



SUPPLEMENT TO THE CEYLON  
GOVERNMENT GAZETTE

NO. 7,513—FRIDAY, FEBRUARY 19, 1926.

*Published by Authority.*

CODE OF REGULATIONS FOR GOVERNMENT  
SCHOOLS.

THE following amended Code of Regulations for Government 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,

E. B. ALEXANDER,  
Acting Colonial Secretary.

Colonial Secretary's Office,  
Colombo, November 30, 1925.

## CONTENTS.

### CHAPTER I.—CLASSIFICATION OF SCHOOLS AND SYLLABUSES OF WORK.

	PAGE
English schools .. .. .	5
Anglo-vernacular schools .. .. .	5
Vernacular schools .. .. .	6

### CHAPTER II.—TEACHERS.

Appointments and promotions .. .	6
Certificates (English) .. .. .	7
Certificates (Vernacular) .. .. .	8
Corporal punishment .. .. .	8
Correspondence .. .. .	9
Discipline .. .. .	10
Free passes on railway .. .. .	11
Leave of absence .. .. .	12
Local authorities .. .. .	13
Penalties .. .. .	13
Pensions .. .. .	14
Salaries, allowances, &c. .. .. .	14

### CHAPTER III.—PUPIL TEACHERS.

Appointment and training .. .. .	16
Allowance .. .. .	18
Examination of pupil teachers .. .. .	18
Head Teacher's bonus on account of pupil teachers .. .. .	19

### CHAPTER IV.—RULES RELATING TO THE CONDUCT OF SCHOOLS.

Admission and withdrawal of pupils .. .. .	19
Cleanliness, dress, and school hygiene .. .. .	20
Drill and physical exercise .. .. .	21
Registers .. .. .	22
Returns .. .. .	23
Religious instruction .. .. .	24
School buildings .. .. .	24
School fees .. .. .	25
School gardens .. .. .	26
School hours and time table .. .. .	28
Stationery, books, and printed forms .. .. .	28
Teaching apparatus .. .. .	28
Vacations .. .. .	29

### CHAPTER V.—FURNITURE AND EQUIPMENT. .. 29

### CHAPTER VI.—EXAMINATIONS.

English School Leaving Certificate .. .. .	30
Vernacular School Leaving Certificate .. .. .	31

### SCHEDULES.—

Schedule A.—First Syllabus for English-speaking children .. .. .	32
Second Syllabus for non-English-speaking children .. .. .	38
Third Syllabus for pupils admitted to an English school after passing the third or a higher standard in the vernacular, .. .. .	40

	PAGE
B.—Work in the upper school of English Elementary schools .. ..	41
C.—Syllabus for the English School Leaving Certificate Examination .. ..	46
D.—Anglo-vernacular schools .. ..	49
E.—Vernacular schools .. ..	52
F.—Syllabus for the Vernacular School Leaving Certificate Examination .. ..	60
G.—Oriental classics .. ..	61
H.—Small primary schools .. ..	63
I.—Drawing for Vernacular schools .. ..	65
J.—Pupil teachers' syllabus .. ..	66
K.—Syllabus in Drill and Physical Exercise .. ..	69
L.—Optional subjects in Higher Grade and Elementary schools .. ..	70

**FORMS.**

A.—Monthly Report (English and Anglow-vernacular schools) .. ..	74
B.—Terminal Report (Vernacular schools) .. ..	76
C.—Monthly Report (Vernacular schools) .. ..	76
D.—Statement showing number of pupils, average daily attendance and race and religion of pupils; changes of staff .. ..	77
E.—Withdrawal Certificate .. ..	79
E 1.—Withdrawal Certificate (green form Q 1) .. ..	79
F.—Record Sheet .. ..	80
G.—Statement of fees .. ..	81
H.—Monthly return of absentees .. ..	82
I.—Application for post of teacher .. ..	83
J.—Application for leave .. ..	83

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## REGULATIONS

### FOR THE INSTRUCTION AND GUIDANCE OF TEACHERS IN GOVERNMENT SCHOOLS.

#### CHAPTER I.

#### CLASSIFICATION OF SCHOOLS AND SYLLABUSES OF WORK.

##### English Schools.

1. Government English schools may be Primary, Elementary, Classification.  
Higher Grade, or Secondary.

A primary school is a school in which the work does not go beyond Standard V.

An elementary school is a school in which the syllabus is confined to the range of work covered by Schedules A and B.

A higher grade school is a school which satisfies the conditions for elementary schools and provides a further course of instruction up to the Cambridge Senior School Certificate or the Matriculation Examination for pupils who have passed the E. S. L. C. or an equivalent examination.

A secondary school is a school which provides a course of instruction up to the standard of the London Matriculation or the Cambridge Senior School Certificate Examination.

2. Elementary schools are divided into three classes :—

Elementary  
school  
syllabus.

(a) Those to which English-speaking children are admitted. Such pupils will do the work of the first syllabus of Schedule A in the lower school and Schedule B in the upper school.

(b) Those to which non-English-speaking children are admitted without going through a vernacular school. Such pupils will do the work of the second syllabus of Schedule A in the lower school, and Schedule B in the upper school.

(c) Those to which pupils are admitted after passing the third or a higher standard in the vernacular. Such pupils will do the work of the third syllabus of Schedule A in the lower school, and Schedule B in the upper school.

##### Anglo-Vernacular Schools.

3. An Anglo-vernacular school is a school which has provision for Definition.  
the teaching of both English and the vernacular, and the range of work is that contained in Schedule D.

4. Anglo-vernacular schools are of two grades : Grade I. and Grading.  
Grade II.

*Grade I. Schools.*—In such schools pupils are taught up to the standard of the English School Leaving Certificate and the Vernacular School Leaving Certificate Examinations.

*Grade II. Schools.*—The teacher of English assists in teaching the vernacular in the morning, and conducts English classes in the afternoon. These schools prepare pupils for the Vernacular School Leaving Certificate, but not for the English School Leaving Certificate Examination.

English classes. 5. The English classes in Anglo-vernacular schools are termed stages, the first stage beginning not before the Third Standard in the vernacular.

Work should be done according to Schedule D up to stage VI. In cases where special permission has been given by the Director to have higher classes than stage VI., such higher classes will correspond to Standard VII. and the English School Leaving Certificate class of English schools, and the work in these standards should be according to the syllabus of Schedules B and C.

### Vernacular Schools.

6. Vernacular schools are classified as follows :—

Classification. Infant schools, Primary schools, Elementary schools, and Classical schools.

Infant schools. 7. An infant school is a school which provides instruction in kindergarten work (infant department, upper and lower) according to Schedule E.

Over-age pupils in infant department. Children over eight in the infant department will be examined as over-age pupils according to Schedule E.

Primary school. 8. A primary school is a school in which the work does not go beyond Standard V.

9. In small primary schools, which are worked under one full-time teacher, the syllabus of work may, with the approval of the Director, be that contained in Schedule H. 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., a First Class corresponding to the Infant Department, a Second Class corresponding to the Second and Third Standards, and a Third Class corresponding to the Fourth and Fifth Standards.

Elementary schools. 10. An Elementary school is a school in which the work goes beyond Standard V. The syllabus of work for these schools is contained in Schedules E and F.

Vernacular classical schools. 11. In vernacular schools where the teachers are qualified, a further two-years course may be provided in Sinhalese or Tamil classics and Pali or Sanskrit, for pupils who have passed the Vernacular School Leaving Certificate Examination. Certificates will be awarded to those passing the final examination at the end of the course (see Schedule G). Holders of this certificate will be exempted from the Language and Literature Section of the examination for Vernacular Teachers' Third Class Certificates.

## CHAPTER II.

### TEACHERS.

#### Appointments and Promotions.

12. Appointments to teacherships in Government schools will be made by the Director. Applications for the vacancies notified should be made on Form I. No applications will be considered unless made in this form. Canvassing for a post, *i.e.*, visiting or writing to anyone in authority for the purpose of urging claims will be considered a disqualification.

13. The appointment and promotion of teachers will depend among other things on the class of their certificate and their official record of service.

14. All teachers are required to have their names entered in the Departmental Register of Teachers, and must furnish the necessary particulars for registration immediately on their first appointment.

All teacher must be registered.

15. Persons over 18 years of age who hold the English School Leaving Certificate, and who undertake to enter for the Preliminary Examination for Teachers' Certificates may be appointed to teach in an elementary English school, and will be registered as Supplementary Teachers.

Supplementary teachers.

**Certificates (English).**

16. Persons over 18 years of age who have passed (1) the Preliminary Examination for Teachers' Certificates, or (2) the Cambridge Senior School Certificate Examination, including a pass in the section English Language and Literature, or (3) the University of London Matriculation Examination, or (4) any examination which the Director may hold to be equivalent to (2) or (3), will, on appointment to the staff of a school, be registered as provisionally certificated teachers until such time as they pass the Teachers' Certificate Examination.

Provisionally certificated teachers.

17. Third class certificates will be awarded to teachers over 20 years of age who have taught continuously for two years in an English school and have passed the Teachers' Certificate Examination.

Third class certificated teachers.

18. Students who have completed a two-year course at the Gampaha Training School will, on passing the final examination, be awarded a certificate which shall rank as equivalent to the above Third Class Certificate.

19. The following will be recognized as certificated teachers :—

Other recognized certificated teachers.

(i.) All teachers at present recognized as certificated teachers.

(ii.) Graduates of Universities in the British Empire.

(iii.) Persons holding certificates recognized by the Education Departments of the United Kingdom or the British Colonies, or by the Departments of Public Instruction in India.

20. Third class certificated teachers under clauses 17 and 18 will be awarded a second class certificate after doing satisfactory work for three successive years. The Director will decide, on three special endorsements made by the Inspector on the teacher's certificate after each annual inspection, whether the teacher's work has been satisfactory. A teacher must work for at least nine months to obtain an endorsement.

Second class certificated teachers.

21. Students who have completed a two-year course at the Government Training College or at any other Training College in Ceylon recognized by Government for the purpose, will, on passing the final examination of the Government Training College, be awarded a second class or a second class provisional (trained) certificate in accordance with their record of work during their course and their performance at the final examination, and will be recognized as trained teachers. This certificate will also be awarded to second class certificated teachers under clause 20 who have completed a one-year course at the Government Training College or at any other Training College in Ceylon recognized by Government for the purpose and who were passed the prescribed examination at the end of the course.

Trained teachers' certificates.

22. Graduates who have completed an approved course of training will on passing the final examination be regarded as trained graduate teachers.

Trained graduates.

23. Second class trained teachers under clause 21 will be awarded a first class certificate after doing satisfactory work for three successive years.

First class certificates for trained teachers.

Second class provisional trained teachers under clause 21 will be awarded a second class certificate after a period of satisfactory work, and may then qualify for a first class certificate as above.

The Director will decide, on three special endorsements made by the Inspector on the teacher's certificate after each annual inspection, whether the teacher's work has been satisfactory. A teacher must work for at least nine months to obtain an endorsement.

Applications for first class certificates shall in every case be accompanied by a report from the Inspector on the teacher's conduct and his success in maintaining discipline.

**Certificates (Vernacular).**

Third class  
certificated  
teachers.

24. (a) A provisional third class certificate will be issued to every registered pupil teacher who has completed three years' approved service as pupil teacher and has passed the third-year pupil teacher's examination. It will be confirmed after three satisfactory endorsements have been made by the Inspector.

(b) A provisional certificate of the third class will be issued also to and uncertificated teacher who has served for at least one year in a recognized school, and who passes the examination held by the Department for the purpose. Such provisional certificate will be confirmed after three satisfactory endorsements have been made by the Inspector. A teacher must work for at least nine months to obtain an endorsement.

Second class  
certificated  
teachers.

25. A certificate of the second class will be issued to any holder of a third class certificate duly confirmed according to clause 24, provided the candidate passes the examination prescribed for the issue of second class certificates.

First class  
certificated  
teachers.

26. Second class certificated teachers under clause 25 will be eligible, after five years' satisfactory service, for first class certificates.

Second class  
trained  
teachers.

27. (a) Students who have completed a two-year course in a Government Training College will be awarded a second class or a second class provisional trained certificate, provided they pass satisfactorily the prescribed examination.

(b) Second class certificated teachers who have completed at least seven years' service as teachers will be eligible for a special one-year course at a Government or Assisted Training College. They will be awarded a second class or a second class provisional trained certificate, provided they pass satisfactorily the prescribed examination.

(c) Teachers holding a second class provisional trained certificate will be awarded a second class trained certificate after a period of satisfactory work and may then qualify for a first class certificate as below.

First class  
trained  
teachers.

28. Second class trained teachers under clause 27 will be awarded a first class certificate after five years' satisfactory service.

**Corporal Punishment.**

29. Teachers are reminded that there is no surer sign of a teacher's incapacity than inability to maintain order and secure attention without the aid of corporal punishment. Corporal punishment is specially unsuitable in schools situated in backward parts of the country where education is still a novelty. It should never be used in schools where it is likely to have the effect of deterring children from attending or of prejudicing the minds of parents against the school.

The following rules with regard to corporal punishment must be carefully carried out :—

(1) Corporal punishment must not be inflicted except in the following cases : (a) Grave misconduct ; (b) habitual idleness, when other methods of punishment have been tried without effect. It should not be inflicted for ordinary cases of neglect of studies.

(2) Corporal punishment should be inflicted only by head masters, except in mixed schools, where the female assistant may inflict corporal punishment on girls. The infliction of corporal punishment on girls by male teachers is strictly forbidden.

(3) In every case in which corporal punishment is inflicted, an entry must be made in a book kept for the purpose stating the offence and the number of strokes inflicted.

(4) Corporal punishment must be inflicted with a cane, and the number of cuts must never exceed ten. It must never be inflicted on children who are very young or delicate in constitution. Children must never be struck with the hand or tied up.

(5) The cane must not be kept on the school table ; it must be kept in the teacher's room, and brought out only when it is necessary to use it.

### Correspondence.

30. All official letters from teachers should be written on a half or quarter sheet of foolscap paper, a wide margin (not less than 2½ inches) being left blank on the left hand side of the page. Official letters.

31. When teachers reply to an official letter, they should give the number, date, and subject of the letter replied to. All letters from teachers with regard to payments should specify clearly on what account payment is due, *e.g.*, salary, travelling, pupil teacher's allowance, &c. Reference to letters.

32. Teachers should write as few letters as possible. In all ordinary matters connected with the organization and discipline of their schools, teachers should address the District Inspector (Vernacular) in the case of vernacular and Grade II. Anglo-vernacular schools, and the Divisional Inspector in the case of English and Grade I. Anglo-vernacular schools. Matters which can be dealt with in the monthly or terminal report should not be made the subject of letters. Matters connected with the organization and discipline of schools.

Letters to the Director on the following subjects only should be sent direct to the head office and not through the Inspector :— Letters to Director.

- (i.) Railway warrants.
- (ii.) Application for interviews with the Director.
- (iii.) Salary, increments, and pupil teachers' bonuses.
- (iv.) Refunds of authorized expenditure.
- (v.) Application for vacancies.
- (vi.) Contributions to the Widows' and Orphans' Pension Fund.

All communications which are not confidential should be addressed officially and not personally to the various officers of the Department.

33. Letters addressed by assistants and pupil teachers to the Director or the Inspector should be forwarded through the head teacher who should make such report on them as the circumstances demand. No notice will be taken of letters from assistants and pupil teachers which are not forwarded through the head teacher. Teachers are warned against forwarding (from pupil teachers and assistants) any unnecessary letter or letters which violate any departmental regulation. Letters from assistants and pupil teachers.

34. Letters or petitions addressed to heads of other departments should be forwarded in duplicate through the Director. Letters to other departments.

35. The prescribed form of application should be used in the following cases :— Prescribed forms of application.

- (i.) Application for appointment of pupil teachers.
- (ii.) Application for leave.
- (iii.) Application for travelling expenses.
- (iv.) Application for holiday warrants.
- (v.) Application for warrant on being transferred.
- (vi.) Application for vacancies.
- (vii.) Application for furniture, stores, &c.
- (viii.) Application for books or maps.
- (ix.) Application to enter for examinations.
- (x.) Application to acquire land.



**Discipline.**

General orders

36. Teachers employed in Government schools are under the same rules of general discipline as other salaried public officers. These rules are given in full in Ceylon General Orders, chapter IV.

A salaried public officer is not allowed—

(a) To engage in trade or employ himself in commercial or agricultural operations.

(b) To purchase land without obtaining permission from Government.

(c) To purchase shares in local planting, mining, or land companies.

(d) To communicate directly or indirectly to the press, or to any person outside his own Department, any information gained in the course of his official duty.

(e) To be editor of a newspaper, or to take any part in the management of it.

(f) To contribute anonymously to any newspaper, or to write any signed article on political or administrative questions.

(g) To disseminate political publications, or to procure signatures to petitions to the Government or to the Legislative Council.

(h) To take any part in an election, except by recording his vote, if he is entitled to a vote.

(k) To sign memorials in connection with the appointment of nominated members of the Legislative Council.

(l) To call a public meeting to consider any action of Government, or to take part in or attend such a meeting.

(m) To institute legal proceedings in connection with matters arising out of the discharge of his public duties without obtaining previous permission from Government.

(n) To become a member of any ratepayers' association, or of any other similar association.

(o) To sign a promissory note or accommodation bill either for his own purposes or for another person.

(p) To receive money or articles of value as presents. (Teachers receiving presents from pupil teachers or from pupils desiring to be appointed pupil teachers are liable to immediate dismissal.)

(q) To collect subscriptions to defray the cost of testimonials or presentations to superior officers.

Cancellation of certificates.

