

Government of Madras.

EDUCATIONAL DEPARTMENT.

FOR RECORD ONLY.

Recd.

Reg.

1908.

Enclosures

Spare copies

G.O., No. 510, 9th July 1908.

School Final Examination.

Directing the publication in the *Port St. George's Gazette* of the report of the Committee appointed to consider the question of instituting a — in this Presidency with the intimation that it will be taken into consideration on or after the 1st September 1908 and inviting the opinions of the Syndicate of the University of Madras and certain other bodies and of the non-official Members of the Legislative Council on the proposals of the Committee.

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GOVERNMENT OF MADRAS.

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READ—the following papers :—

I

G.O., No. 212, Educational, dated 20th March 1908.

ABSTRACT.—Considering it desirable to organize a School Final examination and referring the question to a Committee with the Director of Public Instruction as President for consideration and report.

II

Letter—from the Hon'ble Dr. A. G. BOURNE, Director of Public Instruction.
To—the Secretary to Government, Educational Department.
Dated—Ootacamund, the 15th June 1908.

I have the honour to submit the report of the Committee which has recently considered the question of the award of a school-leaving certificate. I enclose also a draft notification giving effect to our conclusions and a copy of the various opinions which were forwarded for our consideration, all of which we have carefully considered.

2. The Committee were unanimous in their findings and I need hardly add that the scheme has my warmest approval. Its advantages and disadvantages are discussed in the report and I have nothing to add thereto.

3. If the scheme receives the approval of the Government, I shall try the matter before the Senate of the University at the meeting in October. I shall also submit proposals for the consequent alterations in the Public Service Notification.

ENCLOSURES.

Report on the scheme for the institution of a School Final examination.

In accordance with the request of His Excellency the Governor in Council contained in the order No. 212, Educational, dated 20th March 1908, we have carefully considered the scheme for the institution of a School Final examination therein published and have the honour to submit a report upon the whole question.

2. We assembled at Ootacamund on the 19th May 1908 and met every day with the exception of the intervening Sunday, from the 19th to the 29th of that month and then adjourned until the 2nd June to allow of the preparation of a draft report. Certain matters of detail were referred to Sub-Committees for preliminary consideration; but every aspect of the question was exhaustively discussed in full Committee with the result that the following report represents an unanimous opinion.

3. The unsatisfactory nature of the present arrangement whereby practically every secondary school is almost entirely concerned with the preparation of candidates for a University Matriculation examination seems to us to admit of no doubt whatever. It is also perfectly well known that, as observed by the Government, the Upper Secondary examination has, from the first, failed to achieve the objects which it was intended to secure.

4. We are convinced that there is a crying need for improvement in the matter of secondary education; but we are equally certain that unless some greater departure from the present system than that proposed in the scheme before us is made, the practical result will be to substitute one examination for another without any influence for good upon at any rate the majority of schools.

5. Assuming that the University agree to accept a pass in the proposed School Final examination in lieu of one at the Matriculation with the probable proviso that certain subjects have been selected, practically every school will put its pupils through such a course, the School Final examination with the privileges attached to it by the Government will replace the Matriculation examination in the case of pupils to which it is open, there will be the same small list of "passes" and large list of "failures" as heretofore; in short, the net result from an educational point of view will be practically nil.

6. With these considerations before us we have formulated a scheme which involves much more radical changes than contemplated in the notification but which, we hope, will be welcomed by all concerned and be considered by His Excellency the Governor in Council as worthy of trial.

7. We approve of the decision to replace the Matriculation examination as an entrance test for Government service by some guarantee that the applicant has gone through a definite course of study in a recognised secondary school; and that during the period which he has spent at such a school he has conducted himself in a satisfactory manner.

8. We are, however, of opinion that any mere examination at the close of his school career, even although such an examination may admit of a much wider range of studies than the present Matriculation examination, will not attain the object in view.

9. The very term "School Final Examination" seems to us to be open to objection and we propose to use the term "School Leaving Certificate" for a certificate that will be granted to a pupil who proposes to leave school. This certificate will present some record of the latter part, at any rate, of the pupil's school career in regard to progress, attainments, character and conduct. It will also show the result of a public examination.

10. It should be open to the recipient of this certificate to return to school with a view to improve his attainments either in depth or extent and thus secure an endorsement upon the certificate that he has so done.

11. It will be for the Government, the University or other agency to determine the intrinsic value of each certificate; but the latter should be of such a nature as to show exactly what subjects any candidate has studied and to discriminate fairly between one candidate and another as to the benefit he has received from a school course.

12. Bearing in mind that one of the main objects of any change in the present system is to prevent a public examination from dominating the school work, we think that the ideal system would be that any examination to which the pupils may be submitted as a condition of the award of the certificate should be held *in situ* in each school, that the examination should be largely oral in character and should be conducted by the staff in collaboration with the Inspector and a member of the central Board.

13. We have carefully considered the feasibility of such local examinations and have come to the conclusion that the difficulties are prohibitive.

14. Such a method of determining the nature of the certificate would undoubtedly give the work done in the school its due prominence; but having been compelled to abandon this method we propose to combine in the certificate the results of a public examination with the opinion of the headmaster and staff checked by the Inspector.

15. We have not overlooked the fact that different headmasters may set very different standards and that there may even be cases of unfair treatment of individual pupils. The latter will, we hope, be few in number and they will in all probability come to light. To ensure a reasonable uniformity of standard the opinion of the headmaster will be expressed by means of marks and these marks will be "moderated" by the marks awarded at the public examination. In this way it will be possible to place the pupils of different schools upon a common footing and at the same time to attach great weight to the opinion of the school staff as to the relative merits of the pupils in any one school.

16. Owing to the existence of a number of secondary schools having the Third Form as the highest and the possibility also of transfer of promising pupils from elementary schools at that stage, it seems most suitable that the certificate should take no account of the school course below the Fourth Form; on the other hand there seems to be no reason against the commencement of the record at that stage. We propose that every pupil on entering a Fourth Form should be provided with a blank certificate to be kept in the custody of the school so long as he remains there.

17. The question as to whether any subjects should be obligatory at the final examination presents much difficulty. In theory if the examination is not to dominate the school course no subject should be compulsory. In practice, however, among the subjects which will and should be studied in every secondary school there are some in which the attainment of a definite standard by all pupils may reasonably be tested at a public examination. It seems unnecessary to defend the inclusion among these of Arithmetic and, so far as boys are concerned at any rate, of English. The question of the inclusion of a modern Indian language gave rise to much discussion; but we finally agreed that a working knowledge of a vernacular should be insisted upon.

18. As for the other subjects which all boys may be expected to study, we think it unnecessary that their attainments in these should be tested at a public examination; and propose that the results of school work "moderated" by the Board, if necessary, should be accepted. The subjects to be treated in this way are Geography, Science, Drawing and Physical Training. The headmaster's opinion as to the attainments in the three first-named subjects will be expressed in the certificate by means of marks; a general remark will be entered with regard to Physical Training and provision will be made in the certificate for the entry of a remark with regard to Manual Training to which many schools will, we hope, pay attention.

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Pages 4, 6, 8, 10 and 12.

Second Term—

Same as in first term certificate except :—

	1st Term.	2nd Term.	For the year.
Number of school days.			
Number of attendances.			(2)
Percentage of attendances.	(1)	(1)	

(1) Minimum admissible 60.

(2) Minimum admissible 120.

Page 13.

Combined result of school course and Public examination.

Name of pupil (in full) _____

Subjects.	Percentage of marks.			
	At school.		III At the Public examination.	Final result.
	I Given by headmaster.	II Moderated by the Board.		
Arithmetic				
English				
Vernacular () .. .				
Geography				
Science				
Drawing				
Domestic Economy .. .				
Needlework				
(Additional subjects) .. .				

Remarks by the Board when necessary upon the general character of the candidate's work and hand-writing at the examination.

(Signature.)

Date _____

Secretary to the Board.

Pages 14 and 15.

Combined result of Supplementary School course and examination.

Name of pupil (in full) _____

Subjects.	Percentage of marks.			
	At school.		III At the Public Examination.	Final result.
	I Given by headmaster.	II Moderated by the Board.		
Arithmetic				
English				
Vernacular () .. .				
(Additional subjects) .. .				

Remarks by the Board—

(Signature.)

Date _____

Secretary to the Board.

33. As it rests with the headmaster in the first place to judge of the merits of the pupil's school work, his permission to appear for the public examination seems necessary; we therefore propose that no pupil may appear unless his certificate is sent in by the headmaster.

34. So long as he remains at school, a pupil should be able to retrieve his position in regard to industry or regularity. In moderating school marks we therefore propose that no year should be taken into account if the pupil was not promoted at the end of it on account of insufficient progress or attendances. The certificate will, however, always show his history in regard to these as well as other matters.

35. We are agreed that transfers from one school to another are an evil, more particularly so in the later years of school life; but local conditions render it almost necessary to make some provision for them. We consider, however, that each term must be kept in one and the same school, i.e., that no term-certificate can be accepted unless gained at one school.

36. In every case the Board will complete and hand over the certificate to the headmaster who sent it in for transmission to the owner. The certificates sent to each headmaster will be accompanied, if the Board think it necessary, by remarks upon the work of the school.

