



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

Administration Report of the Director of Education for 1946

(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.

AUGUST, 1948

Printed on the Orders of Government

Printed at the
CEYLON GOVERNMENT PRESS

To be purchased at the
GOVERNMENT PUBLICATIONS BUREAU, COLOMBO

Price : 65 cents

“Copy” received : June 3, 1948.

Proof sent : July 7, 1948.

Proof returned : July 31, 1948.

Published : August 9, 1948.

EDUCATION.

ADMINISTRATION REPORT FOR 1946.

I.—(a) STAFF.

Mr. K. S. Arulnandhy, Principal, Government Training College, Colombo, was appointed to act as Deputy Director of Education from June 6, 1946, and was later confirmed in the appointment from January 25, 1945. Mr. T. D. Jayasuriya, Secretary to the Honourable the Minister of Education, who filled the new post of Additional Deputy Director of Education in an acting capacity from July 23, 1946, in addition to his duties as Secretary to the Honourable the Minister, was confirmed in the post of Additional Deputy Director from May 1, 1946, and continued to perform the duties of both posts. Mr. E. C. T. Holsinger, Lecturer, Government Training College, Colombo, acted as Principal from June 6, 1946. Mr. E. Munasinghe, Chief Clerk, acted as Office Assistant from January 3, 1946, till December 10, 1946, when he was relieved by a permanent officer, Mr. D. E. M. Wijesuriya, C.C.S., whose tenure of office dates from December 11, 1946. The vacancy created by the retirement of Mr. A. W. Savundranayagam, Chief Accountant, was filled by the appointment of Mr. B. E. de Pinto, Accountant, Class II., from October 14, 1946. Messrs. S. F. de Silva and D. C. Gunawardena were appointed as Officer in charge of Training Colleges and Officer in charge of Central Schools respectively.

Mr. A. W. Savundranayagam retired from the public service on reaching the age of 60. He was connected with the Department as Accountant for ten years and rendered very loyal and efficient service.

I regret to have to record the death in July, 1946, of Mr. H. W. Gunawardena, an acting Assistant Accountant, who joined the Department on October 23, 1944. This sudden death cut short the career of a very efficient officer.

Inspectorate.—The cadre of Education Officers which was 4 in Grade I., 2 in Grade II., and 3 in Grade III., was changed to 6 in Grade I., and 3 in Grade II. in conformity with the recommendations of the Salary Commissioners in Sessional Paper VIII. of 1946. The effect of the recommendations was that the two Education Officers holding Grade II. posts were promoted to Grade I. and the three officers in Grade III. moved up to Grade II.

In accordance with the recommendations of the same Sessional Paper the District Inspectors who had hitherto been classified in two grades on two different scales of salary, were grouped together in one District Inspectors' Grade on a uniform salary scale.

There was no increase in cadre, but eight vacancies in the post of Inspector of Schools were filled during the year.

(b) BOARD OF EDUCATION.

One meeting of the Board was held during the year. Various amendments to the Codes for Government and Assisted Schools, which were suggested by the Director of Education, were discussed at the meeting and recommendations were submitted to the Executive Committee for Education.

A sub-committee of six members was appointed to discuss the question of teachers' salaries with the Salaries Commission.

(c) EXAMINATIONS.

There was a staggering increase in the work of the Examinations Branch during the year. The pressure on the Branch may be gauged from the following facts and figures:—

The Sinhalese and Tamil Teachers' Certificate Examination, hitherto confined to teachers, was thrown open to all persons who had passed the Senior School Certificate Examination. As a result, entries numbered 15,008 as against 1,660 in 1944.

Nearly twice as many candidates (12,302) entered in 1946 for the S.S.C. Sinhalese and Tamil Examination as in 1944 (6,259).

A combined examination for entrance to Training Colleges and for the selection of probationary teachers was introduced in 1946. The Branch had to deal with 14,114 entries in all for this Examination (1,469 English, 12,645 Sinhalese and Tamil). The corresponding figure for 1944 was 2,947.

There was also a considerable increase in the numbers appearing for other examinations.

Three new examinations had been undertaken by the Branch in 1944—the Advanced School Certificate (Bilingual), the Higher School Certificate and the Oriental Studies Society's Examination. Three more were taken over during the year by the Branch for the first time, viz., the General Clerical Service (Special) Examination for ex-Service men, the C.C.S. Special Examination for ex-Service men and the 8th Standard Selective Test.

The question of strengthening the staff and providing more accommodation became urgent and by the end of the year definite action was taken. It was, however, owing to the exertions of the staff of the Branch, who often had to work after hours, that it was possible to cope with the contingencies that arose.

In August an event occurred which, although it makes unpleasant reading, should find a place in this report. There was a wholesale leakage of papers in the Sinhalese and Tamil Teachers' Certificate Examination which resulted in the abandonment of that examination. An examination in lieu of it was fixed for October, but had to be postponed to December on account of strikes.

The leakage of papers in the August examination has been under investigation by the C.I.D. which has not yet been able to issue a report. It was ascertained that after the leakage occurred large numbers of advance copies of the papers were on sale to candidates in the Veyangoda-Gampaha area and in the Southern Province between Hikkaduwa and Matara. The readiness of candidates to resort to unfair means of passing examinations and the reluctance of members of the public to assist detection of fraud by giving information indicate that the public conscience is not sufficiently awake to the national aspect of honesty in examinations.

(d) GENERAL SURVEY.

The year 1946 was a notable one in the history of education in Ceylon as the new educational policy of the Government was largely implemented in the course of it. The two cardinal points of that policy are (i.) free education from the Kindergarten to the University stage and (ii.) the imparting of instruction in the primary school in the mother-tongue of the pupil.

The discussions and controversies provoked by these two revolutionary proposals had the result of stimulating interest in education throughout the Island and of making the masses conscious of the benefits of education.

Many new schools were opened by private persons and by village societies and many requests were made to Government to open schools. Public-spirited persons came forward to the help of Government with donations of money, sites, buildings and material.

The free education scheme came into operation on October 1, 1945. Fees were abolished in all Government schools from that date and free education became available for all children resident in Ceylon, including the children of *bona fide* non-Ceylonese residents. The only fee permissible in any free school after that date was a games and library fee not exceeding six rupees a year.

Compliance with the free scheme on the part of the Assisted Schools is voluntary, but a decision must be made by them during the years 1947 and 1948, the latest date for the decision being May, 1, 1948. Assisted Schools entering the free scheme will not lose their autonomy. The Government undertakes the

payment of salaries, in full, of their staffs and of a maintenance and equipment grant on a sliding scale. Any school which does not elect to join the free scheme will not receive grant of any kind after October 1, 1948.

The adoption of the mother-tongue as the medium of instruction in the primary classes was made one of the conditions governing entry into the free scheme. In this case too a time-limit was set for the conversion of classes to the new media. The change was due to be completed by the end of May, 1946, and by that time the majority of schools were able to make fairly satisfactory arrangements. In a few cases of schools with English infant classes the date of change-over to the mother-tongue medium was deferred to January, 1947. The change called for considerable thought and effort on the part of Managers and teachers.

The full impact of these fundamental changes in the educational structure was felt by the schools in 1946 and I should like to pay a tribute to administrative officers, managers of schools, principals, teachers, and members of the clerical staff for their willing and efficient co-operation in the transition period. A picture of the improvisation and adjustment that was necessary may be gained from a perusal of the following direction which was issued from the Head Office:—

“ Full use should be made of bilingual teachers who may teach two groups simultaneously, giving the necessary instruction to each group in its own language. In a few cases trilingual teachers may be able to teach three groups simultaneously. Where this is not possible classes must be combined. For this purpose teachers will have to adapt themselves to taking two or more classes simultaneously, some classes doing written work while others are being taught. In such circumstances teachers will have to face and overcome the difficulties which are always present, for example, in one-teacher schools, where the teacher may have to take children belonging to half-a-dozen or so different stages simultaneously. Where there are severe staffing difficulties the Department will have no objection to managers advising the parents of small language groups to remove their children to other suitable schools, where such schools are available within a reasonable distance of the homes of the parents. To meet accommodation difficulties, schools may be run in sections meeting at different times, as in the case of double schools. Government is prepared to take over teachers, whose qualifications and records are satisfactory, from eligible staffs to enable schools to adjust their staffs to the new requirements. Managers should be prepared to adjust staffs in order to secure the presence of teachers qualified in vernacular by transfer of teachers between schools under their management. Teachers may be transferred from vernacular schools to the primary sections of English schools. A Code amendment is under preparation which will allow the transfer of English Teachers from the primary departments of English Schools to vernacular schools. Such transfers should not be carried out for the present until this amendment is passed.”

The segregation of pupils in the primary classes on a basis of language, has had one unfortunate result, viz., that of rousing a feeling of national differentiation between the groups. In the old days when English was the common medium this feeling was in abeyance. Children belonging to different language groups now tend to avoid one another. This constitutes a problem that must be solved in the future.

The changes were regarded with considerable suspicion in denominational quarters. While agreeing with the principle of free education, denominational bodies looked upon the proposals as a step towards the ultimate secularisation of schools. They entertained anxieties as to the control of their schools and complained that the equipment and maintenance grant which was to be allowed to them if they agreed to go free, was too meagre to enable them to run their schools efficiently. Several such schools began to explore the possibilities of running as private schools. The controversy was conducted with a certain amount of acrimony.

It is worth-while pausing to consider how the educational reforms of 1946 fit in to the general picture of the educational progress of the Island. The decisions of the Special Committee on Education published in Sessional Paper XXIV. of 1943 were put one by one to the State Council on the 5th and 6th of June, 1945, and the result was a series of authoritative decisions on all the important aspects of education. These decisions followed the recommendations of the Special Committee in the main, but there were two important exceptions, viz., (1) that all new schools should be run by the Government, and (2) that there should be "bifurcation" at the stage of standard 8 instead of "trifurcation" at the stage of standard 5. The second of these had an important financial implication, since it meant that ultimately all junior sections of schools must provide the same high standard of education, if all pupils are to be given the opportunity of joining senior secondary sections after standard 8. Thus ideally all junior schools should have science laboratories as well as workshops, and for the next few years at least should provide courses in English, although it seems doubtful whether the funds available for the supply of equipment or the supply of qualified teachers will ever be adequate fully to implement the decision.

The State Council's decisions of the 5th and 6th June, 1945, fell roughly into two classes, viz., (a) those that could be implemented under the existing Ordinance No. 31 of 1939, and (b) those that required legislation.

Out of the decisions capable of immediate implementation undoubtedly the most important were the introduction of the mother-tongue into the primary classes of all schools and the provision whereby assisted English schools were given an opportunity voluntarily to enter the free-education scheme.