37. All teachers' certificates may be cancelled or suspended for conviction of an offence under the Penal Code, or for grave personal misdemeanour. Teachers must remember that their position as teachers renders it essential that their personal life and conduct should be regulated with a due regard to decency and propriety, and that failure in this respect may render it necessary to discontinue a teacher's services. They must also remember that one of the most important duties is to teach loyalty to His Majesty the King, and obedience to the Government of the Island and to the local authorities of the district in which the school is situated, and that they are expected themselves to set an example of respect for law and order.

Leaving station.

38. Teachers of outstation schools are in no case to leave their stations during the school vacation without having notified to the Inspector of Schools for the district their address during the vacation together with a report that they have taken proper precautions for the security of the school furniture and records during the vacation.

Before leaving their stations for the vacation or under any other circumstance, teachers should inform the Mudaliyar or the Rate-mahatmaya of the district at least ten days beforehand, and request him to issue orders to the headman to take charge of the school and furniture.

Teachers must not leave their stations from Friday to Monday without the permission of the Director. Any teacher breaking the rule will be liable to punishment.

39. The strictest punctuality and regularity of attendance during School hours. school hours is required from teachers. The head teacher will enter in the daily register the attendance of all the teachers and pupil teachers employed in the school ; and all cases of absence or irregularity are to be at once reported to the Inspector, and noted, together with the date of such reports, in the monthly return.

40. Teachers and assistant teachers are required to reside in the Residence. school building if quarters are provided for them. If no quarters are provided for them, they are required to reside within one mile of their school, unless special leave has been obtained.

41. It is essential that every teacher should be an example of Cleanliness and school hygiene. cleanliness and neatness in personal appearance and dress. It is strictly forbidden for any teacher to chew betel or smoke during school hours.

42. Teachers are forbidden to call for contributions from school Contributions from pupils. children for any purpose whatever. If it is necessary to make a collection to defray the cost of minor repairs to school buildings or to purchase athletic materials they may, after previously obtaining permission from the Director, appeal for funds direct to the villagers to whom an account should be rendered of the amount collected and expended. A copy of the account should also be sent to the Inspector who should be consulted regarding the disposal of any sum left over.

43. If any teacher wishes to sell books or stationery to school Sale of books or stationery. children, he will be allowed to do so if the situation of the school and other circumstances make this necessary, but he should post up a price list of books and stationery in a conspicuous place in the school-room. It should be remembered that the sale price should be fixed at a reasonable rate, and that a child is free to buy his books and stationery elsewhere.

#### Free Passes on Railway.

44. Officers of the Education Department drawing substantive salaries of Rs. 450 per annum and over, whose permanent domicile is in Ceylon, are entitled to free holiday warrants for three double journeys, or six single journeys by railway in each calendar year. Officers drawing substantive salaries of Rs. 240 per annum, but less than Rs. 450 are entitled to free holiday warrants for one double journey, or two single journeys, by railway in each calendar year. Temporary officers on monthly salaries, who have completed one year's satisfactory service, are allowed holiday warrants for one double journey, or two single journeys, by railway. The concession of holiday warrants to officers drawing Rs. 450 per annum and over applies also to his wife and such of his children (not including males of 18 years and upwards) who are dependent on him, and, in the case of a widower or an unmarried officer, his mother and/or sister if dependent on him, provided that in the latter case not more than six single or three double warrants shall be issued on this account to any one officer, and also provided that the application is accompanied by a declaration on honour that the applicant's mother and/or sister is living with, and is entirely dependent on, him. A widow will receive the same concession as a widower in regard to holiday warrants. The officer and his family will be entitled to travel in the same class as that in which the officer is entitled to travel when on duty. Applications for holiday warrants must be made on Form General 21 by the officer concerned, whether the warrants are intended for himself or for his family. Applications for warrants for an officer's family must be accompanied by a declaration on honour to the effect that the persons named are entitled to the warrants applied for.

Applications for holiday warrants for use during Christmas and Easter weeks should be made at least ten days prior to the intended date of departure.

The misuse of a ticket or warrant, either by transferring it or using it out of date or on a portion of the railway over which it is not available, will render the user liable to instant dismissal or prosecution, as the case may be.

Cancelled warrants and tickets not used must be returned to the issuing officer not later than three days after the last date for which they are available.

#### Leave of Absence.

Leave during term time.

45. Officers on the teaching staff of a school or college are entitled to vacation leave during the usual vacations of their school or college but not at any other time of the year except—

(a) In case of leave out of the Colony when such portion of the leave as is equivalent to the total period of the recognized school or college vacations occurring between the beginning and end of the leave may be granted on full pay as an uninterrupted period at the beginning of the leave.

(b) Where leave is required owing to private reasons of the gravest urgency, when casual leave on full pay may, at the discretion of the Director, be allowed for periods of not more than six days at a time up to a maximum of fourteen days in the year.

(c) In cases of serious illness during term time necessitating leave beyond the period provided for in (b) above, when, if Government is satisfied that the concession is deserved, full pay leave may be granted in accordance with General Order 227, subsections (i.) to (v.) provided that, *unless Government decides otherwise*, arrangements can be made for the absent officer's work without expense to Government.

N.B.—(1) Any extension of the leave referred to in (a) above will be subject to the provisions of the General Orders relating to half-pay leave.

(2) The authority of Government is required for the grant of full-pay leave under (c) above.

Half pay and no pay leave.

46. Except as provided for above, leave granted on account of illness during term time will be on half pay; and leave in the Colony granted for any other purpose will be on no pay. In case of no-pay leave, the acting officer will, if a Government servant, be paid half his own salary (or in special cases with the approval of Government, his own salary) and in addition, half the *initial salary of the officer on leave provided it is available*. If the acting officer is not a Government servant, he may draw as acting salary an amount not exceeding the initial salary of the absent officer provided it is available.

Forwarding of applications.

47. All applications for leave should be made in duplicate to the District Inspector on form J. It is most important that the acting arrangements should be noted before the application is dispatched to the Inspector. The head teacher will be held liable for the salary of any acting teacher in his school whose name has not been reported in time to allow of his salary being provided in the pay abstract for the month following that in which he acted. If the teacher is unable to make any acting arrangement, he should say so on the form. All assistant teachers applying for leave must invariably forward their applications through the head teacher. If the assistant is at a distance from his school and there is any likelihood of his application being delayed, he should also inform the Assistant Inspector of the district of his absence, giving reasons.

Medical Certificates.

48. (a) All applications for leave on account of illness must be supported by a medical certificate from a Government Medical Officer; otherwise the leave will be on no pay.

*Note.*—Government Medical Officers have been instructed by the Colonial Secretary to issue certificates of ill-health free of charge to teachers in the service of the Department.

(b) Teachers requiring leave of absence on account of the sudden illness or death of a near relative should apply through the District Inspector, forwarding in support of their application, a medical certificate in case of illness or a certificate from the village headman in case of a death. In cases where teachers are summoned as witnesses in criminal or Crown cases or have to serve on the jury or attend a military camp of exercise or are required to attend an official inquiry, such absence will be regarded as on duty and full pay allowed. In all applications for leave of absence on such grounds, the summons or order requiring the teacher's presence should be attached.

Sudden illness or urgent private business.

Applications for leave on private business must, as a rule, reach the Inspector at least ten days before the date from which the leave is asked for. The penalty provided in clause 54 (d) will be rigidly enforced when the teacher leaves his duty without having first obtained the Inspector's permission.

(c) When teachers attend court in civil cases instituted by or against them, leave will be on no pay.

49. When an assistant teacher is absent and no substitute is available, the head teacher is expected to make such arrangements for the work of the absent officer as are possible under the circumstances. No acting salary will be paid when the period of leave allowed is three days or under.

Substitutes.

50. The leave granted to a teacher, or his assistant or pupil teacher should be mentioned in the monthly report of the school.

Leave to be mentioned in monthly report.

51. When leave has been once granted for a certain period, no portion of this leave can be cancelled, unless the application is received by the Director at least two days before the date on which the teacher wishes to resume duty.

Cancellation of leave.

52. No teacher or assistant teacher shall resign without giving one month's notice, except on account of illness, in which case the resignation should be supported by a certificate from a qualified Medical Officer. Any teacher or assistant teacher resigning without giving due notice will forfeit the salary that may be due to him, will be noted as dismissed, and will not be eligible for re-employment in the Department.

Resignation.

#### Local Authorities.

53. Under Ordinance No. 1 of 1920, the Education District Committee is responsible for all matters connected with school buildings, furniture, and the attendance of pupils. Rules for giving effect to the Ordinance are drawn up by the Education District Committee and circulated to teachers; and teachers must carry out promptly and punctually these rules and any orders communicated by the Chairman of the Committee, the Chief Headman of the division, or the President. They must also show to these officers such marks of respect as are customary in the locality in which the school is situated, and must see that suitable marks of respect are shown by their pupils when these officers enter the school premises.

#### Penalties.

54. Teachers are liable to disciplinary action for breach of Code regulations. The penalties for the following offences should be specially noted :—

(a) For late attendance, if found to have been frequent—a fine of one rupee to ten rupees.

(b) For not keeping the school registers carefully up to date—a fine of one rupee to five rupees, dependent upon the extent of culpability.

(c) For neglect or delay in forwarding to the Director within the prescribed time, the school fees—a fine of one rupee to two rupees and fifty cents.

(d) For absence from duty without leave, or for the same not being reported—a fine of five to ten rupees or dismissal, according to the circumstances of the case.

(e) Any teacher found guilty of falsifying the registers will be subject to instant dismissal.

(f) Any teacher found guilty of offering money or valuables to an inspecting officer will be liable to dismissal.

(g) Adverse reports on the condition or the work of the school may lead to the stoppage or deferment of increments to teachers' salaries.

*Note.*—Teachers are not allowed to supply either meals or conveyances free to inspecting officers. In cases of special emergency they may render such assistance on payment by the officer concerned of a reasonable amount.

### Pensions.

Teachers eligible.

55. Teachers in the service of the Department drawing salaries of not less than Rs. 400 per annum will be entitled to pension according to the terms of the Pension Minute.

Conditions for pension.

It must be remembered that pensions are awarded only after consideration of a certificate that the officer has discharged his duties with diligence and fidelity to the satisfaction of the Head of his Department. The pension of an officer is liable to reduction if the certificate of the Head of his Department is in any way deficient in this respect.

### Salaries, Allowances, &c.

Method of drawing salaries.

56. Salaries of teachers will be paid in accordance with any arrangements which may be made by the Director. Such arrangements will be duly notified to the teachers.

Kachcheri payments.

57. Salaries paid by Kachcheri or other officers in cash will be paid individually to every teacher and pupil teacher who wishes to draw the money from the paying officer direct. It will, however, be more convenient if the pay sheet is signed by all the payees and sent to the paying officer through one of them, with a letter signed by them all requesting the paying officer to pay their salaries to the bearer. Only one member of the staff may absent himself from the school for this purpose.

Salaries paid by money order.

58. When money orders are sent along with pay sheets, the money orders should be handed over to the respective payees by the head teacher, and the pay sheet returned to the Head Office duly signed by all the teachers within three days of receipt. A stamp of six cents should be affixed to the receipt by every teacher who draws an amount of Rs. 20 or over.

Head teacher responsible for fraud or delay.

59. The head teacher will be held personally responsible for any fraudulent signatures to pay sheets, and for any delay in presenting the pay sheet for payment or in handing over the money orders to his assistants and returning the pay sheet perfected.

Date for drawing salaries paid at Kachcheri.

60. Teachers who are paid at the Kachcheries must draw their salaries on the first Friday or Saturday in the following month.

Salaries for the month of September must be drawn on or before the last working day of that month. Any salary left undrawn after September 30 will, under ordinary circumstances, not be recoverable, as it will lapse to revenue.

Allowances.

61. All allowances and contingent charges which may become due to teachers will be paid on vouchers certified by the Director. No contingent charges which have not been previously sanctioned by the Director will be paid. The same procedure will be adopted in paying these charges as for the payment of salaries.

62. (a) No teacher will be entitled to a refund of his travelling expenses if he is transferred at his own request, or owing to his misconduct or unsatisfactory work. Traveling expenses.

(b) This rule does not affect a teacher who has applied for and obtained a post that has been advertised.

(c) A teacher on first appointment is entitled to transport expenses in terms of the Travelling Regulations, but is not entitled to subsistence allowance or incidental expenses.

63. A teacher transferred from one station to another, except as stated in 62 (a) and 62 (c), may claim the following expenses :— Subsistence and lodging allowance.

(a) Subsistence and lodging allowances, or a combined allowance as the case may be, according to the salary drawn by the teacher, as shown below :—

Salary.	Subsistence Allowance.		Lodging Allowance.	
	Rs.	c.	Rs.	c.
Rs. 2,840 and over	..	5 0	..	1 50
Rs. 1,600 and over	..	4 0	..	1 50
Rs. 1,250 and over	..	3 50	..	1 00
			Combined Rate.	
			Rs.	c.
Rs. 1,000 and over	..		..	2 50
Rs. 800 and over	..		..	2 0
Rs. 600 and over	..		..	1 50
Rs. 450 and over	..		..	1 0
Under Rs. 450 ..	..		..	0 75

Subsistence allowance or the combined allowance can be claimed for himself, his wife, and each of his children over the age of twelve, and half subsistence or combined allowance for each of his children between the ages of three and twelve, for every day or part of a day actually spent in travelling. The lodging allowance can be claimed by a teacher entitled to the allowance, for himself and his family as above, only for nights in which he incurs expenses on account of lodging. When this allowance is claimed, the name of the hotel, resthouse, or recognized boarding house occupied must be shown on the voucher.

(b) On roads on which the railway is not available, the fare by public conveyance for himself and family may be claimed; if a public conveyance is not available on any part of the journey, cart mileage may be claimed on account of the teacher himself at the following rates :— Transport allowance.

	Cents per Mile.
Those who are entitled to a subsistence allowance of Rs. 3·50 per diem and over ..	37½
Those who are entitled to a subsistence allowance or a combined rate of less than Rs. 3·50, but not less than Rs. 2 per diem, half-cart mileage	20

Along a route or any portion on which the railway is available, free railway warrants only can be allowed. Teachers should, immediately on receipt of orders of transfer, apply to the Director for the necessary warrants for themselves and their families (only wife and children—the number should be stated).

(c) Free rail warrant and steamer fare on two tons of baggage or the hire of four carts and combined allowance at the rate of 75 cents a day for a servant may be claimed by all teachers drawing a salary of Rs. 720 or over. Transport of baggage and servants.

Teachers drawing less than Rs. 720 can claim free rail warrant and steamer fare on half a ton of baggage or the hire of one cart only, and combined allowance at the rate of 75 cents a night for one servant.

64. Claims for travelling should be forwarded to the Director as soon after the completion of the journey as possible. Any claims not submitted within thirty days of the date of completion of the journey will lapse, and no payment will be made in respect thereof. Claims for travelling done in September should be forwarded in time to admit of payment before September 30.

English teachers should render their claims on the proper travelling claim form (General 17). Vernacular teachers may forward their claims on the prescribed Departmental form. All particulars required on the form should be given. Any part of a travelling claim which is not supported by full particulars and any cart hire which is not supported by an under-receipt will be disallowed.

**Under-receipts.** 65. The following rules in regard to under-receipts must be carefully carried out :—

(a) The receipt should show clearly (1) for what purpose the money was paid, the receipt of which is acknowledged ; (2) the name and designation of the person paying the money ; (3) the name and occupation of the person to whom the money was paid ; and (4) the date of payment.

(b) All receipts should bear the signature of two witnesses to the payment.

(c) All receipts for amounts of Rs. 20 and over should be signed by the payee on a 6 cents stamp duly dated.

(d) In the case of receipts for hire of cart or other conveyance, the receipt should be in the following form :—

I (payee's name) have received from (teacher's name) the sum of Rs. \_\_\_\_\_ for hire of (here state nature of conveyance—if cart, whether single or double) for conveying (here state what is conveyed, whether persons or luggage) from \_\_\_\_\_ to \_\_\_\_\_, a distance of \_\_\_\_\_ miles.

Place and date : \_\_\_\_\_.

Signature of payee. \_\_\_\_\_

Witnesses : \_\_\_\_\_.

(e) Teachers should on no account remove under-receipts from vouchers sent to them for payment.

*Note.*—All claims for refund of expenses authorized to be incurred by teachers must be supported by under-receipts.

**Delay in payment.**

66. Teachers having reason to complain of delay in the payment of salaries will make their complaint to the accountant, and report the same to the Director should no redress be obtained.

**Lapse of vouchers for travelling, &c.**

67. Any vouchers for allowances, travelling or contingent charges which remain undrawn after September 30 will lapse, and payment will not be sanctioned by Government until and unless satisfactory explanation is given for the delay.

### CHAPTER III.

#### PUPIL TEACHERS IN VERNACULAR SCHOOLS.

##### Appointment and Training.

**Number of assistant teachers and pupil teachers.**

68. The number of assistant teachers and pupil teachers allowed in Government primary and elementary schools will be in proportion to the average daily attendance, unless the Director sees special reason to allow additional assistants. Teachers must not apply to the Director for more pupil teachers than they are entitled to. If a teacher finds that additional pupil teachers are absolutely necessary, he should address his application to the Inspector of his district, who will forward it to the Director with his recommendation.

The following is the proportion of the teaching staff to the average daily attendance :—

*Vernacular Schools.*

Schools which have an average attendance of not more than 100 pupils for the past school year will be allowed one teacher for every 20 units of average attendance, with a maximum staff of four teachers.

Where the average attendance is over 100 and not more than 300 pupils, the allowance will be one teacher for every 25 units, with a maximum staff of ten teachers.

Where the average attendance is more than 300 pupils, the allowance will be one teacher for every 30 units.

