i> are not obligatory for girls.)	To point out the four parts of speech, with Sanna Nama Pada, Sandhi in detail for Sinhalese schools. Eluthithyal and Pathavayal for Tamil schools	Same as above, with Kriya Pada, Uk-tanuktha, Karaka, Visesana Viseshya, Nipatha and Upasaraga in detail for Sinhalese schools. Same as above, with Peyarval, Vinaivyal, Idaiyayal, and Urrayal for Tamil schools	As in Standard V.; sewing on unpierced linen buttons; neat patching in calico; to make an underjacket with tucks (run) N.B.—A finished garment which fits the maker must be shown
Standard VII.	The same, with addition of proficiency, or from an Eighth Standard Reader	A short theme or letter	Decimal fractions, simple and compound proportion. Problems which admit of solution by simple and compound proportion or by the unitary method.	Same as above, with Kriya Pada, Uk-tanuktha, Karaka, Visesana Viseshya, Nipatha and Upasaraga in detail for Sinhalese schools. Same as above, with Peyarval, Vinaivyal, Idaiyayal, and Urrayal for Tamil schools	Same as above, with Africa or America	As in Standard VI.; setting in a print patch; to make a man's shirt N.B. A finished garment must be shown
Standard VIII.	The same, with advanced proficiency, or from an Eighth Standard Reader	An essay in composition	Recurring decimals, averages, percentages, simple interest, square root. Questions on the area of rectangular surfaces and the cubic contents of rectangular solids. Exercises on the foregoing rules	Same as above, with Taddhita, Kitaku Samasa, and Pada Siddhi in detail for Sinhalese schools. Same as above, with Uचितupunaryal, Meyitupunaryal, and Uruppunaryal for Tamil schools	The British Empire	To be able to cut out a paper pattern of the following garments: a banyan, shirt, a baby's dress, a jacket, an under-jacket; also to be able to mend any part of these garments; to show a finished baby's dress, jacket, underjacket, or man's shirt

1.—Reading may be tested in the ordinary class book, if approved by the Inspector; but the books must be of reasonable length and difficulty and unmarked. Every class ought to have two or three sets of reading books. Managers are requested to send a copy of all reading books used to the Department, with an intimation of the standard for which they are intended.

2.—Copy-writing is to be done on paper in the presence of the Inspector.

3.—Under the head of "Reading," the following alternative subjects will be accepted:—*Standard VI.*—To read at sight, with comprehension, a passage from a vernacular newspaper, public notice, school manual, or other book or document in correct modern vernacular, selected by the Examiners. *Standard VII.*—Good fluent reading at sight, with comprehension, of a fairly-written letter or manuscript in correct modern vernacular. *Standard VIII.*—Reading a letter or document written in ordinary current vernacular handwriting.

4.—If a school elects to take the arithmetic syllabus assigned to Schedules A and B, it may do so, and its arithmetic passes will then be paid for at the rates shown under Schedule F, commencing at Standard IV. This does not apply to girls' vernacular boarding schools.

5.—In girls' schools pupils of Standards VII. and VIII. may elect to take up a History of England in the vernacular as an alternative subject to arithmetic. Leave to do so should be obtained from the Director.

6.—In boys' vernacular schools pupils of Standard VIII. may take the History of England in Sinhalese by Madaliyar Simon de Silva, or a corresponding work in Tamil to be approved by the Director of Public Instruction, as an alternative to the History of that Standard.

7.—Inspectors may test any standard in Mental Arithmetic.

8.—*Needlework.*—In all Standards children will be required to fix their own work. It is recommended that the man's shirt should be of the kind used for tennis or cricket. Special tests may be set in examining schools which are reported to be neglecting needlework throughout the year. Children should not be made to waste their time in making samples of the various stitches &c., but should be employed as much as possible, in doing useful work on actual articles of clothing.

**Schedule E.—Standards of Examinations for Practising Schools and Anglo-Vernacular Girls' Boarding Schools.**

Standard.	Reading.*	Writing.*	Arithmetic.*	Grammar.	Geography in any Language.	History in any Language.	Reading in English.	Writing in English.	Composition in English.	Needlework.
I. ...	A few sentences from a First Book distinctly and accurately pronounced	To write a simple word on slate or black-board	Notation up to 999. Addition orally of numbers, whose sums do not exceed 20, and subtraction of digits	—	—	—	—	—	—	Neat hemming; to show a neatly hemmed towel or duster. Practice should be given in hemming in two colours so as to show joins Neat hemming and seaming; seam and fell; to show a plain work bag
II. ...	A few sentences from a Second Book slowly and distinctly read. Questions will be put to test comprehension of passage read	To write to dictation short sentences out of the reading book. Copy-writing to be shown, large hand only	Notation up to 999,999. Addition and subtraction of numbers containing not more than five digits. Multiplication of similar numbers by multiplier not exceeding 12. Multiplication table up to 12 times 12.	—	—	—	Simple object lessons. A few sentences from an Infant Reader distinctly and accurately pronounced. Corresponding words in the Sinhalese or Tamil to be known	—	—	As in Standard II.; also marking on coarse canvas, and sewing on tapes; to show a pillowcase with a child's shirt
III. ...	Clear and intelligent reading from a Third Book. Questions will be put to test comprehension of passage read	To write a connected passage from a Third Book not used in class containing two or three sentences. Copywriting to be shown, large hand only	Notation. The four simple rules. Miscellaneous questions and problems involving only a single step	—	—	—	To form letters, small and capital, on slate or black-board	—	To give the English of Sinhalese or Tamil words in common use, qualified by single words	—
IV. ...	Good and intelligent reading from a Fourth Book. Questions will be put to test comprehension of passage read	Dictation from a Fourth Book not used in class. Round hand copy-writing	The use of rupees and cents and bills of parcels in rupees and cents. Reduction of English money (including pence, and farthings) and its multiplication and division by numbers not exceeding 12. Problems on the simple rules and on rupees and cents	—	The four points of the compass; definitions; and Ceylon (in detail)	—	To copy in manuscript characters a line of print on slate or black-board and write from dictation a few common words. Copy - writing, single letters in large text	To make a written translation of easy vernacular simple sentences with no enlargement or modification above single words	To make a written translation of As in Standard III.; marking on calico; gathering and setting into a band; darning as for a thimble place on stocking web material; to show a plain chemise, or an underbodice As in Standard IV.; plain darning a hole in stocking web material; back stitching; placing of tucks; to cut out and make a chemise showing tucks (run) and a front opening correctly placed and finished N.B. - A finished garment must be shown	
V. ...	Good and intelligent reading from a Fifth Book, with questions to show comprehension of passage read	Dictation from a Fifth Book not used in class. Small hand copy-writing	Reduction of English money (including the guinea, crown, and half crown). Multiplication and division of English money by numbers above 12. Reduction of the following weights and measures, and the application to them of the four simple rules, viz. :— Weight: Ton, cwt., qr., stone, pound, ounce, dram. Length: Mile, furlong, chain, yard, foot, inch. Capacity: Quarter, bushel, peck, gallon, quart, pint. Time: Year, month, week, day, hour, minute, second. Miscellaneous questions and problems on the foregoing. Greatest common measure, least common multiple. The operations of addition, subtraction, multiplication, and division of simple vulgar fractions	—	Names and positions of the Continent and Oceans of the World. Same as that for Standard IV., with Asia	—	Clear and intelligible reading from a Second Book, with explanation in the vernacular	To write to dictation not more than six lines from any First Book. Copy-writing, large round text	To make a written translation of longer and more difficult simple sentences into English	—

