



PART IV.—EDUCATION, SCIENCE, AND ART (A)

# Administration Report of the Director of Education for 1945

(Dr. IAN SANDEMAN)

The publication of this report has been delayed owing to the paper shortage which interfered with the collection of some of the required material and statistics.

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# EDUCATION.

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## ADMINISTRATION REPORT FOR 1945.

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### PART I.

**Preface.**—Primary and secondary education in the Island is under the control of the Minister for Education and the Executive Committee of Education, and is administered by the Department of Education with the advice of a Board of Education and 25 Local Advisory Committees.

**Board of Education.**—The Board of Education is composed of 25 members nominated by His Excellency the Governor. The Director of Education is Chairman, and the personnel of the Board includes Managers of schools, representatives of Teachers' Associations, and prominent educationists. The main function of the Board is to advise the Director on educational matters. It is an advisory body whose recommendations, in order to become law, must be approved by the Executive Committee, passed by the State Council, and ratified by the Governor.

**Local Advisory Committees.**—A Local Advisory Committee has been constituted in each Municipality and Revenue District. These Committees, which are appointed by the Governor, and which consist partly of officials and partly of unofficials, advise the Director of Education on the educational needs of the areas they represent.

**Schools and Attendance.**—The system of education in Ceylon provides a course leading to University degrees in Arts, Science and Medicine, and to diplomas in Law.

The schools of Ceylon are not divided on a basis of race or nationality all schools which are maintained by Government or assisted by means of grants being compelled by law to admit pupils irrespective of race, nationality or religion.

Attendance at school between the ages of six and fourteen is compulsory except in the case of Hindu and Mohamedan girls for whom attendance is compulsory between the ages of six and ten. Such compulsion, however, applies only when school accommodation is provided within a reasonable distance from the residence of the pupil. Specially appointed Attendance Officers see to the effective operation of the regulations governing compulsory attendance, and take action to prosecute parents when methods of persuasion fail.

**Assisted Schools and the Grant System:** (a) *Sinhalese and Tamil Schools.*—No fees are charged in Sinhalese and Tamil schools. The annual grant is the total amount of the salaries paid to an approved staff plus an additional amount for maintenance.

(b) *English Schools.*—Prior to October 1, 1945, fees were charged in every English school, and from such fees the Manager had to provide a fixed sum towards the salary of each teacher he employed. The grant consisted of the balance of such salaries.

The introduction of the Free Education Scheme on October 1, 1945, has modified this position as far as schools coming into the free scheme are concerned.

(c) *Schools attached to places of Religious Worship.*—There were 220 schools attached to places of religious worship. These schools were supported by Government grants up to September 30, 1945. Such assistance was discontinued as from October 1, 1945, and a scheme for converting them into Government schools was introduced from that date. Nearly all these schools have now been taken over as Government schools.

(d) *Unaided Schools.*—There were 152 private schools not supported in any way by Government funds. These schools are recognized as giving adequate instruction and are subject to inspection by the Department.

**The Free Education Scheme.**—Education in the Island underwent a far-reaching change with the introduction, on October 1, 1945, of the scheme of Free Education, which was Mr. C. W. W. Kannangara's particular contribution to the education of the Island. All Government schools are now free schools, while a large number of Assisted English schools have already joined the scheme. The rest of the Assisted Schools have been given time up to April 30, 1948, to decide whether to come into the scheme or not. Schools which elect not to join the scheme before October 1, 1948, will become independent institutions receiving no aid whatever from Government.

The revised regulations governing the provision of free education are as follows:—

- (1) No fee, other than a games fee not exceeding six rupees a year, is charged from any pupil.
- (2) The mother-tongue of the pupils is the medium of instruction in the primary classes and English is taught as a compulsory second language from Standard 3 upwards in primary classes where the medium of instruction is Sinhalese, or Tamil. English may be taught orally from the Upper Kindergarten at the discretion of the management. Where the medium of instruction in the primary classes is English, either Sinhalese or Tamil, at the option of the parents is taught as a compulsory second language.

The 'mother-tongue' in relation to any pupil, whose parents are not both Sinhalese or both Tamil, is taken to be that one of the three languages Sinhalese, Tamil and English, which is ordinarily spoken in the home of that pupil, or which, in the case of a Muslim pupil, is approved by the parents of the pupil.

So great a change as the substitution of the mother-tongue medium for English necessitated some transitional arrangements. In many schools, however, it was found possible to effect the change with comparatively little difficulty.

In the case of every Assisted School which complies with the revised regulations the grant payable from Government funds consists of—

- (a) The amount of the salaries payable to all teachers who are eligible for grant under the Code of Regulations for Assisted Schools, and
- (b) A maintenance and equipment grant calculated at specified rates.

**The Medium of Instruction.**—The medium of instruction in schools varies according to the type of school. For the post-primary classes of English schools the medium of instruction is English, either Sinhalese or Tamil being taught compulsorily as a second language. It is only in a few urban areas that English primary classes have been formed for children whose mother-tongue is neither Sinhalese nor Tamil.

In Sinhalese and Tamil schools the medium of instruction is entirely Sinhalese or Tamil, according to which is the mother-tongue of the pupils. In some of these schools an optional course of English for one period a day is given in all classes above standard 3 (two periods in standard 5).

It will be seen, therefore, that broadly speaking according to the system of education prevailing in Ceylon, the pupils are given the following alternative school courses:—(a) a full course of instruction in Sinhalese or Tamil; (b) a full course of instruction in Sinhalese or Tamil plus a working knowledge of English; and (c) a full course of instruction in English with a good knowledge of Sinhalese or Tamil.

**Classification of Schools.**—The type of instruction given in Ceylon schools can be considered under two main headings, viz: (a) non-vocational, and (b) vocational.

(a) *Non-vocational schools*.—In the vast majority of schools a non-vocational type of instruction which is general and academic is given. These schools can be classified as follows:—

English Schools.	Sinhalese and Tamil Schools.
Collegiate	—
Central	—
Senior	Senior
Junior	Junior
Primary	Primary
—	Infant

Infant schools are allowed where the attendance justifies the organisation of such schools.

Primary schools provide a course of instruction up to and including standard 5.

Junior schools provide a course of instruction from standard 6 up to standard 8. These schools may have primary and infant classes.

Senior schools provide a course of instruction above standard 8 up to the Senior School Certificate. With the approval of the Director of Education Senior schools may have a further course leading up to the standard of the Higher School Certificate and University Entrance Examinations. These schools may have lower classes starting from the kindergarten or from standard 6. Many such schools commence from standard 4, as the clause in the Code requiring pupils to pass the 3rd standard in Sinhalese and Tamil schools before entering English schools has been retained to prevent the closure of Sinhalese and Tamil schools by a wholesale drift of children into English schools.

Collegiate schools provide a course of instruction from standard 6 up to the standard of the Higher School Certificate and University Entrance Examinations.

Central Schools, administered directly by Government, are established on the basis of one for each electoral area of the Island. These schools were established by the Minister for Education, the Hon. Mr. C. W. W. Kannangara, in order to bring free education within the grasp of the best pupils throughout the Island. They have a scholarship system whereby the best pupils selected from those taking the standard 5 test who live outside a radius of 3 miles from a Central School are able to reside in hostels at the Central School.

The vast majority of students complete their education at the junior stage. A few Senior schools are known as 'Bilingual Schools.' The bilingual system was designed to substitute English in successive stages as the medium of instruction for Sinhalese and Tamil. The introduction of the mother-tongue as medium in the primary classes of all schools has meant in effect that all schools which aim at the English medium in the post-primary classes must adopt some form of bilingual syllabus. The existing Bilingual Schools are, accordingly, soon likely to lose their distinctive character and merge in the general category of schools.

In addition to the schools that come under the classification referred to above, there is a class of schools for adults which are known as Pirivenas and are primarily intended for the Buddhist priesthood. These schools specialize in oriental learning and prepare pupils for the examinations of the Oriental Studies Society.

