

SUPPLEMENT

TO THE

Ceylon Government Gazette

PART I.

No. 6,426 — FRIDAY, FEBRUARY 24, 1911.

GOVERNMENT NOTIFICATIONS.

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 March 1, 1911.

By His Excellency's command,

Colonial Secretary's Office,
Colombo, January 24, 1911.

HUGH CLIFFORD,
Colonial Secretary.

REVISED CODE FOR AIDED SCHOOLS, 1911.

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.

* 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 an English school or a vernacular school.

This clause will not apply to schools started by local authorities under "The Town Schools Ordinance, 1906," or with the approval of District Committees under "The Rural Schools Ordinance, 1907."

13. Every application for the registration, change of site, or transfer of management of a school will be notified in the *Government Gazette*.

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 of grants, and appearing for the first time in this Code, shall come into operation on January 1, 1912.

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

* 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 :—

Western Province.		Within	Northern Province.		Within
Kalutara	..	Local Board limits	Jaffna	..	A radius of 1½ mile from the Fort
Negombo	..	do.			
Panadure	..	Police limits	<i>North-Western Province.</i>		
Moratuwa	..	Including Rawatawatta, Koralawella, and Moratumulla	Kurunegala	..	Local Board limits
			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 Sabaragamwua.</i>		
Batticaloa	..	Local Board limits	Ratnapura	..	Police limits
Trincomalee	..	do.	<i>Central Province.</i>		
			Matale	..	Local Board limits

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

- (v.) A discretionary power shall rest with the Director to accept the average attendance allowed in C schools from any school established to meet the special wants of religious denominations which are numerically small. Such schools will not receive the other privileges allowed in the case of C schools.
- (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 51 and clause 63, and on the reports 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.

Any school worked under Schedule B may, by permission of the Department, be converted into an Anglo-vernacular school and worked under Schedule E 1.

English Schools.

29. (1) English schools are of two classes : elementary and secondary. In both of these the work of the five lower standards may follow either Schedule A or Schedule B.

(2) Elementary English schools are those in which the work does not include more than the range of work covered by Schedules A and B of the Code, together with drawing and vernacular literature.* The grant in such schools shall not exceed by more than 30 per cent. the income derived by the school from other sources, unless the school is one which is carried on as a charitable institution.

(3) Secondary English schools are those in which the range of work includes a reasonable number of the subjects specified in Schedule C of the Code, and in which a fair number of pupils are presented successfully for any of the following examinations :—

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

The grant in secondary English schools shall not exceed two-thirds of the income derived by the school from other sources.

Note (1).—Elementary English schools in which the work is confined to the five lowest standards will be registered as primary English schools. They will be under the same regulations as other elementary English schools, except that the head teacher will only be required to hold a third class certificate. Primary English schools will not be registered unless the Department is satisfied that a school of this kind is required to meet local wants of a special kind.

(2).—The regulation with regard to the relation between grant and income will not be brought into force for the present in the following towns :—Mannar, Mullaitivu, Anuradhapura, Puttalam, Nuwara Eliya, Hatton, Nawalapitiya, Tangalla, Hambantota.

The Department shall have a discretionary power to augment the grant in these places at rates calculated on the total of school fees paid during twelve months before the examination and on the results of the examination, provided that such supplementary grant shall in no case exceed Rs. 500.

30. The Department shall have the power to decide whether English schools shall be registered as elementary or secondary, and to transfer schools from one class to the other. In deciding this question the following points will be considered :—

- (a) The nature of the premises, accommodation, and equipment.
- (b) The scale of fees charged.
- (c) The qualification of the principal or head teacher, and the number of trained and certificated teachers employed on the staff.

The Department shall also have the power to register as Anglo-vernacular (*vide* Schedule E 1) any school to which such registration seems more suitable in view of its local circumstances and the qualifications of the teaching staff.

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. All fees received must be entered in the Attendance Register or in a special book kept for the purpose, which shall be submitted to the inspector if called for.

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 will 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.

* These schools may be presented for examination under clause 106 in bookkeeping, shorthand, English literature, and home industries, if there are proper arrangements for teaching these subjects.

† 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.

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 three subjects reading, writing, and arithmetic will be considered to have failed altogether, and no result payment can be claimed for them. Above the fourth standard a scholar must pass either in all three of these subjects, or in two of them and one other subject, in order to earn a result payment. 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.

Scholars who have failed to earn result payment in any standard may not be presented for examination in any higher standard except by special permission of the inspector.

(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. Result payments at B rates will also be paid for the work of any standard in a school in which the passes in arithmetic are less than one-sixth of the number presented in the standard, and for any standard above the fourth which is not presented for examination in at least one subject (and in the case of English schools at least two subjects) in addition to reading, writing, arithmetic.

(h) False personation or falsification of the register, or any attempt on the part of the teachers to give unauthorized assistance to scholars under examination, may 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 or cancelled.

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.

(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, but payment may be deferred in cases where the salaries of teachers have been left unpaid and the Director may utilize the grant or any part of it to discharge liabilities to teachers.

(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.

Infant Departments.

36. In schools working under Schedule A, in which a properly equipped infant department is organized, a grant will be made to this department of Rs. 3.50 for each unit of average attendance. This grant will be raised to Rs. 5 if the head of the department can show—

- (a) A teacher's certificate recognized by the English Board of Education; or
- (b) A higher Froebel certificate with one year's subsequent experience in an infant school in the British Isles.

The grant will also be increased by a merit grant of Rs. 2, Re. 1, or 50 cents for each unit of average attendance, which will be assessed after consideration of the inspector's report on the examination of the infant department and on his incidental visits during the preceding year.

An infant department will be considered to be properly equipped if—

- (a) A room is provided for that department alone, with sufficient space there, or elsewhere near by (e.g., in the verandah), for active games and exercise.
- (b) There is, for each child, bench and table accommodation of appropriate height for the majority.
- (c) The teaching apparatus is adequate.
- (d) The department is divided into suitable divisions and provided with an adequate staff. As a rule it will be expected that there should be at least two divisions, and that a teacher should be assigned to each during the whole session. But when the infant department is numerically small, these arrangements may be modified. The work should be so arranged that the children will be passed from the upper division into a standard not lower than the 2nd. Exceptionally backward or delicate children may, with the inspector's permission, be passed into Standard I.
- (e) The head of the department is a certificated teacher (sections 67 and 68). The other teachers may be uncertificated.
- (f) A special time table is drawn up for the department in which, at least in the case of schools in which a large majority of the children have little or no knowledge of English, provision is made for a short daily oral lesson in Sinhalese or Tamil on the subject-matter of the English lessons which will be given. A session of two hours or two sessions of one hour each after the marking of the register will be accepted as sufficient.
- (g) A syllabus of work for the following year and an outline of the work done during the past year is ready for inspection on the examination day.

No grant will be paid in the infant department for any attendance made by a child before it has completed four years of age, or after it has completed eight years of age, or on the attendance of any child for any part of a school year, if it is presented for examination in a standard at the end of the year.

All children must be present on the day of examination, unless prevented by illness or other unavoidable cause; and in girls' schools or mixed schools all girls in the upper division must present the needlework required in Standard I., for which grant will be paid at the rate specified in Schedule F.

37. In schools working under Schedule B, where there are enough children of suitable age who have not passed through the infant department of vernacular schools, an infant department in two divisions may be organized, working in accordance with the syllabus of the infant department for Schedule A, except that the arithmetic may be, and the observation lessons must be, in the vernacular. No child may be presented for examination who has been presented in the infant department of a vernacular school. The grant will be assessed by examination. The rules for presentation will be the same as those for vernacular schools. The rates of grant will be as follows:—

*For each of the three subjects reading, writing, numbers, and in the upper division for girls' needlework—

	Rs.	c.
Lower division	1	0
Upper division	2	0

with a merit grant of Re. 1.50, Re. 1, or 50 cents for each child presented, assessed in accordance with the inspector's report on the teaching, organization, and equipment of the department.

The Department will have the power to assess the grant in the manner provided for in clause 36 if the organization of the infant department warrants such treatment.

38. In schools working under Schedules D, D I, E, or E 1 in which there are a sufficient number of children of suitable age, and in which a properly equipped infant department is organized, grants will be paid at the following rates:—

For each of the three subjects reading, writing, and numbers—

	Rs.	c.
Lower division	0	50
Upper division	1	0

with a merit grant of Rs. 2, Re. 1, or 50 cents for each child presented, which will be assessed in accordance with the inspector's report on the teaching, organization, and equipment of the Department, and a grant of Re. 1.50 for each girl in the upper division who passes in needlework.

(In boarding schools under Schedule E the rates will be lower division Re. 1, upper division Rs. 2 merit grant Rs. 4, Rs. 2, or Re. 1, needlework Rs. 3.)

An infant department will be considered to be properly equipped if—

- (a) A separate room or sufficient space in the general schoolroom is set apart for its exclusive use.
- (b) It is continuously in charge of a teacher or pupil teacher who is not in charge of any other class at the same time.
- (c) If it is in charge of a pupil teacher, it receives at least one hour's instruction every day from one of the teachers of the school.
- (d) The work is carried on in accordance with a special time table, which must be submitted to the inspector or sub-inspector for approval.
- (e) An outline of the work done during the year is submitted to the inspector or sub-inspector by the head teacher on the day of examination.

No grant will be paid in the infant department for children who have not completed five years on the day of examination.

No child who has completed eight years at admission will be examined in the infant department. Children over eight at admission should be taught as a separate class, which may be called Standard I. Children in this class who are under twelve on the day of examination may be presented in reading, writing, arithmetic, and needlework of the same difficulty as the upper division of the infant department, and will be eligible for the grants assigned to these subjects in that division, but not for the merit grant.

In schools which have an infant department no child who is eligible for the infant department may be presented in standard I.

Children who are admitted when over five years of age may be presented in the lower division of the infant department if they have received six months' instruction and made 75 attendances.

Children admitted between six and seven years of age may be presented in the lower division if they have received four months' instruction and made 60 attendances.

In the infant department all children eligible for presentation must be presented, unless prevented by illness or some other unavoidable cause. Otherwise the merit grant will be reduced or cancelled altogether. Every eligible child must be entered on the report slips, and in the case of absentees cause of absence must be specified.

Children transferred from Vernacular Schools to English Schools.

39. The work prescribed in the lower standards of Schedules A and B is intended for children who begin their education in schools of this class, and not for children who are admitted after being educated for some years in a vernacular school.

Children who are admitted from vernacular schools into schools worked under Schedule A or B, having passed the third or a higher standard in arithmetic, may for a period not exceeding two years be placed in a special class, worked on a time table approved by the inspector, and at the end of that period, if placed in the fifth or a higher standard, will be eligible for grant for all subjects taken up in English. The schedule of work for such children is Schedule A 1. Those who are placed in standards below the fifth will not be eligible for grant in arithmetic and geography, if they have passed these subjects in the same or a higher standard in a vernacular school.

The circumstances of schools differ so widely that it is not possible to make a rule as to the cases in which the establishment of such a class will be regarded as necessary. But schools in which, after due warning, any considerable number of children are not dealt with in a manner suited to their age will be liable to be treated in the manner provided for in clause 33.

The grant in the special class will be at the rate of Rs. 4 for each subject in schools where half of the masters are certificated, and at Rs. 2 for each subject in schools where the majority of masters are not certificated.

C Schools.

40. 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 the year 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.

(h) All vernacular C schools must be worked in accordance with schedule D 1.

Night Schools:

41. 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 6 and 9 P.M.

The grants earned by night schools will be calculated at the same rate as for C schools, except that the minimum of attendances shall be 50 instead of 25.

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.

42. (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.

43. 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.

44. 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 Rs. 10 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.

Note.—In the case of boarding schools which are carried on as orphanages, children who are permanently resident in the institution and entirely dependent upon it may be presented if they are above the age of 8.

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.

44A. 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.

45. (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.

46. 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.

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

Girls' Boarding Schools.

48. In girls' vernacular boarding schools the value of a "pass" for boarders will be twice the value of a corresponding "pass" in day schools. These schools must take the needlework of Schedule E. 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.*

49. 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.*

50. 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.

51. No 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.

52. The certificates issued will be of three classes.

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

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

55. 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 condition 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,

* A boarder is a child who has *bona 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 *bona fide* resided on the school premises for nine months preceding the examination."

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

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.

56. 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.

57. 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.

58. 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, or such other examination as is held by the Department for the purpose.

59. 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.

60. 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.

61. 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.

62. 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.

63. 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.

64. 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.

65. A school staff will not be considered sufficient, if the teachers fall short of the proportions to the number on the list shown in the following scales:—

Elementary Schools.

	No. of Pupils.
Head Teacher	40
Trained Assistant	40
Certificated Assistant	35
Provisionally Certificated Assistant	30
Uncertificated Assistant	25

Secondary Schools.

Head Teacher	30
Trained Assistant	40
Certificated Assistant	30
Provisionally Certificated Assistant	25
Uncertificated Assistant	20

Grants will not be paid at the enhanced rates unless at least half the teachers required by the foregoing scale are certificated.

66. 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.

67. 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. After the year 1909 admission to the examination for the second class certificate will be confined to those who have gone through a course of training of not less than a year at the Government Training College, or at any other Training College specially recognized by Government for the purpose, and who have passed the first-year examination of the college in the theory and practice of teaching. A third class certificate may also be obtained in the manner allowed by clause 56, or by going through a course of one year at the Government Training College, or at any other Training College specially recognized by Government for the purpose, and passing the first-year examination.

68. A third class certificate will entitle a teacher to hold the appointment of principal teacher in a primary school or of assistant teacher in any English school.

69. A second class certificate will entitle a teacher to hold the appointment of principal teacher in an elementary school. It will also entitle him to hold the appointment of principal teacher of a secondary school if he holds further qualifications which show that he is fitted to be in charge of work done by the school.

70. 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.

71. 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

72. 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.

73. 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.

74. 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.

75. 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 fifth 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.

76. 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.

77. 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.

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

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

80. 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.

81. 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.

82. 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.

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

84. 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.

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

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.

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

87. 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 *bona 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.

88. 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 Rs. 100 for each male and Rs. 125 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.

89. 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 Rs. 150 for each male and Rs. 175 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.

SECTION IV.

Suspension of Certificates.

90. All certificates issued to teachers may be suspended or cancelled by the Director for breach of contract with the manager, for offences under clause 35 (h) of the Code for Aided Schools, for conviction of an offence under the Penal Code, or for grave personal misconduct.

CHAPTER III.

SECTION I.

Superior Instruction.

91. 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.

92. 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.

93. 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.

JUNIOR LOCAL EXAMINATION.

94. 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.

95. 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.

96. 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 section in which the candidate passes a sum of Rs. 10, Rs. 7.50, and Rs. 5, 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 section in which the candidate has obtained the mark of distinction in one or more subjects.

A grant of Rs. 10 will be paid for each section in which a candidate from a registered grant-in-aid school has gained the mark of distinction in one or more subjects, and who may have failed to take a place in the class lists.

97. A book prize will be given to every candidate for each subject in which he passes with distinction.

98. 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 Rs. 240 per annum and two each of the value of Rs. 120 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.

99. Two scholarships, each of the value of Rs. 120, 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.

100. 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.

101. 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 section in which the candidate passes a sum of Rs. 20, Rs. 15, and Rs. 10, 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 section in which the candidate has obtained the mark of distinction in one or more subjects. A grant of Rs. 20 will be paid for each section in which a candidate has gained the mark of distinction in one or more subjects, and who may have failed to take a place in the class lists.

102. A book prize will be given to every candidate for each subject in which he passes with distinction.

103. One scholarship of the value of Rs. 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.

104. For every candidate from a registered grant-in-aid school who shall pass the "London Matriculation Examination" a grant will be paid 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 or Science."

UNIVERSITY SCHOLARSHIP.

105. 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.

The duration of the Government University Scholarship may be extended to four years in cases where a scholarship-holder engages in a course of study which lasts more than three years, provided that he has shown marked promise and ability during the first three years that he has held the scholarship.