There was a small group of decisions which, although capable of immediate implementation, were for reasons of expediency deferred to a later stage. The most important of these was the decision to introduce a quota of 22 in senior secondary schools and 27 in other schools. The introduction of the mother-tongue in all primary classes raised some severe staffing difficulties in English schools, since teachers had in previous years been taken on for their English qualifications and the proportions qualified in the national languages was in many cases not suited to the size of the groups of children to be taught in these languages. It was accordingly considered expedient not to subject schools simultaneously to a rise in the quota, as such a rise would have augmented their staffing difficulties.

Among the decisions calling for legislation one of the most important was that which involved the conversion of estate schools into State schools. The Medical Wants Ordinance had solved the problem of State hospitals in planting districts by setting these up outside the boundaries of estates, but this solution was hardly possible for schools which, if they are to serve their purpose effectively, must be located near the labourers' lines within the estates themselves. The problem of framing legislation to meet the State Council's decision necessitated preliminary discussions with planting and labour interests.

According to the State Council's decisions two bodies—the Examinations Council and the Educational Research Council—which have functioned hitherto in an advisory capacity will be invested with executive powers when amending legislation is introduced. The Research Council has done very important work in giving subsidies to writers of text-books in Sinhalese and Tamil and so has done something to make up the deficiencies of these languages as media of instruction. The task of selecting writers of text-books for subjects in which no very satisfactory book is available proved more difficult than might have been anticipated. Persons answering the Research Council's advertisements generally turned out to be well qualified in one of the national languages but with a poor knowledge of the subject selected, or else well qualified in the subject but with a poor knowledge of the language. In spite of difficulties, however, solid progress has been achieved.

In this brief and matter-of-fact description of the reforms of 1946 it has hardly been possible to do justice to the very great change and reorientation of education that were set in actual motion and will not develop some of their

far-reaching effects for many years to come. It would have been difficult to foresee that the mother-tongue would have been able, in the span of one year, to supplant English in the primary classes and that the idea of free education would have been able to catch the imagination of the common man all over the Island. These changes would have been impossible without the personality and drive of the Minister of Education, the Hon. Mr. C. W. W. Kannangara, without whose force and initiative this chapter in the educational history of Lanka might have been very different.

School buildings, lands and playing-fields which had been requisitioned in 1942 and kept thereafter for the use of the Services were released by the Service authorities in the course of the year. The buildings and premises were not, in every case, in a suitable state for an immediate return to normal, but the problems of reconditioning and repairs were tackled with energy by the schools and by the end of the year working order was restored. Some semi-permanent buildings erected by the Forces and modern amenities introduced by them have been of considerable benefit to the schools concerned.

With the end of the war against Japan in 1945 the question of the Branch Schools came up for settlement. Most of these schools had been opened in 1941 and 1942 by Assisted School managements and were provided for by the Education (Emergency Provisions) Ordinance, No. 24 of October, 1942. In the course of 1946 the service authorities returned the school buildings of which they had taken possession and Government's policy with regard to the Branch Schools had to be reviewed. Most of the Branches had developed into healthy entities affording educational facilities in areas which had not enjoyed such facilities up to that time. The schools could not continue as branches as there was no provision in the Code for that type of school and the Ordinance of 1942 was a temporary measure. It was decided to register these schools as separate schools if they complied with certain conditions regarding site, accommodation, equipment, attendance and staff. They were declared Junior or Secondary schools to the extent they conformed with these requirements. Among the centres that benefited by this decision were Bandarawela, Gurutalawa, Minuwangoda, Wattala, Alutgama, Gampola, Matale, Puttalam and Ganemulla.

The Salaries Commission, which was appointed in July, 1945, to revise the salary scales of public servants, published its report in May, 1946 (Sessional Paper VIII. of 1946). Teachers were not satisfied with its recommendations and protests were launched by both English and 'Swabasha' teachers' associations. Several amendments to the teachers' salaries scales were made as a result, and the Revised Salaries Proposals of August, 1946, in the main found acceptance. Conversion to the new scales and the payment of arrears of salaries—as conversion was to take effect from January 1, 1946—were based on directions given in paragraphs 1-4 of Sessional Paper VIII. and on Interim Conversion Reports issued by the Conversion Committee, pending the issue of the final and comprehensive report. The new salaries and arrears, together with consequential differences in rent allowance and war allowance, were paid to Government teachers in October, 1946. The calculations involved called for a tremendous effort on the part of the paying branches of the Department owing to the vast numbers of teachers in service and the complicated scales which were in existence.

The new salary scales were based on the assumption of a permanent increase in the cost of living of $33\frac{1}{3}$ per cent. above the pre-war level. The Commissioners expressed the view that the new scales would keep teachers contented and that they were sufficiently favourable to attract suitable men and women to the teaching profession.

In their scheme the Commissioners aimed at simplification and the removal of anomalies. Accordingly, they did away with the distinction between non-new entrants and new entrants and separate A, B and C scales. In carrying out the difficult task of simplifying the scales the Commission has rendered a signal service to education. Simplification, however, necessarily meant that some classes of teachers benefited more than others from the new scales and a certain amount of heart-burning among teachers was inevitable. As the

policy is that all teachers should ultimately be trained, trained teachers were classified as trained graduates, secondary trained, and primary and junior trained. This classification, it was anticipated, would tend to eliminate another distinction—that existing between English and vernacular teachers. The report contained special recommendations for head teachers and provided scales for probationary teachers. Several classes of English and vernacular teachers remained who could not be placed on the scales for trained teachers or probationers mentioned above. Special scales had to be drawn up for them and the Commission had to admit that "there is a large residue of teachers with special terms of service for whom specific provision must be made for many years to come."

The Commissioners did not find it possible to recommend that English and vernacular teachers should be placed on the same scales.

A progressive and far-reaching concession was that made to encourage teachers to graduate early (*vide* section 50 of Sessional Paper VIII.). To quote part of the relevant paragraph:—

"It has been found that in Ceylon teachers do not as a rule improve their qualifications, unless they do so while young, even though they are unable to secure any increase in salary at all without qualifying further, and in any case it is desirable that teachers should obtain their qualifications while young and have them for as great a part as possible of their teaching career. We think that it would be fair to place teachers who graduate at the point on the new scale which they would have reached had they served on it for half the number of years which they have served on the old scale, or on the point equal to their old salary, whichever is greater. This, while making it worth while for a teacher to graduate after a number of years' service, if he has been prevented from doing so before, will give a strong incentive to graduate early."

Some difficulty was experienced in the payment of arrears of salary on the new scales at rural post offices. At some of these the monthly sum payable was so swollen by arrears as to be incapable of transmission through ordinary post-office channels. In a few cases it was necessary to draw large sums from the bank and send them by car, but with the help of the rural postmasters, who proved very accommodating, the arrears were paid with very little delay.

An encouraging feature of the general "awakening" was the advance made by Muslims in education. Evidence of their keenness was afforded by the opening of a Muslim Girls' school at K/Akurana with an attendance of over 200 and improvement in attendance in the Muslim Girls' Schools in the Eastern Province. The recognition of the 'branch' schools opened during the emergency by Zahira College at Matale, Gampola, Puttalam and Alutgama will give additional strength to the cause of Muslim education.

GENERAL STATISTICAL SURVEY—AS ON MAY 31, 1946.

There were 5,759 schools in the Island with a roll of 933,358 children, of whom 537,232 were boys and 396,126 girls. The number on roll showed an increase of 66,049 for the twelve months ending May 31, 1946, the percentage increase being 7.62. The percentage increase over the 1943 total was 15.74, and 39.37 over the 1936 total on roll.

Teachers numbered 26,889.

The average daily attendance was 750,565, that of boys being 423,689 and of girls 326,876. The daily attendance was thus 80.42 per cent. The corresponding percentage for 1936 was 73.77.

The number of Government schools increased from 2,377 in 1945 to 2,808 in 1946. The increase was due to:—(i.) opening of new Central Schools (26), Junior Schools (18—including 4 practical schools) and Sinhalese and Tamil schools; (ii.) taking over by Government of a number of Assisted schools.

There were 2,951 Assisted schools in 1946 as against 3,079 in 1945.

The children in Government schools numbered 450,555 and in Assisted schools 482,803.

Government schools had 12,337 teachers and Assisted schools 14,430 (Table 5).

Of the teachers 15,731 were men and 11,036 women (Table 5).

Uncertificated teachers totalled 6,434—1,930 being employed in English schools and 4,504 in Sinhalese and Tamil schools.

Estate schools numbered 850.

(e) *Promotion of Thrift.*

I should like to record my appreciation of the efforts of the Commissioner of the National Savings Movement and his assistants to promote the habit of thrift in schools. The cultivation of thrifty habits in school children is the primary aim of the movement, and the success of the movement in the school is not to be measured by the sums invested. From all reports, the habit of saving has grown and has received a further impulse by the formation of Thrift Societies and Agricultural Clubs. The co-operation of the heads of schools and teachers has been so impressive as to win this tribute from the Commissioner that the schools are the mainstay of the movement.

Interesting information has been supplied by the Commissioner regarding progress in schools. Of the total number of 1,028 Savings Groups formed during the year, 790 were in the schools. Altogether there were 4,520 Savings Groups in operation in the schools. In the competition for the Vice-Chancellor's Savings Banners the average savings per pupil on the school roll ranged from Rs. 8.31 to a few cents. The Commissioner calls attention to the need for more support from parents, as it is they who supply the money which the children save.

Divisional activity is indicated by the following data:—

Central Division	..	Rs. 57,707.38 saved.
Southern Division	..	Rs. 42,443.97 invested in Savings Certificates
Southern Division	..	Rs. 98,981.21 lies to the credit of children in the post office savings bank
Eastern Division	..	Rs. 1,670.26 invested in Savings Certificates

Results of the Competition for the Vice-Chancellor's Savings Banner for Schools, 1946.

First Term : January-April, 1946.

		Average.
		Rs. c.
English Schools	{ 1st—Lindsay Girls' School, Bambalapitiya ..	8 31
	2nd—Bishop's College, Colombo ..	1 3
	3rd—Newstead School, Negombo ..	0 27
Sinhalese and Anglo-Sinhalese Schools	{ 1st—Mayinnaluwa Government Girls' School, Warakapola ..	0 83
	2nd—Madalagama Government School, Kahawatta ..	0 63
	3rd—Koslanda Government School ..	0 55
Tamil and Anglo-Tamil Schools	{ 1st—Elephant Pass Government School ..	1 46
	2nd—Church of Ceylon School, Odduchuddan ..	1 21
	3rd—Kondavil Private Hindu Tamil Mixed School, Kokuvil ..	0 32

Second Term : May-August, 1946.

English Schools	{ 1st—Ramanathan College, Chunnakam ..	1 37
	2nd—Bishop's College, Colombo ..	0 82
	3rd—Girls' High School, Kandy ..	0 76
Sinhalese and Anglo-Sinhalese Schools	{ 1st—Thumbe Government Mixed School, Kamburupitiya ..	8 41
	2nd—Koslanda Government School ..	2 17
	3rd—Pannala Government Girls' School, Kurunegala ..	0 92
Tamil and Anglo-Tamil Schools	{ 1st—Pedro School, Nuwara Eliya ..	3 71
	2nd—Elephant Pass Government School ..	0 94
	3rd—Palavi Tamil Mixed School ..	0 42

Third Term : September-December, 1946.