(b) *Vocational schools*.—Vocational schools are those schools which give a specialized form of instruction. Besides full-time agricultural and industrial schools under the Departments of Agriculture and Industries, there is a Technical College in Colombo. Part-time instruction in handicrafts is given in several Central and Sinhalese schools. The work is so planned as to provide a course of training preparatory to more intensive industrial training for pupils who are likely to take to an industrial vocation.

The only full-time vocational schools controlled by the Department of Education are the Training Colleges for teachers. There are 24 such institutions.

**Inspection of Schools.**—For inspection and administrative purposes the Island was, up to October 1, 1945, divided into 6 divisions. On October 1, 1945, three more divisions Sabaragamuwa, North-Central, and Uva, were formed. There are, therefore, nine administrative units corresponding to the nine provinces of the Island. Each of these units is under an Education Officer who directs and controls the educational activities of his division from an Education sub-office at the provincial capital. The nine sub-offices are in their turn controlled by the Head Office, which sees to the operation of a uniform and co-ordinated policy throughout the Island. There are specialist Inspectors of Art, Physical Training and Housecraft, attached to the various divisions.

## PART II.

### I—(a) STAFF.

**Staff Changes.**—Mr. H. S. Perera, Director of Education, died suddenly on January 24, 1945, and I assumed duties as Director of Education with effect from January 25, 1945.

The following consequential acting appointments were made from January 25, 1945:—

Mr. S. L. B. Kapukotuwa as Deputy Director; Mr. R. J. F. Mendis as First Assistant Director; Mr. C. T. Lorage as Second Assistant Director.

Mr. C. J. de Saram, Superintendent of Examinations, was appointed to act as Third Assistant Director from March 23, 1945, and Mr. E. C. T. Holsinger, Acting Education Officer, Grade I, was appointed to act as Superintendent of Examinations from January 25, 1945.

Mr. D. E. M. Wijesuriya, Chief Clerk of the Education Office, was promoted to Class III of the Ceylon Civil Service and transferred as Office Assistant to the Assistant Government Agent, Matale, from April 1, 1945.

Mr. D. G. Sugathadasa, Chief Examiner and Research Worker, left for a course of study in the United Kingdom on July 20, 1945, and Mr. J. E. Jayasuriya, Principal of a Central School, was appointed to act in the vacancy.

The following new posts have been created:—

- Officer-in-Charge, Training Colleges.
- Officer-in-Charge, Central Schools.
- Assistant Superintendent, Examinations.
- Office Assistant to the Director.
- Assistant Accountant (additional post).
- Press Supervisor.

It is expected to fill these posts shortly.

**Inspectorate.**—Three of the 13 posts of District Inspector were converted into posts of Education Officer Grade III, from October 1, 1945, on the same salary as for District Inspectors of Schools, Grade I in view of the increase in the number of divisions by three.

The number of Circuit Inspectors was increased from 77 to 83 and 3 more Inspectors of Art were appointed.

The death of Mr. H. S. Perera came as a great shock to the entire educational world of Ceylon. Mr. Perera died on the eve of retirement from active service. His death deprived him both of an honourable retirement to which he was looking forward and of the enjoyment of a period of life during which his advice and interest would have been of great service to the country.

He assumed duties as Director of Education at a critical period in the history of the Island and at a time when far-reaching changes were being contemplated. His voice had been a potent one in influencing the decisions of the Special Committee on Education.

Mr. Perera's tireless interest in educational research was a feature of his work both as Principal of the Government Training College and as Director of Education. As Principal of the Government Training College, he inspired hundreds of students with something of his own enthusiasm for the technical side of teaching.

Into the task of reorganization that awaited him as Director of Education, Mr. Perera brought a ripe experience and an immense fund of energy combined with a fearlessness of innovation that startled the critics.

During his short term of 1 year and 8 months as Director of Education he reorganized the Examinations Branch, introduced intelligence tests and statistical methods of dealing with marks, and appointed a staff of chief examiners to do research work on examinations. He revised the syllabus of work in Training Colleges to suit modern developments in educational theory and practice. Among his other achievements were the following: the setting up of a Statistics Branch; the centralization of the work of constructing and maintaining school buildings by the establishment of a School Works Branch; the formation of a Research Council to subsidize the production of text-books in Sinhalese and Tamil; the drafting of a Code for Pirivenas in conjunction with the Pirivena Advisory Committee and of a new syllabus for the Oriental Studies Society's examinations in conjunction with that Society's Committee; and the production of a glossary of educational terms (Sinhalese and Tamil) with the assistance of a special committee.

It fell to Mr. Perera's lot to carry out the first steps in the development of Central Schools. In a period of great transitional difficulty Mr. Perera's great reputation as an educationalist brought strength to the administration.

Mr. Perera's contribution to educational literature is no less impressive. It is not possible to refer to all his publications on educational and psychological topics, but special mention should be made of such well-known works as 'The Essentials of Teaching', 'The Psychology of Learning and Teaching', 'The Statistics of Marks', 'The Science of Intelligence Tests', 'Perera Visual Tests', 'Spoken Sinhalese', and 'The A B C of Psychology'.

#### (b) BOARD OF EDUCATION.

The Board met and discussed several problems. Many of its recommendations were accepted and published as amendments to the Codes of Regulations for Government and Assisted Schools.

#### (c) EXAMINATIONS.

The Department continued to hold examinations for all the Government Departments as well as its own school and professional examinations. The year 1945 saw the beginnings of the immense expansion of examinations which was the result of free education. The result of this expansion was to bring the Branch face to face with the twin difficulties of staffing and accommodation. All efforts were, therefore, concentrated on the immediate solution of these two problems, although a heavier programme of examinations was gone through.

The examinations of the Oriental Studies Society and the Higher School Certificate examination were held by the Department this year for the first time.

An extra Senior School Certificate (English) examination was held in August, 1945, for the benefit of candidates referred at the Senior School Certificate (English) examination of December, 1944. The number of candidates entering for all examinations increased. This increase was particularly noticeable in the case of the Senior School Certificate (English) examination. With the coming into force of the Free Education Scheme and with the subsequent decision to admit candidates for examinations free of charge from non-fee-levying schools a phenomenal increase was to be expected in the number of entries.

As the establishment of new schools and the increased attendances of pupils called for the employment of more teachers, the Executive Committee decided to throw open the Sinhalese and Tamil Teachers' Certificate examination to acting teachers on the eligible staffs of Government or Assisted schools provided they had served on the staffs of such schools for at least 3 months during the 3 years immediately prior to the date of closing of entries. The eligible persons included teachers in recognised and certified schools and in pirivenas in 1945. A large number of candidates sat for this examination.

This decision, although it may have appeared at the time to be justified, was unfortunate, as the production of large numbers of certificated teachers with a claim for employment in the profession made it difficult to introduce the probationary system which was an integral part of the plan laid down by the Special Committee for the educational future of the Island.

The Advanced School Certificate examination and the Fifth Standard (Scholarship) examination were held towards the end of the year.

(d) GENERAL.

**War Effort.**—Schools continued to display an unabated interest in all activities connected with the Island's war-effort till the cessation of hostilities. The usual contributions to the War Purposes Fund were made ungrudgingly and Inspectors, teachers and pupils rendered all possible assistance in Salvage Schemes, Victory Celebrations and propaganda work. With the gradual discontinuance of the various emergency and auxiliary services teachers found more time to devote to purely educational work. Several concerts were organized as in 1944 in aid of War Funds. Special mention should be made of the part played by teachers in Local Assistance Committees. While there are signs of a general stoppage of war-time activities, the Co-operative Stores movement appears to have come to stay. The public has realized the great benefits of the scheme and its continuance is a tribute to the signal services rendered by teachers and others to the successful working of hundreds of co-operative societies scattered throughout the Island. Now that the danger is past, our schools may with pardonable pride congratulate themselves on their war-effort and on the services rendered to the country by them during a critical period.