SUBJECTS FOR THE INTERMEDIATE EXAMINATION IN ARTS.

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

- (1) Latin with Roman History, or Greek with Greek History.
- (2) One of the following subjects:—Latin, with Roman History, if not already taken under (1); Greek, with Greek History, if not already taken under (1); French; German.
- (3) One of the following subjects:—Pure Mathematics; Applied Mathematics; Physics; Chemistry; Botany; Geology; Logic.
- (4) Any one of the previous subjects not already taken or History or Geography.
- (5) English Literature and Essay (this subject may be taken at the Intermediate Examination for which the candidate first presents himself, at a subsequent Intermediate Examination for a Pass only, or for the Pass only at the final examination).

In the Physics, Chemistry, and Botany papers questions will be set involving (1) the translation of passages in French or German, and (2) answers with regard to the subject matter thereof. These questions will be optional in the examinations as held in the Colonies.

Note.—At any examination of the University in which there is a Practical Examination in an Experimental Science subject, no external candidate will be allowed to pass who fails to satisfy the examiners in the practical part as well as the written part of the examination.

Latin with Roman History (Two Papers).

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

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

Greek with Greek History (Two Papers).

(1) Prepared books or portions of books, prose and verse† with Questions on Greek History (including Historical Geography) from 560 B.C. to the death of Alexander.

(2) Simple Unseen Translation. Easy sentences for translation into Greek. Grammatical questions dealing with common words, forms, and constructions. (Candidates are required to satisfy the examiners in both (1) and (2)).

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.

Pure Mathematics (Two Papers).

Algebra.—The Arithmetic and the Algebra of the Matriculation Examination, and further Algebra including the theory of Quadratic Equations, the Convergence 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 Rectilinear Figures, Mensuration of Plane Rectilinear 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.

Applied Mathematics (Two Papers).

Equilibrium of one or more bodies under the action of Forces in one Plane or of Parallel Forces. Properties of the Centre of Mass and its determination in simple cases.

Statics of Simple Mechanisms. The Simpler Linkages.

Velocities and Accelerations, including their Resolution and Composition. Mass, Momentum, Force, Work, Energy, Power. Change of Units. Dimensions.

Motion under the Action of a Force which is constant in magnitude and direction, and Simple Problems on the Motion of Projectiles.

Circular Motion. Simple Harmonic Oscillations. Simple Pendulum.

Simple Cases of Direct and Oblique Impact.

Simple applications of the foregoing subjects.

Experimental Physics (Two Papers and a Practical Examination).

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.

* In 1911—Cicero: Pro Roscio Amerino.
Ovid: *Heroides* I. to X. inclusive
(or Vergil: *Aeneid* IX.
and X.).
In 1912—Livy: Book II, 1-50;
Horace: *Odes* I, II.

† In 1911—Plato: *Laches*.
Homer: *Odyssey* V.
In 1912—Thucydides: Book IV, 1-41.
Euripides: *Hercules*, 1-814.

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

Reflection 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.

Candidates are required to bring to the practical examination their *original* Laboratory note-books for inspection, should the examiners so desire. These note-books must be taken away by the candidates at the close of the examination.

Chemistry (Two Papers and a Practical Examination).

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 of the above 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.

II.—*Practical Examination.*

Candidates 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. Candidates are required to bring to the practical examination their *original* Laboratory note-books for inspection, should the examiners so desire. These note-books must be taken away by the candidates at the close of the examination. Specimens made by the candidate, duly attested by the teacher, if any, may be submitted to the Examiners.

Botany (Two Papers and a Practical Examination).

Morphology.—The structure and properties of the cell and of the various kinds of tissue; cell-formation and the development of the tissues. The plant body; its structure, development and various modifications.

Special Morphology, Reproduction, and Taxonomy.

The morphological and physiological characteristics of Angiosperms as exemplified by plants belonging to the following natural orders :—Dilleniaceæ, Malvaceæ, Portulacaceæ, Myrtaceæ, Leguminosæ, Cucurbitaceæ, Compositæ, Convolvulaceæ, Acanthaceæ, Scrophulariaceæ, Euphorbiaceæ, Palmaeæ or Commelinaceæ, Orchidaceæ Gramineæ.

The morphological and physiological characteristics of Gymnosperms as exemplified by *Cycas*.

The morphological and physiological characteristics of Pteridophyta as exemplified by *Selaginella*, *Aspidium*, *Asplenium*, or *Adiantum*.

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

The morphological and physiological characteristics of Algæ as exemplified by *Fucus*, *Ophiocytium*, *Coleochæte*, and *Spirogyra*.

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

Elementary Physiology.

The Chemical nature of the food elements of plants. Their sources, the modes in which they are respectively absorbed by the organism.

The absorption of water—turgescence, transpiration, root-pressure.

Movements of water in plants.

Aëration and respiration.

Photosynthesis. Outlines of metabolic changes within the plant.

Growth.

Irritability, Geotropism, Heliotropism.

Practical Examination.

The practical work will include the dissection and examination of plants or parts of plants, and the reference to their systematic position of plants or parts of plants comprised in the foregoing syllabus.* Simple experiments in Practical Physiology may be set.

Candidates are required to bring to the practical examination their *original* Laboratory note-books for inspection, should the examiners so desire. These note-books must be taken away by the candidates at the close of the examination.

Geology (Two Papers and a Practical Examination).

(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, Häuyne, Tourmaline, Andalusite, Fibrolite, Kyanite, Staurolite, Spene, 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 are required to bring to the practical examination their *original* Laboratory note-books for inspection, should the examiners so desire. These note-books must be taken away by the candidates at the close of the examination.

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. Pass Examination must either have taken logic as one of their alternative subjects at the time of passing the Intermediate Examination in Arts or must take an equivalent paper at the B.A. Examination.

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.

* The list of plants may be changed from time to time, but two years' notice of any change will always be given.

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.

History (Two Papers).

English History treated generally, with a special study of a standard work to be prescribed two years previously.*

Geography (Two Papers and a Practical Examination).

- I.—*General Geography*.—The distribution of land and water.
The leading facts of wind and water circulation.
The objects and relative value of Mercator's, the orthographic, and the conic projections.
- II.—*Regional Geography*.—The great divisions of the world considered under the following heads :—
Superficial configuration together with the leading facts of the distribution of soils and rocks and minerals of economic importance.
The reaction of configuration upon air and water circulation and the resulting local climates.
The river systems as related to configuration and climate.
The influence of the foregoing physical factors on agricultural production and the supply of animal and vegetable products independently of agriculture.
The sources of mechanical power.
The distribution of population as related to the foregoing physical factors and as influencing labour supply and the value of land.
The localization of industries as determined by all the foregoing factors.
Transport. Trade centres and trade routes.
States as conditioned by geographical circumstances—physical, economic, and strategic.

English Literature and Essay (Two Papers).

Composition ; History of Literature ; Texts.

History of Literature† to include, at the selection of the Senate, either (1) the outlines of literary history from 1500 to 1800 with selected works, or (2) one or more great authors and the literary history of their time, with certain of their works to be studied particularly.

Selected works to be studied from a literary and linguistic point of view.

A certain amount of 14th century literature,† e.g., some of the *Canterbury Tales* or some of *Piers Plowman*.

Note.—Anglo-Saxon will not be required.

ALTERNATIVE SUBJECTS.

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).

* In 1911—Letters of Queen Victoria, 1837 to 1861, 3 Vols. (ed. A. C. Benson and Viscount Esher. Murray).

In 1912—Bede: Ecclesiastical History (English Translation), or

Burke (ed. Payne): (I) Thoughts on the causes of the Present Discontents: The two speeches on America, and (II.) Reflections on the French Revolution (Vols. I. and II. of the "Selections from Burke," Clarendon Press).

† In 1911—Outlines of Literary History, 1500 to 1800 inclusive, with special study of—

Chaucer: Prologue to the Canterbury Tales.
Langland: Piers the Plowman (Prologue and Passus I.).
Shakespeare: Midsummer Night's Dream; Coriolanus.
Milton: Lycidas.
Johnson: Rasselas.
Shelley: Adonais.

In 1912—Outlines of Literary History, 1500 to 1800 inclusive, with special study of—

Chaucer: Pardoner's Tale; Squire's Tale.
Shakespeare: Much Ado about Nothing; King Lear.
Bacon: Essays 31 to 45 (inclusive).
Gray: Odes.
Keats: Odes.

The Syllabus for each of the above is as follows :—

(a) *Advanced Modern English Literature.*

I.—History of English Literature from 1660 to 1900, the special study of prescribed books.*

II.—Shakespeare, with selected plays to be specially studied.

The special subjects in each year will be those assigned to Sections (a) and (c) of the B.A. Examination for Honours in English. See regulations for Degrees in Arts for External Students and the appendix of special subjects.

(b) *Sanskrit.*

I.—(a) Passages for translation from Sanskrit into English from the following books : Story of Nala, Books I.—VII. Hitopadesa, Books I. and II. (Peterson's Edition—Bombay Sanskrit Series with annotations).

(b) Questions on Sanskrit Grammar.

II.—(a) Passages of easy Sanskrit (unseen) for translation into English.

(b) A passage of English Prose to be translated into Sanskrit.

(c) *The Existing British Constitution.*

Outlines of the Constitution and the Public Administration of the United Kingdom at the present day, including the Organization and Working of Parliament, the Executive (Crown, Ministers, and Civil Service), and the Judiciary ; the constitution and powers of the Local Authorities in England ; the relation between the United Kingdom and its Colonies and Dependencies.

Candidates will be expected to have some acquaintance with the chief events in the developments of British political institutions since 1832.

The above will be treated with special reference to the Government of Colonies and Dependencies.

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 *viva 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.

SPECIAL REGULATIONS FOR THE UNIVERSITY SCHOLARSHIPS.

(a) *In Arts.*

No candidate will be eligible for the Scholarship awarded on the Intermediate Arts Examination who does not take up the two subjects, Latin and Greek.

Candidates for the University Scholarship in Arts will be allowed to take, in addition to their other papers, either two higher Classical papers, or two higher Mathematical papers. The aggregate maximum of marks allowed for these papers will be the same in each case as the maximum allowed for each of the sections of the Intermediate Examination in Arts. But a candidate's marks for any of these higher papers will only be counted if he obtain at least one-third of the maximum of marks assigned to it.

* In 1911—(I.) Milton : Samson Agonistes.
Swift : Selections. Vol. I. (ed. Craik).
Pope : Rape of the Lock.
Johnson : Lives of Dryden, Pope, and Gray.
Wordsworth : Poems of 1807.
Shelley : Prometheus Unbound.
Keats : Hyperion.
Tennyson : Poems of 1842.
Carlyle : Past and Present.
(II.)—Shakespeare : Love's Labour's Lost ; Much Ado about Nothing ; Hamlet ; Antony and Cleopatra ; Henry VIII.

In 1912—(I.) Milton : Samson Agonistes.
Swift : Battle of the Books.
Pope : Saters.
Johnson : On Shakespeare (ed. Walter Raleigh, Oxford).
Wordsworth : Poems of 1807.
Byron : Childe Harold, III. and IV.
Shelley : Adonais.
Keats : Hyperion.
Tennyson : Poems of 1842.
Carlyle : Sartor Resartus.
(II.) Shakespeare : Love's Labour's Lost ; Much Ado about Nothing ; King Lear ; Antony and Cleopatra ; Henry VIII.

(b) In Science.

Candidates for the University Scholarship in Science will be allowed to take, in addition to their other papers, the paper on Analytical Geometry which is set as a higher paper for the candidates in Arts, under similar conditions with regard to marking. The marks assigned to this paper in the Science Examination will bear the same proportion to the aggregate maximum of marks as in the Arts Examination.

N.B.—Candidates for the University Scholarship in Science will, in addition to the papers prescribed for the Intermediate Examination in Science, be required to take English Literature and Essay, which form the last section of the Intermediate Examination in Arts.

SYLLABUS OF HIGHER CLASSICAL AND MATHEMATICAL PAPERS.

1.—*Latin.*

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

(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.

2.—*Greek.*

(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.

3.—*Mathematics.*

(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.

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 (one at least of the four subjects selected from the foregoing list must be taken from amongst the first three).

Questions will be set involving (1) the translation of passages in French or German, and (2) answers with regard to the subject matter thereof.

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.—At any examination of the University in which there is a Practical Examination in an Experimental Science subject, no external candidate will be allowed to pass who fails to satisfy the examiners in the practical part as well as the written part of the examination.

Pure Mathematics (Two Papers).

Algebra.—The Arithmetic and the Algebra of the Matriculation Examination, and further Algebra, including the theory of Quadratic Equations, Convergence 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.

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 measurements 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.

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

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.

Reflection 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 Simple 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 Circuit 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 Volume 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 $t \propto \sqrt{\quad}$
 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.
 Arrangements 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.

Candidates are required to bring to the practical examination their *original* Laboratory note-books for inspection, should the examiners so desire. These note-books must be taken away by the candidates at the close of the examination.

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.

II.—*Practical Examination.*

Candidates 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. Candidates are required to bring to the practical examination their *original* Laboratory note-books for inspection, should the examiners so desire. These note-books must be taken away by the candidates at the close of the examination. Specimens made by the candidate, duly attested by the teacher, if any, may also be submitted to the examiners.

Botany (Two Papers, and a Practical Examination).

Morphology.—The structure and properties of the cell and of the various kinds of tissues; cell formation and the development of the tissues. The plant body; its structure, development, and various modifications.

Special Morphology, Reproduction, and Taxonomy.

The morphological and physiological characteristics of Angiosperms as exemplified by plants belonging to the following natural orders:—Dilliniaceæ, Malvaceæ, Portulacaceæ, Myrtaceæ, Leguminosæ, Cucurbitaceæ, Compositæ, Convolvulaceæ, Acanthaceæ, Scrophulariaceæ, Euphorbiaceæ, Palmaceæ or Commelinaceæ, Orchidaceæ, Gramineæ.

The morphological and physiological characteristics of Gymnosperms, as exemplified by *Cycas*.

The morphological and physiological characteristics of Pteridophyta, as exemplified by *Selaginella*, *Aspidium*, *Asplenium*, or *Adiantum*.

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

The morphological and physiological characteristics of Algae, as exemplified by *Fucus*, *Ophiocytium*, *Coleochæte*, and *Spirogyra*.

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

Elementary Physiology.

The chemical nature of the food elements of plants. Their sources, the modes in which they are respectively absorbed by the organism.

The absorption of water: turgescence, transpiration, root-pressure.

Movements of water in plants.

Aëration and respiration.

Photosynthesis. Outlines of metabolic changes within the plant.

Growth.

Irritability, Geotropism, Heliotropism.

Practical Examination.

The practical work will include the dissection and examination of plants or parts of plants, and the reference to their systematic position of plants, or parts of plants comprised in the foregoing syllabus.* Simple experiments in Practical Physiology may be set.

Candidates are required to bring to the practical examination their *original* Laboratory note-books for inspection, should the examiners so desire. These note-books must be taken away by the candidates at the close of the examination.

Zoology (Two Papers).

1. The fundamental facts and laws of Zoology, as exhibited in the following types:—*Amœba*, *Euglena*, *Paramecium*, *Monocystis*, *Hydra*, *Obelia*, *Lumbricus*, *Distomum*, *Astacus*, *Amphioxus*, *Scyllium*, *Rana*, *Lepus*.

* The list of plants may be changed from time to time, but two years' notice of any change will always be given.

2. The student will be expected to acquire a practical knowledge of the general organization of each of the types above specified and an elementary knowledge of—

- (a) The chief biological laws which the structural phenomena illustrate.
- (b) The structure and properties of the Cell, and the general characters of the Tissues, including Epithelia, Blood, Lymph; Nervous, Muscular, Connective, and Skeletal Tissues; and the microscopic structure of the more important organs of the body.
- (c) The phenomena of Sexual and Asexual Reproduction, including the general history and characters of the Germ Cells, the chief types of Segmentation of the fertilized Ovum, the Metamorphosis of the Frog, and an elementary knowledge of the Development of the Chick up to the third day of incubation, and the formation of the Fœtal Membranes in the Bird and Mammal.