<p><b>VI.</b></p> <p>Good fluent reading, with explanation from a classical work in prose, or from a Sixth Standard Reader</p>	<p>The foregoing weights and measures, with the addition of the rod or pole to the measure of length, and the following:—  <i>Area:</i> Square mile, acre, rood, square pole or perch, yard, foot, and inch.  <i>Volume:</i> Cubic yard, foot, inch.                  Vulgar and decimal fractions (not including recurring decimals) and their application to concrete quantities. Simple practice and problems. Recurring decimals, compound practice, simple and compound proportion. Problems which admit of solution by simple and compound proportion or by the unitary method. (Questions on recurring decimals will not be set to girls)</p>	<p>To point out the four parts of speech, with Sanna Nama Pada Sandhi in detail for Sinhalese schools. Ethical and Pathavayal for Tamil schools</p>	<p>Same as above, with Europe</p>	<p>Good and intelligent reading from a Third Book, with explanation in the vernacular and a paraphrase what has been read</p>	<p>To write to dictation not more than eight lines from any Second Book. Copy - writing in small round text must be shown in this standard</p>	<p>To make a written translation into English of a passage from any book not more difficult than a Second Book</p>	<p>As in Standard V, buttonholes, and sewing on of unrierced linen buttons; patching neatly in calico, and print; to cut out and make a chemise or combination garment N.B.—A finished garment must be shown</p>
<p><b>VII.</b></p> <p>The same, with addition of verse, or from a Seventh Standard Reader</p>	<p>Same as above, with Krrya Pada, Ukranaktha, Kakra Visesana Viseshya, Nipatha, and Upasarga in detail for Sinhalese schools. Same as above, with Peyaryal, Vinaiyayal, Idaiyyal, and Urrayyal for Tamil schools</p>	<p>Same as above, with Africa</p>	<p>Good and intelligent reading from a Fourth Book, with explanation both in vernacular and in English</p>	<p>To write to dictation not more than eight lines from any Third Book. Copy - writing, small hand</p>	<p>Same as above, but from any book not more difficult than a Third Book</p>	<p>Work of the previous standards: gueset - making; patching on flannel; darning a diagonal cut in linen, and a hedge-tear in woollen material; to cut out and make, a night-dress or a man's shirt N.B.—A finished garment must be shown</p>	
<p><b>VIII.</b></p> <p>The same, with advanced proficiency, or from an Eighth Standard Reader</p>	<p>Same as above, with Tadchitta, Kitaka, Samassa, and Pada Siddhi for Sinhalese schools. Same as above, with Uyenitupunaryal, Meyitupunaryal, and Urrupupunaryal for Tamil schools</p>	<p>The British Empire</p>	<p>Good and intelligent reading from a Fifth Book containing selections from good English authors. Questions will be put to test comprehension of the passage read</p>	<p>To write to dictation any passage from any Fourth Book. Copy - writing small hand</p>	<p>Same as above, but from any book not more difficult than a Fourth Book</p>	<p>Paper pattern of any of the following garments: a child's shirt, a baby's frock, a banian, and under bodice, a chemise, a nightdress, and a man's shirt; to be able to mend any of these garments; also hemstitching, whipping, leather and coral-stitching; to show a finished night-dress, with whipped cambric frills</p>	

\* Vernacular.

1.—Reading may be tested in the ordinary class book, if approved by the Inspector; but the books must be of reasonable length and difficulty and unmarked. Every class ought to have two or three sets of reading books. Managers are requested to send a copy of all reading books used to the Department, with an intimation of the standard for which they are intended.

2.—Copy-writing is to be done on paper in the presence of the Inspector.

3.—Under the head of "Reading" the following alternative subjects will be accepted:—*Standard VI.*—To read at sight, with comprehension, a passage from a vernacular newspaper, public notice, school manual, or other book or document in correct modern vernacular, selected by the Examiners. *Standard VII.*—Good fluent reading at sight, with comprehension, of a fairly-written letter or manuscript in correct modern vernacular. *Standard VIII.*—Reading a letter or document written in ordinary current vernacular handwriting.

4.—Any scholar who may have passed in Standard VIII. of this schedule may, if qualified by attendance, be presented in all the subjects assigned to Standard VII. or VIII. of Schedule A or B, with the exception of arithmetic and geography.

5.—Practising schools will take the arithmetic syllabus as printed in this schedule, but Anglo-Vernacular Boarding Schools may elect to take the arithmetic syllabus assigned to Schedule D, and be paid for at the rates shown under Schedule H at single rates.

6.—In Girls' Anglo-Vernacular Boarding Schools pupils of Standards VII. and VIII. may elect to take up a History of England in the vernacular as an alternative subject to arithmetic. Leave to do so should be obtained from the Director.

7.—Practising schools which are also industrial schools may not be presented in this Schedule. They must be presented in Schedule D. Inspectors may test any standard in Mental Arithmetic. Special tests may be set in examining *Needlework.*—In all Standards children will be required to fix their work. It is recommended that the man's shirt should be of the kind used for tennis or cricket. Special tests may be set in examining schools which are reported to be neglecting needlework throughout the year. Children should not be made to waste their time in making samples of the various stitches, &c., but should be employed, as much as possible, in doing useful work on actual articles of clothing.

Schedule E 1.—Standards of Examination for Anglo-Vernacular Schools which are not Boarding Schools.

Standard.	Reading.*	Writing.*	Arithmetic.*	Grammar.*	Geography.*	History*	Reading in English.	Writing in English.	Conversation in English.	English Grammar and Translation into English.	Needlework.
I. ...	A few sentences from a First Book distinctly and accurately pronounced	To write a simple word on slate or blackboard	Notation up to 999. Addition of numbers whose sums do not exceed 20. and subtraction of digits	—	—	—	—	—	—	—	Neat hemming; to show a neatly hemmed towel or duster. Practice should be given in hemming in two colours $\frac{3}{4}$ a to show joins
II. ...	A few sentences from a Second Reading Book slowly and distinctly read. Questions will be put to test comprehension of the passage read	To write to dictation short sentences out of the reading book. Copy-writing to be shown, large hand only	Notation up to 999,999. Addition and subtraction of numbers containing not more than five digits. Multiplication of similar numbers by multiplier not exceeding 12. The multiplication table up to 12 times 12	—	—	—	—	—	—	—	Neat hemming and sewing; seam and fell; to show a plain work bag
III. ...	Clear and intelligent reading from a Third Book. Questions will be put to test comprehension of passage read	To write a connected passage from a Third Book not used in the class, containing two or three sentences. Copy-writing to be shown, large hand only	Notation. The four simple rules. Miscellaneous questions and problems involving only a single step	—	—	—	—	—	—	—	As in Standard II.; also marking on coarse canvas, and sewing on tapes; to show a pillowcase with tapes, or a child's shirt
IV. ...	Good and intelligent reading from a Fourth Book. Questions will be put to test comprehension of passage read	Dictation from a Fourth Book not used in class. Round hand copy-writing	The use of rupees and cents and bills of parcels in rupees and cents. Reduction of the following measures:—Length; mile, furlong, chain, yard, foot, inch. Problems on the simple rules and on rupees and cents.	<p><i>Sinhalese</i>.—A knowledge of vowels and consonants and their combinations. To point out the four parts of speech, the simple subject and predicate</p> <p><i>Tamil</i>.—A knowledge of vowels, consonants, and their combinations. To be able to point out nouns and verbs in short simple sentences</p>	The four points of the compass: definitions: and Ceylon (in detail)	—	From an Infant Reader with explanations in the vernacular	To form letters, small and capital	Names of objects visible in school and parts of the body or dress. Questions and answers in English, using the following in singular number only: <i>what, where, I, you, he, she, it, this, that, a, the, am, is, are, an, un-der, in</i>	—	As in Standard III.; marking on calico; gathering and setting into a band; darning as for a thin place on stocking web material; to show a plain chemise, or an underbodice