Average.
Rs. c.

English Schools	{	1st—Newstead School, Negombo ..	..	0 36
Sinhalese and Anglo-Sinhalese Schools ..		2nd—Jaffna College, Vaddukoddai ..	..	0 31
Tamil and Anglo-Tamil Schools ..		3rd—Central College, Batticaloa ..	..	0 23
	{	1st—Niyagama Government Boys' School, Talgas-wela ..	..	5 20
		2nd—Koslanda Government School ..	..	3 45
		1st—Pedro School, Nuwara Eliya ..	..	5 40
	{	2nd—Elephant Pass Government School ..	..	0 60
		3rd—Udispattu Government Tamil School, Udis-pattu ..	..	0 51

(f) Food Production.

Interest in food production was maintained in the wet zone schools in spite of the prolonged drought and an unusually feeble south-west monsoon. This activity had to be suspended in the North-Central Province on account of the high incidence of enlarged spleens among the children of that province.

It is gratifying to note that two local bodies—the Kurunegala Urban Council and the Puttalam Urban Council—awarded prizes for the best school gardens in their districts.

Garden produce was used to supplement the free midday meal.

There was a marked reduction in the number of food production teachers.

Acreage under Cultivation.

	N. P.	N.-C. P.	S. P.	N.-W. P.	C. P.	U. P.	Sab. P.	W. P.	S. P.
School Gardens	311 ..	114 ..	229 ..	220 ..	391 $\frac{1}{4}$..	427 ..	510 $\frac{1}{2}$..	426 ..	1,080 $\frac{1}{4}$
Home Gardens	6,913 ..	378 ..	40 ..	10,500 ..	3,360 $\frac{1}{4}$..	258 ..	1,156 ..	2,750 ..	1,190 $\frac{1}{2}$
Paddy cultivation by schools				[N.-W. P. ..		12 $\frac{1}{2}$ acres			
				S. P. ..		31 $\frac{1}{2}$ acres			

II.—PRIMARY EDUCATION.

Curriculum.—The Department's Scheme of Studies and Syllabuses for Ceylon Schools issued in 1940 were followed. This publication contains schemes of work in the compulsory subjects and the optional subjects for all types of schools up to the ninth year of the school course (the Junior class or eighth standard). In spite of the stress laid on modern methods of teaching in the Training Colleges, Education Officers have referred to the continued use of outworn methods and the prevalence of too much lecturing by the teacher at the sacrifice of pupil activity.

The Medium of Instruction.—The resolution of the State Council of June 5, 1945, to change the medium of instruction in the primary school mainly affected English schools, which were using English as the medium and were required, at short notice, to substitute the mother-tongue. Several difficulties had to be faced at first—the lack of a supply of teachers qualified in the new media (Sinhalese or Tamil), the inability of some of the English-trained teachers to adapt themselves to the new conditions and the want of suitable texts in Sinhalese and Tamil.

Peculiar situations developed as a result of the efforts of parents and pupils to adjust themselves to the new order. Not a few parents of children from Jaffna transferred them from other parts of the Island to schools in the Jaffna district and there was an exodus of Sinhalese and Burgher children from Jaffna.

Attendance.—There was an improvement in attendance. Satisfactory work was done by the Attendance Officers who used persuasion in preference to prosecution with good results: attendance increased, defaulters decreased and prosecutions were fewer. More children began to attend school at an earlier age. Attendance tended to be irregular in remote and elephant-infested areas and in parts of the country in which the general economic standard is low.

The attendance officers numbered 250.

Primary Departments of English Schools.—With the introduction of free education there was a remarkable migration of children from the primary classes of vernacular schools to the corresponding sections of English schools both free and fee-levying. The chief reasons were the superior buildings, equipment, staff and reputation of the English schools which, however, were not able to cope with the unprecedented number of applications for admission and had to refuse it to large numbers.

English in Vernacular Schools.—There was a great demand for the inclusion of English in the curriculum of the vernacular schools and provision was made for the teaching of this subject in a number of schools by the appointment of English assistants. Qualified teachers were not available to fill all the posts and the majority of teachers appointed possessed only the S.S.C. (English) qualification. Good work was reported in the assisted vernacular schools.

It is important that the vernacular schools should reach a reasonable standard in this subject as they are the "feeders" of the Junior and Central schools in which the medium of instruction is English.

Basic English.—Courses in Basic English were held in some divisions and were well attended by teachers. Basic English was not taught widely as qualified teachers and suitable textbooks were difficult to obtain. 'Basic' methods were applied in the teaching of 'standard' English.

An interesting experiment was tried in a school in Jaffna. 'Basic' English and 'standard' English were taught to parallel classes in standards V and VI and it was found that the pupils who studied 'basic' English reached as good a standard as the children in the parallel classes.

Estate Schools.—Good reports were received of the estate schools in the Southern and the North-Western Divisions. In the other planting districts not enough support was received from parents who showed little keenness and responsibility in making their children attend school. Midday meals were served. Superintendents of estates gave their co-operation.

The Department's Scheme of Studies 1940 contains a scheme of studies for Estate schools.

Extra-curricular Activities.—Many vernacular schools have introduced extra-curricular activities and tried to correlate them with class work. The following were some of the forms of extra-curricular work: gardening, term-end concerts and school celebrations, excursions, indoor and outdoor games, "house" activities, folk song and dance displays, dramatic performances, exhibitions, bee-keeping, scouting and boxing.

III.—SECONDARY EDUCATION.

(a) General.

Curriculum.—The curriculum comprised the standard school subjects both in Arts and Sciences, and schemes of work were based on the Departmental Schemes of Studies of 1940, for the Junior School, and Local Examination Syllabuses, for the Senior Classes. An experimental syllabus for a four-year course of study in the junior classes was issued for the use of Junior Schools and Junior Departments of Central and Senior Schools. Biology, Botany, Zoology and Government have a place in the curriculum of most of the English schools. Commercial subjects were taught in only a few schools.

A tendency to select easy options for examinations was reported from the Eastern Division, with the result that hardly any pupils in the division secured exemption from the London Matriculation or took higher study courses.

As far as practical subjects are concerned the curriculum of the mixed schools cannot be regarded as meeting fully the needs of girls. Subjects that they may take today are limited to Housecraft (which includes Needlework, Cooking and Home Management) and Weaving.

Differentiation of the Sexes.—Separate schools for boys and girls exist, principally, in the towns. Government has started three schools for girls, one in Colombo, one in Kandy, and one in Kurunegala. Girls intent on a career have sought and obtained admission to the senior and post-senior classes of boys' schools in towns, as girls' schools generally have no laboratories, and do not teach science.

All the Government Central, Senior, Junior, and Bilingual schools, with the exception of the three girls' schools mentioned above, are mixed schools.

Popular prejudice against mixed schools was not manifest in Sinhalese districts. It is significant that even on occasions when Vernacular Boys and Girls schools had to be combined in order to provide accommodation for the new Junior and Bilingual schools, no protests were made by the public.

Bilingualism.—English is now used in the primary classes only in the teaching of English which has been relegated to the position of one of the class subjects. The attainments of pupils in this subject at the conclusion of the primary school course in the fifth standard have shown a wide range of variation. A small percentage of the pupils entering the post-primary section have a fair knowledge of the subject and the remainder have a meagre knowledge or no knowledge at all.

At present in the Junior school a change of medium is prescribed. English becomes the medium and Sinhalese and Tamil are taught as class subjects. Pupils have to acquire proficiency in both Sinhalese (or Tamil) and English. The real problem, however, is, at first, one of finding the best and quickest ways of giving these children enough knowledge of good English to enable them to follow all class work in English by the VIIIth standard at least and, then, of ensuring that in six years, or at the most, seven, after joining the Junior school, they will reach school-certificate level.

The situation has been rendered confusing by unrestricted admission of pupils of all ages, and, at all stages, into the post-primary classes. Boys and girls of 18 and 19 are to be found distributed in the classes of the junior school and it is not a rare experience to come across such pupils among children of 11 + to 13 + years in the sixth and seventh standards.

The difficulties have been described in some quarters as insuperable; opinions have been expressed that the same high standard of English will not be retained and that there is a danger of attainment both in the mother-tongue and English being adversely affected by the exclusive use of the mother-tongue in the primary stages and of English in the post-primary stages.

On the other hand, educationalists have deemed the situation a challenge to their powers and have made several constructive suggestions for meeting the problems. One proposal is that there should be a year's intensive course in English for pupils before admission to standard VI or that the system of special classes should be introduced into the junior school too, another, that only superior pupils should be allowed to take the post-primary courses in English—which will make a process of selection necessary at an early stage in the post-primary school. Efforts are being made to devise special teaching methods and even to write texts with beginning lessons for maturer pupils. The methods of teaching Basic English have been employed with great success. The Department has made concessions by recognising a two-year course for standard VI. (Lower and Upper Division) and by allowing the use of Sinhalese and Tamil for the teaching of subjects other than English till a sufficient knowledge of English is acquired. The latter course will not militate against backward pupils as it has been decided to allow pupils to sit for the S.S.C. examination in any language from 1948.

It has to be remembered that the problem of 'bilingualism' is peculiar to this stage of transition and that the whole question has to be regarded in the light of local educational trends. As I have said in an article on "A Hundred Years of Education in Ceylon" in the Ceylon Journal of Education (September, 1946).

"The enormous extension of English education which is a corollary of this decision (i.e., to make English the medium of instruction in the Junior school), has unquestionably been very popular. Simultaneously with this

movement towards the English medium, there is a very strong movement away from it towards replacing English by the national languages. The two movements are not mutually antagonistic because English is meant to be a scaffolding to serve until the national languages are developed as vehicles for modern scientific learning."

Attendance.—Attendance has been good. Even the attendance of children who joined from vernacular schools was reported to be regular.

Practical Schools.—Four Practical Schools were started. All are not fully equipped but equipment is sent as it becomes available. All the Central Schools have practical departments in which early training is given in one or two industries, preference being given to local industries. The most popular types are: *Major industries*.—Carpentry, Weaving (for girls), Agriculture. *Minor industries*.—Rattan, coir, iron and brass, and lac work, mat weaving and pottery—to mention a few.

Non-Ceylonese Teachers.—Owing to the dearth of Ceylonese qualified to teach Biology, Geography, Mathematics and Government, schools have had to engage Indian graduates to teach these subjects. Special permission has to be obtained for the employment of such graduates on the eligible staffs of schools. No alleviation of the shortage of qualified Ceylonese teachers of science appears to be in sight as Ceylonese graduates in science have been able to obtain lucrative posts in other walks of life.