**Promotion of Thrift.**—One direct result of the war-effort was the realization by the public of the need for savings, and the part played by schools to make the country 'thrift-conscious' deserves special mention. The schools gave a lead in this respect to the rural population. Practically every school organized Savings Groups and Savings Deposit Schemes, while an all-out effort was made by both teachers and pupils to make the Savings campaign a success. During the year appreciable savings by way of Savings Certificates and deposits in the Post Office Savings Bank have been registered in every circuit. The Northern and Western Divisions in turn won the Savings Banner presented by the Vice-Chancellor of the University of Ceylon. The Northern and Central Divisions led with savings in the region of Rs. 160,000 and Rs. 125,000 respectively, while two circuits of Sabaragamuwa, Kegalle combined circuit and Dedigama circuit had over Rs. 16,000 and Rs. 12,000 respectively to their credit. One school in Welimada circuit, Uva Division, had over Rs. 3,000 in savings. Several schools worked Co-operative Thrift Societies successfully. A good percentage of the savings made by pupils was realized from the sale of school-and home-garden produce.

**Food Production.**—Ably supervised by special Food Production Officers and directed by hundreds of Food Production assistant teachers, the Schools' Food Drive saw another very successful year. The cessation of hostilities did not in the least interfere with the effort of the schools to produce more food. Reports from all divisions indicate the satisfactory results achieved. Every available bit of land has been brought under some food crop and interest in cultivation has been maintained unflaggingly throughout. Although in some parts of the

country severe draughts and in other parts floods affected food production work adversely, in the dry east, in rugged Uva, in the north, and even in the Wanni no less than in the fertile south and south-west, encouraging results rewarded the efforts of schools. Intensive cultivation of home gardens was a feature of the work. The work done by schools in the matter of food production earned the commendation of the Soulbury Commissioners and of Dr. W. M. Clyde, Food Adviser to the Colonial Office.

The Central Division realized Rs. 45,551 from the sale of surplus food produce. In Northern Division perseverance brought 4,074 acres under food crops and nearly 800 tons of yams, chillies, onions, vegetables and fruits were produced. The North-Western Division cultivated over 6,000 acres while the three new Divisions Sabaragamuwa, Uva and North-Central also played an important part.

The following statistics will give an idea of the food production work done in each Division:—

	W. D.	C. D.	S. D.	Sab. D.	N.-W. D.	N. D.	E. D.	Uva D.	N.-C. D.	Total
Number of acres under School Gar- dens ..	863..	550..	1,014..	447..	723..	311..	140..	462..	139..	4,649
Number of Home Gar- dens ..	33,728..	13,989..	31,493..	12,065..	8,620..	6,913..	1,500..	1,448..	756..	110512

## II.—PRIMARY EDUCATION.

### (a) ENGLISH SCHOOLS.

During the year under review there were 27 primary schools and 267 primary departments in Junior and Senior Secondary schools in the Island. Attendance continued to be good. Practically every primary section will be required to adopt Sinhalese or Tamil as the medium of instruction with English as a second language. Although this requirement will set up a problem, it is evident that most schools have already made the necessary arrangements to change over immediately, while the rest are planning to do so in successive stages. The cessation of hostilities has helped to ease the position with regard to equipment and books and some of the bigger institutions are fast rehabilitating themselves. Some schools have already commenced their normal extra-mural activities. The main difficulty, however, has been the recruitment of qualified teachers.

### (b) SINHALESE AND TAMIL SCHOOLS.

Attendance in these schools has continued to be satisfactory, chiefly owing to the efforts of attendance officers and parent-teacher associations. Although class-room work in the three R's has been maintained at a fairly high level, much more has to be done by teachers to broaden the outlook of the child and to introduce more pupil activities. It is hoped that the many Refresher Courses which are being held will help teachers to plan their work on more modern lines. There is increasing evidence that more and more schools are introducing practical work such as gardening, dramatization, singing and handwork into their curricula. Although it is still difficult to secure the services of teachers qualified in English, wherever possible such teachers have been appointed to Sinhalese and Tamil schools.

### (c) ESTATE SCHOOLS.

There are, in the Island, 911 estate schools. Every effort is being made to give the benefits of at least a primary education to as many estate children as possible. An improvement in the work of these schools has been reported. Gardening has been introduced in several schools. Existing conditions of employment tend to keep down the numbers of pupils attending estate schools. There is no lack of qualified Tamil teachers available for employment.

## III.—POST-PRIMARY EDUCATION.

## (a) ENGLISH SCHOOLS.

There are 291 post-primary departments in English schools. The standard of work in these sections has been satisfactory and judging from the results of the Senior School Certificate examination it is clear that, as far as examination work goes, there is no cause for disappointment. In most schools, however, the regrettable fact remains that examination requirements are unduly stressed at the expense of a broader education which is more necessary. The bigger institutions, however, provide ample scope for all forms of extra-curricular activity. These colleges and schools are eagerly looking forward to a return to their normal surroundings and to a restoration of their buildings and playing-fields. Problems of equipment, books, science apparatus are expected to ease off very quickly now that the war is over. The Higher School Certificate and University Entrance examinations call for greater attention to libraries and science laboratories. The dearth of specialist teachers, especially graduates, is one of the major problems of post-primary English schools.

**Royal College.**—During the period under review this institution maintained its usual standard. The following particulars in respect of 1945 are of special interest:—

*Buildings :*

The College continued in two divisions as in 1944, the main body in the four bungalows in Turret road and the branch school at Glendale, Bandarawela.

*Numbers :*

Number on roll ..	587
Average attendance ..	523
New admissions ..	167

<i>Academic Successes :</i>	No. Sat.	No. Passed.
University Entrance, 1944 ..	22 ..	11 (7 H. S. C.)

<i>Government Senior School Certificate—</i>		
December, 1944 ..	91 ..	59 (24 First Division)
August, 1945 ..	19 ..	10 (2 First Division)

(34 were exempted from the London Matriculation.)

2 University Entrance Scholarships were obtained.

*Curricula :*

The lectures on Government have been continued. The Upper Sixth form has 20 different subjects on its Time Table, a wide choice for any student. The teaching of Art has been introduced into the Upper and Lower Sixth Forms.

*Extra-curricular Activities :*

Exile from its permanent home and the non-availability of its playing-fields affected the College adversely in the matter of extra-curricular activities. The usual high standard of achievement in games was, however, maintained. The school gained third place both in the competition for the Tarbat Cup and in the relay competition at the Public Schools Sports Meet, while it distinguished itself once again at Boxing by winning the Stubbs Shield at the Schools Boxing Meet. Six members of the team of 8 won their weights, with the Captain carrying away the Cup for the best boxer of the meet.

1945 was a successful year for the College in Inter-Collegiate cricket and rugger as well. The usual House Meets in Athletics and Boxing and House Competitions in rugger and tennis were held.

The Cadets and Scouts (42nd Colombo) attended their usual camps.

War Savings totalled Rs. 1,972.00 during the year.

**The Hill School (Bandarawela).**—This branch of Royal College is reported to be doing very satisfactory work. Ten out of the first 20 places at the annual examination for the Governor's Scholarships were won by boys of the Hill School. This residential school on the hills ensures beneficial effects from an exhilarating climate, regular hours of work and exercise, and useful employment of leisure.

## (b) CENTRAL SCHOOLS.

The Central School scheme made rapid and satisfactory progress during the year. By the end of May, 1945, there were 24 Central Schools and several others were established before the end of the year. Preliminary arrangements to bring the number of Central Schools to 50 were completed before December, 1945. There is a growing desire in the country for more Central Schools.

With the coming into operation of the Free Education Scheme, there was a rush for admission to these institutions, so much so that the problem of suitable accommodation became acute and in many schools a scheme of dual sessions, one for the post-primary and the other for the primary section, had to be resorted to.

Although an extensive building programme has been launched and much has already been done in the matter of buildings and equipment, and although in many cases a generous public has gifted land and buildings (permanent and temporary), it will take some time before these difficulties are surmounted.

Hostels have been established in several Central Schools and the residential scholarships open to bright pupils in 'feeder' schools were keenly contested.