<p>Good and intelligent reading from a Fifth Book, with questions to show comprehension of passage read</p>	<p>Reduction of the following weights and measures and the application to them (and to length) of the four simple rules, viz. :—  <i>Weight</i> : Ton, cwt., qt., stone, pound, ounce, dram.  <i>Capacity</i> : Quarter, bushel, peck, gallon, quart, pint.  <i>Time</i> : Year, month, week, day, hour, minute, second.                  Miscellaneous questions and problems on the foregoing. Greatest common measure and least common multiple.</p>	<p><i>Sinhalese</i>.—Same as above, and in addition to point out the object and the simplest extensions of subject, predicate, and object.  <i>Tamil</i>.—Same as above, and in addition to point out the other parts of speech, and the subject, predicate, and object in short simple sentences</p>	<p>Names and positions of the Continents and Oceans of the World.                  Same as Standard IV., with Asia</p>	<p>Good Reading from a First Book with explanations in the vernacular. Recitation of 30 lines of English poetry</p>	<p>Same as above, with names of familiar objects of household use, common adjectives and nouns, questions, answers, English, using the plural number in the same words as above, and in addition : <i>with, we, they, these, those</i> (plural) and a few common verbs in the present tense like <i>have, sit, stand, walk, put, hold, come, go, give, take</i></p>	<p>As in Standard IV.; plain darning a hole in socking web material; To back stitch; ing; placing of tucks; to cut out and make a chemise showing tucks (run) and a front opening correctly placed and finished N.B.—A finished garment must be shown</p>
<p>Dictation from a Fifth Book not used in class. Small hand copy-writing</p>	<p>Vulgar fractions, and their application to concrete quantities.                  The foregoing weights and measures, with the addition of rod or pole to the measures of length, and the following :  <i>Area</i> : Square mile, acre, rood, square pole or perch, square yard, square foot, square inch.  <i>Volume</i> : Cubic yard, cubic foot, cubic inch.  <i>English Money</i> : Pounds, shillings, pence, and farthings.                  Problems.                  (Note.—<i>Area</i> and <i>Volume</i> are not obligatory for girls.)</p>	<p><i>Sinhalese</i>.—Same as above, and in addition to answer questions on the gender, number, and declension of a noun, and on sandhi  <i>Tamil</i>.—Same as above, with a thorough knowledge of Peparial. To be able to point out simple extensions of the subject, and predicate, and object</p>	<p>Same as above, with Europe</p>	<p>Good reading from a Second Book, with explanations in the vernacular. Recitation of 30 lines of English poetry</p>	<p>Same as above, Pupils to converse in simple language using a vocabulary of 100 words, besides the above, which must be submitted by the teacher on the day of examination</p>	<p>As in Standard V.; button-holes and sewing on of unpierced linen buttons; patching neatly in calico, and print; to cut out and make a chemise or combination garment N.B.—A finished garment must be shown</p>
<p>Good fluent reading, with explanation from a classical work in prose, or from a Standard Reader</p>	<p>Decimal fractions, simple and compound proportion. Problems which admit of solution by simple and compound proportion or by the unitary method.</p>	<p><i>Sinhalese</i>.—Same as above with Kya Pada, Uktauktha, Karaka, Visesana, Vishaya, Nipatha, and Upasarga in detail  <i>Tamil</i>.—Same as above with Vinaiyal Idaiyal, and Urayyal. Analysis of simple sentences</p>	<p>Same as above, with Africa or America</p>	<p>Good reading from a Third Book with explanation either in English or in the vernacular. Recitation of 50 lines of English poetry. The pupil will have to answer questions on the subject-matter</p>	<p>Same as above. The vocabulary to consist of 200 words. A somewhat higher standard will be expected</p>	<p>Work of the previous standards; gusset-making; patching on a diagonal cut in linen, and a hedge-fer in woolen material; to cut out and make a night dress or a man's shirt N.B.—A finished garment must be shown</p>
<p>Dictation from a Fifth Book or a Seventh Standard Reader</p>	<p>A short theme or letter</p>	<p>Ceylon from the history of Vajra ya to the landing of the Portuguese</p>	<p>Grammar as above, with the use of co-ordinating conjunctions and relative pronouns. To make a written translation of ten English sentences into English of a passage from any vernacular book not more difficult than a Second Book</p>	<p>To point out all the parts of speech and the subject, predicate, and object. To make a written translation of longer and more difficult vernacular simple sentences.</p>	<p>To point out all the parts of speech and the subject, predicate, and object. To make a written translation of longer and more difficult vernacular simple sentences.</p>	<p>Work of the previous standards; gusset-making; patching on a diagonal cut in linen, and a hedge-fer in woolen material; to cut out and make a night dress or a man's shirt N.B.—A finished garment must be shown</p>

\* Vernacular.

Schedule E 1--contd.

I.	Reading.*	Writing.*	Arithmetic.	Grammar.*	Geography.*	History.*	Reading in English.	Writing in English.	Conversation in English.	English Grammar and Translation into English.	Needlework.
	The same, with advanced proficiency, or from an Eighth Standard Reader	An essay in composition	Recurring decimals, averages, percentages, simple interest, square root. Questions on the area of rectangular surfaces and the cubic contents of rectangular solids. Exercises on the foregoing rules.	Sinhalese.—Same as above, with Taddhita, Kibaka, Samasa, and PadaSiddhi. Tamil.—Same as above, with Punaryal.	The British Empire	Ceylon	Good reading from a Fourth Book, with explanations in English. Recitation of 100 lines of English poetry. The pupil will have to answer questions on the subject-matter	Dictation from eight lines from one of the reading books used in the class. Copy writing, small in, small hand	Ability to converse correctly on any ordinary familiar subject	Grammar as above, with the use of conjunctions of any kind. Punctuation. Composition. Composition as above, but the passage to be from any book not more difficult than a Third Book	To be able to cut a paper pattern of any of the following garments: a child's shirt, a baby's frock, a banian, and under-bo-dice, chemise, a night dress, and a man's shirt; to be able to mend any part of any of these garments; also hemstitching; whipping; feather and coral stitching; to show a finished whipped cambric frills

\* Vernacular.

- 1.—Reading may be tested in the ordinary class book, if approved by the inspector; but the books must be of reasonable length and difficulty and unmarked. Every class ought to have two or three sets of reading books. Managers are requested to send a copy of all reading books used to the Department, with an intimation of the standard for which they are intended.
- 2.—Copy-writing is to be done on paper in the presence of the Inspector.
- 3.—Under the head of "Reading" the following alternative subjects will be accepted:—*Standard VI*.—To read at sight, with comprehension, a passage from a vernacular newspaper, public notice, school annual, or other book or document in correct modern vernacular, selected by the Examiners. *Standard VII*.—Good fluent reading at sight, with comprehension, of a fairly-written letter or manuscript in correct modern vernacular. *Standard VIII*.—Reading a letter or document written in ordinary current vernacular handwriting.
- 4.—In conversation it will be considered essential to a pass that the language as far as it goes should be correct and the sentences complete.
- 5.—Inspectors may test any Standard in Mental Arithmetic.
- 6.—*Needlework*.—In all Standards children will be required to fix their work. It is recommended that the man's shirt should be of the kind used for tennis or cricket. Special tests may be set in examining schools which are reported to be neglecting Needlework throughout the year. Children should not be made to waste their time in making samples of the various stitches, &c., but should be employed as much as possible, in doing useful work on actual articles of clothing.



Schedules of Payment for Schools where the majority of Masters are certificated :—

**Schedule F.**

VALUE of Passes, English, Primary, and Middle Schools

Standard.	Reading.		Writing.		Arithmetic.		Grammar.		Geography.		History.		Total.	
	Rs.	c.	Rs.	c.	Rs.	c.	Rs.	c.	Rs.	c.	Rs.	c.		
I.	2	0	2	0	2	0	—	—	—	—	—	—	6	0
II.	2	0	2	0	2	0	—	—	1	0	—	—	7	0
III.	2	50	2	50	2	50	2	50	1	0	—	—	11	0
IV.	2	50	2	50	2	50	2	50	2	50	—	—	12	50
V.	3	0	3	0	3	0	3	0	3	0	3	0	18	0
VI.	3	0	3	0	3	0	3	0	3	0	3	0	18	0
VII.	3	50	3	50	3	50	3	50	3	50	3	50	21	0
VIII.	4	0	4	0	4	0	4	0	4	0	4	0	24	0

In girls' schools a pass in "needlework" is of the same value as a pass in other heads.

Schedules of Payment for Schools where the majority of Masters are not certificated :—

**Schedule F.**

VALUE of Passes, English, Primary, and Middle Schools.

Standard.	Reading.		Writing.		Arithmetic.		Grammar.		Geography.		History.		Total.	
	Rs.	c.	Rs.	c.	Rs.	c.	Rs.	c.	Rs.	c.	Rs.	c.		
I.	1	50	1	50	1	50	—	—	—	—	—	—	4	50
II.	1	50	1	50	1	50	—	—	1	0	—	—	5	50
III.	2	0	2	0	2	0	1	0	1	0	—	—	8	0
IV.	1	0	2	0	2	0	1	0	2	0	—	—	8	0
V.	1	0	2	0	2	0	1	0	2	0	2	0	10	0
VI.	1	25	2	50	2	50	1	25	2	50	2	50	12	50
VII.	1	25	2	50	2	50	1	25	2	50	2	50	12	50
VIII.	1	25	2	50	2	50	1	25	2	50	2	50	12	50

In girls' schools a pass in "needlework" is of the same value as a pass in other heads.

**Schedule G.**

VALUE of Passes in English Schools on a Vernacular Basis.