37. A certificate-holder, who wishes to improve the quality of his certificate, must rejoin some recognized school for at least two terms, and, if the headmaster of that school considers that his further progress warrants it, he will be permitted to reappear at the public examination in any subject or subjects in which he previously appeared. The percentage of marks then obtained together with the additional school marks will be entered in the certificate.

38. At the same time or without reappearing in any subject a certificate-holder may appear in any further subject or subjects, provided that he has studied them for two or more terms in a school recognized as providing suitable instruction in them, and has, in the opinion of the headmaster, made sufficient progress. The percentage of marks obtained together with the school marks will be entered in the certificate.

39. The "private candidate" finds, of course, no place in our scheme; a school-leaving certificate cannot be granted to any one who has not been at school. The University may always examine such a candidate as to his fitness to enter a college or may depute the college to do so. The Government or other agency may value the evidence produced as to his having received suitable instruction.

40. The dates of the public examination must be so fixed as to suit the schools, and if the school year remains as it is at present, December would appear to be the most suitable month.

41. We have discussed the constitution of the Board and are agreed that it should consist partly of officials and partly of non-officials and that the majority of both should have had as much experience of secondary school work as possible. We think that the selection of its members may be left to Government, or that Government may delegate some at any rate of the appointments to the University, if the University wishes to undertake that responsibility.

42. We have considered the possibility of definitely providing for the representation of the various agencies carrying on secondary education and of specific communities; but the difficulty of defining the agencies is almost insuperable, and the representation of any particular community would seem to serve no useful purpose.

43. The most striking feature of the system is the absence of any attempt to declare that the pupil has passed or has not passed an examination. A study of the University Matriculation mark-books reveals the fact that an enormous number of the candidates come out near the border line between "pass" and "failure". We fear that a large number of school pupils aim at little more than to do just sufficiently well to cross the border line, at any rate having done so whether at the first, second, third or even subsequent attempt they have hitherto, with the exception of the remarkably few who pass in the first class, been ranked for all purposes as of equal merit and have been equally admitted to the privileges attaching to a matriculate. There is, moreover, very little difference in merit between a large number who pass and a large number who fail.

44. The University, refraining as it naturally and properly does from attempting to control the work of schools, although it has in the most pernicious way dominated the school courses, has not been in a position to do more than fix a border line. The grant of a certificate such as we propose will doubtless do much for school education by taking into account the school work.

45. The certificates themselves present a fairly detailed record of a pupil's school work and its results; the function of the proposed Board, so far as individual pupils are concerned, seems to us to end there. It will be open to Government or the University to define a border line; but we are strongly of opinion that an arbitrarily fixed border line common to all certificate-holders will fail to secure the full advantage that might accrue from a change of system. We hope that it may be left open to any Government officer in whose hands power of appointment rests to select the best among the applicants for such appointment. This should prove infinitely better than accepting a matriculate, if available, and granting wholesale exemptions to the rules, with little guidance as to the merits of the individuals, in cases where a matriculate is not available.

46. The University, on the other hand, might well, under the circumstances proposed, leave it to the heads of colleges to select after inspection of these certificates and further examination (particularly oral or practical), if they think it desirable, those candidates for admission who appear best fitted for a college course. There will be cases in which the applicant is obviously fit; there will be others where he is obviously unfit, and with regard to the doubtful cases the authorities will under the scheme proposed have infinitely better material upon which to base a decision than they now have when the mere possession of a matriculation certificate generally decides the question.

47. To sum up, we have, while insisting upon a suitable secondary school course, allowed each pupil as much liberty as possible and left to him under the guidance of his school and his parent the responsibility of deciding whether he has done sufficiently well at school to leave it. His aim can never be to merely cross a border line but to do as well as possible in all respects throughout the course. We have also proposed to place great trust in the schoolmaster and in the college principal; should they appear to be abusing such trust which, we believe, will not be the case, the fact will be manifest, and it will be perfectly easy to discount school marks on the one hand or to prescribe a minimum grade of certificates for entry into a college on the other.

(Signed) A. G. BOURNE, *President*.
 („) J. D. W. SEWELL, S.J.
 („) J. COOLING.
 („) P. T. SRINIVASA IYENGAR.
 („) K. B. RAMANATHAN.
 („) J. H. STONE.
 („) E. W. MIDDLEMAST.
 („) W. S. HADAWAY.
 („) A. C. PRANATARTIHARA AIYAR.

Scheme for the award of Secondary School Leaving Certificates.

I. The following scheme for the award of Secondary School Leaving Certificates is published for general information.

II. *To whom awarded.*—These certificates may be awarded on the completion of their school course to boys or girls who—

- (1) have attended one or more recognised secondary schools from at least the fourth form upwards,
- (2) have attended each of the fourth, fifth and sixth forms for not less than sixty per cent. of the number of working days in each term and for not less than 120 working days in each school year, and
- (3) have been recommended by their headmasters for such certificates.

III. *By whom awarded.*—(1) The certificates shall be awarded by a Board consisting of the Director of Public Instruction as President, four officers of the Government Educational service and four non-official members appointed by Government.

(2) The members of the Board shall be appointed for a period of three years and shall be eligible for re-appointment.

(3) The Secretary to the Commissioner for Government Examinations shall be Secretary to the Board.

(4) The Board shall arrange for the award of the certificates in accordance with the provisions of this scheme.

IV. *Scope of certificate.*—The certificate will take into account the school work done by the pupil from the fourth form upwards, and shall also contain the results of a public examination conducted by the Board. It shall show exactly what subjects a pupil has studied and discriminate fairly between one pupil and another as to the benefit he has received from a school course.

The subjects of study will ordinarily include those specified in groups A and B mentioned below and one or more of those specified in list C :

A

Arithmetic.
 English.*
 Vernacular Composition and Translation.*

B

Geography.
 Science.
 Drawing.
 Physical training.
 Domestic economy and needle-work (*for girls*).

C

One of the following languages :—

(a) Classical	{ Sanskrit. Greek. Latin.	Arabic. Persian. Hebrew.
(b) Foreign	French.	German.
(c) Indian vernaculars	{ Urdu. Canarese. Tamil. Telugu. Malayalam.	Mahratti. Uriya. Burmese. Sinhalese. Hindi.

History of India and England.
 Algebra and Geometry.
 Practical Mathematics.
 Trigonometry.
 Botany.
 Physics.
 Chemistry.
 Music.
 Agriculture.
 Commercial Practice and Geography.

* Great weight will be attached to hand-writing and spelling and to simplicity and directness of expression.

Pages 4, 6, 8, 10 and 12.

Second Term—

Same as in first term certificate except:—

	1st Term.	2nd Term.	For the year.
Number of school days.			
Number of attendances.			
Percentage of attendances.	(1)	(1)	(2)

(1) Minimum admissible 60.

(2) Minimum admissible 120.

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Combined result of school course and public examination.

Name of pupil (in full) _____

Subjects.	Percentage of marks.			
	At school.		III At the public examination.	Final result.
	I Given by headmaster.	II Moderated by the Board.		
Arithmetic				
English				
Vernacular () .. .				
Geography				
Science				
Drawing				
Domestic Economy .. .				
Needlework				
(Additional subjects) .. .				

Remarks by the Board when necessary upon the general character of the candidate's work and handwriting at the examination.

(Signature.)

Date _____

Secretary to the Board.

Pages 14 and 15.

Combined result of Supplementary School course and examination.

Name of pupil (in full) _____

Subject.	Percentage of marks			
	At school.		III At the public examination.	Final result.
	I Given by headmaster.	II Moderated by the Board.		
Arithmetic				
English				
Vernacular () .. .				
(Additional subjects) .. .				

Remarks by the Board—

(Signature)

Date _____

Secretary to the Board.

From M.R.Ry M. S. VENKATARANGAIYAR Avargal, Secretary to the Teachers' Association, Madura, dated 18th April 1908.

I have the honour to enclose herein a copy of the resolutions passed by the Teachers' Association, Madura, on the subject of the School Final examination at its meetings held on 3rd, 6th, and 7th April 1908:—

I. That the association is of opinion that there is no immediate necessity for the proposed School Final examination.

II. That if, however, Government has made up its mind to institute the examination, the association begs to offer the following suggestions:—

(1) This association is strongly of opinion that the Matriculation and the School Final examination should not be two entirely separate and different examinations with nothing in common between them, as, in such an event, most of the existing High schools will be unable to provide for the two different courses, one leading up to the Matriculation and the other to the School Final, and the boys also will have to choose finally between the two examinations in the IV form, at too tender an age, when such a choice cannot intelligently be made either by the boys themselves or by their parents for them. This, the association is of opinion, accounts, in no small measure, for the apparent unpopularity of the existing Upper Secondary examination.

(2) This association, therefore, notes with satisfaction that the Government is "of opinion that the scheme for the School Final examination should be so formulated that the examination will be acceptable to the University as a substitute for the Matriculation examination either in whole or in part."

(3) That this object can be best attained by the two examinations being made to consist of two parts—one part embracing the compulsory subjects and the other part the optional subjects.

(4) That the examination in the compulsory subjects should be common to both the Matriculation and the School Final examinations.

(5) That the lists of optional subjects for the two examinations may be separately framed so as to suit the special requirements of the two examinations.

(6) That the compulsory subjects should be English, a vernacular language, Arithmetic and Indian History and the general Geography of the world.