*Anglo-Vernacular Schools.*

Schools which have an average attendance of not more than 80 pupils for the past school year will be allowed one teacher for every 15 units of average attendance, with a maximum staff of four teachers.

Where the average attendance is over 80 and not more than 250 pupils, the allowance will be one teacher for every 20 units, with a maximum staff of ten teachers.

Where the average attendance is more than 250 pupils, the allowance will be one teacher for every 25 units.

The number of full-time English teachers included in the above staff will be one teacher for every 30 units of average attendance of pupils learning English.

*Note.*—Two third-year passed vernacular pupil teachers may be employed in place of one full-time teacher. Provided that the number of pupil teachers in any school shall not exceed one pupil teacher for the first 40 units of average attendance, and an additional pupil teacher for every additional 30 units.

69. Pupil teachers, when appointed, must not be less than thirteen years of age in primary schools or less than fourteen years of age in elementary schools, and should, when possible, be chosen from the highest standard of any Government school.

70. At the annual examination of the school the Assistant Inspector will, after considering any recommendations, give the head teacher a list of four pupils, or in large schools six pupils, in order of preference, who are in his opinion best fitted to be pupil teachers. All applications from teachers for the appointment of pupil teachers must be accompanied by the Inspector's recommendation, and the reason for any departure from the latter must be fully explained by the teacher.

Recommendation of pupil teachers.

In recommending pupil teachers for appointment, the teacher is expected to be guided by the following considerations, and, when possible, to submit the names of those pupils only for whom he can answer that they are possessed of influence over their school-fellows, of good character, punctual and regular in attendance, obedient, and diligent in their studies. Teachers should be careful to satisfy themselves that the candidates recommended are not pupil teachers previously dismissed from the same or other schools for some offence.

71. The appointment of a pupil teacher who has not passed in Standard V. will be made in the form of a provisional certificate. This certificate will be confirmed on the pupil teacher's passing the Standard V. Examination.

Appointment of pupil teachers who have not passed Standard V.

72. Teachers should exhibit in a conspicuous place in the school a time table showing the subjects in which their pupil teachers are instructed. All pupil teachers shall be required to write their exercises regularly in note books, which must be shown to the Inspector at the annual school examination.

Time table.



Practical work. 73. (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) Each pupil teacher must keep a notebook which should contain—

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

74. Every pupil teacher and provisional pupil teacher shall at the examination produce a statement signed by the teacher showing the pupil teacher's absence during each month of the year. This statement will be forwarded to the Director by the Inspector. A statement of the absence of each passed third-year pupil teacher must be forwarded by teachers to the Director at the end of every month. The absence of a pupil teacher should be mentioned in the monthly report, but in no case is such absence to be reported by a special letter to the Director unless the teacher wishes the pupil teacher removed. As teachers are empowered to grant leave to pupil teachers, applications for leave from the latter must on no account be forwarded by teachers to the Director.

Discontinuance of pupil teachers.

75. Teachers will, unless the Director desires otherwise, discontinue the services of such pupil teacher or pupil teachers as a fall in the average attendance for three months shall render supernumerary. Such discontinuance of a pupil teacher shall be reported at once to the Director for confirmation and his certificate returned for cancellation. The certificates of pupil teachers who resign or leave school should also be returned to be similarly dealt with.

Training of pupil teachers.

76. Teachers are reminded that the training of pupil teachers forms a very important part of their duties, and that their claim to promotion or increase of salary depends very largely on the successful performance of this duty.

#### Allowance.

77. Pupil teachers will not be entitled to any allowance until they have passed their final (third-year) examination. Pupil teachers who have passed this examination will be paid an allowance of Rs. 7·50 a month from the date of passing their third-year examination until such time as they receive appointments as teachers or assistant teachers.

#### Examination of Pupil Teachers.

Examinations.

78. An examination of pupil teachers will be held annually at such centres as shall from time to time be fixed, due notice whereof will be given. The third year examination for pupil teachers is equivalent to the vernacular teachers' certificate examination for the provisional third class certificate. All such pupil teachers who have been in service for nine months and upwards must present themselves for this examination. Failure to attend will involve dismissal, unless it is clearly proved that the failure was caused by unavoidable circumstances.

79. If a pupil teacher is unable to sit for his examination owing to illness, the head teacher should report the fact to the Director as early as possible, forwarding a medical certificate in support.

Eligibility for examination.

80. Pupil teachers who have been under instruction for less than nine months cannot be presented for examination. In reckoning nine months' instruction, the month of registration will count if the pupil teacher's appointment dates from the first of the month. The month of examination may also be included.

81. First- and second-year pupil teachers will not be allowed to enter for the same examination more than twice. The second chance will be allowed only on the recommendation of the Inspector. Third-year pupil teachers will usually be allowed to enter only twice for their examination, but under very exceptional circumstances a third entry may be allowed by the Director.

82. The subjects of the examination (details of which are laid down in Schedule J) are Reading, Writing, Arithmetic, Grammar, Geography, History, Hygiene, Drawing, Needlework, and Class Teaching, with School Management in addition for the third year. To pass, candidates must obtain a minimum of (i.) 33 per cent. of the marks assigned to each of the subjects: Reading, Writing, Arithmetic, Class Teaching, School Management (third year only) and *either (a) Geography for males, or (b) Needlework for females*; and (ii.) 50 per cent. of the marks assigned for the whole examination. No credit will be given for any paper in which a candidate fails to obtain at least 25 per cent. of the marks. Pupil teachers who have passed the Vernacular School Leaving Certificate Examination are exempt from the first-year pupil teachers' examination.

Subjects of examination.

A female candidate who passes in all the compulsory subjects, except Needlework and obtains a minimum of 50 per cent. in the aggregate marks in all subjects, exclusive of Needlework, will be allowed to take Needlework alone at a subsequent examination. Candidates who are entitled to this privilege will be so indicated in the failure list published after the examination.

83. Certificates of second- and third-year pupil teachers must be retained by the teacher after the examination till the results are published. Then the certificates of those who have passed must be forwarded as follows:—Second-year pupil teachers' certificates to the Inspector for endorsement, and third-year pupil teachers' certificates to the Director.

Dealing with certificates.

**Head Teacher's Bonus on account of Pupil Teachers.**

84. No bonus will be paid to teachers for training pupil teachers until the latter have passed their final (third-year) examination. On account of each pupil teacher who has successfully completed his course, and passed the third-year examination the following bonuses are payable:—

Rates of bonus.

	Rs.
For a first-year pupil teacher .. .. .	20
For a second-year pupil teacher .. .. .	30
For a third-year pupil teacher .. .. .	40

85. If more than one teacher has been responsible for a pupil teacher's training the bonus will be distributed proportionately amongst them, but no payment will be made to any teacher who has been in charge of the pupil teacher's training for less than six months.

Division of bonus.

CHAPTER IV.

RULES RELATING TO THE CONDUCT OF SCHOOLS.

**Admission and Withdrawal of Pupils.**

86. Schools working under the third syllabus of Schedule A should not admit any pupil who has not passed at least the Third Standard in the vernacular. Exceptions to this rule should not be made without special permission from the Inspector of Schools.

Conditions for admission to English schools.

**Withdrawal certificates.**

87. The teacher of every vernacular school must, on the application of parent or guardian, furnish a certificate on Form E within three days to every pupil who leaves the school. In the case of a pupil against whose parent or guardian a prosecution has been instituted for the irregular attendance of the child, the certificate issued should be on the green form Q 1. (See form E 1.)

The teacher should furnish monthly to the attendance officer or headman of the village a statement of all pupils of school-going age who have been granted leaving certificates during the month or who have been absent without leave for over a month. He should note on the actual leaving certificate and in the monthly statement forwarded to the attendance officer or headman the name of the school to which it is proposed to send the pupil. This information should be readily obtainable from the parents or guardian but, in cases where the school to which the pupil is to be sent cannot be ascertained, the teacher should insert an explanatory note on the leaving certificate and in the monthly statement showing why the information is not forthcoming.

Any teacher who delays the issue of a leaving certificate unnecessarily or in order to cause trouble to the parent applying for it is liable to disciplinary action.

The counterfoils of the leaving certificates must be retained in the school. No pupil from a Government or an assisted vernacular school may be admitted to a Government vernacular school without the production of this leaving certificate.

**Expulsion of pupils.**

88. In the event of a teacher's finding it necessary to expel a pupil from school, he should immediately report the reasons for his action to the Inspector.

**Record sheets:**

89. No pupil who has previously attended any Government or assisted English or Anglo-vernacular school shall be admitted into any Government school unless he has produced a certificate on Form F signed by the manager or head teacher of the last Government or assisted school which he has attended. This certificate must be retained by the head teacher 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 to 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 one month, and fees in lieu of notice may not be claimed for any period exceeding one month.

It shall be the duty of the head teacher of every English or Anglo-vernacular school, within one month after admission of a pupil who has not previously attended an English or an Anglo-vernacular school, to fill up and file a certificate for him in the prescribed form.

**Birth certificates in English schools.**

90. No pupil born in Ceylon shall be admitted into any Government English school unless he has produced a birth certificate or other satisfactory evidence of date of birth. Forms of application for birth certificates at the special rate of 50 cents sanctioned for schools may be obtained from the Registrar-General or from the Provincial Registrar, and must be kept in the school.

In the case of pupils born out of Ceylon, it will be expected that similar evidence of birth will be procured within a reasonable period.

**Vaccination:**

91. No pupil shall be admitted into any Government school unless such pupil shall have been vaccinated, or protected from smallpox by having had that disease. Teachers are to give every assistance to vaccinating officers.

**Cleanliness, Dress, and School Hygiene.**

**Smoking and spitting.**

92. Spitting must be strictly prohibited, and every effort must be made to prevent boys from smoking.

93. Children must be taught to come to school with clean hands and faces, to comb their hair daily, and to bathe with proper frequency. Any child who has itch or ringworms should be sent at once to the nearest dispensary for treatment. Every effort should be made to ensure that children's heads are free from vermin.\* Cleanliness.

94. While insisting on cleanliness of dress, teachers must be careful not to entail expenditure on parents by encouraging boys to wear clothing not required by the custom of the locality. Boys in rural districts should not be taught that it is necessary or desirable to come to school in banians. Girls should be encouraged to wear their own national dress (Sinhalese or Tamil). Dress.

95. An elementary knowledge of sanitation is of great importance. Most illnesses occur because people are ignorant of the way in which diseases are spread. Teachers must study the books on hygiene and sanitation which have been issued to Government schools, and they must impart some of the knowledge they thus acquire to the school children. But they must also see that the lessons are applied practically in the daily life and habits of themselves and their pupils. Such diseases as itch and parangi can in a short time be exterminated by proper attention to cleanliness among children and adults. Epidemics of dysentery and typhoid would cease if people learnt to avoid impure water and improper food. Health.

The lessons taught in the small book on Malaria should be thoroughly learnt because malaria is the greatest evil in the Provinces of Ceylon. Also, the teachers should impress upon their pupils the difference between scientific knowledge of disease and the superstitious ideas and fears held by ignorant people. They should take every opportunity of learning from the medical officers of their districts.

96. Teachers must also use their intelligence with regard to the proper care of children during school hours. Children must not be kept standing for long periods, nor allowed to sit in a stooping position. They must be taught to breathe properly, *i.e.*, through the nose, and not through the mouth. Those who are shortsighted must be brought near the blackboard. Care of children.

#### Drill and Physical Exercise.

97. Regular instruction should be given daily in all schools. Such instruction need not extend over fifteen minutes, but regular provision must be made for it in the time table. The Inspector and Assistant Inspectors will be instructed to note at each examination the efficiency or otherwise of the school in this respect. Instruction to be regular.

98. The pupils are to be arranged for drill and physical exercise according to age and size, and not according to standards. Arrangement of pupils.

99. Instruction in drill and physical exercise must be carried out according to Schedule K of this Code. Teachers should understand that the exercises outlined in the syllabus are the minimum required. Syllabus.

100. Teachers should bear in mind that physical exercises should be made amusing and interesting, and should be employed to relieve the mental strain due to concentrated attention on ordinary class work. They should do their best to encourage in their pupils a love of healthy games. Object of physical exercise.

101. In girls' schools, the head teacher should, after consultation with the Inspector of Drill, introduce such exercises and games as can suitably be practised by the pupils of her school. Drill in girls' schools.

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\* It is possible to free the hair from vermin in a very short period by washing the hair daily and applying to it, when dry, a mixture of kerosine and coconut oil in equal quantities.

**Registers.**

Two registers to be kept.

102. There shall be kept in every school two registers : one of daily attendance and the other of admission, progress, and withdrawal.

Careless keeping of registers.

103. The Inspectors will note all cases in which the registers, especially the attendance register, bear marks of having been carelessly and irregularly kept.

Attendance register.

104. The register of daily attendance must show the attendance of teachers as well as of pupils ; and the totals must be carefully entered from day to day.

105. Teachers will understand that it is required that the register of daily attendance shall be so kept that reference to any boy's name at the end of any month will show his total attendance for the school year up to that time. This is to be done in the following manner :—

At the end of the first month of the *school year*—not calendar year—the total attendance of each boy for that month must be brought forward and entered opposite to such boy's name in the sheet for the second month in the appropriate columns provided for that purpose. At the end of this month, the attendance brought forward must be added to the attendance for the month, and that total brought forward to the third month, and entered as before ; this process being repeated until the twelfth month, when the last total will show each boy's attendance for the year in days.

106. The following rules for keeping the attendance register should be strictly observed :—

(1) The names of pupils must be entered in the register of daily attendance according to their standards, preserving as far as possible the same order throughout the year ; and the attendance of each pupil must be marked at every meeting of the school.

(2) The hour or hours for marking the register must be noted in the time table.

(3) In schools which have two sessions, morning and evening, two half attendances of one and a half hours 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) one hour after the opening of each school session, and the attendance of any pupil who leaves the school after the marking of the register shall then and there be cancelled by drawing a mark of cancellation across the mark of presence, thus —.

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

(5) Pupils who arrive after the register has been marked should not have their attendance counted. They should, however, be allowed to remain in the class and not be sent home.

(6) The number of attendances made by each standard must be entered at the foot of the column before the teacher leaves the school, and the grand total must be entered at the same time.

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

(8) The attendance register must be marked on every day on which school is held, whether the attendance is interfered with by bad weather or not. If for any reason the attendance for the day drops to less than 40 per cent., the reason for this should be stated in the "Remarks" column.

(9) At the end of each month the summary (which will be found at the end of the book) must be filled up, showing :

- (a) The number of school days during the month (or sessions in schools holding two daily sessions) ;
- (b) The total number of attendances ;
- (c) The average attendance for the month.

107. The register of admission, progress, and withdrawal must be kept as heretofore, and must show the progress the pupil makes from class to class. Admission register

108. The following rules for keeping the admission register should be strictly observed :—

(1) When a pupil is admitted, his name must be entered at once in the admission register, and the necessary information entered in each column as soon as possible.

(2) No pupil shall be admitted from any Government or assisted school without producing a leaving certificate from the head teacher or manager of his previous school on one of the printed forms issued by the Department.

109. When a pupil has been withdrawn from school without a leaving certificate or has been absent continuously for over two months without leave, the name of such pupil should be struck off the roll, and an entry made at once in the register under the column "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 pupil whose name has been struck off the register is re-admitted, such pupil shall have his original number assigned to him.

110. Besides the registers of admission and attendance, there shall be kept in every school a book to be known as the Log Book, in which shall be recorded the following :— Log Book.

(a) Any event of importance connected with the school, such as closing of the school on account of the illness of either the teacher or the pupils ; a change of teachers ; commencement of a school term ; repairs to the buildings, &c.

(b) The summary of the Inspector's Annual Report and any minute by the Director thereon, word for word.

(c) When a teacher is compelled to leave the school suddenly in an emergency, before he leaves the school an entry should be made in the Log Book stating the circumstances necessitating his absence.

111. The Log Book must be shown by the teacher to all persons visiting the school for purposes of inquiry or inspection, and a copy of any entries made by them should be forwarded to the Director within one week of the date of such entry.

112. An entry once made in the Log Book may not be removed or altered otherwise than by a subsequent entry.

#### Returns.

113. The following returns are required :—

(i.) English and Anglo-vernacular schools in respect of English pupils : Forms A, D, and G ; Returns required.

(ii.) Vernacular and Anglo-vernacular schools in respect of vernacular pupils : Form B (to the Assistant Inspector), Form C (to the Chairman, Education District Committee), and Form D (to the Director).

114. No application which requires the immediate attention of the officer to whom the report is addressed, should be made in these reports.

**Date of posting returns.** 115. The periodical returns must be dispatched on the dates specified on the forms.

**Imperfect returns.** 116. Returns found to be imperfect or incorrectly prepared will be sent back, and will not be considered as received in the office until they have been duly corrected and returned.

**Delay in forwarding returns.** 117. Delay in the transmission of returns or in their correction and return to the office will subject the teacher to disciplinary action.

#### Religious Instruction.

118. The spirit of the regulations contained in Ordinance No. 1 of 1920 respecting religious instruction will continue to be strictly observed in all Government schools.

Wherever such a practice would be in conformity with the general feeling of the people, a short religious exercise (attendance at which is not to be made compulsory) may precede the daily work of the school.

119. Any minister or teacher of religion authorized by the Director in writing under his hand may give religious instruction to the children of the religious denomination to which the minister belongs at such times and places as may be agreed upon between him and the Director.

#### School Buildings.

**Hygiene.** 120. The building and its surroundings must be swept and dusted every day before school hours. Special attention should be paid to the condition and proper use of the school latrines. Hedges must be kept trimmed and the garden must be weeded. All the pupils, whether boys or girls, must be made to take their share in this work. Writing on walls or wiping dirty hands on walls must be strictly prohibited, and the teacher must, in this connection, impress on his pupils the importance of treating other public buildings with similar respect.

