

Personal copy

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It is with great pleasure that I express my gratitude
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by

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A B S T R A C T

CHAPTER I Education in Ceylon before the arrival of the Dutch.

Pattern of education in Ceylon before the advent of the Dutch -

The indigenous and Portuguese systems and the effect of the Portuguese system of schools on the indigenous system. The arrival of Dutch Admirals and the conquest of the maritime provinces of Ceylon by the Dutch. A brief outline of Dutch educational policy at home and in her colonies.

CHAPTER II Educational Policies of the Dutch in Holland and in

the Colonies abroad other than Ceylon - A description of the break away of Protestant Holland from Catholic Spain. The establishment and furtherance of the Dutch Reformed Church and the eradication of Roman Catholicism the main object of Dutch policy on education - The new Dutch state upheld the idea of Corpus Christianum. Membership of the Church and citizenship of the state coincided. Both Church and state had control over education. The school regulations of the new state prescribed that the child should be brought up in the Calvinist Faith. It decreed that schoolmasters should be of the Protestant Faith. Books opposed to the Calvinist religion were banned. Educating the child in the Calvinist Religion was made obligatory on parents. The policy followed in the colonies was very similar to this. The policy in Java and Formosa is discussed in detail and an attempt is made to show the similarities and differences in Dutch educational policy at home and abroad.

CHAPTER III The Administration of Education in Ceylon - The clear

and consistent policy followed by the Dutch in their political sphere was reflected in their administration of education in Ceylon. All educational establishments came under the Governor and Council of Ceylon. The scholaral Commissions in the three Commanderries of Colombo, Galle and Jaffna supervised and controlled education in each of these divisions.

A detailed description of the composition and functions of the Commissions - The Scholaral Commission composed of the Dissave, all

the local clergy and three or four civil and military officers. Functions of the Commission not limited to education.

A discussion of the annual visitation and functions of school visitors - A few extracts from the reports of school visitors are given to give an idea of the general supervision and control the Governor and Council and the Scholarchal Commissions had over educational establishments in Ceylon. Scriptures and other religious works translated into

CHAPTER IV School Education under the Dutch - Discussion of education in the native parish schools, Dutch schools for European children, charitable institutions and slave schools. Native Parish Schools - structure of school buildings, appointment and functions of school Thombo Holder, School Thombo and the power the schoolmaster wielded as the keeper of the school Register. Curriculum, medium, methods of teaching, hours of work, holidays and number of scholars. Dutch Schools - Curriculum, medium, methods of teaching and number of scholars.

CHAPTER VIII Dutch Policy on Education in Ceylon. - Extent of Charitable Institutions - Orphan school and Poor House Training for girls in knitting, sewing and domestic skills. Training for boys in woodwork and carpentry. Slave Schools - Dutch system of higher education built on above foundation.

CHAPTER V - Organisation of Higher Education. - Seminaries were centres of higher learning. Progress and closure of Jaffna seminary, Seminary at Colombo discussed in detail - Aim, establishment, admission of students, curriculum, progress, brilliant students, of selection for higher studies in European Universities, great advantages derived from the higher course of studies in the Seminaries. Discussion of great and far reaching developments made by some of the Rectors and Dutch Governors who succeeded in making the Seminary of great benefit to natives.

Positive aspects facilitated establishment of well-organized system of Dutch education. Negative aspects merely hindered effective working

CHAPTER VI Vernacular Education and the Press - Propagation of religion through vernacular education. Work of Philip Baldeus. Encouragement by Dutch authorities in Ceylon, Batavia and Holland for the use of vernaculars in education - seminaries established to train native preachers, proponents, catechists, schoolmasters, interpreters and clerks. Dutch predikants, proponents, catechists and schoolmasters urged to learn the vernaculars. Scriptures and other religious works translated into Sinhalese and Tamil. The work of translation expedited and obstacles to Dutch educational activities reduced by establishment of Printing Press. Claims made by Dutch to invention and development of Printing Press.

CHAPTER VII Education of Girls - Dutch attitude to female education in her colonies abroad other than in Ceylon. Education of girls in native parish schools and orphanages examined. Dutch attitude to education of girls and education of boys considered with regard to aim of education, number of scholars, and type of education.

CHAPTER VIII Dutch Policy on Education in Ceylon. - Extent of continuation in Ceylon of Dutch policy on education at Home and in her colonies. Positive and Negative motives for establishing schools in Ceylon. Positive - propagating of Dutch Reformed Religion without incurring a financial burden or losing the goodwill of indigenous population.

Negative - Suppression of Roman Catholicism, Buddhism, Hinduism and Mohammedanism.

Obstacles to progress of Dutch education policy - lack of schoolmasters, insufficiency of Predikants, proponents and Catechists, ignorance of the vernaculars, lack of school requisites, irregularity of scholarchal meetings, deterioration of school buildings and inaccessibility of schools to natives. Inducements to Natives - Gifts of money, government posts, vernacular education and concessions to orphans.

Positive aspects facilitated establishment of well-organised system of Dutch education. Negative aspects merely hindered effective working
Contd.

of Dutch system of education.

CHAPTER IX Impact of Dutch Education - Religious, Social and Cultural Aspects. LIST OF APPENDICES

Religious - Dutch Reformed Church and Protestant Christian population established. No appreciable decline in Roman Catholicism due to unattractive Dutch forms of worship, strict control over Dutch Reformed Church members, repressive laws against Roman Catholics and zeal of Roman Catholic priests.

Further decline in Buddhism and Hinduism. Social and Cultural - on arrival of Portuguese society in Ceylon medieval. Impact of Western culture felt under Portuguese progressed under Dutch. Dutch language used in administration and seminaries and became language of polite society. Enrichment of Sinhalese vocabulary by Dutch language. Use of vernaculars in education led to development of vernaculars. Common schools led to reduced caste barriers. Dutch domestic habits incorporated into local society.

Dutch system of education and the arrival of the British.

Appendix III

Specimen entry of a School Thombo

Appendix IV