(7) That the standard in these subjects, as defined by the New University Regulations, is sufficiently exacting and high and may be accepted by Government for the School Final examination, as no future changes in these Regulations can be made by the University, except with the approval of the Government.

(8) That no candidate shall be required to bring up more than two optional subjects for either the School Final examination or the Matriculation examination.

(9) That the two parts of the examinations may be taken by the candidates either together or separately.

(10) That précis-writing and indexing should be included in the list of optional subjects.

(11) That it is inadvisable to include Elementary Physics in the list of compulsory subjects for reasons stated in paragraph 109 of the report of the Indian Universities Commission, 1902.

(12) That, of the Committee to which the question of the School Final examination is to be referred, two out of the four educational officers and two out of the four non-officials should be Indians, so that they may speak with an intimate knowledge of the needs and circumstances of the country, which must be taken into account in inaugurating any measures of improvement.

(13) That in paragraph 3 of the draft scheme, "four officers of the Indian Educational service" should be amended into "four officers of the Educational service, whether Provincial or Indian, two at least of whom shall be Indians."

From M.R.Ry. T. S. VENKATARAMANA AIYAR Avargal, B.A., L.T., Secretary to the Coimbatore Teachers' Association, dated 19th April 1908.

I have the honour to submit, herein enclosed, a copy of the resolutions of the meeting of the Coimbatore Teachers' Association held on Thursday the 9th April 1908 (with W. M. Theobald, Esq., Vice-President of the Association in the chair) for the purpose of discussing the draft scheme:—

I. "In the opinion of this Association, there is no absolute necessity for the proposed School Final examination, considering that the Matriculation examination, supplemented, as it is already, by the Handwriting and Dictation tests, and which may be supplemented by further tests which the Government may deem fit to institute, may continue to serve as an adequate entrance test for public service."

Mr. M. Kannan, B.A., L.T., Lecturer, Coimbatore College, who moved this proposition, said that the greatest objection to the School Final examination was that it would involve the reorganisation of the schools in the Presidency into two sections, one working for the Government test and one for Matriculation, and that it would not be practicable in the case of a large majority of high schools.

In the course of a discussion which followed, it was pointed out that the likely differences in text-books, and syllabuses of study in the various subjects, would emphasize the absolute necessity for bifurcation of studies in the high school course, and the consequent addition to the school staff, change of time-tables and so forth, which most schools, in their present financial condition, cannot afford.

The proposition, on being put to the vote, was carried by a large majority.

II. Resolved that, in the event of the School Final examination being instituted, the Government be requested to omit the word "and" in paragraph 3 of the draft scheme of School Final examination, and to insert the words "and at least three teachers actively engaged in teaching in the aided institutions of the Presidency."

III. "This Association considers that, if the School Final examination is to succeed, and prove beneficial both to Government and the country, the scheme of examination must be so formulated that the University will recognize it as a substitute for the Matriculation examination *in whole*, in order to enable the School Final candidates to enter upon the University course, if they should so choose."

One important reason urged in favour of this proposition is that it would be almost impossible, even if desirable, for parents to decide at an early stage whether their sons ought to qualify for Government service, or to proceed to the University degree.

IV. "This Association is of opinion that précis writing and indexing should not form part of English of the School Final examination, as the former is, by nature, too difficult for boys, and as it is not required in the lower ranks of public service; and the latter can be easily learned in the usual course of routine of office work."

V. "That in place of 'Elementary Physics among the compulsory subjects prescribed for the School Final examination, the Government be requested to substitute 'Elementary Physics and Chemistry,' as *one* subject."

Seeing that "Elementary Chemistry" forms part of the Matriculation curriculum, a knowledge of it may be deemed necessary for all School Final candidates also.

VI. Resolved that the Government be requested to add the following to the list of optional subjects, as separate additional subjects:—

(1) Algebra.

(2) Geometry, Theoretical and Practical.

The chief reason for the suggestion to include the above subjects is to make the University the more readily accept the School Final as a substitute for the Matriculation examination.

From M.R.Ry. T. R. SRINIVASA AIYANGAR Avargal, B.A., L.T., Secretary to the Tanjore Teachers' Association, dated 19th April 1908.

I have the honour to forward herewith a copy of the resolutions passed by the Tanjore Teachers' Association on the School Final scheme:—

(1) The proposed School Final examination, if at all it is to serve its purpose well, should not be conducted on the lines of the Upper Secondary examination, but its standard must be considerably lowered and be made to occupy a position midway between the old Lower Secondary examination and the present Matriculation, or should at all events be on a par with the University Entrance examination, as the latter entirely differs in its scope from the proposed School Final examination and is intended to test the capacity of the candidate for entering on a University course of specialisation in particular branches of learning, whereas the School Final aims only at finding out whether the candidate has had the benefits of a liberal education on a less pretentious scale. For the same reason the School Final should have no connection with the University and should not be considered as a qualifying test either in whole or in part for entering on a University course.

(2) The recognition of the Matriculation examination as a qualifying test for entering Government service should not be withdrawn and Matriculates, in order to qualify for Government service should be allowed to pass in two of the optional subjects of the School Final examination that are not already subjects for the Matriculation examination.

(3) The syllabus of the School Final examination in the different subjects should be well laid out so as to test the capacity of a boy at the conclusion of his secondary school course and decide as to his fitness for entering Government service or taking to some professional study either commercial or connected with any industry.

(4) While admitting that it is desirable that the Government Educational Department should have every control over the School Final examination, we are of opinion that the Board of Examiners should consist of a larger number of persons than is contemplated in the draft scheme of Government and that at least two-fifths of them should consist of Headmasters and masters of secondary schools under public and private management; and that papers of questions for the examination should be drawn up and the answer papers valued as far as possible by teachers of recognised secondary schools, that are actually engaged in the work of teaching the subjects for which they are to be examiners.

(5) The examination in English, in the compulsory group, should not be made to include Précis-writing and Indexing, as they are subjects which require no small practical experience in correspondence work and drawing up of office-notes, which cannot be expected of a school boy in his teens.

(6) In the place of Elementary Physics or some special branch of Physics forming one of the compulsory subjects, Elementary Science should be substituted and the syllabus in Elementary Science should be the same as was laid down for the late Lower Secondary examination.

(7) No restriction should be placed in the way of candidates appearing for the School Final examination in addition to the conditions laid down in the draft scheme such as by limiting the number of years for which a candidate can appear for the examination, and the candidate may be allowed to pass in the group of compulsory subjects first and the optional subjects one after another.

(8) In order to qualify for a pass in the compulsory subjects a candidate must get not less than 35 per cent. in the language subjects, 30 per cent. in Arithmetic, 25 per cent. in History of India and General Geography of the World and Elementary Science, and 30 per cent. in each of the optional subjects.

(9) Candidates who have once appeared for the School Final examination need not be required to produce a fresh attendance certificate every time they appear for the examination.

(10) In the place of "a vernacular language" as one of the compulsory group of the draft scheme "a vernacular or a classical language" should be substituted.

(11) A separate minimum should not be required for handwriting and dictation in the English language subject of the compulsory group.

(12) Candidates, who have passed the Matriculation examination before the proposed School Final examination comes into force, should not be made ineligible for Government service.

(13) The provision that a pupil should have been in one and the same school during the year immediately preceding the examination is no doubt a very useful one in the interests of pupils, but sufficient room must be allowed at the same time to meet exceptional cases such as a transfer, from or to a distant part, of the parent or guardian of the pupil or some other reasonable causes; and for this purpose the Headmaster of the school which the pupil is leaving may be depended upon to use his discretion under the existing rules of the department; as such there need be no such restriction.

(14) The final scheme, as considered and revised by the committee appointed by the Government for the purpose should be published so that the general public and the body of school masters and managers of schools may have an opportunity of representing their views on the scheme so drawn up, before the Government accords its sanction to the same.

From Munshi G. CHANDA MIYAN Sahib, Secretary, Muhammadan Literary Society, Trichinopoly, dated 12th April 1908.

With reference to G.O., No. 212 E., dated 20th March 1908, on the scheme of "School Final examination" I have the honour to make the following suggestions for consideration of the Committee:—

Government Order, paragraph 5.—One of the four officers of the Educational Department as well as one of the four non-officials, should be Muhammadans as representatives of the community and that they should also be on the Examination Board, as per paragraph 2 of the draft scheme.

Government Order, paragraph 5, clause 1, and draft scheme, paragraph 6.—Elementary Physics or some specific branch of Physics might be placed under the "optional" subjects instead of under "compulsory";

Government Order, paragraph 6.—As Précis-writing forms a separate branch of the special test examinations, this as well as indexing should not be included in this examination.

Draft scheme, paragraph 6, optional subjects.—Arabic, Persian and Urdu or Hindustani should find place among the additional languages.

From M.R.Ry. K. B. RAMANATHAN Avargal, M.A., L.T., Secretary, Madras Teachers' Guild, dated 19th April 1908.

I have been directed by the Madras Teachers' Guild to submit the following resolutions for the consideration of the School Final Examination Committee:—

Copy of resolutions passed at the meeting of the Madras Teachers' Guild held on Saturday the 18th instant, Mr. J. H. Stone presiding.

1. That the scheme for the School Final examination should be so formulated as to make the examination a substitute for the Matriculation Examination in the manner suggested below.

2. That Précis-writing and Indexing be not made to form a part of the examination in English [(2) of the compulsory subjects of the School Final examination].