3. A knowledge of the diagnostic characters of the following groups:—Protozoa: Lobosa, Foraminifera, Radiolaria, Sporozoa, Flagellata, Ciliata; Cœlenterata: Hydrozoa, Anthozoa; Platyhelminthia: Turbellaria, Trematoda, Cestoda; Annelida: Oligochæta, Polychæta; Articulata: Crustacea, Insecta, Arachnida; Chordata: Urochorda, Cephalochorda; Graniata: Pisces, Reptilia, Amphibia, Aves, Mammalia.

Practical Examination.

The candidate must be prepared to examine microscopically, to dissect, and to describe specimens or parts of the animals comprised in paragraphs 1 and 2 in the foregoing Syllabus (with the exception that for the skull of *Lepus* will be substituted that of *Canis*), and the determination of the zoological position of specimens in accordance with paragraph 3.

Candidates are required to bring to the practical examination their *original* Laboratory note-books for inspection, should the examiners so desire. These note-books must be taken away by the candidates at the close of the examination.

Geology (two Papers and a Practical Examination).

(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,liers, 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, Haüyne, 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 are required to bring to the practical examination their *original* Laboratory note-books for inspection, should the examiners so desire. These note-books must be taken away by the candidates at the close of the examination.

SECTION II.

Specific Subjects of Secular Instruction.

106. If the time table of a secondary 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., Rs. 2 for each subject (for English Literature Rs. 2.50); in stage II., Rs. 4 for each subject (for English Literature Rs. 5); in stage III., Rs. 6 for each subject (for English Literature Rs. 7.50). 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.
- (f) No school will be examined in more than six specific subjects.

SECTION III.

Drawing...

107. 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.

VERNACULAR LITERATURE IN ENGLISH SCHOOLS.

108. 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 reading, writing, and grammar as prescribed for Standards I. to VIII. of Schedule D. No grant will be paid for a scholar in any standard in which he has already earned grant in a vernacular school.

109. 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.

Note.—Notice is given that after December 31, 1912, no grant will be paid for any scholar of Sinhalese or Tamil extraction promoted from that date from the fourth or a lower standard into the fifth or a higher standard, or into corresponding forms of English schools, who has not passed in reading and writing the fifth standard or an equivalent examination in one of the vernaculars.

CHAPTER V.

110. In schools in which provision is made in the time table for systematic instruction in drill and physical exercises, a payment of Rs. 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.

* Or assistant inspector's.

(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, professions, &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.

In English schools in which the inspector certifies that adequate and suitable instruction in gymnastics is provided, an additional grant of Rs. 30 may be paid for gymnastics. This may be raised to Rs. 50 if the inspector reports that special proficiency is shown.

CHAPTER VI.

111. In the case of schools in which higher education is given, and which are provided with a staff of masters whose qualifications show them to be fit for such work, the Department will be prepared to consider the question of substituting in standards above the fourth a system of payment based on average attendance for the system of payment based on the results of individual examination.

112. The conditions required to be fulfilled by each school are as follows :—

(a) That it must contain a Higher Division preparing candidates for one or more of the following examinations, viz., the Cambridge Senior Local Examination, the London Matriculation, the London Intermediate in Arts or Science, the University Scholarship Examination, or such other examination as shall be approved by the Department, and that the work of this division must be on a sufficiently extensive scale to justify its special treatment as a College where higher education is given. This will depend on the number and success of the candidates presented for the examinations specified.

(b) The instruction must be in accordance with a Syllabus, which must be submitted to and approved by the Director of Public Instruction.

(c) The school must have been visited and reported on by an inspector.

(d) The accommodation, furniture, and apparatus must be sufficient to ensure efficiency in a school of this class. The accommodation will be considered sufficient, if each room used for teaching purposes has not less than 15 square feet of floor space for each pupil on the class register.

(e) The school must have a sufficient staff of teachers, so that the number on the register in a class which is in charge of one teacher at a time shall not exceed 35 in the Lower Division and 25 in the Higher Division.

(f) A time table must be affixed to the wall in each class room and fully adhered to.

113. The Department at the time of agreeing to payment to a school under these conditions will inform the Manager in what month to look for the inspector's annual visit. This month will continue the same from year to year, unless the Department informs the manager of a change. Notice of the day of the inspector's visit will be given beforehand to the manager. The school year will end with the last day of the month preceding that fixed for the inspector's annual visit.

114. Besides his annual visit, an inspector may visit such a school at any time without notice.

115. The annual grant will be the amount of a year's grant for each unit of average attendance. A fraction of a unit, if it exceeds .5, shall be counted as an additional unit. To find the average attendance of each division, the total number of attendance made by all the boys in it will be divided by the total number of complete sessions held.

116. In estimating the grant two divisions will be recognized, Lower and Higher :—

The Lower Division consists of Standards V. to VIII., or of those classes whose work is accepted by the Department as equivalent to Standards V. to VIII. Pupils in preparation for the Junior Cambridge Local Examination will be considered as belonging to this division.

The Higher Division consists of students under preparation for the examination specified in clause 112 (a). No account will be taken of the attendance of any student who remains in this division for more than two years without being presented for one of these examinations.

GRANTS.

For each unit of average attendance in the Lower Division : Rs. 10 or Rs. 9 (together with any grant earned under clause 96 of the Code).

For each unit of average attendance in the Higher Division : Rs. 15 or Rs. 14 (together with any grant earned under clause 101 or 104 of the Code).

Note.—If Standards I. to IV. form a part of the school, they may be presented for individual examination, and the results paid for according to the terms of the Code for Aided Schools.

117. The Department shall decide which, if either, of the two grants specified in each case shall be paid, after considering the report and recommendation of the inspector upon the following three points :—

- (a) The thoroughness and intelligence with which instruction is given.
- (b) The efficiency and suitability of the staff.
- (c) The discipline and organization.

The inspector will recommend the higher grant, unless he is unable to report favourably upon the school under these heads.

118. The grant for the whole college or for one of the divisions of a college shall not be withheld until the following conditions have been fulfilled :—

(a) The inspector must, in his annual report, report the college or the division of the college inefficient, and state specifically the grounds of such judgment, and the Director must, with a copy of his report, give formal warning to the manager that the grant may be withheld under this clause at the next annual inspection, if the inspector again reports the college or the division of the college to be inefficient.

(b) The inspector must at his annual visit after such report again report the college or the division of the college inefficient, and again state specifically the grounds of such judgment.

(c) If the manager within fourteen days after the receipt of such adverse report of the inspector appeals against his decision, the college must be visited, and such adverse report confirmed by the Director.

119. Principals of colleges should be careful to exclude from both the divisions any form or forms specially intended for backward or non-progressive boys. It is natural and perhaps necessary that such forms should be a part of the scheme of a school, but they must not form a part of those divisions which earn a grant for average attendance.

120. When the Department is satisfied that by reason of an epidemic being prevalent in the locality, or by reason of the exclusion under medical advice of children from infected houses, the average attendance has seriously diminished, and consequently a serious loss of annual grant will, for this cause, be incurred, the Department has power to make a special grant not exceeding the amount of such loss, in addition to the ordinary grant.

CHAPTER VII.

Proficiency Examination.

121. Pupils who have passed the VIIIth Standard in an English school in reading, writing, and arithmetic, and in one other subject will receive a certificate from the Department to the effect that they have passed the VIIIth Standard. In schools which receive payment for average attendance an examination will be held equivalent to that of the VIIIth Standard, on the results of which a similar certificate will be awarded to those who fulfil the class conditions.

School Gardens.

122. A grant of Rs. 30 may be paid to any school which has a school garden of not less than one-third of an acre under cultivation, provided that the work is certified by the Superintendent of School Gardens to be satisfactory. If there is not less than an acre under cultivation, the grant may be raised to Rs. 50.

Schedule A.

Standard of Examination of English Schools.

	Reading.	Writing.	Number.	Observation Lessons.	Occupations.
<p><i>Infant Department.</i></p> <p>Lower Division</p>	<p>Reading letters and easy words set on the blackboard in printed characters. The teacher must keep a record. The understanding of wall pictures representing scenes of ordinary life in England or Ceylon, and practice in answering in English easy questions about them. Recitation of three short pieces of suitable poetry.</p>	<p>Writing between lines on slates (text hand) from a copy set on the blackboard. The Inspector will set a test from the writing chart or the teacher's record. Capital letters will not be required.</p>	<p><i>Oral work:</i> Analysis of numbers up to 10 by means of concrete examples. <i>Written work:</i> Writing figures up to 10.</p>	<p>Thirty lessons at least during the year. These should include lessons on things in Nature, Familiar Objects, Form (ball, cube, and cylinder), Primary Colours. Teaching notes on each, initialled and dated by the Head Teacher, must be kept in the school for inspection. The teacher may be called upon to give, in the presence of the Inspector, a new lesson selected and prepared by himself.</p>	<p>The details of the work done should be so planned that the occupations serve not only as a means of training the senses and employing the activities of the children, but also as of correlating the varying employments of the school day. The occupations may be chosen from the following list:— (1) Arrangement of <i>seeds and shells</i> so as to form (a) letters, (b) figures, (c) simple patterns or outlines of objects. (2) <i>Sticklaying</i>, on the same lines. (3) <i>Drawing</i> the same things first in sand trays, then on squared slates, then on squared paper. (4) <i>Matching Colours</i> by means of coloured wools and remnants of cloth or flowers. (5) (Upper Division) <i>Brushwork</i>, or <i>Flat Tinting in Colour</i> of the outlines drawn. (6) <i>Recitation or Singing</i> of easy verses, with or without action. (7) <i>Active Games</i>, ball games, imitative games, &c.</p>
<p>Upper Division</p>	<p>Intelligent reading from a First Reader and a First Standard Reader. One at least should have coloured illustrations. Reading at sight a sentence from one of the Readers set on the blackboard in print or script. Practice in easy conversation about the subject matter of the lessons, or about the illustrations contained in the Readers. Recitation of three short pieces of suitable poetry.</p>	<p>Writing between lines on slates from a copy set on the blackboard any letter, capital or simple. Transcription of short sentences from the Readers. Writing from dictation easy words of not more than four letters from the Readers.</p>	<p><i>Oral work:</i> Analysis of numbers up to 30. Easy questions giving concrete examples of the four simple rules within these limits. <i>Written work:</i> Numbers up to 100 (with comprehension of notation), addition and subtraction of pairs of numbers. No number over 100 to be given in question or required in answer.</p>	<p>As for lower division, but 50 lessons at least must be taken during the year. The difference between Solids and Surfaces should be learnt under "Form," and the recognition of Secondary Colours under "Colour."</p>	<p>N.B.—In Girls' Schools the upper division will be examined in the Needlework of the First Standard.</p>

The method of teaching should be conversational throughout. In Reading and Observation Lessons oral composition should be definitely taught. In the lower division children should be able to answer in English very easy questions on the pictures and the material of observation lessons, and to know the meaning of the words read and written. In the upper division the questions may be more varied, and answers may be required in complete sentences. The occasional use of Tamil and Sinhalese in explanation is to be regarded as a temporary makeshift only. The Department is prepared to allow the adoption of any suitable syllabus covering the same ground to meet the wants of schools in which a large number of children know little or no English.

Standard of Examination of English Schools. — *contd.*

	Reading.	Writing.	Arithmetic.	English Language.	Geography.	History.	Needlework.
Standard I. [Children who are not presented in the Infant Department]	A few sentences from an Infant Reader containing words of not more than one syllable. One at least of the Readers used must contain coloured illustrations. Recitation of three short pieces of suitable poetry.	To transcribe a passage from one of the class reading books. Special attention must be paid to the joinings of letters.	<i>Oral work:</i> Analysis of numbers up to 30. Easy questions giving concrete examples of the four simple rules within these limits. <i>Written work:</i> Numbers up to 100 with comprehension of notation. Addition and subtraction of pairs of numbers; no number above 100 to be given in the question or required in the answer.	Answering questions orally. The questions will be on the pictures in the Readers, and on any well-considered scheme, which the teacher submits, for conversation lessons on familiar objects, actions, or scenes of life.	—	—	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 First Book slowly and distinctly read. One at least of the Readers used must contain coloured illustrations. Children will be expected to answer questions in simple language on the lesson read. Recitation of three short pieces of suitable poetry.	To transcribe a passage from one of the class reading books; to write from dictation a few common words. Copy writing (easy words) must be shown in the standard.	<i>Oral work:</i> Analysis of numbers up to 60. Multiplication table to 5 times. Easy questions giving concrete applications of the four simple rules within these limits. Easy questions on transactions in rupees and cents, no sum above Rs. 2 being given in the question or required in the answer. <i>Written work:</i> Notation to 999. Addition and subtraction of numbers containing not more than 3 digits; multiplication and division of similar numbers by numbers not exceeding 5.	As in Standard I., but a higher degree of proficiency will be expected, and the scheme submitted must show an advance on that submitted for Standard I. Answers in complete sentences will be expected.	Simple nature lessons on air and on water and its action on the earth. Easy measurements. Plan of the school-room. Cardinal points. (The lessons given should cover approximately the ground covered by the Teachers' Manual, pp. 33-120.)	—	Neat hemming and seaming; seam and fall; to show a plain work bag.
Standard III.	Clear and intelligent reading from a Second Book. Children will be expected to answer questions in simple language on the lesson read. One at least of the Readers used must be well illustrated. Recitation of two or more pieces of suitable poetry, containing altogether not less than 40 lines.	To write from dictation not more than six lines from one of the class reading books slowly read once and then dictated. Transcription from the class reading books. Copy writing (half text) must be shown.	<i>Oral work:</i> Analysis of numbers up to 100. Multiplication table to 12 times. Easy questions giving concrete applications of the four simple rules within these limits. Easy questions on transactions in rupees and cents or in cents and half cents, no sum above Rs. 5 to be given in the question or required in the answer. <i>Written work:</i> Notation to 99,999. The four simple rules, miscellaneous questions, and problems involving only a single step, divisors and multipliers not to exceed 99, and no number higher than 99,999 to be given in the question or required in the answer.	Answering questions as above. To point out the parts of speech mentioned above, and also adverbs, prepositions, and conjunctions, and to make simple sentences containing them. The use of the possessive case. To separate the subject from the predicate, to point out the enlargement of the subject or predicate by single words, and to make illustrative sentences. (Examination partly oral and partly written.)	The meaning of maps. Nature-lessons on rivers and the sea, and the land forms resulting from their action. Travel, transport, shape of the earth. (The lessons given should cover approximately the ground covered by the Teachers' Manual, pp. 123-198.)	—	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. One at least of the Readers used must be well illustrated. Recitation of two or more suitable pieces of poetry, containing altogether not less than 40 lines.	To write from dictation a connected passage of about eight lines from one of the class reading books slowly read once and then dictated. Transcription from the class reading books. Copy writing (small text) must be shown.	<i>Oral work:</i> As in Standard III.; but the transaction in rupees and cents to go up to Rs. 10, and the multiplication table to include the numbers 13 to 16 with multipliers not exceeding 10. Oral exercises in pounds, shillings, pence, yards, feet, and inches. <i>Written work:</i> 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. Sums of money in questions and answers not to exceed ₹99, and divisors and multipliers not to exceed ₹99.	Answering questions as above. To point out the parts of speech mentioned above, and also adverbs, prepositions, and conjunctions, and to make simple sentences containing them. The use of the possessive case. To separate the subject from the predicate, to point out the enlargement of the subject or predicate by single words, and to make illustrative sentences. (Examination partly oral and partly written.)	An intelligent knowledge of the school neighbourhood. Ceylon in outline; its position, size, coast, line, surface and relief, mountains, rivers, climate and productions, occupations of the people, exports and imports, means of communication, distribution of the provinces and districts, and the principal towns. Detailed knowledge of either the natural region or the province in which the school is situated.	—	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 under bodice.

