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CODE FOR ASSISTED VERNACULAR AND ANGLO-VERNACULAR SCHOOLS.

THE following Code of Regulations for Assisted Vernacular and Anglo-Vernacular Schools, which has been passed by the Board of Education, is hereby published for general information, in accordance with Section 10 (2) of Ordinance No. 1 of 1920.

By His Excellency's command,

Colonial Secretary's Office,
Colombo, March 31, 1922.

GRAEME THOMSON,
Colonial Secretary.

(1)

CODE FOR ASSISTED VERNACULAR AND ANGLO-VERNACULAR SCHOOLS.

CHAPTER I.

PRELIMINARY.

1 The following sections, taken from Education Ordinance, No. 1 of 1920, and marked A to J, are reprinted for convenience of reference:—

Definitions.

A. In this Ordinance, unless the context otherwise requires—

“The Director” means the Director of Education.

“The Assistant Director” means the Assistant Director of Education.

“The Department” means the Department of Education created under the provisions of Ordinance No. 1 of 1920.

“The Board” means the Board of Education appointed and constituted under the provisions of Ordinance No. 1 of 1920.

“District Committee” means an Education District Committee appointed and constituted under the provisions of Ordinance No. 1 of 1920.

“Assisted school” means a school, whether secondary or elementary, to which aid is contributed from the public funds of the Colony.

“Government school” means a school, whether secondary or elementary, already or hereafter established by, or transferred to, Government and maintained entirely from the public funds of the Colony. (Section 2 (1) of Ordinance No. 1 of 1920.)

Department of Education.

B. There shall be a Government Department to be styled the Department of Education, the head whereof shall be called the Director of Education. (Section 3 of Ordinance No. 1 of 1920.)

Officers of the Department.

C. The officers of the Department shall be as follows:

(1) The Director of Education;

(2) The Assistant Director of Education;

(3) The Inspectors, Assistant Inspectors, and Sub-Inspectors of Schools;

(4) The Secretary of the Board; and

(5) Such other officers and clerks and peons as may, in the opinion of the Governor, be necessary for carrying into effect the provisions of this Ordinance. (Section 4 of Ordinance No. 1 of 1920.)

Board of Education.

D. (1) There shall be established a Board to be styled the Board of Education, and composed of not less than sixteen or more than twenty members nominated by the Governor, of whom the Director and the Assistant Director and two Unofficial Members of the Legislative Council shall be four.

(2) Every member of the Board other than the Director and Assistant Director shall hold office for the term of three years from the date of his appointment.

(3) No act or proceeding of the Board or of any Committee of the Board shall be invalidated or questioned on account of any vacancy among the members of such Board or Committee, or of any defect in their appointment. (Section 6 of Ordinance No. 1 of 1920.)

Board to be advisory.

E. The Board shall not be an administrative or executive body, but the Governor or the Director may refer any matter to the Board for their advice. (Section 7 of Ordinance No. 1 of 1920.)

F. The Director shall be Chairman of the Board, provided that in his absence the Board may elect one of its members as Chairman at any meeting. (Section 8 of Ordinance No. 1 of 1920.)

Chairman.

G. (1) Any member, other than the Director or Assistant Director of Education, may resign his seat on the Board by letter addressed to the Governor.

Resignation and vacation of membership.

(2) Any such member as aforesaid who has not on the thirty-first day of December in each year attended at least one-half of the meetings of the Board during the preceding twelve months or during his tenure of office in such months shall be considered to have vacated his seat on the Board, unless he has been absent from ill-health or with the leave of the Board.

(3) In case of the absence on leave or through ill-health of any member of the Board, the Governor may appoint any person to act in his stead. (Section 9 of Ordinance No. 1 of 1920.)

H. (1) The Board may make regulations, which shall be known as The Code, and may deal with the following subjects :

Powers of Board as to framing "The Code."

(i.) Elementary and Secondary Education.

- (a) The Establishment, taking over, transfer, recognition, maintenance, continuance, or discontinuance of elementary and secondary schools.
- (b) The course and schedules of studies and the course of manual instruction in such schools, and the books and apparatus to be used therein.
- (c) The discipline to be enforced in such schools.
- (d) The inspection and examination of such schools, and the manner in which inspecting officers shall perform their duties.
- (e) The duties of local managers, and the manner of their performance.
- (f) The qualifications required in school teachers of various classes, and the payment of fixed salaries and other emoluments to such teachers; and the appointment, classification, suspension, and removal of such teachers.
- (g) The appointment of officers to secure the attendance of children at elementary schools in districts in which by-laws for their compulsory attendance are in force, and for the payment of the salaries of such officers by the prescribed authority.
- (h) The powers of such officers to demand and obtain information with regard to children who are required by such by-laws to attend such schools, and to require the production of such children before them for inspection.
- (i) The entry by such officers upon any premises and the search thereof for the purpose of gaining or verifying information with regard to any such children.
- (j) The provision for the infliction of penalties for the contravention of any of such regulations which may amount to a fine not exceeding twenty rupees, or in default of payment to imprisonment of either description for a period not exceeding one month.

(ii.) Training of Teachers.

- (k) The establishment, taking over, transfer, administration, maintenance, continuance, or discontinuance of Government and assisted training schools for teachers.

(iii.) Intermediate Schools and Night Schools.

- (l) The providing or aiding of night schools and of schools intermediary between elementary and secondary schools, which shall be subject to such provisions of the Code as the Board think fit to apply.

(iv.) General.

- (m) The award and tenure of exhibitions and scholarships.
- (n) Technical, agricultural, and commercial education.
- (o) The payment or remission of fees, subject to the provisions of the Code, in respect of attendance at any school.
- (p) The standards of accommodation and of sanitation to be maintained in Government and assisted schools, and also in all private schools or places in which classes attended by children of school-going age are held.
- (q) Generally for the regulation and conduct of the business of the Board and of any Committees thereof.

(2) Regulations made under this section shall be published in the "Government Gazette" for general information, and shall not have any force or effect until they have been confirmed by the Governor in Executive Council. Provided that such confirmation shall not take place before the expiration of one month after such publication.

(3) All such regulations shall, after such confirmation as aforesaid, be published in the "Government Gazette."

(4) Two copies of the Code shall, within ten days of publication, be sent to each head teacher of a Government school, and to the local manager of each assisted school for the purpose of being handed over to the head teacher of such assisted school.

(5) All regulations published as aforesaid shall be laid as soon as conveniently may be before the Legislative Council, and may at any time within forty days after the date of their being so laid before the Council or at any of the three meetings of the Council next succeeding such date, by resolution of the Council, be disallowed, amended, or otherwise dealt with as may be directed by the said resolution, but without prejudice to anything that may have been done thereunder. (Section 10 of Ordinance No. 1 of 1920.)

Duties of Board.

I. It shall be the duty of the Board to advise upon all questions connected with the education of youth in the Colony which are referred to them by the Governor or the Director; and further, it shall be competent for the said Board to make recommendations to the Governor or the Director in connection with such education without previous reference. (Section 11 of Ordinance No. 1 of 1920.)

Business of Board.

J. (1) The Board shall meet once at least in every two months on such day as may be prescribed.

(2) The Director may at any time summon a meeting of the Board and on a requisition signed by any three members he shall summon a meeting of the Board.

(3) The requisition shall state the object for which the meeting is required to be summoned.

(4) Seven members of the Board shall form a quorum.

(5) The Chairman shall have a casting, as well as an original, vote.

(6) The Board shall keep a minute book in which their proceedings shall be recorded. (Section 12 of Ordinance No. 1 of 1920.)

Schedules and syllabuses.

2 The schedules and syllabuses appended to the Code shall have the same effect as the articles of the Code, subject to the provisions of Section 10 (2) of Ordinance No. 1 of 1920—*Vide* above, Clause 1 H (2).

3 Except where another date is specified, all amendments appearing in this Code, which are not changes in the schedules of work, shall come into operation on The conditions appearing in this Code for the inspection of, and payment of grant to, schools not recognized as efficient, will come into force at the beginning of the next school year after the publication of the Code, except in schools for which an earlier date has been approved by the Director.

CHAPTER II.
ELEMENTARY EDUCATION.

(I.) Opening of New Schools.

4 The following section of Ordinance No. 1 of 1920 is reprinted for convenience of reference:—(1) *It shall be the duty of any person who desires to open a school or give instruction in English or any other language in any schoolroom or any building not previously used by him for the purpose to any class or classes attended by children of school-going age, at least one month before the opening of such proposed school or the commencing of such proposed instruction, to report particulars of such school or instruction to the Director, and thereafter supply such information as may be required by the Director with regard to his school or his class or classes, and the courses of instruction he is giving or proposes to give.*

Duty of person opening new schools to report to Director.

(2) *Any person who acts in contravention of the provisions of this section shall be guilty of an offence, and shall be liable on conviction to a fine not exceeding fifty rupees. (Section 38 of Ordinance No. 1 of 1920.)*

(II.) Religion in Schools.

5 A copy of the following sections of Ordinance No. 1 of 1920 in English, Sinhalese, and Tamil shall be conspicuously posted up in the school:—

B.—*No applicant shall be refused admission into any assisted school on account of the religion, nationality, race, caste, or language of such applicant or of either of his parents. (Section 13 of Ordinance No. 1 of 1920.)*

Religion, nationality, race, caste, and language.

C.—(1) *It shall not be required as a condition of any child being admitted into or continuing in an assisted school that he shall attend or abstain from attending any Sunday school or any place of religious worship, or that he shall attend any religious observance or any instruction in religious subjects in the school or elsewhere, from which observance or instruction he may be withdrawn by his parent or guardian, or that he shall attend the school on any day exclusively set apart for religious observance by the religious body to which the parent belongs.*

Conscience clause.

(2) *The time during which any religious observance is practised or religious instruction is given at any meeting of an assisted school shall be either at the beginning or the end, or at the beginning and the end of such meeting, and shall be inserted in a time table to be approved by the Director, and to be kept permanently and conspicuously affixed in every schoolroom, and any scholar may be withdrawn by his parent or guardian from such observance or instruction without forfeiting any of the other benefits of the school. (Section 15 of Ordinance No. 1 of 1920.)*

6 No grant shall be made in respect of any instruction in religious subjects.

No grant for religious subjects.

(III.) Inspection of Schools.

7 The following section of Ordinance No. 1 of 1920 is reprinted for convenience of reference:—(1) *It shall be lawful for the Director, Assistant Director, and any inspecting officer of the Department, and for the Chairman of any District Committee within the administrative limits of such Committee, to enter and inspect any elementary school, and all the registers of admission and attendance of any such school.*

Powers of inspection.

(2) *Any person obstructing the Director, Assistant Director, or any such inspecting officer or Chairman acting in pursuance of this section shall be guilty of an offence, and liable on conviction to a fine not exceeding one hundred rupees. (Section 39 of Ordinance No. 1 of 1920.)*

8 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 Director 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.

Notice of annual inspection.

9 The Director or any officer of the Department authorized by the Director may visit any assisted school at any time without notice.

Inspections without notice.

(iv.) Application for Grant-in-aid.

Limitation of grants.

10 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.

One mile limit.

11 No application, as a general rule, will be entertained for aid to a new school when there already exists a school of the same class* within one mile 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—

In a Mixed School.

In towns having a population of 30,000 and over ..	60
In towns having a population of less than 30,000 ..	50
In villages ..	30

In a Boys' School.

In towns having a population of 30,000 and over ..	50
In towns having a population of less than 30,000 ..	40
In villages ..	30

In a Girls' School.

In towns having a population of 30,000 and over ..	30
In towns having a population of less than 30,000 ..	25
In villages ..	20

In applying this rule the attendance of children transferred during the year subsequent to the date of application from existing Government or aided schools within the one mile limit will not be counted.

No grant will be paid unless these averages are maintained up to the date of the first examination.

No application for the conversion of a registered boys' school into a mixed school for boys and girls will be entertained where there already exists a girls' school of the same class within one mile 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 towns and in such other places as may in the discretion of the Director justify exceptional treatment.

In the case of areas under Education District Committees, which are adequately provided for by the existing schools, no application for grant for a newly established school will be entertained until the school has been maintained for two years at least as a school certified by the Director to provide adequate and suitable instruction (*vide* section 25 (2) (a) of Ordinance No. 1 of 1920).

Notification of application in Gazette.

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

(v.) Conditions for Registration.

13 Before any school is registered or placed on the list of assisted schools the Director must be satisfied that—

Average attendance.

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

(i.) IN TOWNS HAVING A POPULATION OF 30,000 AND OVER.

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

* Boys' schools are not of the same class as girls' schools. Mixed schools are of the same class as either boys' or girls' schools. An Anglo-vernacular school is of the same class as a Vernacular school.

(ii.) IN TOWNS HAVING A POPULATION OF LESS THAN 30,000.

