

SUPPLEMENT
TO THE
Ceylon Government Gazette
PART I.

No. 6,591 — FRIDAY, NOVEMBER 21, 1913.

GOVERNMENT NOTIFICATIONS.

IT is hereby notified that His Excellency the Governor in Executive Council has sanctioned the following Revised Code for Aided Schools, which will have effect from January 1, 1914.

By His Excellency's command,

Colonial Secretary's Office,
Colombo, October 29, 1913.

R. E. STUBBS,
Colonial Secretary.

REVISED CODE FOR AIDED SCHOOLS, 1914.

PRELIMINARY.

1. A sum of money is annually voted for grants in aid.
2. These grants are administered by the Education Department, 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. Except where another date is specified, all amendments appearing for the first time in this Code, which are not changes in the schedules of work or in the rate of grants, shall come into operation on January 1, 1914. Changes in the schedules of work must ordinarily be brought into operation at the beginning of the next school year which follows the publication of this Code, and on the termination of that year the school will be eligible for grant at the revised rates. Schools in which the school year began between July 1, 1913, and the publication of this Code may, with the permission of the Department, introduce the new schedule of work at once, and will in that case be eligible for grant at the revised rates.

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 Education.

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 Education—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 Education 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:—

<i>Western Province.</i>		<i>Within</i>		<i>Northern Province.</i>		<i>Within</i>	
Kalutara	..	Local Board limits		° Jaffna	..	Local Board limits	
Negombo	..	do.		<i>North-Western Province.</i>			
Panadure	..	Police limits		Kurunegala	..	Local Board limits	
Moratuwa	..	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 Sabaragamuwa.</i>			
Batticaloa	..	Local Board limits		Ratnapura	..	Local Board 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 report slips in respect of children presented for examination, are fulfilled, and that the average attendance for twelve months preceding the examination is not less than the numbers given in clause 24 (b), and that all other requirements of the Code are fully complied with.

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

25 A. 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, Anglo-vernacular, or English schools, 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.

28 A. A large village vernacular school may, by leave of the Director of Education, 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 Schedules A and B may, by permission of the Department, be converted into an Anglo-vernacular school and worked under Schedule E 1.

29. The teacher of every vernacular school must, on the application of the parent or guardian, furnish a certificate in the Form Q to every pupil who leaves the school. Books of forms for this purpose will be issued by the Department to the managers of vernacular schools. The counterfoils must be retained in the school. No pupil of a Government or grant-in-aid vernacular school may—

- (a) Be admitted to another Government or grant-in-aid vernacular school without the production of this certificate.
- (b) Be admitted to a Government or grant-in-aid English school without the production of a certificate showing a pass in the third or some higher standard. This rule will not be applied to pupils admitted as boarders into English schools. In order to facilitate the registration of vernacular schools which are carried on as preparatory departments of English schools, the provisions of clause 12 of the Code will not be enforced with regard to them. Such vernacular schools, if provided with an efficient infant department, and if the building, furniture, equipment, and staff are reported by the Inspector to be satisfactory, will be eligible for an increment of 30 per cent. on the vernacular grant, provided that such increment does not exceed 50 per cent. of the fees collected. Cases in which difficulty is caused by a change of residence on the part of parents may be submitted for special consideration.

The certificate may be refused to any parent against whom a case is pending for irregular attendance, or who has, within three months, been warned or fined by a court for irregular attendance.

English Schools.

30. English schools are of the following classes :—

- (a) The elementary school.
- (b) The elementary school with secondary department working up to the Junior School Examination.
- (c) The elementary school with secondary department working up to the Senior School Examination.
- (d) The fully organized secondary school.

(a) 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 the additional subjects allowed for the elementary school-leaving certificate examination and hygiene and home industries as defined in Schedule C. 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.

(b) and (c) In the elementary school with secondary department the work of the elementary department must be limited in the manner prescribed for elementary schools, and no scholar in the elementary department may take an additional subject without permission from the Inspector. No scholar may, without permission from the Inspector, be placed in the secondary department who has not passed the elementary school-leaving certificate examination. The grant in such schools shall not exceed the income derived by the school from other sources. Conferences of Inspectors will be held from time to time to secure uniformity in dealing with such cases.

(d) No school will be accepted as a fully organized secondary school which has not been accepted by the Department as efficient for the purposes of the attendance grant, and in which there is not an adequate syllabus of work in English language and literature, geography, history, drawing, physical training, and elementary hygiene, and in the case of boys' schools an additional language (unless exempted by the Department), mathematics, science teaching, and manual training; in the case of girls' schools needlework, singing, domestic science. Other subjects may be taken if they form part of a scheme approved by the Department. Such schools may include in their scheme an elementary school doing the work prescribed for standards V. to VIII. in elementary schools. Instruction in science must include practical work carried on in an adequately equipped laboratory; instruction in domestic science must also include practical work, for which adequate arrangements must be made. In the case of manual training and domestic science the requirements will not be insisted on until four years have elapsed after these rules have been brought into force; for manual training a course of two years is contemplated falling between the ages of 13 and 16. Every secondary school must be provided with a library of suitable books. The grant in such schools shall not exceed the income derived by the school from other sources.

The Department shall have the power to decide whether English schools shall be registered under the heads (a), (b), (c), or (d), 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.

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.

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, Mullaittivu, 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.

31. Unless a special syllabus of work has been approved by the Department the work of the lower school in English schools must follow one of the syllabuses of work given in Schedule A. No school will be allowed to work under the first syllabus unless one of the following conditions is fulfilled:—

- (1) Admission to the school is confined to pupils who have a working knowledge of English.
- (2) An infant department is provided which satisfies the requirements of clause 37 of the Code, and which has a special schedule of work suited to vernacular-speaking children, under which they will have a reasonable chance of acquiring a good conversational knowledge of English before they pass into the second standard. No such infant department will be regarded as satisfactory unless a fair proportion of the children get some practice in English speaking out of school.

The work prescribed in the lower standards of the first and second syllabuses of Schedule A is intended for children who begin their education in English schools, 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 English schools having passed the third or a higher standard must, for a period not less than two years, be placed in a special class, worked on a time table approved by the Inspector. The schedule of work for such children is the third syllabus of Schedule A.

The grant in the special class in schools where the grant is assessed by examination 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.

The infant department, standards I. to IV. or classes doing a corresponding range of work, and classes worked under the third syllabus of Schedule A, will form the lower school. No pupil may be promoted from the lower school until he has passed in English an examination in conversation, reading, writing, and arithmetic equal to the IVth standard, and in the vernacular (if he is a Sinhalese or Tamil) a 4th standard examination in reading and writing. Special importance will be attached to the test in English conversation.

32. (1) No scholar shall be admitted into any Government or grant-in-aid English or Anglo-vernacular school unless he has produced a birth certificate or other satisfactory evidence of the date of birth; and no scholar who has previously attended any Government or grant-in-aid English or Anglo-vernacular school shall be admitted into any Government or grant-in-aid school unless he has produced a card certificate in the Form P signed by the Manager or Principal of the last Government or grant-in-aid school which he has attended. This card certificate must be retained by the Manager or Principal of the school which the scholar is attending, and when the scholar is withdrawn, it must be brought up to date and handed over to the parent or guardian or any person authorized in writing by the parent or guardian to receive it. It may not be refused except on the ground of non-payment of fees. Cases in which pupils are withdrawn without urgent reason within two months of the examination of a school for grant may be referred to the Department for consideration. Arrears of fees may not be claimed under this rule for more than three months; and fees in lieu of notice may only be claimed if provided for in the school rules, and not for any period exceeding one month.

(2) No scholar shall be admitted into an English school from a Government or grant-in-aid vernacular school who has not passed a vernacular standard not lower than the third. It shall be the duty of every Principal of an English school, within one month after admission of such scholar, to draw up and file a card certificate for him in the Form P giving the required information on this subject. This rule applies to all scholars who, after leaving vernacular schools, have attended unregistered English schools.

(N.B.—This rule will be applied to all scholars who are admitted to registered or unregistered English schools after December 31, 1913.)

(3) It is expected that the Managers of schools will draw up their own rules for the admission and withdrawal of scholars, and for the payment of fees, subject to the provisions of this clause. In all English schools printed copies of the school rules must be given to the parents or guardians of all pupils. It will be regarded as a condition of grant that every school should have a system for ensuring—

- (a) Communication with the parents or guardians of scholars.
- (b) Punctual payment of fees.

Grant will be refused unless at least three-fourths of the fees due for the year from paying pupils have been recovered. 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 when called for.

33. 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.

* 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.

B Schools.

34. 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.

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

Examination.

36. (a) In schools which have been accepted by the Department as efficient, the grant will be paid on the average attendance under the rules given in Chapter VI. of the Code. In other schools the grant will be paid on the passes obtained in the annual examination and according to the rates given in Schedules F; G, H, H 1, H 2, 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, and 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.

37. 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. 5 for each unit of average attendance. This grant will be raised to Rs. 8 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.
- (c) A teacher's certificate from the Government Training College.

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:

38. In schools worked under the second syllabus of Schedule A, which have not been accepted by the Department as efficient, the grant in the infant department 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, and number, 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.

39. In schools working under Schedules D, D 1, 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 number—

	Rs.	c.
Lower division.....	0	75
Upper division.....	1	50

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) 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 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.

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

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.

44 A. 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.)

* 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."

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, 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; it will be issued provisionally, and confirmed after three 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.

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.

* 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 80 per cent. of passes will be counted as satisfactory.

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 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 scale of salaries adopted by the school is approved by the Department.
- (c) That after reasonable notice all trained or certificated teachers are making contributions under a scheme approved by the Department which will ensure a pension, and that such contributions are being augmented by an equivalent amount by the Manager. Half the sum paid by the Manager will be refunded by the Department.

64. No new teacher may, without special permission from the Department, be appointed to a post in an English school unless he holds a certificate. One, but not more than one, of the assistant teachers will be allowed to hold an Anglo-vernacular or vernacular 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.

Grant may be paid at B rate for the pupils of any class in charge of one master at a time, in which the number on the list exceeds 35.

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 if employed in a Government or grant-in-aid school 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.

In English schools pupil teachers will be required to execute a bond in the Form T 1. After the year 1915 no pupil teacher will be registered in an English school which has not been accepted by the Department as efficient under the provisions of clause 111.

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, Moratuwa, 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.

[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.

* Clauses 92 to 103 will cease to form a part of the Code after the year 1914. In the year 1915 the work of secondary schools will be tested by the Junior and Senior school examinations. Information with regard to the conditions of these examinations will be published at an early date.

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.

Note.—The Medical attendance of University scholars will be paid by Government in cases recommended by the Secretary of State; but the total sum which will be paid for any one scholar on this account is limited to £50, and if the student is placed in a nursing institution, not more than three guineas a week will be paid by Government towards the charges of the institution.

The parent or guardian of every University scholar will be required to execute a bond for an amount of not less than Rs. 1,000, to be utilized to meet medical expenses in excess of £50 which are considered to be necessary by the Secretary of State. The Secretary of State may at any time order the return to Ceylon of any University scholar on the recommendation of the medical advisers to the Colonial Office.

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; Logic; Physics; Chemistry; Botany; Geology; History of Architecture.
- (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 280 B.C. to 14 A.D. 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 660 B.C. to 323 B.C.
- (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.

* In 1914—Tacitus: Agricola
Virgil: Æneid Books IV. and VI.

† In 1914—Plato: Crito
Euripedes: Iphigencia in Tauris.

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 Convergency of Geometric Series, Permutations and Combinations, the Binomial Theorem for Positive Integral Indices, the Graphs of Simple Algebraic Functions, the Theory of Indices, the Nature and Use of Logarithms and of Logarithmic Tables, Interest, and Annuities.

Geometry.—The Geometry of the Matriculation Examination, together with the Geometry of Similar 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 and a Practical Examination).

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.

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 the Pass Degree in Philosophy will be exempted at that examination from the paper in Logic if they have passed in Logic either as one of their alternative subjects at the time of passing the Intermediate Examination in Arts or at some subsequent Intermediate Examination in Arts.

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

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.

Viscosity and Diffusion in Liquids and Gases.

Surface Tension. Osmosis. Stretching of Wires.

Heat.—Temperature. Instruments for the measurement of Temperature.

Expansion of Solids, Liquids, and Gases with rise of Temperature. Isothermal and Adiabatic Expansion.

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.

Convection. Radiation.

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. Effect of change of Temperature on the Velocity.

Reflexion.

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. Laws of Reflexion and Refraction. Photometry.

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

Refraction at Plane Surfaces and by Prisms. Minimum Deviation. Chromatic Dispersion.

The General Laws of Radiation: Visible, Ultra-violet, Infra-red.

Emission and Absorption.

Heating Effects of Radiation.

Phosphorescence and Fluorescence.

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.

Measurement of Velocity.

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. Magnetic Moment.

Intensity of Magnetisation.

The Earth as a Magnet.

The Magnetic Properties of Iron and the Elementary Laws of the Magnetic Circuit.

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.

Electrometers.

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: Wheatstone's Bridge; Potentiometer; Resistance of Cells; Volt; Ohm; Ampere; Ammeters; Voltmeters.

Heating Effects of Currents.

Elementary Phenomena of Electrolysis. Faraday's Law.

Voltameters.

Action on Current Circuits in a Magnetic Field.

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

A Thermo-electric Couple.

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.

Determination of g by Simple Pendulum.

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 and Evaporation.

Determination of Dew-point.

Use of Simple Photometers.

Focal Lengths of Mirrors.

Focal Lengths of 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.

Refractive Index by Method of Apparent Thickness.

Tracing the lines of force in the neighbourhood of a Magnet.

Comparison of Magnetic Moments and Fields.
 Measurement of Resistance of Wires and Cells.
 Comparison of E. M. F.'s with Potentiometer.
 Measurement of Electro-chemical Equivalent.

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 :—

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 formulae.