The older Central Schools, *e.g.*, C/Veyangoda and C/Piliyandala, have progressed very rapidly and there is evidence of satisfactory handling of academic work in most Central Schools. It is encouraging to note that some Central Schools have presented candidates for the S. S. C. (English) examination of 1945.

Experienced teachers with high academic and professional qualifications have been placed at the head of Central Schools and it is expected that with efficient, tactful and resourceful planning of work and administration they will make these schools perform an important part in the advancement of the country.

## (c) SINHALESE AND TAMIL SCHOOLS.

The numbers in post-primary classes reveal that the educational wastage referred to in the previous year's report is a feature of post-primary education. Ways and means have to be devised to arrest such wastage. Plans are afoot to make a post-primary education in Sinhalese and Tamil more attractive and purposeful, although still the teaching profession seems to be the only available avenue of employment for those who continue a more advanced course of study. Every effort is being made to introduce subjects with a commercial and technical bias into the syllabus of work and to give the benefit of a working knowledge of English by the appointment of teachers qualified in English.

The standard of attainment in academic work has been satisfactory and there is evidence of increased application of modern methods. Teachers have generally benefited from the many Refresher courses held by inspecting officers. But traditional out-worn methods die slowly. Most schools have had the usual extra-curricula activities while some of the larger institutions have introduced extra-curricular activities, such as games, music and dancing, excursions, literary associations, magazines, and athletics.

With the ultimate realization of victory, the difficulties resulting from the war situation are gradually disappearing and schools throughout the Island are fast settling down to their normal activities.

## (d) ADULT EDUCATION.

The period under review saw a great increase in the number of adult classes as a result of an organized effort on the part of Inspectors and teachers. Although there were as many as 895 adult classes it cannot be said that attendance at sessions was regular or appreciably good. Nevertheless, a large number of classes, especially those where English was taught and where useful and enjoyable programmes of activities were introduced, did very useful work and served

the purpose of community centres. An all-out effort to produce more food and the attractions of lucrative employment in emergency work tended to keep the rural population away from adult-classes. The visits of the Departmental cinema vans were very popular at many adult centres.

The work in adult classes followed the same lines as detailed in the report for 1944. The most significant feature in adult education was the launching of a literacy campaign in 1945. Inspectors and teachers spared no pains in helping to liquidate illiteracy. Hundreds of classes for illiterates with the object of making as many persons as possible capable of reading and writing—or at least of signing their names and reading a simple letter—sprang up throughout the country, and so far the results achieved have been encouraging.

#### IV.—CURRICULA.

Work in the usual academic subjects continued to be satisfactory in most schools. There is evidence of more emphasis on pupil activity and on subjects with a practical bias. The following reports will be of interest:—

**Housecraft.**—Some girls' schools do no housecraft at all, the excuse being that there is no special room available for sick-nursing and cooking and no money to obtain the necessary apparatus, utensils and equipment. The housecraft done in some schools, notably in some large English and Sinhalese schools, was of a high order. Generally, however, too much stress was laid on cooking while the other aspects of housecraft were neglected. The compulsory teaching of housecraft in Central Schools and Training Colleges should lay a foundation for future development.

**Needlework.**—The standard of attainment continued to be, on the whole, fair. It is still difficult to secure adequate supplies of suitable material, but it must be said that specimen work has improved during the year.

**Art.**—An extensive programme of inspections of art in schools was carried out by the Chief Inspector of Art and his staff of Inspectors. These inspections were normally followed by lectures on art and on the teaching of the subject. The Chief Inspector delivered a large number of lectures to Inspectors, art teachers and students with the object of creating a correct understanding of art.

Except in a few schools the standard of attainment in the subject did not show any appreciable degree of improvement, chiefly owing to the lack of good materials, particularly colour. Expression has, on the whole, improved. Some of the larger English schools did very good work in this direction chiefly owing to the presence of able and intelligent art teachers and to the ability of the students to afford the expense of colours.

Design drawing in our schools lacks invention, imagination and relation to craft-work and objects. Although the designs themselves are often good, they are imitative and stero-typed in outlook. Imitation should be discouraged while every effort should be made to foster creative impression by allowing more freedom and experiment. The need for more art rooms cannot be over-emphasized.

Object drawing is no longer compulsory at Senior School Certificate examinations. The removal of this compulsion should bear good results and help to put object drawing in its right place as a mere technical exercise for developing representation.

Examination papers have shown an increasing interest in the creative sections of school art work and a decreasing interest in the imitative. This is a healthy sign.

An aspect of art work that requires urgent and careful attention is the appreciation of art. Schools should do much more in this direction and full use should be made of criticism lessons, visits to art exhibitions, discussions of pictures,

analysis of works of art and, above all, of epidiascope projection. More work in the appreciative aspect of art should be done in Training Colleges so that teachers of good taste may be sent out to schools.

The Department conducted 6 art classes for teachers during the year while many private instructors were encouraged to hold art classes for Sinhalese and Tamil teachers.

**Music and Singing:** *Western*.—Good work has been done in some of the larger English schools but work in music has been, generally, irregularly done owing to the dearth of suitably qualified teachers and to the difficulty of employing full-time music teachers. Schools in remote districts lack the requisite instruments. Much more emphasis is necessary on the appreciation of music. In most primary classes singing is taught, at times to a large class of about 50 to 60 pupils by a single teacher who is both accompanist and instructor. This is not satisfactory.

*Oriental*.—The number of schools teaching oriental music increased during the year. Music instructors have been appointed to several Central Schools. The general progress was satisfactory. More schools are displaying an interest in oriental music and Kandyan dancing. Classes for teachers of music were held in the Eastern, Central, North-Western, Western and Northern Divisions during the course of the year. An all-Island singing and drama competition was organized and successfully conducted in May, 1945.

**Basic English**.—Although an appreciable number of Sinhalese and Tamil schools has adopted the Basic approach to the teaching of English, Basic English has not made much headway and interest in the subject is waning owing to the dearth of teachers trained in Basic methods and to the non-availability of the special text-books that are required. The cost of a set of books too is prohibitive. The Inspector of Basic English has, however, made commendable efforts to train a large number of teachers by conducting several courses and classes for teachers. Several other Inspectors too have had courses for teachers organized in their circuits.

**Handicrafts**.—There were, in 1945, 21 central schools, 3 practical schools, 48 Sinhalese (Government) and 9 aided schools teaching wood work, iron work, brass work, rattan work, lac work, basket work and cloth weaving. The Department has ceased to fill the vacancies of instructors that are being created in Sinhalese schools with a view to confining practical work in handicrafts to central and practical schools. Some central schools do not have handicraft sections owing to lack of suitable accommodation, but arrangements have been made to establish handicraft sections in these schools as soon as the necessary buildings are ready. As has been stated in the report for 1944, the primary object of these handicraft sections is to stimulate and give avenues of expression to the latent industrial aptitudes of children.

## V.—UNIVERSITY AND COLLEGIATE POST-SECONDARY EDUCATION.

**University of Ceylon**.—The Vice-Chancellor of the University of Ceylon reports as follows:—

The number of students registered in the University in July, 1945, was 1,069, of whom 136 were women. This is an increase of 74, including 12 women, over the number for 1944. There were 744 candidates for the University Entrance examination in May, 1945, but there was no corresponding improvement in the standard, and only 289 could be accepted. The Higher School certificate examination for 1946 will be conducted by the Education Department in collaboration with the University.

During the year 133 degrees were conferred as follows: B.A.—65; B.Sc.—26; M.B., B.S.—41; M.Sc.—1.

Courses in Persian as well as in Arabic have been started. It is intended to establish a Department of Education in June, 1946, and the necessary preparations are in hand.

Considerable progress has been achieved in the University park. The roads on the east of the Mahaveli-ganga are nearly complete and much of the landscape gardening has been done. The excavations for the Arts Block have been begun and the making of the bund for the playing-field is progressing.

