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Government of Madras.

EDUCATIONAL DEPARTMENT

FOR RECORD ONLY.

Recd.

Regd.

} 1909.

Enclosures

Spare copies

G.O., No. 427, 21st July 1909.

School Leaving Certificates.

Approving a scheme for the award of secondary — and directing its publication in the Fort St. George Gazette.

GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT.

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 refer the question to a Committee with the Director of Public Instruction as President for consideration and report.

II

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

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

III

Letter—from M.R.Ry. N. S. NATESA AIYAR AVARGAL, B.A., M.L., District Magistrate, Párvatipuram, Vizagapatam district.

To—the Secretary to Government, Educational Department.

Dated—the 18th July 1908.

I beg to suggest that the following may be inserted as paragraph 5 (4) in the scheme published with G.O., No. 510, Educational, dated 9th July 1908 (*Fort St. George Gazette*, dated 14th July 1908):—

"5. (4) A copy of the entries for the preceding term shall be forwarded to the pupil's guardian or parent within ten days from the commencement of the succeeding term."

My reasons are these. It is rather difficult now for a parent to know the real progress, if any, of the pupil during each term. A parent has to make special endeavours even if it be possible to get a true opinion of the pupil's progress for each term. The Committee recognizes the responsibility of the parent in paragraph 47 of its report. It is well that the parent is informed of the pupil's progress without his special application. The cost of such copies might be collected while collecting the cost of the blank certificates (paragraph 31 of the Committee's report). Besides, the transmission of such copies would lead to lessen the dangers of the apprehension referred to in paragraph 15 of the report. Lastly the Committee itself refers to copies in paragraph 31 in another connection.

IV

Letter—from M.R.Ry. A. SANKARIAH AVARGAL, B.A., F.M.U., Trichinopoly.

To—the Secretary to Government, Educational Department.

Dated—the 19th July 1908.

I have always been in favour of the Government holding a separate examination for entering the uncovenanted civil service. Some years ago such an examination was held under the name of the *General Test* and subsequently as the "Middle School Examination." I humbly think that the examination may be revived under the original name of the *General Test Examination* for the uncovenanted civil service so that it may be opened to private candidates as well as to school students. I need not point out that the sons of rich mirasidars, zamindars and princes may well be permitted to be instructed by tutors in their families.

In deference to the aspirations and responsibilities of the Indian nations, I should respectfully advise the Government to leave secondary education as much as possible to the management of District Boards under the supervision of the Educational Department.

In the report of the Committee on the School Final Examination, it is suggested that the examination be entitled the *School-leaving Certificate* which will take into account the marks awarded by the schoolmasters in the class examination as supplemented by the results of the Government public examination.

As this would be impracticable in the case of private students and would often penalize both the teachers and the taught, I would most respectfully suggest that the report of the Committee be modified so as not to interfere unduly with the discretion and freedom of parents of the citizens of the districts.

S.—I beg to submit that "Transliteration" may be included in the examination under consideration.

V

Recd.

Letter—from F. DEWSBURY, Esq., B.A., LL.B., Registrar of the University of Madras.

To—the Secretary to Government, Educational Department.

Dated—Senate House, the 29th July 1908.

No.—2178.

Rega

With reference to your No. 522, dated 11th July 1908, inviting the Syndicate to offer an opinion upon the proposals contained in the report of the Committee appointed to consider the question of instituting a School Final Examination in the Presidency, I have the honour to inform you that the Syndicate has instructed me to say that as several members of the Syndicate have been on the Committee and others have been invited to express their opinion separately, under the circumstances, the Syndicate does not desire at this stage to make any collective pronouncement upon the Committee's proposals, beyond pointing out the necessity of safeguarding the financial interests of the University in the arrangements that may be made.

VI

Letter—from the Manager, The "Western Star," Trivandrum, Travancore.

To—the Secretary to Government, Educational Department.

Dated—the 30th July 1908.

I have the honour to send, by post, a copy of the *Western Star* containing as leader on "The School Final Examination" and request you will be pleased to acknowledge the same.

ENCLOSURE.

Extract from the "Western Star" dated Saturday the 25th July 1908.

THE SCHOOL FINAL EXAMINATION.

It is almost a truism to say that education ceases to be what it ought to be when it comes to have a commercial value attached to it. When students take to an examination simply with a view to obtain a means of livelihood by a pass therein, surely the idea is directly inimical to the interests of an advanced education where knowledge should be pursued for its own sake. It appears, therefore, as a mixing of issues when one and the same examination is intended to serve as a passport to minor appointments in Government service and to secure admission to the portals of a University. When a pass in an examination is the sole criterion of fitness for getting an honourable means of subsistence, there will, inevitably, be a scramble for a pass in the same; and cram and other attendant evils of an ill-digested instruction will follow in its train. It should, therefore, be the highest aim of every Government not to allow its needs to pollute the springs of a true liberal education. It is, to a certain extent, true that a good deal is common to the two ideals and that it is not so easy to draw a line of demarcation between the qualities of head and heart necessary for the one apart from the other. But at the same time

it is true that it is an amount of ready-made proficiency and knowledge of details that is required in one seeking service; while it is an amount of mental preparation and culture that is in demand for a University career. Unless and until these aspects are clearly differentiated, the odium attached to the entrance examination of our Universities will continue. It is on a clear understanding of these two aspects of education that the Madras Government instituted an Upper Secondary Examination a few years ago, to serve as a test for entrance to the lower ranks of the public service. But the Matriculation examination was still allowed to have its market value and the new Government examination aimed at a little too high at the same time; and, hence, the failure of the scheme of the late Mr. Grigg's, otherwise excellent in itself.

2. Picking up wisdom from their experience, the Madras Government have now come forward with a less ambitious scheme; and the Committee appointed to discuss its details have sent in their report. This body with the Hon'ble Dr. Bourne, the Director of Public Instruction, as President, has gone into the question in all its aspects, and the scheme as prepared by them has now been published with a view to invite criticisms from individuals or bodies interested in the subject. Such opinions should reach the Secretary to Government in the Educational Department on or before the 1st of September. The School Final Examination, or "The School-leaving Certificate," as the Committee would have it, is primarily intended to serve the needs of Government or other employing agencies and not to satisfy the requirements of the University. If the University accepts the proposed test for itself, the result will only be the substitution of one examination for another and, in the words of the Committee "the net result from an educational point of view will be practically nil". The University is satisfied with a rough tests of the candidate's fitness for higher studies. It only judges of his capacity to acquire a given amount of matter whatever may be the manner in which he might acquire the same. The proposed School Final Test, on the other hand, attaches great weight to a candidate's scholastic history for a period of three years just on the eve of his leaving school, insists on the staff of the school observing each individual with regard to his capacity, progress, conduct and character and assigning marks on each of these heads. Provision is made against the freaks of unscrupulous Headmasters by getting the marks assigned by them "moderated", if necessary, by Inspectors or the Board of Examiners. The scheme so far seems to be unobjectionable and well calculated to secure continuous beneficial training. And the provision not to allow migrating to another school in the middle of a term seems to be just as it ought to be.

3. Not being satisfied with these arrangements for the proper up-bringing of a pupil during the last three years of his scholastic career, the Committee proposes a public examination to boot, the marks in which are to be added to those assigned by the school staff. The cry of the present day is against the multiplicity of examinations—a legitimate cry, we presume. And nobody knows the evil effects of public examinations more than the educational experts who formed the Committee. If, over and above the certificate of proficiency from the Headmasters of schools, an examination be deemed necessary at all, it could very well be arranged to be conducted locally under proper control and supervision. This proposal and the necessity for conducting as much of the examination orally as possible were actually before the Committee; but they seem to have quietly abandoned the idea by simply stating that the "difficulties are prohibitive". Because they recommended the institution of a public examination also at the last stage, the Committee found that it was bound to find a way to free the examination from at least some of the drawbacks which mar the efficiency of a public test. The number of compulsory subjects prescribed is only three (English, Vernacular and Arithmetic) and there is practically no limit laid to the nature or number of optional subjects which a candidate may bring up. This, certainly, is a wholesome check on the attempt to put pressure on the pupil's intellect; and the arrangement to some extent removes the pupil's fear of the Damoclesian sword of an examination hanging over his head at the time of reading any lesson in his class.

4. Another proposal which the Committee has made to minimise the evil effects of an examination is not to draw a hard-and-fast rule between the "pass and the fail". The marks scored by each candidate in each of the subjects will be entered in the certificate where the estimate of the Headmaster has been previously put in; and the whole test is intended to be only one of relative merit among the candidates of a particular school or the applicants for a particular post. The plan puts a premium on honest continuous work rather than a spasmodic attempt to cross the border line and, as such, is one worthy of being given a fair and honest trial. Keeping in view the motives underlying the institution of the proposed course and examination, we are not surprised at the importance attached to the acquisition of special skill of a routine character rather than to the training of the intellect. The only thing required of a candidate in the vernaculars at the public examination is a bit of Composition and Translation. Great importance is to be given to hand-writing and spelling in English and vernacular and to "simplicity and directness of expression." Special provision will be made in the certificate for skill in manual training, a subject which is bound to be introduced in almost all schools sooner or later. Physical training and drawing are to have a prominent place in the schools preparing candidates for the certificate. Though no provision is made for teaching those arts "of which the practice may be acquired almost, if not quite as well, without general education as with it", yet the Board of Examiners is to be empowered to recognise any correlated subject which may be efficiently taught.

5. By the side of these practical hints for bringing up a generation of youth fit to enter the business life of the world, we wonder why English should have been made a compulsory subject, though a concession is made in the interests of girls. A pupil well versed in the study of his own language in combination with the other subjects without a knowledge of the foreign language would, the Committee itself says, "undoubtedly be receiving secondary education," to certify to which is the object of the School Final Examination. But the Committee drops the question by saying that such a contingency is unlikely to occur. It seems to us that this policy is short-sighted and argues want of insight. The vernacular schools of our State, for instance, have facilities for turning out students with the necessary equipment in all the proposed subjects through the medium of the vernaculars without any admixture of English. And we dare say that, if facilities had been afforded for it, many similar institutions will spring up in other parts of the Presidency also with sounder knowledge conveyed through the mother-tongue. But the scheme, on the whole, is well conceived in spite of certain minor defects. It embodies in itself the experiences of many practical teachers. We feel sure that the public and the Government will not grudge to extend to it the sympathy which the importance of the subject and the weight of the personal opinion of its authors demand.

VII

Letter—from the Hon'ble Mr. V. KRISHNASWAMI AIYAR, High Court Vakil, Madras.

To—the Secretary to Government, Educational Department.

Dated—The Luz, Mylapore, the 14th August 1908.

With reference to your letter No. 522 (Educational Department), dated 11th July 1908, I have the honour to lay the following views before Government.

I am glad to be able to state that I am in general agreement with the scheme formulated by the Committee. The evil of the present system has been in the making of the Matriculation examination a passport to Government service as well as a qualifying test for entering upon a collegiate course. The failure of the Upper Secondary examination is easily accountable by the fact that the Matriculation examination continued as a qualification for public service and for a University course, while the Upper Secondary examination was a mere qualification for the Government service. All schools in the country naturally adapted their course of studies for the Matriculation and the Upper Secondary languished without the advantages of its rival. The present proposal to disqualify the matriculates as such for the public service will be a distinct advantage in favour of the School Final examination or the School-leaving Certificate as the Committee propose to call it. But it is not clear from the report of the Committee whether it is their idea that the University should drop the Matriculation altogether or continue to retain it. Paragraph 46 of the scheme suggests the adoption by heads of colleges with the sanction of the University of such certificates as they may consider adapted to a University course with any further examination they may see fit to make. But it is not clear whether this is in substitution for the present Matriculation or is to be an alternative doorway for entering upon a collegiate course. I am inclined to think that the present Matriculation should remain unaffected except as regards its serving as a qualification for entering into public service. In the first place it is impossible to drop the Matriculation without the consent of the Senate and the repeal or modification by that body of the regulations that have been already framed. In the next place, the School-leaving Certificate is not likely to suffer, for success in the Matriculation examination will cease to qualify for the public service. As the majority of the students who go through secondary education are not likely to look forward to a University career, they are certain to prefer a course of study which will fit them for the public service, while in case they happen to discover in themselves qualifications for a University course their choice is not irrevocable, the door being still open under the provision contained in paragraph 46 for entry into the University. I confess I have some misgivings as to the complete success of the School-leaving Certificate which presupposes efficient combination of a number of factors which cannot all be relied upon without actual experience of their working. It is therefore too soon to ask the University to drop the Matriculation altogether. It will be quite sufficient for the new course if the University authorities are induced to accept certificates of a certain class with any additional examination in a subject or subjects as sufficient qualification for admission into the University.

The Headmaster, the Inspector of Schools and a Central Board are the three agencies to be employed for determining the quantity of progress made by the student obtaining the school-leaving certificate. There is no doubt as remarked by the Committee that great trust has been placed in the Headmaster and the success of the scheme itself depends upon his conscientious discharge of his duty. The Committee appears to be too sanguine in its expectation that abuse of the trust can be easily discovered and rectified. The variety of the agencies in existence engaged in imparting secondary education, their self-interest in showing a larger number of qualifying certificates and thereby furnishing an incentive to larger admissions bringing in a corresponding pecuniary return and the inefficiency of the inspectorial "moderation" are likely to materially affect the success of the scheme. The Committee has endeavoured to steer clear of the danger of making one public examination the sole test of efficiency and of complete dependence on the results of classwork for the appraisal of the qualifications of a certified student. It is necessary that the Central Board should be constituted a more representative body for the conduct of the public examination than paragraphs 41 and 42 of the report lead us to hope. As the examination will only be conducted under its auspices by persons appointed, there is not the danger of the unwieldiness of the body hampering its work.

Passing now to the scheme of subjects, it is to be regretted that no provision is made for industrial subjects either in the compulsory or in the optional group. It seems to me that agriculture, elementary hygiene and a few well-known industries may well be included in paragraph 25 even if an industry does not find a place in paragraph 18 dealing with the compulsory group. Manual training should not be confined to mere drawing, but should extend to the study of an industrial subject and the mechanical training of the limbs of the body, to suit the requirements of some industrial pursuit by which a student may earn a livelihood in the event of the secondary course failing to secure an intellectual occupation. Model factories for carrying on particular industries on a limited scale will have to be started by Government in suitable places to impart the necessary instruction on particular days in the week or during particular hours in the day. This means, no doubt, a considerable item of expenditure. But the problem of a really useful course of secondary instruction cannot be solved without incurring it. Experts qualified to instruct in particular industries must be imported from European countries on special terms and conditions as to training up a certain number of men in a given time. It may be that only a beginning can now be made, but if it is substantial we may confidently look forward to the achievement of solid results.

VIII

Letter—from the Hon'ble Nawab MUHAMMAD RAZA KHAN, Khan Bahadur, M.C.S., (Retired), Saidapet.

To—the Secretary to Government, Educational Department.

Dated—the 24th August 1908.

Referring to G.O., No. 510, Educational, dated 9th July 1908, I have the honour to observe that I agree in the main with the new school-leaving certificate proposals. The decision to replace the present Matriculation examination as an entrance test for sircar 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 and honourable manner has my approval so far as it goes; for, what is really wanted for the Indian school boy more than anything else as shown by experience is a course of disciplinary study to form his character. But I should like to see that the tendency which exists at present in certain departments of sircar to prefer graduates and under-graduates *as such* for appointments is discouraged by Government. If this were done, I am sure it will prevent the rush of students to the University with the sole object of getting into the public service and wipe away a lot of discontent in the land. I have no other remarks to offer.

IX

Letter—from M.R.Ry. K. GANAPATI AIYAR Avargal, B.A., L.T., Principal, Kallikota College, Berhampur (Ganjām).

To—the Secretary to Government, Educational Department.

Dated—the 24th August 1908.

No.—296.

With reference to G.O., No. 510, Educational, dated 9th July 1908, last sentence of paragraph 3, I beg to submit the following suggestions for the consideration of Government:—

(1) In Group A, vernacular translation, may be omitted and only vernacular composition may be retained in addition to Arithmetic and English, as official translation is included in list C and as literary translation is a subject which can better be done in the collegiate course. This suggestion is, I believe, in accordance with the remarks on translation contained in "Hints and suggestions to Managers and Teachers of Secondary schools". In the new University Regulations, translation (literary) has been excluded from the list of subjects for the Matriculation examination evidently on the ground that it was not a fit subject of study in the school course.

(2) One of the recommendations of the Committee being that heads of colleges are to matriculate students on the strength of the school-leaving certificate, it is very desirable that the University and the Colleges should be strongly represented on the Board, referred to in paragraph III (i). I beg, therefore, to suggest that the Board shall consist of the Director of Public Instruction as President, four Members of the Educational Department (Government or non-Government) to be appointed by the Government and four Members of the Educational Department (Government or non-Government) to be nominated by the Senate of the University, Madras. I agree with the Committee in thinking that it would serve no useful purpose to provide for the representation of the various agencies carrying on Secondary Education and of specific communities.

(3) A possible objection to the proposed scheme may be that the work of "moderating" the marks obtained in school work is not practicable. I, however, beg to state that considering the advantages of the scheme the objection is not a serious one and that the moderation may be fairly satisfactory if the following method be adopted:—

Taking the *average percentage* of marks earned per pupil of a particular school in a particular subject at the public examination to be 30, and that awarded by the headmaster to be 40, the marks given by the headmaster to each individual pupil must be *reduced* in the proportion of 4 : 3, and if the average percentage of marks given by the headmaster happens to be 20, the marks given by the headmaster to each individual pupil must be increased in the proportion of 2 : 3.

(4) It is my humble opinion that the present scheme will be a failure if the University does not consent to the abolition of the Matriculation examination. The Committee suggests that the heads of colleges may select after inspection of the leaving certificates, those candidates for admission who appear best fitted for a college course. It may be better to leave this work of selection to the University, which may appoint a small committee of three members, for the purpose. But whether this work of selection is done by the heads of colleges or by the University, a fee of Rs. 5 per certificate examined may be levied and credited to the University. Another fee of Rs. 5 may be levied (and credited to the University) from each pupil at the time of his being admitted into a college. This will make up the loss which the University may sustain by the proposed abolition of the present Matriculation examination.

X

Letter—from the Hon'ble Raja V. VIRABHADRA RAZU Bahadur, Zamindar of Kurupam.

To—the Secretary to Government, Educational Department.

Dated—the 26th August 1908.

No.—Dis. 211.

I have the honour to acknowledge receipt of your letter No. 522, dated the 11th ultimo, communicating copy of G.O., No. 510, Educational, dated the 9th idem, embodying the report of a committee appointed to consider the question of instituting a school final examination in this Presidency. I am in full sympathy with the view of Government, endorsed by the committee above mentioned, that there is a crying need for a change in the present system of secondary education in this Presidency. Among other things it is highly desirable that the University should be prevented from exercising a dominating influence over secondary education. The Upper Secondary examination established in 1889, with the object of providing a substitute for the Matriculation as an entrance to the public service and to commercial and industrial education, would have served the purpose of making secondary education more practical and technical than literary and of dissociating it from University education. But the Upper Secondary examination has not been popular because (1) the Matriculation qualifies both for the University and the public service, while the Upper Secondary only qualifies for the latter, and (2) because the Upper Secondary examination while being no better than the F.A. as an entrance to the public service, is educationally inferior to the F.A. examination. Therefore, if the school final examination or the school leaving certificate recommended by the committee is to be a success, neither the Matriculation nor the Intermediate examination, to come into force in 1910, should be recognized as qualifying tests for the public service. If the school final examination is to be substituted for the Matriculation as an entrance to the University as well; it will replace the Matriculation altogether which will eventually share the fate of the present Upper Secondary examination. It does not seem to be quite clear whether it is the intention of the Government or of the committee that considered the scheme to allow both the Matriculation and the school final examination to exist side by side. The committee recommends that the marks recorded in the school leaving certificate should, besides guiding heads of departments in the choice of candidates for employment, also guide Principals of Colleges in admitting pupils into the University. Apart from the element of uncertainty which this will introduce and the possibility of heads of certain colleges practically exercising no choice whatever out of consideration to their fee income, there is not much to commend the school final examination (with the kind of subjects taught for it) being accepted as an entrance to the University. The scheme for that examination will not fit in with the scheme for University studies, for much that is germane to the University does not find a place in it and what does find a place is not quite useful for University purposes. One of the subjects which Government does not admit into the scheme and which the committee is content to reduce to the status of an optional subject is Algebra and Geometry. If this proposal of the committee is to be accepted, it goes without saying that few students if any will take up that subject. It can well be conceived how much education in the strict sense of the term will suffer by such an arrangement even in cases where education is not sought after but as a passport to the public service. The net result of this arrangement will be that a large percentage of students who give up their education at the secondary stage and a fairly large percentage of those who prosecute their studies up to the University will have been educated without this most important adjunct to mental culture. Again, Geography as a compulsory subject will be useful enough to students who leave off studies at the secondary stage and enter commercial and industrial walks of life. But is it worth while to teach it in all classes from the primary standards up to the VI form and to insist on students who wish to enter the University also bringing it up? In my opinion Geography and Drawing should be made compulsory up to the Lower Secondary Department and only subsidiary from the IV form upwards, while Algebra and Geometry and History should be elevated to group B. I would even go further and recommend Algebra and Geometry being grouped with Arithmetic under A. Much of this difficulty will, I think, be obviated by bifurcating secondary

education after the V form into the Matriculation and the school leaving certificate and ruling that the one should teach subjects useful for and qualify for the University and the other for the public service, on the understanding that a candidate who passes the Matriculation and wishes to enter the service should pass the school leaving examination and that he who merely obtains a school leaving certificate should not enter the University without passing the Matriculation.