Standard VIII. Selective Test.—This test was held for the first time in 1946, as an experiment. Most of the Government schools and a few Assisted schools presented pupils for it.

H. S. C., University Entrance and pre-Medical Classes.—

Division.	H. S. C. and U. E.	Pre- Medical.
Northern	11	5
North-Central	Nil	Nil
North-Western	Nil	Nil
Eastern	3	Nil
Central	7	Nil
Sabaragamuwa	Nil	Nil
Uva	Nil	Nil
Western	29	6
Southern	7	1

Extra-curricular Activities.—Many schools have repaired and again brought into use the playing-fields returned to them by the Services. Organised games and the usual extra-mural activities have thus been restored to their place in the life of these schools.

Parent-Teacher Associations.—Every Government school is expected to have a parent-teacher association through which the views of parents regarding the welfare, progress and needs of the school find expression. There were 3,096 parent-teacher associations in existence in 1946.

The parent-teacher associations attached to Central Schools received prominence as some of the urgent problems of the Central Schools founded during the year were taken up by them and, in many cases, satisfactorily solved. Material help was afforded by the provision of buildings, extensions, repairs, land, equipment, and financial assistance towards school functions.

Conferences and Refresher Courses.—Education Officers held meetings of their administrative staff regularly every month. Teachers Conferences and Refresher courses (some residential) were held in nearly all the circuits in the Island. The Principals of Central Schools were summoned to a one-day conference in Colombo every term. By other means too, such as study circles, educational exhibitions and special classes in the various subjects, teachers have been given the opportunity to keep in touch with educational developments.

(b) *Royal College.*

The College returned to its home in Racecourse avenue on May 18, after four years spent in evacuation quarters.

In January the Royal College Preparatory School was placed under the direct control of the Principal, Royal College. When the Preparatory School returned to its premises in July the numbers rose from 298 to 576. An unprecedented number competed for places at the Entrance Examination in November and it was possible to envisage an attendance of nearly a thousand at the beginning of 1947.

The change of the medium of instruction in the Primary Classes necessitated the formation of as many as five sets of parallel classes—three for Sinhalese, one for Tamil and one for English. A further increase in the number of Sinhalese classes was anticipated after the rush for admissions in November.

The expansion of the Preparatory School has brought into prominence the question of the expansion of Royal College itself, as the pupils who leave the Preparatory School will have to be absorbed by Royal College. The prospect of obtaining a free education in the mother-tongue at one stage and in English at a subsequent stage in a College of such acknowledged standing has not unnaturally led to a phenomenal increase in the demand for admission to both schools.

There has also been a demand for education beyond the Matriculation stage. Though the practice of the school has been to restrict admissions direct to the Upper Sixth yet a special test was held in May for admission to this form and a selection was made of twenty of the more promising pupils whose financial circumstances would not, in most cases, have permitted their taking higher studies elsewhere.

Education in the higher forms is broad-based. The optional Arts courses included English, History and Economics, Oriental Studies and Western Classics. On the Science side, where there is a strong tendency for studies to become highly specialised, general courses in English, Art, Literature and current problems were provided. A great deal of interest was shown by the Sixth Form in the study of 'Government,' a subject introduced in 1944. The Principal has, in his report, thus summed up the attitude of advanced present day youth (as typified by the Higher Form students of Royal College) to traditional courses of study:— Modern youth is little interested in abstract disciplines and academic studies which are not sufficiently related to practical living. Western Classics is no longer the popular subject it used to be, and there is little evidence of a larger enthusiasm for Pali and Sanskrit. The pure sciences are more popular on account of their present market value. There is a shift of interest from these studies to social and economic problems of today, contemporary literature and art, applied sciences and industry, the cinema and the radio.

The usual high annual percentage attendance was maintained, the figure for the year ending May 31, 1946, being 94.

More accommodation is needed for the teaching of Chemistry, Biology and Botany. Additional and larger class rooms are also required.

The Royal College Hill School, Bandarawela, which was started in May, 1942, has ninety-six on the roll, of whom eighty are in residence. The work, health and tone of the branch have been excellent. The Colombo Hostel was re-opened on September 15, not in its former premises, "The Maligawa", but in a portion of the Training College buildings.

The Hill School and the Colombo Hostel were established under the auspices of the Old Boys Union which has run them since their inception. The support of old boys was given in other fields of college activity by the raising of a Development Fund to promote games and the cultural life of the school. Old boys won several high distinctions in public life—of the ten successful candidates in the Civil Service four were old boys and one of them secured the first place.

Opportunities for all-round development are provided by the following college activities:— The Library (from which a number of volumes were lost during the war-time peregrinations of the school), educational tours in South India and Ceylon, Literary and Debating Societies (English, Sinhalese and Tamil), The Scientific Society, The Farm Club, The College Magazine, The Music Society, The Social League, Games (Cricket, Rugby Football, Tennis, Volley-ball, Boxing, Indoor Games), Cadet Corps (Senior and Junior), the Boy Scout Troop, Athletics. A high standard was reached in sports, and college representatives distinguished themselves in inter-school competitions.

Statistical Return—Royal College only.

Number on roll : May 31, 1946	.. 674 (including Hill School)
Average attendance	.. 635 (94 per cent.)
Admissions ..	.. 173

Examinations.	Passes.
University Entrance Class ..	34 (18 in Arts, 10 in Science, 6 in Medicine)
H. S. C. Class ..	14 (4 in First Division)
Government S. S. C. English, November, 1946 ..	78 (17 in First Division)

(c) The Central Schools.

The Central Schools at H/Weeraketiya, C/Veyangoda, MT/Akuramboda, KG/Mawatagoda, KU/Ibbagamuwa, KL/Matugama and BT/Kattankudy were established before the publication of the Report of the Special Committee on Education as Sessional Paper XXIV. of 1943. The schools at NG/Minuwangoda and MR/Dikwella were founded in November, 1943, the very month when the Special Committee's report was issued to the public.

Chapter VII. of the report, dealing with the grading, classification and organisation of schools, contemplated three different stages of education, i.e. the primary, the post-primary and the stage beyond the post-primary which comprises University, professional and technical education. The old Central Schools had thus a new orientation and the Central Schools that followed the publication of the report were shaped to implement the proposals suggested by the report.

Thirteen schools were started in 1944 at C/Henegama, C/Piliyandala, G/Karandeniya, G/Wanduramba, G/Hikkaduwa, G/Nugawela, K/Walala, KU/Narammala, C/Galahitiyawa, J/Stanley, R/Getangama, MN/Erukkulampiddy and MR/Deniyaya. Fourteen more were founded in 1945:— C/Maradana, KL/Tissa Vidyalaya, KG/Ruanwella, KU/Sandalankawa, BD/Welimada, A/Kekirawa, BT/Vantharamulai, KL/Wadduwa, KG/Tholangamuwa, J/Velanai, NG/Hunumulla, C/Hanwella, K/Talatuoya, N/Poramadulla, and another fourteen in 1946:— C/Dehiwala, C/Green Street, MR/Telijjawila, R/Pelmadulla, K/Ginigathena, K/Wallahagoda, CH/Madampe, KU/Maho, BD/Passara, BD/Bibile, J/Vayavilan, J/Nelliady, KL/Taxila Vidyalaya, and N/Hedunawa. This makes a total of fifty Central Schools in selected parts of the Island.

All the Central Schools are mixed schools. The Central Schools attempt to implement the findings of the Special Committee's Report. Each school has a primary and a post-primary section. In very many cases the primary school is attached to the Central School (post-primary) and is under the supervision of the Principal of the Central School. There are still a few schools where the primary and the post-primary schools are two independent schools with different heads but there is sufficient co-operation and co-ordination of work to ensure that both function as one unit.

Where vernacular schools with post-primary classes were turned into Central Schools, the upper classes were retained and pupils were presented for the vernacular S.S.C. examinations, though English pervaded the curriculum. The progress of English (mainly Basic) was very rapid and soon some schools began to send up pupils for the S.S.C. English. Within this short period a few schools

have been able to do higher work and Matriculation as well as H.S.C. classes have been approved at C/Veyangoda, J/Stanley, C/Piliyandala, R/Sivali (Getangama).

Central Schools presented candidates for the S.S.C. English examination for the first time in November, 1946. Of the 121 candidates who sat for the full examination from 14 Central Schools, 61 passed. Nine candidates passed with distinction in English. The percentage of passes was 50.4 compared with 37.5 the percentage for the Island as a whole.

It has not yet been possible to separate the Senior School from the Secondary School but a practical bias was given in every school from the very start. A Practical Syllabus has been drawn up for the new Senior School Certificate. Practical Examination and several schools are making arrangements to prepare pupils for this examination.

The medium of instruction in the primary classes is the vernacular. This is a revolutionary change for all schools, since it sweeps away the distinction that existed between English and Vernacular schools.

English, however, is still a compulsory second language and is taught orally from the upper Kindergarten. Though Sinhalese and Tamil have won pride of place and, Pali, and, in some cases, Sanskrit also have come much more into the limelight, there is an equally keen desire on the part of pupils to learn English.

Elementary Science and Chemistry and Physics are taught in many schools. Biology is an additional subject where suitably qualified teachers are available, e.g., at C/Veyangoda, G/Hikkaduwa, KG/Ruanwella. Handicrafts are taught in all Central Schools, Carpentry for boys and Weaving and Housecraft for girls. Lacquer work is found at H/Weeraketiya, K/Nugawela; leather work at KG/Mawatagoda; iron work at KL/Matugama; brasswork at BD/Welimada.

Teachers of Music and Kandyan Dancing too have been appointed. The teaching of religion has been organised in every Central School.

The libraries are well equipped and games of all kinds are encouraged among both boys and girls. Volley ball and soccer are popular among boys while girls play net-ball, badminton, and tenniquoits. A few schools have taken to cricket and hockey. The first inter-school cricket match between C/Piliyandala and KL/Wadduwa, conducted on public school lines, was a very satisfactory performance.

Hostel life is provided for 974 boys and 731 girls. Scholarship holders are also supplied with free clothing, books and stationery. The Central Schools have 19,252 pupils on the roll. The 631 teachers include trained graduates, graduates, and trained teachers. It must be remembered, however, that Central Schools are yet in the making. Much has been done in the few years they have been in existence in spite of many short-comings in the matter of sites, accommodation, and equipment. The cause of free education has evoked a very generous response from many local philanthropists. Such patrons of learning have come to the help of CH/Madampe, KU/Sandalankawa, BD/Passara, K/Nugawela, R/Sivali, KL/Tissa Vidyalaya, J/Velanai, J/Vayavilan, C/Hanwella, N/Poramadulla, R/Pelmadulla, BD/Bibile, BD/Welimada, and KG/Ruanwella schools and have earned the gratitude of the children of these areas.

IV.—RELIGIOUS EDUCATION.