**Ceylon Law College.**—The number of admissions is as follows:—

(a) For the Advocates' course	..	..	36
(b) For the Proctor's course	..	..	86

#### VI.—TRAINING OF TEACHERS.

**Sinhalese and Tamil.**—Twelve Sinhalese and 11 Tamil Training Colleges functioned during the year. 8 of these are Government institutions and the rest are conducted by various denominational bodies assisted by State grants. The usual course of training in these Colleges is one of two years. Some of them are open to men or to women only, while a few are co-educational institutions.

An Entrance examination which includes an interview for the purpose of eliminating unsuitable candidates is held annually. The Senior School Certificate is the minimum qualification for admission to the entrance examination.

The curriculum comprises both academic and professional subjects. The presence of academic subjects in the training course is due to the rather low entrance standard accepted at present. Physical training, art, handwork, games, housecraft (for women) gardening (for men) have been introduced into the curriculum with a view to putting training on a wider basis. The corporate life of students under training is stressed.

To judge from the results of the final examination results and from the intelligent and efficient manner in which most principals of training schools met the requirements of a new syllabus by making the necessary adjustments to fall in line with modern methods of teacher-training, the work done during the period under review can be considered very satisfactory.

**English.**—The Government Training College is the only institution that trains English teachers. It provides a two-year course of training for non-graduate teachers and a one-year course for graduates. The same conditions as in 1944 continued in regard to accommodation and extra-curricular activities. The main developments during the year have been:—

- (a) The provision of a tennis court through the generosity of Mr. E. P. Chelliah of Wellawatte.
- (b) The provision of indoor games.
- (c) The teaching of biology.
- (d) The organization of excursions, dramatic activities and tournaments.
- (e) The appointment of a part time lecturer in housecraft.
- (f) The creation of two lecturers' posts, one in Sinhalese and the other in Tamil.
- (g) The transfer of the administration of the Royal Preparatory School from the Principal of the Government Training College to the Principal of Royal College.
- (h) Emphasis on the technical aspect of teaching the different school subjects.

Twenty-one graduates and 41 non-graduate students completed their training in 1945.

The following table gives the numbers on roll and the results of the final examinations of the different Training Colleges at the end of 1945.

Name of Training College.	No. of Students on roll				Final Examination results			
	First Year		Second Year		Trained Teachers		Trained Teachers	
	Men.	Women.	Men.	Women.	II. Class.	Prov. II.	III. Class.	III. Class.
<i>English Training Colleges (Government) :—</i>								
Colombo G. T. C.	22	..	25	..	19	..	22	..
Post Graduate Course	18	..	3	..	—	..	—	..
<i>Sinhalese Training Colleges (Government) :—</i>								
Mirigama G. T. C.	14	..	32	..	42	..	16	..
Kandy G. T. C.	27	..	42	..	39	..	—	..
Balapitiya G.T.C.	15	..	15	..	—	..	—	..
<i>Tamil Training Colleges (Government) :—</i>								
Kopay G. T. C.	35	..	—	..	14	..	—	..
Alutgama G. T. C.	58	..	—	..	2	..	—	..
Batticaloa G. T. C.	59	..	—	..	1	..	—	..
Batticaloa G. T. C.	—	..	60	..	—	..	—	..
<i>Sinhalese Training Colleges (Assisted) :—</i>								
Nittambuwa T. C. (BTS)	C 28	..	—	..	27	..	—	..
Walana T. C. (BTS)	—	..	16	..	—	..	14	..
Bolawalana T. C. (RC)	—	..	37	..	—	..	24	..
Maggona T. C. (RC)	31	..	—	..	39	..	—	..
Wennappuwa T. C. (RC)	C —	..	23	..	—	..	16	..
Peradeniya T. C. (CTC)	16	..	18	..	18	..	23	..
Balapitiya T. C. (Priv.)	—	..	36	..	—	..	13	..
Museus T. C. (Priv.)	—	..	31	..	—	..	38	..
Wellawatta T. C. (Priv.)	—	..	38	..	—	..	—	..
<i>Tamil Training Colleges (Assisted) :—</i>								
Colombogam T. C. (RC)	13	..	—	..	23	..	—	..
Ilavalai T. C. (RC)	—	..	36	..	—	..	24	..
Puliyantivu T. C. (RC)	13	..	—	..	17	..	—	..
Saiva T. C. (HBE)	12	..	—	..	28	..	—	..
Nallur T. C. (United Ch.)	23	..	37	..	12	..	18	..
Parameshwara T. C. (Priv.)	3	..	—	..	17	..	—	..
Ramanathan T. C. (Priv.)	—	..	15	..	—	..	15	..

## VII.—HEALTH WORK IN SCHOOLS.

## (a) SCHOOL MEALS.

Almost every school that was entitled to do so continued to give free midday meals. The acute shortage of rice and foodstuffs increased the responsibilities of head teachers. It should, however, be stated that most head teachers carried out their obligations with devotion and as efficiently as they could, although there were a few regrettable cases of mishandling of funds. Wherever possible school garden produce was used to supplement meals and substitutes for rice and wheat flour were found in yams, manioc, green gram, &c. The most widely used menu was bread and vegetable soup, curry or sambol. Though the quality and the quantity of the meal supplied was not everything that could be desired, it must be stated that the rural child, thanks to it, was saved from malnutrition and even starvation during a period of dire food scarcity. The beneficial effects of a noon-day meal were apparent in the increased attendance of pupils and in their attitude to school work.

*Relevant Statistics are given below.*

	No. of Schools authorised.	No. of Schools that fed.	Average No. of children fed.
Municipal Council areas	..	92	..
Urban Council areas	..	90	..
Rural areas	..	4,719	..
Total	..	4,901	..
		4,419	444,086

Total cost of feeding school children during the financial year 1944-45 .. Rs. 5,228,548.51  
 Average cost per child .. Rs. 11.75  
 Average number of days on which meals were given during the year .. 180

## (b) PHYSICAL TRAINING.

With the disappearance of emergency and war conditions which deprived most schools of their playgrounds and periods for play, schools have begun to take more interest in physical training.

Four Inter-School Physical Training Competitions, and 4 Athletic Sports Meets were held in Badulla, Bibile, Kalmunai and Batticaloa. Several Senior English schools had their own Sports Meets and Inter School matches in organized games including cricket, rugger and football. 48 Sinhalese and Tamil schools participated in 4 Boxing Meets in Colombo, Kandy and Matale. At the Ceylon Junior Championship Meet C/Maligakande Government Sinhalese Boys' School won two weights. 27 teachers obtained boxing certificates. 27 men and 26 women qualified themselves at the conclusion of physical training classes. A refresher course was conducted in Colombo for officers of the Department.

## (c) EDUCATION OF DEFECTIVE AND DELINQUENT CHILDREN.

**School for the Deaf and Blind, Yatiyantota.—**

(i.) *Numbers.*—Thirteen deaf and 5 blind children were admitted during 1945 at the end of which year the total number of children in the school was as follows:—

	Deaf ..	School		Industrial		Total.
		Boys.	Girls.	Boys.	Girls.	
	Blind ..	.. 52 ..	46 33 ..	2 9 ..	3 2 ..	93 96
						189

Applications for the admission of children over the age of 10 have had to be refused owing to lack of accommodation. Several mentally defective and crippled children had also to be refused admission.

(ii.) *Health.*—The health of the children has been good except for an outbreak of chicken-pox in November. The school was, however, able to carry on as the patients were effectively isolated.

(iii.) *The Deaf School.*—Speech and language training are emphasized in the Deaf school. Gardening and handwork for boys and housecraft for girls have become important aspects of the work and are much enjoyed. Basket making out of palmyrah leaves has been introduced into the syllabus. The lower classes of the Deaf school are taught in Sinhalese and Tamil.

(iv.) *The Blind School.*—The standard of work in the Blind school continues to be satisfactory. All primary classes are taught in Sinhalese or Tamil. The children keep rabbits, ducks and goats. Door-mats, brooms and coir-ropes made by the boys find a ready sale. Cooking has been introduced as an additional subject.