One noteworthy feature of the recommendations of the committee is the attempt to make secondary education less and less dependent upon the final examination, and more and more upon the impression left by the student on the headmaster as to his "progress, attainments, character and conduct." This is very satisfactory in theory, but cannot, I fear, work successfully in practice. Without casting an aspersion on the sense of duty of headmasters in general I may be permitted to observe that if this happens to be accepted a large allowance has to be made for individual likes and dislikes, for a solicitude to please the school manager on the one hand and the pupil on the other, and for an attempt at successful competition with rival schools on which depend the fee income and the general popularity of the school. The opinion of headmasters on the character and conduct of students is always of the highest importance and indispensable as a test of fitness, but it looks to me that greater value will appropriately be attached to the result of a public examination of the student's attainments in the subjects he is taught.

One other proposal of the committee which seems to me to work as a hardship is the unconditional demand that the student should keep each term in one and the same school. It will perhaps be worth while to temper it slightly and give the Board the option to exempt a candidate from the operation of the rule under unavoidable circumstances.

XI

Letter—from the Honorary Secretaries, Madras Teachers' Guild, Royapettah.

To—the Secretary to Government, Educational Department.

Dated—the 27th August 1908.

In reply to your communication, dated the 11th July 1908 (No. 522), inviting the opinion of the Madras Teachers' Guild on the proposals of the School Final Examination Committee, we have the honour to say that the Guild met on the 20th instant and passed the following resolutions:—

I. The Madras Teachers' Guild approves of the suggestion made by the committee in paragraph 46 of the report and lays down as a principle not to be ignored that there should not be two examinations co-existing, one that proposed by the committee and the other, the present Matriculation examination.

II. The Guild approves of the recommendation of issuing school leaving certificates in the manner proposed by the committee with the following modifications:—

(1) With regard to "Moderation" mentioned in paragraph 18 of the report and elsewhere, full instructions may be issued by the department or by the Secretary to the Board, as to how the headmasters should set about keeping the record of the students' progress; but "moderated" marks must not be published. There can be no objection to placing the marks of the final public examination over against the school marks.

(2) With regard to paragraph 41, the Board shall either itself set question papers for the public examination, or, when it appoints gentlemen outside the Board as Examiners, shall take care to see that the papers set are of the right standard of difficulty. But the answer papers of the pupils of each school should be valued by the teachers themselves, i.e., those responsible for teaching the several subjects should themselves value the papers of their own pupils subject to revision by the Board.

(3) The application fees should be reduced to Rs. 3 for each candidate, as the teachers would need no remuneration for doing what must be considered part of their school work.

XII

Letter—from M.R.Ry. P. R. GOPALA CHARLU, Retiring High Court Vakil, 37, Linghi Chetti Street, Muthialpet, Madras.

To—the Secretary to Government, Educational Department.

Dated—the 1st September 1908.

[Re: *The School Final Examination Committee's Report and Scheme.*]

Being kindly invited to offer our views on the above subject I beg to associate myself with the views and observations contained in a series of letters appearing in the *Madras Standard* under dates 28th July, 7th, 9th, 12th, 15th and 18th August 1908 and signed as "a Teaching Parent." Cuttings are herewith sent for easy reference.

ENCLOSURES.

The "Madras Standard", dated 28th July 1908.

SCHOOL FINAL EXAMINATION COMMITTEE'S REPORT.

SIR,—The School Final Examination Scheme Committee's Report is published for public information. It is a very important document touching the education of our youths in Southern India in the high school course or in the secondary education course as it is now called. The report under notice embodies much anxious thought, ingenuity, euphemism, consciousness of what is good for self (individual and institutional) and a spirit of compromise and mutual accommodation. It may be described as a sort of treaty of quadruple alliance, the High Contracting Parties being our Government, the body of teachers, our never-to-be-forgotten examiners, winding up with tempting invitation to our University. Only there is one striking omission in the treaty looking very much like counting without the host, i.e., the only party left out of account is the paying parent or guardian (as such) of the boys without whom these rules, regulations and schemes can have no application or existence. Perhaps, he is passed over as he may make himself heard before the 1st of September ensuing. Taking the parties above referred to *seriatim*, first comes our Government. Under the system proposed our Government has two distinct advantages. The first is a big final examination with its important privileges, prestige, patronage and profits. The second advantage is the service register which means and includes a "Black Marks Register" for a period of three years at least. As for the teachers, they are, by a nice stroke of policy, placed in a more advantageous position than under the original notification. Under the new scheme proposed the boys are tied down to them for three years at least and their power, influence and importance are enormously increased. But the never-to-be-forgotten examiners are not left in the cold. Under the scheme proposed they have got their favourite questions and profits intact. Last, though not least, we have an invitation sent to our University to come in for a share of the good things going. This is our first impression on reading the report. What more strikes us we shall put in subsequent letters. The report expressly calls for opinions and remarks and observations of interested persons before the end of this month. The education of our youth in Southern India is a very important matter affecting us generations after generation. When a thing comes into existence we have experience how difficult it is to change it. (Cf. bringing in back of English Text for Matriculation Examination). I hope and trust all interested persons and our capable leaders will realise the gravity of the situation, consider the subject calmly and well, and express their views on this all important subject. The matter is one of now or never. It strikes me our Mahajana Sabha has a grave responsibility in this matter, and I earnestly request it to consider the subject in all its aspects and bearings and submit its views to our Government within the appointed period. It would be a great advantage if the non-official members of our Legislative Council can be got together to consider the matter and express their views somewhat unanimously instead of sending their individual opinions which may be conflicting and clashing. The report under notice is at once a warning and a lesson to us, showing the necessity for combination and re-adjustment of differences. If without sufficient thought and interest we allow this important matter to slip through our fingers now, there is no use of our laying claim to anything requiring organised effort for any good purpose. In the interests of simplicity and to avoid much complication and confusion, cannot our Matriculation Examination be improved by (1) introducing the much-needed service register into the Matric class, (2) appointment of moderators as done in the Punjab University, (3) having a sufficiently large number of optional subjects, (4) naming text-books in the place of subjects? If this cannot be done, of course we have to consider the report and scheme under notice.

A TEACHING PARENT.

The "Madras Standard", dated 7th August 1908.

THE SCHOOL FINAL EXAMINATION COMMITTEE'S REPORT.

II.—PRIVATE CANDIDATES.

SIR,—On "private candidates" the School Final Examination Committee's report is very hard. The report proposes completely to cancel the privilege extended to them by the original Government notification. The operative part of paragraph 39 of the report is "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 rest of the paragraph about the University, the College and our Government is all leather and prunella—one cannot resist the temptation of saying that the committee seem to have proposed the change of name for the examination with a view to exclude the private candidates. The exclusion of these pupils from the examination, whatever may be its character, is hard on parents and guardians who are capable of instructing their young ones suitably. The proposed exclusion is especially regretted when we consider that there are in our midst many B.A.'s, M.A.'s and L.T.'s with the requisite knowledge, leisure and interest, in active service and retired. These may be trusted to instruct their young suitably and give the certificate of character and conduct at the time of the examination. This seems to be quite reasonable considering the nature of the subjects proposed as compulsory and optional. Another ground that may be urged in favour of private candidates at least in exceptional cases, is that the school fee for this indifferent and insignificant instruction is already at the breaking point.

Again the same severe spirit against private candidates is shown in a more barefaced manner in paragraph 37 of the report. To improve the quality of their certificate it is unreasonable that the candidates should be asked to join the school again. In the optional subjects we have Botany, Agriculture, etc. If a recognised school is not sufficiently equipped to impart instruction in any of these solitary subjects what is the candidate, who wishes to bring up that subject, to do? Or is the recognised school required to teach these subjects also? In any view of the case justice requires the allowing of private candidates to appear for the examination. In these circumstances I earnestly request our Government to make some reasonable provision for private candidates in the final scheme, especially considering that there is no declaration of *pass or failure* in the final examination. Let them have the marks they obtain entered in the certificate. Otherwise the scheme will be viewed as, or degenerate into a *school fee-paying-compulsory* examination, a strange name when we are hearing so much about *free compulsory* education in India nowadays. We, parents, like the schoolmaster fairly well as he helps us in the good work of educating our boys. But we certainly do not like to be played into his hands too much.

A B.A., B.L., TEACHING PARENT.

The "Madras Standard", dated 9th August 1908.

THE SCHOOL FINAL EXAMINATION COMMITTEE'S REPORT.

III.—THE SCHOOLMASTER.

SIR,—I am using the word schoolmaster in a representative sense to mean and include the class teacher, headmaster and the principal. If India is to improve on modern lines, the English schoolmaster must be abroad and he has been abroad for half a century with fairly good result, though there are interested critics who give out they are not satisfied with it. As I said already, the schoolmaster is a good-man helping us in the good work of educating our boys and we have always liked him. But this does not make us blind to certain defects or omissions in the discharge of his duty which he may be presumed to have undertaken to do. He has undertaken to instruct the boy on behalf of the parent and guarantee that the boy is not found wanting when weighed in the balance (of a public examination) of Matriculation slaughter of recent years. After his promotions, after his teaching and training, after his three or four examinations in the year, after his selection examination and selection, after his certificate that the boy has had suitable instruction in the class, can the schoolmaster or headmaster or principal put his hand upon his heart and say honestly that only 17 per cent. of his selected boys deserved to pass in the public examination. Has there not been a tremendous cry about these enormous failures? Has the schoolmaster done anything? What is his position under the new scheme? He has got positive advantages under the new scheme. He holds in his hand the confidential register in his service register for three years at least. He is a Judge of marks, boy's progress and proficiency, character and conduct. He can record in it his impressions of the boy—good, bad and indifferent; and this record is to be sent in when the boy appears for the public examination. It is indispensable. His record has to speak before public officers, the University, etc. Surely this register-maker and register-keeper becomes a very important man. If he happens to be a young graduate fresh from College with rather strong notions of discipline, obedience, order, regularity, the boy under his care even for six months might suffer. The schoolmaster is tempted to become autocratic and very exacting in view of this enormous power in his hand. He tenders the certificate to the Board and gets it back and finally gives it to the boy. Till then boys and parents have no means of knowing what is contained in it. I ask in the name of fairness, is this

a wise arrangement, considering there are schoolmasters and schoolmasters all over the Presidency? Is it not of the essence of the certificate that the boy and the parent should know wherein the boy is defective? If the parent is allowed to call for and look into the certificate and satisfy himself, it may serve as a corrective in a small way. If not, the schoolmaster, armed with the mighty service register, unchecked by the parents on the one hand and passes and failures on the other, and with plenty of money pouring in by a school-fee compelling scheme, will ere long grow enormously fat and we shall have more indifference and kicking. In these circumstances, my request is that our paternal Government will be pleased to help the candidates and the parents in this important direction in their final scheme.

A B.A., B.L., TEACHING PARENT.

The "Madras Standard", dated 12th August 1908.

THE SCHOOL FINAL EXAMINATION COMMITTEE'S REPORT.

IV.—THE CERTIFICATE OR SERVICE REGISTER.

SIR,—The certificate proposed by the Committee may also be viewed as "black-marks book" for our boys when they are 12, 13 or 14 years for a period of three years, i.e., in the 4th, 5th and 6th forms, six terms being made compulsory by the scheme attached to the report. It is to consist of some 16 pages with schedules and summaries. We have also in the report such trifling details as to who is to supply the blank certificates and how the price is to be recovered, whereas the more important item of how much proficiency is acquired in each subject is left out perhaps to suit the convenience of different schools and classes of boys. What I have to say about the certificate may gather round the following points.

1. Generally speaking, moderate parents are not afraid of the certificate. Our boys are generally well behaved. We are rather diffident about the class teacher who may be young and inexperienced with rather peculiar notions of discipline, order, obedience, etc. Any adverse remark at that early stage and age about the boy may be a standing record against him for a long period certain to go before a public officer. It is distinctly a disadvantage to maintain such a record for 4th and 5th form boys who may be 12, 13 or 14 years old.

2. The certificate covers the long period of three years or six terms. This is too long a period for one certificate. I think separate certificates may be maintained for the 4th and 5th forms bearing on and affecting the boy's promotion, and one for the 6th form for the public examination as sketched by the original notification. The three years' certificate will cause much confusion, complication, cross-remarks, etc. There may be temptation in the shape of alterations, interlineations, erasures and other irregularities on the part of young certificate holders. When the boys change their school as allowed by the report, there may be difficulty in transferring the cumbersome certificate. Separate certificates will also facilitate the admission of boys in the 4th, 5th and 6th forms as they like.

3. Entering of opinions transformed into marks, checking, and moderating will become in course of time mechanical and soulless. Considering the number of schools, this work will become enormous. It may degenerate into its being done or prepared by subordinate and inferior agency and the whole thing may become a farce. This may be materially mitigated by yearly certificates. The certificate of the examination-going class may be held to be more important and binding. It is sure to be a better record of a better candidate in his better years before the public officer who will be in a better position to select.

4. In any view of the case the certificate being with the Headmaster, the boy, his parents or his guardian must have the right to call for and inspect the same, and satisfy himself. Else how is any deficiency entered in it to be corrected or remedied? There must be in the final scheme some provision or guarantee that the Schoolmaster will realize that after satisfying himself and the Inspector he has to satisfy his boy's parent who in fact pays for the whole business.

5. Otherwise, the book of marks and remarks will become a sort of book of fate, the schoolmaster will be able to tyrannize over his pupil who gradually losing manliness and courage will soon find his tether considerably shortened. In these circumstances, I request our Government to cut down the three years' certificate to one year, i.e., the examination-going class, and allow the boy or his parent or guardian an inspection of the same for the boy's improvement.

A B.A., B.L., TEACHING PARENT.

The "Madras Standard", dated 15th August 1908.

THE SCHOOL FINAL EXAMINATION COMMITTEE'S REPORT.

V.—ISSUES OR QUESTIONS FOR CONSIDERATION.

SIR,—Is it absolutely necessary to have the trouble of organizing a separate examination from our Matric. examination? Is it not possible to improve our Matric. Examination by prescribing the service register for the 6th form, by the addition of more useful subjects and dividing them into compulsory and optional, by the appointment of a Board of Moderators, and by taking away from it the declaration of passes and failures, etc.?

2. Will not the certificate covering a period of three long years, in respect of boys who are still very young, work a great hardship by hasty adverse remarks, by possible erasures and alterations? Will not separate yearly certificates greatly facilitate transfers and admissions of boys into the 5th and 6th forms?

3. Is it fair, right or reasonable to shut the doors of the public examination completely against the private candidates? Is it not right to allow for exceptional cases at least?

4. In the case of the three years' certificate, what will be its effect upon the schoolmaster and the boys, respectively, especially considering that the certificate is a very important document and that the public examination has no "border line" fixed and has no declaration of pass and failure?

5. Is it not right and reasonable to allow the parent or guardian of the boy to inspect the certificate (record of marks, etc.) from time to time with a view to the boy's improvement? How else is the parent or guardian to know wherein his boy is deficient?

6. What guarantee is there that the new public examination will be more reasonable and satisfactory in regard to questions and valuation than our present Matriculation examination? Seeing there is no declaration of pass and failure, is there no ground for greater fear? Is not this fear greatly magnified by the fact of the Committee's report being silent on moderating the examiners' marks?

7. Looking at the subjects proposed as compulsory and optional, is it not clear that there are omissions of important and useful subjects? Does the expression "a working knowledge of a vernacular" convey any definite idea of how much is required? Why are the claims of Hygiene, Sanitation, outlines of Physical Geography, Physiography, Physiology (Human), Astronomy, etc., ignored? Is not drawing (at least advanced one) the result of a special gift?

8. Is not the examination fee of Rs. 12 too high? Is it not a hardship to have to rejoin the school to improve the quality of the certificate?

A TEACHING PARENT.

The "Madras Standard", dated 18th August 1908.

THE SCHOOL FINAL EXAMINATION COMMITTEE'S REPORT.

VI.—THE SUBJECTS PROPOSED.

SIR,—I will now confine myself to the subjects proposed by the Committee, specify the additions that I think necessary and conclude briefly with some general remarks. As a compulsory item *Elementary Drawing* and *Physical Training* may be insisted on or taught without being included in the public examination. My compulsory subjects will be as follows:—Fair knowledge of idiomatic *English* without the usual excessive doses of grammatical learning, contractions and expansions, figures of speech, etc., outlines of the *History of India* and general *Geography* (not the so-called scientific, philosophical or cause-and-effect geography so much talked of, at least in prefaces, in these days). Without a knowledge of Indian History and geographical knowledge of the world, our boys will be like the proverbial frog in the well. We have had this delusion too long already. In the place of oceans of milk, curd and honey, our young men must begin to see the Pacific Ocean, etc. Considering that the English people are our rulers now, a study of English History may be helpful to our boys. But opinion seems to be divided and we may place it amongst the optional subjects. Arithmetic is a very important subject, but excessive knowledge of Decimals, Present Worth and Discount, Stocks and Cube root and Cubic measure is out of place in this examination for our boys and girls. A "working knowledge" of some vernacular is certainly a good addition. In the class of optional subjects any two of the following may be selected:—

- (1) History of Great Britain and of Greater Britain.
- (2) Algebra (up to simple Equations) and Geometry (modern).
- (3) Physics and Chemistry (Beginner's Course).
- (4) Botany and Agriculture (Principles only).
- (5) Commercial Correspondence, and Arithmetic.
- (6) Book-keeping, Banking.
- (7) Shorthand and Typewriting.
- (8) Outlines of Astronomy and Mathematical Geography.
- (9) Physical Geography, Physiography (outlines).
- (10) Hygiene and Sanitation.
- (11) Physiology (Human) Beginner's Course.
- (12) Higher grade Drawing and designs.
- (13) A Second language.
- (14) Easy Précis and Indexing.
- (15) Printer's work, Proof-reading, etc.
- (16) Suitable subjects for girls.
- (17) Any industrial subjects (Theory).

The above optional subjects may be grouped separately or as allied subjects.

2. One or two may be appointed as optional according to difficulty or usefulness.

3. The compulsory subjects may be brought up together in one examination with or without the optional subjects. The optional subjects may be brought up then or at subsequent examinations.

4. For the compulsory branch a consolidated fee of Rs. 5, and for each optional subject Rs. 2 may be charged.

5. As December is an inconvenient month with its other examinations, festivals, and fag end of the year's rain, it may be better to have the final examination in May.

6. The private candidate may be allowed to appear for the examination in any solitary subject of the optional branch on the certificate of his private tutor or parent or guardian whenever the school from which he appears is not able to teach in that subject, and whenever he appears separately in that subject. This is reasonable considering there is no pass or failure in the examination. The boy may be allowed to please himself by the marks he has obtained being entered in his register.

7. As the degree of proficiency required in each subject is not indicated, it is particularly requested that some provision may be made requiring the examiners to avoid questions that are too long for the time allowed, that are vague, indefinite or intricate or inaccurate. It is such questions that have been considerable the cause of our Matriculation-havoc for some years past, the mode of valuation completing the catastrophe.

A TEACHING PARENT.

XIII

Letter—from M.R.Ry. N. SRINIVASACHARYA Avargal, B.A., B.L., Chairman of the meeting held under the auspices of the Teachers' Association, Mahajana High School, Erode.

To—the Secretary to Government, Educational Department.

Dated—the 30th August 1908.

I have the honour to submit herewith the resolutions passed regarding the School Final Examination scheme at a meeting held under the auspices of the Teachers' Association, Mahajana High School, Erode, on the 29th of August 1908 and request that you will be good enough to place the same before Government for their consideration.

ENCLOSURE.

Proceedings of a public meeting held under the auspices of the Teachers' Association, Mahajana High School, Erode, to consider the report of the School Final Examination Committee.

M.R.Ry. N. Srinivasacharya Avargal, B.A., B.L., High Court Vakil, Erode, was unanimously voted to the chair.

The following resolutions were unanimously adopted:—

"Resolutions.—It is resolved—

"(1) That in the opinion of this meeting the check of school work by the inspecting authorities will be sufficient to ensure the attainment of a reasonable uniformity of standard of education in schools and that the proposed system of moderation (paragraph 15 of the School Final Committee's report) is not likely to be of practical benefit or equally efficacious.

"(2) That no course of studies " would merit the name of secondary education " unless it includes also among its compulsory subjects 'outlines of History'.

"(3) That it is sufficient that the certificate mentioned in the draft scheme (paragraph 5) comprises the entries in respect of the final school year only, the progress of individual pupils during the previous years being always available to employers and others when required on a reference to the school in which the pupil studied. This meeting is also of opinion that the proposal as made in the draft scheme entails on the school staff needless and heavy clerical work without adequate benefit in return.

"(4) That the examination fee should be fixed separately and specifically for the group 'A' and for each of the several subjects under group 'C' so that a holder of a school final certificate, when qualified for the University course, shall not have paid in the aggregate more than the fee for the Matriculation examination for the said qualifications.

"(5) Under the existing condition of secondary schools, it is expedient that the school final scheme should be so formulated as to enable them to carry on their work without additional burden financially or otherwise in case the University should decline to accept the school final certificate in lieu of the Matriculation.

"(6) That the Chairman of this meeting be authorised to forward the above resolution to the Government.

ERODE,
29th August 1908.

N. SRINIVASACHARYA,
Chairman."

XIV

Letter—from M.R.Ry. T. SUNDARA RAO Garu, Treasury Deputy Collector, Trichinopoly.

To—the Secretary to Government, Educational Department.

Dated—the 29th August 1908.

With reference to G.O., No. 510, Educational, dated 9th July 1908, I beg respectfully to submit herewith for the consideration of Government my views on the scheme for a School Final Examination.

ENCLOSURE.

THE SCHOOL FINAL EXAMINATION.

By a Parent.