Good and intelligent reading from a Fourth Book with particular regard to emphasis. Questions will be put to test comprehension of a passage read. One at least of the Readers used must be well illustrated. Recitation of 50 lines of poetry.

Oral work: As in Standard IV., with questions on measures and multiples so as to test comprehension of the terms greatest common measure and least common multiple. Easy oral exercises on the table specified below and on the application of fractions whose denominator does not exceed 12 to concrete quantities.

Written work: Reduction of English money (including the guinea, crown, and half crown). Multiplication and division of English money by numbers up to 99. 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.
- Length:* Mile, furlong, chain, yard, foot, inch.
- Capacity:* Quarter, bushel, peck, gallon, quart, pint.
- Time:* Year, day, hour, minute, second, the number of days in each calendar month.

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.

To write a continuous passage from one of the class reading books slowly read once and then dictated. Transcription from the class reading books. Copy writing in a running hand must be shown.

Oral work: As in Standard V.
Written work: Questions and problems on simple practice and on the foregoing weights and measures, with the addition of the rod or pole to the measure of length, and the following—
Area: Square mile, acre, rood, square pole or perch, yard, foot, inch.
Volume: Cubic yard, foot, inch.

Vulgar Fractions: Notation; the expression of one simple or compound quantity as the fraction of another; the addition and subtraction of simple and compound quantities containing fractions; the multiplication and division of simple and compound quantities, and of fractions of simple and compound quantities by numbers containing fractions.

Decimals: The method of representing tenths, hundredths, thousandths, &c., by figures to the right of the decimal point; the multiplication and division of numbers containing decimals by 10, 100, 1,000, &c.; the addition, subtraction, multiplication, and division of simple and compound quantities containing decimals; the evaluation of a given decimal fraction of a given simple or compound quantity; the expression of one simple or compound quantity as the decimal fraction of another; the conversion of a vulgar fraction to a decimal fraction; the expression of a terminating decimal as a vulgar fraction.

N.B.—In no case need answers be carried to more than three decimal places; children presented in the Sixth Standard will only be expected to work easy examples in decimals.

As in Standard IV., also knowledge of the object, of the use of transitive and intransitive verbs, of the active and passive voice, of enlargement of the subject and predicate by phrases or short clauses introduced by relative pronouns. To make sentences illustrative of these. Conversion of active sentences into passive sentences expressing the same meaning. Conversion of affirmative sentences into negative and of statements into questions. The use of the full stop and the mark of interrogation. The plurals of nouns in common use and the comparative and superlative of adjectives. (Examination partly oral and partly written; the oral work will be framed so as to test practical knowledge of the use of the relative pronoun, the passive voice, and the comparative and superlative of adjectives.)

Full knowledge of the uses of all the parts of speech. To make sentences illustrative of them and of the use of the same words as different parts of speech. The conjugation of the verb, and knowledge of the simple or indefinite active tenses of verbs in common use. To analyze a simple sentence. Transposition of words in a simple passage of poetry into the order of prose. To write in other words a sentence of not more than two or three lines from one of the Readers in use in the class. (Examination written.)

World Geography. The earth, its shape, size, and motions. Distribution of sea and land, continents and oceans. Elementary facts with regard to climate, the four seasons, vegetation, occupation and races of men. Asia in outline, India and Indo-China more in detail.

As in Standard V., also knowledge of the uses of all the parts of speech. To make sentences illustrative of them and of the use of the same words as different parts of speech. The conjugation of the verb, and knowledge of the simple or indefinite active tenses of verbs in common use. To analyze a simple sentence. Transposition of words in a simple passage of poetry into the order of prose. To write in other words a sentence of not more than two or three lines from one of the Readers in use in the class. (Examination written.)

Winds and currents as affecting climate. Europe, including the British Isles, in outline. Fuller knowledge of Ceylon products.

As in Standard V.; button-holes, & sewing on of unpierced linen buttons; patching neatly in calico & print; to cut out and make a chemise or combination garment.

N.B.—A finished garment must be shown.

As in Standard IV.; plain darn- ing a hole in stocking web material; back stitching; placing of tucks; to cut out and make a chemise (run) and a front opening correctly placed and finished.

N.B.—A finished garment must be shown.

Ceylon, or an Elementary English History.

Outlines of English History from 1066 to 1485

The same from a Fifth Book containing selections from good English authors. Questions will be put to test comprehension of passage read. Recitation of 50 lines of poetry.

To write a continuous passage from one of the class reading books slowly read once and then dictated. Transcription from the class reading books. Copy books must be shown.

Oral work: As in Standard V.
Written work: Questions and problems on simple practice and on the foregoing weights and measures, with the addition of the rod or pole to the measure of length, and the following—
Area: Square mile, acre, rood, square pole or perch, yard, foot, inch.
Volume: Cubic yard, foot, inch.

Vulgar Fractions: Notation; the expression of one simple or compound quantity as the fraction of another; the addition and subtraction of simple and compound quantities containing fractions; the multiplication and division of simple and compound quantities, and of fractions of simple and compound quantities by numbers containing fractions.

Decimals: The method of representing tenths, hundredths, thousandths, &c., by figures to the right of the decimal point; the multiplication and division of numbers containing decimals by 10, 100, 1,000, &c.; the addition, subtraction, multiplication, and division of simple and compound quantities containing decimals; the evaluation of a given decimal fraction of a given simple or compound quantity; the expression of one simple or compound quantity as the decimal fraction of another; the conversion of a vulgar fraction to a decimal fraction; the expression of a terminating decimal as a vulgar fraction.

N.B.—In no case need answers be carried to more than three decimal places; children presented in the Sixth Standard will only be expected to work easy examples in decimals.

As in Standard IV., also knowledge of the object, of the use of transitive and intransitive verbs, of the active and passive voice, of enlargement of the subject and predicate by phrases or short clauses introduced by relative pronouns. To make sentences illustrative of these. Conversion of active sentences into passive sentences expressing the same meaning. Conversion of affirmative sentences into negative and of statements into questions. The use of the full stop and the mark of interrogation. The plurals of nouns in common use and the comparative and superlative of adjectives. (Examination partly oral and partly written; the oral work will be framed so as to test practical knowledge of the use of the relative pronoun, the passive voice, and the comparative and superlative of adjectives.)

Full knowledge of the uses of all the parts of speech. To make sentences illustrative of them and of the use of the same words as different parts of speech. The conjugation of the verb, and knowledge of the simple or indefinite active tenses of verbs in common use. To analyze a simple sentence. Transposition of words in a simple passage of poetry into the order of prose. To write in other words a sentence of not more than two or three lines from one of the Readers in use in the class. (Examination written.)

Winds and currents as affecting climate. Europe, including the British Isles, in outline. Fuller knowledge of Ceylon products.

As in Standard V.; button-holes, & sewing on of unpierced linen buttons; patching neatly in calico & print; to cut out and make a chemise or combination garment.

N.B.—A finished garment must be shown.

As in Standard IV.; plain darn- ing a hole in stocking web material; back stitching; placing of tucks; to cut out and make a chemise (run) and a front opening correctly placed and finished.

N.B.—A finished garment must be shown.

Ceylon, or an Elementary English History.

Outlines of English History from 1066 to 1485

Standard of Examination of English Schools—*contd.*

	Reading.	Writing.	Arithmetic.	English Language.	Geography.	History.	Needlework.
Standard VII.	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 60 lines of English poetry.	To write from memory the substance of a short story narrated or read out twice: spelling and handwriting to be considered. Copy books to be shown.	Harder questions on vulgar and decimal fractions by method of approximation, compound practice, simple and compound proportion. Questions on the area of rectangular surfaces. Problems which admit of solution by simple and compound proportion, or by the unitary method. Questions may be set on the metric system requiring a knowledge of the metre, the gramme, and the litre, with their multiples and sub-multiples.	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, &c. To analyze complex sentences containing not more than two subordinate clauses. To combine groups of simple sentences so as to form a period. To substitute words for phrases or phrases for sentences. To correct common faults of speech. To write in other words the substance of a very simple passage of prose or poetry. Punctuation.	Fuller knowledge of the apparent motions of the sun and their causes; the causes of the seasons in the temperate zones, longitude and time, standard time, Africa and North and South America in outline.	Same from 1485 to 1688	Work of the previous standards; gusset-making; patching on Hannel; darn- ing a diagonal cut in linen and a hedge tear in woollen material; to cut out and make a nightdress or a man's shirt. N.B.—A finished garment must be shown.
Standard VIII.	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.	To write a short theme or letter: the composition, grammar, and handwriting to be considered. Copy books to be shown. Note.—Bad writing alone may be considered sufficient; to cause failure in the dictation and composition exercises.	Averages and percentages. Simple and compound interest (answers to nearest penny). Proportional parts. Cubic contents of rectangular solids. Exercises on all the foregoing rules.	Same as above, and in addition to analyze compound and complex sentences. To make up sentences illustrating the use of familiar idiomatic expressions. To turn direct into indirect speech and <i>vice versa</i> ; the use of inverted commas. To correct common faults of speech. To write in other words the substance of a passage of not more than ten lines of prose or verse of ordinary difficulty.	General revision of the work in elementary Physical Geography done in the other Standards. The British Empire. Pupils preparing for the Cambridge Local Examination may be presented in the Geography prescribed for that examination instead of the British Empire.	Same from 1688 to 1815.	To be able to cut & make a paper article of any of the following garments: a child's shirt, a baby's frock, a banian, and under bodice, a chemise a night's 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 article which has been whipped cambré frills.

1.—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.

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

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

4.—Continuous Readers or Historical or Geographical Readers may be substituted for one of the sets of Standard Readers, but must first be submitted to the Inspector for approval.

5.—Children will be expected to understand the subject matter of the poetry learnt.

6.—Inspectors may test any Standard in mental arithmetic.

7.—In Geography in Standards IV. to VIII. outline maps will be required to be filled in, and sketch maps to be drawn in Standards VI., VII., and VIII. Europe may optionally be substituted for Asia in Standard V. and Asia for Europe in Standard VI., but arrangements must be made that a pupil does not study the same continent in both standards. The examination of the primary standards in Geography will be conducted as far as possible orally.

8.—In Standards VI., VII., and VIII., the three stages of English Literature provided in Schedule C may be taken up instead of English History; grant will then be calculated for them at the same rate as for History. The History of the 5th Standard may also be postponed to the 6th, that of the 6th to the 7th, and so on, provided that children are not presented in the same period in successive years.

9.—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 A 1.

Special Syllabus for Children admitted from a Vernacular School to Schools worked under Schedule A or B.

	Conversation.	Reading.	Writing.	Arithmetic.	Geography.
First Year	Names of objects visible in school and of parts of the body or dress. Questions and answers in English, using the above and the following in singular number only: <i>what, where, I, you, he, she, it, this, that, a, the, am, is, are, have, has, on, under, in.</i> Same as above, with names of familiar objects of household use, common adjectives, and numerals. Questions, answers, and orders in English, using the singular and plural number in the same words as above, and in addition: <i>with, we, you (plural), they, these, those, who, and where</i> as interrogatives, and a few common active verbs in the present tense like <i>sit, stand, walk, put, hold, come, go, give, take.</i>	A few sentences from a First Standard Reader. Two Readers must be used, one at least of which must be illustrated. Questions in English on the meaning of the passage and on any of the illustrations. The questions to be of the same character as those practised in conversation lessons.	To transcribe a passage from one of the class reading books; to write from dictation a few common words. Copy writing (easy words) must be shown in the standard.	Oral arithmetic in English on the operation of addition, subtraction, multiplication, and division, with abstract numbers or concrete quantities. Written questions on the work of the Fourth Standard (without problems).	
Second Year	Same as above, but the verbs to be used in the future and past tenses as well as in the present. 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. To make a written translation into English of vernacular simple sentences. Same as above. The verbs to be used in the passive voice as well as the active, and the vocabulary to consist of 200 words. To make a written translation into English of a passage from any book not more difficult than a Second Reader.	A few sentences from one of the Readers used. Two Readers must be used, one at least of which must be illustrated, and one must be equal in difficulty to a Fourth Standard Reader. Questions in English on the meaning of the passage read and of any of the illustrations. To point out in the passage read any of the parts of speech and the subject and object of verbs.	To write from dictation a connected passage of about eight lines from one of the class reading books slowly read once and then dictated. Transcription from the class reading books. Copy writing (small text) must be shown.	Oral work as above and on English money. Written questions in English on the work of the Fifth Standard.	Selections from Miss Gibbon's School Geography, Ceylon (large print portions), or some equivalent work. Maps must be known.

Conversation.—The work for each year should be divided, as above, into two portions, each of which should be practised for about half a year with proper arrangements for revision.
NOTE.—Needlework: First year as in Standard IV. of Schedule A; Second year as in Standard V. of Schedule A.

Schedule B.

Standard of Examination for English Schools on a Vernacular Basis.
(For Regulations with regard to the Infant Department in these Schools see Clause 38 of the Code.)

Standard.	Reading.	Writing.	Arithmetic.	English Language.	Translation into English.	Geography.	History.	Needlework.
Standard I. . . [Children who are not presented in the Infant Department]	A few sentences from the Infant Reader containing words of not more than one syllable, with explanations in the vernacular. One at least of the Readers used must contain coloured illustrations. Recitation of three short pieces of suitable poetry.	As in Schedule A.	As in Schedule A. In Standards I. and II. both oral and written work may be either English or vernacular. From Standard III. upwards the oral work must be English. In Standard V. the written work also must be English.	Names of objects visible in school and of parts of the body or dress. Questions and answers in English, using the number only: <i>what, where, I, you, he, she, it, this, that, a, the, am, is, are, have, has, on, under, in.</i>	—	As in Schedule A.	—	As in Schedule A.
Standard II. . .	A few sentences from a First Book slowly and distinctly read, with explanations in the vernacular. One at least of the Readers used must contain coloured illustrations. Questions will be put to test comprehension of the passage read. Recitation of three short pieces of suitable poetry.	do.	—	Same as above, with names of familiar objects of household use, common adjectives, and numerals. Questions, answers, and orders in English, using the singular and plural number in the same words as above, and in addition: <i>with, us, you</i> (plural), <i>they, these, those, who, and when</i> as interrogatives, and a few common active verbs in the present tense like <i>sit, stand, walk, put, hold, come, go, give, take.</i>	—	do.	—	do.
Standard III.	Clear and intelligible reading from a Second Book, with explanations in the vernacular. One at least of the Readers used must be well illustrated. Recitation of two or more pieces of suitable poetry, containing altogether not less than 40 lines.	do.	—	The same as in Schedule A from Standard III. upwards.	To give the English of Sinhalese or Tamil words in common use qualified by single words or phrases.	do.	—	do.
Standard IV. . .	Good and intelligent reading from a Third Book, with explanations in the vernacular and a phrase in the vernacular of what has been read. One at least of the Readers used must be well illustrated. Recitation of two or more suitable pieces of poetry, containing altogether not less than 40 lines.	do.	—	—	To translate easy vernacular simple sentences into English.	do.	—	do.
Standard V. . .	Good and intelligent reading from a Fourth Book, with explanation both in the vernacular and in English, 50 lines of poetry.	do.	—	—	To translate longer and more difficult vernacular simple sentences into English.	do.	Ceylon (in any language).	do.
Standard VI. . .	Work of these standards is the same as that of Schedule A in all subjects.							
Standard VII. . .								
Standard VIII. . .								

The notes attached to Schedule A apply also to this Schedule.

Schedule C.