(v.) *Activities.*—The Scout troops and Guide companies continue to flourish. The blind girls have a junior branch of the Y.W.C.A. and 8 of them attended the Y.W.C.A. camp at Kandy in August. The deaf girls play net-ball, and the deaf boys football. The blind have a gramophone club.

(vi.) *Industrial Sections.*—The industrial sections at Katunayake (for boys) and at Kandana (for girls) have progressed satisfactorily. 7 deaf boys joined the section at Katunayake, and 7 blind girls and 1 deaf girl joined the Kandana branch during the year.

The Ceylon School for the Deaf and Blind which was during the year removed to Yatiyantota, when its buildings and premises were requisitioned for military purposes in 1942, will soon be moving back to its permanent home at Ratmalana.

**Certified Industrial School, Maggona.**—This institution is the only reformatory school to which juvenile offenders are admitted. 95 juvenile offenders were admitted in 1945, and the total number of offenders on roll is 253. In the morning they receive a training in one of the following:—gardening, carpentry, tailoring, printing, book-binding, iron-work, cooking, &c. In the afternoon they attend the Sinhalese and Tamil schools. These schools are doing satisfactory work.

### VIII.—SCHOOLS BROADCASTING SERVICE.

During 1945, 276 items were broadcast to schools. These items fell into three groups according to their suitability for the different classes, viz.: (i.) Senior and Matriculation, (ii.) Post-Primary, (iii.) Primary.

The topics dealt with included stories for the little ones: Readings from English Literature; Great Sinhalese Poems; Books about Ceylon; Among the Greeks and Romans; How to Study; Episodes from Ceylon History; Appreciation of Art; General Knowledge; Housecraft; Tamil Literature; General Geography and World News.

As existing war conditions did not permit of an increase in the already restricted number of listening-in schools, the programme was kept curtailed as in 1944.

The reading and recitation contests were again an unqualified success. There was a further increase in the number of entries. Schools continue to take a keen interest in these contests.

### IX.—MISCELLANEOUS.

#### (a) DIVISIONAL ACTIVITIES.

The coming of peace brought with it such activities as concerts, sports meets, dance-displays, competitions and exhibitions. Noteworthy among them were the following:—

*Western Division.*—(i.) The annual boxing meet held in August; (ii.) a divisional schools' concert at the Town Hall, Colombo; (iii.) several circuit concerts; (iv.) several refresher courses for teachers.

*Central Division.*—(i.) Terminal conferences of Headmasters of English, Central and Bilingual schools; (ii.) several refresher courses, sports meets and concerts.

*Southern Division.*—(i.) Book-keeping and mathematics classes; (ii.) a vacation course in housecraft; (iii.) a vacation course in methods of teaching; (iv.) a nature study union.

*North-Western Division.*—(i.) Four refresher courses, one at Kurunegala, two at Chilaw, one at Narammala; (ii.) Health exhibition at Puttalam.

*Sabaragamuwa Division.*—(i.) A Tamil schools' concert at Ratnapura; (ii.) Saturday classes in art and music; (iii.) two refresher courses.

*Eastern Division.*—(i.) Refresher courses; (ii.) music classes; (iii.) two sports meets.

*Uva Division.*—(i.) Two refresher courses, one at Welimada and one at Bandarawela; (ii.) two sports meets.

#### (b) ORIENTAL STUDIES.

**Oriental Studies Society, Colombo.**—The Society's examination in Oriental languages, history and archaeology were conducted this year by the Department.

1,482 candidates entered for the examination in April at eight centres. The number of passes was:—

Final	..	..	..	86
Intermediate	..	..	..	110
Preliminary	..	..	..	261

The subjects of the examination were Sinhalese, Pali, Sanskrit, Ceylon History, Archaeology, Prakrit and Logic.

**Oriental Studies Society, Jaffna.**—Thirty-two new members joined the Society, bringing the total number of members to 132. Examination results were as follows:—

		Tamil.	Sanskrit.
Pundit, Part I.	..	1/7 ..	2/2
Bala Pundit	..	12/39 ..	2/2
Pravesa Pundit	..	8/17 ..	1/1

#### (c) TEACHERS' ASSOCIATIONS.

Reports were received from the All-Ceylon Union of Teachers, the Colombo Teachers' Association and the Bentota Circuit Teachers' Association. As in 1944 Teachers' Associations throughout the country discussed the new reforms and salary scales and numerous representations were made by them to the Minister and the Executive Committee. The All-Ceylon Union of Teachers celebrated its Silver Jubilee with an Education Week and Exhibition at Kandy. A special Jubilee Number of its magazine 'The Ceylon Teacher' was published.

#### (d) MUSIC SOCIETIES.

**Lanka Gandharva Sabha.**—The annual examinations of the Sabha were held in February at eight centres. Examination results were as follows:—

Music	..	71/130 (56 Preliminary, 7 Intermediate, 8 Final)
Dancing	..	51/108 (22 Preliminary, 18 Intermediate, 11 Final)

A new syllabus for examinations has been prepared with a view to extending the course of study. This syllabus will come into force in 1947.

**North Ceylon Oriental Music Society.**—The activities of the Society received a set-back partly owing to lack of funds and partly owing to lack of enthusiasm. The music classes formed in 1944, did not function quite satisfactorily as the work involved more systematic and intensive study. Many schools have started the teaching of music through the influence of the Society. A music class is conducted twice weekly at St. John's College. The syllabus prepared by the Annamalai University is followed. Although war conditions have caused great hardship the Society's work has been maintained without a break.

#### (e) CADETS, SCOUTS AND GUIDES.

##### **Ceylon Cadet Battalion (Junior Cadets).**—

###### *Strength.*—

No. of Platoons	..	..	..	30
Officers	..	..	..	30
Other Ranks	..	..	..	1,110

*Training.*—The normal training was carried out during the year.

*Camps.*—(a) A combined camp of all officers and probationary officers was held at the C.D.F. Platoon and Section Commander's Training School, Bentota. 11 officers and 19 probationary officers attended this camp.

(b) Four Company camps were held in College buildings at Ambalangoda, Matale, Gampaha and Piliyandala. All platoons attended the camps of their respective companies. The Annual Inter-platoon competitions in Physical Training, Platoon and Section Training and in Sports were held at these camps.

**Boy Scouts' Association** (Ceylon Branch).—The aim of the Association is to help boys to develop into good citizens.

The following extracts from the report of the Chief Commissioner will be of interest:—

*Census*.—On September 30, 1945, there were 5,574 Scouts, Cubs and Rovers; 450 Scouters; 41 Commissioners; 203 Branch Officers.

*Scout Week*.—A National Scout Week was held from September 15 to 22.

*The Development Fund*.—The chief aim of this fund is the establishment of an Old Scouts' Co-operative Colony.

*Training*.—The annual Wood Badge Course was held at Nuwara Eliya. The 12th Cub Course and the 6th Rover Course too were held parallel to this. 21 Scouters attended the 31st Wood Badge Course in Sinhalese, held at Kandy. Full use was made of the Associations' training camps at Nuwara Eliya, Mirigama Horana and Mitirigala.

*Official Organ*.—‘Outdoor Life’ the official organ of the Association continues to be published monthly.

*Conferences*.—A conference of Island scout workers was held on February 10, 1945.

*Awards*.—(i.) The Island Merit Flag awarded for general efficiency was won by the 1st Port of Colombo, Sea Scouts.

(ii.) The First Prize for Physical Education went to Richmond College, Galle.

(iii.) The First Prize for Health Education went to the 42nd Colombo Scouts (Royal College).

**Girl Guides' Association** (Ceylon Branch).—Keenness was displayed in all Divisions. The year has been one of progress and there has been a most encouraging increase in guiding. The chief difficulty has been the dearth of Guiders and Commissioners. A Travelling Guider for the Central Province is an urgent need. There have been several rallies. The Southern Province led closely followed by the North and by Sabaragamuwa. The Carnival for Rural Funds owed most of its success to the organizing ability of Mrs. V. Coomaraswamy, and the Vice-Presidents.