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

(iii.) IN VILLAGES.

Boys' school, 30 ; Girls' school, 20 ; Mixed school of boys and girls 30.

(iv.)

In outlying and sparsely populated districts where the number of children residing within a reasonable distance of a school is small the Director is empowered to accept the following lower average attendance :—

Lower average schools.

Boys' school, 15 ; Girls' school, 10 ; Mixed school of boys and girls, 15.

These schools shall be known as "lower average" schools.

A discretionary power shall rest with the Director to accept this lower average attendance from any school established to meet the special wants of religious denominations which are numerically small in that school circle.

Certificated or licensed teachers will not be required in lower average schools.

(b) 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.

Needlework.

(c) No pupils who are not eligible for admission under clause 22 of the Code are allowed to attend the school.

Eligibility for admission.

(d) Registers of admission and daily attendance are accurately kept ; the names of all pupils attending the school above the age of 5 are entered in the registers ; the rules for keeping school registers printed on page 49 are carefully carried out ; and the registers are marked every time the school meets ; adequate time is allowed in the time table for marking the registers, and the returns furnished are trustworthy.

Registers.

(e) The school buildings are expressly adapted for school purposes, and they afford sufficient accommodation, and are kept in good repair. [A floor space of 12 square feet per pupil on the register will be the minimum accepted.]

Buildings.

(f) The school is not surrounded by other buildings to such an extent as to exclude light and air, and 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.

Hygiene.

(g) The supply of school materials and appliances for teaching is in sufficient quantity and in good order.

Equipment.

(h) 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 and the time per week devoted to each subject.

Time table.

(i) In mixed schools there is a female teacher on the staff, and the head teacher of a mixed school is a male and of a girls' school is a female ; the teaching staff satisfies the conditions of clause 35 of the Code.

Staff.

(j) The scale of salaries adopted by the school is approved by the Director.

Scale of salaries.

(k) The manager or proprietor of such school does not receive any personal profit or emolument therefrom.

14 Any school accepted by the Director which ceases to fulfil the above conditions may, unless satisfactory reasons be furnished to the Director, be removed from the list of assisted 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

Schools ceasing to fulfil requirements to be removed from list.

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 11, paragraph 1, shall be enforced or not.

Managers of private schools to give security.

15 Managers of private schools unconnected with any society or public body recognized by the Director shall 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.

(vi.) Local Managers and their Duties.

16 The following sub-sections taken from Education Ordinance No. 1 of 1920, are reprinted for convenience of reference :—

Appointment and retirement of Local Managers.

(3) The head or governing body of the religious denomination in connection with which an assisted school is conducted, or the governing body of any other assisted school, shall have the power at any time to appoint local managers for such school, or to require the retirement of any such local manager. Provided that the Director may also require the retirement of any local manager of an assisted school.

(4) The appointment of any local manager to an assisted school, together with the acceptance thereof in writing by the person so appointed and the notification of retirement of any local manager, shall be delivered to the Director by such head or governing body as aforesaid.

(5) No teacher or any person, who derives any profit or emolument from any school shall be a local manager. (Section 16 (3-5) of Ordinance No. 1 of 1920.)

Duties of Local Manager.

17 The duties of a local manager shall be—

- (1) To see that the requirements of the Code are carried out in the school or schools for which he is responsible.
- (2) To correspond with the Director.

In the case of a group of schools in respect of which the head or governing body has appointed a general manager, he shall be the correspondent with the Director.

Notice of date of vacations to be sent to Inspector.

(3) To send notice 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 closure for epidemic, sickness, or other special reason, the Inspector should be notified as soon as possible. A similar notice shall be sent in the case of schools the registration of which has been applied for.

Returns to be prepared for annual examination.

(4) To hand to the Inspector on the first day of the annual examination or inspection the following particulars on forms supplied by the Director :—

(a) Examination Report Slips on Form III.

(b) A duplicate of the race return.

(c) A list of staff, statement of accounts, &c., on Form VI. The statement of accounts should be submitted with the teachers' receipts, which, if found to be in order, will be returned by the Inspector to the Manager.

(vii.) Classification of Schools and Syllabuses of Work.

18 Schools may be registered for grants either as Vernacular or Anglo-vernacular schools, and as primary or middle schools.

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

Vernacular primary schools are schools in which no pupil is presented for examination above Standard V. of Schedule A.

Vernacular middle schools are schools in which a pupil or pupils are presented for examination in any standard above Standard V. of Schedule A.

A Vernacular middle school may include a primary school.

Vernacular classical schools are schools in which pupils 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 Director on its special merits. No pupil shall be admitted to a classical school who has not passed the Fifth Standard in a registered Vernacular school.

20 Vernacular and Anglo-vernacular schools will be classified as Grade I. or Grade II. in terms of clause 35.

21 A Vernacular school may be registered as an Anglo-vernacular school if it satisfies the conditions for registration as Grade I., and if at least one teacher is provided who has an English teachers' certificate. It will be expected that from Standard III. upwards the school as a whole will take the syllabus of work under Schedule D.

Classification of schools.

Registration of Vernacular school as Anglo-vernacular.

INFANT DEPARTMENTS IN VERNACULAR AND ANGLO-VERNACULAR SCHOOLS.

22 In schools working under Schedules A and D in which there is a sufficient number of children of suitable age, and in which a properly equipped Infant Department is organized, grants will be paid at the rates given in Schedule K.

Rates of grant.

An Infant Department will be considered to be properly equipped if—

Equipment of Infant Department.

- (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 who is not in charge of any other class at the same time.
- (c) If it is in charge of a pupil teacher, it receives at least one hour's instruction every day from one of the teachers of the school.
- (d) The work is carried on in accordance with a special time table, which must be submitted to the Inspecting Officer for approval. A session of two hours for the Lower Division and of three hours for the Upper Division, or two sessions of half these periods after the marking of the register will be considered satisfactory.
- (e) An outline of the work to be done during the year is submitted to the Inspecting Officer by the head teacher on the day of examination.

No grant will be paid in the Infant Department for the attendances of children below the age of five years, and the names of such children should not appear on the register.

No child who has completed eight years will be examined in the Infant Department. Children over eight should be taught as a separate class, which may be called Standard I. Children in this class who are under ten on the day of examination may be presented in Reading, Writing, and Arithmetic of the same difficulty as the Upper Division of the Infant Department, and will be eligible for the grants assigned to these subjects in Schedule K for Grade II. schools.

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. No child will be examined in Standard I. who has not completed his sixth year.

Children may be presented in the Lower Division of the Infant Department who have received six months' instruction and have made 60 attendances. In the case of other children the rule with regard to months of instruction and number of attendances will be the same as that given in clause 36 (b).

(viii.) Admission, Withdrawal, and Promotion of Pupils.

Withdrawal certificates.

23 The teacher of every Vernacular school must, on the application of the parent or guardian, furnish a certificate on Form IV, within three days to every pupil who leaves the school. Books of forms for this purpose will be issued by the Director to the managers of Vernacular schools. The counterfoils must be retained in the school. The certificate may be refused to any parent against whom a case is pending for irregular attendance, or who has within one month been warned or fined by a court for irregular attendance. No pupil of a Government or assisted Vernacular school may be admitted to another Government or assisted Vernacular school without the production of this leaving certificate. 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 Director for consideration.

Conditions for admission to English schools.

24 No pupil of a Government or assisted Vernacular or Anglo-vernacular school shall be admitted to a Government or assisted 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. Cases in which difficulty is caused by a change of residence on the part of parents may be submitted to the Director for special consideration.

Record sheet in Anglo-vernacular schools.

25 No pupil who has previously attended any Government or assisted Anglo-vernacular school shall be admitted into any Government or assisted school, unless he has produced a certificate in the prescribed form signed by the Manager or Principal of the last Government or assisted school which he has attended. This certificate must be retained by the Manager or Principal of the school which the pupil is attending, and when the pupil 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. 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.

It shall be the duty of the head teacher of every Anglo-vernacular school, within one month after admission of a pupil, to fill up and file a certificate for him in the prescribed form.

(ix.) Payment of Grants.

(1) PRELIMINARY CONDITIONS.

Returns to be provided.

26 The local managers of assisted schools shall furnish all returns that may be required by the Director or by the Chairman of the District Committee.

Use of grants.

27 The grant paid to Vernacular schools shall be devoted primarily to the payment of teachers' salaries. Any surplus over and above the total amount of the teachers' salaries (paid at a rate approved by the Director) may be devoted to other school requirements, such as furniture and equipment, rent and upkeep of buildings; but in no case shall the grant be used for the purpose of extensions to existing school buildings, or for the purchase of land for school sites, or for the erection of new buildings.

Accounts to be furnished.

28 Grants are to be accounted for by furnishing on the day of the annual inspection or examination a statement of receipts and expenditure for the past school year. Unless some other arrangement has been sanctioned, the account must be for the twelve months terminating

at the end of the month which precedes the month of examination. The following rules apply to the method of furnishing the account:—

The account must be on Form VI., and, unless special arrangements have been sanctioned, must be handed to the Inspector on the day of examination with the teachers' receipts. These receipts may be in the form of a monthly pay sheet signed by the teachers. The account will be countersigned by the Inspector and forwarded to the Director with the report slips. The receipts, if found to be in order, will be handed by the Inspector to the manager or his representative. In every case, it will be regarded as essential that an account containing an accurate statement of the expenditure of the school, with under receipts, must be submitted with the report slips to the Inspecting Officer at the time of the examination.

29 Grant will be refused unless at least three-fourths of the fees due for the year from paying pupils in Anglo-vernacular schools 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.

Three-quarters of fees to be recovered.

30 No pupil shall be eligible for examination unless such pupil has been protected from smallpox by vaccination or by having previously had the disease.

Pupils must be vaccinated.

31 (1) False presentation of pupils or falsification of the register, or any attempt on the part of a teacher to give unauthorized assistance to a pupil under examination, may involve forfeiture of an amount not exceeding half of the grant for the year, and in the case of certificated or licensed teachers, their certificate or license will be suspended or cancelled.

Penalty for fraud.

(2) No school will receive a grant where a teacher who has been dismissed from the service of the Education Department is employed at any time without the permission of the Director, or whose certificate or license is under suspension, or where an uncertificated or unlicensed teacher who has been found guilty of false presentation of children or falsification of the register is employed at any time without the permission of the Director.

32 No grant can be claimed for any girl taught in a school registered as a boys' school, or for any boy over nine 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.

Grant not paid for girls in a boys' school or vice versa.

33 The grants will be paid within three months of the day of examination, but payment may be deferred in cases where the returns under clause 28 are not in order, or 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.

Director may use grant to pay arrears of salary.

34 No school will receive a grant unless the principal teacher holds a certificate, and the Director 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; provided that in the case of Vernacular schools which are intended to be established in backward districts, special circumstances may be submitted to the Director.

Head teacher to be certificated.

35 The Director shall have the power to decide the classification of schools and to transfer schools from one grade to the other. In deciding this question the following points will be considered:—

Grading of schools.

- (a) The nature of the premises, accommodation, and equipment.
- (b) The qualification of the staff.
- (c) The curriculum.
- (d) The quality of the work.

Grade I. Schools.

Grade I. schools must also satisfy the following conditions in regard to the proportion of teachers to the number of pupils on the list shown in the following scale :—

	No. of Pupils.
Head Teacher	55
Trained Assistant	55
Certificated Assistant	45
Provisionally Certificated Assistant	40
Uncertificated Assistant	25
Pupil Teacher (registered under this Code)	15

and at least half the teachers must be certificated. If more than the minimum number of teachers required by the above table is employed, then the additional assistants may be uncertificated.

Grade II. Schools.

Schools which do not satisfy these conditions will be classified as Grade II.

(2) RULES FOR EXAMINATION FOR GRANT.

Grant paid on passes.

36 (a) The grant will be paid on the passes obtained in the annual examination and according to the rates given in Schedule K.

Attendance required for grant.

(b) In order to be eligible for grant a pupil must have received not less than nine months' instruction during the twelve months immediately preceding the examination in the school in which such pupil is examined or in a school under the same management, and must have made not less than 100 attendances, except in lower average schools and night schools. No pupil may be presented for examination a second time within twelve months of the date of his last examination, nor may a pupil be presented for examination under Schedule D within nine months of his presentation under Schedule A 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 pupil is admitted on the first school day of the month.

Grouping of pupils and requirements for a pass.

(c) At a first examination pupils may be grouped in any standard fixed by the manager, but pupils 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 three subjects Reading, Writing, and Arithmetic. All pupils who fail to pass in more than one of these three subjects will be considered to have failed altogether, and no result payment can be claimed for them. Above the fourth standard a pupil 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.

The names of all pupils presented for examination must be written out on report slips (Form III.) and in the same order as in the attendance register. Lists in the same order must be written in the schedule book.