The Government has been pleased to place before the public the report of the Committee appointed to examine the scheme proposed by it for a School Final Examination and to invite opinions thereon. As a parent I think it my duty to offer my views on the subject for such consideration as they deserve.

2. The thanks of the public are due to the Committee for its report which shows that it has thoroughly gauged the present evils, and has taken great pains to discover adequate remedies. Whether the proposed scheme is accepted or not in its entirety, the report is very valuable inasmuch as it brings to the forefront the real issues and renders a consideration of the entire situation possible.

3. It does not appear that the scheme now proposed is in actual working in India or elsewhere, and it is perhaps a synthetic product whose virtues have to be proved by experiment upon the innocents.

4. The scheme proposed by Government appears to assume some divergence in the qualifications required from the students who enter upon a college course and from those whose education stops with the secondary course and who look for admission into Government or private service. If there were, in fact, such a psychological difference, the University must have its own elementary and secondary schools, and the Government another set of them. Moreover, each head of a family would have to refer to the horoscopes of his children and decide once for all whether he is to thrust his kids into the one or the other. But I cannot believe that there can be any such difference and the Committee has done well in dispelling this illusion and recommending that the University should adopt the proposed School-leaving Certificate in lieu of the Matriculation examination. The object of education is to bring out and to cultivate certain aptitudes and habits which will be useful in any and every walk of life and the concomitant acquisition of knowledge is of secondary importance being ancillary to the training of the mind. All that the University can legitimately require is that those who wish to enter upon a University course should have acquired a certain amount of mental training and culture which will enable them to profit by the professorial lectures and to study and think for themselves. They should, in the first place, possess a fair command of the English language and the vernacular, and a knowledge of elementary mathematics. They are also expected to have a small fund of information on various matters, but not a thorough head-splitting knowledge of them. This knowledge which might have been acquired unconsciously or through conscious curiosity cannot be tested in a written examination. A good deal of it should be included in the English and vernacular readers. But a language cannot be learned by studying a few readers and a habit of general reading should be formed. The correct use of words and phrases has to be learnt by extensive reading and the process of collation and elimination. The great drawback with native students is that English is a foreign language to them, with peculiarities of idiom, and they cannot speak or hear it spoken except at school. It is to them what French and German may be to an Englishman. More time and attention should therefore be devoted to the teaching of the English language in our secondary schools.

5. The failures in the Matriculation examination are mostly in English and general knowledge, which comprises History, Geography, Chemistry and Physics. The poor proficiency in the English language which the Matriculates display is remarkable and accounts for the failures not only in English but also in the latter subjects, for the boys may have ideas more or less correct, but be unable to clothe them in words.

6. If the secondary schools presented for the Matriculation examination boys so badly equipped in this *alpha* and *omega* of English education how is the University to blame? A public written examination can only test a *knowledge of facts*. The Matriculation required facts in History, Geography, Chemistry and Physics and the papers in the English language degenerated into catch questions on English grammar and idiom. The schools directed their attention to the cramming of the facts into the boys, and forgot that their mission was to cultivate and train the minds of their pupils. The evil began many years ago and has now assumed large dimensions. If this account is correct, the University is to blame for overcrowding its curriculum and the schools for neglecting their primary duty. Attempt was made, but in vain, to remove Chemistry and Physics from the Matriculation course, and renewed attempts are being made to improve the teaching of these subjects as well as Mathematics. We have had University lectures on the teaching of Mathematics and are going to have model lectures in Physics, but no attempt has been made to introduce improved methods of teaching and learning English as a foreign language. The result will be that it will receive less and less attention as we go on. The Committee has to be congratulated on its courage in assigning to History, Chemistry and Physics their proper place in its scheme. This is a move in the right direction, and I wish it every success.

7. Moreover, the present Educational rules and practice make proper training impossible. Too much is wanted and little achieved. Much bruit and no fruit. The forms are too big, and young boys who have not learned to fix their attention and to study for themselves and therefore require constant questioning and very careful personal guidance receive hardly any attention from the teachers. There is so much to be done that everything is done in a hurry and there is no time to form settled habits. There is no time to attend to spelling or the correct formation of the characters and what is acquired in one period, by copy writing is lost in the next in "rough noting." The old system of getting whole books by heart without knowing their meaning has been rightly discarded, but in these days, the teachers have no time to see that their words have entered the ears of their pupils and made an impression on their brain. In some schools, the subjects are distributed among a number of teachers with the result that the responsibility for the progress of a boy is minutely divided and it becomes impossible to fix the blame. For instance if one teacher attends to English composition, another to English grammar and a third to the text books, who is to blame if the boy fails in English. Again in the case of failure in general knowledge it is impossible to say in which of the four subjects it occurred. On the other hand, the personal influence of a teacher will have its full play if he had charge of all the subjects or the major portion of them of a class.

8. It is therefore necessary that the curriculum should be simplified and due attention to training should be insisted on on the part of teachers. If steps are taken to secure that every boy is attended to by his teacher according to his need a vast improvement will immediately become manifest.

9. The Committee divides the compulsory subjects into groups A and B, the former comprising the indispensable 3 R's. to which the public examination will be limited, and the latter comprising Geography, Science, Drawing, Physical training and Domestic economy and needle work for girls, in which the results of the school work moderated by the Board, if necessary, will be accepted. I think the following single group of compulsory subjects will simplify the secondary course and will be more acceptable to the University:—

- (1) English.
- (2) Vernacular composition and translation.
- (3) Elementary mathematics comprising—
 - (a) Arithmetic and Algebra,
 - (b) Practical Geometry and Geometrical Drawing.

All other subjects should be optional. Only one optional subject should be taken up at a time. History of India including an outline of the present system of administration and General Geography including the elements of Mathematical and Physical Geography with Geography of India in further detail are among the compulsory subjects prescribed in the N.W.P. But a knowledge of these subjects is better conveyed through the readers or in the course of general reading as an article in a cyclopædia will be read with greater zest than a prescribed text-book.

10. The Committee appears to adduce sufficient reason for not accepting the School Final examination as sketched by Government, but as its scheme involves a new public examination of its own, an examination which must draw a much larger number of candidates than the Matriculation and cannot be essentially different in its *modus operandi*, it would seem that in avoiding Scylla it is running against Charybdis. It does not, however, propose that we should have two public examinations at the end of the secondary course, and recommends that the University should abolish the Matriculation and adopt the proposed school leaving certificate as a passport

for entry on a college course. We certainly do not want two public examinations, and I would go further and question the necessity for any public examination at all, as it must inevitably dominate the school course to the detriment of real training. It is claimed that the proposed examination is rendered innocuous by the abolition of pass certificates, and by limiting the use of its results to moderate the marks assigned by the headmasters. But as the marks obtained at the examination are to be entered in the leaving certificate it cannot be said that they have no value, and many people will, by force of habit, be guided by them in preference to the marks assigned by the headmaster or the Moderating Board. It is very doubtful whether people will take the trouble to evaluate the leaving certificate by a careful study of all its contents. The *raison d'être* of the leaving certificate in its proposed form is its psychological effect on the pupils. It is not certain it will influence them in the manner expected by the Committee.

11. The preparation of this book of fate of each pupil in the secondary forms will entail enormous strain on the headmasters. It is not clear how the headmaster is to assign marks on page 13 of the certificate. I suppose a class examination will be held by him for the purpose, or if it is to indicate his opinion of the boys' capacity and worth, what are the elements to be taken into consideration, and how is the headmaster who is now a driver of other teachers and hardly a teacher himself to form his opinion?

12. The process of moderation is not described, but I guess that it must be somewhat like this in the case of subjects in group A. I cannot conceive how it is to be done in the case of group B. Suppose that the *average* number of marks obtained by a pupil in a given subject at the class examination is 50 per cent. in one school A and 70 per cent. in another school B, and that at the public examination the average for each school, for a group of them, or for the whole presidency is 60 per cent; the marks obtained by each of the pupils in school A will be raised by 10 per cent. and the marks obtained by the pupils in school B will be reduced by 10 per cent. This method based upon averages would be more or less mechanical and cannot be satisfactory. The Board will have to take into consideration several other factors, e.g., the persons who set the papers at the class and public examinations, the method of teaching adopted in each school, the nature of the papers and the method of marking. In some cases, the answer papers will have to be referred to. To do this for all schools in the presidency comprising 20,000 candidates must be very heavy work for a central Board and it is doubtful whether it will be efficiently done and whether the result will be commensurate with the trouble and expense.

13. I understand that in France, the process of moderation is applied in the case of pupils who have failed in the public examination, in case the headmasters should appeal and can shew by the school record that they expected the pupils to pass. The adoption of such a system in the University examinations, is very advisable, especially as there is no efficient check upon the work of the Assistant Examiners.

14. The school records of French pupils are, however, used in favour of the pupils and not against them. In the present scheme, however, there is no such reservation. The principle of forgive and forget which obtains largely in family government is apparently not to be applied. The moral effect of this system upon the pupils may be good or bad according to the spirit of each.

15. But why all this ado about moderation? Why this process of levelling? Why not allow free play to the individualism of headmasters and wholesome competition among schools? Some schools will have better reputation than others and the managers of secondary schools will feel bound to engage really efficient teachers and headmasters. Public opinion and the Inspectorate of the Educational Department can see that the standard is kept up and that due attention is paid to training. Deception cannot be practised for any length of time without fit retribution overtaking the delinquents.

16. Something has been said about the elastic consciences of certain classes of headmasters and their possible vagaries. Such remarks overshoot the mark and do no good. There are elastic consciences and vagaries everywhere and no institution is perfect. But a policy of trust is the best policy and like mercy it blesseth him that gives and him that takes, provided he is not past redemption.

17. The Government is interested in secondary education in two ways; first it wants to spread education and secondly it has a large field for the employment of clerks. Past experience has shown that a public examination is not the right sort of thing to impart education in its proper sense, and to have a huge public examination for the hall marking of boys fit for clerical posts is using the Nasmyth hammer to crack a nut or burning a house to roast a pig. If I want a clerk I have only to ascertain up to what standard the candidate has studied and whether his handwriting and character are good, and a short period of probation will decide whether he is fit for the post or not.

18. A similar argument applies to the University. It is not necessary for the University to take an annual census of all possible applicants for admission to the college course. It is not every matriculate that is now admitted into a college and if one who has been admitted does not show tolerable progress, the Principal turns him out. The selection rests in the first place with the Principal of the college and it is only necessary for the Syndicate to see that he uses his discretion with due care and caution. The Principal has only to satisfy himself that the candidate has attended the secondary classes in a recognized institution, and whether he is fit to enter

upon the college course. An examination of the marks obtained by him at the last class examination and some oral and practical examination as suggested by the Committee must be sufficient for the Principal.

19. There is, in fact, no need for an extensive public examination in the interests of the University, the Government or the public at the end of the secondary course. The boys had better be spared the examination fever and the attendant dyspepsia of body and mind. We may be quite content with the leaving certificates given by the headmasters subject to such check as can be applied by the Inspectors of Schools, who can verify them on the spot. It may be necessary to reduce the charges of Inspectors and increase their number. Or one or more itinerating committees may be appointed who can personally examine the boys *viva voce*. In the N.W.P. the school final examination is conducted at each school by a Board of Examiners.

20. The certificates granted by the headmaster may be very much simplified, and record only the result of the last class examination, which in the proper sense of the term, is the school final examination, and the headmaster's opinion of the character and conduct of the pupil at the time of leaving. The headmaster may also state whether, in his opinion, the pupil is fit to be admitted into a college. The headmasters generally ask their friends in other schools to set the question papers and value the answers and thus the personal equation does not necessarily come in. The people will not rely entirely upon these certificates and they will be taken *cum grano satis* according to the reputation of the school. No one will be deceived.

21. If, however, it is considered necessary to have a public examination, it would seem that it will be going along the lines of least resistance to ask the University to modify the Matriculation examination in accordance with the views of the committee as it would be too much to expect the University to make over the examination fees to Government or the Government to compensate the University. No examination should of course be kept up if it is not required in the interests of true education, merely on account of the revenue.

22. It is, however, feared that to make a compromise with the University will in a few years bring us back into the state we are in now. And I have tried to show that this will be the case with any public examination, even with the one proposed by the committee inasmuch as it can test knowledge only and not training. It is obviously very desirable that the responsibility for secondary education should rest solely with the Educational Department.

23. In conclusion my views are—

(1) that the secondary course curriculum sketched by the Committee should be accepted reducing the number of compulsory subjects and slightly modifying them;

(2) that the proposed process of granting school leaving certificates is too elaborate unworkable, and unnecessary, that the certificates to be granted by headmasters should be simplified and that check by way of moderation or otherwise should be applied on the spot by Inspectors of Schools or by itinerating committees;

(3) that the University should abolish the Matriculation examination and accept the school leaving certificates as equivalent thereto;

(4) that good deal more time should be devoted to the study of English and practice in English composition and speech; and

(5) that the Inspecting staff and headmasters should see that a sufficient number of capable teachers are engaged to reduce the strength of the forms to twenty, and that adequate attention is paid to the training of each pupil.

TRICHINOPOLY,
24th August 1908.

T. SUNDARA RAO.

XV

Letter—from H. KNOBLOCH, Esq., Manager and Headmaster, B.G.M. Christian High School, Nettur.

To—the Secretary to Government, Educational Department.

Dated—the 28th August 1908.

No.—33.

Agreeably to the Government Order published in the *Fort St. George Gazette* in connection with the proposed school-leaving certificate, I have the honour most respectfully to submit herewith, for the kind consideration of Government, a copy of an article on the subject, prepared for the press, by my First Assistant, Mr. P. Shan-kunni, B.A., L.T., a teacher of over ten years' standing, who was headmaster of this school before I took charge of the office.

ENCLOSURE.

THE SCHOOL-LEAVING CERTIFICATE.

According to the proposed scheme the system of holding a public examination and declaring passes and failures will be dispensed with. Each pupil attending a secondary school is to be provided with a certificate book instead, in which the headmaster will record his progress from the 4th form upwards in the form of percentage of marks deserved in each subject. The attainments of the pupil in drawing and gymnastics as well as his attendance and the headmaster's opinion of his conduct will also be recorded in this book, and these entries are to be made twice every year of the pupil's course in the three Upper Secondary classes, that is at the end of every school term. At the end of the course in the 6th form, if his progress is satisfactory to the headmaster and he has kept the required attendance he will be permitted to appear for a public examination to be held by a Board. The result of this examination will also be entered in the certificate book of each pupil in the form of percentage of marks in each subject, and the Examining Board may, if they consider it necessary, moderate the marks already registered in the certificate by the headmaster. In this form the certificate attains its full development and the pupil is then at liberty to leave school and join in the general struggle for existence or seek admission into a college to enter on a University career. If he does the latter it will be for the principal of the college to scrutinise his school-leaving certificate and decide whether he is a fit candidate for admission or not.

There cannot be the slightest doubt that the proposal to dispense with the practice of putting an undue premium on a mere "pass" at an examination is a very acceptable one. There is as little doubt that it is this practice that has brought the otherwise unoffending Matriculation examination into disrepute. Candidates of all descriptions rush in at the University gates not with the object of distinguishing themselves but in the eager hope of being able to satisfy the minimum conditions of admission to the public service, or to the University. The inevitable result is that both the public service and the University are overcrowded with a formidable army of men of very mediocre attainments and the cause of sound education is thus made to suffer. A certificate which exhibits the real merits of its holder instead of merely stating that he has passed an examination will undoubtedly help to bring about very wholesome results. Each certificate seeker knows full well that the moment he secures his certificate he will have to find his own level, and that for that level he will have nobody to thank but himself. If he cares to have a certificate at all he must have the very best certificate provided his intention is to use it as a passport to public service. Now this is very good, no doubt. But while the certificate guarantees the quality of its holder to the employer what is there to guarantee that the employer will always give preference to the best certificate holder? From among a large number of competitors who hold certificates which exhibit different degrees of proficiency in different subjects how will it be possible to decide who has the best certificate? It will no doubt be urged that the employer always knows best in what subject he wants his man to be most proficient. It may certainly be expected that the private employer who knows that the selection of his hands will involve him in direct personal profit or loss will be most conscientious in the choice that he makes. But there is the public officer in whose gift lie the loaves, and fishes of the lower ranks of the public service. To him the new certificate will afford every convenience in abusing the power of choosing vested in him by Government. The grossest injustice he can show in making appointments will yet be possible of being justified by some excuses which the certificate may be expected to readily yield. There is danger of the system giving the loose rein to favouritism in the minor public offices, in the matter of appointments.

Granting that it is possible to guard against this evil there will still remain another evil, a much greater one, which is staring at us at the present time and which no scheme for the improvement of secondary education can by itself ever hope to remove. It is well known that in the public service market the competition is not so much between the matriculate and the non-matriculate as between the graduate and the non-graduate. The school-leaving certificate may be expected to create a healthy spirit of emulation among the pupils who attend the upper grades of the secondary school, but the old order of things will go on in the University and the graduate may still be one who may have succeeded in scoring the bare minima for a "pass". But when he comes to the market with his mysterious diploma and title which but "half reveal and half conceal" the real merit of their holder a resistless magic slowly overpowers the employer and though he may perhaps be not bound to take him, naturally prefers him to a school-leaving certificate holder however brilliant a certificate the latter may possess. What wonder then if we should hear after a time that the fire brought in by the school-leaving certificate has been gradually put out by mediocre graduates who purchase their degree as a ticket of admission to Government service? To minimise this evil it seems to me that it is necessary to introduce into the University certificates some changes that will make it possible to find out the difference between graduates and graduates and the difference between the degrees of proficiency attained by those who may leave college without taking a degree. There should also be a standing rule that in making public appointments by educational qualification a good school-leaving certificate should always be treated as giving its holder a better title to preferment than a bad University diploma or certificate. It is all very well to talk about separating University education from school education and to preach that education should be valued for its

own sake and not for the sake of the appointment that it may enable you to get. So long as the people in the country cannot discover other and more profitable means of making money or earning a livelihood than a school or University education the practice of associating education with Government service and its attendant evils will necessarily continue. What ought to be done, therefore is not to dissociate the two; for it is to be feared that any such dissociation in the present circumstances may ruin the cause of both but to permit the association to continue reducing its attendant evils as much as possible.

In this connection it may be pertinent to point out that the new scheme under consideration is defective also in not being able to bring within its operation the many "private" candidates who perhaps need the service of Government more than those who have the means to afford a University or School Education. Logically no doubt a scheme for the granting of a school-leaving certificate can as the Select Committee state in their report, have no reference to those who have not been at a school. And in the form in which it is proposed to be granted and with that name it would be absurd for any one to propose that it should be given also to private candidates. But practically the scheme lays down that no one who has not been at a school and has not completed the course prescribed for a Secondary School shall be entitled to seek Government service, however high his attainments may happen to be. This is not a very fair thing to do. There are many young men of extremely poor circumstances, but of a very high order of intelligence, whom penury may prevent from attending school. It would be a great hardship to them if they should be forbidden to compete with their more fortunate brethren who may stand less in need of an appointment.

The proposal to give principals of Colleges the discretion to scrutinise the certificates of those who may seek admission into them and to grant or refuse them admission as they think fit does not also commend itself to me. A certain amount of laxity in the exercise of this discretion may prove a very convenient means of laying the finances of many colleges on a more solid footing. In that case the dissatisfaction that is now caused in the minds of the public by the Matriculation Examination will hereafter be caused by the Intermediate Examination. It will be only a case of shifting a cancer from one part of the body to another.

Coming to the certificate itself it seems to me that the form that is suggested is a very cumbrous one. The employer wants to know from it only the present attainments and qualifications of its holder and is not likely to be willing to trouble himself with the marks he may have scored or the attendance he may have kept in past years. The only purposes that the entries relating to the fourth and fifth forms can serve are to stimulate the pupil to greater diligence and to enable the teacher to check his work, both of which can be achieved without making his certificate cumbrous. It is impossible for me to understand on what principle the Board of Examiners are going to undertake the task of moderating the marks entered in the register by the headmasters. If the moderation is to be based on the results of the final examination held by the Board, all the duties prescribed to be done by the headmasters in connection with these certificates become a complete farce. If on the other hand, the Board expects to be able to check the marks in each individual case it may be safely stated that such an expectation is altogether chimerical. On the whole, the work proposed to be laid on the shoulders of the headmasters is so heavy that the new supervising headmaster will find the certificate work alone quite enough to fill both his hands. And the result? The conscientious headmasters will sooner or later find their schools all abandoned and institutions under headmasters who may be blessed with an elastic conscience will be overcrowded with pupils.

It seems to me also that conduct of the pupil as well as his attainments in Drawing and Gymnastics need not find a place in the certificate. Special certificates of proficiency can be easily secured in Drawing and Gymnastics. As to conduct it would be very unfair to make a permanent record of the conduct of pupils whose character may, in most cases, have yet to be formed. Conduct used at one time to be recorded in the old leaving (now Transfer) certificates as well as in the school attendance registers. The practice was dropped in accordance with the suggestion that it was an unfair thing to do in the case of very young people, and I believe the suggestion was a very reasonable one.