Standard.	Reading.		Writing.		Arithmetic.		Grammar.		Composition.		Geography.		History.		Total.	
	Rs.	c.	Rs.	c.	Rs.	c.	Rs.	c.	Rs.	c.	Rs.	c.	Rs.	c.		
I.	2	0	2	0	—	—	—	—	—	—	—	—	—	—	6	0
II.	2	0	2	0	—	—	—	—	1	0	—	—	—	—	7	0
III.	2	50	2	50	2	50	2	50	1	0	—	—	—	—	13	50
IV.	2	50	2	50	2	50	2	50	2	50	2	50	—	—	15	0
V.	3	0	3	0	3	0	3	0	3	0	3	0	3	0	21	0
VI.	3	0	3	0	3	0	3	0	3	0	3	0	3	0	21	0
VII.	3	50	3	50	3	50	3	50	3	50	3	50	3	50	24	50
VIII.	4	0	4	0	4	0	4	0	4	0	4	0	4	0	28	0

**Schedule G.**

VALUE of Passes in English Schools on a Vernacular Basis.

Standard.	Reading.		Writing.		Arithmetic.		Grammar.		Composition.		Geography.		History.		Total.	
	Rs.	c.	Rs.	c.	Rs.	c.	Rs.	c.	Rs.	c.	Rs.	c.	Rs.	c.		
I.	1	50	1	50	1	50	—	—	—	—	—	—	—	—	4	50
II.	1	50	1	50	1	50	—	—	—	—	1	0	—	—	5	50
III.	1	50	1	50	1	50	1	50	1	50	1	0	—	—	8	0
IV.	1	50	1	50	1	50	1	50	1	50	1	0	—	—	8	50
V.	1	50	1	50	1	50	1	50	1	50	1	50	1	0	10	0
VI.	1	50	2	0	2	50	1	25	1	25	2	0	2	0	12	50
VII.	1	50	2	0	2	50	1	25	1	25	2	0	2	0	12	50
VIII.	1	50	2	0	2	50	1	25	1	25	2	0	2	0	12	50

**Schedule H.**

VALUE of Passes, Vernacular Schools.

Standard	Reading.		Writing.		Arithmetic.		Geography.		Grammar.		History.		VERNA- CULAR. Total.	
	Rs.	c.	Rs.	c.	Rs.	c.	Rs.	c.	Rs.	c.	Rs.	c.		
I.	1	50	1	50	1	50	—	—	—	—	—	—	4	50
Do. II.	1	50	1	50	1	50	—	—	—	—	—	—	4	50
Do. III.	2	0	2	0	2	0	—	—	—	—	—	—	6	0
Do. IV.	2	0	2	0	2	0	2	0	—	—	—	—	8	0
Do. V.	2	0	2	0	2	0	2	0	—	—	—	—	8	0
Do. VI.	2	50	2	50	2	50	2	50	2	50	—	—	12	50
Do. VII.	2	50	2	50	2	50	2	50	2	50	2	50	15	0
Do. VIII.	2	50	2	50	2	50	2	50	2	50	2	50	15	0

In all girls' schools a pass in "needlework" will be of the same value as a pass under other heads.

In C schools the value of a pass is the same as the value of a pass in the corresponding standards of A schools.

**Schedule H 1.**

VALUE of Passes in Anglo-Vernacular Girl's Boarding Schools and in Practising Schools which are Boarding Schools.

	Reading.	Writing.	Arith- metic.	Geo- graphy.	Gram- mar.	History.	Reading in English.	Writing in English.	Compo- sition in English.	Needle- work.	Total.
	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.
Standard I. ...	3 0	3 0	3 0	—	—	—	—	—	—	3 0	12 0
Do. II. ...	3 0	3 0	3 0	—	—	—	—	—	—	3 0	12 0
Do. III. ...	3 0	3 0	3 0	—	—	—	2 0	2 0	2 0	4 0	19 0
Do. IV. ...	3 0	3 0	3 0	3 0	—	—	2 0	2 0	2 0	4 0	22 0
Do. V. ...	3 0	3 0	3 0	3 0	—	—	3 0	3 0	3 0	4 0	25 0
Do. VI. ...	5 0	5 0	5 0	4 0	4 0	—	4 0	4 0	4 0	5 0	40 0
Do. VII. ...	5 0	5 0	5 0	4 0	4 0	4 0	4 0	4 0	4 0	5 0	44 0
Do. VIII. ...	5 0	5 0	5 0	4 0	4 0	4 0	4 0	4 0	4 0	5 0	44 0

NOTE.—In Anglo-vernacular practising schools which are not boarding schools passes will be paid for at Schedule H rates for vernacular subjects and needlework, and at half Schedule H 1 rates for English subjects.

**Schedule H 2.**

VALUE of Passes in Drawing.

If taught by a master or mistress holding the Teachers' Drawing Certificate of the Ceylon Technical College or other qualifying certificate\* :—

	Rs. c.
Stage I. ...	2 50
Stage II. ...	2 50
Stage III. ...	3 0
Stage IV. ...	3 50
Stage V. ...	4 0
Stage VI. ...	5 0

\* The acceptance of other qualifying certificates (i.e. other than those issued by the Ceylon Technical College) for the purposes of this section depends on the decision of the Director, from whom inquiry should be made.

**Schedule H 2.**

VALUE of Passes in Drawing.

If the master or mistress does not hold a qualifying certificate to teach drawing :—

	Rs. c.
Stage I. ...	1 50
Stage II. ...	1 50
Stage III. ...	2 0
Stage IV. ...	2 50
Stage V. ...	3 0
Stage VI. ...	4 0

**Schedule H 3.**

	Reading.		Writing.		Arithmetic.	Geography.	Grammar.		Conversation.	Total.
	Vernacular.	English.	Vernacular.	English.			Vernacular.	English.		
	Rs. c.	Rs. c.	Rs. c.	Rs. c.			Rs. c.	Rs. c.		
Standard I. ...	1 50	—	1 50	—	1 50	—	—	—	—	4 50
Do. II. ...	1 50	—	1 50	—	1 50	—	—	—	—	4 50
Do. III. ...	2 0	—	2 0	—	2 0	—	—	—	—	6 0
Do. IV. ...	2 0	1 50	2 0	1 50	2 0	2 0	1 50	—	1 50	14 0
Do. V. ...	2 0	1 50	2 0	1 50	2 0	2 0	1 50	1 50	1 50	15 50
Do. VI. ...	2 50	1 50	2 50	1 50	2 50	2 50	1 50	1 50	1 50	17 50
Do. VII. ...	2 50	2 0	2 50	2 0	2 50	2 50	2 0	2 0	2 0	20 0
Do. VIII. ...	2 50	2 0	2 50	2 0	2 50	2 50	2 0	2 0	2 0	20 0

**Schedule I.***Form of Certificate from Managers to be forwarded to Director of Public Instruction on registration of Pupil Teachers.*

SIR,—I HAVE the honour to inform you that I have this day nominated *A. B.* as pupil teacher in the school, believing to be well qualified for the office in respect of health, character, habits, and parentage.

I further certify that passed the standard in Reading, Writing, Arithmetic, and at the examination of school on the day of , 190 .

I am, &c., *M. N.*,

Registered this day of , 190 . No.

Manager.

Director of Public Instruction.

(On the reverse)

**PUPIL TEACHER'S CERTIFICATE.***First Examination.*

I hereby certify that has satisfied the requirements of the Code.  
(Date)

Manager.

Inspector.

*Second Examination.*

I hereby certify that has satisfied the requirements of the Code.  
(Date)

Manager.

Inspector.

*Third Examination.*

I hereby certify that has satisfied the requirements of the Code.  
(Date)

Manager.

Inspector.

*Note.*—After the third examination this certificate is to be exchanged for a Provisional Teacher's Certificate.

**Schedule K.**

**QUALIFICATIONS and Certificates required of Pupil Teachers in Grant-in-aid English Schools.**  
The conditions of registration are stated in the Code.

	First Year.	Second Year.	Third Year
Reading	As for Standard VI.	As for Standard VII.	As for Standard VIII.
Writing	Dictation and original composition (elementary, e.g., the description of some object or incident named by the Inspector)	Composition, more advanced	Composition, more advanced
Arithmetic	The simple and compound rules, with exercises and problems, and vulgar and decimal fractions (not including recurring decimals), with simple problems on practice. Mental arithmetic	Same as for first year, with recurring decimals, compound practice, simple and compound proportion, problems which admit of solution by simple and compound proportion or by the unitary method. Mental arithmetic, more advanced	Same as for first and second years, with averages, percentages, simple and compound interest, discount, square root. Questions on the area of rectangular surfaces and the cubic contents of rectangular solids. Exercises on all the foregoing rules
Geography	Ceylon, Europe, and Asia. Map drawing: Ceylon, Europe, and Asia in outline	Same as for first year, with Africa. Map drawing: Ceylon, Europe, and Asia, more in detail	Same as for first and second years, with the Political Geography of the World. Map drawing: the World
Grammar	As for Standard VI.	As for Standard VII.	As for Standard VIII.
History	As for Standard VI.	As for Standard VII.	As for Standard VIII.
School Management	To give a reading lesson to any class not higher than the IVth Standard	To give a lesson in reading, writing, arithmetic, or geography to any primary Standard	The same as for second year, with a lesson in grammar. An object lesson may be required. Written examination on order, discipline, and the best methods of teaching the elementary subjects
Certificate	According to form	According to form	According to form

**Schedule L.**

QUALIFICATIONS and Certificates required of Pupil Teachers in Grant-in-aid Vernacular Schools.