Pupils 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 Inspecting Officer.

Age limit.

(d) No grant will be allowed for any pupil over eighteen* 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 pupil under fourteen years of age.

(e) No grant will be paid for any pupil in Standard I. who on his last birthday had completed his tenth* year, except in lower average schools and registered industrial schools.

* This will be reduced in future.

(f) Schools in which the pupils 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 the specific subjects, will be liable to receive result payments at half rates. Result payments at half 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, in addition to Reading, Writing, and Arithmetic.

Result payment at half rates.

No school will receive a grant which has not been in continuous charge during the school year of a 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. A teacher in receipt of a Government pension will not be recognized.

Violation of the rules for keeping registers referred to in clause 13 (d) or the presentation of ineligible children will entail liability to a forfeiture of from one-tenth to one-half of the grant.

(g) 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 such a school cannot demand a deferred examination.

School to pay expenses of Inspector's second visit, if necessary

(3) ADDITIONAL GRANTS.

(a) Drawing.

37 Grants will be paid for passes in drawing at the rates specified in Schedule L, 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 Departmental drawing certificate 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.

No pupil who has failed in the standard examination can earn grant for a pass in drawing.

(b) Subjects under Schedule F.

38 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 F—

(a) A grant may be made for every pupil presented in Standards VI., VII., and VIII. who passes a satisfactory examination in not more than two of such subjects. The grant for a pass shall be : in stage I., Rs. 3 for each subject ; in stage II., Rs. 4 for each subject ; in stage III., Rs. 5 for each subject. If the results in any of these subjects for three consecutive years are unsatisfactory, the Director shall be entitled to refuse to hold an examination in them until he is satisfied that better teaching is provided.

(b) No pupil who has failed in the standard examination is eligible for any additional grant.

(c) A list of the subjects under Schedule F in which it is intended to present pupils 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 for the examination of such school.

(c) *Drill and Physical Exercises.*

39 In schools in which provision is made in the time table for systematic instruction throughout the school in drill and physical exercises, drill bonuses will be paid according to the following scale to the teacher or teachers responsible for such instruction on the Inspecting Officer's report that the teaching is efficient :—

- (1) When the number of pupils under instruction does not exceed 75, one drill instructor should be employed.
- (2) When the number of pupils under instruction exceeds 75 but does not exceed 150, two drill instructors should be employed.
- (3) When the number of pupils under instruction exceeds 150 but does not exceed 200, three drill instructors should be employed.
- (4) When the number of pupils under instruction exceeds 200, four drill instructors should be employed.

A sum of Rs. 30 will be paid to each instructor who holds the departmental drill certificate, and a sum of Rs. 15 to each instructor who is not certificated.

Grouping of pupils for drill.

(a) The pupils should be grouped for drill and physical exercises according to age and not according to standards, as for example :—

- Group I. children between 7 and 9 years old.
- Group II. children between 9 to 10 years old.
- Group III. children between 10 and 12 years old.
- Group IV. children between 12 and 16 years old.

This grouping is only approximate. The important point is to group together children of similar physical capacity.

(b) The pupils should be presented for inspection in four stages, and at every stage must be proficient in physical drill and games.

(d) *School Gardens.*

40 A grant of Rs. 50 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. 75.

(e) *Grants to Orphanages and Homes for Destitute Children.*

41 A capitation grant of Rs. 75 will be paid to the manager on account of each orphan or destitute child between the ages of 5 and 15 who has attended a registered school and is eligible for examination, and who has been in residence at an Orphanage or Home for a period not less than nine-months. For the purposes of this clause an orphan will be regarded as a child who has lost his (or her) male parent and has no other means of support.

CHAPTER III.

LOWER AVERAGE SCHOOLS, NIGHT SCHOOLS, ESTATE SCHOOLS, AND INDUSTRIAL SCHOOLS.

LOWER AVERAGE SCHOOLS.

42 Lower average schools registered under clause 13 (iv.) are subject to the following regulations :—

Conditions for grant in lower average schools.

(a) All pupils in lower average schools who shall have received not less than six months' instruction and shall have made not less than 50 attendances will receive the same grant on examination as pupils in ordinary schools, this grant being doubled for the passes of those pupils 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 lower average schools.

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

(d) In all other respects the regulations applying to ordinary schools will apply to lower average schools.

(e) 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 lower average schools which, in his opinion, are capable of reaching a higher standard of average attendance.

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

(g) All Vernacular lower average schools must be worked in accordance with Schedule C.

(h) In mixed schools in which there are less than 15 girls on the register Needlework is optional.

NIGHT SCHOOLS.

43 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 lower average schools before they can be placed on the register as aided schools.

A session of one and a half 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 lower average schools, except that the minimum of attendances shall be 50.

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

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

ESTATE SCHOOLS.

44 (a) All estate schools will be required to fulfil the conditions of average attendance required for lower average 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.

45 Applications for grants to industrial schools will be entertained on the following conditions :—

Conditions of registration.

(a) That the school shall teach one or more of the following trades in accordance with the syllabus in Schedule G, or a special syllabus approved by the Director :—

In Boys' Schools.—Carpentry, printing, bookbinding, shoemaking, tailoring, metal work, agriculture, weaving, canework, basket making, or any other industry approved by the Director.

In Girls' Schools.—Lacemaking, dressmaking, embroidery, cookery, weaving, or any other industry approved by the Director.

(b) That the workshops are adequately equipped and staffed.

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

Additional grants to industrial schools.

46 The manager of an assisted industrial school not in receipt of a special lump sum grant may claim for each pupil above the age of 10 and below 19 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. 15 in addition to the ordinary grants, provided the Inspector is satisfied with the efficiency of the instruction given in the trade in which each 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 the standard of Schedule A, C, or D for which the pupil is eligible, unless such pupil has passed in Standard IV. of one of these schedules.

The manager of an industrial school will be required to give a certificate at the annual examination in the prescribed form.

47 A pupil must not be transferred from one trade to another without the consent of the Director previously obtained.

CHAPTER IV.

TRAINING SCHOOLS.

48 Grants in aid will be made to Vernacular training schools, for male or female teachers, under the following conditions:—

The Director must be satisfied that—

- (a) The staff of teachers is sufficient in number and quality.
- (b) The manager is in a position to guarantee the stability of the school.
- (c) Adequate and suitable arrangements are made for board and residence of the students.
- (d) 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. Such school must have a satisfactory Infant Department.

49 An examination of candidates for admission to training schools will be held annually in the month of August. Holders of third class teachers' certificates will not be required to pass this examination.

50 A training school may have an admission class attached to it. Admission to this class will be confined to those who are over 16 years of age and have passed at least the Eighth Standard or the V. S. L. C. examination.

51 The candidates are selected and admitted to the examination by the authorities of each school on their own responsibility, subject to the conditions that the candidates—

- (a) Intend *bona fide* to adopt and follow the profession of teacher and sign the bond appearing in Form V.
- (b) Having been pupil teachers, have successfully completed their engagement.
- (c) Have attained the age of seventeen years on the date of examination.

52 At the end of one year after admission to a training school an examination will be held in the subjects prescribed in Schedule J, and the manager will be entitled to a grant at the rate of Rs. 225 for each male and Rs. 250 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 15 per cent. of the aided boys' and mixed schools, and in girls' training schools to 20 per cent. of the girls' vernacular schools under the management to which each registered training school belongs.

53 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. 225 for each male and Rs. 250 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 15 per cent. of the aided boys' and mixed schools, and in girls' training schools to 20 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.

54 In training schools where an admission class has been approved by the Director, a grant of Rs. 50 may be paid for each student who completes a year's course of training preparatory to taking the examination for admission to the 1st year class of the training school. This grant will be paid only in those schools in which the Director is satisfied that the equipment and teaching staff is adequate, and will not be paid unless 75 per cent. of passes is obtained in the admission class examination. The numbers for which grant is payable will be confined to the limit prescribed in the preceding clauses.

CHAPTER V.

TEACHERS' CERTIFICATES.

55 The certificates issued by the Department will be of three classes:—

- (a) A third class certificate will entitle the teacher to hold the appointment of principal teacher in a primary school.
- (b) A second class certificate will entitle the teacher to hold the appointment of principal teacher in a middle school.
- (c) A first class certificate will be given to teachers who hold a second class certificate, and who have been through the full course of a Government 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 teachers who, having taken the pupil teachers' course, have obtained the second class certificate, and who have subsequently given 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 percentage recognized for satisfactory work will be in the case of—

- Head teachers of primary schools 70 per cent.
- Head teachers of middle schools 65 per cent.
- Assistant teachers in Standards I. to III. 80 per cent.
- Assistant teachers in Standards IV. to V. 70 per cent.
- Assistant teachers in Standards VI. to VIII. 65 per cent.

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. No result payment paid under this clause shall exceed Rs. 150.

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 and has passed the prescribed examination; it will be issued provisionally, and confirmed after two years' satisfactory probation 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 examination held by the Department for the purpose; it will be issued provisionally, and confirmed after two years' satisfactory probation on the certificate of the Inspector.

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

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 examination required for the issue of second class certificates.

SUSPENSION OF CERTIFICATES.

61 All certificates issued to teachers may be suspended or cancelled by the Director for breach of contract with the manager, for offences under clause 31 of the Code for Aided Schools, for conviction of an offence under the Penal Code, or for grave personal misconduct.

CHAPTER VI.

PUPIL TEACHERS IN VERNACULAR AND ANGLO- VERNACULAR SCHOOLS.

62. Pupil teachers may be nominated by the manager to receive systematic training for the profession of teaching.

63 In selecting such candidates the manager is required to observe the following conditions :—

(a) Application for registration of pupils as pupil teachers must be made on Form VII. supplied by the Department. The candidates 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 or over 19 years of age.

64 Pupil teachers will be registered only in schools which satisfy the following conditions :—

(a) The whole school must be favourably reported on by the Inspector as regards instruction, accommodation, equipment, and discipline.

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

(c) To entitle a school to one pupil teacher the average number of pupils in attendance during the two preceding years must not be less than forty in a boys' or mixed school and thirty in a girls' school ; for every additional thirty in average attendance during the two 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.

65 The course of studies for pupil teachers is laid down in Schedule H. Their examination 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 these 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.

66 Every pupil teacher presented for examination must produce a certificate from the manager of his school on Form II.

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

68 (a) Pupil teachers must have definite practical work assigned to them under the supervision of a qualified teacher. The practical work should be confined to one or two classes, and should consist of—

- (1) Observation of the class teacher's lessons.
- (2) Lessons given by the pupil teacher.
- (3) Assisting with the routine work of the class.
- (4) In the case of pupil teachers in girls' schools assisting with one of the classes in needlework.

(b) The time table should provide for an equal division between practical work and study.

(c) Each pupil teacher must keep a note book which should contain—

- (1) A diary of work done during the hours allotted to practical work.
- (2) Notes of lessons given by himself.

(d) The practical work of the pupil teacher will be inspected during the course of the year and at the annual examination of the school.

69 The course for pupil teachers will be one of three years, and the grants made for pupil teachers who are successful in the annual examination and who obtain a favourable report on the practical work will be as follows :—

	Rs.
First year	40
Second year	60
Third year	85

70 A provisional third class certificate will be issued to the pupil teacher who passes the third-year examination. It will be confirmed after two satisfactory endorsements have been made by the Inspector on the work of the holder, and when he or she has passed satisfactorily a test in class teaching.

CHAPTER VII.
VERNACULAR SCHOOL-LEAVING CERTIFICATE
EXAMINATION.

71 An examination for pupils of the Eighth Standard in Vernacular and Anglo-vernacular schools will be held at the following centres for the award of a School-leaving Certificate, which will show that the holder has reached the highest standard in a Vernacular school:—

March Examination.—Ambatale, Minuwangoda, Kochchikade (Negombo), Pannipitiya, Panadure, Agalawatta, Beruwala, Ja-ela, Henaratgoda, Mirigama, Kirindiwela, Pelmadulla, Bolawatta, Kuliypitiya, Weuda, Anuradhapura, Handessa, Padiapelella, Naula, Badulla, Galle, Nupe, Induruwa, Morawaka.

July Examination.—Green street (Colombo), Minuwangoda, Padukka, Kesbawa, Wadduwa, Paiyagala, Matugama, Tudella, Henaratgoda, Negombo, Dompe, Kegalla, Kendangamuwa, Marawila, Ibbagama, Maradankadawala, Idamegama, Talatu-oya, Ratmala-ela, Dikwella, Galle, Baddegama, Hikkaduwa, Narandeniya, Weligama, Beliatta.