3. That handwriting and spelling be made part of the examination in English.

4. That, in case of candidates whose vernacular is English, they be allowed to take a classical language or a modern European language in place of the vernacular [(3) of the compulsory subjects].

5. That a new subject (10) be added to the group of optional subjects mentioned in the draft scheme, i.e., Algebra and Geometry of the present Matriculation standard.

6. That another subject group (ii) be added, i.e., Précis-writing and Indexing.

7. That a candidate who passes in the compulsory subjects and who passes also in two of the following optional subjects, [i.e., (1) An additional language, (2) History of England, (3) Chemistry, (8) Botany, (10) Algebra and Geometry] shall be held to have qualified himself for entrance to the University course and in the following manner:—

A candidate who passes in (10) Algebra and Geometry and in Chemistry will be qualified for the study of the optional group (i) of the Intermediate examination;

one passing in (8) Botany and (3) Chemistry may proceed to group (ii) of the Intermediate examination;

one passing in (2) History of England and any other optional subject may proceed to group (iii); and

one passing in (1) Additional language and (2) History of England may take up group (iv).

8. That the Guild request that the Examination Board referred to in paragraph 3 of the draft scheme of the School Final examination be so constituted as to have among its members representatives of those engaged in teaching in High schools.

9. That the Examiners shall consist chiefly of teachers of High schools and of Colleges to which High schools are attached.

From M.R.Ry. N. RAMASWAMI AIYAR Avargal, B.A., L.T., Secretary, Teachers' Seminary, Pasumalai, dated 14th April 1908.

I have the honour to submit on behalf of the members of the Teachers' Seminary, Pasumalai, a copy of the resolutions passed on the 10th and 11th of April regarding the School Final examination—

(1) That the Matriculation Examination be abolished as a test for the Government service;

(2) that the School Final examination might be instituted as a final test for Secondary education;

(3) that an extra year's course might be given to those who seek entrance to the College classes; and

(4) that the scheme of subjects in the draft resolution be adopted as it gives ample scope for boys of varied intellect.

From Miss F. A. WILLIAMS, Principal, London Mission Girls' High School, Vepery, Madras, dated 16th April 1908.

In the scheme as at present sketched for the Final examination, in their desire to make the education of youths more practical, the Government has omitted all reference to women. Those who are responsible for work among Native Christian girls, especially in high schools will watch the development of the scheme with great anxiety.

If it is to be an examination worth anything at all the preparation must begin in the earliest classes, and be continued throughout the curriculum.

Also if it is to prepare girls for their further future work in the same way as Matriculation is doing it will need to be as wide and deep as that examination. It is difficult to see how this is possible when it is proposed to take several optional as well as compulsory subjects. It will be remembered that there are no optionals in the Matriculation examination.

The present scheme seems to make no provision for higher education which would end in a University course.

The Native Christian women are showing their capacity in many spheres of usefulness, and will do so still more as fresh positions become open to them, both as leaders among themselves, and as workers under Government or in the Missions.

(a) At present there is great need in many high schools for women graduates in the upper forms. Without a thorough knowledge of their subjects in English it will be impossible to teach in them.

(b) There are positions where more lady apothecaries or even still more highly-trained medical women would be welcomed.

(c) In the future, the Assistant Inspectresses could surely be drawn in still larger numbers from this class.

Some Native Christian women are already prepared, while others are preparing for such courses of study, and to do all this, a thorough knowledge of English is essential. Personally I consider the foreshadowed final examination will not meet these needs.

If the Department decides on having it, I suggest that it be a graded examination. (a) In that case it might fit in with the requirements of the mufassal, and less advanced vernacular schools in the cities by allowing such schools to prepare candidates in their vernaculars only. Such students would not go on after the School Final examination. (b) *A higher examination where English is compulsory, almost from the beginning of education, as is at present the case in the chief Mission high schools for girls in Madras.*

The optional subjects in both (a) and (b) would need to be grouped so as to lead (a) to professional and technical studies and (b) to University higher examinations.

At present, although Government aims at the commercial and technical sides, no subjects in these are compulsory. I would suggest that Agriculture or some such subject be compulsory for boys and Domestic Economy or Hygiene for girls to take the place of Elementary Physics. The optionals for a University course might consist of (1) Elementary Science (Physics and Chemistry), (2) History of England, (3) Algebra and Geometry (theoretical and practical) and the students to pass in any two of the three.

For professional or technical courses for girls needlework, lace-making, embroidery or drawing as optionals, of which any two could be taken for as pass.

From M.R.Ry. C. T. PARTHASARATHI MUDALIYAR Avargal, B.A., L.T.,
Headmaster, Board High School, Chittoor, dated 17th April 1908.

I beg to submit the following remarks on the Government Order regarding the School Final examination.

2. The School Final and the Matriculation should be sharply demarcated. The ends being different, the courses leading up to these ends must also be different. The School Final is a leaving examination and the Matriculation an entrance test. The training under the former will be more practical and utilitarian in its aims and methods; while the training under the latter will be more literary and disciplinary and tending to scholarship.

3. Under such circumstances, it would not, I venture to think, be expedient to try and make the School Final a substitute for the Matriculation, for such practically will be the result of the Government's suggestion in the last sentence of paragraph 4 of the Government Order. There will be a confusion of ends and a misapplication of the means: and the very same defect which the Government has discerned and correctly too in the Matriculation examination being not only a University entrance test, but a passport to public service, and which it is trying to remedy now will reappear in another form. For the School Final will come to play the dual part which the Matriculation now does. In other words, we shall have a change of name only, but the real evil will still be there. The Matriculation classes will be thinned and the University examination will languish.

4. Even if the University should accept the School Final only in part and impose a further test of its own, it will be but a multiplication of examinations, while it cannot remedy the fundamental defect of two different ends being attempted with the same instrument.

5. It is therefore my humble suggestion that the bifurcation of studies should be clear, and transitions from the one to the other should not be temptingly easy.

6. When should this bifurcation commence? Theoretically at the very beginning. But to be practical the specialisation should commence as soon after the third form as possible. The fourth form may well be the signpost marking the parting of the ways, and the pupil indeed must be an erratic genius who could not at that stage be adjudged by the combined wisdom of parent and teacher to the School Final or the University according to the aptitudes of the son and the circumstances of the father.

7. As regards the curriculum suggested, I beg to submit that Elementary Science as sketched out in Paul Berts' "First year of Scientific knowledge" or some similar book and Elementary Hygiene should be included among the compulsory subjects. My experience of the Indian boy has impressed three things upon my mind—his stupendous ignorance of common things, his lack of observation and his ignorance of sanitary laws beyond the traditional superstitions about the occult virtues of cow-dung and cow-urine. But true knowledge on such matters must enter into the most modest conception of a general education. To confine the School Final Science to Elementary Physics generally or any specific branch of it seems to me not to be of as much value as could be desired.

8. I am for the inclusion of Précis-writing and Indexing in English. In fact, I have always considered them a branch of English Composition.

9. I am also for including a test in English pronunciation in the compulsory part of the examination. The reasons are obvious. No English education can be called "decent" which does not guarantee a fairly correct pronunciation of English words. And from what I know of Hindu boys, it is not their fault if they have not learnt correct pronunciation in the past. They have shown, in my experience, remarkable capacity in mastering English pronunciation. The fault rather has been that of the teachers, that is again, of the examinations, which, at present, pay no heed whatever to this very important study.

10. I should like to see drawing included in the compulsory portion of the curriculum, rather than be delegated to the obscure position of a second rate optional subject. The standard need not be high; but in my humble opinion there must be some definite provision—however modest—in any decent and complete scheme of education, for the training of the aesthetic faculty; and drawing if intelligently taught would afford that training. The discipline to which it subjects the observational powers, the co-ordination of the eye and the hand, the exercise to the imagination are advantages which must tell in the practical concerns of the future life of the candidate. Drawing is at the foundation of all arts, and indeed, I know

of no avocation in which a knowledge of drawing will not be of considerable help to its possessor. From the Deputy Collector who may have to sketch the plan of a disputed site down to his muchī who has to rule his tabular statements, drawing will be of constant and essential service to all. Every man, I grant, cannot become an artist, but I know all can draw for a School Final examination.

11. The vernacular examination should be directed at testing the candidate's command of chaste and simple prose as shown in describing ordinary things and ordinary experiences. The study of vernacular verse or "poetry" should be reduced to a minimum, if it could not be dropped altogether. And the teaching of the vernaculars should be entrusted as far as possible to English-educated teachers with fair attainments in the vernacular concerned. The orthodox pundit could seldom be made to teach on practical or profitable lines, nor do we require his profitless profundity for our purposes.

12. To insist that "the pupil shall have been in one and the same school during the school year immediately preceding the examination" may seem to work hardship upon the children of Government servants, for instance, who may be obliged to leave the station in the course of the school year. But the rule would not be felt as an inconvenience in the case of those schools, which have hostels attached to them: and if only for encouraging these wholesome institutions, I should support this rule in its entirety. As the boy cannot be less than 15 years old previous to his School Final, the plea of tender age is outside the question.