Classification of the elements, including the Periodic Scheme.

General characters of the chief types of compounds, including acids, bases, and salts.

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 allowed to bring into the examination laboratory any one book on quantitative analysis, provided it do not contain any reference to qualitative analysis.]

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 crystallisation, 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.

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

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 water and of ice. The Ocean, its Movements and Work. 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, 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.

History of Architecture.

1. Greek and Roman Architecture.
 2. History of Greek and Roman Art.
 3. Drawings of Greek and Roman Orders done during the session to be submitted and marked.
- Candidates must take section 1 and either section 2 or 3.

History (Two Papers).

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

Geography (Two Papers).

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.

* In 1914—John Stow: Survey of London (a good edition by C. L. Kingsford, 2 vols., price 30s., Clarendon Press—a cheap edition is published by Routledge at 2s. 6d.).

† In 1914—Outlines of Literary History, 1500 to 1800 inclusive, with special study of—
Chaucer: Prologue to the Canterbury Tale; Knight's Tale.
Shakespeare: Julius Cæsar; Tempest.
Milton: Comus.
Burke: Speeches on America (Ed. Payne, Clarendon Press).

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).

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 *vivâ voce* test, on payment of a fee of £3, and subject to the General Regulations affecting that examination.

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

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.

(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.

* In 1914—(I.) Milton : Paradise Regained.

Pope : The Rape of the Lock.

Burke : Reflections on the French Revolution.

Wordsworth : The Prelude.

Byron : Childe Harold IV.

Keats : Lamia, and the other poems published in 1820.

Hazlitt : The Spirit of the Age.

William Morris : The Defence of Guenevere and other poems (Longman).

(II.)—Shakespeare : Midsummer Night's Dream ; I. and II. Henry IV. ; Hamlet ; Coriolanus.

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, Convergency of Geometric Series, Permutations and Combinations, the Binomial Theorem for Positive Integral Indices, the Graphs of Simple Algebraic Functions, the Theory of Indices, the Nature and Use of Logarithms and of Logarithmic Tables, Interest and annuities.

Geometry.—The Geometry of the Matriculation Examination, together with the Geometry of Similar 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).

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 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.
Viscosity and Diffusion in Liquids and Gases.
Surface Tension. Osmosis. Stretching of Wires.
Heat.—Temperature. Instruments for the measurement of Temperature.
Expansion of Solids, Liquids, and Gases with rise of Temperature. Isothermal and Adiabatic Expansion.

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.

Convection. Radiation.

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. Effect of change of Temperature on the Velocity.

Reflexion.

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. Laws of Reflexion and Refraction. Photometry.

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

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

The General Laws of Radiation: Visible, Ultra-violet, Infra-red.

Emission and Absorption.

Heating Effects of Radiation.

Phosphorescence and Fluorescence.

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.

Measurement of Velocity.

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. Magnetic Moment.

Intensity of Magnetisation.

The Earth as a Magnet.

The Magnetic Properties of Iron and the Elementary Laws of the Magnetic Circuit.

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.

Electrometers.

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: Wheatstone's Bridge; Potentiometer; Resistance of Cells; Volt; Ohm; Ampere; Ammeters; Voltmeters.

Heating Effects of Currents.

Elementary Phenomena of Electrolysis. Faraday's Law.

Voltameters.

Action on Current Circuits in a Magnetic Field.

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

A Thermo-electric Couple.

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.

Determination of g by Simple Pendulum.

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 and Evaporation.

Determination of Dew-point.

Use of Simple Photometers.

Focal Lengths of Mirrors.

Focal Lengths of 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.

Refractive Index by Method of Apparent Thickness.

Tracing the lines of force in the neighbourhood of a Magnet.

Comparison of Magnetic Moments and Fields.

Measurement of Resistance of Wires and Cells.

Comparison of E. M. F.'s with Potentiometer.

Measurement of Electro-chemical Equivalent.

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.

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 allowed to bring into the examination laboratory any one book on quantitative analysis, provided it do not contain any reference to qualitative analysis.]

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 Algæ, 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.

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, Sporezoa, Flagellata, Ciliata; Cœlenterata: Hydrozoa, Anthozoa; Platyhelminia: 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 to determine the zoological position of specimens in accordance with paragraph 3 above.

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 Work.

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, Häüyne, 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.

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

SECTION II.

Specific Subjects of Secular Instruction.

106. If the time table of a 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. The specific subjects offered by such scholars may include a fourth and fifth stage of English literature, provided that the syllabus offered includes one prose book, and is submitted to the Inspector at the beginning of the school year. The grant will be at the same rate as for the third stage.
- (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 earn grant 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. This rule will not be applied to those who have passed the fifth English standard before the year 1913. In the year 1913 the third vernacular standard, and in the year 1914 the fourth vernacular standard, will be accepted as qualifications in place of the fifth vernacular standard.

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.

* Or assistant inspector's.

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

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

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

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

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

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

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

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

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 English schools which have been accepted by the Department as efficient the grant will be paid on the average attendance.

An elementary school may be accepted as efficient if the following conditions are fulfilled:—

(a) The instruction must be in accordance with the schedules of the Code, and additional subjects must not be taught without the permission of the Department. There must be a proper system of terminal examinations conducted by members of the school staff. The marks obtained must be preserved in registers, and the papers done in each examination must be kept and submitted to the Inspector, if called for during the ensuing term. All exercise books and copy books used during the current term must be preserved and submitted to the Inspector when called for. The work in such books must be dated. Each class must be provided with a daily record book of work done.

(b) The fees must be punctually collected and must not be less than the following:—

Infant Department and Standards I. and II.	Re. 1 per mensem
Standards III.-V.	Rs. 2 do.
Standards VI.-VIII.	Rs. 3 do.

The pupils admitted as free scholars, or at reduced rates, must not exceed 25 per cent. of the total.

(N.B.—The Department will, if application is made, consider the question of giving special treatment to schools carried on either wholly or partly as charitable institutions for English-speaking children.)

(c) The school must have a sufficient staff, so that the number on the register in a class which is in charge of one teacher at a time shall not exceed 32. Either the head teacher or at least two other teachers* on the staff must be trained teachers. At least one-half of the staff must be either trained or certificated, and no uncertificated teacher must be appointed unless permission has been given by the Department. As a rule, no organization will be regarded as satisfactory which gives less than one teacher for each class; but in small schools special arrangements for grouping classes may be submitted to the Inspector for approval.

(d) The accommodation, furniture, and apparatus must be sufficient. All rooms used for teaching purposes must be well lighted and ventilated and protected from sun and rain. Classes must not be held in portions of buildings which are not shaped so as to allow of the class being arranged properly for teaching purposes. The accommodation will be considered sufficient if each room used for teaching purposes has 13 sq. ft. of floor space for each pupil on the class register in classes of 25 or more pupils, and 15 sq. ft. in the case of classes of less than 25. The number of desks provided must be sufficient to allow all the classes to be seated for writing work simultaneously; desks must be of suitable height, and the furniture in general must be adapted to the physical requirements of the pupils. It will be expected that the written work of all classes above the 4th standard is, as a rule, done in pen and ink, and that pencil work is confined within proper limits.

(e) A separate time table must be provided for each class and strictly adhered to. The general time table of the school must be so arranged as to allow the Principal or head teacher adequate time for the supervision of the work of other teachers.

* This proportion will be increased in the future.

112. In fully organized secondary schools and in secondary departments of elementary schools work must be carried on in accordance with a syllabus which must be submitted to the Department annually for approval, and the conditions laid down in clause 29 of the Code must be fulfilled.

The fees must be punctually collected and must be not less than the following :—

Lower School—As in elementary schools.

Standards V.—VIII. and classes working for Junior School Examination—Rs. 5.

Higher classes—Rs. 7.

The secondary departments of elementary schools will pay at the rates for corresponding classes in secondary schools. In girls' schools and in schools in the Northern and Eastern Provinces the figures will be Rs. 4 instead of Rs. 5, and Rs. 5 instead of Rs. 7.

The conditions laid down for the staff, furniture, accommodation, and terminal examinations of elementary schools must be fulfilled, and in classes which take work higher than the Junior School Examination the number on the register must not exceed 25 in divisions in charge of one teacher at a time.

The Department must be satisfied that the principal is qualified to be in charge of a secondary school, and that the teaching staff is sufficient and suitable for giving the instruction provided in the curriculum.

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 attendances made by all the boys in it will be divided by the total number of complete sessions held.

116. The grants in infant departments will be at the rates specified in clause 36, and in schools which have no infant department the grant in the 1st standard will be at the rate of Rs. 5 for each unit of average attendance.

With these exceptions the grant in elementary English schools or departments and in the lower schools of fully organized secondary schools will be at the rate of Rs. 10 for each unit of average attendance.

The grant in the upper school of secondary schools and in the secondary departments of elementary schools with secondary departments will be at the rate of Rs. 20 for each unit of average attendance.

A merit grant of Rs. 4 or Rs. 6 may be allowed for each pupil working under the third syllabus of Schedule A. The amount will be assessed after consideration of the Inspector's report on the examination and on his visits during the year. Schools which receive the attendance grant will also be eligible for needlework grant at the rates shown in Schedule F, for the grant in vernacular literature under clause 108 of the Code, and for the special science grant.

These amounts will be augmented by a further sum of Rs. 2 per unit for every teacher employed on the staff who has been trained in the Government Training College or in any other institution recognized by Government for the purpose. The total grant per unit must not exceed Rs. 20 in an elementary school or Rs. 30 in a secondary school. The total increase for one trained teacher shall not exceed Rs. 450. The total grant for a school shall not be more than a sum which makes the receipts of the school during the school year from grant and fees equal to the total expenditure for the same period; such expenditure to fall under the heads: (1) salaries of school staff, (2) contributions to teachers' pensions, (3) rent, upkeep, and extension of buildings, or interest on capital raised for buildings, (4) furniture and equipment, (5) scholarships and prizes, (6) a balance not exceeding a reasonable proportion of income from fees and grant to be transferred to a fund for future improvements to the school. An audited statement showing the fees received during the school year and the expenditure under the first five of the foregoing heads must be submitted before the grant is finally computed. The conditions laid down in paragraphs (d), (e), (f), (h), (k), and (l) of clause 36 apply to schools of this class.

117. Promotions into the upper school or into the secondary department must be made in the manner prescribed in clauses 30 and 31 of the Code.

With these exceptions promotions from class to class in efficient schools may be made on the results of examinations held by the school staff. But the Inspector shall have full power to strike out the attendance of any pupil who is clearly unfit for the class in which he is placed or for the course of study which he is following. The attendance grant will not be paid for attendance made by any pupils after they have passed their 19th birthday.

118. If the condition of a school is reported to be unsatisfactory at the annual inspection, the grant may be reduced by 25 per cent., and notice may then be given that the grant will be reduced by 50 per cent. in the following year, unless the Department is satisfied that adequate steps have been taken for bringing the school into a satisfactory condition. A report will be furnished by the Department to the Manager stating the grounds on which the school has been considered to be in an unsatisfactory condition.

119. 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.

Elementary School Leaving Certificate Examination.

120. The examination for the 8th standard will not be held separately in individual schools unless there are special circumstances which render this necessary. In place of the examination for the 8th standard an examination will be held twice a year (on dates and at centres which will be notified by the Department), on the results of which the Elementary School Leaving Certificate will be awarded. A grant of Rs. 30 for each successful candidate will be paid to each school in place of the 8th standard grant. In schools which are paid by average attendance and in which all eligible members of the form take up the examination, this grant will be paid in addition to the attendance grant.

Bursaries (not exceeding 15 in each year) will be awarded on the results of this examination to pupils whose parents are prepared to execute a bond that they will proceed for training to the Government Training College or some other Training College recognized by Government for the purpose. They will be of the value of Rs. 180 per annum; and will be tenable at approved secondary schools.

The conditions of the examination are as follows:—

(1) Candidates must have been for at least three years preceding the examination in continuous attendance at Government or grant-in-aid English schools, or at schools which are inspected by the Department and have been approved for the purpose of this examination. Except in case of change of residence on the part of parents, no candidate will be admitted who has been transferred from one school to another within ten months of the date of examination.

(2) Candidates must, unless exempted for a special reason by the Inspector, be not less than 14 nor more than 19 years of age on the 15th day of the month in which the examination is held, and must have passed the 7th standard or a school examination accepted by the Department as equivalent at least six months before the date of the examination.

(3) The examination consists of eight sections:—

- (i.) Reading.
- (ii.) Writing and Dictation.
- (iii.) English Composition.
- (iv.) Arithmetic.
- (v.) English Language.
- (vi.) Geography.
- (vii.) (a) History, or
(b) English Literature, or
(c) Bookkeeping, or
(d) Shorthand, or
(e) Sinhalese, or
(f) Tamil.
- (viii.) Drawing.

(i.) *Reading*.—From a book brought by the examiner, and such as is generally used in schools for the 8th standard. Candidates will be expected to be able to give an oral account of what they have read.

(ii.) A passage from a modern prose author will be dictated; half the marks will be awarded for handwriting, and half for spelling and punctuation.

(iii.) *English Composition*.—An essay or a letter on a prescribed subject; a choice out of not less than three subjects will be allowed.

(iv.) *Arithmetic*.—The paper set will be based on the syllabus prescribed for Standards IV.–VIII. in Schedules A and B of the Code.

(v.) *English Language*.—As under arithmetic.

(vi.) *Geography*.—Questions on physical geography prescribed for the standards below the 8th. Ceylon, its productions and their distribution (with knowledge of the principal trade routes). Questions of a general and not of a detailed character on the British Empire.

(vii.) (a) *History*.—As for Standard VIII. of Schedule B of the Code.

(b) *English Literature*.—The literature prescribed, at the time, for Stage II. in English Schools.

(c) *Bookkeeping*.—As prescribed for Stage II. in Schedule C of the Code.

(d) *Shorthand*.—As prescribed for Stage II. in Schedule C of the Code.