#### (f) PARENT-TEACHER ASSOCIATIONS.

This report would not be complete without a reference to the large number of Parent-Teacher Associations (over 3,000) which are actively interested in the welfare of our schools. They have not only helped to bring the villages and the school closer together but have also in many cases generously assisted with gifts of land and buildings (permanent and temporary), and of furniture where the needs were urgent. These associations have also helped considerably to improve the attendance of pupils. The growing interest displayed by Parent-Teacher Associations throughout the Island indicates a desire on the part of the public to see that the young people get the best out of education. It is a happy augury for the future of the Island.

IAN SANDEMAN,  
Director of Education.

TABLE No. 1—CLASSIFICATION OF SCHOOLS, PUPILS AND TEACHERS, 1945.

Type of Schools.	No. of Schools.			No. of Pupils or Students on roll,		No. of Teachers.	
	Boys.	Girls.	Mixed.	Boys.	Girls.	Men.	Women.
1. English :							
(a) Collegiate :—							
Government	..	1	..	—	..	587	..
Assisted	..	13	..	4	..	6,493	..
(b) Senior Secondary :—							
Government	..	1	..	—	..	6	..
Assisted	..	56	..	66	..	38,465	..
(c) Junior Secondary :—							
Government	..	1	..	—	..	5	..
Assisted	..	14	..	9	..	28	..
(d) Primary :—							
Government	..	1	..	—	..	361	..
Assisted	..	12	..	6	..	7,744	..
(e) Night Schools :—							
Assisted	..	18	..	—	..	2,340	..
(f) Special Schools :—							
Assisted	..	—	..	—	..	1	..
2. Central :							
Government	..	—	..	—	..	24	..
3. Bilingual :							
Government :—							
Anglo-Sinhalese	..	1	..	—	..	32	..
Anglo-Tamil	..	1	..	1	..	2	..
Assisted :—							
Anglo-Sinhalese	..	2	..	3	..	7	..
Anglo-Tamil	..	—	..	1	..	12	..
4. Sinhalese and Tamil :							
(a) Day Schools—							
Government :—							
Sinhalese	..	275	..	278	..	1,438	..
Tamil	..	33	..	26	..	251	..
Assisted :—							
Sinhalese	..	72	..	83	..	1,049	..
Tamil	..	25	..	18	..	593	..
Sinhalese & Tamil :—							
Government	..	1	..	—	..	11	..
Assisted	..	1	..	1	..	14	..
(b) Night Schools—							
Tamil :—							
Assisted	..	1	..	—	..	22	..
5. Estate Schools :							
Assisted	..	—	..	—	..	911	..
6. Schools attached to Places of Worship :							
Buddhist	..	—	..	—	..	207	..
Muslim	..	—	..	—	..	13	..
7. Practical :							
Government	..	—	..	—	..	2	..

TABLE No. 2—CLASSIFICATION OF SCHOOLS AND PUPILS ACCORDING TO PROVINCES.

TABLE No. 3—CLASSIFICATION OF PUPILS ACCORDING TO RACE AND RELIGION 1945.  
(*Excluding Training Schools, Privenas and Unaided Schools.*)

Western Province.	Central Province.	Southern Province.	Northern Province.	North-Western Province.		North-Central Province.	North-Central Province.	Province of Uva.	Province of Sabaragamuwa.	Total.
				North.	Western Province.	Eastern Province.	North.	Central Province.		
Total No. of Pupils on roll on May 31, 1945	270,637	127,844	135,740	87,827	31,550	84,334	14,794	35,589	78,994	867,309
Boys	145,076	76,840	77,432	48,329	19,168	50,975	9,139	22,379	45,569	494,907
Girls	125,561	51,004	58,308	39,498	12,382	33,359	5,656	13,210	33,425	372,402
Average Daily Attendance	Boys 109,017 Girls 94,503	57,385 37,646	56,479 42,743	36,960 30,640	12,192 8,173	36,831 27,114	6,191 3,740	15,432 9,185	35,331 24,185	365,818 277,929
Number of Schools	1,321	1,081	715	598	241	583	173	344	670	5,726
Pupils by Race:—										
Burghers	4,779	866	271	121	398	162	29	83	168	6,877
Europeans	70	15	3	—	—	4	—	—	82	174
Malays	1,589	485	303	14	33	180	10	286	61	2,981
Moors	7,497	7,793	3,620	2,031	8,816	3,373	736	964	2,261	37,091
Sinhalese: [Kandyans Low-country Tamil: [Ceylon Others	1,274 242,555 7,684 4,621 568	71,789 16,547 3,933 26,141 275	53 130,523 294 656 17	476 259 84,531 398 17	902 473 20,629 249 30	50,764 26,692 2,795 345 19	12,015 1,074 795 181 4	23,596 3,166 674 6,789 31	60,685 7,751 674 6,945 84	221,554 429,020 122,292 46,275 1,045
Pupils by Religion:—										
Buddhists	200,553	85,370	129,789	654	1,323	62,685	12,945	26,129	66,626	586,074
Christians:—										
Church of Ceylon	4,425	1,529	282	796	116	521	39	191	417	8,375
Methodists	2,583	334	169	458	301	311	—	101	27	4,484
Presbyterian	45	10	297	2	2,516	24	4	7	10	900
Roman Catholics	5,664	977	12,142	—	15,908	269	752	—	2,174	86,898
Christians of other Denominations	1,013	141	992	8	150	3	28	—	314	3,573
Hindus	25,444	684	70,456	18,182	1,246	745	6,974	—	7,140	136,852
Muslims	8,342	3,688	2,029	3,477	8,870	789	1,344	—	2,279	39,556
Others	376	103	—	3	33	12	—	63	7	597

TABLE NO. 4—AVERAGE ATTENDANCE OF PUPILS IN ENGLISH BILINGUAL, SINHALESE AND TAMIL SCHOOLS, 1945.

Type of School.	Primary.				Post-Primary.			
	Boys.		Girls.		Boys.		Girls.	
<b>1. English :—</b>								
(a) <i>Collegiate</i> :—								
Government ..	..	..	—	..	..	..	523	..
Assisted ..	..	..	—	..	..	..	5,402	..
(b) <i>Senior Secondary</i> :—								
Government ..	..	720	..	146	..	361	..	57
Assisted ..	..	19,695	..	12,825	..	10,606	..	6,515
(c) <i>Junior Secondary</i> :—								
Government ..	..	330	..	75	..	64	..	23
Assisted ..	..	4,311	..	2,151	..	1,383	..	495
(d) <i>Primary</i> :—								
Government ..	..	332	..	—	..	..	..	..
Assisted ..	..	6,471	..	2,157	..	—	..	..
(e) <i>Night</i> :—								
Assisted ..	..	1,354	..	—	..	177	..	—
(f) <i>Special</i> :—								
Assisted ..	..	75	..	56	..	4	..	11
<b>2. Central :—</b>								
Government ..	..	203	..	119	..	2,121	..	1,455
<b>3. Bilingual :—</b>								
<i>Government</i> :—								
Anglo-Sinhalese ..	..	4,041	..	992	..	1,230	..	417
Anglo-Tamil ..	..	335	..	213	..	79	..	92
<i>Assisted</i> :—								
Anglo-Sinhalese ..	..	984	..	743	..	259	..	263
Anglo-Tamil ..	..	872	..	908	..	218	..	350
<b>4. Sinhalese or Tamil :—</b>								
(a) <i>Day Schools</i> :—								
<i>Government</i> :—								
Sinhalese ..	..	122,043	..	88,902	..	10,973	..	10,690
Tamil ..	..	13,309	..	8,660	..	603	..	133
<i>Assisted</i> :—								
Sinhalese ..	..	81,097	..	76,502	..	9,081	..	12,726
Tamil ..	..	32,585	..	29,438	..	2,573	..	3,172
<i>Sinhalese and Tamil</i> :—								
<i>Government</i> ..	..	696	..	465	..	47	..	36
<i>Assisted</i> ..	..	992	..	661	..	17	..	30
(b) <i>Night</i> :—								
<i>Tamil : Assisted</i> ..	..	19	..	—	..	—	..	—
<b>5. Estate Schools :—</b>								
<i>Assisted</i> ..	..	22,985	..	11,378	..	—	..	—
<b>6. Schools attached to Places of Worship</b> ..	..	6,535	..	3,962	..	—	..	—
<b>7. Practical :—</b>								
<i>Government</i> ..	..	—	..	—	..	113	..	64
	Total ..	319,984		240,353		45,834		37,576

TABLE No. 5—CLASSIFICATION OF TEACHERS.