November Examination.—Maligakanda (Colombo), Minuwangoda, Homagama, Moratuwa, Wadduwa, Agalawatta, Malawanbedda, Negombo, Henaratgoda, Ja-ela, Udugahawalpola, Ruanwella, Dodampe, Walagama, Kirimetiyana, Ambanpola, Kandy, Gampola, Teldeniya, Passara, Galle, Hikkaduwa, Keembiya, Matara, Tangalla.

Note.—Government Agents and the Registrar-General have been requested, in appointing Headmen, Registrars, &c., to take into consideration the fact that a candidate holds a Vernacular School-leaving Certificate.

72 Pupils must have attended a registered school for at least three years prior to their being examined, and must have passed the Seventh Standard or a school examination accepted by the Director as equivalent to the Seventh Standard nine months before the date of examination.

73 A grant of Rs. 30 will be paid for every pupil who passes the examination.

74 Pupils who are over 19 years of age on the first day of the examination are not eligible for this examination.

75 The Eighth Standard examination will continue to be held in individual schools for pupils who are unable to present themselves at centres, and the grant will be paid at the rates prescribed in the schedules.

76 Only pupils who pass the examination held at centres will receive the certificate.

77 Pupils may take either the Eighth Standard or the V. S. L. C. examination, but not both.

78 The examination consists of eleven subjects, viz. :—(i.) Reading, (ii.) Writing and Dictation, (iii.) Arithmetic, (iv.) Language and Composition, (v.) Literature, (vi.) Geography, (vii.) History, (viii.) Agriculture, (ix.) Sanitation, (x.) Drawing, (xi.) Needlework. (See Schedule B.)

79 Pupils must enter for the first four subjects and for three of the other subjects, Needlework being a compulsory subject for girls. They may also take two more of the remaining subjects.

Certificates will be awarded to pupils who pass in the first four subjects and in two other subjects, one of which must be taken from subjects (v.), (vi.), (vii.), (viii.), or (ix.) in the case of boys, and (v.), (vi.), (vii.), (ix.), or (xi.) in the case of girls.

The subjects in which a pupil passes will be stated on the certificate; special mention being made of subjects in which such pupil does exceptionally well.

In Arithmetic separate questions will be set for boys and for girls.

APPENDIX I.—EXAMINATION SCHEDULES.

Schedule A.**Syllabuses of Work in Vernacular and Anglo-Vernacular Schools.**

INFANT DEPARTMENT.

Lower Division.

Reading and Recitation.—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.

Recitation of suitable pieces of poetry of not less than 30 lines.

Writing.—Writing between lines on slates (text hand) from a copy set on the blackboard of any curves, lines, complete letters or figures up to 10 selected by the Inspector from the writing chart. 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, letters and figures which have been taught in this division. All work set on the blackboard must be written in clear characters like those of print.

Number.—Analysis of numbers up to 10 by means of concrete examples. The use of a number board or some adequate means of visualizing numbers will be regarded as essential in both divisions.

Observation Lesson.—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 beforehand.

Handwork, Games, Singing, &c.—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 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; action songs and games.
- (6) Drawing leaves on slates.
- (7) Modelling.
- (8) Weaving and plaiting with leaves.
- (9) Drill.
- (10) Drawing outlines of objects on squared slates. This may be done in connection with (1) and (4).

Upper Division.

Reading and Recitation.—To be able to read intelligently from a First Book 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.

Recitation of suitable pieces of poetry of not less than 40 lines.

Writing.—To copy correctly letters written between lines on the blackboard. To transcribe one or more sentences written on the blackboard. To write from dictation words selected from the Class Reader.

Number.—*Oral work:* 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.

Written work : On the above. No number over 100 to be given in question or required in answer.

Observation Lesson.—As for Lower Division, but 50 new lessons at least must be taken during the year.

The teacher's notes of lessons must be kept for inspection.

N.B.—While the scheme of observation lessons should be planned round certain "centre-points" of interest to the children, there should be room to satisfy the children's spontaneous demands for information on other subjects.

Handwork, Games, Singing, &c.—As for Lower Division, but more advanced.

STANDARD I.

Reading and Recitation.—As in Upper Division of Infant Department.

Writing.—As in Upper Division of Infant Department.

Arithmetic.—As in Upper Division of Infant Department. In all standards the oral work should precede, and be a preparation for, the written work.

STANDARD II.

Reading.—A few sentences from one of the class reading books slowly and distinctly read. In all standards Reading will be tested from one of the Class Readers, if approved by the Department, 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.

Recitation.—60 lines of poetry.

Questions will be put to test comprehension of the passage read or recited.

Writing.—To write to dictation short sentences from one of the Reading Books, about 4 lines.

Copy writing to be shown, large hand only.

Transcription.

Arithmetic.—*Oral work* : Analysis of numbers up to 100. Addition and subtraction; no number above 100 to be given in the question or required in the answer. Multiplication tables to 10 times. Easy concrete application of the four rules within these limits. Easy questions on transactions in rupees and cents, no sum above Rs. 10 being given in the question or required in the answer. The use of the "number board" is recommended.

Written work : Notation to 999. Addition and subtraction of numbers containing not more than three digits; multiplication and division of similar numbers by numbers not exceeding 10. Easy concrete applications of the four rules within these limits. The use of the signs +, —, ×, ÷, =.

Language.—Oral work on pictures, objects, stories, actions, familiar scenes, &c. Lessons in continuation of the work prescribed under Observation Lessons in the Infant Classes. The Teacher should submit a scheme.

Needlework.—Hemming and top-sewing; folding and tacking hems and seams; joining threads. To show a hemmed duster, and a bag with top-sewn and felled seams made by the pupil.

STANDARD III.

Reading.—Clear and intelligent reading from one of the Class Readers.

Recitation.—80 lines of poetry.

Questions will be put to test comprehension of the passage read or recited.

Writing.—To write to dictation a connected passage from one of the Class Readers, containing two or three sentences (about 6 lines).

Copy writing to be shown, large hand only.

Transcription.

Arithmetic.—*Oral work* : As in Standard II., with multiplication of the number 13 to 16 by multipliers not exceeding 10. The idea of factors should be introduced in the revision of tables. Questions in rupees and cents; no sum above Rs. 20 to be given in the question or required in the answer.

The table for time, year, month, week, day, hour, minute, second. The clock face. The number of days in each calendar month, and simple exercises involving the application of the four rules to this table. Practical measurement of length, viz., yards, feet, inches, half inches, and cubit (18 inches).

Written work: Notation to 99,999. The four simple rules, miscellaneous questions, and problems involving one or more steps, multipliers and divisors not to exceed 99, and no number higher than 99,999 to be given in the question or required in the answer. Addition, subtraction, multiplication and division of rupees and cents within these limits. Easy reduction of yards to feet and feet to inches. Simple exercises on the four rules with reference to the table of length.

Geography.—Day and night; N. S. E. & W.; idea of a plan to show the position of places in the village; clouds, rain, wind; springs, wells, rivers, lakes, &c.; land and water; people who live in different parts of Ceylon; the school village; stories of life of people in other countries—the Chinese, Japanese, Arabs, English, the Lapps.

Language.—As in Standard II. Work partly oral and partly written. The scheme should show an advance on that submitted for Standard II.

Needlework.—Marking on canvas; folding and tacking hems and seams; top-sewing and hemming; back-stitching.

To show a pillow case (20 in. by 30 in.) made by the pupil, with top-sewn and felled seams, and a wide hem with tapes.

STANDARD IV.

Reading.—Good and intelligent reading from one of the Class Readers.

Recitation.—80 lines of poetry.

Questions will be put to test comprehension of the passage read or recited.

Writing.—Dictation from one of the Class Readers (about 8 lines).

Copy writing between ruled double lines.

Transcription.

Arithmetic.—*Oral work*: As in Standard III. Oral exercises in miles, furlongs, chains, fathoms, yards, feet, and inches. Corresponding local weights and measures. The drawing of lines of given length in inches and tenths. The estimation of short lengths in feet or inches. The practical measurement of weight. Exercises on pounds, ounces, and half ounces. Easy questions on the fractions given below.

Written work: As in Standard III. The drawing of lines of given length in inches and tenths. The use of rupees and cents. Introduction to decimals of two places by the use of 10-cent pieces and cents for tenths and hundredths, and extension of notation to thousandths. Addition and subtraction of decimals and multiplication and division of decimals by whole numbers; answers to division not to extend beyond three places of decimals.

Expression of simple fractions:— $\frac{1}{2}$, $\frac{1}{2} \frac{1}{5}$, $\frac{2}{5}$, $\frac{3}{4}$ experimentally, using graph paper and coins, as decimals, and then examples of addition and subtraction of these fractions: $\frac{1}{4} = \cdot 25$, $\frac{1}{2} = \cdot 5$, $\frac{3}{4} = \cdot 75$, $\frac{1}{5} = \cdot 125$ ($12\frac{1}{2}$ cents), &c. Easy bills not involving fractions. Exercises on the four rules applied to the tables included under oral work. Easy reductions.

Language.—Vowels and 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. Composition as in Standard III. but more advanced.

Needlework—Marking on coarse calico or muslin; back-stitching; to show a jacket made by the pupil.

Geography.—*Physical*: Observations of the weather, direction of the wind, the cardinal points as indicated by the sun, shadows.

First lessons on plan drawing:—

- (a) Roads leading to the school.
- (b) Chief roads, river, or railway in the neighbourhood.
- (c) Plan of school compound.
- (d) Simple plan of school neighbourhood.

Lessons on air, water, rocks, and soils and records of rainfall measured by the pupils.

Movements of the earth.

Day and night.

Action of rain and rivers.

Action of the sea.

Simple plan of the school neighbourhood to a study of the map of Ceylon.

School expeditions should play an important part in the work of this standard.

Ceylon : World position and principal trade routes leading to it. Physical features. The principal rivers. Prevailing winds. Distribution of rainfall. Simple ideas of temperature conditions, *e.g.*, up-country colder than the low-country. Vegetation. Distribution of tea, rubber, coconut, rice, and other grains. Times of sowing and harvesting paddy and other foodstuffs in the locality of the school. Minerals. The railways, canals, and main roads. Coasting voyages and land journeys between principal towns.

STANDARD V.

Reading.—Good and intelligent reading from one of the Class Readers, one of which should be based on the History of Ceylon.

Recitation.—80 lines of poetry.

Questions will be put to test comprehension of the passage read or recited.

Writing.—Dictation from one of the Class Readers (about 10 lines.)

Small hand copy writing and transcription.

Arithmetic.—*Oral work* : As in Standard IV. Prime and composite numbers. Prime factors. Meaning of a common factor and a common multiple. Highest common factor and least common multiple. Easy oral exercises on the tables specified below and in the application to concrete quantities of fractions whose denominator does not exceed 12.

Written work : 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. :—

Weight : Ton, cwt., qr., stone, pound, ounce.

Length : Mile, furlong, chain, fathom, yard, foot, inch.

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

Time : Year, month, week, day, hour, minute, second.

Miscellaneous questions and problems on the foregoing. 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.

Measurement of lines and angles, easy drawing to scale.

Language.—*Sinhalese* : As in Standard IV., and in addition the declension of nouns and pronouns, the Purwaswara, Dvitwa Rupa, and Agama Sandhis, the imperative mood and the participles of verbs. Construction of sentence more difficult than in Standard IV. The reproduction of a short narrative read or a simple story related or the writing of a letter or a simple description of objects or scenes based upon the oral work of the preceding classes.

Tamil : As in Standard IV., and in addition “Eval and Veyankol” and the participles Peyeretcham and Vinayetcham. Construction of sentences more difficult than in Standard IV. The reproduction of a short narrative read or a simple story related or the writing of a letter or a simple description of objects or scenes based upon the oral work of the preceding classes.

Geography.—*Physical* : Distribution of land and water. Configuration of continents, islands, mountains, valleys and plains. Volcanoes. Action of ice, wind, sand, and sea. World wind system.

Maps.—Scales, distance, area, how relief is shown.

Elementary lessons on soil, wells, and springs. Weather and sun’s position records as before.

Ceylon.—Relief. Winds. Vegetation. Productions. More detail will be required than in Standard IV.

World Geography.—A general—not detailed—knowledge of the geography of the world as a whole. The continents and oceans, their shape and position. In each continent the broad physical features :—Mountains, plateaux and plains, main rivers, climate, types of vegetation, forest, grass land and desert, chief productions and minerals, occupations and principal towns, should be learned. As the work of this standard is a general world survey, care must be taken not to keep the continents isolated. Constant comparisons between different parts of the world should be made. The main transport routes, *i.e.*, the Trans-Siberian railway, the sea route to the East, from Europe to Australia *via* the Panama Canal, should be known. Outline knowledge of Asia.

Needlework.—As in Standard IV.; also buttonholes and patching in calico. To cut and make a jacket with buttonholes and false hems at neck and bottom edge.

N.B.—The finished garment shown must fit the maker.

STANDARD VI.