(e) *Sinhalese*.—Reading, Writing, and Grammar as prescribed for Standard VIII. in Schedule D of the Code.

(f) *Tamil*.—Reading, Writing, and Grammar as prescribed for Standard VIII. in Schedule D of the Code.

(viii.) *Drawing*.—The work of Stages V. and VI. of Schedule U.

(4) Candidates must enter for the first six sections and for one of the subjects in the 7th section; they may also take the 8th section and one additional subject from the 7th section. Certificates will be awarded to candidates who pass in the first four sections and in two of the sections (v.), (vi.), (vii.), and (viii). The subjects in which a candidate passes will be stated in the certificate.

School Gardens.

121. 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.

Building Grants.

122. In cases where additional buildings are required in schools carried on by local authorities or governing bodies of assured stability, Government will be prepared to consider the question of making a contribution to augment sums which have been either contributed by governing bodies or raised by subscriptions. The contributions will vary according to circumstances, but will not be more than half the cost of the proposed work.

Science Grants

123. (1) Under certain conditions the Education Department will assist Managers with a grant towards the provision of appliances necessary for science teaching.

(2) (a) Science teaching includes (1) class lessons, with experiments performed by the teacher, and (2) laboratory work, when the experiments are performed by the pupils themselves.

(b) A class lesson should be of one hour's duration, and a practical class of not less than $1\frac{1}{2}$ hours.

(c) A practical class must not contain more than 25 pupils, unless there are two qualified teachers present, when it may be increased to 40.

(d) Pupils should not, as a rule, be allowed to do laboratory work till they have received a fair grounding in elementary algebra.

(3) The grant will only be allowed in a school in which there is a laboratory which has been approved by the Department, and in which one or more classes are doing regular laboratory work, in addition to the class lessons. For the present the subjects for which aid may be given will be—

For boys' schools experimental science, chemistry, and physics.

For girls' schools experimental science.

(4) A competent teacher with special qualifications must be employed and must be in charge of the appliances. The following will be accepted as a qualification:—

(a) For chemistry and physics, the Intermediate Examination in Arts or Science of the University of London, provided that the subjects concerned were passed.

(b) An equivalent qualification of the same standard as the above may be accepted, provided that it furnishes proof of a knowledge of the practical part of the subject.

(c) A teacher qualified in chemistry or physics will be considered as qualified in elementary experimental science.

(d) A certificate showing that the student has attended a course of lectures and practical work at the Government Technical Schools and has passed satisfactorily an examination at the end of it.

(5) The grant made under these regulations must be used solely for the provision of appliances for teaching the above subjects, and must be supplemented by the managers by an amount not less than that granted by the Department. The grant to one school will not ordinarily exceed Rs. 300 in any year. This amount may be increased to Rs. 500, if the reports show that—

(a) A specially well-qualified staff is employed.

(b) The number of pupils receiving elementary laboratory instruction is considerable.

(c) The work is being carried on in a very efficient manner.

It should be distinctly understood that the object of the grant is to assist the teaching of elementary science to a considerable number of pupils as a regular school subject, and not to provide expensive apparatus for teaching advanced science to a few exceptional pupils.

(6) Managers applying for a grant must state—

(a) The name of the science master or masters and their qualifications.

(b) The total number of pupils in the school and the number to whom science is taught.

(c) The time table of the science classes with the number of pupils in each class.

(d) The sum for which application is made.

(e) A list of the articles which it is proposed to purchase with the aid of the grant.

(f) The amount by which the grant will be supplemented by the Manager.

(g) Any application after the first must be accompanied by the receipted bills or invoices or other documents showing the actual expenditure of the previous grant, and of the amount by which the Manager has supplemented it.

(7) The appliances must be open to inspection by the Department at all times, and Managers must provide the necessary rooms, furniture, &c., for the proper use and preservation of the same.

(8) It must be understood that the grant will only be awarded to schools in which the Department is satisfied that efficient work is going on. Managers must not rely on the continuity of the grant unless the work done is shown by inspection to be satisfactory.

Schedule A.

Work of the Lower Schools in English Schools.

First Syllabus intended for Schools which satisfy the Conditions laid down in Clause 31.

Lower Division	Conversation.	Reading and Recitation.	Writing.	Number.	Observation Lessons.	Handwork, Games, Singing, &c.
<p><i>Infant Department.</i></p> <p>Talk about wall pictures representing scenes of ordinary life in England or Ceylon. The children should be encouraged to ask questions. Stories should be told by the teacher and re-told by some at least of the children. Questions and answers about objects in the school or common objects brought for the purpose, positions and movements of the body and limbs, simple actions. The work should follow a scheme of graduated lessons, of which a record must be kept and submitted to the Inspector.</p>	<p>Reading easy words set on the blackboard in printed characters. The teacher must keep a record. Recitation of nursery rhymes and other pieces of suitable poetry of not less than 30 lines.</p>	<p>Writing between lines 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. The use of a number board or of some other adequate means of visualizing numbers will be regarded as essential in both divisions.</p> <p><i>Written work:</i> Writing figures up to 10</p>	<p>Thirty lessons at least during the year. These should include 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 beforehand.</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 of expressing in action ideas derived from the lessons of the day; full scope should be given to the children to express what interests each individually. The occupations may be chosen from the following list:—</p> <ol style="list-style-type: none"> (1) Arrangement of seeds and shells 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> from natural or other objects, free illustrative drawing, very easy pattern drawing. <i>Materials:</i> Sand trays; small blackboards (or slates); white, brown, and tinted paper; pencils; coloured crayons. (4) <i>Moulding</i> with clay or clay substitute. (5) <i>Weaving</i> with Raffia, string, &c. (6) <i>Matching Colours</i> by means of coloured wools and remnants of cloth or flowers. (7) (Upper Division) <i>Basketwork</i>, or <i>Flat Twisting in Colour</i> of the outlines drawn. (8) <i>Recitation or Singing</i> of easy verses, with or without action. (9) <i>Active Games</i>, ball games, imitative games, &c. <p>N.B.—In girls' schools the Upper Division will be examined in the Needlework of the First Standard.</p>	
<p>Division Upper</p> <p>Besides the conversation done in connection with the reading lessons, the time must provide at least one period daily for conversation lessons on the same lines as those for the lower division, but of wider range. There must be a graduated scheme and record of lessons as in the lower division. Children must learn to converse correctly using the plural as well as the singular and the future and past tenses as well as the present.</p>	<p>Intelligent reading from two First Readers. 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 from a copy set on the blackboard any letter, capital or simple. Transcription of short sentences from the Readers, and transcription from the blackboard of lessons composed by the class during observation and conversation lessons.</p>	<p><i>Oral work:</i> Elementary analysis of numbers up to 100 based on comprehension of notation. Full analysis of numbers up to 30. Easy questions giving concrete examples of the four simple rules within these limits.</p> <p><i>Written work:</i> Addition and subtraction; no number over 100 to be given in the question or required in the 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>The teacher's notes of lessons must be kept for inspection.</p> <p>N.B.—While the scheme of observation lessons should be planned round certain "centres," of interest to the children, there should be room to satisfy the children's spontaneous demands for information on other subjects.</p>	<p>The occasional use of Tamil and Sinhalese in explanation is to be regarded as a temporary makeshift only. In reading and observation lessons oral composition should be definitely taught. In the lower divisions 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 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. An effort should be made to correlate with conversation or observation lesson. If any considerable number of children under 5 are admitted, it is desirable that a playground should be provided, in which practice in conversational English can be gained in connection with the reading, and singing, and without any formal teaching of reading, writing, and arithmetic.</p>	

The English teaching should be conversational throughout, and should follow what is known as the direct method. The occasional use of Tamil and Sinhalese in explanation is to be regarded as a temporary makeshift only. In reading and observation lessons oral composition should be definitely taught. In the lower divisions 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 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. An effort should be made to correlate with conversation or observation lesson. If any considerable number of children under 5 are admitted, it is desirable that a playground should be provided, in which practice in conversational English can be gained in connection with the reading, and singing, and without any formal teaching of reading, writing, and arithmetic.

Schedule A—continued.

	Reading.	Writing.	Arithmetic.	English Language.	Geography.	Needlework.
Standard I.	The year's work shall include blackboard reading and reading from two First Readers approved by the Inspector, with practice in conversation about the pictures and the subject-matter of the lessons. One at least of the Readers used must contain coloured illustrations. Recitation of suitable poetry not less than 40 lines. The year's work shall include blackboard reading and reading from two illustrated Readers approved by the Inspector, one of which must be a continuous Reader, with practice in conversation about the pictures and subject-matter of the lessons. One of the Readers must contain coloured illustrations. Recitation of suitable pieces of poetry not less than 60 lines. In the 3rd and 4th Standards the year's work must include reading from two sets of illustrated Readers, approved by the Inspector, one of which must be a continuous Reader. Pupils will be expected to have an intelligent comprehension of what they have read and to be able to converse on the subject of the lesson and on the illustrations. Reading may be tested from an unprepared book as well as from the class Reader. Recitation of suitable passages of poetry will be expected, 60 lines in Standard III, and 80 lines in Standard IV.	To transcribe a passage from one of the class reading books. Special attention must be paid to the joinings of letters.	As in Upper Division, Infant Department.	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.	Simple nature lessons on air and on water and its action on the earth. Easy measurements. Plan of the school-room. Cardinal points. Twenty stories of the lives of people in different parts of the world, e.g. Japanese, Chinese, Arabs, Eskimo, Red Indians. Pictures and picture post cards should be used freely, and interest aroused by approaching the subject from its human side.	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.	Recitation of suitable pieces of poetry not less than 60 lines. In the 3rd and 4th Standards the year's work must include reading from two sets of illustrated Readers, approved by the Inspector, one of which must be a continuous Reader. Pupils will be expected to have an intelligent comprehension of what they have read and to be able to converse on the subject of the lesson and on the illustrations. Reading may be tested from an unprepared book as well as from the class Reader. Recitation of suitable passages of poetry will be expected, 60 lines in Standard III, and 80 lines in Standard IV.	To transcribe a passage from one of the class reading books. Special attention must be paid to the joinings of letters.	As in Upper Division, Infant Department.	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, and oral composition must be definitely taught by lessons based on pictures and objects.	The meaning of maps. Nature lessons on rivers and on the sea, and the land form resulting from their action. Travel, transport, maps of the earth. Twenty stories of the lives of people (see Standard II.), e.g. the people of the Ganges, Venice, and the streets, the people of the Nile Valley, the monks of St. Bernard, coal miners, plumbago mining, tea planting, paddy cultivation, salt-preparation, &c.	Neat hemming; seam and fell; to show a plain work-bag.
Standard III.	Recitation of suitable pieces of poetry not less than 60 lines. In the 3rd and 4th Standards the year's work must include reading from two sets of illustrated Readers, approved by the Inspector, one of which must be a continuous Reader. Pupils will be expected to have an intelligent comprehension of what they have read and to be able to converse on the subject of the lesson and on the illustrations. Reading may be tested from an unprepared book as well as from the class Reader. Recitation of suitable passages of poetry will be expected, 60 lines in Standard III, and 80 lines in Standard IV.	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.	As in Upper Division, Infant Department.	Oral work as in Standard II., but a higher degree of proficiency will be expected. Both oral and written composition must be taught by lessons based on pictures, objects, and stories. To understand the functions of nouns, verbs, adjectives, and personal pronouns, and to make simple sentences using them in the singular or plural number. (Examination partly oral and partly written.)	The meaning of maps. Nature lessons on rivers and on the sea, and the land form resulting from their action. Travel, transport, maps of the earth. Twenty stories of the lives of people (see Standard II.), e.g. the people of the Ganges, Venice, and the streets, the people of the Nile Valley, the monks of St. Bernard, coal miners, plumbago mining, tea planting, paddy cultivation, salt-preparation, &c.	As in Standard III.; marking on calico; gathering and setting into a band; darn- ing as for a thin place on stocking web material; to show a plain chemise or an under bodice.
Standard IV.	Recitation of suitable pieces of poetry not less than 60 lines. In the 3rd and 4th Standards the year's work must include reading from two sets of illustrated Readers, approved by the Inspector, one of which must be a continuous Reader. Pupils will be expected to have an intelligent comprehension of what they have read and to be able to converse on the subject of the lesson and on the illustrations. Reading may be tested from an unprepared book as well as from the class Reader. Recitation of suitable passages of poetry will be expected, 60 lines in Standard III, and 80 lines in Standard IV.	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.	As in Upper Division, Infant Department.	Oral work as in Standard III., but a higher degree of proficiency will be expected. To understand the functions of all the parts of speech 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 population, government, the provinces and districts, and the principal towns. Detailed knowledge of either the natural region or the province in which the school is situated. World geography, the earth, its shape, and motions. Distribution of sea and land, continents and oceans.	As in Standard III.; marking on calico; gathering and setting into a band; darn- ing as for a thin place on stocking web material; to show a plain chemise or an under bodice.

Schedule A.
Second Syllabus intended for Schools which do not satisfy the Conditions laid down in Clause 31.
[N.B.—Schools worked under this Schedule must have an Infant Department.]

	Vernacular Reading.	Vernacular Writing.	English Reading.	English Writing.	Arithmetic (Range as in 1st Schedule).	Observation Lessons.	English Conversation.	Occupation.	Needlework.
Infant Department.									
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 Teacher.	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.			Vernacular.	<i>Vernacular.</i> 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.	Practice in conversation within the range given for the 1st term in the 3rd Syllabus. Recitation of nursery rhymes and suitable pieces of poetry, not less than 30 lines.	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. The occupations may be utilized for practice in English conversation.	
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.	The year's work shall include blackboard reading of words familiar in the conversation lessons, and reading from an Infant Reader containing words of one syllable with practice in conversation about the pictures and subject-matter of the lessons. Recitation of suitable pieces of poetry, not less than 40 lines.	The writing of letters and easy words. Transcription of a short passage from one of the Reading Books. Special attention must be paid to the joining of letters.	do.	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.	Conversation within the range for the 1st and 2nd terms in the 3rd Syllabus.		As in 1st Syllabus.