**Application for repairs.** 121. Applications for repairs should be written on the proper form and addressed to the Mudaliyar or Ratemahatmaya, except in the Hambantota District, when they should be addressed to the Assistant Government Agent. A copy must be kept in the school.

**Accommodation and repairs to buildings.** 122. Inspectors and Assistant Inspectors will, in their annual reports make a note on the accommodation available for teaching purposes, and give particulars of any repairs that may be necessary. Teachers should at the time of the inspection bring to the Inspector's notice any deficiency or defect in the building. If at the time of the inspection urgent repairs appear to be necessary, the Inspector should at once report particulars to the Chairman, Education District Committee, giving the dates of the teacher's previous letters on the subject.

**Teacher's duties in regard to buildings.** 123. Though the teacher is not required to repair the school building, it is his duty to do everything in his power to prevent the building from falling into disrepair. The ravages of white ants must be stopped immediately, and displaced cadjans must be adjusted. Broken or displaced tiles should be adjusted, whenever this is possible. Drains round the school building should be kept clean. The entrance to the school should be properly secured after school hours so as to keep out cattle.

**Decoration of buildings.** 124. Teachers are prohibited from decorating their buildings or resorting to any other forms of display in connection with the ordinary visits of Inspectors and Assistant Inspectors. It is appropriate that buildings should be decorated on special occasions, such as Empire Day, the prize distribution, or the annual examination.

**Teachers not to undertake contracts.** 125. Teachers are strictly prohibited from undertaking contracts for the repairs of their school buildings. Any teacher who is found to have engaged in such work will be liable to disciplinary action.

## School Fees.

126. The following rates of fees should be charged in English schools :— Rates for English schools.

	Per Month. Rs. c.
Infant Department and Standard II. . .	2 0
Standard III. or First-Year Class ..	2 50
Standard IV. or Second-Year Class ..	3 0
Standard V. . . . .	3 50
Standard VI. . . . .	4 0
Standard VII. . . . .	4 50
English School Leaving Certificate Class ..	5 0

127. The following rates of fees, which are subject to revision, should be charged in Anglo-vernacular schools for pupils taking English :— Rates for Anglo-vernacular schools.

	Per Month. Rs. c.		Per Month. Rs. c.
Stage 1 ..	0 50	Stage 5 ..	1 50
Stage 2 ..	0 75	Stage 6 ..	2 0
Stage 3 ..	1 0	Stage 7 ..	3 0
Stage 4 ..	1 25	Stage 8 ..	4 0

128. The fees are to be paid in advance, and any pupil whose fees are not paid by the 10th of the month is to be sent home and not re-admitted till he returns with them (*vide* clause 89). No fees shall be recovered from pupil teachers of schools. Arrears of fees which become irrecoverable owing to violation of the rules will be surcharged personally against the head teacher. Fees payable in advance.

129. At the end of each month the names of all pupils who have been sent home for non-payment of fees, and whose fees are still unpaid, must be struck off the register of English classes. If they are of school-going age, their names must be transferred to the vernacular classes; any pupils whose fees are unpaid and who have been absent for the whole month or from any date previous to the 10th, must also have their names removed from the register of English classes, unless special application for their retention has been made by their parents. Non-payment of fees.

130. In the case of boys who are withdrawn, authority should be applied for immediately after their withdrawal, to strike off any arrears of fees due by them, which are irrecoverable. When applying for authority, the following particulars should be given :— Irrecoverable arrears.

- (a) Admission number and name.
- (b) Standard.
- (c) Month for which fees are due.
- (d) Date on which the boy attended school last.

Where authority is given to strike off irrecoverable arrears, a statement signed by the head teacher showing the names of pupils, the standards in which they are, the arrears due by each, and the number and date of the letter of authority from the Education Office should be attached to the statement of fees on which such arrears are omitted to be shown.

131. Any pupil whose name has been struck off the roll for non-payment of fees, or who shall have absented himself from school for an entire month without giving proper notice, shall be required to pay arrears of fees before he is re-admitted (*vide* clause 89). Fees due for periods of absence.

132. The fees recovered under the above regulation shall be entered in the monthly statement as "arrears," and shall be forwarded with the ordinary fees as provided in clause 133. Arrears.



Forwarding of fees.

133. All fees collected up to the 10th of the month should be forwarded on the 11th to the Director by *Official Money Order*. Subsequent collections up to the 19th should be forwarded as above on the 20th. Collections after that date should be forwarded not later than the last day of the month.

Statement of fees.

134. Statements of fees for any month should be sent to the Director not later than the 5th of the following month. Great care should be taken to fill up the form (Form G) correctly.

Collection of fees.

135. The head teacher of each school is held responsible for the punctual collection of the full amount of fees due from pupils and for their remittance as provided in clause 133 punctually to the Director. Receipts from a counterfoiled receipt book should be issued to every pupil on the date of payment of fees. Receipt books may be obtained on application to the Director.

As soon as all the leaves in a counterfoiled receipt book are used up, the book should be returned to the Director. Serious notice will be taken of any delay in returning the used up books.

Fees during vacations.

136. The following rule should be observed with regard to collection of fees for months which fall within periods during which a school may be closed on account of epidemics, &c. No fees if the school is not in session for a whole month; half fees if the school is in session for less than ten days; full fees if the school is in session for ten days or more.

Moneys in hand to be handed to successor.

137. Where a head teacher is transferred or goes on leave, he must hand over all fees or other money lying in his hands at the time of his transfer to another school, to the officer by whom he is relieved, and obtain his signature.

Successor to verify correctness of accounts.

138. The successor or relieving officer should satisfy himself as to the correctness of the accounts. Any irregularities in these accounts should be immediately reported to the Director; otherwise the new teacher may be called upon to make good any deficiency. Any deficiencies duly notified, will be personally surcharged to the teacher who was in charge of the school at the time, and was responsible for the collection of fees.

Fees due to last school.

139. No pupil shall be admitted from any Government or assisted school in which fees are payable without a certificate on form F stating that all fees have been fully discharged to the end of the month in which he left the school.

Free pupils.

140. All free pupils in a school should be certified as such by the Director. When three members of the same family (brothers or sisters) are admitted into a school, the head teacher should apply to the Director for a Free Pupil's Certificate on behalf of the third member. The number of free pupils in an Elementary English or Anglo-vernacular school excluding the third member of a family, should not exceed 10 per cent. of the number on the roll. Free pupils will be selected from amongst those recommended as deserving by the Inspector at the annual inspection.

Commission on fees.

141. Commission at the rate of 5 per cent. on the collection of school fees will be paid quarterly. Teachers should not apply for this payment unless it is delayed for more than one month after the end of the quarter for which payment is due.

#### School Gardens.

Improving school gardens.

142. Whenever the position and circumstances of a school admit of it, a school garden should be established. This should be divided into two sections, an ornamental section in front of the school building and an economic section behind it or upon its sides. All work in such a school garden is to be done under the direction and supervision of the teacher, and all assistants and pupil teachers are expected to co-operate with him to ensure the best results possible. Two objects must be steadily kept

in view, viz., to teach the children good gardening, *i.e.*, neat and orderly arrangement and picturesque appearance, and to cultivate plants for use in connection with nature study lessons in the school.

Wherever the land attached to a school is sufficient to allow of a fair-sized economic garden being started without sacrificing the ground necessary for play or drill, the teacher must report the fact to the Divisional Agricultural Officer of the division in which the school is situated, in order that the garden may receive his inspection and assistance. In schools in which a registered school garden is carried on under the inspection of the Divisional Agricultural Officer, a portion of the school hours may be assigned to garden work ; this must be provided for in the time table which must be sent to the Inspector of schools for approval.

Teachers in such schools should address letters referring to school garden matters direct to the Divisional Agricultural Officer of the division in which the school is situated.

Where schools exist in an area to which a Divisional Agricultural Officer has not yet been appointed, all correspondence should in the first instance be addressed to the Director of Agriculture, Peradeniya, and all applications for seeds and garden implements should be addressed to the same office.

143. When a school is visited by an officer of the Agricultural Department, the regular work of the school according to the time table shall be stopped, and the teacher must place himself, his assistants and pupils at the disposal of the Inspecting Officer for carrying out practical work in the garden or for receiving any instruction which he thinks it desirable to give. Visit by officer of the Agricultural Department.

144. On the recommendation of the Inspector of School Gardens, awards are made annually to the Government vernacular schools that have done satisfactory work in school gardens. One half of the award should go to the teacher and the other be divided among those who in the opinion of the teacher are most deserving of the award. Awards to school gardens.

145. Where teachers are allowed to cultivate economic trees such as rubber, coconuts, &c., in the school grounds, they should consult the Chairman, Education District Committee as regards the disposal of the produce. If the Inspector of School Gardens finds too great an area under any one crop, he is authorized to issue instructions for the reduction of such an area. Produce of permanent trees and palms.

Fruit trees should be planted and seedlings raised at the school for distribution amongst the pupils for planting in their own home gardens.

146. The crops planted in the economic section of a school garden should, as far as possible, be crops which can be used for the purpose of food, and the produce of these must not be sold but must be divided in equitable proportions between the head teacher, assistants, pupil teachers, and pupils. Only crops which cannot be used for food may be sold. One-quarter of the sum realized may be kept by the teacher for himself, the remainder being distributed among the assistants and pupils who have taken an interest in the work of the school garden. Such disbursements should be reported to the Divisional Agricultural Officer or Director of Agriculture in the quarterly report of the school garden. Dealing with produce.

Teachers should bear in mind that the object of school gardens is mainly educational, and that the operations should on no account develop to the extent of a market garden.

147. Home gardens should be encouraged and pupils supplied with the necessary seed for such gardens. They should be inspected regularly by the teacher, and to the best home gardens monetary awards may be made by the Department of Agriculture. Home gardens.

### School Hours and Time Table.

**School hours.** 148. The ordinary hour for beginning school is 8 A.M. A later hour will be allowed by the Inspecting Officer in districts where special circumstances render a later hour desirable. Provision should be made for a suitable interval at about 11 o'clock. Where there is a garden, the first period should be devoted to gardening, and there should be an interval of at least two hours between the period devoted to gardening and the period devoted to drill.

**Time table.** 149. Every school must be provided with a time table in which the work of each day is clearly laid down. The time table must show the work of each standard throughout the day, with the initials of the teacher or pupil teacher who is responsible for each lesson. In girls' and mixed schools not less than one hour should be assigned each day to needlework. A copy of the following year's time table should be sent to the Inspector for his approval and signature within seven days of the examination. Printed forms for this purpose will be supplied.

150. The time table is to be exhibited in a conspicuous position in the school during the hours of work.

151. Care should be taken in preparing the time table to allow space in the column for each day, in order that the teacher may hereafter insert the higher standards which he may have to teach.

### Stationery, Books, and Printed Forms.

**Stationery.** 152. Teachers should not forward requisitions for stationery or printed forms. A sufficient supply of both will be sent annually to each school during the month following the annual examination. Stationery must be used as economically as possible. If it accumulates at any school, so that at the end of the year the stock on hand is sufficient for the following year, the fact should be reported to the Assistant Inspector at the time of the annual examination.

**Books or maps.** 153. Applications for books or maps for school use must be made in duplicate on the proper printed form, and submitted to the Sub-Inspector on the day of the annual examination. The Sub-Inspector will make his recommendation on one form, which the teacher must send to the Director, retaining the other copy for his file after having made on it a copy of the Sub-Inspector's endorsement on the original.

**Care of forms.** 154. Great care must be taken of all printed forms issued, and in no case will a supplementary supply be issued unless a satisfactory explanation of how the previous supply had been expended is given.

**Teachers moving to another station.** 155. Teachers who are removed from one station to another, whether on promotion or otherwise, should in all cases leave in the school from which they are removed, with the books, &c., belonging to that school, all stationery, printed forms, circulars, rules, &c., issued from time to time from this Department, for the use and information of their successors.

**Filing in circulars, &c.** 156. All circulars and rules should be filed and stitched together according to their dates.

**Penalty.** 157. Teachers who fail to comply with the above requirements are liable to disciplinary action.

**Receipts, &c.** 158. Books of forms for issuing receipts for school fees will be issued as applied for by head teachers.

### Teaching Apparatus.

159. With a little trouble and ingenuity, teachers can, with the assistance of their pupils and without any expense to themselves, supply their schools with many simple articles which will be of the greatest use in teaching. Every teacher should in this way provide his school with a ruler, a foot rule with inches marked on it, a yard stick which can be used as a blackboard ruler and for measurements, a piece of cord

of suitable length which can be used for measurements in the school grounds, and objects for teaching the elements of number, form, and colour to young children in accordance with the handbook of instruction for infant departments.

Every school should have a large collection of seeds, which can be used either for teaching the elements of number or for making patterns, and of pieces of ekel of different lengths, one to six inches long.

#### Vacations.

160. The vacations for every year will be arranged and communicated to school masters in the month of December.

In village vernacular schools in the interior, teachers are directed to consult the Assistant Inspector of the district, who is authorized to fix the holidays on the great Sinhalese and Tamil festivals, and during the time of the maha and yala harvests. The total vacation must not exceed seventy days in the year.

Applications for the alteration of vacations should be sent to the Assistant Inspector of the district at least a fortnight before the date from which the alteration is to take effect.

The closing and opening of the school before and after the usual vacation need not be reported to the Director.

Teachers should close their schools on all Government holidays.

Government holidays.

161. When an epidemic is prevailing in the neighbourhood of a school steps should be taken immediately to prevent pupils from the infected areas from attending school. Applications to close school on account of epidemics should be addressed to the Chief Headman. (In Hambantota District such applications should be addressed to the Assistant Government Agent, and in Uva District to the Government Agent.) On receiving his permission to close school, the teacher will report at once the circumstances to the Inspector, forwarding the letter of the Chief Headman authorizing the school to be closed, and giving the date from which the school closed and the period of closure.

Closing of school for epidemics.

### CHAPTER V.

#### FURNITURE AND EQUIPMENT.

162. The Education District Committee is responsible for the supply of all furniture and equipment to schools, and correspondence on the subject should be addressed to the Chairman, Education District Committee, and not to the Director.

Supply of furniture and equipment.

163. (a) Teachers must keep an account in the inventory book of all furniture, books, maps, and stores in their charge, excluding registers, printed forms, and stationery.

Inventory book.

(b) The book will be opened with a list of furniture, &c., supplied to the school. On the left-hand side must be entered on the day of receipt particulars of all articles afterwards received, and on the right-hand side particulars of all articles struck off the return. All letters giving particulars of articles dispatched to a school and letters authorizing teachers to strike off any articles must be kept together in a file by themselves as vouchers for articles received or struck off (*vide* also clause 164).

An inventory certificate should be signed and posted to the Chairman, Education District Committee, immediately after articles are entered in the inventory book. When teachers are authorized to construct furniture, or purchase articles locally, an inventory certificate should accompany the claim for a refund of the cost of the articles.

(c) On June 30 and December 31 each year the book must be balanced by deducting the total number of articles struck off the return from the total of those received, and the balance on hand should be written down.

Handing over of equipment.

(d) When a teacher is transferred from one school to another, or proceeds on leave of absence, or leaves his station for the holidays, he should verify the articles in his charge in the presence of the person to whom he hands them over, and both the latter and the teacher should sign the inventory book. Similarly, when a teacher takes over a school he should verify the articles handed over to him in the presence of the person handing over, and both the latter and the teacher should sign the book. Any discrepancies between the actual and the book balance must be reported immediately to the Chairman, Education District Committee.

(e) The inventory book must be produced at the annual examination of the school, and will be signed by the examining Inspector after a verification of the articles on hand. The list of unserviceable garden implements should be sent to the Divisional Agricultural Officer.

Unserviceable or repairable articles.

164. The head teacher should prepare a list (in duplicate) of any unserviceable furniture belonging to the school and submit it to the Inspector at the annual inspection. If the Inspector considers that the articles should be destroyed, he should make his recommendation on the list to that effect and forward it to the Chairman, Education District Committee. The teacher will then receive instructions from the Chairman as to what should be done with the furniture. If the Chairman sanctions their destruction, he will return one copy of the list to the teacher with his order, and the teacher will retain his list in support of the articles destroyed and struck off the inventory book.

Additional furniture.

165. If additional furniture is required in a school, the head teacher should bring the fact to the notice of the Inspector at the annual examination. The latter will make out a requisition in duplicate on the proper form, hand one copy to the teacher to be filed in the school, and post the other copy to the Chairman, Education District Committee.

Notification of articles received.

166. Whenever articles of furniture or stores are presented to the school, the teacher should enter them in the inventory book and inform the Chairman, Education District Committee, of the receipt of the articles.

## CHAPTER VI. EXAMINATIONS.

### (i.) The English School Leaving Certificate Examination.

Date and place of examination.

167. This examination will usually be held twice a year, commencing on the third Tuesday in March and on the third Tuesday in October, at prescribed centres.

168. Subject to alteration by circular, the conditions of the examination are as follows :—

Attendance required for eligibility.

(1) Candidates unless specially exempted by the Director, must have been for at least three years preceding the examination in continuous attendance at Government or assisted English or Anglo-vernacular schools, or at schools which are inspected by the Department, and have been approved for the purpose of this examination. No candidate will be admitted who has been transferred from one school to another within nine months of the date of examination, except in case of change of residence on the part of parents.

Examination qualification.

(2) Candidates must have passed the Seventh Standard examination or an examination equal to the Seventh Standard examination, at least nine months before the date of examination.