Reading.—Good, fluent reading, with explanation, from one of the Class Readers or a classical work in prose and from a book of verse.

Recitation.—100 lines of poetry.

Writing.—Dictation from one of the Class Readers. Small hand copy writing and transcription.

Arithmetic.—*Oral work* : As in Standard V., including exercises on the syllabus for written work below. Special attention to be paid to rapidity as well as accuracy.

Written work : As in Standard V., but more difficult questions on the unitary method. The use of aliquot parts. Exercises on the foregoing weights and measures. Easy questions on the following as applied to rectangular surfaces of solids framed with the object of testing the pupils comprehension of the ideas involved in square and cubic measures :—

Area : Square mile, acre, rood, square pole or perch, yard, foot, inch.

Volume : Cubic yard, foot, inch.

Exercises on the use of vulgar and decimal fractions. Application of the four rules to vulgar and decimal fractions.

Questions on the metric system of length and weight.

Language.—*Sinhalese* : As in Standard V., 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.

Tamil : As in Standard V., and in addition Eluththyal and Pathavyal in detail, the cases of nouns, and the use of the four parts of speech in the construction of sentences.

Geography.—*Physical* : Oceans, winds and currents, climate, temperature, charts and maps.

Clouds, rain, rivers, lakes. Distribution of forests, grasslands, and deserts.

Denudation.

Weather, and sun's position records as before.

Ceylon : Rainfall and temperature charts, occupations, density of population.

World Geography : Asia to be studied more in detail. Its world position, physical features, *i.e.*, broad divisions of mountains, plateaux, plains and main river basins, climate, vegetation, minerals, productions, occupations, chief towns, means of communication. Principal natural and political divisions, or the world as a whole in more detail than in Standard V. Outline knowledge of Europe.

History.—History of Ceylon from the earliest times to the coming of the Portuguese.

Needlework.—As in Standard V.; sewing on unpierced linen buttons; patching in calico and print; to cut and make an under-jacket with run tucks.

STANDARD VII.

Reading.—Good, fluent reading, with explanation, from one of the Class Readers or a classical work in prose and from a book of verse.

Recitation.—100 lines of poetry.

Writing.—Essay and letter writing.

Arithmetic.—As in Standard VI., but work of a more advanced type will be expected. Simple and compound proportions. Proportionate parts. Easy percentages. Questions on the area of rectangles. Application of unitary method to simple interest and rates and taxes. Principles and methods of approximation. Exercises involving the use of English money—pounds, shillings, pence, and fractions of a penny.

Language.—*Sinhalese* : The same as in Standard VI., and in addition the four parts of speech in detail, and Vibhakti, Viseshana, Vishesya, Uktanukta and Karaka.

Tamil : The same as in Standard VI., and in addition the conjugation of the verb and the four parts of speech in detail.

Geography.—*Physical*: Latitude, longitude, and time. The date line. Apparent movements of the sun. Local times of sunrise and sunset. The sundial. Seasons: In tropical lands—dry and rainy. In temperate lands—spring, summer, autumn, and winter.

Observations of the effect of wet and dry seasons in the school district.

Ceylon: Travel and transport; exports and imports.

World Geography: Africa and America.

History.—Ceylon History—the Portuguese and Dutch periods. Some acquaintance will be expected of the original sources and historical remains.

Needlework.—Patching in calico and print; setting in a gusset so as to strengthen a seam; gathering; buttonholes; to cut and make a child's dress.

N.B.—A finished garment made by the pupil must be shown.

STANDARD VIII.

Reading, Writing, Arithmetic, Geography, Language, History, and Needlework as in Schedule B (V. S. L. C.).

Notes on Schedule A.

1. Copy writing is to be done on paper in the presence of the Inspector.
2. 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. V. S. L. C. Class.—Reading a letter or document written in ordinary current vernacular handwriting.
3. In the teaching of History, historical pictures should be used when available.
4. Inspectors may test any standard in mental arithmetic.
5. *Needlework.*—In all standards children will be required to fix their own work. 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.
6. *Sanitation.*—Teachers who have obtained the sanitation certificate or the second class certificate of the Government Training College 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 B.

Vernacular School-leaving Certificate (V. S. L. C.).

The examination will consist of eleven sections, as follows:—

- | | |
|-------------------------------|------------------|
| (1) Reading. | (7) History. |
| (2) Writing and Dictation. | (8) Agriculture. |
| (3) Arithmetic. | (9) Sanitation. |
| (4) Language and Composition. | (10) Drawing. |
| (5) Literature. | (11) Needlework. |
| (6) Geography | |

(1) **Reading.**—From a book brought by the Examiner and such as is generally used in schools for the Eighth Standard. Candidates will be expected to give an oral account of what they have read.

(2) **Dictation.**—A passage from a prose author will be dictated. Half the marks will be awarded for handwriting and half for spelling and punctuation.

(3) **Arithmetic.**—The paper set will be based on the syllabus prescribed for Standards IV. to VII., and in addition: The metric system. Exchange. Simple and compound interest, and, for boys only, easy mensuration, areas of triangle and circle. The Field book. Cubical contents of rectangular solids. Exercises on all the foregoing.

Separate questions will be set for boys and for girls.

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

Language.—The same as for Standard VII., and in addition Samasa, Pratyartha, Sabda, and Padasiddhi (for Sinhalese pupils), and Punariyal (for Tamil pupils).

(5) **Literature.**—The literature prescribed at the time for first-year pupil teachers.

(6) **Geography.**—*Physical, Ceylon Geography* : General questions on the syllabuses up to and including Standard VII.

Types of climate and the main natural regions.

Ceylon.—Sources of food supplies and raw materials. Manufactures and industries.

World Geography.—General questions on World Geography with special attention to the Geography of the British Empire.

(7) **History.**—History of Ceylon—the British period. A knowledge of the present constitution of the Government of Ceylon, and its relation to the Crown and Parliament in the United Kingdom. Local Government and duties of citizens.

(8) **Agriculture.**—Senior Agricultural Reader.

(9) **Sanitation.**—As prescribed for first year pupil teachers.

(10) **Drawing** :—

Medium : Pencil and ink or colours.

Outline : As in Standard VII. ; also sprays of flamboyant, ferns, leaf of papaw, &c.

Geometrical Drawing : As in Standard VII.

The pupils should be able to make patterns using the instruments.

Brushwork : Objects as in Standard V. Indicate shading by stronger outline.

Pattern : More advanced than in Standard VII.

Memory Drawing.

(11) **Needlework.**—To be able to cut out a paper pattern of the following garments : A banian, a shirt, a baby's dress, a jacket, an under-jacket ; also to be able to mend any part of these garments ; to cut and make a man's shirt.

Schedule C.

For Lower Average 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 20 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 A.

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 50 by concrete examples. Multiplication table to 5 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 5.

Second Year.—*Oral work*: Analysis of numbers up to 100. 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).—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). This subject is optional.

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

Schedule D.

For Anglo-Vernacular Schools.

Vernacular.—As in Schedule A.

ENGLISH FOR PUPILS IN VERNACULAR STANDARD III. (STAGE I.).

Conversation.—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:—*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.* 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 plurals. 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 *sit, stand, come, go, give, take, speak, say, talk, hold, hold up, put, put down, yes, no, silence, good, bad, right, wrong, again.*

Teachers must be careful to avoid ungrammatical forms of questions and misuse of common words (*e.g., tell for say, and keep for put*).

ENGLISH FOR PUPILS IN VERNACULAR STANDARD IV. (STAGE II.).

Conversation.—(1) A similar course to that of the previous year, 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.

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.

Reading.—Reading should not be begun until the class has made good progress in conversation. They should then begin with blackboard reading of the simplest words used in conversation. During the 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.

Recitation of suitable poetry, not less than 60 lines.

Writing.—To transcribe a passage from one of the class reading books. Copy writing (easy words) must be shown.

ENGLISH FOR PUPILS IN VERNACULAR STANDARD V. (STAGE III.).

Conversation.—During the year there should be a series of lessons on objects, pictures, and stories, similar to those of Stage II., but more advanced 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.

Reading.—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 not less than 80 lines will be expected, and several short story books should be read in addition to the two specially prepared.

Writing.—To write from dictation not more than eight 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.

English Language.—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. Written composition based on stories, pictures, and topics in which the children are interested.

ENGLISH FOR PUPILS IN VERNACULAR STANDARD VI. (STAGE IV.).

Reading.—From the Fourth Stage 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 the Class Readers. Several story books should be read, in addition to those specially prepared.

Recitation of suitable passages of poetry of not less than 80 lines will also be expected.

Writing.—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.

English Language.—As in Stage III., also knowledge of the object of the use of transitive and intransitive verbs, of the active and the passive voice, of enlargement of the subject and predicate by phrases. To make sentences illustrative of these. To analyze 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.)

ENGLISH FOR PUPILS IN VERNACULAR STANDARD VII. (STAGE V.).

Reading.—As in Stage IV. The passages of poetry should not be less than 100 lines.

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

English Language.—Original composition and letter writing based on stories and topics in which the scholars are interested.

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.

(Examination partly oral and partly written. In the oral work special attention should be given to the use of the relative pronoun.)

ENGLISH FOR PUPILS IN VERNACULAR STANDARD VIII. (STAGE VI.)

Reading.—As in Stage V.

Writing.—As in Stage V.

English Language.—Composition and essay writing on the lines followed in the previous standard, 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 analyse 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.

Schedule E.

Syllabus of Drawing for Vernacular Schools.

N.B.—The list of objects given in each standard merely indicates the types, and is not exhaustive. Where Drawing is taken, it must be taught to the whole class.

STANDARD I.

Medium.—Pencil and chalks.

Outline.—Easy objects involving straight lines and curves (fans, comb, table-knife, broom, &c.). Copying from the blackboard outlines of household furniture.

Coloured Chalk.—Mass drawing of the above, and also fruits (oranges, brinjals, limes, plantains, pomegranates, coconuts, &c.).

Patterns.—Based on the straight line with ruler. Border patterns based on Sinhalese letters.

Memory.—Easy and common objects similar to those drawn in outline.

STANDARD II.

Medium.—Pencil and chalks.

Outline.—Easy objects on eye level (flower pots, fruits, bottles, cup, tumbler, &c.). More than one object should be given at a time, but not in contact.

Leaves, more difficult forms (manioc, lotus, calladium, chrysanthemums, crotons, &c.).

Coloured chalk.—Mass drawing of the above.

Patterns.—Based on leaves used in Standard I., and on letters; also more difficult straight line patterns.

Memory.—Objects similar to those drawn in outline.

STANDARD III.

Medium.—Pencil and chalks.

Outline.—Objects in contact. Sprays of leaves and simple flowers (calamander, hibiscus, temple). Single leaves, such as breadfruit, plantain, giant creepers, &c., halves of big fruits (pumpkins, &c.). The ellipse to be shown and explained.

Coloured chalks.—Mass drawing of the above.

Patterns.—Based on more difficult leaves than in Standard II. and on Sinhalese letters on a larger scale; also patterns introducing circles and curved lines.

Memory.—More difficult objects than in Standard II.

STANDARD IV.

Medium.—Pencil and ink or colours.

Outline.—Objects below eye level given in composite groups (shells, chanks, books, pots, jugs, cups and saucers, &c.). Foliage in sprays and single flowers (canna, double shoe flower, &c.).

Brushwork.—Outline work of an easy nature. Use objects given in Standard I. without previous pencilling.

Pattern.—More advanced than in Standard III. Use easy flowers (temple, daisy, shoe, &c.).

Memory.—Objects similar to those given for outline drawing.

STANDARD V.

Medium.—Pencil and ink or colours.

Outline.—Geometrical blocks. Foliage with flowers (jessamine; creepers, bougainvillea, cassia, antignum).

Brushwork.—Natural forms and objects as in Standard II.

Pattern.—As in Standard IV., but based on more difficult flowers and leaves. Sinhalese freehand design should be introduced in this stage.

Memory Drawing.

STANDARD VI.

Medium.—Pencil and ink or colours.

Outline.—Groups consisting of natural forms with fore-shortened geometrical objects and geometrical blocks.

Brushwork.—Natural forms and objects as in Standard III.

Pattern.—Designs based on sprays and creepers. Sinhalese design.

Memory Drawing.

STANDARD VII.

Medium.—Pencil and ink or colours.

Outline.—Same as in Standard VI. Shading is to be indicated.

Geometrical Drawing.—With instruments. Plain figures. Construction of triangles, quadrilaterals, polygons, parallels, circles, &c.

Brushwork.—Objects as given in Standard IV.

Pattern.—As in Standard V., but more difficult designs as required.

Memory Drawing.

STANDARD VIII.

Medium.—Pencil and ink or colours.

Outline.—As in Standard VII.; also sprays of flamboyant, ferns, leaf of papaw, &c.