TABLE No. 6—COMPARATIVE TABLE FOR THE YEARS 1944 AND 1945.

	EDUCATION.												A 25							
	1944.			1945.			1944.			1945.										
No. of Schools :—	Central.			English.			Bilingual.			Sinhalese.			Schools attached to places of worship.							
	Boys.	Girls.	Mixed.	Boys.	Girls.	Mixed.	Boys.	Girls.	Mixed.	Boys.	Girls.	Mixed.								
Government	..	..	..	5..	..	8..	4..	1..	34..	279..	326..	1,347..	39..	25..	223..	—	..	—	216	
Assisted	..	..	..	92..	..	87..	117..	4..	5..	14..	103..	180..	955..	32..	33..	393..	—	..	—	—
No. of Pupils :—																				
Government	..	..	..	2,910	..	2,752	..	9..	5,648	..	310,446	..	31,632	..	—	—	11,519	..	—	—
Assisted	..	..	..	..	..	87,432	..	..	..	..	233,453	..	91,480	..	43,896..	..	..	..	..	..
Average Attendance :—																				
Government	..	..	..	2,287	..	2,245	..	7..	4,205	..	232,521	..	21,584	..	—	—	10,833	..	..	..
Assisted	..	..	..	..	..	70,745	..	..	..	..	185,202	..	72,171	..	41,767..	..	..	..	..	..
No. of Teachers :—																				
Government	..	..	..	152	..	104	..	2..	104	..	263	..	8,582	..	—	—	1,031..	..	..	218
Assisted	..	..	..	..	..	..	..	..	..	..	172	..	6,376	..	2,665	..	..	..	..	..
Average Attendance :—																				
Government	..	..	..	3,894	..	3,894	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Assisted	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
No. of Teachers :—																				
Government	..	..	..	214	..	137	..	4..	4,333	..	265	..	817	..	—	—	1,050..	..	..	225
Assisted	..	..	..	..	..	..	..	..	..	..	222	..	6,574	..	..	..	..	..	..	..

TABLE NO. 7—EXTERNAL EXAMINATIONS—1945.

Examination.	No. Entered.		No. Sat.		No. Passed.		Fees. Rs. c.
	Males.	Females.	Males.	Females.	Males.	Females.	
Inter Arts ..	401	76	239	57	103	28	48,807 0
Inter Science ..	127	6	68	5	19	2	14,711 0
Inter-Science (Economics) ..	162	—	84	—	32	—	12,087 0
Inter Commerce ..	188	3	110	3	47	2	16,260 0
Inter Engineering ..	143	—	123	—	42	—	15,828 0
Diploma in Public Administration ..	9	—	4	—	2	—	1,098 0
Ceylon Diploma in Education ..	10	1	6	—	1	—	880 0
First M.B. ..	18	2	2	1	1	—	2,260 0
L.L.B. ..	15	—	4	—	1	—	1,889 0
Inter Laws ..	65	—	22	—	13	—	6,909 0
B.A. ..	157	23	93	11	60	7	23,522 0
B.Sc. ..	50	—	29	—	14	—	6,642 0
B.Sc. (Economics) ..	61	—	34	—	21	—	6,139 0
B.Sc. (Engineering) ..	50	—	24	—	17	—	4,208 0
B. Commerce ..	17	—	8	—	5	—	1,817 0
M.Sc., LL.M. ..	3	—	1	—	—	—	989 0
City and Guilds ..	239	—	202	—	89	—	3,854 0

TABLE NO. 8—ENGLISH LOCAL EXAMINATIONS—1945.

Examination.	No. Entered.		No. Sat.		No. Passed.		Fees. Rs. c.
	Males.	Females.	Males.	Females.	Males.	Females.	
English Teacher's Certificate ..	279	300	185	237	64	77	7,291 0
S. S. C. (August) ..	2193	294	1765	244	1157	194	22,274 0
Training College Entrance ..	304	299	265	210	118	67	4,767 0
Ceylon Chamber of Commerce ..	211	—	186	—	61	—	2,320 0
English Teachers' Drawing ..	32	30	28	26	7	10	305 0
S. S. C. (November/December) ..	5655	1619	5125	1385	2140	637	92,442 0
H. S. C. and University Entrance ..	991	200	807	140	100	23	24,525 0

TABLE NO. 9—SINHALESE AND TAMIL EXAMINATIONS—1945.

Examination.	No. Entered.		No. Sat.		No. Passed.		Fees. Rs. c.
	Males.	Females.	Males.	Females.	Males.	Females.	
Teachers' Certificate (S. & T.) ..	1462	1389	1382	1341	653	528	28,882 0
J. S. C. (S. & T.) ..	4297	3572	—	Not available.	—	—	7,869 0
O. S. S. (Sinh.) ..	1472	10	1258	10	419	—	13,296 0
Teachers' Drawing (S. & T.) ..	220	58	186	40	74	10	440 0
S. S. C. (Sinh.) ..	2236	3890	2161	3811	819	1403	37,130 0
S. S. C. (Tamil) ..	671	447	624	427	237	188	6,655 0
Training College Entrance (S.) ..	791	1618	710	1126	161	150	18,040 0
Training College Entrance (T.) ..	746	206	642	101	94	102	7,297 0
Advance School Certificate (Bil.) ..	97	26	78	24	15	1	1,665 0
Training College Final ..	476	—	474	—	474	—	7,140 0

TABLE NO. 10—FINANCIAL SUMMARY.

RECEIPTS.	Amount.		Total. Rs. c.
	Rs.	c.	
School fees recovered from Royal College, other English and Bilingual Schools and boarding fees from the Government Training College ..	267,171	0	
Fees recovered in stamps on account of local examinations conducted by the Department ..	305,685	0	
Net expenditure ..	572,856	0	
	38,235,589	35	
	38,808,445	35	

EXPENDITURE.	Amount.	Total,
	Rs. c.	Rs. c.
Administration ..	..	..
Inspection ..	..	..
<b>Primary and Secondary Education :—</b>		
Government ..	.. 13,791,956 18	932,786 93
Assisted ..	.. 16,588,264 77	668,158 75
		<hr/>
<b>Training of Teachers :—</b>		
Government ..	.. 367,844 44	30,380,220 95
Assisted ..	.. 133,902 66	
		<hr/>
<b>Adult Education :—</b>		
Government ..	..	501,747 10
<b>Food Production in Schools :—</b>		
Government ..	..	10,879 32
<b>Construction, extensions to and replacements of Government Schools :—</b>		
Capital expenditure ..	..	437,191 3
		<hr/>
<b>Miscellaneous :—</b>		
Ceylon Cadet Battalion (Junior Cadets) ..	.. 21,681 31	
Maggona Reformatory (Maintenance of Juvenile Offenders) ..	.. 47,873 79	
Grant to School of Kandyan Dancing ..	.. 1,120 0	
Grant in aid to Royal Asiatic Society (Ceylon Branch) ..	.. 500 0	
Grant to Girl Guides' Association ..	.. 4,000 0	
Grant to Boy Scouts' Association ..	.. 8,000 0	
Grant to Art Gallery ..	.. 1,500 0	
Grant to the school of Oriental and African Studies of the University of London ..	.. 6,666 67	
Grant to Ceylon Economic Society ..	.. 500 0	
Expenses in connection with local examinations ..	.. 143,469 86	
Expenses of the Board of Education ..	.. 1,309 75	
Provision of mid-day meals to needy school children ..	.. 5,228,548 51	
		<hr/>
		5,465,169 89
		<hr/>
		38,808,445 35