So much with regard to the defects of the proposed scheme. I will now venture to suggest means which in my opinion will help to bring about a considerable reform in the existing system. And first I wish to bring to notice that the cry against the Matriculation Examination is due to the unsatisfactory character of the examination itself and not to any domination, as has been pointed out by the select committee, that it holds on the school course. Though the committee has recommended a new syllabus which allows Secondary schools some freedom in the choice of their own course it will be observed that it is possible to choose a course which will be practically the same as the present Secondary school course. And when this is so it may be safely presumed that most existing Secondary schools will not care to have their present arrangements dislocated. And I believe they need not. The Matriculation examination may continue to be the goal of the Secondary schools, and these schools can give instruction as they are now required to do in Gymnastics and Drawing also. But the Matriculation certificate should be modified and the actual work of the Secondary schools should be more effectively supervised. I would propose that not only those whom the University considers fit to enter on a University career but all those who appear for the Matriculation examination and secure certain minima in

the more important subjects should be provided with a certificate somewhat in the form suggested for the school-leaving certificate. For example, all those who "pass" the Matriculation examination as well as those who fail but secure forty per cent. of the marks in English, thirty-five per cent. in the Arithmetic and Algebra paper and fifty per cent. in the Vernacular may be given certificates in which should be shown the marks secured by the candidates in each paper set at the examination with the aggregate number of marks secured in each case as well as the maximum that might have been attained. In the case of candidates who are qualified to enter upon a University career an additional entry may be made making special mention of the fact, and they alone will be given admission into a college. But every certificate holder may be permitted to compete for the public service. It should be a standing rule, however, that in considering these certificates preference should always be given to the candidate who has the highest number of aggregate marks. Arrangements should be made for similar certificates to be issued in the case of the Intermediate and B.A. Examination also, it being specially added in the certificates of those who "pass" that they are qualified for a higher University course. The ordinary certificate should be granted to all who secure forty per cent. of the marks in English, but they should as in the case of the proposed Matriculation certificate exhibit the marks secured by the pupil in each paper set at the examination and likewise in a consideration of the comparative merits of these certificates the aggregate marks secured should alone receive attention. Where the competition happens to be between candidates who hold different certificates it should be the standing principle to treat a good Matriculation certificate as superior to a bad Intermediate or even B.A. certificate. This will create the very desirable impression that the market value of a certificate depends not on the examination for which a pupil has appeared, but on his own intrinsic merit. Once this impression is created, the cause of sound education in this country will have scored a real victory.

Much may be done also by a change in the present system of inspection. What is done now is to furnish each school with copies of the Inspection report form about three weeks before the date fixed for its inspection. The Inspector follows after enough time and facilities have been given the school authorities to whitewash every defect. The work of the whole school is inspected in a few hours or a couple of days. As soon as the Inspectors' back is turned on the school, the teachers as well as the students feel relieved and refreshed and there comes a relapse to the usual ways. There is absolutely no necessity for such a very superficial system of inspection. It really serves no useful purpose. The visits of the Inspector should always be by surprise. What is filled in by the schools in the statistics portion of the Inspection report can very well be submitted to the department in the form of periodical returns. The Inspectors' duty at school should be to find out the real tone and discipline of the school and the quality of the work ordinarily done. It is not at all necessary that he should inspect all the forms of a school at one visit. He should not take more than two forms, and these should be taken at random. But the inspection, so far as it goes, should be thorough and the Inspector should be able to find out the actual state of the forms in the subjects he has inspected. It should be particularly noted whether the teachers concerned are properly prepared and have necessary capacity. Preparation on the part of the teachers can be secured more effectively in this way than by insisting upon any notes of lessons being prepared as a rule, as suggested by the Department. Notes of lessons prepared according to stiff rules may rather prove a stumbling block to good teachers. It may also be equally useless to force one teacher's method upon another teacher who may have been accustomed to a totally different method. It is the result of the teaching that should be watched by the Inspector. Some times he ought to be at the school he intends to inspect, a half-hour before time and should do a little detective duty watching when the pupils and teachers come in, how things go on before work actually commences and things of that sort. It should also form part of the Inspector's duty to inspect the answers written out by the pupils at the periodical class examinations. Here again any form may be taken at random and a small percentage, say two per cent. of the answer papers relating to that form may be scrutinised. The result of this inspection may be recorded in an inspection book (which should be kept in every secondary school) for the benefit of the school, one copy being retained with the Inspector and another being submitted to the Director. If each Secondary school is inspected on these lines at least twice every year, the tone and discipline as well the teaching and learning in most of our schools would soon show considerable improvement. The whole secret of the success of such a system of inspection would consist in making it compulsory for every school to be prepared for surprise inspection every working day of the year. What effect the system will produce can be easily calculated from the temporary effect now produced on schools by the very receipt by the headmasters, of the inspection report forms. If only every day at our Secondary schools could be a day of as much diligence and earnestness and order and discipline as are in evidence on the days of inspection and one or two days immediately before them!

XVI

Letter—from the Secretary, the Coimbatore Teachers' Association.

To—the Secretary to Government, Educational Department.

Dated—the 31st August 1908.

No.—40.

In accordance with the G.O., No. 510, dated 9th July 1908, I have the honour to submit the following resolutions of the Coimbatore Teachers' Association in regard

to the school final scheme, passed at its meeting, dated 26th August 1908, specially called for the purpose of considering the report and the scheme of the school final committee, published in the *Fort St. George Gazette*, dated 14th July 1908 :—

"Resolutions—(1) The Coimbatore Teachers' Association welcomes the fundamental principle laid down by the school final committee that school work ought not to be dominated by a public examination; but trusts that the system of keeping records will be so simplified that the work of the teacher will not be diverted into that of tabulating results instead of instruction. The Association learns that somewhat similar schemes were introduced into England and France some years since, but broke down owing to the immense amount of clerical work."

"(2) The Association proposes that all examination papers, together with the question papers, shall be kept so as to enable the inspecting officer to form an idea of the work done in the school, and of the standard maintained; but that the teacher's estimate of the work of individual scholar shall in no wise be altered by the Inspector."

"(3) This Association would urge that arrangements be made for the definite representation of Teachers' organizations in the Presidency on the Board referred to in paragraph 41 of the committee's report."

"(4) This Association is of opinion that the fee of Rs. 12 proposed in paragraph VI (3), page 352 of the Gazette for the examination is too high, and would suggest that a sum of Rs. 6 be charged for the whole examination, and Rs. 2 for one optional subject, and an additional fee of Re. 1 for each extra subject under list C."

XVII

Letter—from O. V. JAGANNADHA SHASTRI, First-grade Pleader and Landholder,
Párvatipuram, Vizagapatam district.
To—the Secretary to Government, Educational Department.
Dated—the 28th August 1908.

In consonance with the permission set forth in G.O., No. 510, Educational, dated 9th July 1908, I beg to submit the following remarks on the newly proposed school final examination and respectfully request you will be pleased to lay them before His Excellency the Governor in Council.

2. The vast increase in the number of candidates for the Matriculation examination during the last ten years and their unduly large percentage of failures have rightly moved our benevolent Government to find out the causes for both the said increase and failures by a searching inquiry into the existing state of things in connection with them. A separate committee is appointed to enquire into and report on the causes of the large proportion of failures in the examination.

3. In looking into the great increase of numbers by leaps and bounds during recent years, the Government have rightly concluded that one of the chief reasons for such increase is due to making a success in this examination a necessary qualification to enter Government service. Now the Government have kindly resolved to alter the above qualification and to substitute a new examination as a test for entering service. The object of the Government as set forth in paragraph 3 of their order No. 212, dated 20th March 1908, is conducive to great good to young men that wish to enter public service with moderate aims of promotion and to the University itself as regards the conducting of the Matriculation.

4. I may be permitted to observe that the Matriculation examination was not the only test, for a long time past, qualifying applicants for public service. A few facts regarding other qualifications for public service till 1890 may not be out of place in this connection. After the uncovenanted civil service was established, a general test and special tests were formulated to find out the fitness of a candidate to enter the said service and to obtain promotion in it in course of time. The general test consisted of the following syllabus :—

- (1) Arithmetic, up to Simple Interest.
- (2) General Geography of the world with particular reference to India.
- (3) A brief History of India.
- (4) English—
 - (a) Grammar and composition.
 - (b) Dictation.
 - (c) Correction of misspelling.
 - (d) Handwriting.
- (5) Vernacular, with the same sub-divisions as above.

There was a Commissioner appointed to conduct this examination. The Special Tests were the same as in use at present with the exception of a Higher Grade Civil Judicial Test to qualify one for a First-grade Pleadership when passed in addition to the Criminal Higher Grade with Précis and Translation.

5. A pass in the above General Test entitled a person to hold any appointment in the Revenue or Judicial Department with a salary of Rs. 50 (fifty) and to appear for any of the Special Tests. This examination existed till January 1880. When the Middle School examination came into existence as a combined test to promote boys from the Upper Fourth class to the Fifth or Sixth and as a substitute for this General Test if the candidates pass in the first class and attain 18 years of age. There was not much difference between the standards of the original General Test and the new Middle School examination excepting that a number of optional subjects were added to the latter to suit the convenience or future prospects of the candidates. The subject of Mathematics, including Book I of Euclid's Geometry and Algebra to the end of fractions was also among the optional subjects and this was taught in the Upper Fourth class of all High schools. But the Middle School examination as a test for public service was abolished in 1890 or 1891, but it was continued as the Lower Secondary examination only for promoting boys from the Middle to the High school.

6. Till the year 1875 a pass in the Matriculation also was recognised as a fit test either to enter public service or to appear for the Special Tests. But a little later Matriculates were required to pass an examination in Handwriting and Spelling also to obtain the above privileges. Thus till the year 1880 either the Matriculation and Handwriting or the General Test and till the year 1890 or 1891 either the Matriculation and Handwriting or the Middle School examination, first class, continued to be passports for public service. The establishment of the Upper Secondary examination in 1889 evidently made it advisable to abolish the Middle School examination, first class, for purposes of public service.

7. Even after the beginning of the Matriculation examination till the year 1890, young men that wished to enter public service found it advisable and even practicable to appear for the easier examinations of the General Test or the Middle School. The subjects they had to study for these were easier and of less depth than for the Matriculation. The privileges they could command were generally identical. And there was also a kind of bifurcation of studies from the time the students entered the old fifth class which corresponds to the IV form. Their aim was to pass for public service and the Government also were kind enough not to make any distinction between those that obtained either of the passports. It was only in recent times that F.A. and B.A. examinations were prescribed as qualifying tests to enable candidates to appear for the Criminal Lower Grade and the Criminal and Revenue Higher Grade.

8. The Government have rightly observed that the Upper Secondary examination did not become popular at any time and that it did command much attraction as a test for public service though it was placed on the same footing with F.A. as regards the Special Tests and the Second-Grade Pleadership. On account of this the Matriculation alone became the qualifying test for the large number of aspirants for public service and also for the smaller number of those wishing to obtain an University career and along with it an entrance into the higher grades of public service. It is for this reason that the numbers appearing for the Matriculation enormously increased since 1890 and the public cannot sufficiently thank the Government for their proposed kind intervention to check this undue growth by establishing a separate examination to qualify candidates for the public service.

9. I may be allowed to remark that the Matriculation is both redundant and defective for purposes of the lower grades of public service. Though a comparatively deep study of Mathematics and the first principles of Science greatly develops the brain they will not be of much practical use for the ordinary purposes of public service. So also is the present high standard of proficiency in English. A knowledge of the History of England may be placed in the above category. It is not the province of the University to teach or examine its candidates in Book-keeping, Indexing, Shorthand and Type-writing. Therefore it is not only reasonable but also highly necessary to establish a separate examination with an easy and superficially extensive syllabus to qualify candidates really useful for public service.

10. The School Final examination as proposed by the Government fully supplies such a want and it requires only a few and slight modifications both in its compulsory and optional sections. Among the compulsory subjects the History of India may include the political portion also as described on the lines of the Citizen of India. This will greatly assist the young public servant in understanding the details of administration and the routine of office work in its various channels and departments. Elementary Physics, Botany and Agriculture may be removed into the optional section as they do not necessarily form the component parts of the unit of the ordinary general knowledge. The standard to be attained in Arithmetic, English and the Vernacular may be fixed at a far lower level than that of the Matriculation and the standard for the technical subjects may be of the Elementary Grade. Candidates must be specially examined in Handwriting and it must be among the compulsory subjects. Among the optional subjects, Mathematics consisting of Book I of Euclid and Algebra to the end of simple equations may also be added. Those that wish to be in the lower grades of the Educational Department will find Mathematics, Botany and Agriculture useful for them.

11. Even in the course of evidence before the University Commission it was freely suggested by many that a separate examination should be established as a test for public service to stop the great rush towards the Matriculation. It was also suggested that a bifurcation of study is necessary in order to train boys for such a separate examination from the IV form upwards. As there is a great divergence in the number and nature of subjects and the depth of knowledge to be attained in them by students going up for the Matriculation and the new examination, I think it is quite necessary to divide the secondary classes into two sections—one teaching for the Matriculation course and the other for the new examination.

12. I beg leave to differ from the Government that this School Final examination is to be so arranged as to be solely or partially acceptable as a substitute for the Matriculation. If the new examination is to be wholly a substitute for the Matriculation, the proposed change would be only nominal with no corresponding benefit. The number of candidates will in no way be less and the setting of question papers and valuing of answer books will be subject to the various drawbacks now respectfully pointed out by the public and being kindly enquired into by the Government as regards the Matriculation. As already observed the standard to be attained by successful candidates in the new examination, even in subjects that are common with those of the Matriculation, has to be fixed at a far lower level than that of the Matriculation, a common teaching or a common examination cannot be expected and hence it will not be possible to accept the School Final as even a partial substitute for the Matriculation? The syllabuses proposed by the Government as well as by the Committee do not allow such a substitution quite possible. If the School Final is to take the place of the Matriculation where is the relief to the congested state of the examination? It is moreover to be hoped that the School Final will become the qualifying test for not only the Judicial and Revenue Departments but also for the Survey, Settlement, Post, Telegraph and even the office work of the Police.

13. The Committee appointed to consider and improve the draft scheme perhaps thinking that it is the direct wish of the Government to substitute this new examination for the Matriculation drew up a rather comprehensive and in a way unusually difficult scheme. Two principles seem to have guided them throughout their deliberations and conclusions. The first one is that this new examination should take the place of the Matriculation and the second to make the new examination entirely a concern of Headmasters and Educational authorities. It may be presumed that with the above first object in view they made the examination very comprehensive including even classical and foreign languages among the optional subjects. In this attempt they seem to have entirely overlooked the object of the Government in prescribing the compulsory syllabus in their draft scheme. That is perhaps the reason why History of India, Book-keeping, Commercial Correspondence and Geography, Shorthand and Type-writing and Indexing have all been taken away from the compulsory section and placed in the optional section as, probably, the University does not require them for their Matriculation. I may be right in holding that because the University specially requires science that subject is placed among those that are to be taught and examined by the Headmasters themselves without reference to the public examination proposed by the committee. The Senate

of the University may be consulted as to the merits of the draft scheme before the School Leaving Certificate can take the place of the Matriculation. Such an intelligent and independent body as the Senate may not probably accept the change without its full consideration. The committee seems to entertain definite notions that the course of instruction and a major portion of the examination for the *School Leaving Certificate* should be in the hands of the Headmasters and that the proposed public examination should be only an auxiliary complement. It looks rather doubtful whether the University would easily forego their powers of controlling and examination of students and hand them over to Headmasters and consent to play a secondary part in the whole scheme. In trying to improve the Government scheme the committee changed it beyond all recognition and in attempting to substitute it for the Matriculation they propose to divest the University of certain of its powers and treat it almost as a supernumerary to the Headmasters of schools. I may be permitted to add that the draft scheme of the committee would satisfy neither the Government proposal to establish a new and easier test for public service nor the University with a fit and proper substitute for the Matriculation.

14. One marked feature of the report appears to be that the committee recommends that the character and conduct of the pupils should receive the particular attention of Headmasters. The certificate proposed by the Government regarding the attainments and character of the students is quite sufficient and the ordinary observation of Headmasters is quite sufficient to find out whether their students are well-behaved or not.

15. I beg to draw the attention of the Government to another new feature in the system of valuing the pupils' studies as proposed by the committee. Each Headmaster is asked to note the marks earned by the pupils throughout the six terms they study. Hitherto the higher classes in all schools are in the habit of being examined every week or month in the latter half of the year and also subjected to an annual examination before they are promoted to a higher class. The committee have not favoured the public with their reasons as to how such a system failed to work satisfactorily and a new system of constant marking is found necessary unless a pupil applies himself to his studies diligently and behaves properly throughout the year he cannot be taken into the next higher class and that will be a sufficient certificate when he is in the sixth form to allow him to appear for the new examination. The committee would have done well to state their reasons for the innovation that a special permission of the Headmaster is necessary for appearing for the examination. Generally young boys from 14 to 16 years of age are in the secondary schools. Such boys require every encouragement and kind treatment to study well and behave properly. I submit that they should not even be given the chance of believing that they are being constantly watched as it may make their minds dejected and drooping.

16. I may be allowed to remark that the committee have in a way enunciated a new principle that public examinations should not dominate the work of schools and that therefore the School Leaving Certificate should not be dominated by a complete public examination. The idea itself is quite novel to Indian minds. I presume examinations play an important part even in other countries though the ideals of school life may be different than those obtaining in India.

17. In conclusion I beg to suggest that the draft scheme proposed by the Government with the modifications pointed out by me may be settled as the approved scheme. But as the Government may be pleased to treat the expert opinion of the committee with special value, their draft scheme may be sent to the University Senate for their consideration and remarks. The committee may also be asked to revise and reconsider their scheme in the light that the School Final Examination is not to be a partial or entire substitute for the Matriculation. As the issues involved are rather of a far-reaching character the Government may be pleased to allow sufficient time for discussion in the light of the wishes of the parents of school-going children.

XVIII

Letter—from the Hon'ble Mr. B. NARASIMHESWARA SARMA Garu, B.A., B.L.,
Additional Member, Madras Legislative Council.

To—the Secretary to Government, Educational Department.

Dated—Vizagapatam, the 30th August 1908.

With reference to your letter No. 522, dated 11th July 1908, I have the honour to send herewith my remarks and suggestions with regard to the institution of a School Final examination.

ENCLOSURE.

With reference to the proposals of the committee appointed by the Government to report on the scheme for the institution of a School Final examination, I have the honour to make the following remarks and suggestions.

2. I agree with the committee that pupils in secondary schools preparing themselves for a college course or entrance into Government service should not be perpetually haunted with the fear of being unsuccessful in a public examination and should not have their whole school course dominated by the idea that they should attain the minimum efficiency required for a pass. It has also to be borne in mind that the vast majority of students in the secondary department of high schools and colleges are of tender age, below 16, that many years would elapse after their obtaining the School Final Certificate before they can enter Government service, and that it would be impracticable to ask the pupils to determine at an early stage whether they would enter on a college course, or rest content with secondary education.

It will also be noticed that the subjects proposed to be taught in secondary schools under the new scheme are pretty much the same as at present. I do not think that the institution of two separate and entirely distinct examinations when a pupil completes his sixth form course, one for entrance into the public service and another into the college classes, is desirable or needed. The Government seems to be of the same opinion for they state in paragraph 4 of the order that the scheme 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. The committee's proposals do not go the length of abolishing a public examination altogether, but the members deprecate the idea that the examining board should state that any candidate has failed in the examination and they fear that if a border line should be drawn, a list of a few passes and many failures would be the result and they seem to shudder at such a prospect. The reason why to my mind there are so many failures in the Matriculation examination and of those that pass, so many just scrape through, is that all the subjects are compulsory, that they are too many and varied for the pupils to attain proper efficiency in any, that the pupils are compelled to study all the subjects though they may have absolutely no taste for several of them. It should also be remembered that the subjects are taught and examined through the medium of English which is not the mother tongue of the vast majority of the students. The Government and the committee have, I think, very properly limited the number of compulsory subjects, and allowed the pupils a choice amongst the optional subjects.

3. The committee's proposals regarding the issue of a certificate showing the progress made in the school meet the desire of the Government that candidates in order to qualify themselves for Government employment should go through a definite course of study in a recognised school and cannot be taken exception to. The proposed certificate would be of great use in determining the relative qualifications of applicants for service whether under the Government or private agencies and the recognition of the good work done in the school course is but the introduction of a practice which I believe has been obtaining in the Engineering College.

4. Another great merit in the scheme formulated is the permission accorded to students who fail to secure a decent number of marks in a subject or subjects in the public examination to appear in them again. Much of the hardship felt by the present Matriculation examination would have been obviated if such a course had been adopted, and students would not have struggled for a bare pass in so many subjects, if they could appear again only in those subjects they may be deficient in and the teaching in schools would not have been so domineered by the examination boggy as it has been.

5. The School Leaving Certificate in the manner proposed by the committee would, I think, serve as a test to show the fitness of pupils for entrance into a professional or technical school unconnected with the University and it may be that the University may well leave it to the heads of colleges to select after inspection of the certificates and further examination, if they think it desirable, those candidates who appear best fitted for a college course. I am strongly of opinion that pupils who wish to enter upon a college course and qualify themselves for the degree should not have their health ruined by half a dozen intermediate examinations and their attention frittered away and diverted from the main purpose and the subject or subjects they take an interest in. The principals of colleges would be well fitted from their knowledge

of the pupils and further examination, if any, should the student wish to enter a new college, in selecting the students competent to enter on a college course, and no great harm would be done, for the degree examination would be a thoroughly competent test, to test the capacity of a candidate for public or other service.

6. But where a pupil does not qualify himself by taking a degree and rests content with the school course to enter Government service, I think that it would be necessary that the Government should define a border line to use the language of the committee in paragraph 45 or in other words, candidates must pass the required test. According to the committee's proposal, the certificate should not state whether a person is qualified for Government service or no and the officials having the power of appointment should have absolute discretion, the certificates being simply a guide to them in their choice. Every person holding a certificate would deem himself qualified for service and if passed over would regard himself as an aggrieved person; there would be four times as many officials as there are now, opportunity would be given for jobbery and the efficiency of the public service would grievously suffer and grave inconvenience and uncertainty would prevail in admitting certificate-holders to public departmental examinations. If private or public instructions are to be given to the officers where to draw the border line, I do not see why should it not be drawn at the time the results of the examination are announced.