Second Syllabus intended for Schools which do not satisfy the Conditions laid down in Clause 31—continued.

	Vernacular Reading.	Vernacular Writing.	English Reading.	English Writing.	Arithmetic (Range as in 1st Schedule).	English Language.	Geography.	Needlework.
Standard II. . .	A few sentences from a Second Reading Book slowly and distinctly read. Questions will be put to test comprehension of the passage read. Recitation : 10 stanzas of poetry.	To write to dictation short sentences out of the Reading Book. Copy writing to be shown, large hand only.	As in 1st Syllabus.	As in 1st Syllabus.	Vernacular.	The conversation must cover the whole of the range for the 1st year in the 3rd Syllabus. Oral composition must be definitely taught by lessons based on pictures and objects.	Vernacular. As in 1st Syllabus.	As in 1st Syllabus.
Standard 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 to dictation 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.	do.	Oral work in English. Written questions in the vernacular optionally.	As in 1st Syllabus.	English. As in 1st Syllabus.	do.
Standard 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.	do.	do.	Both oral and written work in English.	do.	English. As in 1st Syllabus.	do.

Schedule A.

Third Syllabus intended for Pupils admitted to the English School after passing the Third or a Higher Standard in the Vernacular. [N.B.—Sinhalese and Tamil Pupils who have not passed the Fourth Vernacular Standard in Reading and Writing will have to do so before they can be promoted to the Upper School.]

First Year	Conversation.	Reading.	Writing.	Arithmetic.	Geography.	Needlework.
<p><i>First Term.</i>—Questions and answers using names of objects visible in the school, of parts of the body and dress, and of familiar objects of home use, with the following:—<i>What, where, I, you, he, she, it, a, the, this, that, these, those, am, is, are, have, has, on, under, in, my, your, his, her.</i> The method must be conversational from the first, and the lessons must be carefully graduated with constant revision. For two or three weeks work should be confined to questions and answers of the type, "What is this?" "It is a book (hat, pen, slate, &c.)." "Where is the book?" "It is on (or under) the table (bench, chair, &c.)." The class should not be put on to other things till they can converse freely within these limits. A little practice should then be given with the plural number, avoiding words which have irregular plural. A similar course should then be given with the words "have" and "has" as well as "is" and "are." By the end of the term the class should be able to give freely answers such as "I have the book in my hand;" "You have a watch in your pocket;" "She has a thimble on her finger;" "My books are on the desk." All class orders must from the first be given in English. In this way the class will become familiar with words like <i>sit, stand, come, go, give, take, speak, say, talk, hold, hold up, put, put down, yes, no, silence, good, bad, right, wrong, again.</i> Teachers must be careful to avoid ungrammatical forms of questions and misuse of common words (e.g. <i>tell for say, and keep for put</i>).</p> <p><i>Second Term.</i>—At least a week should be devoted to careful revision. Then the lessons should be developed in three directions:—(1) A similar course to that of the previous term, but amplified by more extensive use of the plural number, and the introduction of more adjectives and adverbs, and more prepositions; (2) Description of actions: "What are you doing?" "I am walking (sitting) on the bench, kneeling on the floor, &c." "What is Thomas holding in his hand?" &c. When the class is thoroughly familiar with questions and answers in this form, they may learn to use the auxiliary "have" and "has," e.g., "I have put my books on the table, and I am holding my pen in my hand." The conversation should in every case be accompanied by the actions referred to; (3) Description of pictures: this will give practice in conversation both about objects and actions. Large pictures suitable for class teaching should be used as well as the pictures in its readers. Notes of the lessons should be preserved.</p> <p><i>Third Term.</i>—At least a week should be devoted to careful revision. Then practice in the past and future tenses should be introduced without any teaching of grammatical terms. The distinction between "I have come to school to-day" and "I came to school yesterday" should be carefully marked, and the correct use of "shall" and "will" should be practised without any attempt at full conjugation. The material for the lesson should be derived from real things, familiar objects, actions, and pictures. Notes of the lessons should be preserved.</p> <p><i>Second Year.</i>—During the second year there should be a similar but more advanced series of lessons on objects, pictures, and stories, and notes should be preserved. Oral composition should be taught, and the class should learn to reproduce in writing the substance of the oral composition. Pupils should be familiarized with the use of the passive voice and relative pronoun, and should learn to distinguish between the subject and predicate in a simple sentence.</p>	<p>Reading should not be begun until the class has made a start in conversation. They should then begin with blackboard reading of the simplest words used in conversation. During the first year they should get through a First Book and a First Standard Reader, and should be able to converse about the pictures and the subject matter of the lessons.</p> <p>Recitation of suitable poetry, not less than 60 lines.</p>	<p>To transcribe a passage from one of the class Reading Books. Copy writing (easy words) must be shown.</p>	<p>Oral and written work within the limits prescribed for Standard III. in the first Schedule, except that the problems included in the written work shall be of a very simple nature.</p>	<p>As in Standard III. of 1st Syllabus.</p>	<p>As in Standard IV. of 1st Syllabus.</p>	<p>As in Standard IV. of 1st Syllabus.</p>
<p><i>Second Year</i></p>	<p>The year's work shall include reading from two sets of illustrated readers approved by the Inspector, one of which shall be equal in difficulty to the Readers approved for the Fourth Standard with practice in conversation on the subject matter of the lessons read and on the illustrations.</p> <p>Recitation of suitable passages of poetry, not less than 60 lines.</p>	<p>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.</p>	<p>Oral and written work within the limits prescribed for Standard IV. in the first Schedule.</p>	<p>As in Standard IV. of 1st Syllabus.</p>	<p>As in Standard IV. of 1st Syllabus.</p>	<p>As in Standard IV. of 1st Syllabus.</p>

Schedule B.

Work in the Upper School of Elementary Schools.

	Reading.	Writing.	Arithmetic.	English Language.	Geography.	History.	Needlework.
Standard V. (or in Secondary Schools, Form I.)	From the Fifth Standard upwards the year's work in reading must include reading from two sets of Readers, approved by the Inspector, one of which must be a continuous Reader. The Readers must be graduated in difficulty, and there must be different Readers in each standard except in cases where the grouping of standards has been allowed by the Inspector. Pupils will be expected to have an intelligent comprehension of what they have read, and to be able to converse with regard to the subject of the lessons and of the illustrations. Reading may be tested from unprepared books as well as from its class Reader. Recitation of suitable passages of poetry will also be expected, 80 lines in Standard V. and 100 lines in Standards VI., VII., and VIII.	To write about eight lines from one of the class reading books slowly read once and then dictated. Transcription from the class reading books. Copy writing in arrangement must be shown.	<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 and in the application of fractions whose denominator does not exceed 12 to concrete quantities. <i>Written work:</i> Division and multiplication of decimals by integers and decimals. G.C.M. and L.C.M. reduction of the following weights and measures, and the application to them of the four simple rules, viz.:— <i>Weight:</i> Ton, cwt, qr., stone, pound, ounce. <i>Length:</i> Mile, furlong, chain, fathom, yard, foot, inch. <i>Capacity:</i> Quarter, bushel, peck, gallon, quart, pint. <i>Time:</i> Year, month, week, day, hour, minute, second. Miscellaneous questions and problems on the foregoing. The operations of addition, subtraction, multiplication, and division of simple vulgar fractions, with denominators not greater than 12. Easy questions on the unitary method as applied to very simple problems.	As in Standard IV. also knowledge of the use of transitive and intransitive verbs, of the active and passive voice, of enlargement of the subject and predicate by phrases. To make sentences illustrative of these. To analyse a simple sentence. 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 comparative and superlative of adjectives. (Examination partly oral and partly written; the oral work will be framed so as to test a practical knowledge of the use of the passive voice, and the comparative and superlative of adjectives.)	Elementary facts with regard to climate, the change of seasons in the temperate zones, vegetation, occupations, and races of men. The natural regions of Asia, Ceylon, India, the Straits Settlements, and Federated Malay States more in detail.	Either (a) Ceylon History from the earliest times to the coming of the Portuguese. Some acquaintance will be expected with the nature of the original sources and existing historical remains. Good pictures should be shown to the class; or (b) English History from the Roman Occupation to the year 1327, studied in a well illustrated historical reader or elementary text book approved by the Inspector. A few suitable poems to be learnt.	As in Standard IV.; plain darned a hole in stocking web material; back stitching; placing of tucks; to be able to place false pieces as correctly as for the front opening of a garment; to cut out and make a chemise or a child's frock showing tucks and gathers. N.B.—A finished garment must be shown.
Standard VII. (or in Secondary Schools, Form II.)		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.	<i>Oral work:</i> As in Standard V. Special attention to be paid to rapidity as well as accuracy. <i>Written work:</i> As in Standard V., but more difficult questions on the unitary method. Questions and problems on simple and compound practice and on the foregoing weights and measures, with the addition of the rod or pole to the measure of length. Easy questions on the following as applied to rectangular surfaces or solids framed with the object of testing the pupils' comprehension of the ideas involved in square and cubic measures:— <i>Area:</i> Square mile, acre, rood, square pole or perch, yard, foot, inch. <i>Volume:</i> Cubic yard, foot, inch. <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. 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. Questions on the metric system of length and weight. Exercises involving the use of English money.	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. Analysis of a sentence containing a short clause introduced by a relative pronoun. Synthesis of two simple sentences by means of a relative pronoun. Transposition of words in a simple passage of poetry into the order of prose. To write in other words a short passage of not more than two or three lines from one of the Readers in use in the class. (Examination partly oral and partly written. In the oral work special attention should be given to the use of the relative pronoun.)	Winds and currents as affecting climate. Europe, the British Isles, in outline. Fuller knowledge of Ceylon products.	Either (a) Ceylon History from the coming of the Portuguese to the present time. Some acquaintance will be expected with the nature of the original sources and with existing historical remains, and an intelligent comprehension of the present industrial position of the Island; or (b) English History, 1327 to 1603, studied in a more advanced historical reader or text book, well illustrated and approved by the Inspector. A few historical poems relating to the period should be learnt.	As in Standard V.; button-holes, and sewing on of unpierced linen buttons; patching neatly in calico and print; to cut out and make a chemise or combination garment. N.B.—A finished garment must be shown.

Schedule B.

Work in the Upper School of Elementary Schools.

	Reading.	Writing.	Arithmetic.	English Language.	Geography.	History.	Needlework.
Standard VII. (or in Secondary Schools, Form III.)	See Standard V.	To write from memory the substance of a short story narrated or read twice: spelling and handwriting to be considered. Copy books must be shown.	As in Standard VI., but work of a more advanced type will be expected. Simple and compound proportions. Questions on the area of rectangular surfaces in both the English and the metric systems, and on the litre with its multiples and sub-multiples. Methods of approximation.	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 seasons in the temperate zones, longitude and time, standard time, Africa and North America in outline.	English History, 1603-1784. A knowledge of the great persons and events of the period and of the steps in the growth of Great Britain's Colonial Empire. Some acquaintance with the prominent figures in the literature of the period, and some comprehension of the British constitution and of parliamentary Government. A few historical poems should be learnt.	Work of the previous standards: gusset-making; patching on flannel; darning a diagonal cut in linen, and a hedge-ten material; to cut out and make a night dress or a man's shirt. N.B.—A finished garment must be shown.
Standard VIII. (or in Secondary Schools, Form IV.)	do.	To write a short theme or letter: the composition, grammar, and handwriting to be considered. Copy books to be shown. Bad writing in the dictation and composition exercises or careless work in the exercise books or copy books used throughout the year may be considered sufficient cause for failure in writing.	The metric system. Exchange. Averages and percentages. Simple and compound interest. Proportional parts. Exercises on all the foregoing.	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 prescribed in the Geography that examination instead of the British Empire.	English History, 1784 to the present date, with special reference to the growth of the Empire and to Great Britain's Colonial System, and their effects. Some acquaintance will be expected with the more prominent figures in the literature of the period. A few historical poems should be learnt. A knowledge of the present constitution of Ceylon, of the powers of the Crown, Cabinet, and Parliament in England, and of the general nature of Imperial control.	To be able to cut a paper pattern of any of the following garments: a child's shirt, baby's frock, a banian, and under bodice, a chemise, a night dress, and a man's shirt; to be able to mend any part of any of these garments: also hem-stitching, feather and coral stitching; to show a finished night dress with whipped cambric cuffs.

Notes to Schedules A and B.

1.—In reading particular attention must be paid to audibility, clear articulation, correctness of vowel sounds, position of the accent, and intelligent emphasis. Special arrangements for grouping together small classes for the reading lessons may be referred to the Inspector for approval.

2.—Copy books and exercise books used during the year must be preserved and submitted to the Inspector if called for. All work done in copy books and exercise books must be dated. From the 6th Standard upwards the work in exercise books must be written with pen and ink. From the 4th Standard upwards written work in the examination will be expected to be done on paper.

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

4.—Inspectors may test any standard in mental arithmetic.

5.—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.

6.—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.

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

8.—In addition to the subjects given in Schedules A and B, all English schools will, unless specially exempted, be expected to provide teaching in drawing according to Schedule U.

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, and 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 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>(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>As for Stage II., and in addition:— (1) <i>Removal of Waste and Impurities.</i>—Principles of ventilation, natural ventilation; washing and soap; removal of parasites; danger of dirt. Removal of house refuse.</p>

Continued over.

Schedule C—contd.