(3) Entries on the forms provided for the purpose for the March examination must reach the Education Office on or before January 15, and for the October examination on or before July 31. Stamps for the prescribed fee must be affixed to every entry form, and cancelled by the initials of the Principal and the date. Late entries will be accepted for a further period of fourteen days only, on payment of the prescribed late entry fee. The entry forms must be accompanied by a list of eligible pupils signed by the Inspector. This list should be obtained at the annual inspection when the pupils are promoted from the Seventh Standard.

Entries.

(4) Candidates from schools which are not Government or assisted schools must affix to their entry form revenue stamps of the value of the prescribed fee, and cancel the stamps with their initials and date.

Private students.

(5) Adult private candidates who are over 19 years of age at the time of application for admission to this examination, who have previously entered for this examination and failed, and whose names are not on the roll of any registered or recognized English or Anglo-vernacular school, will be allowed to sit again for the examination held within eighteen months of the date of the examination in which he failed. Their applications must be made to the Director of Education not later than December 1 or June 1, and the record sheet from the last school from which the examination was taken must be forwarded. The candidate will receive a form of entry, which should be returned to the Education Office duly filled in, with stamps to the value of the prescribed fee affixed thereto and cancelled by the candidate's initials, not later than January 15 or July 15. Late entries will be accepted for a further period of fourteen days only if an additional Rs. 5 stamps is affixed to each entry.

Adult private candidates.

(6) Candidates who have failed to pass the English School Leaving Certificate Examination in not more than one compulsory subject and one optional subject may be allowed to enter for the next following English School Leaving Certificate Examination. Each application will be considered individually, and permission will be given only if the candidate has done sufficiently well in the subjects in which he has failed and in the examination as a whole to justify his taking the examination again in six months' time. Application must be submitted within a month of the publication in the *Government Gazette* of the detailed results of the examination, and must be supported by a certificate from the head master of the school which the candidate is attending, certifying that in his opinion the application is deserving of consideration.

Presentation of unsuccessful candidates for next examination.

#### (ii.) Vernacular School Leaving Certificate Examination.

169. An examination for pupils of the Eighth Standard in vernacular and Anglo-vernacular schools will usually be held commencing on the last Friday, in the months of March, July, and November for the award of a School Leaving Certificate, which will show that the holder has reached the highest standard in a vernacular school.

Months of examination.

170. 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.

Attendance required for eligibility.

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

Age limit.

172. The Eighth Standard examination in the standard subjects will continue to be held in individual schools for pupils who are unable to present themselves at centres.

Eighth Standard examination.

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

Certificates.

**Eighth Standard pupils and Vernacular School Leaving Certificate Examination.**

174. Pupils may take either the Eighth Standard or the Vernacular School Leaving Certificate Examination. Those who have passed the Eighth Standard may subsequently take the Vernacular School Leaving Certificate Examination any time within a year following, provided they are not over 19 years of age.

**Entry forms.**

175. Teachers should obtain from the Inspecting Officer at the time of the annual examination a certified list [on Report Slip—Education C 43 (L 2)] of pupils who are eligible for admission to this examination and forward it with an entry form for each pupil, to the District Inspector so as to reach him not later than the 1st of the month preceding the month of examination for which the candidates are to be entered. Entry forms received after that date will be rejected.

The prescribed fee must be paid in stamps affixed to the entry form and cancelled by the pupil by putting his signature and the date thereon.

**Subjects of examination.**

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

177. 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.

Pupils who pass this examination will be exempted from the First Year Pupil Teachers' Examination. Those who are entitled to such exemption should claim it at the time of their registration as pupil teachers.

## SCHEDULES.

### Schedule A.

*Work in the Lower School of English Elementary Schools.*

#### **First Syllabus intended for English-speaking Children.**

##### INFANT DEPARTMENT.

###### *Lower Division.*

**Conversation.**—Talks about wall pictures representing scenes of ordinary life in England or Ceylon. The children should be encouraged to ask questions. Stories should be told by the teacher and re-told by some at least of the children. Questions and answers about object in the school or common objects brought for the purpose; positions and movements of the body and limbs, simple actions.

The work should follow a scheme of graduated lessons, of which a record must be kept and submitted to the Inspector.

**Reading and Recitation.**—Reading easy words set on the blackboard in printed characters. The teacher must keep a record.

Recitation of nursery rhymes and other pieces of suitable poetry of not less than 30 lines.

**Writing.**—Writing between lines from a copy set on the blackboard. The Inspector will set a test from the writing chart or the teacher's record. Capital letters will not be required.

Writing figures up to 10.

**Number.**—*Oral Work* : Analysis of numbers up to 10 by means of concrete examples.

The use of a number board or of some other adequate means of visualizing numbers will be regarded as essential in both divisions.

**Observation Lessons.**—Thirty lessons at least during the year. These should include lessons on things in Nature, Familiar Objects, Form (ball, cube, and cylinder), Primary Colours. Teaching notes on each, initialled and dated by the head teacher, must be kept in the school for inspection. The teacher may be called upon to give, in the presence of the Inspector, a new lesson selected and prepared 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 occupations should include : Drawing, modelling, colour work, measuring (yard stick and foot rule), songs and games, recitations.

For girl infants the scheme should provide for practical instruction leading to sewing.

**Drawing.**—Drawing in mass with crayon on tinted or white paper from very simple objects and natural forms.

Very easy patterns in chequered paper.

Free illustration work of lessons and stories.

#### *Upper Division.*

**Conversation.**—Besides the conversation done in connection with the reading lessons, the time table must provide at least one period daily for conversation lessons on the same lines as those for the Lower Division but of wider range. There must be a graduated scheme and record of lessons as in the Lower Division. Children must learn to converse correctly, using the plural as well as the singular and the future and past tenses as well as the present.

**Reading and Recitation.**—Intelligent reading from two First Readers. One at least should have coloured illustrations. Reading at sight a sentence from one of the Readers, set on the blackboard in print or script. Practice in easy conversation about the subject-matter of the lessons or about the illustrations contained in the Readers. Recitation of three short pieces of suitable poetry.

**Writing.**—Writing between lines from a copy set on the blackboard any letter, capital or small.

Transcription of short sentences from the Readers, and transcription from the blackboard of lessons composed by the class during observation and conversation lessons.

**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 the question or required in the answer.

**Observation Lessons.**—As for Lower Division, but 50 lessons at least must be taken during the year. The difference between solids and surfaces should be learnt under "Form," and the recognition of secondary colours under "Colour."



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.

**Drawing.**—As for Lower Division.

The English teaching should be conversational throughout, and should follow what is known as the direct method. In Reading and Observation Lessons oral composition should be definitely taught. In the Lower Divisions children should be able to answer in English very easy questions on the pictures and the material of Observation Lessons. In the Upper Division the questions may be more varied, and answers may be required in complete sentences. An effort should be made to correlate within reasonable limits the daily work. The teaching of number and form for instance, will be supplemented by the handwork lesson; the words chosen for Reading and Writing will be taken from the Conversation or Observation Lesson.

In schools into which a considerable number of children under five years of age are admitted, it is desirable that a playroom should be provided, in which practice in conversational English can be gained in connection with the handwork, games, and singing, and without any formal teaching of Reading, Writing, and Arithmetic.

## STANDARD II.

**Reading.**—The year's work shall include blackboard reading and reading from two illustrated Readers approved by the Inspector, one of which must be a continuous Reader, with practice in conversation about the pictures and subject-matter of the lessons. One of the Readers must contain coloured illustrations.

Recitation of suitable pieces of poetry not less than 60 lines.

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

**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.

**English Language.**—Answering questions orally. The questions will be on the pictures in the Readers and on any well-considered scheme, which the teacher submits for conversation lessons on familiar objects, actions, or scenes of life.

Answers in complete sentences will be expected, where necessary, and oral composition must be definitely taught by lessons based on pictures and objects and stories.

**Geography.**—*Home Geography*: (1) Simple observations by children and records showing—

Weather: Fine, dull, &c. Hot, warm, cool.

Shadows: Length and direction, especially in connection with the apparent movements of the sun during the year.

(2) Simple observations of wind and monsoon changes.

The teacher will be expected to give simple ideas about air and water.

*Regional and World Geography.*—

(1) Stories of life in our land such as Agriculturists ; Estate workers ; Fishermen ; Town and village workers ; Traders ; and Veddas.

(2) Life in other lands—Eskimos ; Negroes ; Arabs, Lapps, &c.

The differences between the clothing, food, and work of these people and those of Ceylon should be pointed out.

**History.**—“ Britain and Her Neighbours ” (Book I.).

**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.

**Drawing.**—Drawing of simple, flat objects and natural forms (fruits, leaves, flowers), from the actual model. Easy curved and straight lined patterns. Foliated patterns with use of leaf previously studied. Squared paper may be used. The designs should be composed of simple units of natural or conventional forms, repeated to form horizontal or vertical border patterns. May be coloured in crayon or simple washes.

STANDARD III.

**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 60 lines will be expected, and several short story books should be read in addition to the two specially prepared.

Class libraries should be formed for all classes from Standard III. upwards.

**Writing.**—To write from dictation not more than six lines from one of the class reading books, slowly read once and then dictated. Transcription (notes, summaries, &c.). Copy writing (half text) must be shown.

**Arithmetic.**—*Oral work :* As in Standard II., with multiplication of the numbers 13 to 16 by multipliers not exceeding 10. The idea of factors should be introduced in the revision of tables. Tests of divisibility by numbers up to 9. 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, and half-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 for length. Easy bills.

**English Language.**—Oral work as in Standard II., but a higher degree of proficiency will be expected. Both oral and written composition must be taught by lessons based on pictures, objects, and stories. To understand the functions of nouns, verbs, adjectives, and personal pronouns, and to make simple sentences using them in the singular or plural number.

**Geography.**—*Home Geography* : (1) Similar observations and records as in Standard-II. with the addition of the directions of the wind ; (2) The cardinal points as indicated by the sun, shadows, the Pole Star, the Southern Cross, and the mariner's compass ; (3) First lessons on plan drawing :—

- (a) Directions of chief roads leading to school.
- (b) Directions of chief roads, river, and railway of neighbourhood.
- (c) Sunny and sheltered sides of roads at different times of the day.
- (d) A plan of the school and compound.
- (e) A simple plan of the school neighbourhood.

(4) Further lessons on air and water in connection with winds, clouds, rain, rivers, wells, and tanks. (5) School Expeditions : These should be taken at different times of the year to ensure individual observations of land and water forms, e.g., valley, hill, lakes, river, the seashore, &c.

*Regional and World Geography*—

- (1) Introduction to the globe and names of larger land and water masses in association with stories referred to above and below.
- (2) Life in other lands, such as Indians—rice ; Chinese—tea, silk ; the Nile and its story ; Amazon—rubber ; Dutch—canals ; Swiss—mountains and valleys ; Khirgiz—steppes ; French—vineyards ; Comboys—Western plains ; Red Indians—buffaloes.
- (3) Description of local industries, food products, &c.

**History.**—“ Britain and Her Neighbours ” (Book II.). Stories about early Ceylon History.

**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.

**Drawing.**—Drawing of the flat and simple round objects and natural forms from the actual model, and later from memory.

Easy straight-lined or geometrical patterns. Foliated patterns with use of leaf previously studied.

The drawings may be done in pencil and many of them coloured in crayon or paint.

STANDARD IV.

**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.

**Arithmetic.**—*Oral work* : As in Standard III. Oral exercises in miles, furlongs, chains, fathoms, yards, feet, and inches. 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:— $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{1}{5}$ ,  $\frac{1}{8}$ ,  $\frac{2}{5}$ ,  $\frac{3}{4}$  experimentally, using graph paper and coins, as decimals, and then examples of addition and subtraction of these fractions:  $\frac{1}{4} = .25$ ,  $\frac{1}{2} = .5$ ,  $\frac{3}{4} = .75$ ,  $\frac{1}{8} = .125$  (12½ cents), &c.

Easy bills. Exercises on the four rules applied to the tables included under Oral Work. Easy reductions.

**English Language.**—Oral work as in Standard III., but a higher degree of proficiency will be expected. To understand the functions of all the parts of speech and to make simple sentences containing them. The use of the possessive case. To separate the subject from the predicate, to point out the enlargement of the subject or predicate by single words, and to make illustrative sentences. Written composition based on stories, pictures, and topics in which the children are interested.

**Geography.**—*Physical*: Observations and records as before with the addition of the records of rainfall measured by the pupils.

Movements of the earth.

Day and night.

Action of rain and rivers.

Action of the sea.

Extension of the 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, and towns on these. Coasting voyages and land journeys between principal towns.

**History.**—"Britain and Her Neighbours" (Book III.). Stories about early Ceylon History.

**Needlework.**—Marking on coarse calico or muslin; gathering; darning as for thin places in stockings. To show a chemise with a gathered neck, made by the pupil.

**Drawing.**—Drawing of more difficult round objects or two or more simple objects in a group.

Studies of natural forms (small sprays of foliage, shells, butterflies).

All the work should be done direct from the object, and knowledge tested later by memory work.

Geometrical patterns involving use of simple geometrical forms learnt, and foliated patterns with use of natural forms studied.

Freehand drawing in outline from ornament or copies of patterns.

**Hygiene.**—*Air*: Pure and impure air and where found. Breathing and the importance of correct breathing.

*Water*: Sources of drinking water. Domestic uses of water. Impurities in water and the best methods of removing them. Wells and water vessels and how to keep them clean.

*Food*: The need for food. When and how to eat. Unwholesome food and results of eating it.

*Dwellings*: How to keep dwellings and surroundings clean, dry, and ventilated. Disposal of refuse.

*Personal Cleanliness*: The skin, teeth and mouth, nails and hair.

**Second Syllabus intended for non-English-speaking Children.**

## INFANT DEPARTMENT.

*Lower Division.*

**Vernacular Reading.**—Reading from the blackboard. The children must also be able to follow the lines of print in a reading book and to read a few words from the first half of a First Book. The teacher must keep a record of each lesson given during the year ; the lessons must be dated and initialled by the head teacher.

**Vernacular Writing.**—Writing between lines on slates (text hand) from a copy set on the blackboard of any curves, lines, or complete letters selected by the Inspector from the writing chart.

**Arithmetic** (*Range as in 1st Syllabus*).—Vernacular.

**Observation Lessons.**—*Vernacular* : Thirty lessons at least to be given during the year. These should include lessons on things in Nature, Familiar Objects, Form (the ball, cube, and cylinder), Primary Colours. Teaching notes on each, initialled and dated by the head teacher, must be kept in the school for inspection. The teacher may be called on to give, in the presence of the Inspector, a new lesson selected and prepared by himself.

**English Conversation.**—Practice in conversation within the range given for the 1st term in the 3rd Syllabus. Recitation of nursery rhymes and suitable pieces of poetry, not less than 30 lines.

The teacher's notes of conversation lessons should be preserved for inspection in all classes.

**Occupation.**—The time table should show that the subjects taught are dealt with in short lessons, and that the children's time is, as far as possible, devoted to occupations involving no strain on the mind. The following are suggested :—

- (1) Arrangement of seeds or shells so as to form (a) letters, (b) figures, (c) simple patterns or outlines of objects.
- (2) Drawing the same things in sand.
- (3) Matching colours by means of coloured wools, remnants of cloth, or flowers.
- (4) Sticklaying.
- (5) Recitation or singing of easy verses.
- (6) Drawing leaves on slates.
- (7) Drawing from a copy outlines of objects on squared slates, using horizontal, perpendicular, and easy slanting lines.

The occupations may be utilized for practice in English conversation.

**Drawing.**—As in 1st Syllabus.

*Upper Division.*

**Vernacular Reading.**—To be able to read intelligently from a First Reader and a First Standard Reader. Children will be expected to answer questions in easy language on the lesson read. To read at sight a sentence, from one of the Readers, written on the blackboard.

**Vernacular Writing.**—To copy correctly letters written between lines on the blackboard. To transcribe one or more short sentences written on the blackboard. To write from dictation easy words of not more than four letters.

**English Reading.**—The year's work shall include blackboard reading of words familiar in the conversation lessons, and reading from an Infant Reader containing words of one syllable with practice in conversation about the pictures and subject-matter of the lessons. Recitation of suitable pieces of poetry, not less than 40 lines.

**English Writing.**—The writing of letters and easy words. Transcription of a short passage from one of the reading books. Special attention must be paid to the joining of letters.

**Arithmetic** (*Range as in 1st Syllabus*).—Vernacular.

**Observation Lessons**.—As in the Lower Division, but fifty lessons at least must be taken during the year. The difference between solids and surfaces should be learnt under "Form," and the recognition of secondary colours.

**English Conversation**.—Conversation within the range for the 1st and 2nd terms in the 3rd Syllabus.

**Needlework**.—As in 1st Syllabus.

**Drawing**.—As in 1st Syllabus.

#### STANDARD II.

**Vernacular Reading**.—A few sentences from a Second Reading Book slowly and distinctly read. Questions will be put to test comprehension of the passage read. Recitation : 10 stanzas of poetry.

**Vernacular Writing**.—To write from dictation short sentences out of the reading book. Copy writing to be shown, large hand only.

**English Reading**.—As in 1st Syllabus.

**English Writing**.—As in 1st Syllabus.

**Arithmetic** (*Range as in 1st Syllabus*).—Vernacular or English.

**English Language**.—The conversation must cover the whole of the range for the 1st year in the 3rd Syllabus. Oral composition must be definitely taught by lessons based on pictures and objects.

**Geography**.—*Vernacular or English* : As in 1st Syllabus.

**History**.—*Vernacular or English* : As in 1st Syllabus.

**Needlework**.—As in 1st Syllabus.

**Drawing**.—As in 1st Syllabus.

#### STANDARD III.

**Vernacular Reading**.—Clear and intelligent reading from a Third Book. Questions will be put to test comprehension of passage read. Recitation : 10 stanzas of poetry.