	STAGE I.	STAGE II.	STAGE III.
1 Geometry	<p><i>Introductory, Experimental and Practical Geometry.</i>—Easy exercises in drawing to illustrate definitions; the use of compasses and protractors; drawing and measurement of lines and angles; problems on bisection of lines and angles on parallels and perpendiculars; the use of set square; the construction of triangles and quadrilaterals; these problems to be informally explained, and the results verified by measurement. Rulers should be graduated in inches and tenths of an inch, and in centimetres and millimetres.</p> <p><i>Theoretical.</i>—The substance of the theorems contained in Euclid, Book I., Propositions 4-6, 8, 13-16, 18, 19, 26.</p>	<p><i>Practical.</i>—As before, but more advanced. Division of a straight line into any number of equal parts. Construction of a triangle equal in area to a given polygon. Pupils will be expected to be acquainted with the forms of the cube, rectangular block, and the tetrahedron.</p> <p><i>Theoretical.</i>—As before. The substance of the theorems contained in Euclid, Book I., Propositions 27-30, 32-41, 43, 47, 48. Questions upon these theorems, easy deductions from them, and arithmetical illustrations will be included.</p>	<p><i>Practical.</i>—As before, but more advanced. Construction of circles from given data, construction of tangents, of common tangents to two circles, of circumscribed, inscribed, and escribed circles of a triangle. Pupils will be expected to be acquainted with the sphere, the cylinder, the wedge, the pyramid, the cone.</p> <p><i>Theoretical.</i>—As before. The substance of the theorems contained in Euclid, Book III., Propositions 3, 14-16, 18-22, 31. Questions upon these theorems, easy deductions from them, and arithmetical illustrations will be included.</p>
2 Algebra	<p>Definitions, symbolical expression; negative quantities, graphical illustrations; substitutions; brackets; addition; subtraction; multiplication; squares; division. Simple equations with one unknown quantity (not involving fractions), and easy problems.</p>	<p>As before. Substitution in formulæ; use of squared paper; long multiplication; detached co-efficients. Resolution into factors; highest common factor; reduction of fractions to lowest terms; multiplication and division of fractions. Least common multiple; addition and subtraction of fractions. Simple identities. Harder simple equations involving fractions; problems.</p>	<p>As before. Simple equations involving two or three unknown quantities. Co-ordinates and areas; graphs of straight lines; graphic solution of simultaneous equations; easy graphical problems. Complex fractions. Square root; quadratic equations. Literal equations. Problems.</p>
3 Elementary Experimental Science	<p><i>Theoretical and Practical.</i>—The questions will be such as will test whether the candidates have been taught to observe. In certain cases, as indicated below, the questions will deal with measurement. The practical methods of measuring lengths, areas, and volumes. Comparison of scales. The use of squared paper. Weight, the spring balance, the use of the common balance, including the method of obtaining the true weight of a body with an ill-adjusted balance by the method of substitution. Experiments with pendulums to show the influence of the length of string, the weight of the bob, and the amplitude of vibration respectively on the time of swing. The differences between solids and liquids, elastic and non-elastic solids. Experimental verification of the principle of Archimedes. Determination of densities and specific gravities. Experiments to illustrate the pressure of the air.</p> <p>N.B.—Candidates should provide themselves with a pair of compasses and a rule graduated to millimetres.</p>	<p>The range of work, theoretical and practical, will be that of the elementary experimental science of the Cambridge Junior Examination.</p>	

Schedule C—contd.

	STAGE I.	STAGE II.	STAGE III.
4 Elementary Mechanics	<p><i>Theoretical.</i>—The forms and general properties of matter. Units of length, area, and volume. Units of time. Definition of velocity. Units of velocity. The measurement of constant and uniform velocity. Definition of acceleration. Units of acceleration. The measurement of constant linear acceleration. The graphical representation of velocity and acceleration. The parallelogram of velocities and accelerations. Newton's first law of motion. Definition of inertia and force. Definition of mass. Units of mass. The fundamental units of the C. G. S. system.</p> <p><i>Practical.</i>—The use of squared paper. Plotting graphs of simple linear and square functions. The measurements of length by means of a rule graduated in millimetres and $\frac{32}{100}$nds of an inch. Estimation of tenths of a division by eye. Construction and use of verniers. Use of the micrometer screw gauge. Determination of areas and volumes by measurement of linear dimensions.</p>	<p><i>Theoretical.</i>—In addition: The law of gravitation. Definition of weight. The measurement of mass by testing the equality of weights. The spring balance. The common balance. Newton's second law of motion. Momentum. The derived units of force, the dyne and the poundal. The acceleration due to gravity. The laws of motion of bodies falling from rest. The graphical representation of force. The parallelogram of forces.</p> <p><i>Practical.</i>—Determination of weight by the spring balance. Verification of Hooke's law in the case of indiarubber cord. Calibration of a short length of indiarubber cord for subsequent use as a spring balance. Use of a chemical balance weighing to 10 milligrams. Determination of volume by displacement of water (a) by overflow into a measuring glass, (b) by weighing in water. Determination of density of solids and liquids. The use of Nicholson's hydrometer.</p>	<p><i>Theoretical.</i>—In addition: The moment of a force, its magnitude and sense. Parallel forces. Levers. The steel-yard. The principle of the rider on a graduated balance-beam. The centre of parallel forces. The centre of gravity. Methods of determining it. Liquid pressure. The principle of Archimedes. Definition of density, relative and absolute. Methods of determining densities of solids and liquids by means of the balance, the specific gravity bottle. The hydrostatic equilibrium of two liquids in a U tube. Atmospheric pressure. Torricelli's experiment. The barometer. The expression of pressure in millimetres of mercury in inches of water, in grams per square centimetre, and in pounds per square inch. The relation between the pressure and the volume of a gas. Boyle's law.</p> <p><i>Practical.</i>—Experiments with the simple pendulum. Observations of the influence of the length of string, the weight of the bob, and the amplitude of the oscillation on the periodic time. Verification of the formula $T = 2\pi\sqrt{\frac{L}{g}}$. Determination of the length of the seconds pendulum from graph of observations. Experimental proof of the principle of the parallelogram of forces. Simple experiments with the inclined plane. Experiments with levers showing the laws of parallel forces. Determination of the centres of gravity of laminae of various shapes. Determination of the density of mercury by the U tube. Determination of atmospheric pressure by simple barometer. Verification of Boyle's law.</p>
5 Botany*	<p>Germination, as illustrated by a few common seeds (bean, pea, castor oil, paddy, maize, gourd, &c.). Growth of root and stem. Direction of growth of root and stem. Outlines of the general characters of root, stem, leaf, flower.</p>	<p>The ascent of water in the plant. Transpiration. Assimilation. Respiration. Movement of plants and their parts, as illustrated by the sensitive plant and others. Behaviour of plants towards light. Climbing plants.</p>	<p>The behaviour of flowers. Pollination as shown in a few simple examples. How fruits are formed. How plants scatter their seed. Life-history of bean and maize. The principles of classification as illustrated by the natural orders quoted in the Cambridge (Junior) Syllabus. Simple observations on natural (botanical) phenomena should be encouraged by the use of Nature Study note books or other means.</p>

By each Child.

- I.—Glass Vessel, e.g., lamp chimney.
- II.—Glass jam jar with groove round the neck (so that a bladder may easily be tied on).
Bladders.
Glass tube 2 feet long.
Rubber tube to fasten it (2 inches).
Thistle tube.
Glass jar about 6 inches across.
Cobal chloride paper.
- III.—Dissecting needles.
Pocket lens. (About Rs. 3 altogether.)

** Apparatus wanted.**By the School.*

- I.—
- II.—Waterproof ink.
Glass jar.
U tubes (2 or 3).
Tincture of iodine.
Funnel to fit glass jar.
Test-tubes (2 or 3).
Limewater.
Caustic potash solution
Red ink.

(About Rs. 4.)

Schedule C—contd.

	STAGE I.	STAGE II.	STAGE III.
6 Chemistry	<p>The metric system. Indestructibility of matter. Chemical combination. Elements and compounds. Chemical symbols. The study of air. Preparation and properties of oxygen and nitrogen. Boyle's law; Charles's law. The laws of multiple proportion and of combination of gases by volume. Simple chemical equations. Preparation and properties of hydrogen. Study of water. Fresh water and sea water. Carbon and carbon dioxide preparation and properties. Combustion. Respiration, animal and vegetable. Crystallization, distillation, precipitation, and filtration.</p> <p><i>Practical.</i>—Separation of mixtures by solvents. Preparation of simple salts by precipitation and action of acids on metals. Crystallization of salts from water. Preparation of hydrogen, oxygen, and carbon dioxide.</p>	<p><i>Theoretical.</i>—As for I., and in addition chemical formulæ and equation and percentage composition. Preparation and properties of ammonia and ammonium chloride and nitrate. Nitrous oxide, nitric oxide, carbonic oxide. Sulphur, sulphuretted hydrogen, sulphuric dioxide, and sulphuric acid. Chlorine, hydrochloric acid, nitric acid. Characteristic properties and interactions of acids and alkalies. Oxidation and reduction, structure of flames.</p> <p><i>Practical.</i>—Quantitative exercises on calcination of metals. Determination of equivalents of metals by replacement. Simple preparation of gases. Solubility of gases and solids in water at ordinary temperatures. Preparation of nitric acid.</p>	<p><i>Theoretical.</i>—As for II., and in addition outlines of atomic and molecular theories. Avogadro's hypothesis. Calculations of weights and gas volumes of substances in chemical reactions. Preparation and properties of bromine and iodine. Preparation and properties of one or two of the chief compounds of the metals sodium, potassium, copper calcium, Aluminium and iron and properties and laboratory preparation of the metals themselves without technical details.</p> <p><i>Practical.</i>—Measurement of volume of gas evolved by action of acids on metals. Determination of carbon dioxide evolved from carbonates by action of acids (1) by loss of weight, (2) by measurement of volume of gas collected. Determination of solubility of solids in water at different temperatures.</p>
7 Laws of Health (for boys only)	<p>(1) <i>Food.</i>—Its necessity, evils of under-feeding and over-feeding; ordinary articles of food, including cereals, pulses, tubers, vegetables, meat, milk and its preparations; sugar, eggs, fruits, condiments, advantages of variety in food.</p> <p><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.</p> <p><i>Meals.</i>—Time of meals. All to sit 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.</p> <p>(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.</p>	<p>(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.</p> <p>(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.</p> <p>(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.</p> <p>(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.</p>	<p>As for Stage II., and in addition:—</p> <p>(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.</p> <p>(2) <i>Shelter and Warming.</i>—Materials of clothing; sufficiency of clothing for infants and adults.</p> <p>(3) <i>Local Conditions.</i>—Soil and its drainage; aspect, elevation. Hill, plain, and valley; distance from the sea; influence of surrounding objects; winds.</p> <p>(4) <i>Personal Hygiene.</i>—Habits, exercise, rest, and sleep; cleanliness, attention to the action of the skin and bowels.</p> <p>(5) <i>Treatment of slight Wounds and Accidents.</i>—Treatment of cuts, burns, scalds, bleeding, fits, drowning, suffocation, poisoning, bites, and stings.</p>
8 Physics: Heat, Light, and Sound	<p><i>Theoretical.</i>—Effects of heat on matter. Temperature and its measurement. The use of common thermometers. Conversion from one scale of temperature to another. Expansion. Co-efficient of linear expansion of solids. The co-efficients of superficial and cubical expansion. The relation of the expansion of a liquid to that of the vessel which contains it. The relation between the volume, the pressure,</p>	<p><i>Theoretical.</i>—Temperature and its measurement. The construction and calibration of the mercurial thermometer. The alcohol thermometer. The air thermometer. Maximum and minimum thermometers. Linear, superficial, and cubical expansion. The co-efficient of apparent expansion of liquids. The volume dilatometer. The weight dilatometer; its use as a thermometer. Calorimetry. Determination</p>	<p><i>Theoretical.</i>—The pressure of water vapour. The maximum pressure. The deposition of dew and hoar frost. The dew point and relative humidity of the atmosphere. A method of determining the dew point. The cause of cloud and rain. Good and bad conductors of heat. Relative conductivities. Convection of heat. The heating of buildings by convection currents. Ventilation. Radiation of heat. The</p>

Schedule C—contd.

	STAGE I.	STAGE II.	STAGE III.
8 Physics: Heat: Light, and Sound	<p>and the temperature of a gas. The changes of volume of unit mass of ice as it changes its state to water and to steam. Hope's experiment. How heat is measured. Explanations of the meaning of thermal capacity. Water equivalent and specific heat.</p> <p>The relation of light to radiant heat. The rectilinear propagation of light. The formation of shadows. An explanation of solar and lunar eclipses. The camera obscura. Photometry and simple photometers. The law of inverse squares. The formation of images in plane mirrors. The laws of reflection. The sextant.</p> <p>The propagation of sound waves in air and other material media. An explanation of the difference between a noise and a musical note. Loudness, pitch, and quality of notes. The experimental determination of the velocity of sound in air.</p> <p><i>Practical.</i>—Comparison of two thermometers. Testing the freezing and boiling points on a thermometer scale. Determination of the melting point of a viscous solid. Plotting curves on squared paper for the rate of cooling during solidification. Determination of co-efficients of linear expansion. The use of the specific gravity bottle as a weight thermometer. Verification of Charles's law.</p> <p>Verification of the laws of reflection. Experimental proof of the laws of refraction by tracing the path of a ray of light through a block of glass. Determination of the refractive index. Tracing a ray through a triangular prism and measuring angles of deviation.</p>	<p>of the specific heat of solids. The method of mixtures. Change of state. Melting points of solids. The latent heat of fusion of solids. The boiling points of liquids. The latent heat of vaporization of liquids. The difference between a gas and a vapour. The critical state.</p> <p>The formation of images in spherical mirrors. The refraction of light at a plane surface. The appearance of objects under water. The mirage. The cause of twilight. The laws of refraction. The refraction of light by prisms. Deviation and chromatic dispersion. The separation of white light into its component colours. Explanation of the rainbow.</p> <p>The reflection of sound. The echo. The use of tuning forks. Beats. The determination of pitch. Musical intervals. The octave.</p> <p><i>Practical.</i>—Determination of the water. Equivalent of a calorimeter. Finding the specific heat of solids and liquids by the method of mixtures. Determination of the boiling points of liquids. Determination of the latent heats of water and steam. Determination of the maximum pressure of water vapour at temperatures below 100° centigrade.</p> <p>The use of the shadow and grease spot photometer. Verification of the law of inverse squares. Simple measurements of candle-power. Determination of the focal lengths of concave mirrors and convex lenses.</p>	<p>measurement of rate of cooling. Newton's law. Determination of the specific heat of liquids by the method of cooling. The relative powers of emission of heat.</p> <p>The formation of images by single lenses. Images, real and virtual, erect and inverted. The relation between the size of an object and its image. The burning glass. The magnifying glass. Long and short sight lenses. Simple microscopes and telescopes. The magic lantern.</p> <p>The principle of the siren. Experiments with resonance pipes. The organ pipe. Singing flames. The laws of vibration of stretched strings. Nodes and antinodes.</p> <p><i>Practical.</i>—Determination of the dew point and the relative humidity of the atmosphere. Use of the hygrometer. The wet and dry bulb thermometer and the use of the pressure tables. An investigation of the truth of Newton's law of cooling. Determination of the specific heat of liquids by the method of cooling.</p> <p>Arrangement of slit lens and prism to form a simple spectroscope. Combining two lenses to form simple forms of microscope, telescope, and magic lantern.</p> <p>Verification of the laws of vibration of stretched strings. Comparison of the pitch of two tuning forks by counting the beats.</p>
9 Physics: Electricity & Magnetism	<p><i>Theoretical.</i>—The magnetic properties of iron and steel. Magnetic poles. Attraction and repulsion. Magnetic distribution in magnets. Magnetic induction. The magnetic field. Lines of force. The action of the earth on a magnetic needle. The electric current; experiments showing its chemical, thermal, and magnetic effects. The primary cells; Volta, Daniell, Minotto, and Leclanche cells. An explanation of the polarization of cells. The secondary battery. Electrolysis of solutions. The silver and copper voltameters. Definition of the Ampere based on the amount of silver deposited. The gas voltameter. Electrochemical equivalents.</p>	<p><i>Theoretical.</i>—The production of magnetic field by the electric current. The mutual action of coils and solenoids carrying currents. The action of a coil on a magnetic needle. The galvanometer and the magnetic measurement of current. The tangent galvanometer. The astatic galvanometer. The mirror galvanometer. The moving-coil galvanometer. The analogy of the electric current in a wire to the flow of water in a pipe. Potential or electric level. Difference of potential. Electromotive force. The volt. The ratio between P. D. and current. Ohm's law. The Ohm conductors and insulators.</p>	<p><i>Theoretical.</i>—Modes of producing a difference of potential: chemical, thermal, and magnetic. The battery, the thermo couple, and the dynamo. The production of electricity by friction. Friction machines. The two kinds of electrification. Attraction and repulsion. Electrification by induction. The electroscope. The electrophorus. The induction machine. Condensers. The Leyden jar.</p> <p><i>Practical.</i>—Charging glass and shellac rods by friction. Charging an electroscope by induction. The use of the electrophorus. Testing the sign of a given charge by means of the electroscope.</p>

Schedule C—contd.