	STAGE I.	STAGE II.	STAGE III.
3 Laws of Health (for boys only)— <i>conid.</i>	<i>Cooking.</i> —Good water to be used, every article to be properly prepared and well cleaned and washed before putting it in the cooking pot. Cooking pots to be cleaned before use. Cooked food to be kept covered. <i>Meals.</i> —Time of meals. All to 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. (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.	(2) <i>Food Diet and Cooking.</i> —Classification and uses of food substances. Animal food, vegetable-food, condiments; diet requisites for maintenance; cooking, roasting, and boiling; advantageous preparation of food cooking apparatus. (3) <i>Water and Beverages.</i> —Different kinds of water; sources of water; good drinking water; sources of contamination of water and its deleterious effects on cisterns and wells; tea, coffee, and cacao—preparation and effects; fermented drinks—effects. (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.	(2) <i>Shelter and Warming.</i> —Materials of clothing; sufficiency of clothing for infants and adults. (3) <i>Local Conditions.</i> —Soil and its drainage; aspect, elevation. Hill, plain, and valley; distance from the sea; influence of surrounding objects; winds. (4) <i>Personal Hygiene.</i> —Habits, exercise, rest, and sleep; cleanliness, attention to the action of the skin and bowels. (5) <i>Treatment of slight Wounds and Accidents.</i> —Treatment of cuts, burns, scalds, bleeding, fits, drowning, suffocation, poisoning, bites, and stings.
4 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.
5 Mensuration	Areas of triangles, parallelograms, irregular quadrilaterals 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.
6 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.
7 English Literature	According to the syllabus issued from time to time by the Department.	According to the syllabus issued from time to time by the Department.	According to the syllabus issued from time to time by the Department.
8 Physiology and Hygiene	<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.)	<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 improvization 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.	<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. <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. (2) The nervous system. The general structure and functions of the sense organs. Care of eyesight. (3) Infectious and contagious diseases; symptoms; isolation; deodorisers and disinfectants. Disposal of sewage.

Continued over.

* An equivalent syllabus in the Sloan-Duployan System may be substituted.

Schedule C—contd.

	STAGE I.	STAGE II.	STAGE III.
8 Physiology and Hygiene—(contd.)	—	<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>(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.</p> <p>(3) The blood and organs of circulation.</p> <p>(4) The structure and functions of the organs connected with respiration. Pure and impure air. Ventilation. Importance of correct breathing.</p>	
9 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. Practices 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 fell; to show a plain work bag.
III.	Clear and intelligent reading from a Third Book. Questions will be put to test comprehension of passage read. 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 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.				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 transactions 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. Reduction 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.	<i>Sinhalese</i> : 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. <i>Tamil</i> : The letters of the alphabet and their classification as vowels, consonants, and their combinations. 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.	Arithmetic. <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 Purwasawara, Dvivra Rupa, and Agama Sandhis, the imperative mood, and the participles of verbs. Construction of sentences more difficult than the above. <i>Tamil:</i> The same as above, and in addition "Eval and Veyankol" and the participles Peyeretcham 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; neat patching in calico; 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 essay 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, farthings. (Note.— <i>Area</i> and <i>Volume</i> are not obligatory for girls).	<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 Pathavyal in detail, the cases of nouns, 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 and print; 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>Written work:</i> As in Standard VI. <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 detail, and Vibhakti, Viseshana, Visheya, Ukthanuka, and Karaka. <i>Tamil:</i> The same as above, and in addition the conjugation of the verb and 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. N.B.—A finished garment must be shown.	

VIII.

<p>The same, with advanced proficiency, from an Eighth Standard Reader. Recitation : 20 stanzas of poetry.</p>	<p>An essay in composition.</p>	<p>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.</p>	<p><i>Sinhalese</i> : The same as above, and in addition Samasa, Pratyartha, Sabda, and Padasiddhi. <i>Tamil</i> : The same as above, and Punariyal.</p>	<p>Elementary, Physical Geography, or as an alternative a course of Nature Study or of sanitation which has been approved by the Inspector.</p>	<p>Ceylon.</p>	<p>To be able to cut out a paper pattern of the following garments : a banian, shirt, a baby's dress, a jacket, an under jacket; also to be able to mend any part of these garments; to make a man's shirt.</p>
--	---------------------------------	--	--	---	----------------	---

- 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 Education, 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. Inspecting officers will refuse to examine any child who wears, but cannot use, a thimble.
- 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, 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.
- 11.—*Sanitation.*—Teachers who have obtained the sanitation certificate may present in this subject the Fourth and Fifth Standards of any schools in which they have been teaching, and will be eligible for the bonus of Rs. 10.

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.

Number.—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.*	English Reading.	English Writing.	English Conversation and Composition.	Needlework.
Standard I.	As in Schedule D.	As in Schedule D.	As in Schedule A.							As in Schedule A.
Standard II.	do.	do.	do.						Practice in conversation within the range given for the 1st term in the Third Syllabus of Schedule A. Recitation of nursery rhymes and suitable pieces of poetry not less than 30 lines. Conversation within the range for the 1st and 2nd terms in the Third Syllabus of Schedule A.	do.
Standard III.	do.	do.	do.				The year's work shall include blackboard reading of words familiar in the conversation lessons, and reading from an Infant Reader containing words of one syllable, with practice in conversation about the pictures and subject-matter of the lessons. Recitation of suitable pieces of poetry not less than 40 lines. The year's work shall include blackboard reading and reading from two illustrated Readers approved by the Inspector, one of which must be a continuous Reader, with practices in conversation about the pictures and subject-matter of the lessons. One of the Readers must contain coloured illustrations. Recitation of suitable pieces of poetry not less than 60 lines.	The writing of letters and easy words. Transcription of a short passage from one of the Reading Books. Special attention must be paid to the joining of letters.		do.
Standard IV.	do.	do.	do.	As in Schedule D.	As in Schedule D.		In the Vth and Vth Standard the year's work must include reading from two sets of illustrated Readers approved by the Inspector, one of which must be a continuous Reader. Pupils will be expected to have an intelligent comprehension of what they have read, and to be able to converse on the subject of the lesson and on the illustrations. Reading may be tested from an unprepared book as well as from the class Reader. Recitation of suitable passages of poetry will be expected, 60 lines in Standard V and 80 lines in Standard VI.	To transcribe a passage from one of the class reading books: copy writing (easy words) must be shown in the standard.	The conversation must cover the whole of the range for the 1st year in the Third Syllabus of Schedule A. Oral composition must be definitely taught by lessons based on pictures and objects.	do.
Standard V.	do.	do.	As in Schedule B.	do.	do.		In the Vth and Vth Standard the year's work must include reading from two sets of illustrated Readers approved by the Inspector, one of which must be a continuous Reader. Pupils will be expected to have an intelligent comprehension of what they have read, and to be able to converse on the subject of the lesson and on the illustrations. Reading may be tested from an unprepared book as well as from the class Reader. Recitation of suitable passages of poetry will be expected, 60 lines in Standard V and 80 lines in Standard VI.	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	As for second year in the Third Syllabus of Schedule A.	As in Schedule B.
Standard VI.	do.	do.	do.	do.	do.				Oral work as above, but there must be a fresh series of lessons of wider range. To make a written translation into English of a passage from any book not more difficult than a Second Reader.	do.

* Vernacular.

Schedule E—contd.

	Reading.*	Writing.*	Arithmetic.*	Grammar.*	Geography.*	History.*	English Reading.	English Writing.	English Conversation and Composition.	Needlework.
Standard VII.	As in Schedule D.	As in Schedule D.	As in Schedule B.	As in Schedule D.	As in Schedule D.	Ceylon, from the landing of Wijaya to the landing of the Portuguese.	From the Fifth Standard upwards the year's work in reading must include reading from two sets of Readers approved by the Inspector, one of which must be a continuous Reader. The Readers must be graduated in difficulty, and there must be different Readers in each standard, except in cases where the grouping of standards has been allowed by the Inspector. Pupils will be expected to have an intelligent comprehension of what they have read, and to be able to converse with regard to the subject of the lessons and of the illustrations. Reading may be tested from unprepared books as well as from its class Reader.	To write about eight lines 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.	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.	As in Schedule B.
Standard VIII.	do.	do.	do	do.	do.	Ceylon.	Recitation of suitable passages of poetry will also be expected, 8 lines in Standard VII. and 100 lines in Standard VIII.	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 or three sets of reading books. Managers are requested to send a copy of all reading books used to the Department, with an intimation of the standard for which they are intended.
- 2.—Copy writing is to be done on paper in the presence of the Inspector.
- 3.—Under the head of "Reading" the following alternative subjects will be accepted:—*Standard VI.*—To read at sight, with comprehension, a passage from a vernacular newspaper, public notice, school manual, or other book or document in correct modern vernacular selected by the Examiners. *Standard VII.*—Good fluent reading at sight, with comprehension, of a fairly-written letter or manuscript in correct modern vernacular. *Standard VIII.*—Reading a letter or document written in ordinary current vernacular handwriting.
- 4.—Any scholar who may have passed in Standard VIII. of this schedule may, if qualified by attendance, be presented in all the subjects assigned to Standards VII. or VIII. of Schedule 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.
- 8.—Inspectors may test any standard in mental arithmetic.
- 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. Inspecting officers will refuse to examine any child who wears, but cannot use, a thimble.
- 10.—Girls in boarding schools in the Fourth and higher Standards are expected to make their own clothing either with or without the help of a sewing machine, and clothing worn on the day of examination will be inspected.
- 11.—In Girls' Boarding Schools in the Fifth and higher Standards Managers may present for inspection work made to order, but small garments selected with a view to saving expenditure on sewing materials will not be accepted.

Schedule E 1,

Standards of Examination for Anglo-Vernacular Schools which are not Boarding Schools.

Standard.	Reading.*	Writing.*	Arithmetic.*	Grammar.*	Geo- graphy.*	History.*	Reading in English.	Writing in English.	Conversation in English.	Needlework.
I.	To be as in upper division of Infant Department.	To be as in upper division of Infant Department.	To be 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.	To write to dictation short sentences out of the Reading Book. Copy writing to be shown, large hand only.	As in Schedule D.	—	—	—	—	—	—	Neat hemming and seaming; seam and fell; to show a plain work bag.
III.	Clear and intelligent reading from a Third Book. Questions will be put to test comprehension of passage read.	To write a connected passage from a Third Book not used in the class containing two or three sentences. Copy writing to be shown, large hand only.	do	—	—	—	—	—	As Standard II. of Schedule E.	As in Standard II.; also marking on coarse canvas and sewing on tapes; to show a pillowcase with tapes or a child's shirt.
IV.	Good and intelligent reading from a Fourth Book. Questions will be put to test comprehension of passage read.	Dictation from a Fourth Book not used in class. Round hand copy writing.	do.	As in Schedule D.	As in Schedule D.	—	As Standard III. of Schedule E.	As Standard III. of Schedule E.	As Standard III. of Schedule E.	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.
V.	Good and intelligent reading from a Fifth Book, with questions to show comprehension of passage read.	Dictation from a Fifth Book not used in class. Small hand copy writing.	do.	do.	do.	—	As in Standard IV. of Schedule E.	As in Standard IV. of Schedule E.	As in Standard IV. of Schedule E.	As in Standard IV.; plain darning a hole in stocking web material; back stitching; placing of tucks; to be able to place two false pieces correctly as for the front opening of a garment; to cut out and make a chemise or a child's frock showing tucks and gathers. N.B.—A finished garment must be shown.

* Vernacular.

Schedule E 1—contd.

Standard.	Reading.*	Writing.*	Arithmetic.*	Grammar.*	Geo- graphy.*	History.*	Reading in English.	Writing in English.	Conversation in English.	Needlework.
VI.	Good fluent reading, with explanation, from 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.	As in Schedule D.	As in Schedule D.	As in Schedule D.	—	As in Standard V. of Schedule E.	As in Standard V. of Schedule E.	As in Standard V. of Schedule E.	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 combination garment. N.B.—A finished garment must be shown.
VII.	The same with addition of verse, or from a Seventh Standard Reader.	A short theme or letter.	do.	do.	do.	Ceylon, from the landing of Willya to the landing of the Portuguese.	As in Standard VI. of Schedule E.	As in Standard VI. of Schedule E.	As in Standard VI.	Work of the previous standards; gusset-making; patching on flannel; darning a diagonal cut in linen; and a hedge tear in woolen material; to cut out and make a night dress or a man's shirt. N.B.—A finished garment must be shown.
VIII.	The same, with advanced proficiency, or from an Eighth Standard Reader.	An essay in composition.	do.	do.	do.	Ceylon.	As in Standard VII. of Schedule E.	As in Standard VII. of Schedule E.	As in Standard VII.	To be able to cut a paper pattern of any of the following garments: a child's shirt, a baby's frock, a banyan, 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.

* 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. Inspecting officers will refuse to examine any child who wears, but cannot use, a thimble.

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

Schedule F.

VALUE of Passes, English 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.		
I. ...	2 0	2 0	2 0	1 0	—	—	—	—	—	—	—	7 0	
II. ...	2 0	2 0	2 0	2 0	1 0	—	—	—	—	—	—	9 0	
III. ...	2 50	2 50	2 50	2 50	1 0	—	—	—	—	—	—	11 0	
IV. ...	2 50	2 50	2 50	2 50	2 50	—	—	—	—	—	—	12 50	
V. ...	3 0	3 0	3 0	3 0	3 0	3 0	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	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	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	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 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.		
I. ...	1 50	1 50	1 50	1 0	—	—	—	—	—	—	—	5 50	
II. ...	1 50	1 50	1 50	1 0	1 0	—	—	—	—	—	—	6 50	
III. ...	2 0	2 0	2 0	1 0	1 0	—	—	—	—	—	—	8 0	
IV. ...	1 0	2 0	2 0	1 0	2 0	—	—	—	—	—	—	8 0	
V. ...	1 0	2 0	2 0	1 0	2 0	2 0	2 0	2 0	2 0	2 0	2 0	10 0	
VI. ...	1 25	2 50	2 50	1 25	2 50	2 50	2 50	2 50	2 50	2 50	2 50	12 50	
VII. ...	1 25	2 50	2 50	1 25	2 50	2 50	2 50	2 50	2 50	2 50	2 50	12 50	
VIII. ...	1 25	2 50	2 50	1 25	2 50	2 50	2 50	2 50	2 50	2 50	2 50	12 50	

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

Schedule G.