7. Having regard to the vast number of schools dotted all over the country and the enormous human agency employed no safe deduction can be drawn from the school results, there can be no uniformity and while I am strongly of opinion that the school career should be taken into consideration in entertaining any one into the public service I think that at the same time we cannot escape the institution of a public examination. I do not believe much in the process of moderation which is as vague and indefinite as can be imagined, and great heart-burning and unnecessary irritation may be the result without any very material benefit being derived from this portion of the scheme. I think therefore that we cannot logically escape the fixing of a minimum for a pass, whatever the minimum may be. I venture to state that the school course would not be unduly influenced by the results, for, with the exception of a few compulsory subjects, the candidate would be at perfect liberty to choose his own subjects and the time when he is to present them for examination.

8. The proposal that each pupil should undergo training in several of the subjects not treated as compulsory is a very useful provision and would secure acquaintance with several branches of knowledge, a student may not prepare himself for an examination in. I think however, that though option may be given to the student in the choice of the optional subjects, he should be compelled to take up either Mathematics, Science, History or Commercial practice and Book-keeping, etc., and Elementary Physics and the History of India and general Geography of the World should be classed among the compulsory subjects as was suggested originally in the Government order appointing the committee.

9. To sum up, I may be permitted to suggest that—

(a) the School Leaving Certificate in the form proposed by the committee or showing the result of the school course should be treated as sufficient to enable the heads of professional colleges and technical schools unconnected with the University or Principals of colleges affiliated to the University to determine the fitness of candidates to be taken into such schools or colleges;

(b) I would deprecate the test of an intermediate public examination in the case of candidates wishing to qualify themselves for the University or a technical examination, before they are admitted to such classes;

(c) if the University should insist on a test, the School Final Examination supplemented if need be by examination by Principals of colleges should be sufficient and there should be no separate public examination for entrance into the college classes;

(d) the committee's proposals that the School Leaving Certificate should describe the school career of every candidate for public service should be approved but that the candidates' qualifications should also rest upon securing a pass in a public examination or in other words the Government proposals should be adhered to;

(e) the number of compulsory subjects should be slightly increased and that the candidates should be required to take up at least two optional subjects;

(f) Government should make provisions for exceptional cases and admit to the School Final Examination persons who can satisfy the Board that they had sufficient reasons for not going through the regular school course.

XIX

Letter—from M.R.Ry. S. S. VYASA RAO Avargal, B.A., L.T., Secretary,
Trichinopoly Teachers' Association.

To—the Secretary to Government, Educational Department.

Dated—the 28th August 1908.

I have the honour to forward herewith two criticisms on the report of the committee appointed by His Excellency the Governor of Madras to consider the question of the School Final Examination made by the members of the Teachers'

Association, Trichinopoly. The matter was fully considered at its two meetings and as the members were divided in opinion it was decided that it would be better to forward the above two criticisms rather than one.

ENCLOSURES.

THE TRICHINOPOLY TEACHERS' ASSOCIATION.

A meeting of the sub-committee formed to consider how far the scheme proposed in the report on the School Final Examination is likely to further the general interest of education in the Presidency and to suggest such modifications as might improve it was convened on the 6th August by Father Quinn.

I.—THE SCHEME.

We considered the scheme from various points of view:—

- (1) as a system of secondary education,
- (2) its probable effects on the school staff,
- (3) its probable effects on the school boy,
- (4) the reliance to be placed on the School Leaving Certificate as representing the boy's merits and powers,
- (5) the public examination which, with other helps, is to guide the Board in moderating the Headmaster's judgment of the student.

The sub-committee were unanimously of opinion:

1. The scheme proposed is based on a correct conception of secondary education, inasmuch as it provides for both general mental culture and for the special needs of individual boys or of localities. General mental culture is provided for by training and instruction in the subjects grouped under the headings A and B, supposing the suggestion as to the addition of the outlines of the Histories of India and England, be adopted; special talent and the needs of individuals and localities are provided for by instruction and training in the subjects called optional, and enumerated under the heading C. Besides, the liberty given to schools by the variety of subjects enumerated under the heading C and the provision for adding to them, if necessary, is, we believe, a necessary condition for popularizing education among all classes by giving to each class the special kind of education it needs.

2. The schoolmaster's status is considerably raised by the scheme; his influence and authority are increased and enforced by the sense of responsibility which the report supposes him to awaken to, and by the large trust it places in him by taking his judgment as the basis of the final judgment to be passed by the Board. The Headmasters actually presiding over schools in the Presidency may, with few exceptions, if indeed there are any, be relied on to discharge faithfully the responsibility required.

We believe that improvement in the moral tone of our students especially as regards respect for authority and order must immediately result from the support given to the schoolmaster's authority. The influence of the schoolmaster has hitherto been just so great or so small as the man himself was great or small; his position itself gave him no prestige. But given that the schoolmaster's authority is the first after parental authority which is brought to bear on our boys, and the first they can as free agents, acknowledge or ignore, criticize and resist, we are of opinion that the scheme very justly recognises the dignity which should attach to the position of a Headmaster. We are also of opinion that this authority is not unduly increased, but wisely and sufficiently checked and controlled by the "Moderation" of his judgment.

3. The school-boy himself is directly and beneficially reached by the provisions of the scheme. He is kept constantly in mind that the details of his work and behaviour during three years will tell for or against him in the School Leaving Certificate. This provision of the scheme will be an incentive to constant industrious application, it will serve also to bring into existence a laudable desire to excel. Besides, the boy will have a just knowledge of himself, his talents, aptitudes, etc., brought home to him, by being kept constantly informed of his merits and defects, his progress or otherwise. Thus the paralysing effects of unexpected failure in an examination, or in more important attempts in life, are provided against.

4. An unreliable test of a boy's knowledge and powers by marks in one examination is replaced by the more useful and more moral test of the constant supervision of the school. We heartily endorse the statement in the report No. 31 "the certificate itself obviously becomes under this scheme a document of much importance. It should be something like a service register in character and form".

5. The proposed examination has very many advantages over other examinations proposed or in use. It is not a test of what a boy knows; only to some extent is it a test of his powers; but it fully secures its purpose, i.e., to be a help to the moderation of the school marks. If this

examination is always limited to this purpose, boys and teachers will no longer be able to fix their attention on "expected questions" and on a definite amount of knowledge to be acquired in order to secure a pass. Boys will instinctively aim at deeper and more varied knowledge; and teachers will aim not so much at communicating knowledge as at exercising boys in accuracy of thought and expression. Further, this examination has all the advantages of a compartment system of examination.

II.—SUGGESTIONS.

1. We are of opinion that the outlines of Indian and of English History should be added to the compulsory subjects. We think that a knowledge of the leading events of these histories is a necessary part of secondary education; first, because it is necessary for the intelligent reading of almost any English reading-book, in prose or in verse; secondly, because the mental view however vague, as it must be in the case of boys, of facts and events growing out of their causes and becoming causes in their turn, leaves behind it mental aptitudes which secondary education implies.

2. We are also of opinion that before the column "Final results" is filled in by the Board the Headmaster should have an opportunity of communicating to them his comments on their "moderation" of his marks, especially in cases where the difference between his marks and those of the Board would seem to require explanation.

3. The term Examination ought, we think, to be changed, for there is a danger of its giving rise to a wrong interpretation of the purpose for which it is held. The word Test, Public Test, or Final School Test would be an appropriate substitute.

4. Some of the members of this sub-committee are of opinion that the Board should be empowered to decide fitness for the college courses.

III.—CONCLUSION.

Though this sub-committee regret the absence in the report of a detailed explanation of the principles and method of moderating the marks, and of a definition of what is to be understood by "Manual training", yet, because we think the scheme destined to popularise secondary education and to prepare a contingent of students more numerous and better equipped for college work every year, we are unanimously agreed that the scheme should come into force from the 1st January 1909.

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Professor of English, St. Joseph's College, Trichinopoly.

S. A. SUBRAHMANYA AIYAR,
Teacher, St. Joseph's College, Trichinopoly.

P. A. GANESAIYAR, B.A.,
Teacher, St. Joseph's College, Trichinopoly.

B. SRINIVASA AIYANGAR,
Superintendent, St. Joseph's Branch Schools, Trichinopoly.

S. S. VYASA RAU, B.A., L.T.,
Professor, St. Joseph's College, Trichinopoly, and
Secretary, Teachers' Association, Trichinopoly.

N. GANAPATISUBBA AIYAR,
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C. RANGASWAMI AIYAR,
Headmaster, Hindu Secondary School, Trichinopoly.

G. VAIDYANATHA AIYAR, B.A., L.T.,
Teacher, St. Joseph's College, Trichinopoly.

CRITICISM OF THE REPORT ON THE SCHOOL FINAL EXAMINATION.

The scheme proposed by the committee appointed by His Excellency the Governor in Council with regard to the School Final examination is practically a proposal to adopt a School Leaving certificate. This combined with a comparatively unimportant examination is based on (1) marks given by the Headmaster, (2) the checking of the same by the Inspector, (3) a moderation of the same by the Board and (4) the public examination. As regards the first three items the foundations appear to be rotten. This will appear by examining the report in some detail.

Paragraph 3.—The Upper Secondary examination was only a failure, because Government did not make it the only gate of admission to its various services. So long as the Matriculation was accepted as a test for the same, candidates naturally flocked to it by thousands. To whatever examination scheme Government attaches its special privileges, that examination is sure to be

numerically a success, because all these matters are finally not educational matters at all, but purely financial ones; and any other examination to which they are not attached must necessarily be a comparative failure. Whether Government ought to attach its privileges to any public examination of the kind, and so build up hopes of well-paid employment which can never be fulfilled is a different question.

Paragraph 5.—As regards “the small list of passes and large list of failures” in the University examination, the explanation is fairly obvious. The standard has been raised to that of the old First-in-Arts examination, but the two extra years required for preparation have not been insisted on. Now, there seems to be a prevailing idea that under the proposed scheme a very considerable number will gain good certificates instead of about 20 per cent. passing the Matriculation examination, and that this will be such an immense blessing that we ought to accept the scheme with enthusiasm. Probably some such result would follow; but would it necessarily be a blessing? As regards the Government, the result would be that (say) 8,000 more youths each year would be clamouring for employment, and seditious unrest would be the bitter fruit of the failure to get it. As regards the University, this scheme, if accepted either whole or in part, would cause the colleges to be flooded with half-trained youths who would fail by thousands when they appeared for the First-in-Arts examination. Then the same cry about “the slaughter of the innocents” would again be raised. If, on the other hand, the University declined to accept the proposed certificate then a bifurcation for different studies in the high school would probably arise and cause much trouble and a great increase of expense on the staff.

Paragraph 9.—In the proposed scheme the Leaving certificate would become a document of great importance. And hence the power exercised by the Headmaster would also become very great indeed. In paragraph 15 the possible vagaries of Headmasters are dismissed with a mere passing remark. Let us, however, look more closely. Headmasters may be divided into three classes:—(a) good conscientious men, (b) middling ones, (c) bad ones; and it must be remembered that nearly all Indian Headmasters belong to one caste, the Brahman. Class A will be strict and just, while class B will be lax and lenient, so that boys from the B schools will show far better results than those from the A schools, though the latter will probably be superior to the former. School A will therefore suffer in prestige and fee income. The general tendency among Indian teachers is to say that every boy is excellent in every subject and to mark papers with the greatest possible leniency. If a Headmaster is too conscientious to do this, both parents and pupils will soon make him understand his mistake by leaving him with empty benches in his school. When a boy has paid his fees he will expect a good certificate as a matter of common honesty. Then, there is C class. These will do their utmost to push forward their own caste and keep out others. Now, as many, if not the majority, of Headmasters are of one caste, it will follow that Sudras, Muslims, Christians and Panchamas will be heavily handicapped. If this scheme is put into force, it will be necessary for these latter classes to open high schools for themselves. And if they do, an immense loss of money and energy will accrue. We may even sink lower than this and find a regular tariff established for the sale of certificates. We may hope that the standard of morality among masters is rising, but it would be dangerous to assume that it already has risen among all masters. Those who know India best know how strong caste and favouritism are. A scheme that answered admirably in Germany, America or England might be an utter failure when transplanted to this country.

Paragraph 14.—There is, however, a hint that the Headmaster's marks may be checked by the Inspector. Could any safeguard be more flimsy? If the Inspectors spent the whole of their time in doing nothing else, they could not cope with one-tenth of the work. How will it be possible for them to examine some 30,000 boys scattered all over the Presidency in all their various classes and subjects with sufficient thoroughness to show that the masters are wrong in their estimates of the boys' abilities and progress? And while the masters have such great powers put into their hands and such scope for favouritism granted, how can the Inspectors possibly prevent this scheme from becoming a great engine for mischief unless they test all the boys thoroughly? Yet, to do this would be a task too herculean to contemplate.

Paragraph 15.—Then, we gather from this paragraph and the forms appended that some kind of moderation is to be effected by the Board. What this moderation is it is difficult to make out from the report. The Headmasters' marks are to be moderated by the examinations, which seems to contradict the whole tenour of the scheme, which sets so much value on the marks. If it means moderation in the lump it will be of little value; while if it means individual moderation of the certificates, this will imply an amount of work that will be practically impossible. Although the certificate gives the marks of various subjects extending over a number of years and so may be said to differ from the “pass” of the Matriculation examination, yet the importance thrust upon it in this way will make it equal to a diploma, on the strength of which every pupil will consider himself entitled to Government employment and be discontented if not so employed.

A few minor points may also be touched upon.

Paragraph 24.—The distinctive education of girls is to all intents and purposes ignored. It will be observed that there was no lady on the committee; and the claims of girls are dismissed with a passing remark on domestic economy and needlework.

Paragraph 43.—The committee take to themselves great credit for having devised a scheme in which no one “passes” an examination. They have set themselves up *contra mundum*; and how the work of the world is to be done without examinations it is difficult to see. Of course

every examination means that A has reached up to such and such height, while B has failed to attain it. But there is nothing necessarily wrong in such tests. Every recruit must be so many feet and inches high and must measure so many inches round the chest. One fulfils the conditions, while another fails by half an inch. One man passes the Civil Service examination and becomes a Collector on Rs. 2,000 per mensem, while his school-fellow fails by half-a-dozen marks and becomes a planter on Rs. 200 per mensem. We may lament that so small a difference in merit should lead to such an important difference in salary, but we cannot prevent it. It is true that the present Matriculation examination has dominated the high schools far too much, but that was due to the fault that one examination had to serve so many different purposes for all of which it could not be adapted.

Paragraph 46.—It is proposed that the University should leave it to the heads of colleges to accept these certificates with some oral examination of their own, if they deem it desirable. Now the Principal of a college knows that the Matriculation examination is a thorough, uniform and a reliable test as far as it goes; but what could he possibly know from the vague and varying certificates that we have now considered? What reliance could he possibly place on the checking and moderating? He has to fill his classes and get all the fees possible or else close his doors. If he does not accept these youths with their certificates, some one else will. In any case the whole tone of the University will be lowered, and the difficulty of the “small list of passes and large list of failures” will only be moved on from the Matriculation to the Intermediate examination. Probably, however, the University will be wise enough to maintain its own test.

In conclusion, it appears that it would be far better for the Government to ignore all such tests and to adopt its own for each one of its own departments—to announce the number of vacancies, the subjects it required and the class of candidates that it wants. It would not then give rise to false hopes among thousands of youths every year who expect to receive employment as the reward of their holding some diploma or other, and so would not stimulate seditious unrest. With this it could combine the power of selection and so not be bound by any cast-iron system, but would be able to draw its servants from all classes.

J. A. SHARROCK, M.A.,
President of the Teachers' Association, Trichinopoly.

W. H. M. LONSDALE, M.A.
ISAAC Y. GNANAM, B.A., L.T.
S. J. JOSEPH, B.A.
S. K. DEVASIKAMANI, B.A., L.T.
S. S. PASUPATI AIYAR, B.A., L.T.
I. R. HOPPER.
A. APPATHURAI.

XX

Letter—from M.R.Ry. S. MURUGAIYA, CHETTI Avargal, Accountant, Public Works Department.

To—the Secretary to Government, Educational Department.

Dated—Madras, the 1st September 1908.

With reference to the notification in the *Fort St. George Gazette* regarding the proposed School Final examination and inviting the views of persons interested in the scheme, I beg to observe that—

(1) As has been fully realised by Government and confirmed by the committee, the Upper Secondary examination which has been introduced with a similar object has failed to attain its objects owing to the retention of the Matriculation examination as a qualification for the public service, and therefore if it is now intended that the School Final examination should find a lasting place in our educational systems, the withdrawal of recognition of the Matriculation examination as a qualification for the public service should be the first step, for the public service bait has taken such a strong hold in the minds of the younger generation that nothing short of this will produce any real effect.

(2) It has been said that if any system of education is to fulfil its function in the life of the community it must be in direct touch as far as possible on the one side with the homes from which the pupils came and on the other side with the life into which those pupils would pass after they completed it. But unfortunately one of the chief drawbacks of the present Matriculation examination is the inclusion of many abstract subjects the study of which has no bearing whatsoever on the practical duties of their later life. This difficulty could be removed by having a wider range

of subjects in the optional course of the School Final examination and leave it to the candidates to choose subjects according to their own aptitude for them. To compel one to study a particular subject for which one has no liking is to run one's energies into unprofitable channels, whereas to divert them on those subjects for which one has an interest will prove of immense benefit to oneself.

(3) The optional course should comprise such subjects as the study of which possess an educational value and serve to indicate the line or profession their choice would lead to, for example, science, mathematics and commerce.

(4) Regarding the last group "commerce" I may be permitted to say a few words. The study of commerce should form an essential feature of the education of the present day, for with it is bound the industrial advancement of the country in which Government has taken so keen an interest. "The economy of production," says Sir Philip Magnus (Member of the late Royal Commission on Technical Instruction), is closely associated with that of distribution in the machinery of commerce, and the connection between the factory and the merchants' office is very intimate and tends daily to become more so. But on the question raised in some quarters whether the study of commerce possesses an educational value, I would simply quote the words of Professor Ashley, an eminent authority on the subject. He says: "It is believed that a training can be devised which, while strengthening the powers of judgment, widening the sympathies and stimulating the imagination—the ends of all really liberal education—will yet be of real value as a preparation for the practical duties of later life." Such a training could be ascribed to the study of commerce. It may be said that commerce, broadly speaking, includes the following subjects:—

- (i) Book-keeping.
- (ii) Theory and practice of commerce.
- (iii) Commercial and industrial history.
- (iv) Commercial geography.
- (v) Theory of insurance.
- (vi) Statistical methods.
- (vii) Economics of transport and railway problems.
- (viii) Banking and currency.

(5) In conclusion it is hoped that in finally shaping the proposed School Final examination the Government will be pleased to give due consideration to the importance of commercial education in this Presidency.

XXI

Letter—from Mr. S. RAJAGOPALA CHARIYAR, Joint Secretary to the Council of Native Education, Madras.
To—the Secretary to Government, Educational Department.
Dated—the 1st September 1908.

I beg to state that the paper containing suggestions of the Council of Native Education on the report of the committee appointed to consider the question of instituting a School Final examination in this Presidency is under preparation and will be submitted shortly.

XXII

Letter—from the Rev. J. COOLING, B.A., Secretary, Missionary Council of Aided Education.
To—the Secretary to Government, Educational Department.
Dated—Madras, the 1st September 1908.

With reference to your letter, No. 522, dated 11th July 1908, and the copy of G.O., No. 510, Educational, accompanying it, I have the honour to inform you that the Missionary Council of Aided Education has carefully considered the report of the committee on the question of a School Final examination for this Presidency.

2. They generally approve of the scheme as set forth in that report. In particular they approve of the two leading features of the scheme, viz.—

(1) The combination of the results of school work with those of a public examination.

(2) The absence of any attempt to declare that a pupil has passed or has not passed an examination.

3. But whilst approving of the scheme as a whole the Council feel some doubt as to the system of moderation of school marks referred to in paragraph 15. Beyond the fact that the Headmaster's marks are to be moderated "by the marks awarded at the public examination," the principles on which this moderation is to be based are not stated by the committee. In the absence of such principles the Council are unable to give any definite opinion. They feel, however, that it will be difficult to devise any method of moderating that will not be open to some objection.

4. The Council beg to draw the attention of Government to the wording of section VIII (3). If it be meant that the fee for re-examination in a single subject is to be Rs. 12, then the Council are of opinion that such a fee is too high. Rs. 3 would seem a more suitable fee for any one subject whether it be for a re-examination or for a new subject under test C.

XXIII

Letter—from Mr. S. RAJAGOPALA CHARIYAR, Joint Secretary to the Council of Native Education, Madras.
To—the Secretary to Government, Educational Department.
Dated—Madras, the 2nd September 1908.

I am directed by the Council of Native Education to submit the accompanying paper, containing the suggestions of the Council on the Report of the Committee appointed to consider the question of instituting a School Final Examination in this Presidency, for the kind consideration of His Excellency the Governor in Council, as directed in G.O., No. 510, Educational, dated 11th July 1908.

ENCLOSURE.

Suggestions of the Council of Native Education on the Report of the Committee appointed to consider the question of instituting a School Final Examination in this Presidency.

In accordance with the request of His Excellency the Governor in Council contained in the Order No. 510, Educational, dated 11th July 1908, the Council has carefully considered the Report of the Committee to whom the question of instituting a School Final Examination in this Presidency was referred.