13. I should like to see the minimum attendance raised from 120 to 150 days. This I consider necessary as a preliminary training inculcating in the plastic years of youth the paramount importance of regularity so necessary in any avocation in after life, and as a check upon indulgent parenthood dashing off endless epistles of excuse in fond defence of their children's truancy. Further 150 days is by no means an impossible or a difficult average, judged by the actual data of a secondary school, working under the Madras Educational Rules. From such data I gather that 180 school days could be easily reckoned upon in the most untoward year, and 30 out of a total of 180 is a very liberal margin that ought to cover all contingencies. Absence through illness may, if not too long, be overlooked when supported by a proper medical certificate.

From D. LAZARUS, Esq., B.A., Manager and Principal, London Mission High School, Vizagapatam, dated 20th April 1908.

The Government have to be congratulated on their proposal to institute a School Final examination to serve as an entrance test for the public service; it is indeed very good of them to call for remarks and suggestions from any one interested in the scheme. Accordingly I beg to make a few suggestions and changes in the scheme.

The subjects prescribed should be such as to make this examination a comprehensive one. It should be a qualifying test not only for entrance into the public service and admission into the Intermediate examination of the University, but also for admission into the subordinate Medical and Telegraph departments, for which separate examinations are now being held. To secure this the compulsory subjects should be Arithmetic, English (including writing and spelling), History of India and the Geography of the World. The candidate desirous of entering Government service should in addition pass an examination in any two of the following subjects:—Mensuration and Practical Geometry; Book-keeping; Commercial Arithmetic, Correspondence and Geography; Shorthand and Type-writing; Agriculture, and a vernacular language. The University student should bring up any two of the following:—A second language; Chemistry and Physics; Algebra and Geometry; History of England; and Botany. For admission into the Medical or Telegraph department a pass in the compulsory subjects alone ought to suffice.

To make the examination popular, the admission fee should be reasonable, just high enough to cover the actual expenses connected with the examination, say Rs. 2 for each of the subjects brought up. A candidate passing in the compulsory subjects but failing in one or two of the optional subjects should be allowed to appear in the

optional subject or subjects he has failed in, provided he pays a fee of rupees three for each subject. No candidate should be permitted to take up more than two optional subjects. Text-books should be prescribed not only in languages, but also in History, Geography and all the optional subjects, the former once a year and the latter once in three years. It is through the want of prescribed text-books in these subjects that the Matriculation examination has become very unpopular with High School teachers, candidates and their parents.

The Examination Board is not sufficiently representative. Headmasters of high schools should have a voice in an examination for which they prepare their pupils. If Government could see their way to appoint six or more of these officers to serve on the Board, they would have men experienced in the work of High Schools, competent to assist them in their deliberations, preparation and correction of examination papers and in the selection of text-books.

This examination should not come into force until after the expiry of three years from the date of the issue of the notice. The required changes can thus be introduced into the Fourth Form in the first year, and the pupils of this form will be ready for the examination at the end of the third year.

The Assistant Examiners should consist chiefly of teachers employed in High Schools and in Colleges which have high schools attached to them. The Examination Board should have power not only to select the examiners but also to revise the examination papers set by them. This will secure a uniformity in the standard of the examination.

4 (ii) of the draft scheme requires that "the pupil shall have been in one and the same school during the school year immediately preceding the examination." An exception must be made in the case of a pupil who has to change school on account of the transfer of his parent or guardian.

Examiners should be paid liberally for their work—one rupee for a three hours' paper irrespective of the subject, except in the case of Arithmetic and Algebra. They should be allowed ample time for the correction of the papers, at least one full month for 500 papers and no examiner should have more than this number.

From M.R.Ry. A. PANCHAPACASA AIYAR Avargal, M.A., L.T., Headmaster, P. Subramanian High School, Mylapore, Madras, dated 20th April 1908.

With reference to G.O., No. 212, Educational, dated 20th March 1908, I have the honour to submit the following as my views on the School Final examination now under contemplation.

2. The institution of the examination will surely supply a long-felt desideratum. The Upper Secondary examination, as it now exists, has not proved a success while the Matriculation examination fails to furnish all the qualification that the lower grades of public service require. The School Final examination in the way in which it is proposed will in the main combine in itself all the elements of popularity and of being that kind of examination which will satisfy both the University and the Government, for the admission of young men and women either for higher courses of University studies or into the public service.

3. The only alterations that require to be made in the proposed scheme are—

(a) A vernacular language and another language in addition to English to be termed third language must be included in the list of compulsory subjects of study.

(b) Précis-writing and indexing must be made compulsory for what should be taken as a complete pass for the purposes of public service, while for the purposes of the University, a pass in all other subjects, except précis-writing and indexing may be viewed as a sufficient passport.

Any one who passes in all other subjects but fails in précis-writing and indexing may be allowed the option of bringing them up on a future occasion, should he desire to enter public service.

4. My proposal to make two additional languages compulsory subjects of study may appear strange to the people of this Presidency where it has become customary to study only two languages, English and an optional language. But the wisdom of the proposal will become obvious when it is considered that the inclusion of a third language will be the means to qualify candidates to take up the Language Branch of the Intermediate examination and to satisfy the requirements of public service as well. This experiment, I am informed, has been tried with success in the Punjab. I have already made a third language a compulsory subject of study in the P. S. high school; it bids fair to become a success in it.

5. Instead of merely drawing up syllabuses and requiring teachers to satisfy examiners according to them, text-books may be prescribed in each of the subjects of study in which the items intended to be included in an ideal syllabus may almost all be treated. To do this will be to save a good amount of labour and to take away from vagueness and to prevent either overdoing or underdoing, which, it appears to me, goes a great way to swell the number of failures in Matriculation. There should be no text-book in English as it is sure to encourage cram and will fail to supply the kind of young men and women that public service may require. The English portion of the examination may be made to stand as it now does either in the Upper Secondary examination or in the Matriculation conducted according to old regulations, the translation paper only, styled "the third paper in English," being omitted if deemed fit to do so.

6. The classification of successful candidates should not stop with a second class or third class, but should be made to go down lower still up to the fifth class, so that one that leaves a Secondary school without being pronounced as a hopeless failure may have a certificate showing the amount of knowledge he or she possessed before leaving it. A greater range in the variety of classes will provide a larger field for the selection of hands either for public service or by private employers. A mercantile firm for instance or any department of public service that does not stand in need of much by way of literary attainments, but requires other qualifications may rest satisfied with a candidate who has passed the School Final examination either in the fourth or even in the fifth class. For purposes of the University the third class may be viewed as the lowest qualifying class so as to be consistent with the University Regulations. Both in the matter of declaring a candidate as having passed and of classification in the list of passes, the progress of a boy or girl in school may also be taken as a significant factor as is done in the Local Civil Engineering College. The sample progress books that I have sent to-day to the Deputy Director of Public Instruction may throw some light as to the kind of record that may be made to be maintained in schools for the supply of reliable information regarding progress from year to year. The inclusion of progress also in the factors going to qualify for success will largely take away from what is viewed as chance or luck in public examinations conducted on a large scale. The following may be set down as the qualifying percentages for passes in the five classes as proposed above:—

First class	...	...	50 per cent. in English and 60 per cent. of the total marks.
Second class	...	...	40 per cent. in English and 50 per cent. of the total marks.
Third class	...	...	40 per cent. in English and 35 per cent. in each of the other subjects.
Fourth class	...	...	35 per cent. in English and 30 per cent. in each of the other subjects.
Fifth class	...	...	30 per cent. in English and 25 per cent. in each of the other subjects.

If a candidate should show remarkable ability in any subject or subjects, provision may be made in the School Final certificate for a special mention of such subject or subjects.

7. The Examination Board should consist of nine persons, three of whom should be Inspecting officers of some experience in Indian education, three, members of the University Senate who are College Professors and three, High School Headmasters who should have put in at least ten years of approved service in recognised secondary schools. The correctors should mainly be teachers of High schools who should have

put in at least six years of approved service in recognised secondary schools. Each corrector should not be given more than five hundred answer books at a time for valuation. The answer books corrected should be submitted to the Board of Examiners for 20 per cent. of the answer books selected at random to be revalued by the members of the Board with a view to see that no injustice is done to deserving candidates either from oversight or from any other cause.

8. If the suggestions submitted above be adopted, I believe that the new School Final examination will prove very popular by being the best possible test satisfying all requirements and well calculated to render real service to the school-going youths of this Presidency.

From M.R.Ry. P. K. RAMASAMI AIYAR Avargal, Chief Shorthand-writer and Typist, the Madura Company (Limited), Negapatam, and formerly Commercial Instructor, Ootacamund Lawrence Asylum, Lovedale (the Nilgiris), dated 19th April 1908.

With reference to G.O., No. 212, Educational, dated 20th March 1908, I have the honour to make the following suggestions:—

(1) The Upper Secondary examination established in 1899, has failed to achieve the objects which it was intended to secure for the following reasons:—

- (a) The curriculum of the Upper Secondary examination has been found to be more difficult than that of the Matriculation examination.
- (b) Pupils passing the Upper Secondary examination are not allowed to join the F.A. class and continue their literary course.
- (c) The High schools have not been induced, to any appreciable extent, to develop the Commercial Education which was in view when the Upper Secondary examination was instituted.

(2) The School Final examination should in addition to serving as an entrance test for the public service, be also considered as qualifying pupils to join the F.A. class, i.e., it should be made acceptable to the University as a substitute for the Matriculation examination.

(3) The rough scheme as formulated in paragraph 5 of the Government Order is acceptable.