Schools run by religious bodies make the widest provision in this matter for children of their own denomination. In recent times classes in ethics and moral philosophy have been started in these schools for the older pupils of 'unlike' denominations. Such children are not permitted to attend religious services and instruction classes in the religion of the school authority, unless the written consent of the parents concerned has been obtained. Some denominational bodies (mainly Christian) affirmed, categorically, during the controversy over free education, that, as a matter of conscience, they could not allow any religion to be taught in their premises other than their own.

The enthusiasm for religion and religious education was equally great in Buddhist, Hindu and Muslim Assisted schools. Buddhism and Hinduism were offered as subjects by several pupils for the English Senior School Certificate Examination. The study of comparative religion in these schools is spreading.

The traditional neutrality of Government in respect of the teaching of religion in its schools has been abandoned as a result of the State Council's decision of June, 1945. The broad principle now adopted is that pupils should be taught their own religion. In Government schools in which either Buddhist or Hindu children are in an overwhelming majority, the day usually starts with the recitation of 'pansil' or 'thevarams', and at least one period a week is devoted to the study of religion. On 'poya' and other sacred days, children are taken to near-by temples for corporate worship. Religious knowledge classes were arranged for the children of other denominations attending such schools, wherever the numbers warranted, and teachers of the particular denominations were available from the staff or the neighbourhood.

There was a widespread religious revival in schools. Large-scale 'sil' campaigns were held and Buddhist Sunday schools were inaugurated.

Teaching of Arabic.—Arabic was taught in Government Muslim schools. The number of children studying the subject increased considerably during the year.

V.—ADULT EDUCATION.

The adult literacy campaign and adult education movement did not receive the support they deserve. As these are still voluntary activities, they must depend on helpers imbued with the spirit of service. Interest has been spasmodic and initial enthusiasms short-lived. Everything points to the need for adult education to be taken up as a Government-directed and co-ordinated activity in which the several Government Department, e.g., the Co-operative and Health Departments and voluntary organizations (e.g., the Mahila Samiti) will have their work assigned and regulated.

The difficulties in the way of a mass literacy and education drive are too well known to require recapitulation. To add to them, there was, still, in 1946, the lure of well-paid over-time work in emergency undertakings which prevented adults from benefiting from the facilities available.

Teachers in some of the Government and Assisted Schools, however, made praiseworthy efforts to further this cause by conducting evening classes in their schools for both men and women. Encouraging and convincing figures have been supplied by the Northern Division which had 745 adult literacy classes during the year with a record of 11,178 conversions to literacy.

Such equipment as was necessary for adult classes (e.g., lamps and permits for kerosene oil) was provided by the Department.

Reports from Education Officers stress the need for specially trained teachers for adult education.

The three cinema vans of the Department helped the movement considerably by popularising the visual approach to education. Requests for the services of the van poured in from schools in all the provinces.

Statistical data regarding Adult Education and Literary Classes and Night Schools, furnished by Education Officers.

Provinces.	N. P.	N.-C. P.	E. P.	N.-W. P.	C. P.	U. P.	W. P.	S. P.	Sab. P.
Adult Classes ..	94 ..	32 ..	18 ..	75 ..	64 ..	9 ..	119 ..	50 ..	71
Night Schools ..	No ..	No ..	No ..	1 ..	1 ..	No ..	22 ..	3 ..	No
	Regis- tered.	Regis- tered.	Regis- tered.	— ..	— ..	Regis- tered	— ..	— ..	Regis- tered
	Night Schools.	Night Schools.	Night Schools.			Night Schools.			Night Schools.

745 Literacy classes were held in the Northern Province at which 11,178 adults were taught to read and write Tamil.

Night Schools.—Night Schools are popular wherever they exist because English is taught in most of them. These schools did good work during the year.

VI.—CURRICULUM.

Western Music.—The Inspector of Western Music reports that the standard of music, especially in the larger Assisted Schools, has improved. Qualified music teachers are available and are being employed by schools. Schools are still short of equipment. Musical "evenings", demonstrations and lecture recitals were arranged for schools and were well attended.

Oriental Music.—Music teachers have been appointed to some of the Central Schools and their work is supervised by the Inspector of Oriental Music who has also given lectures and demonstrations. A syllabus of work in the subject has been prepared. In spite of the lack of musical instruments, fairly good work was done. Oriental music is one of the subjects that may be offered for the H.S.C. examination and examinations conducted by the Lanka Gandharva Sabha.

Carnatic Music.—The Inspectress of Carnatic Music reports that progress is hampered by the small number of teachers in schools in the north and east of the Island qualified to teach music. The work of the schools was supervised and several music classes for teachers were organised.

Art.—Three new Inspectors of Art were appointed in 1946, bringing up the cadre of art inspectors to 6 (1 Chief Inspector and 5 Inspectors of Art).

Continued shortage of equipment and material affected the study and teaching of the subject, especially in Sinhalese and Tamil schools. English schools were better supplied and equipped.

Inspectors attempted to lay stress on the creative side of art and the value of freedom in creative work. Mere mechanical reproduction was discouraged. Interesting results were obtained by the emphasis on expression and pattern drawing.

The general cultural background of the subject was exhibited by means of illustrated lectures, art exhibitions and special classes for teachers. Lectures were open to the general public as well as pupils and teachers. Slides were shown depicting the most modern methods in the teaching of the subject with particular reference to creative development. Thirty-nine such lectures on the general aspects of art were delivered in various parts of the Island. Among the illustrations were specimens of the work of children in Ceylon schools.

Needlework and Housecraft.—Work was hampered by the textile shortage. Specimens were taught and actual stitches, darns and patches were done. Garments were, however, very scarce.

In housecraft, first-aid, sick nursing and housewifery need more attention. Teachers and girls showed interest in child welfare.

It is expected that work will improve as soon as foodstuffs, textiles and teaching apparatus are obtainable.

Handicrafts.—Training in crafts is being given in several schools. The crafts so far introduced are woodwork, cloth and basket weaving, iron, brass, rattan, lac, coir and leather work. The following table gives the distribution of craft instruction centres among the schools:—

Central Schools ..	..	..	..	24
Junior Schools ..	..	..	..	1
Practical Schools ..	..	..	..	3
Sinhalese Boys' Schools ..	..	..	..	5
Sinhalese Girls' and Mixed Schools ..	..	..	..	37
Aided ..	..	..	..	7

Expansion of handicrafts has been retarded by lack of equipment and accommodation. The aim of the Department is to have practical sections in all schools. Handicraft courses are popular in the schools which have them; and, when the

proposed S.S.C. Practical Examination has been introduced, it is anticipated that courses in the available crafts will be taken by most pupils as soon as arrangements can be made to start workshops in the schools.

Syllabuses for handicraft sections take the pupils to a point from which they will be able to develop the crafts for themselves, provided they have the necessary enthusiasm.

VII.—UNIVERSITY AND COLLEGIATE POST-SECONDARY EDUCATION.

University of Ceylon.—There were 1,302 students in the University in July, 1946, an increase of 237 over the number in residence in July, 1945. The number of women was 178, an increase of 45. The corresponding figures for July, 1942, when the University was established, were 904 students including 91 women. There were 1,171 candidates at the University Entrance Examination in December, 1945, of whom 372 or 31.8 per cent. were accepted.

Courses using mainly Sinhalese and Tamil as media were started for the Vidyā Visarada and Vidwan Diplomas, and an additional Assistant Lecturer in History with special qualifications in Archaeology was appointed in order that Archaeology might be made a University subject at the end of his period of training. The proposal of the University to start a second Medical School in Peradeniya, with a new University hospital, was approved by the Government, and for this purpose a four-year plan for recruiting staff in the Faculty of Medicine was approved by the Council. Preparations were made for the beginning of courses in Laws, Agriculture and Veterinary Science in 1947. The courses in Laws were planned after negotiations with the Council of Legal Education, which voted Rs. 50,000 to the University to form a partial endowment for the Chair. For the courses in Agriculture and Veterinary Science arrangements were made with the Ministry for Agriculture and Lands for the transfer to the University of the School of Agriculture and the Veterinary Hospital at Peradeniya.

Following the example set by the Government, the salary scales of the whole University staff were raised in 1946 at a cost of Rs. 660,000, in respect of which a supplementary grant was paid by the Government. The expenditure for the year 1945-46 rose to Rs. 1,691,222 and the income to Rs. 1,627,774, showing a deficit of Rs. 63,448. The assets on October, 1946, stood at Rs. 5,250,654, of which Rs. 2,875,000 was in lands and buildings, Rs. 855,479, in furniture and equipment, and Rs. 1,025,032 in gilt-edged securities.

The deficit was due to the remission of tuition and examination fees combined with a larger student entry and heavier examination expenses. The increased cost would normally have been met by an increase in fee income, but instead the University had only a fixed increase in the grant for the year. The remission of fees had no effect on numbers in the session 1945-46, since all the students who benefited from the remission had already been accepted as fee-paying students. Part of the increase in 1946-47 may have been due to the psychological effects of the "free education" campaign. Though all the students accepted at the University Entrance Examination who could not pay fees would have been provided with bursaries, the publicity probably increased the flow somewhat, especially in the Faculty of Medicine, where the fees had been high. Figures produced by the Scholarships Board show that in 1945-46 about 16.5 per cent of the students could not afford either fees or full maintenance and had to be, subsidised even with free education; about 8.3 per cent. could afford maintenance but not fees, and so were provided with bursaries before but not after free education; and about 75.2 per cent. could afford both maintenance and fees. The proportion of bursary-holders increased from 16.5 per cent. in October, 1945, to 22 per cent. in 1946. The University is thus reaching social classes which could not have been reached before 1942, but this is due more to bursaries than to free education. The cost of bursaries was Rs. 81,000 and the cost of free education about Rs. 300,000.

Law College, Ceylon.—Thirty-seven Advocate students and one hundred and twelve Proctor students were admitted during the year.

VIII.—TRAINING OF TEACHERS.

Types of Training.—At the Government Training College, Colombo, Graduate teachers are given a one-year course in pedagogical subjects such as the theory and history of education, educational psychology and hygiene, the practice of education and general and special methods. Teaching practice and criticism lessons are carried out in the Practising School attached to the Training College.

Non-Graduate Teachers who have passed the S. S. C. English or higher examinations are given a two-year course at the Government Training College, Colombo. In the first year much time is devoted to the development of the academic knowledge of the students. Physical education is compulsory for all, while the men students must take gardening and the women students domestic science and housecraft. Special attention is also given to speech training.

Art, handwork and music are also important subjects on the curriculum. All students attend classes in music (Oriental and Western). The second year course of study is identical with that taken by the Graduates.

Primary and Junior School Teachers are trained at 9 Government Training Colleges. The trainees are Sinhalese and Tamil teachers who have passed the S.S.C. (Sinhalese and Tamil) examinations. They go through a two-year course, the first year of which is devoted to academic studies with one week of teaching practice every term and one criticism lesson every week.