	First Year.	Second Year.	Third Year.
Reading ...	As for Standard VI.	As for Standard VII.	As for Standard VIII.
Writing ...	Original composition (elementary, <i>e.g.</i> , description of some object or incident named by the Inspector)	Composition, more advanced	Composition, more advanced
Arithmetic ...	The simple and compound rules, with exercises and problems, and vulgar and decimal fractions (not including recurring decimals), simple problems. Mental arithmetic	Same as for first year, with recurring decimals, simple and compound practice, and problems which admit of solution by simple and compound proportion or by the unitary method. Mental arithmetic, more advanced	Same as for first and second years, with averages, percentages, simple and compound interest, discount, square root. Questions on the area of rectangular surfaces and the cubic contents of rectangular solids. Exercises on all the foregoing rules
Geography ...	Ceylon and Europe and Asia. Map drawing: Ceylon, Europe, and Asia in outline	Same as for first year, with Africa. Map drawing: Ceylon, Europe, and Asia more in detail	Same as for first and second years, with the Political Geography of the World. Map drawing: the World
Grammar ...	As for Standard VI.	As for Standard VII.	As for Standard VIII.
History ...	—	As for Standard VII.	As for Standard VIII.
School Management ...	To give a reading lesson to any class not higher than the IVth Standard.	To give lessons in reading, writing, arithmetic, and geography to any primary standard.	The same as for second year, with a lesson in grammar. An object lesson may be required. A written examination on order, discipline, and the method of teaching the elementary subjects
Certificate ...	According to form	According to form	According to form

**Schedule M.**

School,

, 190 .

I hereby certify that \_\_\_\_\_ has fulfilled the duties required of him with punctuality, diligence, obedience, and intelligence, and that to the best of my knowledge and belief his moral character has been uniformly good.

\_\_\_\_\_  
Manager.

**Schedule N.**  
**QUALIFICATIONS and Certificates of Students in Grant-in-Aid Training Schools.**

	Certificate.	Reading.	Writing.	Arithmetic.	Grammar.	Geography.	History.	School Management.
For Admission	Certificate of Manager	Ummagga Jataka, pages 1 to 150, and Kusa Jataka the first 176 stanzas, for Sinhalese schools; Panchatantra, first two stories, and the Tamil poetical anthology No. II, for Tamil schools	An essay in composition	As for Standard VIII. Mental arithmetic	As for Standard VIII.	The World	Ceylon	As for third-year pupil teachers
First Year's Examination	Same	Ummagga Jataka, the whole book, and the first 150 stanzas of Guttika, for Sinhalese schools; Pancha tantra, first four stories, and the kural of Tiruvallur, chapters 1 to 30, for Tamil schools	Same	Same, more difficult examples. Mental arithmetic, more advanced	Sangna Pada (gender, declensions, verb), Sandhi, and Visesana Viseaya, for Sinhalese schools; Uyerittuppunaryal, Maittuppunaryal, and Urappunaryal, from Kandekeurai or Virtural, for Tamil schools	Distribution of land and water on the earth's surface, advanced proficiency in political geography of the World	Same, with outlines of the great events of the History of the World	To give lessons in reading, writing, or arithmetic to any standard below the sixth. Written papers on school management
Second Year's Examination	Same	Saddhammalankaraya, Tebathika Vastuya, Selathini Sandesa, for Sinhalese schools; Panchatantra, the whole book, and first ten Padalam of the Rakshanya Yathrikam, Thirukavalarakampatham, stanzas 1 to 70, for Tamil schools for males. For females only Tiruvakku Puranam to page 41 inclusive	Same	Same. Mental arithmetic, more advanced	Same as above, with Kriyakaraka Padasambandaya, Uktanukta, Kitaka, Taddhita, Samasa, and Prakriti, for Sinhalese schools. Same as for first year, with Payeriyal, Vinaiyal, Idaiyal, and Uriyiyal, for Tamil schools	Advanced proficiency in physical and political geography of the World	Same, advanced proficiency	To give a lesson in any subject to any standard. Written papers on school management

**Schedule O.**

The names of the children to be examined in each Standard must be entered upon a form prepared for the purpose, termed a Report Slip; each Report Slip, bearing the following declaration and particulars, to be signed by the manager of the school, and handed to the Inspector previously to the examination:—

I hereby certify and declare that all the children whose names are herein entered to be examined for a grant have received not less than nine months' actual instruction in this school during the twelve months immediately preceding the date thereof, and have attended school on not less than one hundred days; and that the conditions laid down with respect to the Standard in which they are now offered for examination have been strictly complied with, and that, to the best of my knowledge and belief, no one of them has passed the examination in this or in a higher Standard, in this or in any other school.

I further certify that they have all been vaccinated, or are protected from smallpox by having had that disease.

Number on List : \_\_\_\_\_.

Average attendance for twelve months preceding the examination : \_\_\_\_\_.

*A. B., Manager.*

**SPECIMEN REPORT SLIP.**

Admission Number.	Number.	Name.	Age last Birthday.	Date of Admission to School.	Number of Attendances for the Twelve Months preceding the Date of Examination.	Under what Standard last examined.	Reading.	Writing.	Arithmetic.	Geography.	Grammar.	History.	Needlework.
				D. M. Y.									

**Schedule P.**

**VERNACULAR SCHOOLS.**

**ENGLISH SCHOOLS.**

Complete English School. { Middle School ... { VIII. Standard  
VII. do.  
VI. do.  
Primary School ... { V. do.  
IV. do.  
III. do.  
II. do.  
I. do.

Classical School ... { Classical Sinhalese  
or  
Tamil Literature

Complete Vernacular School. { Middle School ... { VIII. Standard  
VII. do.  
VI. do.  
Primary School ... { V. do.  
IV. do.  
III. do.  
II. do.  
I. do.

**Schedule Q.**

I, *A. B.*, Manager of the \_\_\_\_\_ school hereby certify and declare that \_\_\_\_\_ has left this school, having paid all fees due up to the date of his (or her) withdrawal from the school, and that he (or she) has passed in the \_\_\_\_\_ Standard at his (or her) last examination in this school.