**Vernacular Writing**.—To write from dictation a connected passage from a Third Book not used in the class, containing two or three sentences. Copy writing to be shown, large hand only.

**English Reading**.—As in 1st Syllabus.

**English Writing**.—As in 1st Syllabus.

**Arithmetic** (*Range as in 1st Syllabus*).—Oral and written work in English.

**English Language**.—As in 1st Syllabus.

**Geography**.—*English* : As in 1st Syllabus.

**History**.—*English* : As in 1st Syllabus.

**Needlework**.—As in 1st Syllabus.

**Drawing**.—As in 1st Syllabus.

#### STANDARD IV.

**Vernacular Reading**.—Good and intelligent reading from a Fourth Book. Questions will be put to test comprehension of passage read. Recitation : 15 stanzas of poetry.

**Vernacular Writing**.—Dictation from a Fourth Book not used in class. Round hand copy writing.

**English Reading**.—As in 1st Syllabus.

**English Writing**.—As in 1st Syllabus.

**Arithmetic** (*Range as in 1st Syllabus*).—Both oral and written work in English.

**English Language**.—As in 1st Syllabus.

**Geography**.—*English* : As in 1st Syllabus.

**History**.—*English* : As in 1st Syllabus.

**Needlework**.—As in 1st Syllabus.

**Drawing**.—As in 1st Syllabus.

**Third Syllabus intended for Pupils admitted to an English School after passing the Third or a Higher Standard in the Vernacular.**

FIRST YEAR.

**Conversation**.—*First Term* : 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*).

*Second Term* : At least a week should be devoted to careful revision. Then the lessons should be developed in three directions:—

(1) A similar course to that of the previous term, but amplified by more extensive use of the plural number, and the introduction of more adjectives and adverbs, and more prepositions.

(2) Description of actions: "What are you doing?" "I am walking (sitting on the bench, kneeling on the floor, &c.)" "What is Thomas holding in his hand?" &c. When the class is thoroughly familiar with questions and answers in this form, they may learn to use the auxiliary "have" and "has;" *e.g.,* "I have put my books on the table, and I am holding my pen in my hand." The conversation should in every case be accompanied by the actions referred to.

(3) Description of pictures: this will give practice in conversation both about objects and actions. Large pictures suitable for class teaching should be used as well as the pictures in its readers. Notes of the lessons should be preserved.

*Third Term*.—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 a start in conversation. They should then begin with blackboard reading of the simplest words used in conversation. During the first year they should get through a First Book and a First Standard Reader, and should be able to converse about the pictures and the subject-matter of the lessons.

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.

**Arithmetic.**—Oral and written work within the limits prescribed for Standard III. in the first Schedule, except that the problems included in the written work shall be of a very simple nature.

**Needlework.\***—As in Standard IV. of 1st Syllabus.

**Drawing.**—As in Standard III. of 1st Syllabus.

#### SECOND YEAR.

**Conversation.**—During the second year there should be a similar but more advanced series of lessons on objects, pictures, and stories, and notes should be preserved. Oral composition should be taught, and the class should learn to reproduce in writing the substance of the oral composition. Pupils should be familiarized with the use of the passive voice and relative pronoun, and should learn to distinguish between the subject and predicate in a simple sentence.

**Reading.**—As for Standard IV. of Schedule A, though the Readers may be of a lower standard.

Recitation of suitable passages of poetry, not less than 60 lines.

**Writing.**—To write from dictation a connected passage of about eight lines from one of the class reading books slowly read once and then dictated. Transcription from the class reading books. Copy writing (small text) must be shown.

**Arithmetic.**—Oral and written work within the limits prescribed for Standard IV. in the 1st Schedule.

**Geography.**—As in Standard IV. of 1st Syllabus.

**History.**—As in Standard IV. of 1st Syllabus.

**Needlework.**—As in Standard IV. of 1st Syllabus.

**Drawing.**—As in Standard IV. of 1st Syllabus.

**Hygiene.**—As in Standard IV. of 1st Syllabus.

#### Schedule B.

##### Work in the Upper School of English Elementary Schools.

#### STANDARD V.

**Reading.**—From the Fifth Standard upwards the year's work in reading must include reading from two sets of Readers, approved by the Inspector, one of which must be a continuous Reader. The Readers

\* A girl admitted to these classes from a Girls' Boarding School must take the sewing of the next highest standard to that in which she passed in the Boarding School. Principals must see that the information (standard passed in sewing) appears on the Leaving Certificate presented by the pupil when seeking admission to an English school from either Boarding or Vernacular day schools.

A girl who is placed in the standards after passing through the special classes will not take the needlework of the standard in which she is placed for other school subjects, but must take the needlework of the next higher standard to that in which she passed when in the special classes.



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.

**Arithmetic.**—*Oral work* : As in Standard IV. with metres, decimetres, and centimetres. Prime and composite numbers. Prime factors, Meaning of a common factor and a common multiple. Greatest common factor and least common multiple. Easy 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.

**English Language.**—As in Standard IV., 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.)

As much practice as possible in oral and written work should be given. Original composition should be based upon a variety of topics.

**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, grassland and desert, chief productions and minerals.

occupations and principal towns, should be learnt. 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.

*Journeys of Discovery, e.g.,* Columbus, Magellan, Drake, Vikings, Phoenicians, Marco Polo, Capt. Cook, &c.

**History.**—"Britain and Her Neighbours" (Book IV.). Ceylon History, 1071-1505.

**Needlework.**—Marking, gathering, tucking, darning holes and thin places in stockings. To arrange plackets as for frocks and petticoats, without using false pieces. To arrange an opening as for the front of a chemise using false pieces.

To show a princess petticoat with tucks, made by the pupil.

**Drawing.**—Drawing from objects. A piece of paper, a book or board may be shown under the object in order to introduce the candidate to very elementary perspective.

Studies of natural forms; also groups combining both objects and natural forms and geometrical and foliated floral pattern work.

Freehand drawing in outline from conventional ornament.

**Hygiene.**—As in Standard IV., and in addition—Composition of air; impurities in the atmosphere; the dangers of breathing impure air; exercise; bathing and precautions to be taken in bathing; clothing and bedding; value of sunshine; lice, bugs, flies, mosquitoes, and rats, and how to get rid of them.

#### STANDARD VI.

**Reading.**—See Standard V. The passages of poetry to be recited 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.

**Arithmetic.**—*Oral work*: As in Standard V. including exercises on the syllabus for written work. Special attention to be paid to rapidity as well as to 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, with the addition of the rod or pole to the measure of length. Easy questions on the following as applied to rectangular surfaces of solids framed with the object of testing the pupil's 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. Exercises involving the use of *£. s. d.*

**English Language.**—Original Composition and letter writing based on stories and topics in which the pupils 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 in 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.)

**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.

**History.**—"Britain and Her Neighbours" (Book V.). *Ceylon History*, 1505-1792.

**Needlework.**—Darning holes in stockings, tucking, button-hole-making, sewing on unpierced linen buttons, patching in calico and print.

To show a combination garment, or a tunic and trousers for a small boy. The garment in either case should be made by the pupil.

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

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

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

(b) Brush and colour work. Introduce simple coloured backgrounds for objects and natural forms.

The designs should be based on natural forms, previously drawn by the pupil and should be made to fill given spaces.

**Hygiene.**—Structure of the human body, digestion and assimilation of food, purification of the blood, exercise and rest, cleanliness, water supply and purification of drinking water, milk supply, food supply.

#### STANDARD VII.

**Reading.**—As in Standard VI.

**Writing.**—As in Standard VI., but copy books will not be required.

**Arithmetic.**—As in Standard VI., but work of a more advanced type will be expected. Simple and compound proportions. Proportionate parts. Percentages. Questions on simple areas of the rectangle, triangle, circle. Application of the Unitary Method of Simple Interest and Rates and Taxes. Principles and methods of approximation.

**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 analyze complex sentences containing not more than two subordinate clauses. To combine groups of simple sentences so as to form a period. To substitute words for phrases or phrases for sentences.

**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*: South America, Africa, and Australasia to be studied comparatively.

Or The world as a whole in greater detail than in Standard VI.

**History.**—"Britain and Her Neighbours" (Book VI.). Ceylon History, 1792 to the present day.

**Needlework.**—Darning holes in stockings; button-hole-making; patching in calico, print and flannel; darning cross-cuts and hedge-gears; gusset-making.

To show a shirt made by the pupil for a boy or man.

**Drawing.**—(a) Freehand drawing from the flat and from natural forms and objects.

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

Geometrical drawing.

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

(b) Brush and colour work and elementary design.

Copying from the flat good examples of Sinhalese and other Oriental designs; painting in colour, introducing shading objects and natural forms including back ground, two or more objects being grouped together.

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

**Hygiene.**—As in Standard VI., and in addition:

*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.

*For Boys only* (1) 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.

(2) The blood and organs of circulation.

(3) The structure and functions of the organs connected with respiration. Pure and impure air. Ventilation. Importance of correct breathing.

E. S. L. C. CLASS.

(For Examination Syllabus see Schedule C.)

## Notes to Schedules A and B.

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

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

3. **History and Geography.**—In small schools special arrangements may be made with the approval of the Director for grouping classes in History and Geography.

4. **Needlework.**—In girls' schools and in mixed schools where a female assistant is employed, the girls must be taught needlework for one hour daily. The work must be carried on in accordance with the syllabuses for the several classes of schools. The materials for needlework must be provided by the parents of the children, and the girls must, as far as possible, be employed in making useful articles which can be worn by themselves or used in their own homes. No assistance in the placing of work may be given to any child. Useful work on actual articles of clothing should be done throughout the year. Instruction in mending and darning should be thoroughly practical. Pupils in the fourth and higher standards must cut out the garment presented for inspection.

Children who cannot use the thimble will not be allowed to complete the sewing test set in the examination.

5. **Industrial Education.**—Regulations regarding industrial schools are published separately.

## Schedule C.

### Syllabus for the English School Leaving Certificate Examination.

The examination consists of five sections :—

- |   |                             |
|---|-----------------------------|
| (i.) Dictation.                                 | (e) Algebra and Geometry.   |
| (ii.) Arithmetic.                               | (f) Needlework (for girls). |
| (iii.) (a) English Composition<br>and Language. | (v.) (a) Bookkeeping.       |
| (b) English Literature.                         | (b) Shorthand.              |
| (iv.) (a) Geography.                            | (c) Drawing.                |
| (b) History.                                    | (d) Natural History.        |
| (c) Sinhalese.                                  | (e) Physiology and Hygiene. |
| (d) Tamil.                                      | (f) Elementary Science.     |

Candidates must enter for the first three sections, for one subject from section (iv.), and one other subject from either section (iv.) or section (v.) They may also take two more subjects from sections (iv.) and (v.)

To pass in section (iii.) a candidate must obtain a satisfactory aggregate on the two papers.

Certificates (graded in two divisions) will be awarded to candidates who pass in the first three sections, and in two other subjects one of which must be from section (iv.).

The subjects in which a candidate passes will be stated in the certificate.

A time table of the examination will be issued annually.

(i.) **Dictation.**—A passage from a modern prose author will be dictated. Half the marks will be awarded for handwriting, and half for spelling and punctuation. Candidates must pass in both handwriting and spelling. Handwriting will also be judged on the written work of the other papers.

(ii.) *Arithmetic*.—The paper set will be based on the syllabus prescribed for Standards IV. to VII. in Schedules A and B of the Code, and in addition: The metric system. Exchange averages and percentages. Simple and compound interest. Proportional parts. Exercises on all the foregoing.

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

*English Language*.—The paper set will be based on the syllabus prescribed for Standards IV. to VII. in Schedules A and B of the Code, and in addition, to analyse compound and complex sentences. To turn direct into indirect speech and *vice versa*; the use of inverted commas. Exercises in paraphrase and précis writing, composition and essay writing.

(b) *English Literature*.—The literature prescribed from time to time for English schools.

(iv.) (a) *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 *either* to the Geography of Europe and North America *or* to the Geography of the British Empire.

(b) *History*.—“ Britain and Her Neighbours ” (Book VII.). General questions on Ceylon History with special reference to the period of British rule and questions on local and central Government. General questions on the British Empire History and World History with special reference to the period from the 18th century to the present day.

(c) *Sinhalese*.—Composition and Language, as prescribed for the V. S. L. C. examination.

(d) *Tamil*.—Composition and Language, as prescribed for the V. S. L. C. examination.

(e) *Algebra and Geometry*.—As prescribed in Schedule L of the Code.

(f) *Needlework*.—To be able to cut a paper pattern of any of the following garments:—A baby's frock, a banian, an underbodice, a chemise, a night gown, and a shirt; to be able to mend any part of these garments; to be able to darn stockings, house linen, and darn and mend garments generally; to make hem-stitched whipped frills.

To show a night gown made by the candidate.

(v.) (a) *Bookkeeping*.—As prescribed for the second year in Schedule L of the Code.

(b) *Shorthand*.—Ability to write to dictation a passage read at 40 words a minute and to transcribe the notes accurately at 8 words a minute.

(c) *Drawing*.—*Either* (a) Drawing from Nature and common objects: flowers, sprigs of foliage, &c., in outline. Freehand drawing in outline from ornament in relief or from photographic representations of ornament in relief. Relief to be expressed rather by light and dark lines than by shading.

Studying and drawing examples of Sinhalese and Oriental design.

Geometrical Drawing: Problems on areas, polygons, division of figures in equal or proportional parts, reduction of irregular figures to triangles and squares, circles and lines in contact, the ellipse and miscellaneous problems relating to plain figures.

*Or* (b) Colour work and design.

Groups of objects and natural forms on varied or shaded backgrounds. Studies of flowers and foliage of a more elaborate structure.

Drawing good examples of Sinhalese painted ornament.

The knowledge of the origin and application of these ornaments is recommended.

(d) *Natural History*.—As prescribed for Standards VI. and VII. of Schedule I and in addition : The digestive system of the frog ; mechanism of the heart and the meaning of respiration ; migration of birds ; *either* plants on the seashore *or* weeds in the garden ; water plants ; parasitic, epiphytic, and carnivorous plants.

(e) **Physiology and Hygiene**.—Questions may be set on the following :—

**A.**

Outline of the structure of the human body.

Physiology of the human body.

(1) The digestive system.

Digestion and absorption ; the structure of the teeth.

(2) Excretion.

The kidneys ; the structure of the skin.

(3) The respiratory system.

(4) The vascular system and the heart.

The composition of the blood.

(5) The general structure and functions of the nervous system and sense organs.

**B.**

*Air and Ventilation*.—The composition of air ; simple methods of detecting oxygen, carbon dioxide, and water vapour in air ; quantity of fresh air required for each person ; impurities in air ; sewer gas ; effect of occupants on air of rooms ; overcrowding ; fresh air as food, impure air as poison, special importance of fresh air in connection with tuberculosis.

*Water*.—Quantity of water required for each person ; sources of water supply, *e.g.*, rain water, springs, wells, rivers, and upland surface waters ; sources of impurities ; filters ; water as a carrier of disease.

*Foods*.—Classification of foods ; nature, relative values and importance of the chief constituents of foods ; various foods, *e.g.*, meat, milk, bread, cheese, vegetables, fruits, cereals, fats, sugar, tea, coffee, cacao, tinned foods ; excretion and the precautions necessary for the maintenance of the functions of the excretory organs ; overfeeding and underfeeding ; unwholesome and unpunctual feeding ; drinks and narcotics.

*Drainage*.—Removal of dry refuse ; dry earth closets, flush systems ; traps ; influence on health of defective drains ; dangers of soil pollution.

*Personal Hygiene*.—Breathing ; rest and exercise ; washing and bathing ; use and action of soap ; care of teeth ; care of the eye sight ; relative hygienic values of cotton, linen, wool, and silk clothing ; change of clothing and bedding. Simple facts concerning common infectious diseases ; mosquitoes, flies, and fleas as carriers of disease ; elementary notions on bacteria, their mode of life and infection ; value and use of common disinfectants, *e.g.*, Condy's fluid, bleaching powder, carbolic powders and solutions, sulphur dioxide. Burns and scalds ; cuts ; sprains and fractures.

(f) *Elementary Science*.—The examination will test whether the subjects mentioned in the syllabus have been studied experimentally. Questions may be set on the following :—

(i.)

Measurement of length, area and volume ; British and Metric units ; the use of measuring instruments and their degrees of accuracy. The spring balance, common balances. Mass weight and density. Differences between solids, liquids, and gases. Liquid pressure. The pressure

of the air. Flotation. Common hydrometers. Principle of Archimedes and its applications. Air pump and water pump. Principle of the lever, pulleys, inclined plane, wheel and axle and their uses in ordinary life.

The effects of heat on solids, liquids, and gases. Thermometers. Melting points of common solids and boiling points of common liquids.

Evaporation. Amount of moisture in the air.

Dew point. Clouds and rain.

Radiation. Effect on formation of dew.

Conduction and convection of heat : Thermos flasks and other devices for preventing loss of heat ; convection currents in the atmosphere and ocean : the trade winds. Land and sea breezes. Principles of ventilation.

Experiments to illustrate the simple laws of light. The use of common optical instruments. Colour.

Properties of a magnet. The compass. Common voltaic cells. The uses of the electric current.

(ii.)

Elementary experiments to illustrate suspension, solution, filtration, evaporation, crystallization, and distillation.

Compounds and mixtures. Experiments to illustrate chemical combination and decomposition. Chemical and Physical change.

Experimental study of the composition of air.

Combustion and oxygen.

The study of a candle flame, oil lamps with chimneys, gas burners, and incandescent burners. Smokeless flames.