Health education and eurhythms are compulsory for all students. Housecraft and domestic science are taken by all the women students, while gardening is compulsory for the men. Art and handwork are important subjects of the course, and all students attend the course in oriental music. Oriental dancing is also taught in these Training Colleges and special attention is given to speech training.

In the second year, the students go through a course of professional training in the theory of education, child psychology, general and special methods of teaching. In the absence of a special centre for the training of Kindergarten teachers students in the second year are allowed to specialise in this subject.

Every student has, at the end of the second year, to present for examination some form of creative work. This may be taken not only from pedagogical subjects but also from art, music, handwork, needlework, literary and dramatic composition.

Every Training College is a residential institution. The life of the College is organized and conducted by the students and a house system has worked very well, giving the Sinhalese and Tamil trainees a very necessary part of education. Every college has its clubs and societies which are organized and run by the students.

In these ways it is hoped to make the trainees not merely clever craftsmen in the art of teaching. The personality of the teacher is all-important and the training is based on the belief that the most important of the educational influences which flow from the teacher to the pupil have their source not so much in what the teacher knows as in what he is, what he values and what he enjoys.

The Government Training College, Colombo.—At the beginning of this year thirty post-graduate students were admitted for a one-year course of training, and fifty non-graduates for the usual two-year course which would qualify them to teach in the post-primary classes of secondary schools. In the third term of the year the number of first-year students was increased by the admission of ninety-five students who had received a six-month's course of training in commercial subjects and workshop theory and practice at the Ceylon Technical College. These ninety-five students are now receiving pedagogical training in order to fit them for work in practical schools.

During the year under review thirty graduates and forty-seven non-graduates completed their courses of training.

A special feature of the work during this year was the emphasis laid on the methods of teaching of Sinhalese and Tamil, with a view to giving the study and teaching of these two subjects their rightful place in our scheme of studies.

In September the college returned to its former quarters in Thurstan road, but it was able to occupy only about one-third of the old premises, as the rest had been allotted to the Royal Preparatory School.

Training Colleges—1946.

Name of the College.	Males, Females, Mixed.	Number of Students in Training				Remarks.	
		1st year.		2nd year.			
		Males.	Females.	Males.	Females.		
<i>Secondary (Government)</i>							
1 .. Colombo G. T. C.	Mixed ..	39a ..	16a ..	22a ..	25a ..	a 2 year	
		95b ..	— ..	— ..	— ..	course	
		29c ..	4c ..	— ..	— ..	b Intermediate	
						course extended for 2 years	
						c 1 year post-Graduate course	
<i>Primary and Junior (Government.)</i>							
2 .. Mirigama G. T. C. (Sinh.)	Mixed ..	43 ..	15 ..	34 ..	32 ..		
3 .. Giragama G. T. C. (Sinh.)	Mixed ..	39 ..	— ..	26 ..	42 ..	Kandyans only	
4 .. Balapitiya G. T. C. (Sinh.)	Mixed ..	— ..	— ..	15 ..	15 ..		
5 .. Kopay G. T. C. (Tamil)	Men ..	14 ..	— ..	37 ..	— ..		
6 .. Alutgama G. T. C. (Tamil)	Men ..	15 ..	— ..	59 ..	— ..	Muslims only	
7 .. Batticaloa G. T. C. (Tamil)	Men ..	50 ..	— ..	28 ..	— ..		
8 .. Batticaloa G. T. C. (Tamil)	Women ..	— ..	42 ..	— ..	58 ..		
9 .. Addalaichenai G. T. C.	Men ..	14 ..	— ..	29 ..	— ..	Muslims only	
(Tamil)							
10 .. Tirunelvelvy G. T. C. (Tamil)	Women ..	— ..	32 ..	— ..	— ..		
<i>Primary and Junior (Assisted.)</i>							
11 .. Nittambuwa T. C. (Sinh.)	Men ..	25 ..	— ..	30 ..	— ..	Buddhist	
12 .. Walana T. C. (Sinh.)	Women ..	— ..	14 ..	— ..	16 ..	Buddhist	
13 .. Bolawalana T. C. (Sinh.)	Women ..	— ..	24 ..	— ..	37 ..	R. C. M.	
14 .. Maggona T. C. (Sinh.)	Men ..	34 ..	— ..	32 ..	— ..	R. C. M.	
15 .. Wennappuwa T. C. (Sinh.)	Women ..	— ..	15 ..	— ..	23 ..	R. C. M.	
16 .. Peradeniya T. C. (Sinh.)	Mixed ..	20 ..	20 ..	14 ..	19 ..	Protestant Mission	
17 .. Balapitiya T. C. (Sinh.)	Women ..	— ..	16 ..	— ..	36 ..	Buddhist	
18 .. Colombo Musaeus T. C. (Sinh.)	Women ..	— ..	34 ..	— ..	32 ..	Buddhist	
19 .. Wellawatta T. C. (Sinh.)	Women ..	— ..	12 ..	— ..	38 ..	Buddhist	
20 .. Colombogam T. C. (Tamil)	Men ..	13 ..	— ..	13 ..	— ..	R. C. M.	
21 .. Ilavalai T. C. (Tamil)	Women ..	— ..	23 ..	— ..	36 ..	R. C. M.	
22 .. Puliyantivu T. C. (Tamil)	Men ..	12 ..	— ..	13 ..	— ..	R. C. M.	
23 .. Tirunelvelvy Saiva T. C.	Men ..	13 ..	— ..	12 ..	— ..	Hindu	
(Tamil)							
24 .. Nallur T. C. (Tamil)	Mixed ..	6 ..	2 ..	23 ..	35 ..	Protestant Mission	
25 .. Jaffna Parameshwara T. C.	Men ..	14 ..	— ..	13 ..	— ..	Hindu	
(Tamil)							
26 .. Jaffna Ramanathan T. C.	Women ..	— ..	15 ..	— ..	15 ..	Hindu	
(Tamil)							

IX.—HEALTH WORK IN SCHOOLS.

(a) School Meals.

Free mid-day meals were given to all pupils in Sinhalese and Tamil schools—Government and aided—to needy pupils up to 50 per cent. of the number in Central, Secondary and Bilingual schools, and up to 25 per cent. in Junior schools. The meal usually consisted of bread with sambol or curry or vegetable soup or jam. Boiled gram was issued occasionally. The shortage of flour during the year caused hardship. Efforts were made to improve the cooking and serving of the meal. In one area the Tea Propaganda Board supplied tea and sugar free, a cup of tea being given to each child. Relevant statistics follow:—

Financial Year, 1945–46.

	Number of schools authorized to provide meals.	Number of schools which provided meals.	Average number of children fed.
Municipal Council areas	.. 95 ..	95 ..	11,507
Urban Council areas	.. 42 ..	42 ..	6,474
Rural areas	.. 4,767 ..	4,526 ..	507,696
Total	.. 4,904 ..	4,663 ..	525,677
			Rs. c.
Cost of feeding in Rural areas ..	.. .. ..	.. .. ..	5,650,388 64
Cost of feeding in Municipal areas	.. .. ..	.. .. ..	149,438 6
Cost of feeding in Urban Council areas	.. .. ..	.. .. ..	63,667 89
Total cost of feeding school children during the financial year (1945–46)	.. .. ..	.. .. ..	5,863,494 59
Average cost per child	.. .. ..	.. .. ..	Rs. 11.15
Average number of days on which meals were given during the financial year (1945–46) ..	.. .. ..	.. .. ..	180

(b) *Physical Training.*

The system of physical training in schools has been radically changed. 'Military drill', as it is called, is giving way to the system set forth in the Board of Education (England) syllabus of Physical Training. The school as a whole is organized for physical training. All the pupils are grouped in sections according to age or height, and the school turns out for training two or three times a week for periods varying from twenty to thirty minutes. Pupils are rarely exempted and every teacher in the school is expected to take a class. The basis of a lesson is the drill 'table'—a regulated and comprehensive programme in which are featured 'free movement' exercises, complete limb activity and games. The system is humane and pleasant and schools have gone the length of buying apparatus in order to place a wide range of games at the disposal of pupils and teachers.

Interest in physical training was fostered by Education Officers and Inspectors of Schools. Every province had circuit and divisional physical training competitions and sports meets at which, sometimes, a physical training table was demonstrated by massed squads numbering up to three thousand children.

Other kinds of physical activity also received attention. Provincial competitions in boxing, volley-ball and net-ball were organized. Instruction classes in physical training and boxing were arranged for teachers in both town and country centres. Certificates were issued to teachers at the end of courses.

Malnutrition is a serious handicap to physical training in some parts of the Island. There is room for much improvement in the adequacy of playground space, supply of apparatus for physical training and availability of trained personnel.

(c) *The Schools for the Deaf and the Blind, 1946.*

The R. A. F. vacated the Ratmalana buildings in April, 1946, so the two schools were able to return at the end of June. Some of the buildings were still under repair but the schools quickly settled down to normal work. The number of children in the schools went down during the war, but is rising again rapidly now especially in the Deaf School.

The Blind School.—The children study up to Standard VIII. A great effort is being made to Braille as many Sinhalese books as possible. Good progress has been made in oriental music. Mr. Dassanaike, the Principal of the Blind School, went to England in August for a year's training in Blind work.

The Deaf School.—Most of the teaching is now done in Sinhalese or in Tamil. The children have made very good progress in both languages. The Kindergarten classes are very full. No children are being admitted over the age of 8 years.

(d) *Certified Industrial School, Maggona.*

There were 402 juvenile offenders ~~in the~~ ^{on the} roll of whom 139 were admitted during the year. The ~~number~~ ^{number} discharged after their term of detention was 97.

Re-admissions were only 7. The terms of detention ranged from 5 years to 36 months. The majority of the offenders were convicted in Colombo (66). The offenders came mainly from the Western Province (90), Southern Province (11) and Central Province (32). The youngest inmate was 9 years of age and the oldest 17.

The children enter, generally, in poor health but receive regular treatment after admission with beneficial results.

In the mornings, pupils follow practical courses in gardening, carpentry, tailoring, printing, book-binding, ironwork, cooking and sick nursing. At the June examination 113 were presented of whom 108 passed.

In the afternoons the children attend the Sinhalese and Tamil schools. Inspectors have reported that satisfactory work has been done.

X.—SCHOOLS BROADCASTING SERVICE.

During 1946, 268 items were broadcast to schools. These items fell into four groups according to their suitability for different classes or for teachers.

The groups were:—

- (1) Primary Classes.
- (2) Post-Primary Classes.
- (3) Senior Classes.
- (4) Teachers.

The topics dealt with included Peeps into Tamil Literature, Readings from English Authors, Story Telling, Sinhalese Poets, Among the Ancient Greeks and Romans, Our Country and Our World, Great Sinhalese Poets, Wonders of Science, Our Ancient Ruins, Great Lives and Leisure Hours. The series of talks for teachers were on Physical Education in Sinhalese, and Tamil Literature and Culture in Tamil.