	STAGE I.	STAGE II.	STAGE III.
9 Physics: Electricity & Magnetism	<i>Practical.</i> —Tracing lines of force in magnetic fields of bar and horse-shoe magnets, and of coils carrying electric currents. Verification of Ampere's rule. Determination of the positive terminal of a cell or battery. The manufacture of an electro-magnet method of winding it to give a definite polarity.	<i>Practical.</i> — Setting up simple primary cells. The modes of joining them up. Series and parallel arrangement. The use of the copper voltameter to measure current. The use of the tangent and astatic forms of galvanometer. Measurement of resistance by the method of substitution. Experimental proof of the law of parallel resistances. Simple experiments on induced currents.	
10 Bookkeeping	(1) Knowledge of the various terms and expressions used in book-keeping; (2) meaning and explanation of various kinds of accounts: real, personal, fictitious accounts, &c.; (3) ability to keep the usual books required in business by single entry: Cash Book (including discount), Purchase Book, Sales Book, Bought Ledger, Sales Ledger, Returns Inward, Returns Outward.	(1) Knowledge of the use and principles of double entry; (2) the use and nature of the journal; (3) bills of exchange, their use and nature, Bills Receivable Book, Bills Payable Book; (4) ability to enter up by double entry a given set of transactions, keeping all the necessary books; (5) the Private Ledger, its use and nature.	(1) Consignments inwards and outwards, Joint accounts, and joint adventures; (2) machinery, plant, property, and goodwill accounts; (3) expenses, interest, bad debts, depreciation and capital accounts; (4) arranging trial balance, and closing the books; preparation of trading and profit and loss accounts, and drafting balance sheet.
11 Pali	Declensions of nouns; conjugations of verbs. Balawatara: combinations and nouns (sandhi 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.
12 Sanskrit	Combination of letters and declensions of nouns. Translation of words and sentences from a Sanskrit First Book, such as Padamanjariya.	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.
13 Mensuration	Areas of triangles, parallelograms, irregular quadrilateral and rectilineal 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 parallelepipeds, spheres, prisms, cylinders, pyramids, or cones.
14 Shorthand	(1) Pitman's Shorthand Teacher and Aesop's Fables; (2) writing in shorthand some difficult words; (3) turning an easy unseen longhand passage into shorthand; (4) turning an easy shorthand passage into longhand.	(1) Pitman's Commercial Instructor and Pitman's Reporter up to exercise 85; (2) writing in shorthand from dictation a business letter at 60 words per minute; (3) turning a shorthand passage into longhand; (4) writing grammalogues to dictation and difficult outlines.	(1) Pitman's Reporter from exercise 85 to end and Pitman's Business Phrases; (2) writing in shorthand from dictation a letter at 80 words per minute and transcribing the same; (3) writing in shorthand from dictation a speech at 80 words per minute and transcribing the same.
15 English Literature	Goldsmith's Deserted Village and the Vicar of Wakefield, or approved selections of corresponding difficulty.	Scott's Lay of the Last Minstrel, cantos I., II., and III., and twenty essays from Addison's Spectator, or approved selections of corresponding difficulty.	Tennyson's Enoch Arden and Macaulay's Essay on Lord Clive, or approved selections of corresponding difficulty.

Schedule C—contd.

16 Physical Geography*

STAGE I.	STAGE II.	STAGE III.
<p><i>Maps:—(a) Scales, and Distances.</i>—Drawing to scale. Use of the chain. Use of squared paper in calculating areas. Plan of school and school compound to be drawn to scale. (Note: books of practical work to be shown.)</p> <p><i>(b) Direction.</i>—Division of the circle for angular measurement; the magnetic compass; finding the geographical north by stars and sun. Measurement of shadows cast by the sun and deductions therefrom.</p> <p><i>(c) Map-making.</i>—Map of the immediate neighbourhood of the school. Methods of representation used in maps; ha-chures, contours, sections; map projection. Latitude and longitude.</p> <p><i>Elementary Science.</i>—Matter, its properties and states. Gravitation and specific gravity. Properties of water. Effect of heat on bodies. Air; its weight and pressure. Reflection and refraction of light. Properties of oxygen, nitrogen, carbon, carbon dioxide. (The whole of this section to be treated in a very elementary manner.)</p> <p><i>Practical.</i>—Each candidate is to show up (1) a plan of a schoolroom; (2) a plan of a piece of ground, such as the school compound, done to a smaller scale; (3) accounts of at least two outdoor lessons actually given during that year by the teacher; one of these shall be the determination of the cardinal points.</p>	<p>The form and movements of the earth. The meaning of the principal terms used in defining geographical position, composition, and extent of the atmosphere. The barometer. The thermometer. Movements of air. Fog and mist. Clouds and their varieties. Rain-fall. Snow. The seasons—cold, temperate, and hot climates. The general distribution of land and water. Land masses, their outlines and surface.</p> <p><i>Practical.</i>—Each candidate is to show up (1) a record of temperature, rainfall, length and direction of midday shadow and direction of wind taken daily by a member of the class, and each candidate must show that he can make the observations himself; (2) an account of at least two outdoor lessons actually given during that year by the teacher; (3) a record of exercises on the terrestrial globe, in the estimation of distances between points on the earth's surface, and calculation of time at different places.</p>	<p>As for Stage II., and in addition: Islands; mountains, valleys, plains; watersheds; springs, rivers and lakes; glaciers and icebergs. Volcanoes. Composition and extent of the sea; distribution of oceans and seas. Temperature of the sea. Movements of the sea; waves, currents, and tides. The ocean floor; its general contour and the deposits upon it. Effect of the atmosphere on the land. Formation of soil. Waste of the land.</p> <p><i>Practical.</i>—Each candidate is to show up (a) maps of the world contoured and coloured to show heights and depth of land and sea; (b) maps showing variations in temperature and pressure in January and July, rainfall, and ocean currents [printed outline maps may be used for (a) and (b)]; (c) cross sections made from contoured maps; (d) an account of at least two outdoor lessons on the subject of the syllabus of this stage actually given during the year by the teacher; (e) a record of the hours of rising and setting of the sun and of the phases of the moon throughout the school year.</p>
<p>17 Physiology and Hygiene</p> <p><i>Talks on Health.</i>—Structure of the human body, digestion and assimilation of food, purification of the blood, exercise and rest, cleanliness, sanitation of towns and villages, water supply and purification of drinking water, milk supply, food supply. (See Mrs. Brander's <i>Talks on Health</i>, C. L. S.)</p>	<p><i>For Girls only.</i>—Care of the Sick and Children: (a) Sick-nursing—choice of room, bed-making, need of light and air, washing of sick people, prevention of bed sores, feeding of sick, value of milk. (b) Accidents—stopping of hæmorrhage, bandaging, use and improvisation of splints, care in moving injured people, absolute need of cleanliness for all wounds. (c) Fevers—nursing of infectious diseases, urgent need of air and cleanliness, use of antiseptics, precautions against taking or spreading the disease. (d) Children—feeding of infants, necessity for milk, need for fresh air and plenty of water, treatment of convulsions, concussion, &c.</p> <p><i>Alternative Course for Boys or Girls.</i>—(1) An elementary knowledge of the chemical elements found in the body and of chemical action. Properties of oxygen, hydrogen, carbon, nitrogen.</p>	<p><i>For Girls only.</i>—Care of the Sick and Children: The same subjects as above, but treated more fully, and based on an elementary knowledge of physiology.</p> <p><i>Alternative Course for Boys or Girls.</i>—(1) Waste and repair. The organs of excretion and the precautions necessary for the proper maintenance of the functions of those organs. Physical exercise.</p> <p>(2) The nervous system. The general structure and functions of the sense organs. Care of eyesight.</p> <p>(3) Infectious and contagious diseases; symptoms; isolation; deodorisers and disinfectants. Disposal of sewage.</p>

* Unless the records of the practical work of the class in any stage are fairly satisfactory, the inspector may refuse to set papers.

Schedule C—contd.

	STAGE I.	STAGE II. +	STAGE III.
17 Physiology and Hygiene		(2) Foods and food stuffs. Albumenoids, gelatinoids. Ferments. Fats and amyloids. Salts. The general structure and functions of the organs connected with alimentation. Water, pure and impure, purification. Diets, suitable in quantity and kind. Condiments. Stimulants. Beverages. (3) The blood and organs of circulation. (4) The structure and functions of the organs connected with respiration. Pure and impure air. Ventilation. Importance of correct breathing.	
18 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, waist-bands; and belts and sleeves. Sewing on of hooks and eyes and working of button-holes; over-casting, 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.
(3) 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.

Schedules D, E, E 1 (Infant Departments).
Vernacular and Anglo-Vernacular Schools.

	Reading.	Writing.	Number.	Observation Lessons.	Occupation.
Lower Division	Reading from the blackboard. The children must also be able to follow the lines of print in a Reading Book and to read a few words from the first half of a First Book. The teacher must keep a record of each lesson given during the year; the lessons must be dated and initialled by the Head Master.	Writing between lines on slates (text hand) from a copy set on the blackboard of any curves, lines, or complete letters selected by the Inspector from the writing chart.	<i>Oral work:</i> Analysis of numbers up to 10 by means of concrete examples. <i>Written work:</i> Writing figures up to 10.	Thirty lessons at least to be given during the year. These should include lessons on things in Nature, Familiar Objects, Form (the ball, cube, and cylinder), Primary Colours. Teaching notes on each initialled and dated by the Head Teacher must be kept in the school for inspection. The teacher may be called on to give in the presence of the Inspector a new lesson selected and prepared by himself.	The time table should show that the subjects taught are dealt with in short lessons and that the children's time is, as far as possible, devoted to occupations involving no strain on the mind. The following are suggested :— (1) Arrangement of seeds or shells so as to form (a) letters, (b) figures, (c) simple patterns or outlines of objects. (2) Drawing the same things in sand. (3) Matching colours by means of coloured wools, remnants of cloth or flowers. (4) Sticklaying. (5) Recitation or singing of easy verses. (6) Drawing leaves on slates. (7) Drawing from a copy outlines of objects on squared slates, using horizontal, perpendicular, and easy slanting lines.
Upper Division	To be able to read intelligently from a First Reader and a First Standard Reader. Children will be expected to answer questions in easy language on the lesson read. To read at sight a sentence from one of the Readers written on the blackboard.	To copy correctly letters written between lines on the blackboard. To transcribe one or more short sentences written on the blackboard. To write from dictation easy words of not more than four letters.	<i>Oral work:</i> Analysis of numbers up to 30 by means of concrete examples. Easy questions giving concrete examples of the four simple rules within these limits. <i>Written work:</i> Writing numbers up to 100 with comprehension of notation. Addition and subtraction of pairs of numbers, no numbers over 100 to be given in question or required in answer.	As above, but 50 lessons at least must be taken during the year. The difference between solids and surfaces should be learnt under "Form," and the recognition of secondary colours.	N.B.—In Girls' Schools the upper division will be examined in the needlework of the First Standard.

1.—If the writing chart contains more than is taught to this division, the teacher must hand to the Inspector, before the examination, a statement showing the curves, lines, and letters which have been taught in this division.

2.—All work set on the blackboard must be written in clear characters like those of print.

Schedule D.
Standard of Examination in Vernacular Schools.

Standard.	Reading.	Writing.	Arithmetic.	Grammar.	Geography.	History.	Needlework.
I.	As in upper division of Infant Department.	As in upper division of Infant Department.	As in upper division of Infant Department.	—	—	—	Neat hemming; to show a neatly hemmed towel or duster. Practice should be given in hemming in two colours so as 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. Recitation: 10 stanzas of poetry.	To write to dictation short sentences out of the reading book. Copy writing to be shown, large hand only.	<i>Oral work</i> : Analysis of numbers up to 60. Multiplication table to 5 times. Easy questions giving concrete applications of the four simple rules within these limits. Easy questions on transactions in rupees and cents, no sum above Rs. 2 being given in the question or required in the answer. <i>Written work</i> : Notation to 999. Addition and subtraction of numbers containing not more than 3 digits; multiplication and division of similar numbers by numbers not exceeding 5.	—	—	—	Neat hemming and seaming; seam and fall; 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. Recitation: 10 stanzas of poetry.	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.	<i>Oral work</i> : Analysis of numbers up to 100. Multiplication table to 12 times. Easy questions giving concrete applications of the four simple rules within these limits. Easy question on transactions in rupees and cents or in cents and half cents, no sum above Rs. 5 to be given in the question or required in the answer. <i>Written work</i> : Notation to 99,999. The four simple rules, miscellaneous questions, and problems involving only a single step, divisors and multipliers not to exceed 99, and no number higher than 99,999 to be given in the question or required in the answer.	—	—	—	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.
IV.	Good and intelligent reading from a Fourth Book. Questions will be put to test comprehension of passage read. Recitation: 15 stanzas of poetry.	Dictation from a Fourth Book not used in class. Round hand copy writing.	<i>Oral work</i> : As in Standard III., but the transaction in rupees and cents to go up to Rs. 10, and the multiplication table to include the numbers 13 to 16 with multipliers not exceeding 10. <i>Written work</i> : 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, divisors and multipliers not to exceed 99.	The letters of the alphabet and their classification. The gender and number of nouns and the three tenses of verbs in common use. Construction of easy sentences with the simplest extension of subject, predicate, and object.	Intelligent knowledge of geographical terms. Outline knowledge of Ceylon, with fuller knowledge of natural region or province in which school is situated.	—	As in Standard III.; marking on calico; back-stitching, to show a jacket.

Schedule D—contd.