Geometrical Drawing.—As in Standard VII. The pupils should be able to make patterns using the instruments.

Brushwork.—Objects as in Standard V. Indicate shading by stronger outline.

Pattern.—More advanced than in Standard VII.

Memory Drawing.

Schedule F.

STAGE I.

1. **Physiology, Hygiene, and Temperance.**—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.

2. **Linen Embroidery.**—Sprays and conventional designs on coarse linen; also borders in drawn thread work. The work should be applied to the making and decoration of tea cloths, tray cloths, and cushion covers.

3. **Lace-making.**—Easy lace edgings and insertions; three patterns at least to be taught to each child; reel cotton only to be used.

STAGE II.

1. **Physiology, Hygiene, and Temperance.**—*For Girls only*: 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.

Alternative Course for Boys or Girls.—(1) An elementary knowledge of the chemical elements found in the body and of chemical action. Properties of oxygen, hydrogen, carbon, nitrogen.

(2) Foods and foodstuffs. The general structure and functions of the organs connected with alimentation. Water, pure and impure, purification. Diets, suitable in quantity and kind. Condiments. Stimulants. Beverages.

- (3) The blood and organs of circulation.
- (4) The structure and functions of the organs connected with respiration. Pure and impure air. Ventilation. Importance of correct breathing.
2. **Linen Embroidery.**—As in Stage I., but on finer linen. The work should be applied to the making and decoration of tea cloths, tray cloths, pillowcases, ladies' and children's clothing, and simple hemstitched handkerchiefs with plain initial letters.
3. **Lace-making.**—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.

STAGE III.

1. **Physiology, Hygiene, and Temperance.**—(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.
 2. **Linen Embroidery.**—Fine embroidery; monograms; "fillings" to be of lace stitches.
- Note.*—One or more pieces of finished work in each stage must be retained for inspection on examination day.
3. **Lace-making.**—Lace edgings and insertions more difficult than in Stage II.; collars, d'oyleys, &c.; each child to be able to prepare a pattern.

Schedule G.

Syllabus of Work for Industrial Schools.

Carpentry Syllabus.

FIRST YEAR.

1. The first-year course as set out in the accompanying syllabus must be taken.
2. The drawing test will consist of simple plans and elevations drawn to scale.
3. The practical test will include such exercises as are involved in the making of the first 8 models in the Departmental Handbook.
4. These models, together with the drawings, must be done during the year and shown to the Inspector at the annual inspection. Time allowed: Drawing 1 hour; Practical 2 hours.

SECOND YEAR.

Drawing.—The test will consist of plans, elevations, and end views drawn to scale.

Practical.—The practical test may involve the following:—

- (i.) Joints: Half-lap Tee; half-lap cross; stopped housing.
- (ii.) Exercises: Vertical paring and grain-gauging a groove or hollow.
- (iii.) Tools: As for first year, with the addition of the Turner gauge and sliding bevel.
- (iv.) The first six models in the booklet for carpentry schools must be drawn and made during the year and shown at the annual inspection.
- (v.) Practice should also be given in making the joints mentioned above. Time allowed for examination: Drawing 1½ hour; Practical 2 hours.

THIRD YEAR.

Drawing.—The test will consist of drawing in orthographic or isometric projection.

Practical.—The practical test may involve the following:—

1. Joints: Mortise and tenon; open mortise and tenon; half-lap dovetail; bridle joint.
2. Exercise: Mortising.

3. Tools : Double marking gauge ; mortising chisel.
4. Models 7 to 12 in the Carpentry book must be drawn and made during the year and shown at the annual inspection.
5. Practice should also be given in making the above-mentioned joints. Time allowed for examination : Drawing 1½ hour ; Practical 2½ hours.

FOURTH YEAR.

Drawing.—The test will include sections.

Practical.—The practical test may involve the following :—

1. Joints : oblique halving ; oblique mortise and tenon ; oblique bridle joint ; corner dove-tailing.
2. Models 13 to 18 in the Carpentry book must be drawn and made during the year and shown at the annual inspection.
3. Practice should also be given in making the above-mentioned joints. Time allowed for examination : Drawing 2 hours ; Practical 2½ hours.

FIFTH YEAR.

Drawing.—The test will be of a more difficult nature than that of the fourth year.

Practical.—The practical test may involve the following :—

1. Joints : Haunched mortise and tenon ; secret dove-tail ; rabbeting ; tonguing and grooving ; mitre joint ; scarfing.
2. Models 19 to 24 in the Carpentry book must be drawn and made during the year and shown at the annual inspection.
3. Practice should also be given in making the above-mentioned joints. Time for examination : Drawing 2 hours ; Practical 3 hours.

Blacksmith-work Syllabus.

FIRST YEAR.

Forging and Filing.

Drawing.—The candidate will be expected to draw the plan and elevation of a simple model.

Practical.—The examination may involve one or more of the following exercises :—

- (i.) Filing a flat piece of metal to a given shape.
- (ii.) Drawing down a piece of round or square metal to a point.
- (iii.) Bending metal to a given shape at the forge.
- (iv.) Forming the head of a bolt by upsetting.

Instructions will be supplied by the examining officer in time before the examination to enable the management to have the necessary materials ready. Time allowed for the examination : Drawing 1 hour ; Practical 1½ hour.

SECOND YEAR.

Drawing.—As for the first year, with the addition of an end view.

Practical.—Any previous exercise, with the addition of—

- (i.) Forming a bolt head by welding.
- (ii.) Welding as for a chain link or ring.
- (iii.) Drilling and counter sinking.
- (iv.) Simple exercises in rivetting. Time allowed for examination : Drawing 1½ hour ; Practical 2 hour.

THIRD YEAR.

Drawing.—Any previous exercise, with the addition of isometric or oblique projections.

Practical.—Any previous exercise, with the addition of—

- (i.) Scarf welding two separate pieces of either round or flat metal.
- (ii.) To file up and rivet such articles as an engineer's try square, inside callipers, &c. Time allowed for examination : Drawing 1½ hour ; Practical 2 hours.

FOURTH YEAR.

Drawing.—Any previous exercise, with the addition of sectional views.

Practical.—Any previous exercise, with the addition of—

(i.) Split welding.

(ii.) Welding two separate metals to form a right angle or a T.

(iii.) To forge and file up such articles as outside callipers, wing compasses, &c.

Time allowed for examination : Drawing 1½ hour ; Practical 2 hours.

FIFTH YEAR.

Drawing.—Any previous exercise, but more advanced in character.

Practical.—Any previous exercise, with the addition of—

(i.) To forge and temper such articles as a cross cut or flat chisel, flatdrills, &c.

(ii.) Time allowed for examination : Drawing 1½ hour ; Practical 2½ hours.

Note.—Each year the students must draw and make the models as set out in the metal work book issued by the Department. These drawings and models must be in readiness for examination at the annual inspection.

Weaving Syllabus.

FIRST YEAR—FIRST HALF.

Practical.—(i.) Piecing, (ii.) Bobbin winding, (iii.) Sizing, (iv.) Warping.

Theoretical.—Calculations with reference to yarns.

FIRST YEAR—SECOND HALF.

Practical.—(i.) Piecing and sizing, (ii.) Warping (continued), (iii.) Winding pirns, (iv.) Beaming.

Theoretical.—(i.) Calculations with reference to yarns, (ii.) Calculating in warping and beaming.

SECOND YEAR—FIRST HALF.

Practical.—(i.) Piecing and sizing the warp, (ii.) Warping and beaming, (iii.) Drawing in through healds and reeds, (iv.) Plain weaving.

SECOND YEAR—SECOND HALF.

Practical.—(i.) Piecing and sizing the warp, (ii.) Warping and beaming, (iii.) Drawing in through healds and reeds, (iv.) Looming, (v.) Weaving.

Theoretical.—(i.) Calculations with reference to cloth, (ii.) Drawing : freehand and memory, (iii.) Designing : plain and twill.

THIRD YEAR—FIRST HALF.

Practical.—Same as second year second half.

Theoretical.—(i.) Calculations and analysis of cloth and valuations, (ii.) Model drawing and geometrical drawing, (iii.) Sketching, (iv.) Drawing colour designs for cloths, pointed, broken, and fancy twills.

THIRD YEAR—SECOND HALF.

Practical.—(i.) Same as first half but higher work, (ii.) Finishing lessons.

Theoretical.—(i.) Analysis and valuation, (ii.) Drawing : model and geometrical, (iii.) Sketching, (iv.) Designing : satins, piles, double cloth, colour schemes, and corded designs, &c.

Printing Syllabus.

FIRST YEAR.

To know well the different boxes of a case. Distributing of type from bookwork (i.e., type of one fount).

SECOND YEAR.

Composing bookwork, imposing jobwork, locking in chase and distributing same.

THIRD YEAR.

Composing from manuscript. Elementary press working, viz., fixing or laying the form in ordinary platten or press, making ready for printing.

Bookbinding Syllabus.

FIRST YEAR.

Pamphlet work: folding at a smart rate sheets of 4, 8, 16 pp. 8vo., to bring pages into correct order and so that they fall accurately on each other. Gathering correctly and easily, afterwards verifying a book in sheets of pages. Stabbing the folded sheets, stitching the book, pasting the wrapper.

SECOND YEAR.

Stiff cover work, limp work, sawing and sewing, blocking and cutting the book.

THIRD YEAR.

Breaking the back of the book half round, making cases, blocking cases, putting on cases.

Lace-making.

FIRST YEAR.

Easy lace edgings and insertions; three patterns at least to be taught to each child; reel cotton only to be used.

SECOND YEAR.

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.

THIRD YEAR.

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

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

The making of Outer Garments.

FIRST YEAR.

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, neck-bands, yokes, waist-bands, and belts and sleeves. Sewing on of hooks and eyes and working of buttonholes, 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 make a simple garment, e.g., a child's frock.

SECOND YEAR.

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.

THIRD YEAR.

As in Stage II., and in addition to cut and make correctly from a given pattern a dress for an adult.

Note.—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.

Embroidery.

FIRST YEAR.

Sprays and conventional designs on coarse linen, also borders in drawn thread work. The work should be applied to the making and decoration of tea cloths, tray cloths, and cushion covers.

SECOND YEAR.

As in Stage I., but on finer linen. The work should be applied to the making and decoration of tea cloths, tray cloths, pillowcases, ladies' and children's clothing, and simple hemstitched handkerchiefs with plain initial letters.

THIRD YEAR.

Fine embroidery ; monograms ; " fillings " to be of lace stitches.

Notes.—One or more pieces of finished work in each stage must be retained for inspection on examination day.

Embroidery.—Work on cotton material will not be accepted. The following is a list of articles suitable for embroidery : Sheets, pillowcases, bed-spreads, tea cloths, tray cloths, dessert d'oyley in sets of twelve, handkerchiefs in sets of six, toilet table covers, toilet table mats, sideboard cloths.

Cooking.

FIRST YEAR.

The cleaning and boiling of rice ; preparation of curry stuffs and vegetables ; the cooking of fish, egg, meat, and vegetable curries.

SECOND YEAR.

The preparation of a fowl for roasting (plucking, drawing, and trussing). Roasting, boiling, stewing, and frying. Household soups, including vegetable purees.

THIRD YEAR.

As in second year ; also the preparation of food for invalids ; cakes and preserves.

Note.—*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 initialled and dated by the teacher.

Schedule H.

Pupil Teacher's Syllabus for First-year Examination.

Literature.—One prose and one verse book will be prescribed from time to time.

Each candidate will be required to learn a certain number of stanzas, and will be called upon to recite a few of them at the examination.

Each candidate is expected to read with expression and fluency any passage from the prescribed books.

Writing.—(1) To write a specimen of the penmanship used in setting copies of medium hand (ordinary ruled paper to be used).

(2) To write a passage from dictation.

(3) To write an essay and answer questions on the rules of composition (half the time to be devoted to the essay).

Arithmetic.—(1) The four simple and compound rules and decimal and vulgar fractions, with problems on the above rules. This paper will contain twelve

questions in three parts, of which the girls are required to work the first and second parts only, and the boys the second and third parts. The first part will contain easy questions.

(2) Mental exercises on the foregoing.

Grammar.—*Sinhalese* : Pada, Sandhi, Nama, Vibhakti, and Kriya, in detail.

Tamil : Eluthiyal, Pathaviyal ; cases of nouns ; conjugation of verbs ; use of the four parts of speech in the construction of sentences.

Geography.—*Physical* : Oceans, winds and currents, climate, temperature, charts and maps.

Clouds, rain, rivers, lakes. Distribution of forests, grass lands, and deserts.

Denudation.

Weather, and sun's position records as before.

Ceylon : Rainfall and temperature charts, occupations, density of population.