During the year, most schools, if not all, returned to their permanent homes and normal activities. More schools found it possible to make arrangements for listening-in regularly.

Satisfactory arrangements were also made during the year for the maintenance and repairs of receivers which increased the range and frequency of listening-in schools.

The Annual Reading and Recitation Contests in English, Sinhalese and Tamil were held at the end of the year. There was a further increase in the number of entries over 1945 which was due to the growing popularity of this competition and the resumption of extra-curricular activities in schools.

XI.—MISCELLANEOUS.

Oriental Studies Society, Colombo.—The aim of this Society is to encourage the study of oriental languages (Higher Sinhalese, Pali and Sanskrit). The Society awards certificates for oriental studies on the results of a written examination which is now conducted by the Education Department. In 1946 the examination was held at 9 centres and candidates were examined in Sinhalese, Pali, Sanskrit, Tamil, Ceylon History and Archaeology, Prakrit and Logic. The results were as follows:—

Total number of passes	304
Preliminary	190
Intermediate	46
Final	68

The Society has 655 members in all, composed of 251 lay members paying subscriptions and 404 Buddhist monks.

Oriental Studies Society, Jaffna.—The Jaffna Oriental Studies Society is one of the oldest of its kind in the Island. Its members are distinguished men and women of learning in Tamil. A good many of them are graduates from English Universities. The Director of Education is its President.

The chief item of work done by the Society during the year was the holding of the various Pandit Examinations. In 1946 five candidates were successful in the Pandit Examination; 7 in the Bala Pandit and 3 in the Piravesa Pandit. One candidate was referred in Bala Pandit and 3 in Piravesa.

Lanka Gandharya Sabha.—The usual activities of the Sabha were continued during the year. The Annual Examinations in Music and Kandyan Dancing were held at 11 centres. The number of entries for this year's examination was 370. Of this number 259 appeared for the Music Examination. In this examination 139 were successful in the Preliminary Examination, 9 in the Intermediate Examination and 8 in the Final Examination. The number of candidates for the Kandyan Dancing Examination was 111 and the number of passes was 28 in the Preliminary, 15 in the Intermediate and 14 in the Final.

The number of members stands at 68.

The Ceylon Society of Arts.—The Ceylon Society of Arts has its home in the Art Gallery, Green Path. Exhibitions of paintings and lectures on art were organized by the Society at regular intervals. For probably the first time an exhibition of prints, engravings, linocuts and wood-cuts was held in the course of the year in the Art Gallery.

The Society was represented at the Tenth Annual Convention of the Calcutta Society of Arts by the Hon. the Minister of Education and Dr. G. P. Malalasekera, Secretary of the Society of Arts. Dr. Malalasekera delivered four lectures. Copies of Sigiriya and Polonnaruwa frescoes were used to illustrate the lectures.

The Society plans to start Art classes, to publish a Journal of Arts and to have an exhibition of Art of school children.

The financial position of the Society is not satisfactory and an application is to be made to Government for an enhanced grant. Funds are urgently needed for renovation of the Gallery, tidying of the compound and a semi-permanent building for classes.

Teachers' Associations.—A few associations, chiefly those of Government teachers, have sent in reports. The main topic for discussion at meetings during the year was Salary Scales.

Ceylon Cadet Battalion (Junior Cadets).—The strength of the Junior Cadets is 38 officers and 1,258 other ranks who are divided into 37 Platoons. A training camp for officers was held at Diyatalawa, and company camps were held at Ambalangoda, Matale, Gampaha and Piliyandala. Seven new Junior platoons were formed.

The Ceylon Boy Scouts Association.—The Census of scouts taken on Scout Census Day (September 30, 1946), disclosed that there were, 5,061 Scouts, Cubs and Rovers, 116 Commissioners and 254 Branch Officers making a total of 5,431.

The Association started a Development Fund in 1944 with a target of a quarter million rupees. The amount collected so far is Rs. 152,787.48.

All-Island Conferences, Training Camps, National Scout-Week and other periodical activities were features of the Association's programme for the year.

The Wood Badge was won by five scouters during the year.

Island development and the introduction of scouting to rural areas will proceed apace with the appointment of four full-time Field Commissioners whose duties are to make the movement better known, to propose and to find ways of giving as many children as possible a scout training and to improve standards all round.

Encouraging results have been obtained by the Scout troops started for estate children. These children respond to the Scout discipline in the same way as other children. The members of the planting community have shown the keenest interest in the scheme.

At the Mirigama Scout Colony the pioneer farmers and the two hundred children from the neighbouring villages attending the Sinhalese Mixed School had a year's useful training.

Scouting in the Prisons, the Leper Asylum and the School for the Deaf and the Blind was carried on without interruption.

The official scouting publication "Outdoor Life" appeared regularly.

The Girl Guides Association.—The Girl Guide roll consisted of 590 higher ranks (inclusive of 216 Guiders, 6 rural Guiders and 269 Rangers) and 4,109 Guides and Brownies. The numbers of all ranks increased by 600, the largest annual increase since 1942-1943.

Rural work has expanded rapidly. Three full-time and three part-time workers were engaged in this work and splendid results have been secured by them. Money was spent out of Guide funds for vernacular training equipment and vernacular training. The extension of this activity depends on funds being made available by the Government and the public.

Camping and local trainings have increased considerably.

The Association publishes a News Sheet which it is intended to develop into the official organ of the Ceylon Guides.

On the whole good progress was made in 1946.

IAN SANDEMAN,
Director of Education.

TABLE NO. 1.—CLASSIFICATION OF SCHOOLS, PUPILS AND TEACHERS.

TABLE No. 2.—AVERAGE ATTENDANCE OF PUPILS IN ENGLISH, BILINGUAL, SINHALESE AND TAMIL SCHOOLS, 1946.

Type of School.	Primary.		Post Primary.	
	Boys.	Girls.	Boys.	Girls.
1.—English :				
(a) <i>Collegiate</i> —				
Government Assisted	635	..
			7,811	..
			3,311	—
(b) <i>Senior Secondary</i> —				
Government Assisted	..	1,041	387	..
		22,628	14,918	..
			19,456	..
			9,504	313
(c) <i>Junior Secondary</i> —				
Government Assisted	..	319	119	..
		4,178	1,887	..
			2,549	..
			802	126
(d) <i>Junior</i> —				
Government Assisted	..	866	383	..
			728	..
			368	—
(e) <i>Primary</i> —				
Government Assisted	..	5,540	2,422	..
				—
				5
(f) <i>Night</i> —				
Assisted	..	2,617	—	..
			222	..
			—	—
(g) <i>Special</i> —				
Assisted	..	64	54	..
			5	..
			12	—
2.—Central :				
Government	..	1,175	512	..
			7,192	..
			4,748	—
3.—Bilingual :				
<i>Government</i> —				
Anglo-Sinhalese	..	2,955	1,073	..
Anglo-Tamil	..	403	207	..
			1,214	..
			140	..
			472	63
<i>Assisted</i> —				
Anglo-Sinhalese	..	1,149	802	..
Anglo-Tamil	..	968	973	..
			276	..
			191	..
			316	368
4.—Sinhalese and Tamil :				
(a) <i>Day Schools</i> —				
Sinhalese—				
Government	..	153,464	115,649	..
Assisted	..	89,977	83,160	..
			11,992	..
			9,330	..
			13,281	13,327
Tamil—				
Government	..	14,396	10,340	..
Assisted	..	37,221	33,681	..
			841	..
			1,300	..
			310	2,091
Sinhalese and Tamil—				
Government	..	324	203	..
Assisted	..	805	447	..
			47	..
			12	..
			20	—
(b) <i>Night Schools</i> —				
Tamil—				
Assisted	..	19	—	..
			—	—
5.—Estate Schools :				
Assisted	..	18,041	10,192	..
				—
		358,150	277,409	..
			65,539	49,467

TABLE No. 3.—CLASSIFICATION OF PUPILS ACCORDING TO RACE AND RELIGION, 1946.

Western Province.	Central Province.	Southern Province.	Northern Province.	Eastern Province.	North-Western Province.	North-Central Province.	Province of Uva.	Province of Sabaragamuwa.	Total.
Total Number of Pupils on Roll on May 31, 1946	283,685	134,694	150,517	90,394	32,810	93,484	15,858	44,092	933,358
Boys	157,362	80,929	86,713	51,252	19,138	52,483	9,607	29,590	537,232
Girls	126,323	53,765	63,804	39,142	13,672	41,001	6,251	14,502	396,126
Average Daily Attendance—									
Boys	132,421	66,095	73,653	41,302	12,279	37,046	6,851	13,827	423,689
Girls	110,204	46,337	52,478	33,737	8,740	31,523	4,979	8,319	326,876
Number of Schools	1,296	1,109	735	577	266	590	181	352	5,769
Pupils by Race:—									
Burghers	4,914	879	256	113	468	138	40	121	7,089
Europeans	62	36	6	—	—	3	—	—	107
Malays	2,095	542	330	22	40	332	10	282	3,720
Moors	10,237	8,037	3,925	1,830	9,777	3,647	938	1,123	42,099
Sinhalese—									
Kandyans	6,232	78,935	35	556	921	58,740	12,893	31,157	259,920
Low-Country	246,213	16,315	14,902	274	495	26,301	1,282	3,908	8,366
Tamils—									
Ceylon..	8,659	3,585	305	87,209	20,795	4,080	595	730	127,973
Indian..	4,532	26,014	726	382	146	230	98	6,733	4,155
Others..	741	351	32	8	168	13	2	38	25
Pupils by Religion:—									
Buddhists	210,314	93,364	143,842	861	1,367	68,836	13,942	34,340	77,390
Christians—									644,256
Church of Ceylon	4,647	1,459	164	718	140	296	85	171	8,095
Methodist	2,620	280	186	437	641	126	6	106	4,427
Presbyterians	470	95	26	88	1	14	1	15	723
Roman Catholics	46,269	5,353	1,117	8,680	2,638	16,412	251	793	83,382
Other Denominations	643	327	19	1,107	15	170	5	6	2,590
Hindus	6,394	25,146	914	76,400	18,200	3,777	609	7,191	5,081
Muslims	12,185	8,567	4,248	2,067	9,800	3,831	939	1,405	2,639
Others	143	103	1	1	36	8	22	65	94

TABLE No. 4.—CLASSIFICATION OF SCHOOLS AND PUPILS ACCORDING TO PROVINCES, 1946.