The value of passes in the Second Syllabus of Schedule A will be as in the two Schedules F, with grants for vernacular Reading and Writing as in Schedule H.

The value of passes in the Third Syllabus of Schedule A will be as specified in clause 31 of the Code.

Schedule H.

VALUE of Passes, Vernacular Schools.

Standard		Reading.		Writing.		Arithmetic.		Geography.		Grammar.		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.	
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	2 0	2 0	2 0	1 0	—	—	—	—	—	9 0
Do.	V.	2 0	2 0	2 0	2 0	2 0	2 0	2 0	1 0	—	—	—	—	—	9 0
Do.	VI.	2 50	2 50	2 50	2 50	2 50	2 50	2 50	2 50	2 50	—	—	—	—	12 50
Do.	VII.	2 50	2 50	2 50	2 50	2 50	2 50	2 50	2 50	2 50	2 50	2 50	2 50	—	15 0
Do.	VIII.	2 50	2 50	2 50	2 50	2 50	2 50	2 50	2 50	2 50	2 50	2 50	2 50	—	15 0

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

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

Schedule H 1.

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

	Reading.	Writing.	Arith- metic.	Geo- graphy.	Gram- mar.	History.	Reading in English.	Writing in English.	Conver- sation and Compo- sition in English.	Needle- work.	Total.
	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.
Standard I. ...	3 0	3 0	3 0	—	—	—	—	—	—	3 0	12 0
Do. II. ...	3 0	3 0	3 0	—	—	—	—	—	2 0	3 0	14 0
Do. III. ...	3 0	3 0	3 0	—	—	—	2 0	2 0	2 0	4 0	19 0
Do. IV. ...	3 0	3 0	3 0	3 0	3 0	—	2 0	2 0	2 0	4 0	25 0
Do. V. ...	3 0	3 0	3 0	3 0	3 0	—	3 0	3 0	3 0	4 0	28 0
Do. VI. ...	5 0	5 0	5 0	4 0	4 0	—	4 0	4 0	4 0	5 0	40 0
Do. VII. ...	5 0	5 0	5 0	4 0	4 0	4 0	4 0	4 0	4 0	5 0	44 0
Do. VIII. ...	5 0	5 0	5 0	4 0	4 0	4 0	4 0	4 0	4 0	5 0	44 0

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

Schedule H 2.

VALUE of Passes in Drawing.

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

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

Schedule H 2.

VALUE of Passes in Drawing.

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

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

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

Schedule H 3.

VALUE of Passes in Anglo-Vernacular Schools which are not Boarding Schools.

	Reading.		Writing.		Arith- metic.	Geo- graphy.	History.	Vernacular Grammar.	Conver- sation and Compo- sition.	Total.
	Vernacular.	English.	Vernacular.	English.						
	Rs. c.	Rs. c.	Rs. c.	Rs. c.						
Standard I. ...	1 50	—	1 50	—	1 50	—	—	—	—	4 50
Do. II. ...	1 50	—	1 50	—	1 50	—	—	—	—	4 50
Do. III. ...	2 0	—	2 0	—	2 0	—	—	2 0	—	8 0
Do. IV. ...	2 0	2 0	2 0	2 0	2 50	2 0	—	1 50	2 0	16 0
Do. V. ...	2 0	3 0	2 0	3 0	3 0	2 0	—	2 0	3 0	20 0
Do. VI. ...	2 50	3 0	2 50	3 0	3 0	2 50	—	2 0	3 0	21 50
Do. VII. ...	2 50	4 0	2 50	4 0	3 50	2 50	2 50	2 0	4 0	27 50
Do. VIII. ...	2 50	4 0	2 50	4 0	4 0	2 50	2 50	2 0	4 0	28 0

Note.—The grant for needlework in these schools will be at the same rate as for schools worked under Schedules A and B.

Schedule I.

Form of Certificate from Managers to be forwarded to Director of Education on Registration of Pupil Teachers.

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

I further certify that _____ passed the _____ standard in Reading, Writing, Arithmetic, and _____, at the examination of _____ school on the _____ day of _____, 191____, and that he is of the age of _____ years.

I further certify that the average attendance of the _____ school for the last three years has been _____, and that the present number of pupil teachers is _____ and that the school has obtained grant as a Middle School for the last three years.

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

Registered this _____ day of _____, 191____ No. _____

Director of Education.

PUPIL TEACHER'S CERTIFICATE.

*(On the reverse)**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 in elementary school-leaving certificate examination.
Writing	Dictation and original composition (elementary, e.g., the description of some object or incident named by the Inspector.)	Composition, more advanced.	
Arithmetic	As for Standard VI.	As for Standard VII.	
Geography	As for Standard VI.	As for Standard VII.	
Grammar	As for Standard VI.	As for Standard VII.	
History	As for Standard VI.	As for Standard VII.	
School Management.	To give one of the reading lessons which the pupil teacher has given during the year.	To give a lesson to any primary standard. Pupil teachers will be allowed to present notes of three lessons for different subjects for different standards within the limits prescribed by the Code. The Inspector will ordinarily select one of these. But if he is dissatisfied with the choice of lessons offered, he may call on the pupil teacher to give another lesson.	Class teaching as for 2nd year, but one of the lessons must be an observation lesson. 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.	
Arithmetic	As for Standard VI.	As for Standard VII.	
Geography	As for Standard VI.	As for Standard VII.	
Grammar	As for Standard VI.	As for Standard VII.	
History	—	As for Standard VII.	
School Management	To give a reading lesson to any class not higher than the IVth Standard. To give one of the reading lessons which the pupil teacher has given during the year.	To give a lesson to any primary standard. Pupil teachers will be allowed to present notes of three lessons for different subjects within the limits prescribed by the Code. The Inspector will ordinarily select one of these. But if he is dissatisfied with the choice of lessons offered, he may call on the pupil teacher to give another lesson.		Class teaching as for 2nd year, but one of the lessons must be an observation lesson. Written examination on order, discipline, and the best methods of teaching the elementary subjects.
Needlework*	To show a finished under-jacket with tucks (run), and buttons, and buttonholes; also tucking, patching in calico, button-hole 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, button-hole 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	Urmagga Jataka, pages 1 to 150, and Kusa Jataka the first 176 stanzas, for Sinhalese schools; Panchatantra, first two stories, and the Tamil poetical anthology No. II., for Tamil schools.	An essay in composition	As for Standard VIII. Mental arithmetic.	As for Standard VIII.	The World.	Ceylon.	As for third-year pupil teachers.
First Year's Examination	Same	Urmagga Jataka, the whole book, and the first 150 stanzas of Guttala, for Sinhalese schools; Panchatantra, first four stories, and the Kural of Tiruvalluvar chapters 1 to 30, for Tamil schools. Saddhammalankaraya, Te-bathika Vastuva, Selalihini Sandesa, for Sinhalese schools; Panchatantra, the whole book, and first ten Padalams of the Rakshanya. Yathrikam, Thirukkavalar-kalampatham, stanzas 1 to 70, for Tamil schools for males. For females only Tiruvakku Puranam to page 41 inclusive.	Same	Same, more difficult examples. Mental arithmetic, more advanced.	Saxjina Pada (gender, declensions, verb), Sandhi, and Visesana Viseeya, for Sinhalese schools; Uyerittupumaryal, Meittupumaryal, and Uruppummaryal, from Kandekeurai or Virtural, for Tamil schools.	Distribution of land and water on the earth's surface, advanced proficiency in political geography of the World.	Same, with outlines of the great events of the History of the World.	To give lessons in reading, writing, or arithmetic to any standard below the sixth. Written papers on school management.
Second Year's Examination	Same		Same	Same. Mental arithmetic, more advanced.	Same as above, with Kriyakaraka Padasambandaya, Uktanukta, Kitaka, Taddhita, Samasa, and Prakriti, for Sinhalese schools. Same as for first year, with Payeriyal, Vinaliyal, 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.

RECORD SHEET.

[This record sheet must be retained by the Manager or Principal of the school which the pupil is attending.]

Name of Pupil : _____.

Name of Father in full : _____.

Date of Birth : _____.

Name of Vernacular School attended : _____.

Date of Leaving : _____.

Standard.

Date of Passing.

Last Standard passed at the Vernacular School

Reading	..
Writing	..
Arithmetic	..

English Schools attended.

Name of School : _____.

Last Standard or Class in which the Pupil received Grant : _____.

Subjects in which the Pupil passed : _____.

Conduct : _____.

Cause of Leaving : _____.

Admission Number : _____.

Date of Admission : _____.

Date of Leaving : _____.

I certify that the above Pupil has paid all fees due up to the date of his withdrawal.

Date : _____.

Manager or Principal.

Name of School : _____.

Last Standard or Class in which the Pupil received Grant : _____.

Subjects in which the Pupil passed : _____.

Conduct : _____.

Cause of Leaving : _____.

Admission Number : _____.

Date of Admission : _____.

Date of Leaving : _____.

I certify that the above Pupil has paid all fees due up to the date of his withdrawal.

Date : _____.

Manager or Principal.

Name of School : _____.

Last Standard or Class in which the Pupil received Grant : _____.

Subjects in which the Pupil passed : _____.

Conduct : _____.

Cause of Leaving : _____.

Admission Number : _____.

Date of Admission : _____.

Date of Leaving : _____.

I certify that the above Pupil has paid all fees due up to the date of his withdrawal.

Date : _____.

Manager or Principal.

Name of School : _____.

Last Standard or Class in which the Pupil received Grant : _____.

Subjects in which the Pupil passed : _____.

Conduct : _____.

Cause of Leaving : _____.

Admission Number : _____.

Date of Admission : _____.

Date of Leaving : _____.

I certify that the above Pupil has paid all fees due up to the date of his withdrawal.

Date : _____.

Manager or Principal.

Schedule Q.

Name of School : _____.

Full Name of Pupil : _____.

Full Name of Parent : _____.

Admission Number of Pupil : _____.

Date of Admission : _____.

Age at Admission : _____.

Standard.

Year of Passing.

Last Standard passed in

Reading	..
Writing	..
Arithmetic	..

Date of Withdrawal : _____.

Signature of Head Teacher.

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 of the required number, exactly similar in dimensions, quality, and all other respects to those specified in first year. Each candidate will receive at the appointed time one of those pieces, and no more than one, from the Inspector and will proceed to repeat the task of the first year, and then in addition he will proceed as follows:—With a gauge set at 2 in. scribe a line for the whole length of the piece on both sides and near the edge accordingly of the unplanned edge. Plane that edge to the gauged lines and make it true and square to the first-finished side. Then gauge lines for the whole length of the piece along both edges at a distance of 1 in. from the first-finished side and plane the last side to those gauge lines so that it is true and square with both edges and of even thickness everywhere. 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 1 in. thick and 2 in. wide, and it is to be of its original length. The tools to be used are the plane, square, straight edge, gauge, callipers, winding strips, and rule. The candidate must sharpen his plane iron and set it himself more than once in the course of the task. The Inspector will observe that as before, and also that the gauge is sharp and used properly for the purpose of scribing a sharp line in the surface of the wood, and not used to dig a ragged rut of uncertain straightness in the piece. Time allowed 2½ hours.</p>	<p>The school will have ready in time for the examination pieces of wood of the required number, planed on all their sides and edges similar to the finished pieces, resulting from the task of the second year, viz., 21 in. long, 2 in. wide, 1 in. thick, straight and true. Each candidate will receive at the appointed time one of those pieces, and no more than one, from the Inspector and will proceed with it as follows:—Scribe three parallel lines across the middle of the piece, ¼ 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 through from one edge to the other of one piece, and at the centre of the length of that piece, of the following sizes:—2 in. long and ¾ in. wide, leaving a thickness on the sides of ¼ in. The end of the other piece is to be marked out for a tenon to fit the mortice and of a length sufficient to project through the mortice by 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 sizes specified for the first year's task, viz., 21 in. long, 2½ in. wide, and 1½ in. thick. Each candidate will receive one and only one of those pieces, and will proceed to carry out all the processes included in the first, second, and third year, so that he produces the T-shaped piece joined with the tenon and mortice joint described for the third year's task, and the whole finished neatly and to the required sizes. All the conditions laid down for the first, second, and third year are to be observed. Time allowed 3½ hours.</p>	<p>The school will have ready in time for the examination pieces of wood, 18 in. long, 3½ in. wide, and ¾ in. thick, accurately planed and finished to those sizes. Each candidate will receive one and only one of those pieces and will proceed to make with it a joint such as is used for the corner of a window frame or glass door. He will proceed as follows:—First: bevel one edge of the piece and rabbet it also to receive a pane of glass. Second: cut the piece into two pieces of equal length, viz., about 9 in. long each. Third: form a tenon on one end of one of those pieces; and a mortice in the edge, near the end of the other piece; and so that when they are fitted together they are at right angles to one another and flat and are like one corner of a window frame or glass door. Two wooden pegs may be driven through the tenon. No sandpapering or scraping is allowed and all edges are to be left sharp. After the two pieces are fitted together they are not to be planed. Time allowed 4½ hours.</p>	<p>As for second year, with composing from manuscript, and "making ready" a simple job. Time allowed 3 hours.</p>
<p>Printing</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 platten 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. Time allowed 3 hours.</p>	<p>As for second year, with composing from manuscript, and "making ready" a simple job. Time allowed 3 hours.</p>	<p>As for second year, with composing from manuscript, and "making ready" a simple job. Time allowed 3 hours.</p>	<p>As for second year, with composing from manuscript, and "making ready" a simple job. Time allowed 3 hours.</p>

Schedule S.—contd.
Syllabus of Examination for Industrial Schools.—contd.