**Schedule S.**  
**Syllabus of Examination for Industrial Schools.**

TRADE.	FIRST YEAR.	SECOND YEAR.	THIRD YEAR.	FOURTH YEAR.	FIFTH YEAR.
Carpentry	<p>The school will have ready in time for the examination a number of pieces, equal to the number of candidates, of wood, straight, sound, and cleanly sawn (not planed), and of uniform quality, of the following sizes:—21 in. long, 2½ in. wide, 1½ in. thick. Each candidate will receive at the appointed time one of those pieces, and no more than one, from the Inspector and will proceed as follows:—Plane one side so that it is true, straight, and flat, testing it with straight edge and winding strips. Then plane one edge in the same way, and also so that it is square everywhere to the first-finished side.</p> <p>The other side and edge and the ends are not to be altered.</p> <p>No sandpapering or scraping is allowed, and the edges are to be left sharp.</p> <p>The piece when finished by the candidate is to be nowhere less than 2 in. wide and 1 in. thick, and it is to be of its original length.</p> <p>The tools to be used are the plane, square, straight edge, and winding strips.</p> <p>The candidate must sharpen his plane iron and set it himself at least once in the course of the task. The Inspector will notice whether the effects following that sharpening and setting process are of a beneficial kind or the reverse for the work in hand.</p> <p style="text-align: right;">Time allowed 2 hours.</p>	<p>The school will have ready in time for the examination pieces of wood of the required number, exactly similar in dimensions, quality, and all other respects to those specified in first year. Each candidate will receive at the appointed time one of those pieces, and no more than one, from the Inspector and will proceed to repeat the task of the first year, and then in addition he will proceed as follows:—With a gauge set at 2 in. scribe a line for the whole length of the piece on both sides and near the edge accordingly of the unplanned edge. Plane that edge to the gauged lines and make it true and square to the first-finished side. Then gauge lines for the whole length of the piece along both edges at a distance of 1 in. from the first-finished side and plane the last side to those gauge lines, so that it is true and square with both edges and of even thickness everywhere.</p> <p>No sandpapering or scraping is allowed, and the edges are to be left sharp.</p> <p>The piece when finished by the candidate is to be nowhere less than 1 in. thick and 2 in. wide, and it is to be of its original length.</p> <p>The tools to be used are the plane, square, straight edge, gauge, callipers, winding strips, and rule.</p> <p>The candidate must sharpen his plane iron and set it himself more than once in the course of the task. The Inspector will observe that as before, and also that the gauge is sharp and used properly for the purpose of scribing a sharp line in the surface of the wood, and not used to dig a ragged rut of uncertain straightness in the piece.</p> <p style="text-align: right;">Time allowed 2½ hours.</p>	<p>The school will have ready in time for the examination pieces of wood of the required number, planed on all their sides and edges similar to the finished pieces resulting from the task of the second year, viz., 21 in. long, 2 in. wide, 1 in. thick, straight and true. Each candidate will receive at the appointed time one of those pieces, and no more than one, from the Inspector and will proceed with it as follows:—Scribe three parallel lines across the middle of the piece, ½ in. apart, in each surface and running all round the piece properly perpendicular to every edge. Cut the piece through at the middle one of those three lines with a hand saw. Dress the ends of the two pieces now obtained with a sharp chisel only to the other lines (no mallet or hammer is to be used), so that those ends are square and true. Then measure lengths of 10 in. from those finished ends on each piece and scribe lines accordingly all round the pieces with scriber and square. Cut off some of the surplus length with a hand saw and finish with chisel only those ends accurately to the scribed lines. The candidate will then proceed to mark out with scriber and gauge and to cut with chisel and mallet a mortice hole through from one edge to the other of one piece, and at the centre of the length of that piece, of the following sizes:—2 in. long and ¾ in. wide, leaving a thickness on the sides of ¼ in. The end of the other piece is to be marked out for a tenon to fit the mortice and of a length sufficient to project through the mortice by ¼ in. The tenon is to be cut first with a hand saw and finished by chisel only. The tenon is not to be forced by hammering into the mortice, but is to fit well enough to require some force to push it in by hand.</p> <p style="text-align: right;">Time allowed 3 hours.</p>	<p>The school will have ready in time for the examination pieces of wood, straight, sound, and cleanly sawn (not planed) and of uniform quality, of the sizes specified for the first year's task, viz., 21 in. long, 2½ in. wide, and 1½ in. thick. Each candidate will receive one of those pieces, and will proceed to carry out all the processes included in the tasks for the first, second, and third year, so that he produces the T-shaped piece joined with the tenon and mortice joint described for the third year's task, and the whole finished neatly and to the required sizes.</p> <p>All the conditions laid down for the first, second and third year are to be observed.</p> <p style="text-align: right;">Time allowed 3½ hours.</p>	<p>The school will have ready in time for the examination pieces of wood, 18 in. long, 3½ in. wide, and ¾ in. thick, accurately planed and finished to those sizes. Each candidate will receive one and only one of those pieces from the Inspector and will proceed to make with it a joint, such as is used for the corner of a window frame of glass door. He will proceed as follows:—First: bevel one edge of the piece and rabbet it also to receive a pane of glass. Second: cut the piece into two pieces of equal length, viz., about 9 in. long each. Third: form a tenon on one end of one of those pieces; and a mortice in the edge, near the end, of the other piece; and so that when they are fitted together they are at right angles to one another and flat and are like one corner of a window frame or glass door. Two wooden pegs may be driven through the tenon. No sandpapering or scraping is allowed, and all edges are to be left sharp. After the two pieces are fitted together they are not to be planed.</p> <p style="text-align: right;">Time allowed 4½ hours.</p>

Schedule S—contd.

TRADE.	FIRST YEAR.	SECOND YEAR.	THIRD YEAR.	FOURTH YEAR.	FIFTH YEAR.
Printing	<p>To know well the different boxes of a case. Distributing of type from bookwork (i.e., type of one case).</p>	<p>Composing bookwork, Distributing type from jobwork, elementary press working, i.e., working ordinary platen or case, "laying on" and "taking off," but not "making ready." Staff cover work.</p>	<p>As for second year, with composing from manuscript, and "making ready" a simple job.</p>		
Bookbinding	<p>Pamphlet work: Folding, at a smart rate, sheets of 4, 8, and 16 pages 8vo., to bring pages into correct order, and so that they fall accurately on each other. Gathering, correctly and smartly, afterwards verifying, a book in sheets of pages. Stabbing the folded sheets—Stitching the book—Pasting the wrapper. Top stitching with single or double thread. To prepare hemp into thread. Time allowed 3 hours.</p>	<p>Half-bound books: Sawing and sewing—Breaking the back—Pressing the book—Rounding and backing—Half rounding and full rounding.</p>	<p>To repair insole and make a half-sole for a youth's shoe without help of foreman. Time allowed 6 hours.</p>	<p>To be able to take the measure of a foot. To be able to mount tops on last and stitch welt on. Time allowed 6 hours.</p>	<p>To be able to make a whole shoe (except cutting out) of any size. Time allowed 6 hours.</p>
Shoemaking	<p>To stitch in straight lines. Time allowed 2 hours.</p>	<p>To make a banian with machine sewing and work button holes. Each boy during the examination must work one or two button-holes and machine one seam of a coat or banian. Time allowed 3 hours.</p>	<p>To cut and make a boy's banian and sew with machine; and make, but not cut, a boy's coat. Each boy during the examination must work one or two button-holes and machine one seam of a coat or banian. Time allowed 5 hours.</p>	<p>To cut out, from a given pattern, and make a man's coat and sew with machine. Each boy during the examination must work two or three button-holes and machine seam of a coat. Time allowed 6 hours.</p>	<p>To cut his own pattern and make a man's coat and sew with machine. Each boy during the examination must work two or three button-holes and machine seam of a coat. Time allowed 6 hours.</p>
Tailoring	<p>The school will have ready in time for the examination pieces of iron rod, <math>\frac{3}{4}</math> in. diameter and 18 in. long. Each candidate will receive one and one only of those pieces from the Inspector and will proceed to make with it 3 spikes of equal length and alike in all respects. Each spike is to be pointed at one end and an ordinary head is to be formed at the other end. The spikes are to be straight, and the head is to be formed so that it projects equally all round the body of the spike. The finished spike must not be less than 5 in. long. The work is to be done with a hand hammer used by the pupil himself, and he is to keep his fire in order himself. No filing is to be allowed. Time allowed 2 hours.</p>	<p>The school will have ready in time for the examination pieces of iron rod, <math>\frac{3}{4}</math> in. diameter and 18 in. long. Each candidate will receive one and one only of those pieces from the Inspector and will proceed to make with it 2 square-headed bolts of equal length and alike in all respects. The head is to be formed by welding on a ring which the pupil will make himself and form into shape, so that the head is not less than <math>\frac{3}{4}</math> in. across the corners when finished. The head should be a little more than <math>\frac{1}{2}</math> in. thick when finished. The other end of the bolt is not to be pointed, but is to be rounded off neatly by hammering. No filing is to be allowed, and the candidate must keep his fire in order himself. Time allowed 2 <math>\frac{1}{2}</math> hours.</p>	<p>The school will have ready in time for the examination pieces of iron rod, <math>\frac{3}{4}</math> in. diameter and 24 in. long. Each candidate will receive one and one only of those pieces from the Inspector and will proceed to make with it 2 rings alike in all respects, and neatly and thoroughly welded. The rings should not be less than 3 in. internal diameter. No filing is to be allowed, and the candidate must keep his fire in order himself. Time allowed 2 <math>\frac{1}{2}</math> hours.</p>	<p>The school will have ready in time for the examination pieces of iron rod, <math>\frac{3}{4}</math> in. diameter and 24 in. long. Each candidate will receive one and one only of those pieces from the Inspector and will proceed to make with it 2 hooks formed with an eye at one end. The eye is to be formed by bending round one end of the piece, after it has been drawn, and welding the end to the neck of the hook. The point of the hook is to be tapered and neatly formed. The neck of the hook is to be about <math>\frac{3}{4}</math> in. diameter. No filing is to be allowed, and the candidate must keep his fire in order himself. Time allowed 3 hours.</p>	<p>The school will have ready in time for the examination pieces of iron rod, <math>\frac{3}{4}</math> in. diameter and 24 in. long. Each candidate will receive one and one only of those pieces from the Inspector and will proceed to make with it those pieces from the Inspector and will proceed to make with it a ring and with it a ring and hook attached to one another, the ring passing through the eye of the hook and being free to work in it. The ring will be the same size as is specified for the third year's task; and the hook will be the same size and construction as the fourth year's task. No filing is to be allowed, and the candidate must keep his fire in order himself. Time allowed 4 hours.</p>
Blacksmith work	<p>The school will have ready in time for the examination pieces of iron rod, <math>\frac{3}{4}</math> in. diameter and 18 in. long. Each candidate will receive one and one only of those pieces from the Inspector and will proceed to make with it 3 spikes of equal length and alike in all respects. Each spike is to be pointed at one end and an ordinary head is to be formed at the other end. The spikes are to be straight, and the head is to be formed so that it projects equally all round the body of the spike. The finished spike must not be less than 5 in. long. The work is to be done with a hand hammer used by the pupil himself, and he is to keep his fire in order himself. No filing is to be allowed. Time allowed 2 hours.</p>	<p>The school will have ready in time for the examination pieces of iron rod, <math>\frac{3}{4}</math> in. diameter and 18 in. long. Each candidate will receive one and one only of those pieces from the Inspector and will proceed to make with it 2 square-headed bolts of equal length and alike in all respects. The head is to be formed by welding on a ring which the pupil will make himself and form into shape, so that the head is not less than <math>\frac{3}{4}</math> in. across the corners when finished. The head should be a little more than <math>\frac{1}{2}</math> in. thick when finished. The other end of the bolt is not to be pointed, but is to be rounded off neatly by hammering. No filing is to be allowed, and the candidate must keep his fire in order himself. Time allowed 2 <math>\frac{1}{2}</math> hours.</p>	<p>The school will have ready in time for the examination pieces of iron rod, <math>\frac{3}{4}</math> in. diameter and 24 in. long. Each candidate will receive one and one only of those pieces from the Inspector and will proceed to make with it 2 rings alike in all respects, and neatly and thoroughly welded. The rings should not be less than 3 in. internal diameter. No filing is to be allowed, and the candidate must keep his fire in order himself. Time allowed 2 <math>\frac{1}{2}</math> hours.</p>	<p>The school will have ready in time for the examination pieces of iron rod, <math>\frac{3}{4}</math> in. diameter and 24 in. long. Each candidate will receive one and one only of those pieces from the Inspector and will proceed to make with it 2 hooks formed with an eye at one end. The eye is to be formed by bending round one end of the piece, after it has been drawn, and welding the end to the neck of the hook. The point of the hook is to be tapered and neatly formed. The neck of the hook is to be about <math>\frac{3}{4}</math> in. diameter. No filing is to be allowed, and the candidate must keep his fire in order himself. Time allowed 3 hours.</p>	<p>The school will have ready in time for the examination pieces of iron rod, <math>\frac{3}{4}</math> in. diameter and 24 in. long. Each candidate will receive one and one only of those pieces from the Inspector and will proceed to make with it those pieces from the Inspector and will proceed to make with it a ring and with it a ring and hook attached to one another, the ring passing through the eye of the hook and being free to work in it. The ring will be the same size as is specified for the third year's task; and the hook will be the same size and construction as the fourth year's task. No filing is to be allowed, and the candidate must keep his fire in order himself. Time allowed 4 hours.</p>