2. The Council of Native Education is glad that the Committee has recognised that the ideal system would be one in which the examination is held *in situ* in each school and the examination is largely oral in character and is conducted by the staff in collaboration with an Inspector and a Member of the Central Board. The Committee however is unable to recommend the adoption of such a system as it finds the difficulties in the way to be prohibitive. In consequence of the difficulties that the Council also recognises in the way of adoption of such a system the Council does not press for its introduction, and the Council recognises that the next best course is a system such as has been indicated by the Committee. The Council will however make the following observations on the system as elaborated by the Committee. The Council regrets that the scheme as suggested by the Committee is not calculated to give full effect to one of the objects which in the opinion of the Government such a scheme was to serve, namely, "to provide an examination for such Upper Secondary schools as might elect to develop on commercial and technical lines and to give up in whole or in part the preparation of pupils for the University". What the Council would suggest is that every school to which the scheme, as suggested by the Committee, will apply and whose object is not to teach students for the Government service, should impart instruction in at least one of the practical subjects and it should be made obligatory on every student attending such schools to take at least one of such subjects.

3. Another point on which the Council is not able to agree with the Committee is the view that it has taken of the subjects forming group B. It was perhaps due to the fact that in recent years in the Matriculation examination a large number of failures was in Geography and Science that these subjects were relegated to group B. The Council does not see, especially with the system of giving marks as is recommended by the Committee, why public examinations should not be held in Geography and Science and possibly Drawing.

4. The next point on which the Council would lay stress is the kind of schools to which the system as suggested by the Committee may be applied. In America Secondary schools are classified into English High Schools, Latin High Schools, the Commercial High Schools and

the Manual Training High Schools. The Council does not see why in this Presidency too there should not be schools of a corresponding character. Of course, the schools corresponding to Latin High Schools will be schools wherein Sanskrit will be the principal classical language, and in the case of such schools, the Council does not think it necessary that English should be made a compulsory subject. The instruction may be given throughout the course in the vernacular languages and with the help of the Vernacular Text Books.

5. The Council ventures to think that the object that the Government seeks to attain will be best effectuated only by the institution of schools in which special instruction is given of the type of the Birmingham Institute of Commerce, the Lancashire and Cheshire Union of Institutes, the Institute of Chartered Accounts of England and Wales and of the Commercial High Schools and Manual Training Schools in America.

6. With respect to the constitution of the Board the functions of which are given in detail by the Committee, the Council thinks, that "the object of the Government should be gradually to shift the work of such Boards from the shoulders of Government to those of the people themselves, recognising that it is not that which is done for the people but that which is done by the people that is truly beneficial and that real progress can come only from within. This shifting of work is of course impossible unless there are popular bodies to take up the work.

7. The Council ventures to suggest that a General Board be formed consisting of seven Inspectors of Schools, five members to be elected by the Senate, four members to be elected by the Principals of Second-grade Colleges to be elected from among themselves, four members from among the Headmasters of High Schools to be nominated by the Principals of the First-grade Colleges which have high schools attached to them, seven members to be elected by the Missionary Council on aided education to be fairly representative of all the Missionary Agencies, seven members to be elected by the Council of Native Education to represent the native public and two Headmasters of High Schools in each circle of the Inspectorate to be elected by the Graduate School Masters of the High School Department.

This Board may delegate its powers to a small executive body consisting of ten members fairly representative of the agencies constituting the Board. With this Committee will rest mainly the carrying out of the duties prescribed by the Committee for the Board suggested by it. The Council would suggest that the Director need not be a member of the Board though he may have control over the Board.

8. As it is now, when a student has undergone a course of instruction in special studies in ordinary schools and he joins, later on, schools for special instruction, he has to undergo once again courses of instruction in the same subjects and the same portions of them as he had already studied. This, the Council thinks, is unnecessary. What the Council would suggest is, that care should be taken that the instruction given in schools to which the system as suggested by the Committee will apply is such as not to necessitate the giving of instruction in the special schools, over again in the same subjects. This does not mean of course that a more advanced course of instruction should not be given in such special schools. What the Council desires is that just as at present the existing high schools prepare for the University course, similarly a number of high schools should prepare for courses of instruction in the Medical, Engineering and Agricultural Colleges.

9. Since 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" the Council ventures to suggest that, so far as the compulsory subjects are concerned, there shall be only one examination to serve as an entrance for the University, an entrance test for the Government service and also as a final test of the Secondary school course.

10. The Council is glad to find that the Committee has adopted the recent tendency in all English Universities to make the number of compulsory subjects for the entrance examination as few as possible and to give the candidates the option of choosing some out of a very large number of subjects.

11. With reference to the setting of the question papers for the examination and the valuation of the answer papers as far as possible by teachers of recognised secondary schools, the Council desires to draw the attention of the Government to the suggestion of the Committee appointed by the British Association in 1906 to consider and advise as to the curriculum of Secondary schools:—"The Committee desires to see a great simplification in the arrangement of examinations for Secondary schools, and they strongly recommend that examination and teaching should go hand in hand, the examiners co-operating with the teachers and acting in conjunction with them in order to further the interests of education." If this plan of associating the majority of schoolmasters who are actually engaged in the work of teaching with the examiners is carried out, most beneficial results would accrue not only to the student population but also to the cause of education.

12. The Council thinks that if the system as elaborated by the Committee with such modifications as have been suggested above be in force for an appreciable time the level of the general efficiency of the schools to which the system may be applied will have so risen as to render it possible to apply to all of them or to a considerable number of them a system more approximating to the idea that the Committee has described, than the one proposed by them.

XXIV

Letter—from the Hon'ble Mr. P. S. SIVASWAMI Aiyar Avargal, Advocate-General.
To—the Secretary to Government, Educational Department.
Dated—8th September 1908.

* * * * *

I wish to say a few things about the School Final Examination scheme now before the Government. The evils of the present system of examinations (Matriculation) and the merits of the scheme of School Final have been clearly set forth in the report of the Committee, and I do not propose to say anything about them. I consider the scheme about the best that can be devised under existing conditions, and I hope the Government will see its way to approve of the scheme and introduce it as early as possible. But there are one or two suggestions I should like to make.

As to the constitution of the Board, I think it is too narrow. It may be modified with advantage by increasing the number of members. Besides the Director, who will be the *ex-officio* President, there ought to be at least 10 members if not more. Of these three may be appointed by the Government from the superior Educational service (these will be generally Europeans and Professors or Inspectors), two may be appointed by the Government from the Provincial Educational Service (these will be generally Indians) and there will be a practical guarantee that the Indian members of the Provincial Educational Service will be represented. It cannot be said that there will not be Indians enough in the service suitable for appointment. If there are not, the Provincial Educational Service will hardly deserve to exist. These five (3 + 2) being officials, they will with the Director form an official majority, if that is a desideratum. Of the remaining five, four may be allowed to be nominated by the Senate, two being Indians connected with Education (as Headmasters or Principals or Professors) and two Missionaries, one to represent the Protestant agencies and one to represent the Catholic agencies. I would not approve of the nomination being left to the Senate without any such restriction. For while the Missionaries would be sure of selection, there would be no guarantee that two Indians would be selected. Considering the fact that of the aided High schools half are indigenous and half Missionary the proportion I suggest would be fair. The remaining one seat may be allowed to be filled up by election by the Headmasters of High Schools. It is desirable that the headmasters of High Schools should feel that they have a voice in the management of the new course of studies. They are the persons best acquainted with the practical working of the schools, and it is only fair that they should have a seat. If the Government can see its way to a further increase in the strength of the Board, it may be increased in this proportion.

Another suggestion is that some attempt should be made to insist on manual training being given in all schools and to all boys. If possible it may be also provided that each school should provide instruction in one at least of the practical subjects such as agriculture, commercial correspondence and book-keeping, etc. Perhaps this may depend upon the ascertainment of the existence of a demand for such teaching in the locality. But it is desirable to make a beginning. The most important suggestion I have to make is that the influence of the Government should be used to abolish the Matriculation. Otherwise every school will attempt to run both the courses concurrently and every boy will attempt to go up for both the Matriculation and the School Final and the result confusion, distraction and disaster to the students. The admission of boys to the University course may be left to the heads of Colleges or if there are any objections to this course, all boys who wish to enter upon a University course may be required to submit their leaving certificates to the University with an intimation of the group they wish to select for the Intermediate, and a committee appointed by the University may be required to decide upon the materials contained in the leaving certificates, who in their opinion are fit for a University course and in what group. This will have the effect of a common standard and the danger of arbitrary rejection or admission by heads of Colleges diminished. One circumstance which I am afraid will weigh with the University largely in giving an opinion on this scheme will be the

financial results to the University. At present the Matriculation candidates are the milch cows of the University; but I think the University ought to be above these sordid considerations and ought not to insist on an annual holocaust of ill-fated students to swell its coffers. If necessary the Government should help the University by giving a portion of the fee income derived from the School Final or adopt some other form of subvention. Or the University may, if my suggestion is adopted, charge a fee for certifying to the fitness of applicants to enter on a University course.

Begging to be excused for inflicting such a long letter.

Order—No. 427, Educational, dated 21st July 1909.

IN G.O., No. 212, Educational, dated 20th March 1908, the Government appointed a Committee consisting of the Director of Public Instruction as President, four officers of the Educational Department and four non-officials, to consider and report upon the question of instituting a School Final examination in this Presidency.

2. The Government considered that it would be in the best interests of education to withdraw the recognition of the Matriculation examination as an entrance test for the public service and to institute a School Final examination which would serve both as an entrance test to the public service and as a final test for young men who were leaving school and who desired to enter a school of professional or technical teaching which was not connected with the University. The new examination was to be so organized as to embrace a wider range of studies than the Matriculation examination and to guarantee not merely that a boy had passed a certain test but also that he had gone through a definite course of study in a recognized school and that during the period which he had spent at such a school he had conducted himself in a satisfactory manner. The Government were also of the opinion that the scheme should be so formulated that the examination would be acceptable to the University as a substitute for the Matriculation examination either in whole or in part.

3. The Committee approved the decision of Government to replace the Matriculation examination as an entrance test for Government service by some guarantee that the applicant had gone through a definite course of study in a recognized secondary school and that during his period of study at such a school he had conducted himself in a satisfactory manner. They were, however, of the opinion that any mere examination at the close of a pupil's school career, even though such an examination admitted of a much wider range of studies than the Matriculation examination, would not fulfil the object which the Government had in view. They accordingly formulated a scheme for the award of a certificate to be called the "School Leaving Certificate" on the completion of the secondary school course, which would be a record of the last three years of the pupil's school career in regard to progress, attainments, character and conduct and would also show the result of public examination.

4. The Committee's report and their proposals were published in the *Fort St. George Gazette* with an intimation that they would be taken into consideration on or after the 1st of September following, and the opinions of certain bodies and gentlemen likely to be interested in them were specially invited.

5. The Government have given their careful consideration to the scheme and to the criticisms made thereon by the gentlemen and bodies specially consulted, as well as by others who were good enough to offer their opinions.

6. Most of the criticisms which have been made have not been sufficiently unanimous in regard to any one matter to justify any material alteration being made in the scheme. The following observations seem, however, to require special mention:—

(i) It has been pointed out that the institution of a new School Final examination is unnecessary and that the object aimed at can be gained by altering the present Matriculation certificate on the lines of the proposed School Leaving certificate. This suggestion cannot be adopted, as the object is to establish a system of general education not having as its sole end a University training.

(ii) One main difficulty which has been urged in respect of the proposed scheme is the power placed in the hands of headmasters. The headmaster (1) assigns the school-marks and (2) decides who are to go up for the public examination. If the school leaving certificate is to be a passport to Government service, it is feared that pressure might be brought to bear upon headmasters to be lenient, so far as their obligations extended. Assuming that the work is honestly done by the headmasters, then it is objected that it is impossible to impose the same standards of attainment upon headmasters, who will necessarily differ among themselves in adjudging a pupil's progress, and thus that certificates will have very diverse values.

With regard to these objections it is observed that under the system indicated in the scheme it should be easy to discover the errors of headmasters whether they be wilful or merely errors of judgment. The individual pupil may here and there gain an undue advantage or he may suffer, but not to the extent to which he does under present conditions, and the Inspector's supervision will in the ordinary course discover where headmasters are proceeding on wrong lines or acting oppressively. An Inspector could not be required to revise all the school-marks as a matter of routine, but opportunity should be afforded him to draw attention to improper and irregular records during his inspection. Definite provision will therefore be made in the school-record for remarks by the Inspector.

Power must be given to a headmaster subject to revision by the Board of Management to be constituted under the rules to declare a pupil incompetent to appear for the public examination. Such pupil will, however, be entitled to the certificate as a record of his attendance and attainments.

(iii) Another point which has been made the subject of criticism is the power reserved to the Board to moderate the marks awarded by the headmaster. Some moderation seems necessary not only to check the vagaries of individual headmasters but to secure as far as possible uniformity of standard. The Government believe that the Board will be able to devise a suitable method of attaining these ends. The exact form of the certificate showing the combined results of school courses and public examination will be determined by the Board in accordance with the method adopted.

(iv) The Government consider that the age limit of fifteen years proposed by the Committee should be adhered to.

(v) The scope of the certificate, *i.e.*, the subjects of study, seem to be capable of some slight improvement. They are grouped into three groups A, B and C, of which A and B contain the subjects ordinarily studied by every pupil in a secondary school and C additional subjects, one or more of which may be taken. The difference between subjects in A and B is that in A subjects there is a public examination, while in the B subjects there is no public examination. But the A subjects, as the list stands, embrace only (a) Arithmetic, (b) English and (c) Vernacular Composition and Translation. The Government consider that "Science" should be transferred to the A list and that "Elementary Mathematics" should be substituted for "Arithmetic".

Under B subjects, "History of India" will be inserted in the place of "Science" which will be transferred to the head A subjects. Under C subjects, "Official Translation" and "Hindi" will be omitted.

7. The scheme, as now modified, will come into force from 1st January 1910, and the first public examination thereunder will take the place of the Upper Secondary examination of that year.

8. The scheme, as altered with reference to the foregoing remarks, will be printed as an annexure to this order and will be published in the *Fort St. George Gazette*.

9. Orders will issue separately as regards the constitution of the Board of Management.

10. The question of recognizing the School leaving certificate as a passport for public service in substitution for the Matriculation or the Upper Secondary examination will be dealt with separately.

11. The Syndicate of the University of Madras will now be requested to state whether they will be prepared to accept the School leaving certificate as a substitute in whole or in part for the Matriculation examination as a qualification for admission to the University course. Should they accept it, Government would be prepared to guarantee the University against reasonable loss of income to an extent not exceeding the profit derived from the new examination.

(True Extract.)

W. FRANCIS,
Ag. Secretary to Government.

To the Registrar, University of Madras.
" Director of Public Instruction.
" Commissioner for Government Examinations.
Gazette.
Editors' Table (order only).

ANNEXURE.

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.

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.

(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

Elementary Mathematics.
English.*
Vernacular Composition and Translation.*
Science.

B

Geography.
History of India.
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 (Hindustani). Canarese. Tamil. Telugu. Malayalam.	{ Mahratti. Uriya. Burmese. Sinhalese.

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

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

V. *Preparation of certificate.*—(1) The certificate shall be in the form shown in the appendix to this scheme. Every pupil on entering a fourth form shall be provided with a blank certificate to be kept in the custody of the school so long as he remains there, the entries in the certificate for each term being made in due course by the headmaster.

(3) The school work of a year in which the pupil is not promoted to a higher form shall not be taken into account; and no term certificate shall be accepted which is not gained in one and the same school.

(2) The certificate of no pupil shall thus be forwarded whose age then is less than 15 years unless he will complete the age of 15 years on or before the first day of the month in which the examination is to be held.

(4) The public examination will include the subjects of group A and any of the subjects of list C.

(6) The marks obtained out of a maximum of 100 in each subject at this examination will be entered by the Board on the last page of the certificate and the Board shall also be competent to moderate the marks obtained in school work except those obtained in the subjects of group B.

(2) The certificate of a pupil who is not, in the opinion of the headmaster, competent to appear for the public examination shall, if he is leaving the school, be endorsed to that effect over the headmaster's signature on page 13, column III. It shall then be forwarded to the Secretary to the Board for inspection and when returned to the headmaster shall be handed to the pupil.

(2) There shall be no limit to the number of times which a pupil may thus be re-examined.

(4) In either case, a further endorsement shall be made on the pupil's original certificate with regard to his progress in a manner similar to that laid down for the entries in the original certificate.

X. *Date from which this scheme is to take effect.*—The scheme shall come into force from 1st January 1910 and the first public examination under it shall be held in March 1911,* the school work corresponding to it being confined, as a transitory measure, to the first and second terms of the preceding school year. The school work in connection with the next following examination shall cover four terms and that in connection with all subsequent examinations the full six terms.

Date_____

Secondary School Leaving Certificate.

1. Name of the pupil (*in full*).
2. Race or caste.
3. Date of birth.
4. Father's name.
5. School or schools and classes in them previously attended.

Page 2.

Attestation of headmaster.

SCHOOL RECORD.

Name of pupil _____

Signature of pupil _____

[illegible]

General remarks on special aptitudes, character and conduct.

Headmaster.

Remarks by Inspector when necessary upon the school marks.

Date_____

Inspector of Schools.
427, Edl.--11

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) _____

Subject.	Percentage of marks.			
	At school.		III At the public examination.	Final result.
	I Given by Headmaster.	II Moderated by the Board.		
Elementary Mathematics				
English				
Vernacular ()				
Science				
Geography				
History of India				
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.		
Elementary Mathematics				
English				
Vernacular ()				
Science				
(Additional subjects)				

Remarks by the Board.

(Signature)

Date _____

Secretary to the Board.

EDUCATIONAL DEPARTMENT.

NOTES CONNECTED WITH G.O., No. 427, EDUCATIONAL,
DATED 21st JULY 1909.

[SUBJECT.—*School Final Examination in the Madras Presidency.*]

Previous papers.

G.O., No.	401,	dated 11th July	1888.
"	"	351 "	20th June 1889.
"	"	9 "	11th January 1901.
"	Nos. 144-45	"	30th March 1903.

From the Registrar of the Madras University, dated 29th July 1908, No. 2178.

This will have to be circulated now.
Papers please.

H. D. TAYLOR—31-7-08.

Papers are submitted.

K. RANGASWAMI AIYANGAR—31-7-08.

The reply of the Syndicate does not help us much. It prefers to sit on the fence without any definite expression of opinion. On receipt of the various suggestions which may be put forward by September 1st, Government will have to pass final orders on the scheme and the University may not be given any further opportunity of discussing it. In any case that would cause great delay.

The Honourable Member, in his note of 26th June 1908, on page 7 of K.W. G.O., No. 510, Educational, dated 9th July 1908, said "much will depend on how the University receive the scheme". The Syndicate is not helpful. The question of compensation was incidentally referred to in paragraph 8 of my note on pages 6 and 7 of K.W. G.O., No. 510, Educational, dated 9th July 1908.

I don't see how anything can be done at this stage. The reply of the Syndicate may be printed with the other criticisms and suggestions which may be received by September 1st.

H. D. TAYLOR—31-7-08.

Yes. We cannot make the Syndicate give an opinion if they won't.

M. H[AMMICK]—1-8-08.

The Syndicate's reply may be printed with the other suggestions received. These notes will be treated as forming portion of the notes with the general file when the subject is taken up for consideration on September 1st.

H. D. TAYLOR—3-8-08.

Office Note.

The file is resubmitted as directed by the Secretary.

K. RANGASWAMI AIYANGAR—15-9-08.

Please see the Syndicate's reply to G.O., No. 510, Educational, dated 9th July 1908, inviting criticisms on the proposals for the School Final examination.

It says "the Syndicate does not propose at this stage to make any collective pronouncement upon the Committee's proposals, beyond pointing out the necessity of safeguarding the financial interest of the University in any arrangements that may be made."

The Syndicate refers apparently to the details of the scheme itself, but there are other points of detail in the scheme which cannot be settled until we know whether the University will accept a school final certificate, or if so what form of certificate in lieu of Matriculation. Only in the event of the University's accepting the certificate would the question of compensation for loss of fee income arise—and only in that case would the University be *entitled* to representation on the School Final Board.

Yes: we must have the lines of their policy with regard to the school final and on what conditions, if any, they would be prepared to accept a certificate.

G. S. F[ORBES].

Should we not ask the University at once to state *definitely* whether they will accept a certificate granted by the Board in lieu of Matriculation? Unless this is done the whole scheme when finally worked out in the light of criticisms received will be liable to be upset because the University may require it to be modified.

The constitution of the Board and details of the scheme must differ essentially according as the University agree or decline to accept a certificate granted by the Board as equivalent to the Matriculation examination.

H. D. TAYLOR—15-9-08.

Please draft accordingly.

G. S. F[ORBES]—16-9-08.

Office Note—cont.

The draft letter placed below is for approval.

K. RANGASWAMI AIYANGAR—19-9-08.

C. A. SOUTER—21-9-08.

For approval.

Dr. Bourne told me the other day that, in his opinion, it would be better to consolidate or digest the various opinions received on the scheme with a final order subject only to the further remarks of the University on that scheme as finally approved by Government. Further modification would then rest between Government and the University, and not between Government and the public.

H. D. TAYLOR—22-9-08.

Very well: the Director of Public Instruction's suggestion may be followed.

G. S. F[ORBES]—23-9-08.

Lie over.

H. D. TAYLOR—24-9-08.

Read file of replies to G.O., No. 510, Educational, dated 9th July 1908.

The following is a *précis* of the replies to G.O., No. 510, Educational, dated 9th July 1908, containing remarks on the scheme proposed by the Committee appointed to consider the question of a School Final examination:—

Secretariat Précis.

GENERAL (PARAGRAPHS 3 TO 5, 7, 11, 45 AND 46 OF REPORT.)

Abolition of the Matriculation examination and relationship of the School-leaving certificate to the University and Government service.