Trade.	First Year.	Second Year.	Third Year.	Fourth Year.	Fifth Year.
Bookbinding	Pamphlet work: Folding at a smart rate sheets of 4, 8, and 16 pages 8vo., to bring fall accurately on each other. Gathering, correctly and smartly, afterwards verifying, a book in sheets of pages Stabbing the folded sheets.—Stitching the book.—Pasting the wrapper. Top stitching with single or double thread. To prepare hump into thread. Time allowed 3 hours.	Stiff cover work. Limp work. Making cases—Blocking cases—Putting on cases. To stitch a small half-sole set by foreman. Time allowed 4 hours.	Half bound books: Sawing and sewing—Breaking the back—Pressing the book—Rounding and backing—Half roundin and full rounding. To repair insole and make a half-sole for a youth's shoe without help of foreman. Time allowed 6 hours.	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 be able to make a whole shoe (except cutting out) of any size. Time allowed 6 hours.
Shoemaking	To stitch in straight lines. Time allowed 2 hours.	To make a banian with machine sewing and work buttonholes. Each boy during the examination must work one or two buttonholes and machine one seam of a coat or banian. Time allowed 3 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 buttonholes and machine one seam of a coat or banian. Time allowed 5 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 buttonholes and machine seam of a coat. 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 buttonholes and machine seam of a coat. Time allowed 6 hours.
Tailoring	The school will have ready in time for the examination pieces of iron rod, $\frac{3}{4}$ 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.	The school will have ready in time for the examination pieces of iron rod, $\frac{3}{4}$ 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 $\frac{3}{4}$ in. across the corners when finished. The head should be a little more than $\frac{3}{4}$ 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 $\frac{1}{2}$ hours.	The school will have ready in time for the examination pieces of iron rod, $\frac{3}{4}$ 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 candidates must keep his fire in order himself. Time allowed 2 $\frac{1}{2}$ hours.	The school will have ready in time for the examination pieces of iron rod, $\frac{3}{4}$ 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 pieces 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 filed $\frac{3}{4}$ in. diameter 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, $\frac{3}{4}$ 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 pieces 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 filed $\frac{3}{4}$ in. diameter and the candidate must keep his fire in order himself. Time allowed 3 hours.
Blacksmith work	The school will have ready in time for the examination pieces of iron rod, $\frac{3}{4}$ 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 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 candidates must keep his fire in order himself. Time allowed 2 $\frac{1}{2}$ hours.	The school will have ready in time for the examination pieces of iron rod, $\frac{3}{4}$ 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 candidates must keep his fire in order himself. Time allowed 2 $\frac{1}{2}$ hours.	The school will have ready in time for the examination pieces of iron rod, $\frac{3}{4}$ 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 candidates must keep his fire in order himself. Time allowed 2 $\frac{1}{2}$ hours.	The school will have ready in time for the examination pieces of iron rod, $\frac{3}{4}$ 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 candidates must keep his fire in order himself. Time allowed 2 $\frac{1}{2}$ hours.	The school will have ready in time for the examination pieces of iron rod, $\frac{3}{4}$ 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 candidates must keep his fire in order himself. Time allowed 2 $\frac{1}{2}$ 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.	Lace edgings and insertions more difficult than in second year; collars, d'oyleys, &c.; each child to be able to prepare a pattern.	Lace edgings and insertions more difficult than in second year; collars, d'oyleys, &c.; each child to be able to prepare a pattern.

Schedule S—contd.
Syllabus of Examination for Industrial Schools.—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 ..	The cleaning and boiling of rice; preparation of curry stuffs and vegetables; the cooking of fish, egg, meat, and vegetable curries; the making of appas.	The preparation of a fowl for roasting (plucking, drawing, and trussing). Roasting, boiling, stewing, and frying. Household so.p.s, including vegetable purees.	As in 2nd year; also the preparation of food for invalids; cakes and preserves.	—	—

1. *Lace-making*.—A fourth and fifth year's instruction in lace-making on paper 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.

3. *Cooking*.—An account of each day's work must be kept by the teacher and presented for inspection on the day of examination. The girls must also show note books initialed and dated by the teacher.

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 Education 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 within a reasonable cause within five year.

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 T 1.

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 School at _____ as a pupil teacher 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 well performed ; and
- (2) Shall pay to the _____ the sum of One hundred Rupees, in case he shall be dismissed from the said school for violation of the said rules and regulations or of discipline, or if he shall leave the said school within three years after the date of his registration as pupil teacher ; and
- (3) Shall also pay to the Director of Education the sum of Fifty Rupees, in case he should be dismissed or leave as in the condition lastly above mentioned after passing the First-year Examination ; and
- (4) Shall pay to the Director of Education the sum of One hundred Twenty-five Rupees, in case he should be dismissed or leave as in the same condition after passing the Second-year Examination ; and
- (5) Shall pay to the Director of Education the sum of Two hundred and Twenty-five Rupees if, after passing the Third-year Examination, he declines to continue in the employment of the said Manager on terms considered to be reasonable by the Director of Education, or before the expiration of two years leaves such employment except on grounds considered by the Director of Education to be reasonable, or before the expiration of two years be dismissed for misconduct.

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.

Stage 1.—Drawing with pencil and coloured chalks or crayons on white or tinted paper.

This stage is intended to form an introduction to both outline drawing and brushwork. The exercises should consist of drawing in mass with coloured chalks simple natural forms and objects, and easy straight-lined and curved patterns. (The latter may be drawn on squared paper.)

Stage 2.—Drawing with pencil and coloured chalks or crayons as above, or with body colour or water colour.

Similar exercises to those for Stage 1 but of a more difficult character. The natural forms should embrace the more elementary forms of insect life, shells, leaves, and flowers. They should be drawn from the actual objects and from memory. The pupil should be encouraged to record their own impression of an object, rather than to copy the teacher's rendering of it. Simple straight-lined and curved patterns should also be given. These may be set out with a ruler and pencil and filled in with either coloured chalks, body colour, or water colour.

Stage 3.—(a) Freehand drawing in outline, and ruler work.

The exercises should consist of easy patterns of curved and straight-lined ornament drawn from copies, and drawing from simple objects and natural forms from memory and the actual objects in outline, with pencil or coloured chalks.

The ruler work should consist of drawing with ruler and set squares easy patterns to given dimensions, in inches and half inches.

(b) Brush and colour work.

Simple objects and natural forms, painted with brush and either body colour or water colour from the actual objects or from memory, and easy brushwork patterns of ornament from copies similarly executed in colour, the base lines being set out with ruler and set square.

Stage 4.—(a) Freehand drawing in outline with pencil or pen, and simple geometrical figure drawing.

Similar work to Stage 3, but of a more advanced kind, comprising natural and conventional forms drawn from the flat; also drawing objects and natural forms from memory and from the actual model.

The ruler work should consist of drawing to given dimensions simple geometric patterns such as may be constructed with ruler and set squares only.

(b) Brush and colour work.

The exercises should consist of both natural and conventional forms painted directly from the actual object and from memory without shading. They should include domestic and other utensils, leaves, fruits, flowers, and insects. Also painting from the flat brushwork designs, executed directly with brush and water colour without previous drawing.

Stage 5.—(a) Freehand drawing in outline of conventional designs from the flat, and natural forms and objects from memory and the actual model. Geometrical figure drawing, and the use of simple scales.

The work should include symmetrical figures and designs, drawn from flat examples and from easy casts of ornament. Also drawing in outline simple domestic objects, leaves, flowers, shells, and insects.

Exercises should be given in drawing geometrical patterns with ruler and set squares (which may also involve the use of the compass), to be drawn to given dimensions or to an easy scale.

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

Similar work to Stage 4 but of a more advanced kind. The designs should be composed of simple units of natural or conventional forms, repeated to form horizontal or vertical border patterns, and executed in flat washes of two or more colours.

Stage 6.—(a) Freehand drawing from the flat and from natural forms and objects.

Drawing in outline patterns of Sinhalese and other Oriental designs; and also domestic and other objects, leaves, flowers, shells, birds, and insects.

Geometrical drawing.

The work should include the use and construction of plain scales, parallels, angles, triangles, quadrilaterals, polygons, circles, tangents, proportional lines, simple areas, and pattern drawing. Neatness and accuracy of construction will be required.

(b) Brush and colour work and elementary design.

The exercises should consist of copying from the flat good examples of Sinhalese and other Oriental coloured designs; and also painting in colour objects and natural forms as in the previous stage, two or more objects being grouped together.

The designs may be based on natural or conventional forms, and should be made to fill a given circle, triangle, or square.

Schedule U—contd.

Stage 7.—(a) Freehand drawing in outline from photographic representations of ornament in relief or from the actual ornament, and drawing from nature and common objects.

Drawings should be made from photographic representations of ornament in relief, and whenever possible from the actual ornament. Shading is not required, but the relief should be expressed by light and dark lines. The practice of studying and drawing good examples of Sinhalese and other Oriental designs should be encouraged. Common objects and natural forms may be drawn either in outline, light and shade, or coloured chalks.

Geometrical drawing.

Exercises of a more difficult kind than in the previous stage, including problems on areas, polygons, division of figures into equal or proportional parts, reduction of irregular figures to triangles or squares, circles, and lines in contact, the ellipse, and miscellaneous problems relating to plain figures.

(b) Colour work and design.

Drawing with brush and colour natural forms and objects of a more difficult kind than in Stage 6, and also good examples of Sinhalese painted ornament. The designs should be based on natural forms previously drawn by the pupil, and should be made to fill given spaces.

Stage 8.—(a) Drawing from models and objects in light and shade, and drawing in outline from nature.

The exercises should consist of drawing groups of two or three geometric models or objects together with the board upon which they are placed, lightly shaded with pencil or chalks; and drawing from nature flowers, sprays of foliage, &c., in outline.

Elementary Perspective.

The pupils should understand the meaning of the more simple terms in use, and be able to draw in perspective simple solids in easy positions on the ground plane.

(b) Colour work and design.

Painting in flat washes with the light and shade indicated, natural and other forms direct from the objects, the colours of which should be matched as near as possible. The natural forms should be utilized to construct designs for repeating border and diaper patterns, and for filling given spaces as in Stage 7.

Schedule V.

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

For the Second Class Certificate—

1. *Freehand Drawing in Outline, and Brush and Colour Work.*—Candidates will be required to draw in outline from a cast or from a photograph of a piece of ornament in relief. The relief should be expressed by light and dark lines. The exercise in brush colour work will consist of one or two objects or natural forms, painted as directly as possible, with the light and shade simply suggested, to be executed with brush and colour.

2. *Blackboard Drawing.*—Candidates should be able to sketch from memory some common object (selected from two or three named by the examiner), in a manner suitable for illustrating an object lesson, and also to draw to a large scale a simple pattern supplied to him for the purpose.

3. *Practical Geometrical Drawing.*—Problems in this subject will be limited to the following sections:—

- (1) The construction and use of scales.
- (2) The division of lines into equal and proportional parts.
- (3) The construction of parallel angles, triangles, with their inscribed or described circles, quadrilateral, and figures similar to given ones.
- (4) The construction of regular polygons on a given straight line, or in a given circle.
- (5) The reduction of rectilineal figures to triangles or squares of equal area.
- (6) Miscellaneous simple problems relating to lines and circles.
- (7) The construction of the ellipse, with its tangents and normals.

For the First Class Certificate (in addition to the above) —

4. *Model Drawing.*—Candidates will be required to draw in outline or in light and shade a group of geometric models or common objects, together with the board upon which they are placed.

5. *Brushwork and Elementary Design.*—Candidates will be required to paint in colour a natural spray of leaves and flowers, and to construct a simple design to fill a square, circle, triangle, or rectangle, in two or more colours, basing the design on the natural form given.

6. *Elementary Perspective.*—Candidates should be able to give a clear description of the principles employed, and the meaning of terms in general use, such as "Picture Plane," "Ground Plane," "Ground Line," "Line of Direction," "Horizontal Line," "Centre of Vision," "Station Point," "Vanishing Point," "Vanishing Parallel," &c. They should be able to represent in perspective simple solids of plane or curved surfaces in easy positions or 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 First Class Certificate will be awarded to those who pass in all six sections, and the Second Class to those who pass in the first three only. The Second Class Certificate will qualify for enhanced grant in the first stages of Drawing H 2 of Code.

NOTE.

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

ATTENDANCE REGISTER.

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

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

In schools which have two sessions, morning and evening, two half attendances of 1½ hour each shall constitute a full attendance. The Registers shall be marked (*i.e.*, the marks indicating presence or absence must be filled up as given below) not less than *three hours* in schools which have one session before the close of the school, or not less than *one and a half hour* before the close of each session in schools which have two daily sessions. The exact period of *three hours*, or *two exact periods of one and a half hour* each as the case may be, *after the marking of the Register, shall be the attendance required by Government*, and the attendance of any scholar who leaves the school during this period shall then and there be cancelled by drawing a mark of erasure across the mark of presence, thus ×.

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

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

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

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

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

ADMISSION REGISTER.

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

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

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

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.

INDEX.