Lace-making ...	Easy lace edgings and insertions; three patterns at least to be taught to each child; reel cotton only to be used.	More difficult lace edgings and insertions; three patterns at least to be taught to each child, each child to be able to begin a piece of work.	Lace edgings and insertions more difficult than in second year; collars, d'oyleys, &c., each child to be able to prepare a pattern.
Dress-making (for town schools only) ...	The preparation of a sewing machine for work; machine stitching of seams and hems. Correct placing and sewing of seams either straight or curved, so as to avoid stretching or puckering. Correct cutting (from a given pattern), putting together, and lining of cuffs, collars, neckbands, yokes, waistbands, and belts and sleeves. Sewing on of hooks and eyes and working of button holes, overcasting, pleating, tucking, piping, gathering, and gauging. The correct cutting and joining of materials on the cross; the applying of false hems to curved and straight edges.	To cut from a given pattern and make and trim according to directions any dress.	To cut correctly from measurements (taken by the pupil) a complete pattern of a dress, or a pattern of any part of a dress.
Embroidery	Plain satin stitch embroidery of leaves and flowers on coarse linen and the working of plain monograms and initials in satin * stitch simple borders in drawn thread work.	Plain and raised satin-stitch embroidery of leaves and flowers on finer linens; more difficult borders in drawn thread work such as key pattern borders, wheel patterns, lozenge patterns, &c., ornamental monograms and initials.	Embroidery of flowers and leaves on very fine linens; drawn threadwork in which the stitches employed are chiefly lace stitches.
Cooking ...	All kinds of Indian cookery and making pickles.	Rolling, roasting, frying, grilling, and stewing different kinds of meat and poultry; making various kinds of soup and salad.	To make different kinds of pies, puddings, and tarts, milk pastry, jellies, preserves, and sweet cakes.

NOTE.—(1) *Lace-making*.—A fourth and fifth year's instruction in lace-making will be allowed if a competent instructor is provided, and if a suitable detailed syllabus is submitted to the Director for approval. Lace which is bad owing to badly drawn patterns, or patterns drawn on paper which is easily torn, cannot be accepted; Torchon lace patterns have a geometrical basis, and compasses and rulers must be used in the construction of them.

(2) *Embroidery*.—Work on cotton material will not be accepted. The following is a list of articles suitable for embroidery: sheets, pillowcases, bed-spreads, tea-cloths, tray-cloths, dessert d'oyleys in sets of twelve, handkerchiefs in sets of six, toilet table covers, toilet table mats, sideboard cloths. Other kinds of embroidery, besides that given in the syllabus mentioned above, will be accepted as an alternative course, if competent instruction is provided and a suitable detailed syllabus is submitted to the Director for approval.

**Schedule T.**

KNOW ALL MEN BY THESE PRESENTS THAT WE, \_\_\_\_\_ of \_\_\_\_\_ [Principal], and \_\_\_\_\_ of \_\_\_\_\_ [Surety], are hereby jointly and severally bound to \_\_\_\_\_, in the sum of Two hundred and Forty rupees (Rs. 240), to be paid to \_\_\_\_\_, for which payment we bind ourselves and each of us, our and each of our heirs, executors, and administrators, by these presents, and we hereby seal with our seals.

Dated this \_\_\_\_\_ day of \_\_\_\_\_, 190—.

WHEREAS the \_\_\_\_\_ have agreed to admit the said \_\_\_\_\_ [Principal] into the Grant-in-aid Training School at \_\_\_\_\_ as a student therein, upon and subject to certain rules and regulations, and upon condition that the said \_\_\_\_\_, and the above-bounden \_\_\_\_\_ as his surety, should enter into a bond in the above-mentioned sum of Two hundred and Forty rupees, subject to the conditions hereunder written :

Now the conditions of the above-written bond are such that if the said \_\_\_\_\_

- (1) Shall well and truly abide by and keep all and singular the said Rules and Regulations and shall well and faithfully fulfil and perform all and singular the duties on his part to be done and performed ; and
- (2) Shall well and truly pay to the Principal of such school or schools as he may be admitted to as aforesaid, such sum or sums of money as shall from time to time become due and owing under the said rules and regulations ; and
- (3) Shall pay to the \_\_\_\_\_ the sum of One hundred rupees, in case he shall be dismissed from the said school for non-payment of any money payable according to the said rules and regulations, or for violation of any such rules and regulations or of discipline, or if he shall leave the said school within twelve months after the date of his admission ; and
- (4) Shall pay Two hundred and Forty rupees to the Director of Public Instruction for the use of \_\_\_\_\_, in case he should be dismissed or leave as in the condition lastly above-mentioned after the expiration of twelve months from the date of his admission as aforesaid ; and
- (5) Shall pay Two hundred and Forty rupees in case if, after having received an appointment as teacher, he is dismissed from employment for misconduct, or leaves the said employment of his own accord within five years after the date of his having completed his course of instruction at the Training School :

Then, and in each of the said cases, the said bond shall be void, otherwise the same shall remain in full force and effect.