Natural waters ; composition of water and hydrogen. Elements and compounds. Chlorine and hydrochloric acid from a study of common salt. Chalk lime, carbon dioxide, and the part it plays in plant and animal life. Nitrogen and nitric acid. Sulphur and sulphuric acid. Different forms of carbon and their use. Acids, bases and salts. Neutralization.

The properties of the common metallic compounds which have been used in experiments illustrating the above syllabus.

*Note.*—It is recommended that the following books be read in conjunction with the above syllabus :—

Wonders of Physical Science—Fournier. (Macmillan & Co.).

Common Science—C. W. Washburne (Bell & Sons, Ltd.).

## Schedule D.

### For Anglo-vernacular Schools. (English optional.)

A pupil who has failed in any stage in English but has passed in the corresponding standard in the vernacular, may be promoted to a higher vernacular standard and continue to take the lower stage in English. A pupil who has failed in any standard in the vernacular may not, however, be promoted to a higher stage in English.

**Vernacular.**—As in Schedule E.

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 year 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 black-board 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 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.**—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 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.**—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 VIII. (STAGE VI.).

**Reading.**—As in Stage V.

**Writing.**—As in Stage V.

**English Language.**—Original composition and letter writing based on stories and topics in which the pupils 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.)

#### STAGES VII. AND VIII.

Provision may be made, subject to the approval of the Director, for English Classes, Stages VII. and VIII., which will correspond to Standards VII. and E. S. L. C. of Schedule B of the Code for assisted English schools.

### Schedule E.

#### Syllabuses of Work in 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 30 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 tens and units. Full analysis of numbers up to 30 by means of 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.

**Needlework** (for children over 6 years of age).—Neat hemming ; to show a towel or a duster neatly hemmed by the pupil. Practice should be given in hemming in two colours so as to show joins.

*Upper Division (over age pupils).*

**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.

**Needlework.**—As in Upper Division of Infant Department.

STANDARD II.

**Reading.**—A few sentences from one of the class reading books slowly and distinctly read. 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.

**Recitation.**—40 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 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 +, —, ×, ÷, =.

**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, or a pillowcase without tapes.

**Nature Study and Agriculture.**—Observation lessons on flowers and fruits of the chief economic plants grown in the locality, e.g., coconut, jak, paddy, areca, palmyra, plantain, citrus fruits, pineapple, and a few common chena products such as Indian corn, kurakkan, gingelly, chillie, kekiri, pumpkin, green gram, mi, &c.

### STANDARD III.

**Reading.**—Clear and intelligent reading from one of the Class Readers. Oral work on pictures, objects, stories, actions, familiar scenes, &c., as in Standard II. Work partly oral and partly written. The teacher, should submit a scheme which should show an advance on that submitted for Standard II.

**Recitation.**—60 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, 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, multipliers and divisors not to exceed 10.

**Geography.**—Day and night ; N., S., E., and 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.

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

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

**Nature Study and Agriculture.**—Uses of the plants and their products mentioned above for Standard II. Of the plants and flowers of the common vegetables locally grown, such as beans, snake gourd, bottle gourd, cucumber, brinjal, tomatoes, pumpkin, chillies, onion, etc. Study of the different varieties of yams, such as sweet potato, manioc, coco yam, kukulala, and other varieties. In all cases attention should be primarily given to plants usually grown in the locality.

#### STANDARD IV.

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

**Recitation.**—60 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., with the addition of year, month, week, to table for time. Oral exercises in miles, furlongs, chains, fathoms, yards, feet, and inches. 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 :— $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{1}{5}$ ,  $\frac{2}{5}$ ,  $\frac{3}{4}$  experimentally, using squared paper and coins, as decimals, and then examples of addition and subtraction of these fractions :  $\frac{1}{4} = .25$ ,  $\frac{1}{2} = .5$ ,  $\frac{3}{4} = .75$ ,  $\frac{1}{5} = .25$  (12½ 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.

Simple descriptions (oral or written) of common objects or animals.

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

**Geography.**—*Physical* : 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.

Movements of the earth.

Day and night.

Action of rain and rivers.

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

**Ceylon :** 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, rivers, and main roads. Coasting voyages between principal ports, and land journeys between principal towns.

**Hygiene.**—*Air :* Pure and impure air and where found. Breathing and the importance of correct breathing.

*Water :* Sources of drinking water. Domestic uses of water. Impurities in water and the best methods of removing them. Wells and water vessels and how to keep them clean.

*Food :* The need for food. When and how to eat. Unwholesome food and results of eating it.

*Dwellings :* How to keep dwellings and surroundings clean, dry, and ventilated. Disposal of refuse.

*Personal Cleanliness :* The skin, teeth and mouth, nails and hair.

**Nature Study and Agriculture.**—The different parts of a plant—root, stem, leaves, flower, fruit, and seed. Modifications of stems and leaves met with in plants studied in Standards II. and III. Shapes of leaves uses of chief garden implements.

#### STANDARD V.

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

**Recitation.**—60 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. Greatest Common Measure and Least Common Multiple. 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 :* Bushel and gallon, with their local subdivisions.

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

Miscellaneous questions and easy 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.

**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 wind, sand, and sea.

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

Elementary lessons on soil, wells, and springs. Records of rainfall measured by the pupils.

**Ceylon**.—World position and principal trade routes leading to it. 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, e.g., the Trans-Siberian Railway, the sea route to the East, from Europe to Australia *via* the Panama Canal, should be known.

**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.

**Hygiene**.—As in Standard IV., and in addition—Composition of air ; impurities in the atmosphere ; the dangers of breathing impure air ; exercise ; bathing and precautions to be taken in bathing ; clothing and bedding ; value of sunshine ; lice, bugs, flies, mosquitoes and rats, and how to get rid of them.

**Nature Study and Agriculture**.—Germination of seeds and their growth. Descriptions, functions and modifications of roots, stems, leaves, flowers, fruits, and seeds. The relation between insect and plant life, and the influences of the former on the latter. The common weeds and their harmful effects on cultivation.

#### 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**.—80 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.

*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 and 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, square yard, square foot, square inch.

Volume : Cubic yard, cubic foot, cubic 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.

Observations of the weather and of the sun's position.

*Ceylon* : Relief 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.

**History.**—Ceylon History—The British period up to the present time. 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.

**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.

**Hygiene.**—Structure of the human body, digestion and assimilation of food, purification of the blood, exercise and rest, cleanliness, water supply and purification of drinking water, milk supply, food supply.

**Nature Study and Agriculture.**—Types of soils met with in the locality, Nutrition of plants. Reproduction of plants—budding, grafting, layering, propagation by cuttings—sowing, transplanting—rotation of crops. Students should be acquainted with the cultivation of the principal crops, their localities, particularly paddy. The life history of a butterfly and a beetle.

#### 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.**—80 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. Principals and methods of approximation. (Some exercises involving the use of English money—pounds, shillings, pence, should be given during the year.)

**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. Apparent movements of the sun. Local times of sunrise and sunset. The sundial Season : 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* : Europe.

**History.**—Ceylon History—As for Standard VI., and in addition, the Dutch and Portuguese periods.

**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.

**Hygiene.**—As in Standard VI., and in addition :

*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.

*For Boys only* : (1) 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.

(2) The blood and organs of circulation.

(3) The structure and functions of the organs connected with respiration. Pure and impure air. Ventilation. Importance of correct breathing.

**Nature Study and Agriculture.**—Manures—organic and inorganic. The objects of cultivating the soil ; drainage and irrigation. A knowledge of the more important timber trees met with in the locality and a knowledge of jungle fruits ; a knowledge of the common fish in the rivers or streams of the locality ; a knowledge of the wild animals of the locality.

#### STANDARD VIII.

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

**Nature Study and Agriculture.**—Live stock—cattle, goats, and poultry and their management. Milk and dairy products ; care and usefulness of farm animals ; a knowledge of some of the commonest insect pests of cultivated crops, such as paddy fly, coconut beetle, and coconut weevil. A knowledge of the life history of a mosquito. A knowledge of what has to be done on the outbreak of diseases of cattle—foot-and-mouth disease, rinderpest, &c. Bees and methods of bee-keeping ; elementary knowledge of rural economics, including the working of a co-operative credit society.

### Notes on Schedule E.

1. **Copy Writing** is to be done on paper in the presence of the Inspector.
2. **Reading.**—In all standards, reading will be tested from one of the Class Readers approved by the Director, but the books must be of reasonable length and difficulty, and unmarked. Every class should have at least two sets of reading books, one of which should be historical or geographical or on Nature Study or on Hygiene.

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 Inspector. *Standard VII.*—Good, fluent reading at sight, with comprehension, of a fairly-written letter or manuscript in correct modern vernacular.

3. **History.**—In the teaching of History, historical pictures should be used when available.

4. **Arithmetic.**—In all standards the oral work should precede, and be a preparation for the written work. Inspectors may test any standard in mental arithmetic, special attention being paid to rapidity as well as to accuracy.

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. **Nature Study and Agriculture.**—The syllabus for lessons in Nature Study and Elementary Agriculture is put forward as suggestions for courses in these important subjects. It is not intended that the order in which the lessons are set out shall be given exactly according to the syllabus. The teacher should exercise his or her judgment in drawing up the courses, the syllabus being regarded as indicating the ground to be covered during the school course.

Whatever the arrangement of the lessons the aim will always be the same, namely, "to deepen the interest of the child in the world around him by the study of a few of the simpler phenomena of animate and inanimate nature and to train him in habits of careful observation and clear thinking."

Time allotted for *Standards II., III., and IV.*, 30 to 40 minutes—three times a week. From *Standard V.* upwards, 1 hour—three times a week.

7. One of the four subjects—History, Geography, Language, and Hygiene—is optional for girls. Further options for boys or girls will be considered by the Director on the recommendation of the Inspector.

## Schedule F.

### Vernacular School Leaving Certificate (V. S. L. C.).

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

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

(1) **Reading.**—From a prose 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. The following alternative will be accepted—reading a letter or document written in ordinary current vernacular handwriting.

(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 interest, and, for boys only, easy mensuration—areas of triangle and circle. 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 from time to time.

(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.**—Ceylon History—As for Standard VII., and in addition —The History of Ceylon from the earliest times to the coming of the Portuguese. Some knowledge will be expected of the original sources and historical remains.

*The British Empire.*—Outline history of the British Empire.

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

(9) **Hygiene.**—As in Standard VII., and in addition :

*For Girls only* : The course for girls will be that laid down for boys in Standard VII., with the following additions :—Physical exercise ; infectious and contagious diseases ; sanitation in towns and villages.

*For Boys only* : (i.) Waste and repair. The organs of excretion, and the precautions necessary for the proper maintenance of the functions of those organs. Physical exercise.

(ii.) The nervous system. The general structure and functions of the sense organs. Care of eye-sight.

(iii.) Infectious and contagious diseases ; symptoms ; isolation ; deodorisers and disinfectants. Sanitation in towns and villages.

(10) **Drawing** :—

*Medium* : Pencil and ink or colours.

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

*Geometrical Drawing (optional)* : As in Stage VII.

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

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

*Pattern* : More advanced than in Stage 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 G.

Syllabus of examination for the award of special certificates for candidates who have passed the V. S. L. C. Examination and have completed a two-year course of study in Oriental Classics.

(The text books in Literature will be revised periodically.)

FIRST YEAR.

*Sinhalese.*

**Literature.**—Prose—Saddharmalankaraya, Tebhatika, Arannaka, and Bodhiraja Wargas.

Poetry—Guttilakavyaya (Stanzas 115–224 inclusive).

**Language.**—Sidatsangarawa, up to the end of cases ; the application of the rules of the prescribed portion to modern usage ; etymology ; analysis, and parsing.

**Composition.**—To write an essay on a given subject.

**History.**—Mahawansa, Part I., and a general knowledge of the period covered by that part.

*Tamil.*

**Literature.**—Selections from Tamil Prose and Poetry, Part I., by V. Ramaniya Chariar (Longmans, Green & Co.).

**Language.**—Nannool-Eluthathikaram, Kandikaiurai (Navalar). Analysis and parsing.

**Composition.**—To write an essay on a given subject.

**History.**—Yalpana Charithiram by John.

*Pali.*

**Literature.**—Prose—Rasavahini, Dhammasondaka, and Nandiraja Wargas (two chapters).

Poetry—Telakatahagatha, first 50 stanzas studied in detail.

**Language.**—Balawatara up to the end of nouns ; conjugation of verbs ; gender ; application of noun and verb endings.

**Composition.**—Short sentences ; translation of easy sentences to Pali ; translation into Sinhalese passages from prescribed books and easy unprepared passages.

*Sanskrit.*

**Literature.**—Hitopadesa, Mitralabha Kanda, up to the end of the 126th stanza.

**Language.**—Sanskritapravesa. Chapter on Sandhi ; declension of nouns ; application of endings to nouns.

**Composition.**—Short sentences with easy verbs of three tenses ; translation of passages from prescribed books into Sinhalese.

SECOND YEAR.

*Sinhalese.*

**Literature.**—Prose—Elu Attanagaluwamsa.

Poetry—Hansasandesa.

**Language.**—Sidatsangarawa, up to the end of the 10th Chapter. Application of the rules of the prescribed portion to modern usage, etymology ; analysis and parsing.

**Composition.**—To write an essay on a given subject.

**History.**—Mahawansa, Part II. A general knowledge of the whole Sinhalese History.

*Tamil.*

**Literature.**—Selections from Tamil Prose and Poetry, Part II., by Ramaniya Chariar (Longmans, Green & Co.).

**Language.**—Nannool, Kandikaiurai (Navalar). Analysis and parsing.

**Composition.**—To write an essay on a given subject.

**History.**—The same as for first year, and South Indian History (Macmillans).

*Pali.*

**Literature.**—Prose—Dhammapadattha Katha, to the end of Aggasawaka Watthu.

Poetry—Dathawansa, first 100 stanzas.

**Language.**—Balawatara, to the end of Kitakas; a detailed study of the portion prescribed for the first year.

**Composition.**—Harder sentences than those prescribed for the first year, translation into and from Pali.

*Sanskrit.*

**Literature.**—Hitopadesa, Mitralabha Kanda.

**Language.**—Sanskritapravesa—Chapter on cases; conjugation of verbs in addition to the portion prescribed for the first year; application of noun and verb endings.

**Composition.**—Sentences of a more difficult nature than those prescribed for the first year; translation of passages from the prescribed books and of easy unprepared passages into Sinhalese and easy sentences into Sanskrit.

## Schedule H.

For small Primary Schools which are worked under one full-time 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., a First Class corresponding to the Infant Department, a Second Class corresponding to the Second and Third Standards, and a Third Class corresponding to the Fourth and Fifth Standards.

### FIRST CLASS.

#### 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 Lesson.**—As in Lower Division of Infant Class of Schedule E.

## 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  $12 \times 12$ . 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, Needlework of Standard II.; second year, Needlework of Standard III.

## THIRD 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. Recitation of fifteen stanzas of poetry.

**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. Easy bills.

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

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

*Capacity*: Bushel and gallon, with their local subdivisions.

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

*Written work* : As for Standard V.

**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 years). This subject is optional.

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

## Schedule I.

### Syllabus of Drawing for Vernacular Schools.

N.B.—The list of objects given in each standard merely indicates the types, and is not exhaustive.

#### STAGE 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.

#### STAGE 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 Stage I., and on letters ; also more difficult straight line patterns.

**Memory**.—Objects similar to those drawn in outline.

#### STAGE 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 Stage II. and on Sinhalese letters on a larger scale ; also patterns introducing circles and curved lines.

**Memory**.—More difficult objects than in Stage II.



STAGE 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 Stage I. without previous pencilling.

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

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

STAGE 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 Stage II.

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

**Memory Drawing.**

STAGE 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 Stage III.

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

**Memory Drawing.**

STAGE VII.

**Medium.**—Pencil and ink or colours.

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

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

**Brushwork.**—Objects as given in Stage IV.

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

**Memory Drawing.**

STAGE VIII.

**Medium.**—Pencil and ink or colours.

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

**Geometrical Drawing.** (optional).—As in Stage VII. The pupils should be able to make patterns using the instruments.

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

**Pattern.**—More advanced than in Stage VII.

**Memory Drawing.**

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**Schedule J.**

**Syllabus for First-year Pupil Teachers' Examination.**

(The V. S. L. C. certificate obtained prior to the date of registration as a pupil teacher entitles the holder to exemption from the 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.

Observation of the weather and of the sun's position.

*Ceylon* : Relief, 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, vegetable 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.**—As for Standard VI. (Schedule E).

**Hygiene.**—As for Standard VI. (Schedule E).

**Needlework (for Girls only).**—To cut and make an under-jacket with tucks (run); also patching in calico, 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. To show a finished under-jacket.

**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 or Tamil designs.

**Class Teaching at Pupil Teachers' 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.

### **Syllabus for Second-year Pupil Teachers' 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, Idayiyal, and Uruiyal.

**Geography.**—*Physical* : Latitude, longitude, and time. 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.

Observation 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—As for Standard VII. (Schedule E).

**Hygiene.**—As for Standard VII. (Schedule E).

**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, gathering, marking, and back-stitching. Embroidery or lace used to ornament the garments shown must be the work of the candidate. To present for inspection a child's frock or a woman's jacket.

**Drawing (compulsory for Boys and optional for Girls).**—The same as for the First Year, but more advanced.

**Class Teaching at Pupil Teachers' 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.

#### **Syllabus for Third-year Pupil Teachers' 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 Praytartha).

*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.**—As for V. S. L. C. Class.

**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.

**Hygiene.**—As for V. S. L. C. Class.

**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.

**Drawing (compulsory for Boys and optional for Girls).**—The same as for the Second Year, but more advanced.

**Class Teaching at Pupil Teachers' 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.

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## Schedule K.