M.R.Ry. A. Sankariah Avargal, B.A., F.M.U.	..	Government should leave secondary education as much as possible to the management of District Boards under the supervision of Educational Department.
M.R.Ry. T. Sundara Rao Avl., Deputy Collector.	..	The responsibility for secondary education should rest solely with the Educational Department.
The Hon'ble Mr. B. Narasimheswara Sarma.	..	The institution of two separate and entirely distinct examinations when a pupil completes his sixth form course, one for entrance into the public service and another into the college classes, is not desirable or needed.
Trichinopoly Teachers' Association.	..	The distinctive education of girls is to all intents and purposes ignored. The claims of girls are dismissed with a passing remark on domestic economy and needle-work.

Secretariat Precis—cont.

M.R.Ry. A. Panchapakasa Aiyar, M.A., L.T., Mylapore.	Edl. Review, September 1908, pages 361, 362.	The mark-record system should for the present be introduced from fourth form upwards and if, after a trial of two or three years to come under the operation of wisely-framed rules, Inspectors are able to report on the satisfactory maintenance of the record on a generally uniform standard in the various schools in the Presidency, the scheme as proposed by the Committee may be brought into force. Until then the original scheme as drafted by Government may be brought into operation with the vagaries of a public examination being avoided under the curative effect of the mark-record system.
Registrar, Madras University.	..	Points out the necessity of safeguarding the financial interests of the University in the arrangements that may be made.
M.R.Ry. K. Ganapati Aiyar, B.A., L.T., Principal, Kallikota College, Berhampur.	..	The work of selecting candidates for admission to the college course may be left to the University which may appoint a Sub-Committee of three members. A fee of Rs. 5 for certificate examined of the pupil for selection to college course may be levied and credited to University; another fee of Rs. 5 may be levied and credited to the University from each pupil at the time of his being admitted into a college.
Zamindar of Kurupam	..	The University should be prevented from exercising a dominating influence over secondary education. Apart from the element of uncertainty the provision permitting Principals of colleges to select pupils for admission into the college classes will introduce and the possibility of heads of certain colleges practically exercising no choice whatever out of consideration to their fee income, there is not much to commend the School Final examination being accepted as an entrance to University. Much that is germane to the University does not find a place in the scheme for the School Final and what does find a place is not quite useful for University purposes.
Madras Teachers' Guild	..	Approve the suggestion of the Committee in paragraph 46 of their report that heads of colleges may be left to select candidates for admission.
The Hon'ble Mr. B. Narasimheswara Sarma.	..	
Teachers' Association, Mahajana High School, Erode.	..	The scheme should be so formulated as to enable the Secondary schools to carry on their work without additional burden financially or otherwise in case the University should decline to accept the School Final certificate in lieu of the Matriculation.
Headmaster, B.G.M. High School, Nettur.	..	The school education should not be dissociated from University education as the proposed scheme contemplates. Some provision should be made in University certificates to indicate the difference between graduates and graduates and it should be a standing rule that in making public appointments a good School-leaving certificate should have preference to a bad University diploma or certificate.

Secretariat Precis—cont.

Headmaster, B.G.M. High School, Nettur.	..	The provision giving to Principals of Colleges the discretion to scrutinize the certificates of those who may seek admission into them and to grant or refuse them admission, is not acceptable. This will result in the dissatisfaction now caused by the Matriculation examination being hereafter caused by the Intermediate examination.
The Trichinopoly Teachers' Association.	..	
The Hon'ble Mr. B. Narasimheswara Sarma.	..	Deprecates the institution of a separate public examination for candidates wishing to qualify themselves for the University or a Technical examination and suggests that if the University should insist on a test for admission to colleges, the School Final examination supplemented by an examination by Principals of Colleges should be sufficient.
The Trichinopoly Teachers' Association.	..	If the University accept the School-leaving certificate as a qualification for the college course, the result will be an enormous number of failures at the Intermediate examination. If they do not accept, then a bifurcation of studies in the High school will arise and cause much trouble and a great increase of expense on staff.
The Trichinopoly Teachers' Association.	..	The Board should be empowered to decide as to the fitness of candidates for the college courses.
The Hon'ble Mr. V. Krishnaswami Aiyar.	..	The Upper Secondary examination failed because the Matriculation examination continued as a qualification for public service and for a University course while the Upper Secondary examination was a mere qualification for Government service. The present Matriculation examination should remain unaffected except as regards its serving as a qualification for entering into public service.
M.R.Ry. K. Ganapati Aiyar, B.A., L.T., Principal, Kallikota College, Berhampur.	..	The present scheme will be a failure if the University does not consent to the abolition of the Matriculation examination.
Zamindar of Kurupam.	..	Upper Secondary examination was not popular because— (1) Matriculation qualified both for University and public service, while the Upper Secondary only qualified for the latter. (2) Upper Secondary was educationally inferior to F.A. while being no better than the F.A. for entrance to the public service.
The Madras Teachers' Guild.	..	For the success of the School-leaving certificate neither the Matriculation nor the Intermediate examination should be recognised as a qualifying test for public service.
M.R.Ry. T. Sundara Rao Avargal, Deputy Collector.	..	There should not be two examinations co-existing — one proposed by the Committee and the other the present Matriculation. The University should abolish the Matriculation and accept the School-leaving certificate as equivalent thereto.

Secretariat Precip—cont.

Headmaster, B.G.M. High School, Nettur.	..	The Matriculation examination may continue but the certificate should be modified into the form of the proposed "School-leaving certificate" and the work of the Secondary schools more efficiently supervised.
The Trichinopoly Teachers' Association.	..	The Upper Secondary examination was a failure because Government did not make it the only gate to Government service. The present Matriculation examination has dominated the High schools because it had to serve so many different purposes for all of which it could not be adapted.
M.R.Ry. A. Sankariah Avargal, B.A., P.M.U.	..	Suggests revival of the old General Test examination (for the Uncovenanted Civil Service) which may be open to private candidates as well as to school students.
The Hon'ble Nawab. Muhammad Raza Khan.	..	Approves of the scheme in general, but desires that the tendency in some departments of public service to prefer graduates and undergraduates as such for appointments should be discouraged by Government.
Headmaster, B.G.M. High School, Nettur. As headmaster he is not concerned with that. H. D. TAYLOR.	..	Considers that the system will give the loose rein to favouritism in the minor public offices in the matter of appointments. Suggests modification of Matriculation certificate and actual work of Secondary schools should be more effectively supervised. Candidates who secure certain minima in certain subjects should be granted a certificate somewhat in the form of a School-leaving certificate, additional entry being made in the case of those qualified to enter on a college course. All certificate-holders should be allowed to compete for public service, preference being given to the candidate who has secured the highest number of aggregate marks. Similar certificates should be granted for Intermediate and B.A. examinations also, special addition being made in the case of those who pass that they are qualified for a higher University course. In the case of competition between different certificate-holders a good Matriculation certificate should be treated as superior to a bad Intermediate or even B.A. certificate. The present system of inspection should also be altered and the schools should, to make education in Secondary schools more effective, be always ready for surprise visits.
The Hon'ble Mr. B. Narasimheswara Sarma.	..	Where a pupil does not qualify himself by taking a degree and rests content with the school course to enter Government service, it will be necessary that Government should draw a border line or in other words, candidates must secure a pass in a public examination. According to the Committee's proposals the officers of Government have absolute discretion as to whether a candidate is fit for Government service or not. This will lead to jobbery and result in the efficiency of the public service being impaired.
The Trichinopoly Teachers' Association.	..	It would be better for the Government to adopt its own tests for each one of its departments instead of the scheme proposed.

Secretariat Precip—cont.

Council of Native Education.	..	The Council lays stress on the kind of schools to which the system as suggested by the Committee may be applied. In America Secondary schools are classified into English High schools, Latin High schools, the Commercial High Schools and the Manual Training High Schools. The Council does not see why in this Presidency too there should not be schools of a corresponding character. Of course, the schools corresponding to Latin High schools will be schools wherein Sanskrit will be the principal classical language, and in the case of such schools, the Council does not think it necessary that English should be made a compulsory subject. The instruction may be given throughout the course in the vernacular languages and with the help of the Vernacular text-books. The Council thinks that the object that the Government seeks to attain will be best effected only by the institution of schools in which special instruction is given of the type of the Birmingham Institute of Commerce, the Lancashire and Cheshire Union of Institutes, the Institute of Chartered Accounts of England and Wales and of the Commercial High schools and Manual Training schools in America. A number of High schools should be established which prepare for courses in the Medical, Engineering and Agricultural Colleges. Government should frame rules for the guidance of officers in selecting candidates with School-leaving certificates for appointments in public service; otherwise there being no declaration of pass or failure, mistakes are apt to be committed.
M.R.Ry. A. Panchapakesa Aiyar, M.A., L.T., Mylapore.	Edl. Review, September 1908, pages 359 and 360.	

PARAGRAPH II OF THE SCHEME AND PARAGRAPH 39 OF THE REPORT.

*Persons to whom the certificates are to be awarded.**(Exclusion of private candidates.)*

Headmaster, B.G.M. High School, Nettur.	..	Objects to the exclusion of private candidates from the scope of the scheme and therefore also from public service.
The Hon'ble Mr. B. Narasimheswara Sarma.	..	Private candidates will perhaps enter the service of Government more than those who can afford to have a school or University Education. Provision should be made for admitting to the public examination private candidates who can satisfy the Board that they had sufficient reasons for not going through the regular school course.

PARAGRAPH III OF THE SCHEME AND PARAGRAPHS 41 AND 42 OF REPORT.

Appointment of a Board to award certificates.

The Hon'ble Mr. V. Krishnaswami Aiyar.	..	The Central Board should be constituted a more representative body than indicated in paragraphs 41 and 42 of the report.
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Secretariat Precis—cont.

M.R.Ry. K. Ganapati Aiyar
Avargal, B.A., L.T., Principal,
Kallikota College,
Berhampur.

The University and the College should be strongly represented on the Board and suggests Director of Public Instruction (President), four members of Educational Department (whether Government or not) to be appointed by Government and four members of the Educational Department (whether Government or not) to be nominated by the Senate of the Madras University. It would serve no useful purpose to provide for the representation of various agencies carrying on secondary education and of specific communities.

M.R.Ry. T. Sundara Rao
Avargal, Deputy Collector.

One or more itinerating committees may be appointed who can personally examine the candidates *visu voce*.

Coimbatore Teachers' Association.

Arrangements should be made for the definite representation of Teachers' organizations in the Presidency on the Board referred to in paragraph 41 of the report.

Council of Native Education.

The object of the Government should be gradually to shift the work of such Boards from the shoulders of Government to those of the people themselves. This shifting of work is of course impossible unless there are popular bodies to take up the work.

A General Board should be formed consisting of seven Inspectors of Schools, five members to be elected by the Senate, four members to be elected by the Principals of Second-grade Colleges to be elected from among themselves, four members from among the Headmasters of High Schools to be nominated by the Principals of the First-grade Colleges which have high schools attached to them, seven members to be elected by the Missionary Council on aided education to be fairly representative of all the Missionary Agencies, seven members to be elected by the Council of Native Education to represent the native public and two Headmasters of High Schools in each circle of the Inspectorate to be elected by the Graduate School Masters of the High School Department.

This Board may delegate its powers to a small executive body consisting of ten members fairly representative of the agencies constituting the Board. With this Committee will rest mainly the carrying out of the duties prescribed by the Committee for the Board suggested by it. The Council would suggest that the Director need not be a member of the Board though he may have control over the Board.

PARAGRAPHS IV AND V OF THE SCHEME AND PARAGRAPHS 9, 11, 16, 17 to 28, 30,
31, 32, 34, 35, 43 AND 44 OF REPORT.

Scope and preparation of certificate.

Zamindar of Kurupam

Secondary education should be bifurcated after the V Form into Matriculation and the "School Leaving Certificate" and it should be ruled that the one should teach subjects useful for and qualify for the University

Secretariat Precis—cont.

and the other for the public service on the understanding that a candidate who passes the Matriculation and wishes to enter the service should pass the "School Leaving Certificate" examination and that he who merely obtains a School Leaving Certificate should not enter the University without passing the Matriculation Examination.

Zamindar of Kurupam

Prefers the results of a public examination to the opinion of headmasters.

The Trichinopoly Teachers' Association.

The influence and authority of the schoolmaster are increased and a large amount of trust is placed in him. This authority is not unduly increased but wisely and sufficiently checked and controlled by the moderation of his marks.

Council of Native Education.

The scheme as suggested by the Committee is not calculated to give full effect to one of the objects which, in the opinion of Government, such a scheme was to serve, namely, to provide an examination for such Upper Secondary schools as might elect to develop on commercial and technical lines and to give up in whole or in part the preparation of pupils for the University. Every school into which the scheme is introduced and which does not teach students for Government service should impart instruction in at least one of the practical subjects and each student should compulsorily take at least one such subject.

M.R.Ry. A. Sankariah,
Avargal, B.A., F.M.U.,

"Transliteration" should be included as a subject for the examination.

The Hon'ble Mr. V. Krishnaswami Aiyar.

No provision is made for industrial subjects either in the compulsory or the optional group. Agriculture, Elementary Hygiene and a few well-known industries may well be included in the optional group, though not in the compulsory group. Manual training should not be confined to mere drawing and should extend to the study of an industrial subject and the mechanical training of the limbs of the body to suit the requirements of an industrial pursuit.

To every boy?
G. S. F[ORRES].

Model factories for carrying on particular industries on a limited scale will have to be started by Government to impart the necessary instruction.

M.R.Ry. K. Ganapati Aiyar,
L.A., L.T., Principal, Kallikota College, Berhampur.

In Group A omit vernacular translation.

Zamindar of Kurupam

Geography and Drawing should be made compulsory up to the Lower Secondary department and only subsidiary from the IV Form upwards, while Algebra, Geometry and History should be transferred to Group B. He would even recommend that Algebra and Geometry be grouped with Arithmetic under Grouped A.

Teachers' Association,
Mahajana High School,
Erode.

No course of studies would merit the name of secondary education unless it includes also among its compulsory subjects "Outlines of history."

Secretariat Precis—cont.

M.R.Ry. T. Sundara Rao Avargal, Deputy Collector.	..	A good deal more should be devoted to the study of English and practice in composition and speech.
The Hon'ble Mr. B. Narasimheswara Sarma.	..	Though option may be given to the student in the choice of the optional subjects he should be compelled to take up either Mathematics, Science, History or Commercial Practice and Book-keeping, etc., and Elementary Physics, History of India and General Geography should be classed among compulsory subjects as originally proposed by Government. The number of compulsory subjects should be increased and the candidates should be required to take up at least two optional subjects.
M.R.Ry. A. Panchapakasa Aiyar, M.A., L.T., Mylapore.	Educational Review, September 1908, pages 360, 361.	It is undesirable at present to assign a subordinate position to Science, Histories, Algebra and Geometry and exclude them from the scope of a public examination. Sanskrit should not be placed side by side with Latin or Greek, but made a compulsory non-examination subject.
M.R.Ry. T. Sundara Rao Avargal, Deputy Collector.	..	The following single group of compulsory subjects will simplify the secondary course and will be more acceptable to the University:— (1) English. (2) Vernacular composition and translation. (3) Elementary Mathematics comprising— (a) Arithmetic and Algebra. (b) Practical Geometry and Geometrical Drawing. All other subjects should be optional and only one optional subject should be taken at a time.
The Trichinopoly Teachers' Association.	..	Outlines of the Histories of India and England should be added to the compulsory subjects.
Council of Native Education.	..	Geography and Science have been relegated to Group B, apparently because a large number of failures in the Matriculation examination was in these subjects. The Council does not see why public examinations should not be held in Geography, Science and possibly Drawing.
M.R.Ry. C.T. Parthasarathi Mudaliyar, Headmaster, Board High School, Chittoor.	Educational Review, September 1908, pages 347, 348.	The Government should require that the ordinary subjects of the secondary course—English, Geography, Science and Mathematics—should be taught with an eye to rousing interest in agriculture and bringing out their bearings on it.
M.R.Ry. A. Sankariah Avargal B.A., F.M.V.	..	A certificate which is to take account of the marks awarded by the teachers in the class examinations as supplemented by the results of the Government public examination will be impracticable in the case of private students and would often demoralize both the teachers and the taught. The report of the Committee should be modified so as not to interfere unduly with the discretion and freedom of the parents.

Secretariat Precis—cont.

Zamindar of Kurupam	..	The unconditional demand that the student should keep each term in one and the same school will work as a hardship.
Madras Teachers' Guild	Naturally. G. S. F[ORBES].	It will perhaps be worth while to temper this rule slightly and give the Board the option to exempt a candidate from its operation under unavoidable circumstances.
Teachers' Association, Mahajana High School, Erode.	..	Full instructions may be issued by the department or by the Secretary to the Board, as to how the headmasters should set about keeping the record of the student's progress. Moderated marks should not be published. There can be no objection to placing the marks of the final examination over against the school marks.
Rubbish: this or a similar record should be kept in every school by any satisfactory master in any case.	G. S. F[ORBES].	It is sufficient if the certificate comprises the entries in respect of the final school year only, the progress of individual pupils during the previous years being always available to employers and others when required on a reference to the school in which the pupil studied. The proposal made in the draft scheme entails on the school staff needless and heavy clerical work without adequate benefit in return.
M.R.Ry. T. Sundara Rao Avargal, Deputy Collector.	..	The preparation of the certificate will entail enormous strain on the headmasters. For the purpose of assigning marks the headmaster will presumably have to hold a class examination and if the certificate is to indicate his opinion of the boys' capacity and worth, what are the elements to be taken into consideration in forming this opinion.
Headmaster, B.G.M. High School, Nettur.	..	The certificate may be simplified by recording only the result of the last class examination and the headmaster's opinion of the character and conduct of the pupil at the time of leaving. The headmaster may also state his opinion as to whether the pupil is fit to be admitted into a college.
Trichinopoly Teachers' Association.	..	The form of the certificate is very cumbersome. The work laid on the shoulders of the headmaster is so heavy that the new "supervising headmaster" will find the certificate work alone quite enough to fill both his hands. The conscientious headmasters will find their schools abandoned, while institutions under unscrupulous headmasters will be overcrowded with pupils.
Headmaster, B.G.M. High School, Nettur.	..	The conduct of a pupil as well as his attainments in Drawing and Gymnastics need not find a place in the certificate. Separate certificates can be secured in Drawing and Gymnastics. As to conduct it would be unfair to make a permanent record of the conduct of pupils whose character may in most cases have yet to be formed.
Every one is desperately keen to omit "conduct."	G. S. F[ORBES].	The system of keeping records should be so simplified that the work of the teacher will not be diverted into that of tabulating results instead of instruction. The Association learns "that somewhat similar schemes were introduced into England and France some years ago but that they broke down owing to the immense amount of clerical work."
Coimbatore Teachers' Association.	..	
* Where?	G. S. F[ORBES].	

Secretariat Precise—cont.

Good Lord! a capable Inspector will soon discover from examining the boy in a few things whether the master is marking properly.

G. S. F[ORBES].

The Hon'ble Mr. B. Narasimbeswara Sarma.

All examination papers, questions and answers, should be preserved so as to enable the inspecting officer to form an estimate of the work done in the school and of the standard maintained, but the teacher's estimate of the work of an individual scholar should not be altered by the Inspector.

The vast majority of students in the secondary department of high schools and colleges are of tender age below 16 and many years would elapse after their obtaining the school final certificate before they can enter Government service. It would therefore be impracticable to ask the pupils to determine at an early age whether they would enter on a college course or rest content with secondary education.

M.R.Ry. A. Panchapakesa Aiyar, M.A., L.T., Mylapore. "Educational Review" September 1908, page 360.

The provision made for entries regarding the conduct of the pupil is good in the ideal, but difficult of adoption as a reliable basis for inference as to the character of the future man.

PARAGRAPH VI OF THE SCHEME AND PARAGRAPHS 8, 15, 29, 33, 40 AND 43 OF REPORT.

Public examination.

- Madras Teachers' Guild .. It is not quite certain that this new examination would be more reasonable and satisfactory than the Matriculation. Provision should be made for moderating the examiners' marks.
- M.R.Ry. T. Sundara Rao Avargal, Deputy Collector. .. The public examination is not necessary as it must inevitably dominate the school course to the detriment of real training.
- The Trichinopoly Teachers' Association. .. The term "Examination" should be changed as there is danger of its giving rise to a wrong interpretation of the purpose for which it is held. The words "Test", "Public test" or "Final School test" would be an appropriate substitute.
- Madras Teachers' Guild .. The fee should be reduced to Rs. 3 for each candidate.
- Teachers' Association, Mahajana High School, Erode. .. The examination fee should be fixed separately and specifically for the group A and for each of the several subjects under group C. So that the holder of a school final certificate when qualified for a University course shall not have paid in the aggregate more than the fee for the Matriculation examination.
- Coimbatore Teachers' Association. .. The fee of Rs. 12 is too high. A fee of Rs. 6 may be charged for the whole examination and Rs. 2 for one optional subject, an additional fee of Re. 1 being levied for each extra subject under list C.
- The Madras Teachers' Guild. .. The Board should itself set the question papers for the public examination or if the examiners are outside the Board, it shall take care that the papers set are of the right standard of difficulty. The answer papers should, however, be corrected by the teachers themselves subject to revision by the Board.

Council of Native Education.

Secretariat Precise—cont.

With reference to the setting of question papers for the examination and the valuation of answer papers by teachers of recognized secondary schools, the Council draws attention to the following suggestion made by the Committee appointed by the British Association in 1906 to consider as to the curriculum of secondary schools:—

"The Committee desires to see a great simplification in the arrangement of examinations for Secondary schools, and they strongly recommend that examination and teaching should go hand in hand, the examiners co-operating with the teachers and acting in conjunction with them in order to further the interests of education."