Standard.	Reading.	Writing.	Arithmetic.	Grammar.	Geography.	History.	Needlework.
V.	Good and intelligent reading from a Fifth Book, with questions to show comprehension of passage read. Recitation: 15 stanzas of poetry.	Dictation from a Fifth Reading Book not used in class. Small hand copy writing.	<i>Oral work</i> : As in Standard IV, with questions on measures and multiples so as to test comprehension of the terms greatest common measure and least common multiple. Easy oral exercises on the tables specified below. <i>Written work</i> : 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., qr., stone, pound, ounce. <i>Capacity</i> : Quarter, bushel, peck, gallon, quart, pint. <i>Time</i> : Year, day, hour, minute, second, and the number of days in each calendar month. Miscellaneous questions and problems on the foregoing. Greatest common measure and least common multiple.	<i>Sinhalese</i> : The same as above, and in addition the declension of nouns and pronouns, the Purwaswara, Dvitiwa Rupa, and Agama Sandhis, the imperative mood, and the principles of verbs. Construction of sentences more difficult than the above. <i>Tamil</i> : The same as above, and in addition the imperative mood and Vinayetcham. Construction of sentences more difficult than the above.	Names and position of continents and oceans; fuller knowledge of Ceylon; outline knowledge of 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.
VI.	Good fluent reading, with explanation, from a classical work in prose or from a Sixth Standard Reader. Recitation: 20 stanzas of poetry.	Writing from memory the substance of a short narrative read out twice. Spelling; handwriting, and grammar to be considered.	<i>Oral work</i> : As in Standard V, with easy oral exercises on the application to concrete quantities of fractions whose denominator does not exceed 12. <i>Written work</i> : Questions and problems on 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. (NOTE.— <i>Area</i> and <i>Volume</i> are not obligatory for girls.) <i>Written work</i> : As in Standard VI.	<i>Sinhalese</i> : The same as above, and in addition the Sandhi in detail, the conjugation of verbs, and the use of the four parts of speech in the construction of sentences. <i>Tamil</i> : The same as above, and in addition Eluththiyal and Pethavyal in detail, the case of nouns and pronouns, conjugation of the verb, and the use of the four parts of speech in the construction of sentences.	As above, with outline knowledge of Europe.	—	As in Standard V.; sewing on unpierced linen buttons; neat patching in calico; to make an under jacket with tucks (run). N.B.—A finished garment which fits the maker must be shown.
VII.	The same, with addition of verse or from a Seventh Standard Reader. Recitation: 20 stanzas of poetry.	A short theme or letter.	<i>Vulgar fractions</i> : Notation; the expression of one simple or compound quantity as the fraction of another; the addition and subtraction of simple and compound quantities containing fractions; the multiplication and division of simple and compound quantities, and of fractions of simple and compound quantities by numbers containing fractions. <i>Decimals</i> : The method of representing tenths, hundredths, thousandths, &c., by figures to the right of the decimal point; the multiplication and division of numbers containing decimals by 10, 100, 1,000, &c.; the addition, subtraction, multiplication, and division of simple and compound quantities containing decimals; the evaluation of a given decimal fraction of a given simple or compound quantity; the expression of one simple or compound quantity as the decimal fraction of another; the conversion of a vulgar fraction to a decimal fraction; the expression of a terminating decimal as a vulgar fraction. N.B.—In no case need answers be carried to more than three decimal places; children presented in the Seventh Standard will only be expected to work easy examples in decimals. Questions on the area of rectangular surfaces.	<i>Sinhalese</i> : The same as above, and in addition the four parts of speech in detail, and Vibhakti, Vishesans, Vishesya, Uktanukta, and Karaka. <i>Tamil</i> : The same as above, and in addition the four parts of speech in detail.	As above, with outline knowledge of the British Empire.	Ceylon, from the landing of Wijaya to the landing of the Portuguese.	As in Standard VI.; setting in a print patch; to make a man's shirt. N.B.—A finished garment must be shown.

The same, with advanced proficiency, from an Eighth Standard Reader. Recitation: 20 stanzas of poetry.	An essay in composition	As for Standard VII., with percentages and simple interest. Questions on simple mensuration, the use of the field book, and the cubic contents of rectangular solids.	Sinhalese: The same as above, and in addition Samasa, Pratyartha, Sabda, and Padasiddhi. Tamil: The same as above, and Punariyal.	Elementary, Physical Geography, or as an alternative a course of Nature Study or of sanitation which has been approved by the Inspector.	Ceylon.	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, under-jacket, 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 Mudaliyar 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.

9.—In Vernacular Girls' Schools Grammar is optional in the Fourth Standard, and Geography is optional in Standards above the Fourth. In schools in which the beginning of Grammar is postponed to the Fifth Standard, the work assigned by the schedule to the Fourth, Fifth, Sixth, and Seventh Standards will be done in the Fifth, Sixth, Seventh, and Eighth Standards respectively.

10.—In Vernacular Boys' Schools where there is a school garden, a course of nature study may be offered as an alternative to Grammar in the Fourth, and to Geography in the Fifth, Sixth, Seventh, and Eighth Standards. A full syllabus of the course should be sent to the Director for approval. When this is done Grammar will be treated as provided in note 9.

Schedule D 1.

For C Schools, Estate Schools, and Small Primary Schools which are worked under one teacher. The work of such schools may be carried on in three classes, in each of which children will, as a rule, spend two years, viz., an Infant Department, a Second Class corresponding to the Second and Third Standards, a First Class corresponding to the Fourth and Fifth Standards:—

INFANT DEPARTMENT.*Lower Division.*

(1) Recitation of simple poetry (at least ten stanzas to be known).

(2) To draw in the sand and to form with shells or seeds—

(a) The letters of the alphabet.

(b) Figures up to 10.

(c) Simple patterns and outlines of common objects.

To read the same letters and figures when written on the blackboard.

(3) Numbers (oral work only). Analysis of numbers up to 6 by concrete examples. Counting to 30 by concrete examples.

Upper Division.

Reading.—To be able to read intelligently from a Primer and from the first half of a First Standard Reader. Questions will be asked to test comprehension of the passage read. To read at sight words from the Reader written on the blackboard. Recitation of ten stanzas of poetry.

Writing.—To write between lines on slates any curves, lines, or complete letters selected by the Inspector from the writing chart. To write from dictation easy words of not more than four letters.

Numbers.—Oral work. Analysis of numbers up to 12 by concrete examples. Addition and subtraction of pairs of numbers; no numbers over 20 to be given in the question or required in the answer. Notation up to 100.

Observation Lessons.—As in lower division of Infant Class of Schedule D.

SECOND CLASS.*Second and Third Standards.*

To be worked together as much as possible and to form a class in which children may be presented for two years.

Reading (in one class). Second and Third Readers to be used. Half of each book to be done in each year. A higher degree of proficiency will be expected from boys in their second year. Questions will be set to test comprehension of passage read. Recitation of ten stanzas of poetry.

Writing (in one class).—Transcription and dictation from the Readers used in class. Copy writing to be shown; large hand only.

Arithmetic (two divisions).—*First Year*—Oral work: Analysis of numbers up to 25 by concrete examples. Multiplication table to 4 times. Easy questions giving concrete applications of the first three simple rules within these limits.

Written work: Notation to 999. Addition and subtraction of numbers containing not more than two digits. Multiplication and division of similar numbers by numbers not exceeding 4.

Second Year.—Oral work: Analysis of numbers up to 50. Multiplication table to 12×12 . Easy questions giving concrete applications of the four simple rules within these limits. Easy questions on transactions in rupees and cents (but not half cents); no sum above Rs. 2 to be given in the question or required in the answer.

Written work: Notation to 99,999. The four simple rules. Miscellaneous questions and problems involving only a single step; divisor and multiplier not to exceed 12; no numbers higher than 99,999 to be given in question or required in answer.

Needlework.—First year, Standard II.; second year, Standard III.

FIRST CLASS.*Fourth and Fifth Standards.*

To be worked together as far as possible and form one class in which children may be presented for two years.

Reading (in one class).—Fourth and Fifth Readers. Half of each book to be done in each year. A higher degree of proficiency will be expected from children in their second year. Questions will be set to test comprehension of passage read.

Writing (one class).—Transcription and dictation from the Readers used in class. Copy writing to be shown: first year round hand; second year small hand.

Arithmetic (two divisions).—*First Year*—Oral work: The same as for Standard III., but the transactions in rupees may go up to Rs. 5, and may be either in rupees and cents or cents and half cents. Questions involving knowledge of miles, fathoms, yards, cubits, feet, and inches.

Written work: The four simple rules and questions on rupees and cents; divisor and multiplier not to exceed 99. Reduction of miles, yards, feet, and inches. Easy problems on simple rules in rupees and cents. Bills of parcels.

Second Year—Oral work: The same as above, with easy oral exercises on the following tables:—

Weight: Ton, hundredweight, quarter, stone, pound, ounce.

Capacity: Quarter, bushel, peck, gallon, quart, pint.

Time: Year, day, hour, minute, second, and the number of days in each calendar month.

Written work; As for Standard V., but omit greatest common measure and least common multiple.

Geography (in one class); optional for C Schools and Estate Schools—Points of compass; plan of school; surrounding district; region of Ceylon to which school belongs; Ceylon (only outline knowledge will be expected from those in the first year).

Needlework.—First year, needlework of Standard IV.; second year, needlework of Standard V.

Schedule E.
Standards of Examination for Practising Schools and Anglo-Vernacular Girls' Boarding Schools.

	Reading.*	Writing.*	Arithmetic.*	Grammar.*	Geography.*	History.*	Reading in English.	Writing in English.	Conversation and Composition in English.	Needlework.
Standard I.	As in Schedule D.	As in Schedule D.	As in Schedule A.	—	—	—	—	—	—	As in Schedule A.
Standard II.	do.	do.	do.	—	—	—	—	—	—	do.
Standard III.	do.	do.	do.	—	—	—	A few sentences from an Infant Reader containing words of not more than one syllable with explanations in the vernacular. One at least of the Readers used must contain coloured illustrations. Recitation of three short pieces of suitable poetry.	To transcribe a passage from one of the class reading books. Special attention must be paid to the joining of letters.	Names of objects visible in school and of parts of the body or dress. Questions and answers in English, using the above and the following in singular number only: <i>what, where, I, you, he, she, it, this, that, a, the, am, is, are, have, has, on, under, in.</i>	do.
Standard IV.	do.	do.	do.	—	As in Schedule D.	—	A few sentences from a First Book slowly and distinctly read, with explanations in the vernacular. One at least of Readers used must contain coloured illustrations. Questions will be put to test comprehension of the passage read. Recitation of three short pieces of suitable poetry.	To transcribe a passage from one of the class reading books: to write from dictation a few common words. Copy writing (easy words) must be shown in the standard.	Same as above, with names of familiar objects of household use, common adjectives, and numerals. Questions, answers, and orders in English, using the singular and plural number in the same words as above, and in addition: <i>with, we, you</i> (plural), <i>they, these, those, who, and when</i> as interrogatives, and a few common active verbs in the present tense like <i>sit, stand, walk, put, hold, come, go, give, take.</i>	do.
Standard V.	do.	do.	do.	—	do.	—	Clear and intelligible reading from a Second Book, with explanations in the vernacular. One at least of the Readers used must be well illustrated. Recitation of two or more pieces of suitable poetry, containing altogether not less than 40 lines.	To write from dictation not more than six lines from one of the class reading books slowly read once and then dictated. Transcription from the class reading books. Copy writing (half text) must be shown.	Same as above, but the verbs to be used in the future and past tenses as well as in the present. 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. To make a written translation into English of vernacular simple sentences.	do.

* Vernacular.

Schedule E—contd.

Reading.*	Writing.*	Arithmetic.*	Grammar.*	Geography.*	History.*	Reading in English.	Writing in English.	Conversation and Composition in English.	Needlework.
Standard VI.	As in Schedule D.	As in Schedule A.	Sinhalese: To point out the four parts of speech, with Sañña, Nama-pada, Sandhi, in detail. Tamil: Eluth-thuyal and Pá-thavayal.	As in Schedule D.	—	Good and intelligent reading from a Third Book, with explanations in the vernacular and a paraphrase in the vernacular of what has been read. One at least of the Readers used must be well illustrated. Recitation of two or more suitable pieces of poetry, containing altogether not less than 40 lines.	To write from dictation a connected passage of about eight lines from one of the class reading books slowly read once and then dictated. Transcription from the class reading books. Copy writing (small text) must be shown.	Same as above. The verbs to be used in the passive voice as well as the active, and the vocabulary to consist of 200 words. To make a written translation into English of a passage from any book not more difficult than a Second Reader.	As in Schedule A.
Standard VII.	do.	do.	Sinhalese: Same as above, with Kriyapada, Uktanukta, Karaka, Visesana Viseshaya, Nipata, and Upassaga. Tamil: Same as above, with Peyaryal, Vinayal, Idai-rayal.	do.	Ceylon, from the landing of Vijaya to the landing of the Portuguese.	Good and intelligent reading from a Fourth Book, with particular regard to emphasis. Questions will be put to test comprehension of passage read. One at least of the Readers used must be well illustrated. Recitation of 50 lines of poetry.	To write about eight lines from one of the class reading books slowly read once and then dictated. Transcriptions from the class reading books. Copy writing in a running hand must be shown.	Ability to converse correctly on any ordinary familiar subject. A practical knowledge of the use of the relative pronoun and the comparative and superlative of adjectives will be expected. To make a written translation into English of a passage from any book not more difficult than a Third Reader.	do.
Standard VIII.	do.	do.	Sinhalese: Same as above, with Taddhita, Kirtaka, Samasa, and Padasiddhi. Tamil: Same as above, with Uyerittupunaryal, Meyitipunaryal, and Uruppupunaryal.	do.	Ceylon.	The same from a Fifth Book, containing selections from good English authors. Questions will be put to test comprehension of passage read. Recitation of 50 lines of poetry.	To write a continuous passage from one of the class reading books slowly read once and then dictated. Transcription from the class reading books. Copy books must be shown.	Ability to converse freely and correctly on any ordinary familiar subject. To write a short letter in English on any simple subject.	do.

* 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 of 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 hand writing.
- 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 *Standards 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 Girls' 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
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 Composition.	Needlework.
I.	To be as in upper division of Infant Department. A few sentences from a Second Reading Book slowly and distinctly read. Questions will be put to test comprehension of the passage read.	To be as in upper division of Infant Department. To write to dictation short sentences out of the reading book. Copy writing to be shown, large hand only.	To be as in upper division of Infant Department. Same as in Schedule D.								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.	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.	do.								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.
III.	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.	do.	<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. <i>Tamil</i> .—A knowledge of vowels, consonants, and their combinations. To be able to point out nouns and verbs in short simple sentences.	Same as in Schedule D.		Same as in Standard I. of Schedule B.	To form letters, small and capital.	Names of objects visible in school and of 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, on, under, etc.</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 chequise or an underboodie.

* Vernacular.

Schedule E 1—contd.