### Syllabus in Drill and Physical Exercise.

(The Lessons and Tables referred to are taken from "Syllabus of Physical Training for Schools.")

#### I.—7-9 Years.

- (1) Lessons 1-6. Tables 1-20.
- (2) Marching, marking time, and turnings.
- (3) A few brain stimulating or quickening exercises.
- (4) Eastern and Western games.

#### II.—9-10 Years.

- (1) Tables 21-30.
- (2) Marching, marking time, and turnings.
- (3) A few brain stimulating or quickening exercises.
- (4) Eastern and Western games.

#### III.—10-12 Years.

- (1) Tables 31-50.
- (2) Marching, marking time, and turnings.
- (3) A few brain stimulating and quickening exercises.
- (4) Eastern and Western games.

#### IV.—12-16 Years.

- (1) Tables 51-72.
- (2) Squad drill.
- (3) Brain stimulating or quickening exercises.
- (4) Eastern and Western games.

## Schedule L.

**Syllabus of Optional Subjects in Higher Grade and Elementary Schools. The approval of the Director is necessary before any of these Subjects can be taken.**

### ALGEBRA.

*Generalized Arithmetic.*—Use of symbols. Construction of simple formulæ. Exercises in substitution in formulæ, including graphical representation of formulæ. Solution of problems by means of equations (this will introduce simple operations with algebraic symbols, leading to the algebraic generalization of the four fundamental rules of arithmetic). Simple operations with algebraic symbols involving the use of brackets, positive and negative quantities.

The meaning of a function and its representation by a graph. The plotting of linear and easy non-linear graphs.

Simultaneous simple equations. Solution of these by graphical methods. Problems involving two simple equations.

The factors of quadratic expressions. Solution of quadratic equations by means of factors.

Squares and cubes of binomial expressions. Solution of quadratic equations by completing the square and by factors.

The graphical solution of quadratic equations.

Problems involving a quadratic equation.

The simplification of easy fractions.

The laws of indices (no formal proofs). The meaning of a logarithm. Common logarithms. The use of logarithm tables. Application of logarithms to the evaluation of formulæ.

### GEOMETRY.

#### *Experimental Geometry.*

Exercises in drawing and measurement to illustrate the following :—

The simple geometric solids.

Surfaces and lines.

Angles treated as produced by rotation. The compass.

Perpendiculars. Parallel lines and transversals.

The side and angle properties of triangles.

The construction of triangles from given data.

Condition for the congruence of two triangles.

The construction and properties of quadrilateral figures.

The chief properties of the circle.

The use of squared paper. Measurement of the area of any rectilinea figure and of the circle.

Symmetrical figures. Lines of symmetry. Similar figures.

#### *Deductive Geometry.*

[Formal proof will not be required for the following :—Euclid I. 13–15, 27–29, 4, 8, 26.]

Theorems and problems on the following :—

The side and angle properties of triangles and parallelograms.

The area of triangles and quadrilaterals.

The chord, angle, and tangent properties of the circle.

The properties of the right-angled triangle.

Chord and tangent properties of the circle dependent on Euclid I. 47.

Easy examples on loci.

10. *Natural History.*—The following syllabus in Natural History may be taken as an additional subject in efficient elementary schools where there is a teacher qualified to take the work in the higher

standards and to direct the teaching in the lower standards. In the lower standards the work may be taken in connection with object lessons and conversation lessons :—

#### NATURAL HISTORY.

**Upper Kindergarten and Standard II.**—Conversation Lessons on the following objects :—Trees, climbers, vegetables, flowers, fruits ; common animals, such as bull, dog, cat, hen, crow, frog, bee, butterfly ; scenes from human life ; articles of food.

**Standard III.**—Observations on : Air, water, soil, rain, drainage, streams, and rivers ; the sun and shadows ; elementary notions on the different parts of a plant ; roots, stems, leaves, flowers, and fruits.

**Standard IV.**—Systematic study of the syllabus for Standard III. The organs of a plant must be studied in relation to their functions.

**Standard V.**—A comparative and systematic study of animal life, including the following types (external structure and habits) : a mammalian (dog), a bird (hen), a fish (some common fresh water fish), a reptile (snake), an amphibian (frog), an insect (butterfly), a worm (earthworm). Where possible an outline of the skeleton should be drawn.

**Standard VI.**—Plant Life : Structure and functions of roots, stems, leaves, flowers, fruits, and seeds ; methods of pollination ; dispersal of plants ; structure and germinations of the following seeds :—Broad bean, some ordinary bean, castor oil, jak, gourd, Indian corn, coconut, date.

**Standard VII.**—Animal Life : Same groups as in Standard V. extended to types showing adaptations to particular modes of life. *Mammalia* :—Bull, dog, cat, rabbit, squirrel, elephant, flying fox. *Birds* :—A bird of prey an insectivorous bird (magpie), a seed eating bird (sparrow), a climbing bird (wood-pecker), the paddy bird, the duck, the owl. *Reptiles* :—Snakes (cobra, polonga, python), wall lizard, chameleon, crocodile, tortoise. *Amphibians* :—Frog, toad. *Insects* :—Beetle, mosquito, house fly, bee, ant, white ant.

*N.B.*—It is advisable to connect Natural History with Geography and Drawing. Attention will be paid to the accuracy of sketches.

#### DOMESTIC SCIENCE.

1. **Household Management.**—(a) Written Test : Candidates will be expected to answer questions on the principles of cookery, on the cleaning of a house and household furniture, on the management of a house and on housecraft arithmetic.

(b) Practical Test : Turning out a living room, kitchen, or storeroom. Cleaning and cooking of rice ; preparation and cooking of curries ; sweets and cakes ; preserves ; invalid cookery ; beverages.

2. **Needlework.**—Mending of clothing, patching, and darning. Cutting and making of a garment for (a) an infant ; (b) a child ; (c) an adult. Embroidery.

3. **Hygiene.**—Elementary lessons on air, water, and soil. A knowledge of the various parts of the body and their functions. Water supply ; lighting ; ventilation ; care of hair, teeth, and skin ; exercise and rest.

Choice of foodstuffs. Diets.

4. **Care of the Sick.**—Preparation of the sick room ; making of bed for patient ; taking of temperature and pulse ; making and application of poultices, bandages, and fomentations ; feeding of patient and nursing. First-aid in accidents.

## BOOKKEEPING.

**First Year.**—Knowledge of the various terms and expressions used in Bookkeeping ; meaning and explanation of various kinds of accounts ; ability to write up Journal and Cash Book (three columns) and to post into Ledger and balance accounts.

**Second Year.**—The use of Purchases and Sales Books, Returns Inward and Returns Outward Books and Bills Receivable and Bills Payable Books ; Bills of Exchange, their nature and use ; ability to enter up by double entry a set of transactions, using the Ledger and all the subsidiary books ; ability to draw up Trading Account, Trial Balance, Capital Account and Final Balance Sheet.

**Third Year.**—The foregoing and in addition, the use of Private, Purchases, and Sales Ledgers ; consignments and joint accounts ; goodwill, suspense and depreciation accounts.

## SHORTHAND.

**First Year.**—Ability to write to dictation a simple passage read at 40 words a minute (5 minutes test) and to transcribe the notes accurately at 8 words a minute.

**Second Year.**—Ability to write to dictation a passage read at 60 words a minute and to transcribe the notes accurately at 10 words a minute.

**Third Year.**—Ability to write to dictation a passage read at 80 words a minute and to transcribe the notes accurately at 10 words a minute.

## ENGLISH LITERATURE.

According to the syllabus issued from time to time by the Department.

## PHYSIOLOGY AND HYGIENE.

**First Year.**—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.

**Second Year.**—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. Albumenoids, gelatinoids. Ferments. Fats and amyloids. Salts. The general structure and functions of the organs connected with alimentation. Water, pure and impure, purification. Diets, suitable in quantity and kind. Condiments. Stimulants. Beverages.

(3) The blood and organs of circulation.

(4) The structure and functions of the organs connected with respiration. Pure and impure air. Ventilation. Importance of correct breathing.

**Third Year.**—(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.

### Home Industries for Girls' English Schools.

One of the following may be taken in Girls' English Schools in place of any of the foregoing subjects :—

#### (1) THE MAKING OF OUTER GARMENTS.

**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 button-holes ; over-casting, pleating, tucking, piping, gathering, and gauging. The correct cutting and joining of materials on the cross ; the applying of false hems to curved and straight edges. To 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 for second year, 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 second or third year pupil, with assistance from the first year pupils, should be retained for inspection on examination day.

#### (2) LINEN 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 for first year, 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.

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

#### (3) 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.



**FORMS.**

**FORM A (Education B 14).**

(For English and Anglo-Vernacular Schools only.)

\_\_\_\_\_ School.

Report for the month of \_\_\_\_\_, 19—.

(A)

School hours from _____ to _____  Number on the List, and Average Attendance in each Standard during the Month.	On List.	Boys.	Girls.	Average Attendance.
	Infant Dept. ..			
	1st Standard ..			
	2nd do. ..			
	3rd do. ..			
	4th do. ..			
	5th do. ..			
	6th do. ..			
	7th do. ..			
	E. S. L. C.			
	Total ..			

(B)

(a)	(b)	(c)
Name of each Teacher, Pupil Teacher, or Monitor employed during the Month.	Days on which Absent during the Month.	When reported to the Inspector.

(C)

Number of Hours Daily that each Monitor or Pupil Teacher has been employed in giving and receiving Instruction, respectively.

(D)

If inspected during the Month, when and by whom.

(E)

Summary for the Month.

Remained at the end of the last Month ..	
Admitted during the Month ..	
Total ..	
Left School during the Month ..	
Remaining ..	

Note.—This report should be posted not later than the 10th of the following month.

General Remarks, List of Requirements, Memoranda for Reference and Instructions, &c.

Numbers and Names of Non-paying Pupils.

Name.	Cause of Exemption.*

\* If Certificated Free Scholars, state so; or if the third member of the same family attending the school, state so.

List of Admissions and Withdrawals during the Month.

\_\_\_\_\_ School.

\_\_\_\_\_ Signature of Head Teacher.

FORM B.

(For Vernacular Schools only.)

Report for the term ending \_\_\_\_\_, 192—.

From the Teacher of \_\_\_\_\_ School.

To the Assistant Inspector of Schools, \_\_\_\_\_.

Term ending.	Month.	Number on Roll.		Average Attendance.		Number exempted.	Average Attendance for the Term.
		Boys.	Girls.	Boys.	Girls.		
Previous year ..							
Current year ..							

State for which Month Defaulters' List has been last received, and when : \_\_\_\_\_

State from whom Defaulters' Lists are due, and for what months : \_\_\_\_\_.

State names of Headmen who visited School during the Term, with dates : \_\_\_\_\_

General Remarks :— (Dates on which any Member of the Staff was absent during the Term should be noted here) \_\_\_\_\_.

Date : \_\_\_\_\_, 192—.

Signature of Teacher.

Note.—This report should be posted not later than ten days after the end of the term.

FORM C.

(For Vernacular Schools only.)

Report for the Month ending \_\_\_\_\_, 192—.

From the Teacher of \_\_\_\_\_ School.

To the Chairman, Education District Committee, \_\_\_\_\_.

Month ending.	Number on Roll.		Average Attendance.		Number exempted.	Average Attendance for the Term.
	Boys.	Girls.	Boys.	Girls.		
Previous year ..						
Current year ..						

State for which Month Defaulters' List has been last received, and when : \_\_\_\_\_

State from whom Defaulters' Lists are due, and for what months : \_\_\_\_\_.

Date : \_\_\_\_\_, 192—.

Signature of Teacher.

Note.—This report should be posted to the Chairman, Education District Committee, not later than the 10th of the following month.

FORM D (Education C 33).

\* ——— School.

† ——— School.

Group : ———. Province : ———.

Statement showing Number of Pupils on the Rolls of the School on March 31, 19—; the Average Daily Attendance for the Twelve Months preceding March 31; and the Race and Religion of the Pupils.

Number of Children on Roll on March 31, 19—.		Average Daily Attendance for the 12 Months preceding March 31, 19—.	Race.							Religion.										
Boys.	Girls.		Total.	European.	Burghers.	Sinhalese.	Tamil.		Malays.	Moors.	Others.	Church of England.	Presbyterian.	Wesleyan.	Roman Catholic.	Christians of other Denominations.	Buddhists.	Hindus.	Muhammadans.	Others.

Date : ———, 19—.

Head Teacher.

\* Here state classification of school, and whether it is English, Anglo-vernacular, or Vernacular.

† Here insert the name of the school, and whether Boys', Girls', or Mixed School.

Note.—This report should be posted not later than April 30.

Changes of Staff during the Year ending March 31, 1924—.

School : \_\_\_\_\_.

A.—Additional Teachers appointed during the Year.

Name in Full.	Date of Appointment.	From what School transferred.

B.—Teachers transferred during the Year to another School under the same Management.

Name in Full.	Date of Transference.	To what School transferred.

C.—Teachers who have died or left the Service.

Name in Full.	Date of Decease or of Leaving.

D.—Alterations during the Year in Certificates of Teachers on the Staff.

Name of Teacher.	Change in Certificate.	When Change was made.

FORM E.

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  
Writing  
Arithmetic

Standard. Year of Passing.

Date of Withdrawal : \_\_\_\_\_

Signature of Head Teacher.

FORM E 1.

Schedule Q 1.

(To be issued only in cases where a child's attendance has been very irregular and a prosecution has been instituted against or fine inflicted on the parents.)

Name of Pupil : \_\_\_\_\_

Attendance : \_\_\_\_\_

(Enter here dates of any prosecution or conviction of parents on account of non-attendance of child. State result of prosecution.)

Admission Number : \_\_\_\_\_

Date of Withdrawal } : \_\_\_\_\_, 19 \_\_\_\_

Schedule Q 1.

(To be issued only in cases where a child's attendance has been very irregular and a prosecution has been instituted against or fine inflicted on the parents.)

Name of School : \_\_\_\_\_

Full Name of Pupil : \_\_\_\_\_

Full Name of Parent : \_\_\_\_\_

Attendance : \_\_\_\_\_

(Enter here dates of any prosecution or conviction of parents on account of non-attendance of child. State result of prosecution.)

Admission Number of Pupil : \_\_\_\_\_

Date of Admission : \_\_\_\_\_, 192\_\_

Age at Admission : \_\_\_\_\_

Last Standard passed in { Reading  
Writing  
Arithmetic

Standard. Year of Passing.

Date of Withdrawal : \_\_\_\_\_, 192\_\_

Signature of Head Teacher.

FORM F (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.

FORM G (Education B 37).

(For English and Anglo-Vernacular Schools only.)

Statement of Fees recovered on Account of \_\_\_\_\_ College/School for the Month of \_\_\_\_\_, 192--.

1 Form, Standard, or Stage.	2 Total Number of Pupils remained over last Month.	Admissions.		Withdrawals.				Free Pupils.		13 Number of Pupils liable for Fees.	14 Rate.	Fees.				20 Particulars of Credit.	
		3 New.	4 From other Standards.	5 Total.	6 To other Standards.	7 Struck off for Absence.	8 Struck off for Non-payment of Fees.	9 Left School.	10 Balance in Standard.			11 Certified.	12 Absentees.	Recovered.			Outstanding.
												15 For Current Month.	16 For Admission.	17 In respect of Arrears.	18 From Previous Months.	19 For Current Month.	

NOTES.—(1) Column 13 should show the number given in Column 5 less number shown in Columns 6, 7, 11, and 12 only.  
 (2) Column 18 should show the amount appearing under Columns 18 and 19 of the statement for the previous month less amount recovered as shown under Column 17.

I certify that the foregoing is a true statement of all fees collected by me during the month of \_\_\_\_\_, 192--, and that the particulars of pupils shown above and overleaf are correct.

Date: \_\_\_\_\_, 192--.

\_\_\_\_\_ for Director of Education.

\_\_\_\_\_ Principal or Head Master.





## FORM I.

## Ceylon Education Department.

Application for the Post of \_\_\_\_\_ Teacher \_\_\_\_\_ School.

Name in full of the Applicant : \_\_\_\_\_.

Date of Birth : \_\_\_\_\_, 192—. Years of Service : \_\_\_\_\_.

Nationality : \_\_\_\_\_.

Qualification with the year passed : \_\_\_\_\_.

Numbers of endorsements on the Certificate : \_\_\_\_\_.

(A copy of the last three endorsements should be attached to the application.)

Particulars of Service under the Department :—

School.	Post.	Date of Appointment.	Date of Transfer.

Place of Birth : \_\_\_\_\_.

Name of Village and Korale where Parents live : \_\_\_\_\_.

Is the Applicant married : \_\_\_\_\_.

Name of <sup>husband\*</sup>  
wife : \_\_\_\_\_.If <sup>husband\*</sup>  
wife is employed under Government. State in what capacity and where  
stationed : \_\_\_\_\_.

Number of Children : \_\_\_\_\_.

Postal Address of the Applicant : \_\_\_\_\_.

Signature : \_\_\_\_\_.

Date : \_\_\_\_\_, 192—.

\* Strike out the word which does not apply.

## FORM J.

## Application for Leave.

1. Name of Applicant : \_\_\_\_\_.
2. Appointment held : \_\_\_\_\_.
3. Name of school : \_\_\_\_\_.
4. Period for which leave is required : \_\_\_\_\_.
5. Reason for leave : \_\_\_\_\_.
6. Acting arrangement suggested : \_\_\_\_\_.
7. Leave already taken during the year : —.

Full pay : \_\_\_\_\_.

Half pay : \_\_\_\_\_.

No pay : \_\_\_\_\_.