(4) The examination in English should not include précis-writing. It is an unnecessary hardship for candidates who apply for the School Final examination, to be compelled to pass the Précis Test, as their aspirations will, at least in the beginning, be only to get themselves entertained in Government service on small appointments. The existing rules of the Government require persons to pass the Précis Test only for appointments carrying a salary of Rs. 60 and upwards per mensem. It is a well known fact that even persons with high University qualifications, get plucked in that examination, being unable to satisfy the whims of the examiners. There is no general standard or acknowledged text-book to guide the candidates in answering the question papers in précis-writing. It might be the intention now, to keep the standard as low as possible; but in course of time this will be found to be impracticable, and this examination also may share the same fate as the Upper Secondary examination.

Indexing is included in Commercial Correspondence, which is also proposed to be an optional subject.

(5) The examination shall be under the control of an Examination Board consisting of the Director of Public Instruction as President, four officers of the Indian Educational Service, three members appointed by the Syndicate of the University of Madras, and the Headmaster of the Government School of Commerce, Calicut.

The Secretary to the Commissioner for Government Examinations shall be the Secretary to the Board.

(6) As regards the compulsory portion of the examination, the five subjects, though individually very important, are on the whole too many considering the two optional subjects also that have to be passed. So one of the five may be dropped.

(7) Two optional subjects are essential. The idea of the inclusion of commercial subjects is commendable. No grade of the examination is mentioned in the sketch, but it is believed the intermediate grade is meant. As it is now proposed, Commercial Arithmetic, Correspondence and Geography form together one optional subject. In the Madras Government Technical Examinations, as it now stands, there is no separate examination conducted in Commercial Arithmetic, and so, that subject may be omitted. The other two may be retained, but each should be considered as an optional subject by itself. The same remark applies also to Shorthand and Type-writing, which are bracketed as one optional. Considering the labour and time involved in the study of these subjects, each of them should be considered as one optional subject. Book-keeping is already mentioned as an optional. I would suggest also to include Banking, so that all the six subjects that form the commercial group, may each be considered an optional.

From M.R.Ry. M. SUBBA RAO Avargal, Nellore, dated 1st April 1908.

With reference to the notification calling for opinions regarding the "School Final examination" published in the *Fort St. George Gazette* of the 24th ultimo, I beg to point out that the inclusion of Physics singly as a compulsory subject is a hardship that can better be imagined than described. For, when the University of Madras, some years ago, tried the experiment of separating Science from General knowledge Branch, it found very shortly only that the innovation had entailed a great hardship on the student population and reunited the two subjects—Physics and Chemistry—with the History and Geography.

Further the exclusion of Algebra from both the compulsory and optional subjects is also very striking.

Hence I beg to suggest that Chemistry from the optional side be taken to compulsory side along with Physics and Algebra or Algebra and Geometry be substituted in the optional side for Chemistry.

2. The draft scheme seems to be very hard on the student population, for, the scope of applying "Privately" is very limited and too narrow. Should a candidate, who will have the misfortune of failing in the examination more than once, be attending the school every year and paying and repaying the school fees, irrespective of his impoverished circumstances? Could not a clause be inserted in his favour? In my humble opinion, a candidate who has once appeared publicly undergoing all restrictions but failed, may be left free, afterwards, to apply for the examination as he likes.

3. I also beg to suggest, most willingly, that Dictation be made a subject in the Vernacular branch also, if it is to be in the English Language, as it was in the previous "Middle School Examination", which was also a passport to the Government service. The subject deserves encouragement, seeing the degree of importance that vernaculars are attracting. Then the question of retaining the "Hand-writing and Dictation Test" arises with this as well as the question of agreeably introducing "Précis-writing and Indexing" as a subject in the English Language, against both of which there is already a great deal of clamour both in press and on platform. The handwriting and spelling in both the languages may be tested from the composition, etc., and examiners may be asked to deduct certain marks for bad writing and bad spelling in each paper. The Précis will, I fear, be too much for the raw school student, although it may be argued that some Matriculates also are appearing and coming out successfully too now. I humbly beg to point out that in the latter case the situation is altogether different as they appear for the examination after some office routine is learnt. Further as it now stands it comes only in the way for promotion. But as now proposed, it comes in the way of entering the service only. This may, therefore, be left entirely to graduates, if Government wishes to have an examination by that name. There need, thus, be no examination at all styling itself the "Handwriting and Dictation Test" for undergraduates as it will be of no use for Matriculates, and as graduates are already exempt from its turmoils, the

new Intermediate Examination candidates may also be granted the same privilege, for whose sake only it will have to be retained, if at all it pleases Government to retain it even for them.

From M.R.Ry. A. SANKARIAH Avargal, B.A., dated 26th March 1908.

I hasten to submit to the committee for the School Final examination that transliteration in English characters should be a part of the examination. The F. S. with the Oriental Learning University Examinations will begin a new era of Indian progress under British rule.

From M.R.Ry. N. S. ARUNACHALA AIYAR Avargal, B.A., L.T., Headmaster, Board High School, Námakkal, dated 5th May 1908.

I have the honour to communicate herewith a copy of the resolutions passed by the Teachers' Association of the Board High school, Námakkal, on the proposed final examination:—

(1) That there shall be only one examination which will qualify a person both for the University and Government service, the University insisting on certain of the optional subjects; and that this examination may fitly be called the School Final examination.

(2) That this examination shall be under the control of an Examination Board consisting the Director of Public Instruction, four officers of the Educational Department—two European and two Indian—three members appointed thereto by the Syndicate of the University, and three members selected by the Director from among the teachers of High schools.

(3) That though a definite minimum course of instruction should be fixed for all High schools in such subjects as English, a second Language, Mathematics, Elementary Science, Indian History and General Geography, and Drawing; it is not conducive to the best interests of education that there should be a public examination in every one of these subjects.

(4) That the following may be the subjects for the examination, to which only students coming from recognised High schools with a High school leaving certificate, will generally be admitted:—

					Minimum for a pass.
Compulsory	{	1. Arithmetic	...	...	30 per cent.
		2. English	...	...	35 "
		3. A Second Language and Vernacular	...	...	35 "
		Composition	...	...	25 "
Optional not less than two.	{	4. History of India	...	...	30 "
		1. Physics	...	...	30 "
		2. Chemistry	...	...	
		3. Botany	...	...	
		4. History of England	...	...	
		5. General and Commercial Geography.	...	...	
		6. Mensuration and Practical Geometry.	...	...	
7. Précis-writing and Indexing	...	...			

Order—No. 510, Educational, dated 9th July 1908.

The Director of Public Instruction submits the report of the Committee which was appointed in G.O., No. 212, Educational, dated 20th March 1908, to consider and report upon the question of instituting a School Final Examination in this Presidency.

2. The report of the Committee together with the scheme drawn up by them will be published in the *Fort St. George Gazette* with an intimation that it will be taken into consideration on or after the 1st of September next.

3. The Syndicate of the University of Madras, the Missionary Council of Aided Education, the Council of Native Education, the Madras Teachers' Guild and the non-official Members of the Legislative Council will each be invited to offer their opinions on the Committee's proposals which should reach the Government not later than the 1st of September next. The Government will also be glad to receive the observations and suggestions of any other gentlemen or societies who may be interested in the scheme provided that they are received within the prescribed date.

(True Extract.)

H. D. TAYLOR,
Secretary to Government.

To the Director of Public Instruction
 „ the Registrar of the University of Madras
 „ the Missionary Council of Aided Education
 „ the Council of Native Education
 „ the Madras Teachers' Guild
 „ all non-official Members of the Legislative Council
 Gazette.
 Editors' Table (order with report and scheme).

} (with C.L.).

EDUCATIONAL DEPARTMENT.

NOTES CONNECTED WITH G.O., No. 510, EDUCATIONAL, DATED 9TH JULY 1908.

[SUBJECT.—*Institution of a School Final examination.*]

From the Director of Public Instruction (not numbered), dated 15th June 1908.

The Director of Public Instruction submits the report of the Committee appointed by G.O., No. 212, Educational, dated 20th March 1908, to consider the question of instituting a School Final examination in this Presidency.

2. In that order, a rough draft of a scheme of School Final examination, which was drawn up by the Director of Public Instruction, was forwarded to the Committee, who were requested to consider and revise it so as to carry out mainly the following objects :—

(1) The examination should serve both as an entrance test for the public service and as a final test for young men who are leaving school and who desire to enter a school of professional or technical teaching which is not connected with the University.

Paragraph 3 of G.O., No. 212, Educational, dated 20th March 1908.

(2) The scheme of examination should embrace a wider range of studies than the Matriculation examination.

Paragraph 4 *ibid.*

(3) It should guarantee not merely that a boy has passed a certain test, but also that he has gone through a certain course of study in a recognized school and that during the period which he has spent at such a school he has conducted himself in a satisfactory manner.

Paragraph 4 *ibid.*

(4) The examination should be acceptable to the University as a substitute for the Matriculation examination either in whole or in part.

Paragraph 4 *ibid.*

(5) The compulsory subjects for the examination should include either general elementary physics or some specific branch of physics.

Paragraph (1) of G.O., No. 212, Educational, dated 20th March 1908.

Paragraph 5 (3) *ibid.*

(6) The Vernacular test should be both thorough and practical.