(The number on roll in each province is given in Table 3)

TABLE No. 5.—CLASSIFICATION OF TEACHERS, 1946.
(*Excluding Teachers in English Night, Special and Tamil Night Schools*)

Qualifications.	Government												Assisted ¹															
	Central.	English.	Bilingual.	Sinhalese.	Tamil	Sinhalese & Tamil.	English.	Bilingual.	Sinhalese.	Tamil.	Sinhalese & Tamil.	Estates.	M.	W.	M.	W.	M.	W.	M.	W.	M.	W.	M.	W.				
<i>English :—</i>																												
Graduates :—																												
Trained	28..	5..	3..	—	..	—	..	—	..	—	..	—	67..	35..	1..	—	..	—	..	—	..	—	..	—	..			
Untrained	..	55..	9..	26..	—	..	—	..	—	..	—	..	376..	134..	4..	2..	—	..	—	..	—	..	—	..	—			
English Trained :—																												
First Class	18..	20..	26..	8..	12..	2..	—	..	—	..	—	..	221..	231..	1..	3..	—	..	—	..	—	..	—	..	—			
Second Class	..	16..	5..	6..	4..	5..	—	..	—	..	—	..	29..	40..	2..	2..	—	..	—	..	—	..	—	..	—			
Bilingual Trained :—																												
First Class	..	9..	7..	8..	—	..	11..	—	3..	14..	1..	4..	—	..	—	24..	5..	1..	—	..	—	..	—	..	—			
Second Class	..	3..	—	4..	1..	6..	—	3..	—	..	—	..	..	..	—	7..	3..	—	..	—	..	—	..	—	..
Certificated :—																												
Second Class	..	35..	5..	14..	—	2..	17..	3..	—	..	—	..	..	205..	209..	3..	1..	—	..	—	..	—	..	—	..	
Third Class	..	9..	4..	26..	—	2..	2..	2..	—	..	—	..	..	129..	96..	3..	1..	—	..	—	..	—	..	—	..	
Provisional	..	9..	14..	5..	1..	6..	—	..	—	..	—	..	..	114..	121..	2..	—	..	..	—	..	—	..	—	..	
Technical College Science Dip- loma		1..	—	..	11..	—	4..	—	1..	—	1..	—	..	..	..	8..	2..	—	..	—	..	—	..	—	..
Intermediate in Arts	..	3..	1..	—	1..	—	1..	—	2..	—	2..	—	..	..	..	87..	27..	—	..	—	..	—	..	—	..
Intermediate in Science	..	—	..	1..	—	1..	—	1..	—	—	..	—	..	..	..	49..	3..	—	..	—	..	—	..	—	..
Commercial Certificate	..	4..	1..	—	1..	—	2..	—	2..	—	2..	—	..	..	..	14..	2..	—	..	—	..	—	..	—	..
Drawing Certificate	..	3..	1..	—	2..	—	1..	—	2..	—	2..	—	..	..	..	37..	14..	—	..	—	..	—	..	—	..
Industrial Certificate	..	26..	9..	2..	1..	—	3..	1..	—	1..	—	1..	—	..	..	3..	—	..	—	..	—	..	—	..	—	
Uncertificated	..	39..	44..	37..	25..	16..	12..	12..	127..	58..	33..	9..	2..	—	..	438..	627..	9..	15..	129..	56..	62..	2..	1..	28..			
<i>Sinhalese and Tamil :—</i>																												
Trained :—																												
Sinhalese	..	30..	32..	9..	13..	12..	13..	837..	888..	—	—	..	425..	133..	5	101..	261..	6..	23..	1183..	1284..	—	12..	11..	87..	26		
Tamil	..	9..	1..	—	2..	4..	2..	—	..	—	..	—	1110..	387	56..	12..	—	..	—	..	—	..	—	..		
Certificated :—																												
Sinhalese	..	38..	15..	12..	2..	47..	10..	3831..	1882..	—	—	..	452..	164..	9..	71..	40..	10..	14..	1684..	1202..	—	13..	15..	130..	10		
Tamil	..	..	1..	1..	4..	—	1..	—	1..	—	..	—	..	..	20..	5..	20..	11..	6..	2..	—	..	432..	118	
Uncertificated :—																												
Sinhalese	..	10..	7..	4..	2..	2..	1..	2..	1..	—	..	—	823..	1110..	—	13..	—	7..	336..	516..	—	4..	3..	499..	54	
Tamil	1..	1..	2..	1..	2..	1..	2..	—	..	—	244..	276..	..	4..	17..	3..	4..	—	258..	276	4..	3..	499..	54
Total	..	347	173	203	67	148	57	5632	3939	1158	582	22	9	2138*	1964	107	88	3342	3188	1858	844•	31	30	745	96			

* Includes 33 excess teachers not shown in classification in Table 4.

TABLE No. 6.—COMPARATIVE TABLES FOR THE YEARS 1945 AND 1946.
(*Excluding English, Night and Special Schools, Tamil Night Schools, and Sinhalese and Tamil*)
1945

TABLE No. 7.—EXTERNAL EXAMINATIONS—1946.

Examinations.	No. Entered.		No. Sat.		No. Passed.		Fees. Rs. c.
	Males.	Females.	Males.	Females.	Males.	Females.	
Inter Arts ..	384 ..	77 ..	251 ..	62 ..	75 ..	20 ..	46,305 95
Inter Science ..	160 ..	7 ..	86 ..	5 ..	14 ..	2 ..	18,685 0
Inter Science (Econ.) ..	198 ..	6 ..	120 ..	4 ..	50 ..	2 ..	15,919 0
Inter Commerce ..	197 ..	2 ..	124 ..	2 ..	70 ..	1 ..	17,412 75
Inter Engineering ..	183 ..	— ..	166 ..	— ..	40 ..	— ..	21,596 0
Diploma in Public Administration ..	25 ..	— ..	13 ..	— ..	5 ..	— ..	2,000 0
Ceylon Diploma in Education ..	7 ..	1 ..	5 ..	1 ..	5 ..	1 ..	832 0
1st M. B. ..	10 ..	1 ..	5 ..	— ..	— ..	— ..	1,420 0
Inter Laws ..	92 ..	— ..	84 ..	— ..	20 ..	— ..	10,320 0
Inter Music ..	1 ..	— ..	1 ..	— ..	— ..	— ..	108 0
B.A. ..	141 ..	31 ..	88 ..	19 ..	34 ..	7 ..	24,454 27
B.Sc. ..	51 ..	— ..	28 ..	— ..	10 ..	— ..	7,090 50
B.Sc. (Econ.) ..	65 ..	1 ..	39 ..	1 ..	20 ..	— ..	5,992 50
B.Sc. (Engineering) ..	54 ..	— ..	50 ..	— ..	28 ..	— ..	4,422 0
B. Commerce ..	24 ..	1 ..	19 ..	1 ..	15 ..	1 ..	2,572 0
L.L.B. ..	18 ..	— ..	5 ..	— ..	3 ..	— ..	2,425 0
M.A., M.Sc., LL. M. ..	15 ..	— ..	12 ..	— ..	3 ..	— ..	2,664 50
City and Guilds ..	200 ..	— ..	160 ..	— ..	52 ..	— ..	3,626 0

TABLE No. 8.—ENGLISH LOCAL EXAMINATIONS—1946.

Examinations.	No. Entered.		No. Sat.		No. Passed.		Fees. Rs. c.
	Males.	Females.	Males.	Females.	Males.	Females.	
English Teachers Certificate ..	483 ..	440 ..	320 ..	335 ..	214 ..	218 ..	13,411 0
S.S.C. (English) ..	7,649 ..	1,733 ..	4,790 ..	1,500 ..	1,840 ..	649 ..	53,750 0
English Teachers Drawing ..	29 ..	27 ..	25 ..	26 ..	12 ..	8 ..	290 0
H.S.C. ..	1,445 ..	1,225 ..	— ..	— ..	71 ..	19 ..	10,890 0
Ceylon Chamber of Commerce ..	199 ..	— ..	188 ..	— ..	38 ..	— ..	2,374 0
Probationary Teachers and Training College Entrance ..	917 ..	552 ..	857 ..	515 ..	10 ..	56 ..	9,615 0

TABLE No. 9.—SINHALESE AND TAMIL EXAMINATIONS—1946.

Examinations.	No. Entered.		No. Sat.		No. Passed.		Fees. Rs. c.
	Males.	Females.	Males.	Females.	Males.	Females.	
Oriental Studies Society (Sinhalese) ..	1,187 ..	12 ..	896 ..	9 ..	373 ..	1 ..	10,150 0
Teachers' Drawing (S. and T.) ..	183 ..	133 ..	158 ..	127 ..	40 ..	15 ..	496 0
S.S.C. (Sinhalese) ..	4,587 ..	6,357 ..	4,053 ..	5,596 ..	1,306 ..	1,225 ..	23,248 0
S.S.C. (Tamil) ..	870 ..	488 ..	685 ..	437 ..	211 ..	97 ..	—
Advanced School Certificate Bilingual ..	97 ..	17 ..	82 ..	12 ..	14 ..	2 ..	1,635 0
Vernacular Teachers' Certificate ..	6,693 ..	8,315 ..	6,293 ..	7,856 ..	3,562 ..	4,637 ..	248,750 0
Probationary Teachers and Training College Entrance (S. and T.) ..	5,533 ..	7,112 ..	5,413 ..	6,837 ..	4,054 ..	2,766 ..	99,172 0

TABLE No. 10.—FINANCIAL SUMMARY.

The total expenditure during the financial year 1945–46 from funds voted in this Department was Rs. 40,692,418·67. The total expenditure including amounts spent from other heads of expenditure was Rs. 47,709,269·25. Receipts amounted to Rs. 489,340. The net expenditure during the year was therefore Rs. 47,219,929·25.

Rs. e.

RECEIPTS.

Fees recovered in stamps on account of local examinations conducted by the	..	489,340	0
Department	..	47,219,929	25
Net expenditure	..	47,709,269	25
			—

EXPENDITURE.

		Rs.	e.
Administration	..	956,801	77
Inspection	..	636,236	90
Primary and Secondary Education :—			
Government	..	16,912,498	38
Assisted	..	19,358,021	92
Training of Teachers :—			
Government	..	505,827	9
Assisted	..	117,882	25
Adult Education :—			
Government	..	37,882	19
Food Production in Schools (Government)	..	844,962	25
Construction, extension to and replacement of Government Schools (Capital expenditure)	..	2,120,431	14
Miscellaneous :—			
Maggona Reformatory (maintenance of juvenile offenders)	..	41,960	35
Ceylon Cadet Battalion (Junior Cadets)	..	22,277	1
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 Ceylon Economic Society	..	500	0
Grant to Ceylon Association of Science	..	2,000	0
Grant to School of Oriental and African Studies of the University of London	..	6,667	0
Expenses in connection with local examinations	..	218,585	0
Expenses of the Board of Education	..	827	.0
Provision on account of midday meal to needy school children	..	5,862,805	0
Expenses of Educational Research Council	..	1,125	0
Grant to Rev. Fr. Gnanapragasam <i>re</i> Etymological and Comparative study of the Tamil Language	..	1,000	0
Station Allowance to Teachers at Trincomalee	..	14,587	0
Grant to Pali Text Society in England	..	14,000	0
Training Scheme for Typists and Stenographers	..	18,392	0
		6,218,725	36
Total	..	47,709,269	25