	CLAUSES.
Accommodation—	
Must be adequate	24 (e), 30, 33 (a), 111 (d)
Accounts—	
Annual statement of accounts must be forwarded to the department	23
An account of fees received must be kept	32
Audited statement of fees and expenditure should be submitted in the case of English schools	116
Age Limit—	
In A schools	36 (d,e)
In infant departments	37 (para 4), 38, 39
In estate schools	42 (b)
In industrial schools	44
In orphanages	44 (note)
Anglo-vernacular Schools—	
Registration of vernacular schools as Anglo-vernacular schools	28A
Anglo-vernacular girls' boarding schools	49
Qualifications of teachers in Anglo-vernacular schools	28A
Application—	
For registration of schools	12
To be made on the departmental form	21
Application for registration of schools, change of site, or transfer of management must be gazetted	13
Arithmetic—	
(See also compulsory subjects)	
Payment of grant at B rates for bad results in arithmetic	36 (g)
Attendance—	
Required to entitle a school to receive a grant in aid	12, 24 (b)
Discretionary power to rest with Director to accept C average from schools established by religious denominations numerically small	24 b (v)
Register of attendance	24 (b)
Minimum required from each pupil for payment of grant	36 (b)
In C schools	40 (b)
In night schools	41
In estate schools	42 (a)
In girls' vernacular and Anglo-vernacular boarding schools	50
Payment of grant based on average attendance	111-118
Boys' Schools—	
(See also Schools, "Industrial," &c.)	
Conversion of boys' schools into mixed	12
Boys' boarding industrial schools	46
Boarding Schools	46-50
Boarder :—	
Definition of .. .. .	.. (page 9, note)
Bonds to be executed by—	
(a) Pupil teachers in English schools	76
(b) Training students	87
(c) Parents or guardians of University scholars	105
Bursaries	120
Calculation—	
Of grants (see also "Grants")	36
Certificate—	
Leaving certificate	29, 32
Form of certificate required from manager in respect of industrial pupils presented for examination	44
Third class vernacular certificates	53, 58, 61
Third class provisional certificates	56 & 57
Second class certificates	54, 59, 61
Second class provisional certificates	60
First class provisional certificates	55
Teachers exempted from English certificate examination	66
Examination for II. and III. class English certificate	67
Third class certificate entitles holder to be principal teacher in a primary school or assistant teacher in any school	68
Second class certificate entitles holder to be principal teacher in an elementary school, or in a secondary school on certain conditions	69
Suspension and cancellation of certificates	36 (h), 90
Birth certificate	32

	CLAUSES.
Classification—	
Of grant-in-aid schools	27
Of English schools as elementary and secondary	30
Classical—	
Vernacular schools	28
Closure of School—	
For holidays, absence of teachers, &c., should be notified	25 A
Compulsory Subjects—	
At examination for grant	36 (c)
Above Standard IV. pupils must pass in three subjects, including two compulsory subjects, to earn grant	36 (c)
Conditions—	
Of registration	12, 20, 24
Schools ceasing to fulfil requirements of Code may be removed from the list of aided schools	25
A schools ceasing to fulfil requirements will be paid B rates for one year	34
Date—	
Of coming into operation of amendments to the Code	18A
Drawing—	
Examination for grant for	107
Drill—	
Rules regarding payment of grant for	110
Elementary School Leaving Certificate Examination	120
English Schools—	
Elementary and secondary	30
Primary	30
Classification and transference from one class to another to rest with the Department	30
Supplementary grants to English schools in certain towns	30
Estate Schools	42
Examination—	
For grant-in-aid	36
Grouping of schools at	36 (c)
Compulsory subjects at	36 (c)
Second presentation of scholars	36 (c)
Presentation of scholars in a higher standard than that in which they have failed to earn result payment	36 (c)
Conditions necessary for a pass	36 (c), 36 (g)
Infant department	38-39
Of children transferred from vernacular to English schools	32
Of industrial schools	43, 44, 45
Of boys' boarding industrial schools	46
Of girls' boarding industrial schools	48, 49
English teachers' certificate examination	67
Subjects of examination in which second class vernacular teachers must pass in order to be in charge of Anglo-vernacular schools	28A
Of pupil teachers	73-82
Of training students	85-89
Compulsory subjects at examination of training schools	89 (note)
Cambridge Junior and Senior	92, 94-103
London matriculation	104
London intermediate arts and science	104, 105
University scholarship	105
For specific subjects	106
For drawing	107
For vernacular literature	108-109
Elementary school leaving certificate	120
Penalty for rendering unauthorized assistance to scholars under examination	36 (h)
Terminal examinations	111, 112
Exempted Schools—	
Result payment to teachers in	111-119
	72
Fees—	
Minimum scale of fees	111, 112
An account of all fees received must be kept	32
Arrears of fees due from pupils	32
An audited statement of fees and expenditure must be submitted	116
Falsification of Registers—	
Penalty for	36 (h)
Gardens—	
School gardens	121

Geography—		
Need not be presented in estate or C schools		36 (n)
Girls—		
Being paying pupils in English schools may not be presented for industrial grant unless the school has been registered as industrial.. .. .		45 (d)
Girls' Schools—		
Needlework compulsory in schools having 15 or more girls on the roll		24 (c)
Grant for needlework		47
Boys over 10 years attending girls' schools not entitled to grant		36 (h)
Grants—		
Administration of		2
Objects of	3-5, 11, 22	
Not payable for religious subjects		5
No undertaking should be commenced in anticipation of receipt of		11
Condition under which grants are payable	4, 8, 15, 19 <i>et seq.</i> , 30, 32, 36	
In elementary English schools		30
In secondary English schools		30
Regulation regarding relation between grant and income not to be enforced in certain towns		30
Supplementary grants to English schools in certain towns		30
Payment of—at B rates for (a) non-compliance with requirements of registration		34
(b) For bad results in arithmetic, reading, or writing		36 (g)
(c) Any class of an English school with over 35 on list		65
Calculation of		36
Not payable to schools in charge of unqualified teachers		36 (h)
Cost of inspector's second visit deducted from grant when a school is not ready on day fixed for examination		36 (i)
Not payable for girls in a boys' school, or for boys over 10 years in a girls' school		36 (k)
Payable within four months of examination		36 (l)
Payment of grants may be deferred in cases of non-payment of teachers' salaries		36 (l)
Grants may be utilized by the Director to discharge liabilities to teachers		36 (l)
For infant departments		37-39
For C schools		40 (a)
For night schools		41
For industrial schools		44
For boys' boarding industrial schools		46
For girls' boarding industrial schools		48, 49
Payable at lower rates to English schools and English schools on a vernacular basis unless at least half the required number of teachers are certificated		65
To pupil teachers		82
To training students		88, 89
For specific subjects		106
For drawing		107
For vernacular literature		108
For drill		110
For sanitation	(note 11 to schedule D)	
For school gardens		121
For results of Cambridge locals		96, 101
For results of London matriculation and intermediate examinations		104
System of payment based on average attendance		115, 116
Augmentation of grant at Rs. 2 per head for every trained teacher		116
London matriculation grant not payable in respect of candidate on account of whom senior local grant has been paid, and <i>vice versa</i>		93
Building grants		122
Science grants		123
Gymnastics		110
Holidays—		
Should be notified to inspector of district.. .. .		25A
Home Industries for Girls		45 (d)
Income and Grant—		
Relation between—in English schools		30
Industrial Schools—		
Conditions of registration and subjects of instruction		43
Grants to		44
Examination of		44-45
Pupils may not be transferred without permission from one trade to another without completing the full course		45 (c)
Industrial grant not payable to paying pupils of girls' English schools unless the latter have been registered as industrial		45 (d)
Boys' boarding industrial schools		46
Ineligible Pupils—		
Presentation of — at examination		36 (h)
Infant Departments		37-39

CLAUSES.

Inspection of Schools—	..	..	..	..	7, 9-10
Notice of annual inspection	..	..	..	..	9
Second visit of inspection for examination	..	..	..	..	35 (z)
Inspection of schools drawing lump grants	..	..	..	..	112-119
Exercise books and copy books should be submitted for inspection	..	..	..	..	111
Inspectors—					
Duties of	..	..	..	..	6, 7
Annual visits of	..	..	..	..	9, 10
Intervening Obstacle—					
Between two schools	..	..	..	..	12
Leaving Certificates	..	..	..	..	29, 32
Library—					
Every secondary school must be provided with—	..	..	..	..	30 (d)
Literature—					
Vernacular, in English schools	..	..	..	..	108, 109
Lump Grants—					
Based on average attendance	..	..	..	..	111-119
Result payment to teachers of schools in receipt of lump grants	..	..	..	..	72
Manager—					
Appointment of	..	..	..	..	14
No teacher nor person deriving emolument from a school may be appointed a manager	..	..	..	..	15
Manual Training	..	..	..	..	30 (d)
Mixed School—					
Application for registration of — within radius of existing registered school	..	..	..	..	12
Application for conversion to — of a registered boys' school	..	..	..	..	12
Needlework—					
Compulsory in all girls' and mixed schools having 15 or more girls on the roll	..	..	..	..	24 (c)
In infant departments	..	..	..	..	37-39
Grant for — in girls' schools	..	..	..	..	47
Night Schools	..	..	..	..	41
Orphanages—					
Children in boarding schools carried on as — may be presented for examination if above the age of 8 years	..	..	..	..	44 (note)
Penalty—					
For falsifying school registers	..	..	..	..	36 (h)
For failing to fulfil conditions of average attendance	..	..	..	..	36 (m)
For bad results in reading, arithmetic, or writing	..	..	..	..	36 (g)
For not fulfilling requirement for registration	..	..	..	..	25, 34
For presenting ineligible children at the examination for grant	..	..	..	..	36 (h)
Pension Scheme	..	..	..	..	63
Practising Schools—					
Receive grant as ordinary aided schools	..	..	..	..	26
Primary—					
English schools	..	..	..	..	30
Pupil Teachers, Appointment of—					
Grants to	..	..	..	..	74-75
Schools entitled to	..	..	..	..	73, 82
Number allowed each school	..	..	..	..	76
Examination of	..	..	..	..	76 (c)
Standard grant not payable on account of pupil teachers who have already earned a grant for the same standard	..	..	..	..	77-81
	..	..	..	..	82 (note)
Reading—					
Payment of grant at B rates for bad results in	..	..	..	..	36 (g)
Registers—					
Of attendance and admission	..	..	..	..	24 (d)
Penalty for falsification of	..	..	..	..	36 (h)
Registration—					
Of schools within radius of existing schools	..	..	..	..	12
No new school will be registered within $\frac{1}{4}$ mile of an existing aided school except in certain towns [vide 24 (b) (1)], and places left to the discretion of the Director	..	..	..	..	12
Conditions of registration	..	..	..	..	24, 33
Re-registration of schools previously removed from list of aided schools	..	..	..	..	28

	CLAUSES.
Registration—	
Classification of registered schools	27
A schools	33
B schools	34
C schools	40
Change of registration of C schools	40 (g)
English schools	30
Registration of Industrial schools	43
Girls' vernacular and Anglo-vernacular boarding schools ..	50
English schools	63
Night schools	41
Religious—	
Instruction, grants not payable for	5
Orders, members of — exempt from teachers' certificate examination ..	66 (2)
Removal—	
Of schools from the list of aided schools	25, 35
Result Payment—	
To 1st class trained vernacular teachers ..	55
To 1st class trained English teachers ..	71
To teachers in schools receiving lump grants ..	72
Rules—	
Printed copies of school rules should be circulated ..	32 (3)
Schools—	
Conversion of boys' into mixed ..	12
Conditions for registration of ..	24, 33
Classification of ..	27
Removal of — from the list of aided schools ..	25, 35
Vernacular schools ..	28
Classical vernacular schools ..	28
English schools ..	30-32, 63
Primary schools ..	30
Elementary schools ..	30
Fully organized secondary schools ..	30, 112-119
Qualifications of teachers in elementary and secondary schools ..	69
Qualifications of teachers in primary schools ..	68
A schools ..	33
B schools ..	34
C schools ..	40
Night schools ..	41
Estate schools ..	42
Industrial schools ..	43-46
Girls' vernacular and Anglo-vernacular boarding schools ..	48-50
Training schools ..	83-90
Scholarship—	
University ..	105
Junior Cambridge boys' ..	98
Junior Cambridge girls' ..	99
Senior Cambridge girls' ..	103
Session—	
A—of two hours sufficient in estate schools ..	42 (b)
Security—	
May be required from private managers before the registration of a school..	20
Specifies—	
Maximum number of — in which a school will be examined ..	106 (f)
Staff—	
Teaching (see Teacher)	
Specific—	
Payments of grants for — subjects ..	106
If teaching in any subject is reported to be bad for three consecutive years, the Director may refuse to hold an examination in such subject until better instruction is provided ..	106 (a)
List of — to be sent to inspector at least a month before examination ..	106 (d)
Specific subjects cannot be offered in vernacular schools ..	106 (e)
No school may be examined in more than six specific subjects ..	106 (f)
Teachers—	
Schools in charge of uncertificated teachers not entitled to grant ..	36 (h), 62
In infant departments ..	37
In village Anglo-vernacular schools ..	28A
Vernacular teachers in backward districts may be uncertificated ..	51, 62
Teachers in C, night, and estate schools need not be certificated ..	40 (c), 42 (a), 41
In English schools ..	63, 64

Teachers—

Proportion of teachers to pupils and of certificated to uncertificated teachers in English and English on a vernacular basis schools	65
Certain teachers exempted from holding local teaching certificates	66
Third class English teachers	68
Second class English teachers	69, 70
First class English teachers	70
Result payment to certificated English teachers	71

Time—

Within which grants are payable	35 (j)
---	--------

Training Schools—

Admission of students to	83-89
Number of trained students on account of which grant is payable to each manager	85-87
	88, 89

Transference—

Of children from a vernacular school to an English school, special class to be provided	32
---	----

University Scholarship—

Cambridge local examinations	94-103
London matriculation and intermediate science and arts	104-105

Vaccination—

Pupils not protected from smallpox not eligible for presentation at an examination for grant	36 (j)
--	--------

Vernacular—

Instruction in infant department	39
Vernacular schools registered as primary, middle, and classical	28
Registration of vernacular as Anglo-vernacular	28A
Children transferred from vernacular schools to English schools	32
Girls' vernacular boarding schools	48
Vernacular schools may be registered as Anglo-vernacular on certain conditions	28A
Teachers in vernacular schools	51-62
Vernacular schools may not present specific subjects for examination	106 (e)
Vernacular literature in English schools	108
Vernacular schools which are preparatory departments of English schools will receive additional grant of 30 per cent.	29

Visits of Inspection—

Inspector's annual	9
Surprise	10
Cost of second ——— for examination deducted from grant	36 (i)

Writing—

Payments of grants at B rate for bad results in writing	36 (g)
---	--------