Signed, sealed, and delivered in the presence of \_\_\_\_\_ this \_\_\_\_\_ day of \_\_\_\_\_, One thousand Nine hundred and \_\_\_\_\_

Signed, sealed, and delivered in the presence of \_\_\_\_\_ this \_\_\_\_\_ day of \_\_\_\_\_, One thousand Nine hundred and \_\_\_\_\_

**Schedule V.***Drawing.*

Stage 1.—Freehand drawing of straight lined ornament, simple curves, and right lined figures.

The pupil should be able to draw simple ornaments composed of straight lines and simple curves, forming diaper, and repeating border patterns.

Stage 2.—Freehand drawing from the flat and drawing from memory.

Similar work to that of stage 1, but of a more advanced kind, together with easy symmetrical patterns, which may be drawn in outline, or painted in solidly with brush and colour. Some patterns should be drawn from memory.

Stage 3.—Freehand drawing from the flat and drawing from memory.  
Geometrical figure drawing.

Similar work to that of the previous stage, but of a more advanced kind.

Stage 4.—Freehand drawing from the flat and drawing from memory.

Simple geometrical figures to be drawn with the ruler to measurement. Lines, angles, triangles, quadrilaterals, and polygons.

Geometrical drawing, including scale drawing and the use of instruments.

Drawing in outline from flat patterns, which should be designed to illustrate the principles contained in ornament, and which should be explained to the pupils.

Plane geometrical figures, including the circle and ellipse, their tangents and normals ; ratios ; areas ; geometrical patterns, &c. The construction and use of simple scales.

Stage 5.—Freehand drawing from the flat and constructing simple designs.

Drawing in outline from advanced copies of ornament. (By preference the drawing should be from a photographic or other reproduction of ornament in relief, and not from copies in outline.) The designs should consist of simple diaper or repeating border patterns containing principles taught in the previous stage.

Definitions ; the projection of points, lines, planes, and simple solids in any position ; easy sections.

The principles and practice of oblique and orthographic projection.

Stage 6.—Drawing from models and objects in outline and in light and shade.

At first the drawings should be from geometrical models only, by means of which perspective principles may be illustrated and explained ; these should afterwards be supplemented by domestic and other objects.

Theory and definitions ; points, lines, planes, and solids in simple positions on the ground plane.

The theory and practice of perspective

**Schedule V.****Examination for Teachers' Certificate in Drawing, which will form a part of the English Teachers' Certificate Examination.**

1. *Freehand Drawing from flat examples.*—The candidates should be able to draw, paying particular attention to proportion and construction, a freehand copy of a similar character to those required for Stage IV. or V. (See Illustrated Schedule.)

2. *Freehand Drawing with Chalk on the Blackboard.*—Practice in this subject should be directed by the candidate to the acquirement of freedom and skill in using chalk on the blackboard for the purpose of making drawings to be copied, or diagrams useful in illustrating an object lesson to a class. Candidates, therefore, for this Examination, should be able to sketch rapidly some common object from memory (which he may himself select from three or more subjects named by the Examiner) suitable for illustrating a lesson, and which would convey a better idea to a class than a mere verbal description; and also to copy on a large scale a simple outline pattern to be supplied to him by the Examiner.

The time allowed for each exercise will be about fifteen minutes.

3. *Geometrical Drawing.*—This subject is intended to embrace elementary plane geometrical constructions relating to lines, circles, and tangents to circles; the use and the application of compass, set squares, T squares, and plane scales.

The problems will be limited to the following sections:—

- (1) The construction of plane scales.
  - (2) Problems relating to straight lines only.
    - (a) To divide a line into any number of equal parts, or in a given proportion.
    - (b) To find the mean, and third proportional to two given lines.
    - (c) Parallels, angles, triangles, and quadrilaterals.
  - (3) Construction of regular polygons of N sides on a given straight line.
  - (4) Inscription of regular polygons of N sides in a given circle.
  - (5) Reduction of rectilinear figures to a triangle or square of equal area.
  - (6) Construction of similar figures.
  - (7) Miscellaneous simple problems relating to straight lines and circles.
  - (8) Construction of the ellipse; its tangents and normals.
- (For this Examination any approved work, such as Gill's, Rawls's, and Carrol's may be studied.)

4. *Orthographic and Oblique Projections.*—(1) The principles of Projection. Definitions of terms in general use, such as "Projector," "Projection," "Plan," "Elevation," "Section," &c.

- (2) Simple problems relating to points, lines, and planes.
- (3) Projection of simple solids in easy positions.
- (4) Sections of such solids by horizontal and vertical planes.

5. *Model Drawing in Outline or in Light and Shade.*—In this subject the candidate will be required to draw in outline a group of geometric models, or of simple common objects, together with the board upon which they are placed; the drawing is expected to show a knowledge of the effect of perspective in modifying the appearance of the group.

If the candidate prefers he may draw the group in light and shade, and credit will be given or correct work in this direction.

6. *Elementary Perspective.*—Theory and definitions. A clear description of the principles employed, and the meaning of terms in general use, such as "Picture Plane," "Ground Plane," "Ground Line," "Horizontal Line," "Centre of Vision," "Station Point," "Vanishing Point," "Vanishing Parallel," &c.

The representation of points, lines, planes, and simple solids of plane or curved surfaces in easy positions on the Ground Plane.

**Note 1.** Candidates shall be allowed to enter for Drawing without entering for the rest of the Teachers' Examination.

**Note 2.** The Certificate shall be of two kinds: *First Grade* awarded to those who pass in all six sections, and *Second Grade* awarded to those who pass in the first three sections. The Second Grade Certificate will qualify for enhanced grant only in the first, second, and third stages of Drawing in Schedule H 2 of the Revised Code.

**NOTE.**

The following are the amended rules for keeping registers referred to in clause 24 (d). The Registers of Admission and Attendance must always be kept in the school during school hours:—

**ATTENDANCE REGISTER.**

The names of scholars must be entered in the Register of Daily Attendance according to their Standards each month, preserving as far as possible the same order throughout the year; and the attendance of each scholar must be marked at every meeting of the school. The attendance of teachers, assistant teachers, and monitors must also be marked.

The attendance required to fulfil the conditions of the Code must be one of not less than three hours, excepting in night schools, where one and a half hour will suffice.

In schools which have two sessions, morning and evening, two half attendances of 1½ hour each shall constitute a full attendance. The Registers shall be marked (*i.e.*, the marks indicating presence or absence must be filled up as given below) not less than *three hours* in schools which have one session before the close of the school, or not less than *one and a half hour* before the close of each session in schools which

have two daily sessions. The exact period of *three hours*, or *two exact periods of one and a half hour* each, as the case may be, *after the marking of the Register*, shall be the attendance required by Government, and the attendance of any scholar who leaves the school during this period shall then and there be cancelled by drawing a mark of erasure across the mark of presence, thus, ×.

The hour or hours for marking the Register, and the subsequent period of three hours (or period of one and a half hour) for Government attendance, *must be noted in the School Time Table, and the Time Table must, during school hours, be hung in a conspicuous part of the school.*

Registers must be marked in ink only, with no erasures or blanks; any error must be corrected in the column of "Remarks." Presence must be marked with a long stroke, thus, /, and absence with a cypher, thus, 0.

The number of attendances made by each Class or Standard must be entered at the foot of the column before the Teacher leaves the school, and the grand total must be entered at the same time.

On the occasion of a holiday, a line should be drawn down the whole length of the column for the day.

At the end of each month the Summary (which will be found at the end of the Book) must be filled up, showing 1) the number of school-days during the month (or number of sessions in schools holding two daily sessions); (2) the total number of attendances; (3) the average attendance for the month.

#### ADMISSION REGISTER.

When a scholar is admitted, his name must be at once entered in the Admission Register, and the necessary information entered in each column as soon as possible.

Should any doubt arise with reference to the Standard in which a child admitted from another school was last examined, the Inspector should be informed.

When a child has been absent for four months, his name shall be struck off the roll, and an entry at once made in the Register in the column headed "Date of Withdrawal." If this is regularly done, the number of children in attendance according to the Admission Register will tally with the number given in the Daily Attendance Register. If a scholar whose name has been struck off the Register is re-admitted, his original number should again be assigned to him.

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The attention of School Managers and Teachers is particularly invited to these rules, as they are a primary condition of a school receiving grant under section 24 (d) of the Code.

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The following clauses and schedules of the Code for 1906 have been amended :—

Clauses 38 (b), 39 (b), 41 (c), 74, 87, 102, and 104.  
Schedules C and S.

The following new clauses have been added :—

Clause 35 (r) and 41 (d).

The following clause has been struck out :—

Clause 64 of the Code for 1905.

All the clauses after clause 63 have been renumbered.