(7) The number of optional subjects should be limited to two and the examination in them should be so co-ordinated as to make them as far as possible of equivalent examinational value.

Paragraph 5 (4) *ibid.*

3. The Committee were also requested to consider whether the examination in English should not include Précis-writing and Indexing.

Paragraph 6 of G.O., No. 212, Educational, dated 20th March 1908.

4. The Committee express the opinion that the scheme of examination proposed by Government will not be an improvement upon the present state of things. They

Paragraph 4 of the Committee's report. point out that it will be merely substituting one examination for another without any influence for good upon at any rate the majority of schools; that assuming that

Paragraph 5 of the Committee's report. the University accept the School Final as a qualification for entrance to the University in lieu of the Matriculation, practically every school will put its pupils through such a course with the same small list of passes and long list of failures as heretofore, and that the net result from an educational point of view will be practically *nil*. The

Paragraphs 4 and 9 of the Committee's report. Committee therefore consider that some greater departure from the present system is essential and have accordingly formulated a scheme which involves much more radical changes in the system of examination now in force than those contemplated by the draft scheme.

5. The Committee approve the decision of this Government to replace the

Paragraph 7 of the Committee's report. Matriculation examination as an entrance test for Government service by some guarantee that the applicant has gone through a definite course of study in a recognized secondary school and that during the period which he has spent at such school he has conducted himself in a satisfactory manner. But this object cannot, the Committee consider, be attained by any mere examination at the close of a pupil's

Paragraph 8 of the Committee's report. school career, even although such an examination may admit of a wider range of studies than the present Matriculation examination. They propose to secure this object by the institution of a "school-leaving certificate" which will be a record of

Paragraph 9 of the Committee's report. both the pupil's school career in regard to progress, attainments, character and conduct and of the results of a public examination. It is proposed to leave it to the Government, the University, or other agency to determine the intrinsic value of each certificate, which should be so drawn up as to show exactly what subjects a

Paragraph 11 of the Committee's report. candidate has studied and to discriminate fairly between one candidate and another as to the benefit he has received from a school course.

6. The scheme of the school leaving certificate, as detailed in the Committee's report and in the draft notification, may be briefly summarized as follows:—

Every pupil on entering a fourth form should be provided with a blank certificate to be kept in the custody of the school so long as he remains there. In this

Paragraph 16 of the Committee's report. certificate the headmaster will record the progress, attainments, character and conduct of the pupil at the end of each term.

Paragraph 18 of the Committee's report. The progress made by the pupil in the subjects of his study will be expressed by means of marks. The pupil may at the close of his second term in the VI form with the permission of the headmaster submit himself

Paragraph 29 of the Committee's report. to public examination. The marks obtained by the pupil at this examination will be recorded in the certificate together with the marks awarded by the headmaster, "moderated" by the Board of Examiners, when necessary. There will be no declaration as at present that a boy has or has not passed at this examination. The certificate will show what subjects a pupil has studied and discriminate fairly between one

Paragraph 43 of the Committee's report. pupil and another as to the benefit he has received from a school course. If the pupil has not made sufficient progress in

Paragraph 4 of the notification. any recognized school for at least two terms and may reappear with the permission of the headmaster at the public examination. The percentage of marks thus obtained

Paragraph 37 of the Committee's report. will be entered in the certificate, which will be something like a service register in general character and form.

7. The scheme suggested by the Committee seems to be in more or less complete accord with the views expressed by the Government of India on the subject in their letter No. 901, Educational, dated 31st October 1902. They stated that "the leaving certificate should be evidence, not merely of having passed a certain intellectual test, but of having received a sound education".

Paragraph 16 on page 6 of G.O., No. 144, Educational, dated 30th March 1908.

Later on they observed—

"The leading principle is that the examination should not dominate and determine the courses taught, but should follow and be adapted to them. It should cover the whole range of a boy's studies while he is at school, and should form the natural culminating point of his education, a point which will be reached not by sudden and spasmodic effort, but by continuous application and intelligent assimilation of the instruction that is received. If these conditions are complied with, his attention will not be unduly absorbed by the prospect of the examination, nor will there be any inducement for him or his teachers to concentrate their efforts on one subject to the exclusion of others, or to multiply subjects merely for the sake of gaining marks. Such an examination, if carefully devised and properly conducted, will bring out what a student really knows, not merely what he has learned for a special occasion, and will serve as a genuine test of sound education such as may properly be accepted not only by Government, but by all who have employment to offer and wish to secure qualified employees".

Paragraph 21 of India's letter on page 7 of G.O., No. 144, Educational, dated 30th March 1908.

8. As regards the final examination, the Government of India considered that "the examination should not be competitive and that there should be no publication of an order of merit. The examination might . . . provide for the recognition of different grades of proficiency in some or all of the subjects, but otherwise the object of the examiners would be not to assign marks and to define minutely the position of the candidate on a list, but to decide whether or not he is entitled to a certificate of having received a sound education. A certificate of this kind, should, it is suggested, include a certificate of character from the headmaster of the school. This is a point of great importance and it is important to guard against such certificates being lightly given".

9. The scheme of the school-leaving certificate now proposed by the Committee does not bear any great similarity either to the School Final examination in Bombay or to the 'School-leaving Certificate' examination in the United Provinces. In

Vide page 12 of G.O., No. 467, Educational, dated 16th June 1908, and pages 59 to 68 of the Bombay University Calendar for 1906-1907.

Bombay the School Final examination is an examination conducted by the department in the same manner as the Matriculation examination is conducted by the University, and the results are likewise

published, the only difference between the two examinations being in the number of compulsory subjects to be brought up by the candidates. In the United Provinces, however, the examination, which is called a 'School-leaving Certificate' examination is conducted *in situ* by a Board of

Examiners. "A full record kept by the class teacher of the work done in every subject during each term must be made over by the headmaster to the examiners and the questions and answer books of the candidates must also be produced

"for reference." A list of candidates who pass the examination is published in the *United Provinces Government Gazette*. In both these provinces, the examination is also partly oral.

Ibid.

10. The Committee consider that a system of examination *in situ* will be an ideal system, but have come to the conclusion that the difficulties of adopting the system are prohibitive. The reasons for the decision are given in paragraphs 14 and 15 of the Committee's report. In this

Paragraphs 12 and 13 of the Committee's report.

connection attention is solicited to paragraph 6 of letter to the Government of India, No. 145, dated 30th March 1903, in which the Government have urged the impracticability of holding the School Final examination in the schools themselves and of adding an oral test.

Page 13 of the Government Order. 11. It is submitted that the scheme now proposed by the Committee may be generally approved. The draft notification submitted by the Committee may be published in the *Fort St. George Gazette* in order that full opportunity might be afforded for the expression of public opinion.

Paragraph 4 of the draft notification. 12. The subjects of study will ordinarily include those specified in groups A and B mentioned below and one or more of those specified in list C:—

A

Arithmetic.
English.*
Vernacular Composition and Translation.*

* Great weight will be attached to handwriting and spelling and to simplicity and directness of expression.

B

Geography.
Science.
Drawing.
Physical training.
Domestic Economy and Needle-work (for girls).

C

One of the following languages:—

(a) Classical	{ Sanskrit. Greek. Latin.	{ Arabic. Persian. Hebrew.
(b) Foreign	{ French	{ German.
(c) Indian Vernaculars	{ Urdu. Canarese. Tamil. Telugu. Malayalam.	{ Marathi. Uriya. Burmese. Sinhalese. Hindi.

History of India and England.
Algebra and Geometry.
Practical Mathematics.
Trigonometry.
Botany.
Physics.
Chemistry.
Music.
Agriculture.
Commercial Practice and Geography.
Book-keeping and Commercial Arithmetic.
Shorthand and Typewriting.
Précis-writing and Indexing.
Official Translation.
Needle-work and Dress-making.
Any lace work or other subjects within the secondary school course.

Paragraph 41 of the Committee's report and paragraphs III and VI of the draft notification.

† For the Matriculation examination under the new Regulations, there will be five compulsory subjects—*vide* Regulation 173 on page 19 of G.O., No. 841, Educational, dated 27th December 1906.

- (1) Arithmetic.
- (2) English.

13. The proposed public examination will be conducted by a Board consisting of the Director of Public Instruction as President, four officers of Government Educational service and four non-official members appointed by Government. This examination will be held in three compulsory† subjects, namely,

(3) Vernacular Composition and Translation, and in one of the optional subjects specified under head C above. The fee for the examination has been fixed at Rs. 12, and the minimum age of the candidate for the examination at 15, the same as for the Matriculation examination of the University. The examination

Vide Regulations 167 and 173 on pages 18 and 19 of G.O., No. 841, Educational, dated 27th December 1906.

Vide pages 12 and 52 of G.O., No. 467, Educational, dated 16th June 1908.

will be held at such places and at such dates as may be notified by the Board. In Bombay and the United Provinces the minimum limit of age for the School Final or School-leaving Certificate examination is 16.

14. The Committee's scheme appears to guarantee that a boy has passed a certain test, that he has gone through a definite course of study in a recognized school and that his conduct in the school has been satisfactory. It also embraces a wider range of studies than the Matriculation examination, but it does not include either general elementary physics or a specific branch of it among the compulsory subjects for the public examination, nor does it make *précis*-writing and indexing a subject of the examination in English. "Science" is, however, prescribed as one of the subjects which should ordinarily be studied by every applicant for a school-leaving certificate, while *précis* writing and indexing have been classed as one of the optional subjects which may be brought up by any candidate at the public examination. It is, however, not clear whether by "indexing" is meant indexing of official papers or indexing of books.