Standard.	Reading.*	Writing.*	Arithmetic.*	Grammar.*	Geography.*	History.*	Reading in English.	Writing in English.	Conversation in English.	English Grammar and Composition.	Needlework.
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.	Same as in Schedule D.	<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.	Same as in Schedule D.	—	Same as in Standard II. of Schedule B.	To copy in manuscript characters a line of print and to write from dictation a few common words; copy writing (single letters in large text) must be shown in this Standard.	Same as above, with names of familiar objects of household use, common adjectives, and numerals. Questions and answers in English, using the plural number in the same words as above, and in addition: <i>with, we, you (plural), they, these, those</i> , and a few common active verbs in the present tense like <i>have, sit, stand, walk, put, hold, come, go, give, take</i> .	To point out nouns, verbs, adjectives, personal pronouns, subject, and predicate. To understand the agreement of the verb with its subject. To make a written translation of easy vernacular simple sentences using only the above parts of speech.	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.
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, hand writing, and grammar to be considered.	do.	<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 Peyyarial. To be able to point out simple extensions of the subject, predicate, and object.	do.	—	Same as in Standard III. of Schedule B.	Dictation. Six lines from one of the reading books used in the class; copy writing, round text.	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.	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. To understand the use of the transitive and intransitive verbs and the active and passive voices.	As in Standard V; buttonholes and sewing on of unpierced linen buttons; patching neatly in calico and print; to cut out and make a chemise or corblin gown garment.
VII.	The same with addition of verse, or from a Seventh Standard Reader.	A short theme or letter.	do.	<i>Sinhalese</i> .—Same as above, with Krya Pada, Utkra-nuktha, Karaka Vissasa, Visheshyā, Nipetha and Upasarga in detail. <i>Tamil</i> .—Same as above, with Vinaiyal, Idaiyal, and Urraiyal. Analysis of simple sentences.	do.	Ceylon, from the landing of the Portuguese, of the landing of the Portuguese.	Same as in Standard IV. of Schedule B.	Dictation. Eight lines from one of the reading books used in the class. Copy writing, small round text.	Same as above. The vocabulary to consist of 200 words. A somewhat higher standard will be expected.	Grammar as above, with the use of co-ordinating conjunctions and relative pronouns. To make a written translation into English of a passage from any vernacular book not more difficult than a Second Book.	Work of the previous standards; gusset-making; patching on a buttonhole; darning a tear in a hedge-ear 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>VIII.</p> <p>The same, with advanced proficiency, or from an Eighth Standard Reader.</p>	<p>An essay in composition.</p>	<p>do.</p>	<p><i>Sinhalese</i>.—Same as above, with Taddbits, Kitaka, Samasa, and Pada Siddhi <i>Tamil</i>.—Same as above, with Purnaryal.</p>	<p>do.</p>	<p>Ceylon.</p>	<p>Same as in Standard V. of Schedule B.</p>	<p>Dictation. Eight lines from one of the reading books used in the class. Copy writing, small hand.</p>	<p>Ability to converse correctly on any ordinary familiar subject.</p>	<p>Grammar as above, with the use of conjunctions any kind. Punctuation. To write a short letter in English on any simple subject.</p>	<p>To be able to cut a paper pattern of any of the following garments: a child's shirt, a baby's frock, a banian, an 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.</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.—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.		English Language.		Geography.		History.		Total.	
	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.
I. ..	2 0	2 0	2 0	2 0	1 0	—	—	—	—	—	—	—	—	7 0
II. ..	2 0	2 0	2 0	2 0	2 0	1 0	—	—	—	—	—	—	—	9 0
III. ..	2 50	2 50	2 50	2 50	2 50	1 0	—	—	—	—	—	—	—	11 0
IV. ..	2 50	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 50	3 50	3 50	3 50	3 50	3 50	—	—	—	—	—	—	—	21 0
VII. ..	4 0	4 0	4 0	4 0	4 0	4 0	—	—	—	—	—	—	—	24 0
VIII. ..	4 50	4 50	4 50	4 50	4 50	4 50	—	—	—	—	—	—	—	27 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.		English Language.		Geography.		History.		Total.	
	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.
I. ..	1 50	1 50	1 50	1 50	1 0	—	—	—	—	—	—	—	—	5 50
II. ..	1 50	1 50	1 50	1 50	1 0	1 0	—	—	—	—	—	—	—	6 50
III. ..	2 0	2 0	2 0	2 0	1 0	1 0	—	—	—	—	—	—	—	8 0
IV. ..	1 0	2 0	2 0	2 0	1 0	2 0	—	—	—	—	—	—	—	8 0
V. ..	1 0	2 0	2 0	2 0	1 0	2 0	—	—	—	—	—	—	—	10 0
VI. ..	1 25	2 50	2 50	2 50	1 25	2 50	—	—	—	—	—	—	—	12 50
VII. ..	1 25	2 50	2 50	2 50	1 25	2 50	—	—	—	—	—	—	—	12 50
VIII. ..	1 25	2 50	2 50	2 50	1 25	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.		English Language.		Composition.		Geography.		History.		Total.	
	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	
I. ..	2 0	2 0	2 0	2 0	1 0	—	—	—	—	—	—	—	—	—	7 0	
II. ..	2 0	2 0	2 0	2 0	2 0	—	—	—	—	—	—	—	—	—	9 0	
III. ..	2 50	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	—	—	—	—	—	—	—	—	21 0	

Schedule G.

VALUE of Passes in English Schools on a Vernacular Basis.

Standard.	Reading.		Writing.		Arithmetic.		English Language.		Composition.		Geography.		History.		Total.	
	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	
I. ..	1 50	1 50	1 50	1 50	1 0	—	—	—	—	—	—	—	—	—	5 50	
II. ..	1 50	1 50	1 50	1 50	1 0	—	—	—	—	—	—	—	—	—	6 50	
III. ..	2 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 50	—	—	—	—	—	—	—	—	8 50	
V. ..	1 50	1 50	1 50	1 50	1 50	1 50	—	—	—	—	—	—	—	—	10 0	

Schedule H.

VALUE of Passes, Vernacular Schools.

Standard								VERNA CULAR										
		Reading.		Writing.		Arithmetic.		Geography.		Grammar.		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	
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	1	0	—	—	—	—	9	0
Do.	V.	..	2	0	2	0	2	0	2	0	1	0	—	—	—	—	9	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	—	—	—	—	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.

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, <i>e.g.</i> , 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.
Needlework	.. To show a finished chemise, with tucks and gathers; also buttonhole making, darning on stocking material, patching in calico and print; fine back-stitching and marking in cross stitch.	To show a finished night dress or a shirt; buttonhole making, darning on stocking material, flannel patching, darning a diagonal cut in linen, and a hedge-tear in woollen material, gathering and tucking.	To show a finished night dress, with whipped cambric frills; to be able to cut yokes and sleeves for a man's shirt, a baby's dress, and a night dress, darning a diagonal cut in linen, and a hedge-tear in woollen material; patching in calico, print, and flannel, whipping, gathering, and tucking.
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, e.g., 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, 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.
Needlework*	To show a finished under-jacket with tucks (run), and buttons, and buttonholes; also tucking, patching in calico, buttonhole making, setting in a gusset so as to strengthen a seam, marking in cross-stitch, fine back-stitching.	To show a finished jacket with buttonholes; or a baby's dress with tucks (run); also tucking, gathering, patching in calico and print, buttonhole making, setting in a gusset so as to strengthen a seam.	To show a man's shirt; to be able to cut out a paper pattern of a jacket or an under-jacket; also of a banian; marking, back-stitching, buttonhole making, setting in a gusset, tucking, gathering, patching in calico and prints.
Certificate	According to form.	According to form.	According to form.

* In Girls' boarding schools, vernacular and Anglo-vernacular pupil teachers will be required to take the Needlework of Schedule K.

Schedule M.

School, , 191 .

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	Urmegga 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	Urmegga Jataka, the whole book, and the first 150 stanzas of Guttila, for Sinhalese schools; Panchatantra, first four stories, and the Kural of Tiruvalluvar, chapters 1 to 30, for Tamil schools. Saddhammalankaraya, Tebathika, Vastuva, Selalini Sandesa, for Sinhalese schools; Panchatantra, the whole book, and first ten Padalam of the Raksharaya Yathrikam, Thirukkavalar-kalampatham, stanzas 1 to 70, for Tamil schools for males. For females only Thruvakku Purenam to page 41 inclusive.	Same	Same, more difficult examples. Mental arithmetic, more advanced.	Sanjna Pada (gender, declensions, verb), Sandhi, and Visesana Visesaya, for Sinhalese schools; Uyenituppunaryal, Meituppunaryal, and Druppummaryal, from Kandekeurai or Viriturai, 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	Same. Mental arithmetic, more advanced.	Same as above, with Kriyakaraka Padasambandaya, Ukatanukta, Kiraka, 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.

ENGLISH SCHOOLS.			VERNAICULAR SCHOOLS.		
Complete English School.	Middle School	VIII. Standard	Classical School	Middle School	Classical Sinhalese or Tamil Literature
		VII. do.			VIII. Standard
		VI. do.			VII. do.
	Primary School	V. do.	Complete Vernacular School.	Primary School	VI. do.
		IV. do.			V. do.
		III. do.			IV. do.
II. do.		III. do.			
I. 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.
<p>Carpentry</p> <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. The other side and edge and the ends are not to be altered. No sandpapering or scraping is allowed, and the edges are to be left sharp. 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. The tools to be used are the plane, square, straight edge, and winding strips. 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. Time allowed 2 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 following sizes:—21 in. long, 2 in. wide, 1 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 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 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 ½ 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. 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 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 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 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 ½ 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. 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 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 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 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 ½ 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. 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 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 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 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 ½ 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. 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 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 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 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 ½ 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. Time allowed 3 hours.</p>
<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 press: "laying on," and "taking off," but not "making ready."</p>	<p>As for second year, with composing from manuscript, and "making ready" a simple job.</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 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 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 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 ½ 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. 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 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 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 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 ½ 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. Time allowed 3 hours.</p>	

Bookbinding

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.

Shoemaking

Half-bound books: Sewing and sewing—Breaking the back—Pressing the book—Rounding and backing—Half rounding and full rounding.
To repair insole and make a half-sole for a youth's shoe without help of foreman.
Time allowed 6 hours.

Tailoring

To stitch with single or double thread.
To prepare hemp into thread.
Time allowed 3 hours.
To stitch in straight lines.
Time allowed 2 hours.
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

Blacksmith's work

The school will have ready in time for the examination pieces of iron rod, 3/4 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.

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.

To be able to make a whole shoe (except cutting out) of any size.
Time allowed 6 hours.

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.

The school will have ready in time for the examination pieces of iron rod, 3/4 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 3/4 in. diameter. No filing is to be allowed, and the candidate must keep his fire in order himself.
Time allowed 3 hours.

The school will have ready in time for the examination pieces of iron rod, 3/4 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 1/2 hours.

The school will have ready in time for the examination pieces of iron rod, 3/4 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 1/2 hours.

Lace edgings and insertions more difficult than in second year; collars, d'oyleys, &c., each child to be able to prepare a pattern.

The school will have ready in time for the examination pieces of iron rod, 3/4 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 3/4 in. across the corners when finished. The head should be a little more than 3/4 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 1/2 hours.

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.

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.

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.

The school will have ready in time for the examination pieces of iron rod, 3/4 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 3/4 in. diameter. No filing is to be allowed, and the candidate must keep his fire in order himself.
Time allowed 3 hours.

Lace edgings and insertions more difficult than in second year; collars, d'oyleys, &c., each child to be able to prepare a pattern.

To be able to make a whole shoe (except cutting out) of any size.
Time allowed 6 hours.

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.

The school will have ready in time for the examination pieces of iron rod, 3/4 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 3/4 in. diameter. No filing is to be allowed, and the candidate must keep his fire in order himself.
Time allowed 3 hours.

Lace edgings and insertions more difficult than in second year; collars, d'oyleys, &c., each child to be able to prepare a pattern.

Schedule 8—contd.

TRADE.	FIRST YEAR.	SECOND YEAR.	THIRD YEAR.	FOURTH YEAR.	FIFTH YEAR.
Dress-making (for town schools only).	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 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 thread work in which the stitches employed are chiefly lace stitches.		
Cooking	All kinds of Indian cookery and making pickles.	Boiling, 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.		

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, desert d'oyley 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 _____, 19—.

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 Manager 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 to the said Manager Two hundred and Forty Rupees if, after having completed his course of instruction at the said school, he declines to enter the service of the said Manager as teacher on reasonable terms, or if he is dismissed from employment for misconduct within five years, or leaves the said employment of his own accord without reasonable cause within five years.

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 U.

DRAWING.

Pupils in each stage must be presented either in the work marked (a) or in the work marked (b).

Stage 1.—(a) Simple right lined forms and easy curves in connection with them drawn on paper with pencil or pen. Also drawing similar figures with a ruler to given dimensions (in inches and half inches).

(b) Brush and colour work.

The example should consist of single patterns based on the square, rectangle, &c., simply divided and with curves of single flexures only ; also simple objects drawn from the actual object in elevation only.

Simple forms painted in directly without previous drawing with brush and colour. These should consist of easy objects from Nature, such as a lime, a coconut, an orange, an onion, various leaves without serrations, a carrot, a tomato, a plantain, a mango, &c. In placing any two objects together importance should be attached to the correct rendering of the relative proportion of one to the other. The colour should be applied in light washes as flat as possible without shade.

Stage 2.—(a) More difficult examples of straight lines and curved forms drawn with pencil or pen. Also drawing with ruler and set squares easy geometrical forms.

(b) Brush and colour work of a more advanced kind than Stage 1.

Similar work to Stage 1 of a more advanced kind, and comprising simple, natural, and conventional forms producing easy symmetrical figures and designs. Also drawing simple objects from memory or from the actual object. The geometrical forms should comprise the triangle, rhombus (diamond), trapezium (kite) and such straight lined figures as would form the basis of diaper patterns.

These exercises should consist of both natural and conventional forms. The natural objects should include divided simple leaves, buds, fruits, insects, and simple flowers painted directly without shading. The conventional figures should consist of easy designs directly applied with brush and colour in flat washes without previous drawing, and forming borders or diaper patterns.

Schedule U—contd.

Stage 3.—(a) Simple conventional ornament from flat and natural forms from actual objects and from memory drawn with pencil or pen. Geometrical figures drawn to given dimensions drawn with ruler and set squares.

(b) Brush and colour work and simple elementary design.

These exercises should consist of curved line ornament—symmetrical figures and designs to fill given shapes (in the last case the geometrical forms may be drawn with a ruler). The natural forms should include simple leaves, flowers, and shells drawn in outline. These should consist of similar figures to those of Stages 1 and 2, and include also the regular hexagon and octagon.

These exercises should consist of both natural and conventional forms of a more advanced kind than Stage 2. The natural forms in addition, including compound leaves, flowers, shells, birds, treated simply in mass with brush and colour. The design should be composed of simple units repeated to form horizontal and vertical borders painted in flat washes.

Stage 4.—(a) Freehand drawing of conventional designs, and natural forms drawn from actual objects and from memory. The latter should be drawn in pencil and finished with pen and ink. Geometrical drawing, including scale drawing and the use of instruments.

(b) Brush and colour work and elementary design.

Drawing in outline from the flat designed to illustrate the elementary principles found in ornament, which should be explained to the pupils. The natural forms should consist of domestic and other objects treated simply without difficult perspective. The geometrical drawing should include the construction and use of plain scales, simple geometrical figures including triangles, quadrilaterals, polygons, circles, ellipses, tangents, ratios, simple areas, geometrical patterns.

The exercises should include painting from the flat natural forms conventionalized, also natural forms painted directly from the actual objects with brush and colour as in Stage 3. The designs should be based upon the drawing of the natural forms previously made by the pupil, and should be made to fill simple geometrical figures.

Stage 5.—(a) Freehand drawing in outline from photographic representations of casts of ornament or from actual relief ornament, and drawing from Nature and domestic objects.

Geometrical drawing.

(b) Colour work and design.

The drawing should be made from a photographic representation of ornament in relief or from the actual relief ornament. The drawing should not be shaded, but the relief should be expressed as much as possible by outline only. The practice of drawing from and studying good examples of Sinhalese ornament should be encouraged whenever possible. The drawing from Nature and objects should be of a more advanced kind than in Stage 4, and executed in a like manner.

Exercises of a more difficult kind than those of Stage 4, including problems on areas, construction of regular and irregular polygons, division of figures into equal or proportional parts, reduction of irregular figures to triangles and squares, addition and subtraction of squares, circles and lines in contact, and miscellaneous problems relating to plane figures.

Drawing with brush and colour without shading natural forms of a more difficult kind than in Stages 3 and 4, and good examples of Sinhalese painted decoration. The design should be based on the natural forms previously drawn by the pupils, and should be made to fill given spaces.

Stage 6.—(a) Drawing geometric models and domestic objects in outline and in light and shade; and drawing flowers, sprays, and other forms direct from Nature in outline.

Elementary perspective.

(b) Colour work and design.

The exercises should be the drawing in correct perspective of such geometric models as form the bases of construction of common objects, which should take the place of these geometric models as soon as the principles are understood by the pupil. Not more than three objects in addition to the board should form a group. The objects should be lightly shaded.

The pupils should understand the meanings of the more simple terms used in perspective, and be able to put in perspective simple solids in easy positions on the ground plane.

Painting in flat washes natural forms direct from the objects in which more than one colour may be used. Attention should be directed to the harmonious blending of colour in Nature as well as the beauty of form. These natural forms should be utilized in designing repeating border and diaper patterns, and for filling more difficult spaces than in Stage 5.

Note.—In the earlier stages wherever possible Freearm Drawing on blackboards should be practised under either Scheme A or B.

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 4 or 5. (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 plain 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 rectilineal 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 for 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 X.

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.

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.

The following Clauses and Schedules of the Code for 1908 have been amended :—

Clauses 18A, 29 (note 2), 35 (*c*), (*h*), (*l*), 38, 40 (*h*), 90, 96, 97, 101, 102, 105, 108, 109, 110.

Schedules A (note), A 1, B, C, D (notes).

The following new clause has been added :—

Clause 122.