World Geography : Asia to be studied more in detail. Its world position, physical features, *i.e.*, broad divisions of mountains, plateaux, plains, and main river basins, climate, vegetation, minerals, productions, occupations, chief towns, means of communication. Principal natural and political divisions, or the world as a whole in more detail than in Standard V. Outline knowledge of Europe.

History.—History of Ceylon, from the earliest times to the coming of the Portuguese.

Sanitation.—Questions will be set on the subject-matter of "Life, Light, and Cleanliness" (MacMillan & Co.).

Needlework (for girls only).—To cut and make an under-jacket with tucks (run) ; also patching, buttonhole-making, setting in a gusset, marking and back-stitching. Embroidery or lace used to ornament the garments shown must be the work of the candidate.

Drawing (compulsory for boys and optional for girls).—Drawing from Nature : Leaves, flowers, fruits, and from common objects of every-day use. Drawing from copies of Sinhalese designs.

Glass Teaching at Pupil Teacher's School.—(1) To take a lesson with any standard below the III. in the presence of the Inspector in Reading and Arithmetic. The ground to be covered in the lesson must be new to the children.

(2) To produce exercise books worked and maps drawn during the year.

Pupil Teachers' Syllabus for Second-year Examination.

Literature.—One prose and one verse book will be prescribed from time to time. Each candidate will be required to learn a certain number of stanzas, and will be called upon to recite a few in the presence of the Inspector.

Each candidate will be expected to read with fluency, expression, and distinct utterance a passage from the prescribed books.

Writing.—(1) To write a specimen of penmanship used in setting copies for text and round hand.

(2) To write to dictation a passage harder than for the First Year.

(3) The same as for First Year, but more advanced.

Arithmetic.—(1) The same as for the First Year, with practice (simple and compound), proportion (simple and compound), and problems. The paper will contain twelve questions in three parts, of which the girls are required to work the first and second parts only, and the boys the second and third parts. The first part will contain easy questions.

(2) Mental exercises on the foregoing.

Grammar.—*Sinhalese* : As for First Year, and in addition Vakya Vighraha (including Uktha Nuktha Vidhiya) and Karaka.

Tamil : As for First Year, and Peyariyal, Vinayiyal, Idaiyiyal, and Uruiyiyal.

Geography.—*Physical* : Latitude, longitude, and time. The date line. Apparent movements of the sun. Local times of sunrise and sunset. The sundial. Seasons : In tropical lands—dry and rainy. In temperate lands—spring, summer, autumn, and winter.

Observations of the effect of wet and dry seasons in the school district.

Ceylon : Travel and transport : exports and imports.

World Geography : Africa and America.

History.—Ceylon History—the Portuguese and Dutch periods. Some acquaintance will be expected of the original sources and historical remains.

Sanitation.—The same as for First-year Pupil Teachers—higher standard. Also “Alcohol and Life” (by J. Hunter), pp 1–40.

Needlework (for girls only).—To be able to cut a jacket for a woman, and a child’s frock with a one-piece yoke. To cut and make either a child’s frock or a woman’s jacket; also buttonhole-making, patching in calico and print, setting in a gusset, marking and back-stitching. Embroidery or lace used to ornament the garments shown must be the work of the candidate.

Drawing (compulsory for boys and optional for girls).—The same as for the First Year, but more advanced.

Class Teaching at Pupil Teacher’s School.—(1) To teach any primary standard an Arithmetic, Geography, or an observation lesson in the presence of the Inspector. The ground to be covered in the lesson must be new to the children.

(2) To produce exercise books worked and maps drawn during the year.

Pupil Teacher’s Syllabus for Third-year Examination.

Literature.—One prose and one verse book will be prescribed from time to time.

Each candidate will be required to learn a certain number of stanzas, and will be called upon to recite a few of them in the presence of the Inspector.

Each candidate will be expected to read with expression, distinct utterance, and fluency a passage from the prescribed books. Correct and tasteful intonation will be taken into account in awarding marks.

Writing.—(1) The same as for Second Year, but more advanced.

(2) To write to dictation a harder piece than for the Second Year.

(3) The same as for Second Year, but more advanced.

Arithmetic.—(1) The same as for Second Year, with simple interest and the mensuration of plane rectangular surfaces, and problems involving all these rules. The paper will contain twelve questions in three parts, of which the girls are required to work the first and second parts only, and the boys the second and third parts. The first part will contain easy questions.

(2) Mental exercises on the foregoing.

Grammar.—*Sinhalese*: As for Second Year, but more advanced (including Samasa and Pratyartha).

Tamil: As for Second Year, and Punariyal.

Geography.—*Physical, Ceylon Geography*: General questions on the syllabuses for the First- and Second-year Examinations.

Types of climate and the main natural regions.

Ceylon.—Sources of food supplies and raw materials. Manufactures and industries.

World Geography.—General questions on World Geography, with special attention to the Geography of the British Empire.

History.—History of Ceylon—the British period. A knowledge of the present constitution of the Government of Ceylon and its relation to the Crown and Parliament in the United Kingdom. Local Government and duties of citizens.

School Management.—Notes of lessons and to answer questions on the Departmental Code, and also elementary questions on discipline and the methods of teaching Reading, Writing, Arithmetic, Grammar, and Geography. The Manual for Teachers of Infants.

Sanitation.—Questions will be set on the subject-matter of “Light, Life, and Cleanliness” and “Alcohol and Life.”

Needlework (for girls only).—To cut and make a man’s shirt; to be able to cut out and put together a banian, a jacket, an under-jacket, a child’s frock. Exercises in making, mending, and cutting out any of these garments will be set at the final examination.

In Girls’ Boarding Schools Vernacular and Anglo-vernacular Pupil Teachers will be examined in the Needlework of Schedule H.

Drawing (compulsory for boys and optional for girls).—The same as for the Second Year, but more advanced.

Class Teaching at Pupil Teacher’s School.—(1) To teach any primary standard in the presence of the Inspector an Arithmetic, Geography, History, or an observation lesson. The ground to be covered in the lesson must be new to the children.

(2) To produce exercise books worked and maps drawn during the year.

Schedule J.**Syllabus for Students in Grant-in-Aid Training Schools.**

ADMISSION.

Literature.—(1) The Examiner will test each candidate in reading from text books which will be prescribed from time to time.

Note.—Each candidate will be expected to read with expression and distinct utterance, paying attention to punctuation. In passages which admit of it, correct and tasteful intonation will be taken into account in awarding marks. Reading may also be tested from unprepared books selected by the Examiner. Candidates will be expected to give an oral account of what they have read, and to be able to recite a hundred stanzas from the poetical books set.

(2) A paper will be set on the language, contents, and grammar of the selections from the text books prescribed. The paper will include a passage or passages for paraphrasing.

Writing.—(1) To write an essay on any easy subject. (Any defects in handwriting or want of neatness will cause loss of marks.)

(2) To write a specimen of the penmanship used in setting copies of text, round, and small hand.

Arithmetic.—(1) The four simple and compound rules : reduction, vulgar, and decimal fractions ; simple and compound practice ; simple and compound proportion ; exercises involving the application of all these rules.

(2) Mental : same range as for written work.

Geography.—(1) Ceylon. General knowledge of Europe and Asia.

(2) Map drawing.

Grammar.—*Sinhalese Schools* : To point out the parts of speech ; *Sangna*, *Namapada*, *Sandhi*, *Kriya*, *Nipata*, *Upasarga*, *Uktanuktavidhiya*, *Karaka*, *Visesana*, *Visesya Vidhiya*, *Taddhita*, *Kitaka*, *Samasa*, and *Pada Sidhi*, Analysis of sentences.

Tamil Schools.—*Efuththiyal*, *Pathaviyal*, *Uyerittupunariyal*, *Meyettupunariyal*, *Uruppupunariyal*, *Peyariyal*, *Venaiyiyal*, *Idaiyiyal*, *Uriyiyal*, from *Illakkanach-churukkam*, by *Arumuga Navaler*. Analysis of sentences.

History.—Ceylon in outline.

FIRST YEAR.

Literature.—The examiner will test each candidate in reading from text books which will be prescribed from time to time.

(See note with regard to Reading in the syllabus of subjects for candidates for admission.)

(2) A paper will be set on the language, contents, and grammar of the selections from the text books mentioned. A knowledge of Pali and Sanskrit roots (for Sinhalese students) and Sanskrit roots (for Tamil students) will be expected.

Writing.—The same tests as for candidates for admission—a higher standard will be required.

Arithmetic.—(1) As for candidates for admission, with simple interest ; averages and percentages in addition ; problems involving the application of all these rules.

(2) To prove and explain rules.

(3) Questions in the method of teaching problems.

(4) Mental arithmetic : same range as for written work.

(5) Mensuration of plane surfaces.

Geography.—As for candidates for admission, with the addition of—

(1) *Physical Geography* : The form and size of the earth ; the horizon. Rotation of the earth ; day and night ; apparent motions of the sun. Latitude and longitude. Local time ; the sundial. Revolution of the earth. The seasons.

(2) *General Geography* : Detailed study of Ceylon, Asia, and the Indian Ocean. General knowledge of Europe and Africa and the Mediterranean.

(3) *Map Drawing* : Answers should be illustrated, when necessary, by sketches, correct in general proportion, but without much detail ; such sketches as may be used for blackboard work during class teaching. Economic maps, maps showing temperature and rainfall.

Grammar.—*Sinhalese Schools* : Sangna, Pada, Linga, Vibhakti, Kriya, Sandhi, and Visesana Visesya and Kriya Karaka Sambhanda. Analysis of sentences.

Tamil Schools : Uyerittupunariyal, Meyettupunariyal, and Uruppupunariyal from Nannool Kandekeurai or Viriturai. Analysis of sentences.

History.—Ceylon in detail to the landing of the Portuguese.

School Management.—Questions on—

- (1) The general principles of teaching.
- (2) Methods of teaching the elementary subjects.
- (3) Notes for Teachers of Infants, published by the Department.
- (4) Observation lessons, methods of teaching them.
- (5) *For Female Candidates only* : A separate paper on the teaching of sewing to Standards II. to VI. (Schedule A).

Sanitation.—(1) *General Build of the Human Body* : The skeleton. Joints. Locomotion. Importance of attitude and postures. Spinal curvatures. The muscular system. Influence of proper and sufficient food. Rickets. Physical exercises, drilling, and games. Muscular fatigue.

(2) *The Digestive System* : The alimentary canal. Process of digestion, commencing in the mouth. Cleanliness of the mouth. Care of the teeth. Various kinds of diet. Amount and sorts of foods for children. Characteristics of unsound food. Evil results of wrong feeding, under-feeding, and food poisoning. Dangers of stimulants, alcohol, &c. Signs of malnutrition. Intestinal worms.

(3) *The Respiratory and Circulatory System* : Blood, heart, and blood vessels. Anæmia. The lungs. Correct nasal breathing (adenoids). Purpose and mechanism of breathing. Breathing exercises. Difference between fresh air and expired air. Ventilation of sleeping rooms.

Drawing.—(a) Freehand drawing from common objects of everyday use, and from nature (leaves, flowers, fruits, &c.), and from outline of Sinhalese and Tamil designs. Stages I. to IV. of syllabus for Vernacular Schools.

(b) Blackboard drawing (for training students only) ; freehand drawing of subjects mentioned under (a).

Needlework.—*Practical Work* : (1) To present for inspection a duster or handkerchief (as for Standard I.) ; a print bag (as for Standard II.) ; a pillowcase (as for Standard III.) ; two jackets and an under jacket.

[*Tamil Candidates* : A rakkai or a closed jacket for a child, and a jacket for an adult, with buttons and buttonholes. *Sinhalese Candidates* : A jacket for a little girl, without the shoulder seam, and a jacket for an adult.] Marking on canvas and unbleached calico or muslin.

(2) To be able to patch neatly in calico, print, and flannel ; to darn a hole in stocking material ; to work buttonholes ; to gather, and set the gathers into a band ; to sew on tapes and to mark in cross-stitch on calico.

(3) To be able to cut out and put together a jacket, an under jacket, and a banian.

SECOND YEAR.

Literature.—The examiner will test each candidate in reading from text books which will be prescribed from time to time.

(See note with regard to Reading in syllabus of subjects for candidates for admission.)

(2) A paper will also be set on the language, contents, and grammar of the text books named. A knowledge of Pali and Sanskrit roots (for Sinhalese students) and Sanskrit roots (for Tamil students) will be expected.

Writing.—The same tests as for candidates for first year's examination—a higher standard will be required.

Arithmetic.—(1) As for candidates for first year's examination, with the addition of compound interest, profit and loss, proportional parts, square root, questions on the cubic contents of rectangular solids ; exercises in all the foregoing rules.

(2) Mental arithmetic : the same range as for written work.