15. As regards the vernacular, only composition and translation are compulsory for the public examination. It is not stated how candidates whose vernacular is English should be treated. A vernacular language may however be brought up as an optional subject. In the examination in English, great weight will be attached to hand-writing and spelling—*vide* the Hon'ble Mr. Stokes' remarks in the notes with G.O., No. 444, Educational, dated 9th June 1908. The scheme appears to be one well calculated to secure continued and uniform application to studies on the part of the students and to prevent cramming.

16. The question of remuneration to the examiners is not touched in the report. If the Committee's proposals are carried out, the University will lose a portion of its income. The Committee do not say how the University is to be compensated. The Director of Public Instruction, however, states that if the scheme is approved by Government the matter will be placed before the Senate of the University at the meeting in October.

K. RANGASWAMI AIYANGAR—24-6-08.

I submit that the scheme generally may be approved in its leading features, which are to substitute a combined certificate relating to progress and conduct during the period of study in a school, and embodying also the results of the public examination for which any pupil at the close of his second term in the VI Form may appear *with the permission* of the headmaster.

2. It might be desirable to fix some higher age limit, say 16, on the 1st April in the year in which the examination is held.

Under Regulation 167 of the University Regulations, no candidate can appear for the Matriculation examination unless he shall have completed the age of 15 years on or before the first day of the month in which he appears for the examination. I understood, however, from Mr. Orange that the intention of the Government of India was that the age limit should not be less than 16. This Government accepted the limit of 15 as that had been accepted in the Punjab, but Mr. Orange told me that the Government of India were much dissatisfied with the age as fixed for the Punjab.

If however a pass, or certificate, in the proposed School Final is to be accepted by the University it might be desirable to adopt the same age as for the Matriculation but that would not be absolutely necessary. The Committee proposes to fix the minimum age of candidates for the public examination at 15.

3. It is proposed to hold the public examination in December in each year, commencing with December 1909. The first examination for Matriculation under the new Regulations will be held in December 1909 and January 1910. The two examinations will therefore be practically simultaneous, and this seems desirable.

4. The fee proposed is Rs. 12, which is the same as that fixed for the Matriculation examination under Regulation 173. This may be approved.

5. The constitution of the Board of Examiners may also be approved. Presumably no remuneration will be given to examiners selected from the Educational Department, as the duties may be regarded as "cognate to their ordinary duties".* The remuneration of other examiners may be determined later.

This is a detail for subsequent discussion, but I don't think this work could be thrown on examiners without remuneration.

M. H[AMMICK]—26-6-08.

* I don't agree to this.

A. L[AWLEY].

6. The main features of the scheme may be approved: it is more elastic than a mere examination which would lead to cram, and bar personal character and steadiness of work; a mere examination would probably share the fate of the Upper Secondary examination and be ousted by the Matriculation.

It is very hard for any body of examiners to determine by one mark, with reference to a fixed minimum, whether a candidate has failed or passed and at present the fate of many a candidate may be sealed by a mark or two. The elasticity proposed is a desirable element.

In paragraph 11 of their report the Committee say—"It will be for the Government, the University and other agency to determine the intrinsic value of each certificate".

The real crux here seems to lie in the "other agency". One Collector (if we take for example the Revenue Department) or one Executive Engineer (if we take the Public Works Department) might accept a certificate of a comparatively low standard, which others would reject. Some officers might, quite unintentionally unless their selections were carefully scrutinized by them, be influenced by personal influences to accept a candidate of low qualifications when others of higher qualifications are available.

It might thus happen that under certain officers a district might be filled with a more or less incapable staff, while those who failed to gain admittance to Government service in a district where the responsible officers insisted on a higher class of certificate would drift to districts where candidates with higher qualifications would not be available—such as the Ceded Districts. As regards the Ceded Districts and special tracts, however, this is practically what happens at present, as exemptions have been granted wholesale for the subordinate posts.

On the other hand, there are advantages, as officers with whom appointments rest will have a wider range of selection and will with care be able to avoid the formation of cliques in the subordinate public service.

A slight variation in the standard of efficiency will not matter so much if the lower grades of the public service and the higher grades are to be recruited separately and with separate qualifications.

7. Government may agree that the examinations cannot be held *in situ*.

8. As to compensation to the University that is a financial question, but Government might guarantee, if Financial consent, the difference between the fee receipts for the Matriculation examination taken on an average of the last five years and the receipts actually realized in future years by the University in respect of that examination. While the number of candidates may be less, the remuneration to examiners will probably be less also. The amount of fees realized from the Matriculation in the examination of December 1906, which is the last examination in respect of which information is available, was Rs. 1,07,508. No information is available as to the extent to which Matriculates gain admission in each year to the public service, and the extent to which they follow other vocations.

The following statement shows details for the last five years for which information is available as to the number of candidates appearing for the Matriculation examination and percentage of passes:—

Year.	Number of candidates examined.	Number passed.	Percentage passed.
1906-1907	8,852	3,078	34.8
1905-1906	8,928	2,163	24.0
1904-1905	8,804	2,486	28.2
1903-1904	8,114	1,521	18.7
1902-1903	7,913	2,509	31.7

The scheme as drawn up by the Committee with its report may be published in the *Fort St. George Gazette* for general criticism and may also be referred for remarks to the University and other selected bodies and individuals interested in education for their remarks.

H. D. TAYLOR—25-6-08.

It does not seem necessary now to criticise the scheme in detail. The general object is no doubt an excellent one and in many features I highly approve of the scheme. It will, however, require much consideration to devise some method of making it fit in with our rules for selecting men for the public service and much will depend on how the University receive the scheme. Meanwhile the report may be published as suggested for criticism.

M. H[AMMICK]—26-6-08.

I agree that the scheme has many excellent points and that it should be published for criticism.

G. S[TOKES]—27-6-08.

I agree that the scheme should be published.

We should also invite the opinion of the University on the scheme, also the chief missionary bodies, the Teachers' Association and the Council of Native Education and any other important association interested in education.

The non-official members of the Legislative Council should also be asked for an opinion. It is not necessary for Government at this stage to say anything about the scheme.

We should limit the time within which criticisms on the scheme should be in our hands—say September 1st.

A. L[AWLEY]—29-6-08.

Please draft.

H. D. TAYLOR—30-6-08.

A draft order is submitted for approval.

K. RANGASWAMI AIYANGAR—2-7-08.

C. A. SOUTER—4-7-08.

H. D. TAYLOR—4-7-08.

M. H[AMMICK]—8-7-08.

Issue sharp.

The G.O. with report should appear in next Gazette without fail. Send to Madras at once please. The report is in type.

H. D. TAYLOR—9-7-08.

[G.O., No. 510, Educational, dated 9th July 1908.]

Received 15 - 6 - 1908 Registered 15 - 6 - 1908

Subject.

A.B.

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ENCLOSURES.

No. 3

Spare copies

No.

Station Astacammund, Dated the 15th June 1908

From (Name) Mr. Humber A. G. Bowers
(Designation) Director of Public Instruction.

To The Secretary to the Government of Madras,
Educational Department.

Sir,

I have the honour to submit the report of the Committee which has recently considered the question of the award of school leaving certificates. I enclose also a draft notification giving effect to our conclusions and a copy of the various opinions which were forwarded for our consideration, all of which we have carefully considered.

pages 11 to 14

of 14

2. The Committee were unanimous in their findings and I need hardly add that the scheme has my warmest approval. Its advantages and disadvantages are discussed in the report and I have nothing to add thereto.

3. If the scheme receives the approval of the Government I shall lay the matter before the Senate of the University at the meeting in October. I shall also submit proposals for the consequent alterations in the Public Service Notification.

I have the honour to be,
Your most obedient servant

A. G. Bowring

Slip 3 Again G.O. No. 212 Edl. dated 20th March 1908
C.No. 1344, from the D.P.I., dated 15th June 1908.

ORDER:
P.S.

510 87 9-7-08

Slip 3.

Mr. V. S.
8-7-08

The D.P.I. submits the report of the Committee which was appointed in G.O.No.212, Edl., dated 20th March 1908, to consider and report upon the question of instituting a School Final Examination in this Presidency.

2. The report of the Committee together with the scheme drawn up by them will be published in the Fort St. George Gazette with an intimation that it will be taken into consideration on or after the 1st of September next.

3. The Syndicate of the University of Madras, the Missionary Council of Aided Education, the Council of Native Education, and the Madras Teachers' Guild and the non-official Members of the Legislative Council will each be invited to offer their opinions on the Committee's proposals which should reach the Government not later than the 1st of September next.

The Govt. will also be glad to receive the observations of any ^{other} ^{gentlemen} ^{or} ^{societies} who may be interested in the subject provided that they are received within the prescribed date

DESPATCHED
9 JUL 1908
MA

To the D.P.I.
" Registrar of the University of Madras.
" Missionary Council of Aided Education.
" Council of Native Education.
" Madras Teachers' Guild.
all non-official Members of the Legislative Council.

Gazette

with C.I.

2.7.08

Chd. 4.7.08
Depd with C.I.
15/7/08