Geography.—As for the candidates for the first year's examination, with the addition of—

(1) *Physical Geography* : The atmosphere ; evaporation and condensation ; fogs, mist, rain, snow, hail, dew. Winds and their causes ; land and sea breezes ; monsoons and hurricanes ; trade winds ; rainfall ; the oceans and ocean currents.

Circulation of water on the land ; springs and rivers ; deltas ; volcanoes and earthquakes. Distribution of man.

(2) *General Geography* : In addition to that for first year : Detailed study of the British Empire. General knowledge of North and South America, the Atlantic and Pacific Oceans ; ocean routes, and interchange of productions of the countries of the world.

(3) *Map Drawing* : As in first year—greater proficiency will be expected.

Grammar.—*Sinhalese School* : As for candidates for the first year's examination, with the addition of Uktanukta, Kitaka, Taddhita, Samasa, and Prakriti. Analysis of sentences.

Tamil Schools : As for candidates for the first year's examination, with the addition of Payeriyal, Venaiyiyal, Idaiyiyal, Uriyiyal, and Olipiyal. Analysis of sentences.

History.—Ceylon in detail to the present day.

School Management.—The same as for candidates for the first year's examination (more advanced questions will be set).

Questions on the following in addition :—

- (1) Methods of teaching the class subjects.
- (2) Different methods of school organization.
- (3) The Code for Grant-in-aid Schools.
- (4) The form and method of keeping school registers and of making returns from them.
- (5) The preparation of report slips for examinations.
- (6) The construction of time tables.
- (7) *For Female Candidates only* : A separate paper on the teaching of sewing to Standards I. to VIII. (Schedule D).

Sanitation.—As for first year, with the following in addition :—

(1) *The Excretory System* : Waste matter in the body. How the excretory organs work. Skin. Alimentary canal. Kidneys. Lungs. Evils resulting from delayed or irregular excretion. Importance of personal cleanliness, regular habits, nutrition, clothing. Parasites, use of soap and kerosine oil in their removal from the head.

(2) *The Nervous System and Sense Organs* : General knowledge of structure and functions. Sense of sight. Structure of the eye. Defects of vision. Eye strain, particularly in young children. Effect on sight of bad light, small print. Sore-eyes and their treatment.

(3) *Sanitation of the School* : Suitability of site, soil, good type of construction. *Water Supply* : Wells, surface and deep-seated. Various forms of pollution. Methods of prevention. Filters. *Sanitary Conveniences* : Drainage, refuse removal. Earth closets and their management. Cesspools and distance from school building. Dangers of exposure of excreta. *School Desks* : Good and bad types ; correct position of children when writing.

(4) *Disabilities and Diseases in Children* : Normal and abnormal children. Early signs and symptoms of ill-health. Nervous diseases induced by over-strain. Infectious diseases, school closure. Tuberculosis and dangers of spitting. Parasitical diseases and contagion. Itch, ringworm : signs and treatment. Disinfectants. Malaria : signs, treatment, and prevention. Hookworm : signs, treatment, and prevention. First aid in minor injuries and common ailments. Wounds, fainting, fits, burns, scalds, drowning, poisoning, bites, and stings.

Drawing.—As for first year, end Stages V. to VIII. in addition.

Needlework.—(1) *Practical Work* : To present for inspection a child's frock and a man's shirt.

(2) As in paragraph (2) of first year, and also to be able to make whipped hem-stitched cambric frills, and to set the frills on to a band ; to set in a gusset as for the side seam of a shirt ; to darn a hedge-tear and a cross-cut.

(3) To be able to cut out and put together a jacket, an under-jacket, a banian, a frock, and a shirt.

APPENDIX II.—SCALES OF GRANTS.

Schedule K.

Grants for Grade I., Vernacular Schools.

Standard.	Reading		Writing		Arithmetic		Geography		Grammar		History		Needlework		Total
	Rs.	c.	Rs.	c.	Rs.	e.	Rs.	c.	Rs.	c.	Rs.	e.	Rs.	c.	
Lower Division (Infants)	1	25	1	25	1	25	—	—	—	—	—	—	—	—	3 75
Upper Division (Infants)	2	0	2	0	2	0	—	—	—	—	—	—	—	—	6 0
II.	2	50	2	50	2	50	—	—	—	—	—	2	50	—	10 0
III.	2	50	2	50	2	50	1	50	1	50	—	—	—	—	13 0
IV.	2	50	2	50	2	50	2	50	2	50	—	—	—	—	15 0
V.	2	50	2	50	2	50	2	50	2	50	—	—	—	—	15 0
VI.	3	0	3	0	3	0	3	0	3	0	—	—	—	—	18 0
VII.	3	0	3	0	3	0	3	0	3	0	3	0	3	0	21 0
VIII.	3	0	3	0	3	0	3	0	3	0	3	0	3	0	21 0

Grants for Grade II., Vernacular Schools.

Standard	Reading		Writing		Arithmetic		Geography		Grammar		History		Needlework		Total
	Rs.	c.	Rs.	c.	Rs.	e.	Rs.	c.	Rs.	c.	Rs.	e.	Rs.	c.	
Lower Division (Infants)	0	75	0	75	0	75	—	—	—	—	—	—	—	—	2 25
Standard I and Upper Division (Infants)	1	50	1	50	1	50	—	—	—	—	—	—	—	—	4 50
Standard II	2	0	2	0	2	0	—	—	—	—	—	—	1	50	7 50
Do. III.	2	0	2	0	2	0	1	0	1	0	—	—	—	—	10 0
Do. IV.	2	0	2	0	2	0	2	0	2	0	—	—	—	—	11 0
Do. V.	2	0	2	0	2	0	2	0	2	0	—	—	—	—	11 0
Do. VI.	2	50	2	50	2	50	2	50	2	50	—	—	—	—	15 0
Do. VII.	2	50	2	50	2	50	2	50	2	50	2	50	2	50	17 50
Do. VIII.	2	50	2	50	2	50	2	50	2	50	2	50	2	50	17 50

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

Grants for Grade I., Anglo-Vernacular Schools.

Standard	Vernacular.							English.			Total				
	Reading.	Writing.	Arithmetic.	Geography.	Language and Grammar.	History.	Needlework.	Reading.	Writing.	Conversation and Composition.					
	Rs.	c.	Rs.	c.	Rs.	e.	Rs.	c.	Rs.	e.		Rs.	c.		
Standard I	2	0	2	0	0	—	—	—	—	—	—	—	—	—	8 0
Do. II.	2	0	2	0	0	—	—	—	—	—	—	—	—	—	8 0
Do. III.	2	50	2	50	2	50	1	50	1	50	—	—	—	—	15 0
Do. IV.	2	50	2	50	2	50	2	50	2	50	—	—	—	—	27 0
Do. V.	2	50	2	50	2	50	2	50	2	50	5	0	5	0	29 0
Do. VI.	3	0	3	0	3	0	3	0	3	0	5	0	5	0	33 0
Do. VII.	3	0	3	0	3	0	3	0	3	0	6	0	6	0	39 0
Do. VIII.	3	0	3	0	3	0	3	0	3	0	7	0	7	0	42 0

Grants for Grade II., Anglo-Vernacular Schools.

	Reading.		Writing.		Arithmetic.	Geography.	Grammar.	History. ^a	Conversation and Composition.	Needlework.	Total.
	Vernacular.	English.	Vernacular.	English.							
	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.
Standard I. . .	1 50	—	1 50	—	1 50	—	—	—	—	1 50	6 0
Do. II. . .	1 50	—	1 50	—	1 50	—	—	—	—	1 50	6 0
Do. III. . .	2 0	—	2 0	—	2 0	0 1	0 1	0	—	1 0	11 0
Do. IV. . .	2 0	2 0	2 0	2 0	2 0	2 0	1 0	—	—	2 0	17 0
Do. V. . .	2 0	2 50	2 0	2 50	2 0	2 0	1 0	—	—	2 50	18 50
Do. VI. . .	2 50	2 50	2 50	2 50	2 50	2 50	2 50	—	—	2 50	22 50
Do. VII. . .	2 50	3 0	2 50	3 0	2 50	2 50	2 50	3 0	—	2 50	26 50
Do. VIII. . .	2 50	3 50	2 50	3 50	2 50	2 50	2 50	3 50	—	2 50	28 0

Schedule L.**Grants for Drawing.**

If taught by a master or mistress holding the Teachers' Drawing Certificate or other qualifying certificate* :—

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

	Rs. c.		Rs. c.
Standard I. . .	2 50	Standard I. . .	1 50
Do. II. . .	2 50	Do. II. . .	1 50
Do. III. . .	3 0	Do. III. . .	2 0
Do. IV. . .	3 50	Do. IV. . .	2 50
Do. V. . .	4 0	Do. V. . .	3 0
Do. VI. . .	5 0	Do. VI. . .	4 0
Do. VII. . .	5 0	Do. VII. . .	4 0
Do. VIII. . .	5 0	Do. VIII. . .	4 0

* The acceptance of other qualifying certificates for the purposes of this section depends on the decision of the Director from whom inquiry should be made.

APPENDIX III.—FORMS TO BE USED.**FORM I. (Education C 22).****Industrial Schools—Certificate of Manager.**

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.

FORM IV.

Withdrawal Certificate.

Name of School : _____
Full name of Pupil : _____
Full Name of Parent : _____
Admission Number of Pupil : _____
Date of Admission : _____
Age at Admission : _____

Last Standard passed in	{	Reading	Standard.	Year of Passing.
		Writing
		Arithmetic

Date of Withdrawal : _____

Signature of Head Teacher. _____

FORM V. (Education B 41 A).

Bond of Teachers in Training.

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.

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 without reasonable cause within five years.

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

Signed, sealed, and delivered in the presence of _____, this _____ day of _____, One thousand Nine hundred and _____.

Signed, sealed, and delivered in the presence of _____, this _____ day of _____, One thousand Nine hundred and _____.

FORM VI. (Education C 34).

List of Staff.

Name of Teacher.	Monthly Salary.	Date of Appointment.	Date of Leaving.	Particulars of Certificates.	Work taken.	Remarks.

Statement of Accounts.

Receipts.		Rs.	c.	Payments.		Rs.	c.
1. Balance from last year	..			Salaries of teachers	..		
2. Government grant	..			Other school requirements in detail :—			
3. Fees	..						
4. Contributions from Mission funds	..						
5. Donations	..						
6.	..						
7.	..						
8.	..						
Inspecting Officer's remarks :—				Balance (in the space below state how it is proposed to utilize this balance)			

Date: _____, 192—.

Number of Pupils on Roll, &c., during each of the Twelve Months preceding the Examination.

Month.	Number of Pupils on Roll.			Average Attendance.	Number of Teachers.			Inspecting Officer's Remarks.
	Boys.	Girls.	Total.		Certificated.	Uncertificated.	Pupil Teachers.	

Accommodation, Furniture, &c.

Total area of floor space (with dimensions) : _____	Inspecting Officer's Remarks.
Number of class rooms, with floor area of each : _____	
1. Number of benches : _____	
2. Number of desks : _____	
3. Number of tables : _____	
4. Number of chairs : _____	
5. Number of blackboards : _____	
6. Number of maps : _____	
7.	
8.	
9.	
10.	

FORM VII. (Education C 36).

Pupil Teacher's Certificate.

I hereby nominate _____ as pupil teacher in the _____ school, believing _____ to be well qualified for the office in respect of health, character, habits, and parentage.

2. I certify that the particulars given below are correct:—

- (a) Date of birth, or age last birthday : _____.
- (b) Standard passed in Reading, Writing, Arithmetic, and an additional subject, and the school, admission number, and date of passing : _____.
- (c) Last Standard passed : _____.
- (d) Qualifications of head teacher of the school in which pupil teacher is to be trained : _____.
- (e) Present number of pupil teachers : _____.
- (f) Number of pupil teachers already registered or transferred to this school during the year : _____.
- (g) Average attendance for the last three years : _____.
- (h) Has the school earned grant as a middle school for the last three years ? : _____.

Date : _____, 192—.

Manager.

Registered this _____ day of _____, 192—. No. _____.

Director of Education.

FORM VIII. (Education B 59).

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 SCHOOL 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 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.

ATTENDANCE AND ADMISSION REGISTERS.

The following are the amended rules for keeping registers referred to in clause 13 (iv.) (d). The Registers of Admission and Attendance and Log Book 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. The names in each standard must be entered in their order of admission, and must be carried on from month to month in the same order. 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 one and a half 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 immediately after the attendance has been marked, 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 the system of grants demands that the registration of the attendances of teachers and scholars shall be absolutely accurate and trustworthy, and any failure to observe the regulations, even in the smallest details, must be regarded as a serious administrative offence and a serious breach of the conditions of grant, which must involve a substantial reduction in the grant conditionally payable, as well as other penalties which the Director may lawfully impose. Steps will be taken to test registers systematically and extensively.