As far as compulsory subjects are concerned, there shall be only one examination to serve as an entrance to the University, an entrance test for the Government service and also as a final test of the secondary school course.

A possible objection to the scheme will be that the work of moderating the marks obtained in school work is not practicable, but this is not a serious objection and the moderation may be made fairly satisfactory by the adoption of the following method:—

Average percentage of a pupil's marks earned per pupil of a particular school in a particular subject at the public examination 30. Marks awarded by the headmaster 40. Marks given by the headmaster to each individual pupil must be reduced in the proportion of 4:3; if the average percentage of marks given by the headmaster is 20, the marks given by the headmaster to each individual pupil must be increased in the proportion of 2:3.

M.R.Ry. K. Ganapati Aiyar Avargal, B.A., L.T., Principal, Kallikota College, Berhampur.

Why? they could counter this by giving proportionately higher marks?

G. S. F[ORBES].

The Teachers' Association, Mahajana High School, Erode.

The proposed system of moderation is not likely to be of practical benefit or efficacious. The check of school work by the inspecting authorities will be sufficient to ensure the attainment of a reasonable uniformity of standard of education in schools.

M.R.Ry. T. Sundara Rao, Deputy Collector, Trichinopoly.

If a public examination is considered necessary, the University may be asked to modify the Matriculation in accordance with the views of the committee.

The moderation of the school marks by the Board is unnecessary, and there seems to be no objection to allow free play to the individualism of the headmasters and wholesome competition among schools. Public opinion and the Inspectors of the Educational Department can see that the standard is kept up and that due attention is paid to training.

How composed?

G. S. F[ORBES].

The certificates should be simplified and check by way of moderation or otherwise should be applied on the spot by Inspectors of Schools or by itinerating committees.

Secretariat Precise—cont.

The Hon'ble Mr. B. Narasimheswara Sarma.

Any system will.

G. S. F[ORBES].

The Trichinopoly Teachers' Association.

And so on *ad infinitum*!

G. S. F[ORBES].

Missionary Council of Aided Education.

M.R.Ry. A. Panchapakasa Aiyar, M.A., L.T., Mysore.

"Educational Review" September 1908, p. 359.

PARAGRAPH VIII OF SCHEME AND PARAGRAPHS 37 AND 38 OF THE REPORT.

Supplementary certificate.

Missionary Council of Aided Education.

PARAGRAPH 47 OF THE REPORT.

Responsibility of Headmasters and Principals.

The Hon'ble Mr. V. Krishnaswami Aiyar.

Page 4, current file.

Zamindar of Kurupam

The proposed system of moderating is vague and indefinite and is likely to result in discontent, heart-burning and unnecessary irritation. A minimum for a pass must be fixed.

The scheme does not give details of the principles and method of moderating the marks and does not define "Manual training".

There must be a declaration of pass and failure in the examination.

Before the column "Final results" in the certificate is filled by the Board, the headmaster should have an opportunity of communicating to them his comments on their "moderation" of his marks especially in cases where the difference between his marks and those of the Board would seem to require explanation.

If the headmaster's marks are to be moderated by the examinations it seems to contradict the whole tenour of the scheme which sets so much value on the marks. Moderation in lump is of no value and individual moderation is impracticable.

The Council feel some doubt as to the system of moderation of school marks. The principles on which this moderation is to be based are not stated by the Committee. The Council feel that it will be difficult to devise any method of moderating that will not be open to some objection.

The primary object of the Committee that the results of a public examination should not dominate the school work, is defeated by the proposed moderation system.

If by clause (3) of section VIII is meant that the fee for re-examination in a single subject is to be Rs. 12, then the Council are of opinion that such fee is too high. Rs. 3 would seem a more suitable fee for any one subject whether it be for a re-examination or for a new subject under test C.

Observes that if the attempt to make secondary education depend more upon the impression left by the student on the headmaster as to his "progress, attainments, character and conduct" is accepted, a large allowance has to be made for individual likes and dislikes, for a solicitude to please the school manager on the one hand and the pupil on the other, or for an attempt at successful competition with rival schools on which depend the fee income and the general popularity of the school.

Secretariat Precise—cont.

The Trichinopoly Teachers' Association.

And his opportunities?

G. S. F[ORBES].

I am glad to hear it.

G. S. F[ORBES].

M.R. Ry. C. T. Parthasarathi "Educational Review" September 1908, pages 345, 346.

How will outside Government interference be accepted?

G. S. F[ORBES].

The schoolmaster's status is considerably raised by the scheme; his influence and authority are increased and enforced by the sense of responsibility which the report supposes him to awaken to, and by the large trust it places in him by taking his judgment as the basis of the final judgment to be passed by the Board. The headmasters actually presiding over schools in the Presidency may, with few exceptions, if indeed there are any, be relied on to discharge faithfully the responsibility required.

The headmaster's status must be raised in the esteem of the local public, and the Government—or what is the same the Director—must reserve to itself an efficient voice in the fixing of the salary of the headmaster and his appointment and dismissal in all recognised institutions.

Office Note.

2. The main points referred to in the replies are briefly dealt with below:—

Abolition of the Matriculation examination and the relationship of the School Leaving Certificate to the University and to Government service.—The scheme provides for the grant of a Secondary School Leaving Certificate on the completion of their school course to boys or girls who have attended one or more recognized secondary schools from at least the fourth form upwards, subject to certain conditions. The certificate is to 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, and is designed to take account of the school work done by the pupil from the fourth form upwards and also to contain the results of a public examination to be conducted by the Board.

3. The 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, and it is left for the Government, the University or other agency to determine the intrinsic value of each certificate. The Committee observe that it may be left open to any Government officer in whose hands the power of appointment rests, to select the best among the applicants for such appointment and that the University might well leave it to heads of colleges to select after inspection of these certificates

Pages 4—8 of the notes file.

Paragraphs III and IV of the scheme; pages 9 and 10 of G.O., No. 510, Educational, dated 9th July 1908.

Vide paragraphs II to VI of the scheme on pages 9 and 10 of G.O., No. 510, Educational, dated 9th July 1908.

Vide paragraphs 9, 10 and 11 of the Committee's report, page 3 of G.O., No. 510, Educational, dated 9th July 1908.

Paragraph 45 of the Committee's report; page 8 of G.O., No. 510, Educational, dated 9th July 1908.

Office Note—cont.

Paragraph 46 of the Committee's report; page 8 of G.O., No. 510, Educational, dated 9th July 1908.

and further examination, if they think it desirable, those candidates for admission who appear best fitted for a college course.

Page 6 of notes file.

This will be a valuable standard for the better class of subordinates.

G. S. F[ORBES].

Page 6 *ibid.*

Page 6 *ibid.*

Page 6 *ibid.*

This is a matter for Government to decide and not for the critics.

H. D. TAYLOR—15-12-08.

Pages 7 and 8 *ibid.*

Page 7 *ibid.*

Page 7 *ibid.*

Page 6 *ibid.*

Page 5 *ibid.*

4. It is asserted by some that the old Upper Secondary examination was a failure because the Government did not make it the only passport to Government service, while the Matriculation examination qualified both for Government service and for entrance to the University; and that if the proposed scheme of School Leaving Certificate is to be a success, neither the Matriculation nor the Intermediate examination should be recognized as a qualification for the public service. A suggestion has also been made that the object aimed at can be gained by altering the present Matriculation certificate on the lines of the proposed School Leaving Certificate without the institution of a new examination. It has also been suggested that the Matriculation should remain unaffected except as regards its serving as a qualification to the public service, and that the present scheme would be a failure if the University does not consent to abolish the Matriculation examination.

5. *Certificate—as basis of selection for Government Service.*—With regard to the proposal in paragraph 45 of the Committee's report to give absolute discretion to officers of Government to decide as to the fitness of candidates for Government service, there is a body of opinion against such a provision as it would lead to abuse. It has been suggested that—

(1) a pass in a public examination should be enforced;

(2) that the Government may adopt its own tests for each one of its departments; and

(3) that the old General test should be revived or made a qualification for public service and should be thrown open to private candidates as well as to school students.

6. *Acceptance of nomination of Heads of Colleges for admission to the University course.*—Exception is also taken to the proposal of the Committee, in paragraph 46 of its report, that it should be left to heads of colleges to decide as to the fitness of candidates for admission to a University course, on the ground that heads of colleges will subordinate their choice to

Office Note—cont.

We have nothing here to do with the University's decision on the point.

G. S. F[ORBES].

Page 4 *ibid.*

Page 5 of the notes file—bottom of page.

Page 5 *ibid.*

Page 5 of the notes file.

The acceptance of the certificate is a matter for the University to consider. If it accepts or finds the results unsatisfactory it can reconsider its position in the matter.

H. D. TAYLOR.

Page 4 of the notes file.

This is all very glib but what is the "loss"?

G. S. F[ORBES].

The question of compensation will have to be considered when we hear from the University.

H. D. TAYLOR.

Page 8 of the notes file.

Page 8 of the notes file.

As regards Government service, Government can always exempt when necessary. As regards the University, under University Regulations 168 or 171, private candidates may be admitted to the Matriculation, but no such provision exists as to the intermediate examination—article 180; he must have attended the college course after passing Matriculation or other accepted examination. There is no difficulty.

H. D. TAYLOR.

considerations of fee income. The following suggestions have been made on this subject:—

(1) That the work of selection may be left to the University, who may appoint a sub-committee of three members;

(2) that the Board appointed for the purpose of awarding the School Leaving Certificate should be empowered in this respect;

(3) that the selection should depend on the results of a public examination by Principals of Colleges.

7. It is also objected that if the University accept the School Leaving Certificate as a qualification for the College course, the result will be an enormous failure at the Intermediate examination. If they do not accept, then a bifurcation of studies in the High School will arise and will necessitate a large increase in the staff of this class of schools.

8. Attention has been drawn to the loss of income to the University which the abolition of Matriculation will cause. It is suggested that a fee of Rs. 5 may be levied for each candidate examined for selection to the college course and another fee of Rs. 5 at the time of his admission to the college, both the fees being credited to the University, as a set off against the loss of income caused by the abolition of the Matriculation examination.

9. Paragraph II of the scheme runs:—

"11. *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."

10. It has been pointed out that the scheme is defective in that it excludes private candidates from its scope.

Office Note—cont.

Page 9 of G.O., No. 510, Educational, dated 9th July 1908.

11. Paragraph III of the scheme says:—

"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.

Page 9 of the notes file.

12. The objection under this head is that the Board should be made a more representative body than that indicated by the Committee, the University, the Colleges and the Teachers' organization being adequately represented on it. One or more itinerating Committees may also be appointed to examine the candidates personally *visà voce*. The Council of Native Education suggests the formation of a General Board consisting of nearly 50 members on the whole, representing various interests. The Board should be authorized to delegate its powers to a small executive body consisting of ten members fairly representative of the various agencies consisting the General Board to carry out the duties of the Board suggested by the Committee. The Director need not be member of the Board although he may have control over it.

All to be paid fees no doubt?

G. S. F[ORRES].

Pages 9 and 10 of G.O., No. 510, Educational, dated 9th July 1908.

4th, 5th and 6th forms = three years.

G. S. F[ORRES].

13. Paragraphs IV and V of the scheme are as follows:—

"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).

Office Note—cont.

C

"One of the following languages:—

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

"Short-hand and Type-writing."

"Pecis-writing and Indexing.

"Official Translation.

"Needle-work and Dress-making.

"Any lace-work or other subjects within the secondary school course.

"V. Preparation of certificate.—(1) The certificate shall be in the form shown in the appendix to this scheme. Every pupil on entering a fourth form shall be provided with a blank certificate to be kept in the custody of the school so long as he remains there, the entries in the certificate for each term being made in due course by the headmaster.

"(2) The results of school work done shall be entered against each subject taught in the school in the form of the number of marks gained out of a maximum of 100 for each subject except in the case of physical training where a general remark will be entered.

"(3) The school work of a year in which the pupil is not promoted to a higher form shall not be taken into account; and no term certificate shall be accepted which is not gained in one and the same school.

14. The remarks under this head may be classified under two heads—

(1) those relating to the form of certificate, and

(2) those relating to the subjects to be taught—compulsory and optional.

15. As regards the certificate, it has been suggested by some critics that it need not contain a record of the pupils' work for a period of three years, that it is enough if entries regarding the final school year are made and that the certificate should be open to the inspection of the parent or guardian. The preparation of the certificate will take too much time of the headmaster and the work should be simplified as much as possible.

"I should not count this except as an extra—it is purely mechanical—and cannot be substituted for an intellectual subject.

G. S. F[ORRES].

Page 10 of G.O., No. 510, Educational, dated 9th July 1908.

Pages 10—13 of the notes file.

Pages 12 and 13 *ibid*.

To cavil at it?

G. S. F[ORRES].

How?

G. S. F[ORRES].

Office Note—cont.

Page 11 of the notes file.

The conduct of a pupil as well as his attainments in Drawing and Gymnastics need not find a place in the certificate.

Page 12 of the notes file.

A few are of opinion that secondary education should be bifurcated in the fifth form and separate courses of study prescribed for the Matriculation and school-leaving certificates.

Page 11 of the notes file.

Certainly not.

G. S. F[ORBES].

16. As regards subjects, the main suggestions are for the addition of the following to the compulsory subjects :—

Outlines of History.
General Geography.
Elementary Mathematics.
Elementary Drawing } without
Physical Training } examination.
Science.

Page 12 of the notes file.

17. Other suggestions are—

(1) that provision should be made for industrial subjects either in the compulsory or optional groups; and

Is not list C wide enough?

G. S. F[ORBES].

(2) that there must be a wider range of optional subjects and candidates must be left to choose subjects according to their own aptitude.

Page 10 of G.O., No. 510, Educational, dated 9th July 1908.

18. Paragraph VI of the scheme runs :—

"VI. The public examination.—(1) At the end of the course in the sixth form, the headmaster shall forward to the Secretary to the Board the certificates of such of his pupils as wish to complete them by appearing for the public examination conducted by the Board and as are in his opinion competent to appear for that examination.

"(2) The certificate of no pupil shall thus be forwarded whose age then is less than 15 years.

Scotch.

G. S. F[ORBES].

"(3) A fee of Rs. 12 shall be sent [along] with each pupil's certificate.

"(4) The public examination will include the subjects of group A and any of the subjects of list C.

"(5) It will be held at such places and on such dates as may, from time to time, be notified.

"(6) The marks obtained out of a maximum of 100 in each subject at this examination will be entered by the Board on the last page of the certificate and the Board shall also be competent to moderate the marks obtained in school work except those obtained in the subjects of group B."

Office Note—cont.

Page 14—16 of the notes file.

Page 14 of the notes file.

19. The various suggestions under this head may be briefly summarised as shown below :—

There is no necessity for a public examination at all. The Board should itself set the question papers or exercise effective supervision in the matter. The permission of the headmaster need not be insisted upon for admission to the examination. The examination fee proposed (Rs. 12) is too high and should be reduced.

Page 15 of the notes file.

What does this mean?

G. S. F[ORBES].

20. As regards moderation of school marks by the Board, it is asserted that the system is not likely to work successfully in practice. It is at the same time suggested that moderation is unnecessary and if retained could be made fairly satisfactory by the adoption of some method of working it out, or should be made by Inspectors of Schools or itinerant Committees on the spot.

Page 16 of the notes file.

And he is right.

G. S. F[ORBES].

21. *Responsibility of Headmasters and Principals.*—The Trichinopoly Teachers' Association welcomes the responsibility imposed on Headmasters and Principals and is of opinion that the trust will be faithfully discharged, while the Hon'ble Mr. V. Krishnaswami Aiyar thinks that abuse of the trust by headmasters cannot be easily discovered and rectified.

22. It is submitted that the file may first be forwarded u.o. to the Director of Public Instruction for remarks on the various suggestions which have been made in respect of the scheme proposed by the Committee and as to what modifications he would propose in the scheme with reference to those suggestions.

K. RANGASWAMI AIYANGAR—16-11-08.

In the absence of a definite expression of opinion from the University regarding the School Final as a qualification for entrance to it, I don't see how we are to get much "forwarder". If the University refuses to accept this examination, the scheme will be shorn of the greater part of its advantages. Without its concurrence in the scheme, no final order can be passed. It is therefore for consideration whether the University should not now be asked to give a definite answer.

C. A. SOUTER—17-11-08.

Office Note—cont.

Vide note and order at A on page 3 *supra*. It has been decided that Government should consolidate and digest the various criticisms received and issue a final order which will be referred to the University for specific remarks.

2. The file may be sent in the first instance to the Director of Public Instruction u.o. for his remarks on the criticisms and suggestions received.

H. D. TAYLOR—18-11-08.

To the Director of Public Instruction.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION.

Director of Public Instruction's Note.

The scheme was published for *general* criticisms. The criticisms have all been printed and put in type for *reference*. The whole will be printed for *Record only*.

H. D. TAYLOR.

Surely not.

G. S. F[ORBES].

But it is not necessary that we should *publish* any of them. It would be absurd to publish some of them—indeed many of them. It is enough if Government have read them. Nor is it necessary to print even for record unauthenticated or clearly irresponsible criticisms (of 15-year old boys for all we know).

G. S. F[ORBES].

Page 17 of notes file.

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H. D. TAYLOR.

The object is to establish a system of general education not having as its sole end a University training.

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Page 17 of notes file.

The critics are many of them irresponsible people and it is for consideration whether all they have had to say should be published in a Government Order, especially matter which first appeared anonymously in a newspaper, *e.g.*, "The Western Star" of Travancore (outside the Presidency) and "The Madras Standard". I see it is all in type as a Government Order.

2. The Secretariat *précis*, dated 16th November deals with most matters and I have in what follows based my remarks upon it.

3. *Paragraph 2 of Secretariat précis.*—Proposal to alter the present Matriculation certificate on the lines of the proposed school-leaving certificate without the institution of a new examination.

One of the main objects of any change is to have an examination and school course controlled by Government through the department and not by the University.

4. *Paragraph 5 of Secretariat précis.*—Discretion to officers of Government to decide as to the fitness of candidates for Government service. This matter is distinct from the main subject.

The present system of requiring a pass in the Matriculation is no guarantee of fitness—whatever new system be adopted we are not giving up a system which experience has shown to be satisfactory.

For all except very unimportant posts graduates are forthcoming and will be so to a larger extent as time goes on.

Director of Public Instruction's Note—cont.

G. S. F[ORBES].

This is not quite correct. All applications are carefully scrutinized. The more so since the limit of general educational qualification has been raised to posts carrying a salary of over Rs. 20. They are by no means freely given except for temporary posts or short acting periods.

H. D. TAYLOR—9-12-08.

G. S. F[ORBES].

The certificate will in any case be evidence of a complete school course and it will be no very difficult matter to select the best among a number of applicants (at present impossible—from the Matriculation certificate)

Exemptions now freely given will be unnecessary.

The objections are not surprising considering the quarter from which they, for the most part, come. At present, scrape through Matriculation and a candidate is eligible for Government service without much enquiry into his real merit.

Generally speaking, there will be no real upset, much as I wish to see, of the domination of schools by an examination system so long as a "mere pass" means so much. The examination now proposed will have a different effect.

G. S. F[ORBES].

There is nothing in the scheme to prevent the adoption of any test for any department as may be found necessary.

Exemptions could be given in such cases as now, *e.g.*, school examinations in England and elsewhere.

H. D. TAYLOR.

The private candidate for Government service, *i.e.*, the person who has not been to school is a *rara avis* but there is nothing in the scheme to prevent his being entertained.

5. *Paragraph 6 of Secretariat précis.*—The University can easily control the entries into its affiliated Colleges. All that is wanted is general control over the action of any particular Principal. The matter does not directly affect Government.

Page 18 of notes file.

G. S. F[ORBES].

Page 19 *ibid*.

G.O., Nos. 144, 145, dated 30th March 1903, page 12, paragraph 4.

Not necessarily in this form. It is suggested that a fixed allowance may be given to the University by way of compensation for loss of Matriculation fees, if they accept the proposals.

H. D. TAYLOR.

6. *Paragraphs 7 and 8 of Secretariat précis.*—Government has already agreed that the University shall not suffer financially or at any rate that profits from the operations of the school leaving certificate Board shall be made over to the University in whole or in part. A very general guarantee is all that is required and this should be given in the Government Order.

Page 19 of notes file.

Page 20 of notes file.

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Page 19 of notes file.

Page 20 of notes file.

Director of Public Instruction's Note—*cont.*

H. D. TAYLOR. of the department which controls and tries to improve Secondary education on the one hand, and University which is interested in those seeking admission to its Colleges, on the other.

G. S. F[ORBES].

Pages 20—22 of notes file.

Both in Bombay and the United Provinces two years' attendance must be certified.

G. S. F[ORBES].

G. S. F[ORBES].

This is a question.

G. S. F[ORBES].

G. S. F[ORBES].

G. S. F[ORBES].

G. S. F[ORBES].

Of all schools.

G. S. F[ORBES].

Page 22 of notes file.

9. Paragraphs 13, 14 and 15 of *Secretariat précis*.—The proposal to make the "record" over more than one year is most important for the sake of the schools. It aims at minimizing the present cramming character of the final school year.

There is no reason why the parent or guardian should not inspect the certificate. The matter rests between him and the schoolmaster. Specific provision for the inspection is not necessary in the notification.

The headmaster whose work is now mainly supervision should easily find time for what he has to do. The certificate provides a frame work for his supervision over each individual pupil and as such is most useful.

Conduct and attainments in drawing and gymnastics, should be recorded. The first named is most important. The objection is that it is unfair to make a permanent record of youthful indiscretions but somehow or another the "moving finger writes"; in this case the "half-a-line" may be more than cancelled by a subsequent entry recording improvement. This is one of the functions of the school.

"Bifurcation" is a shibboleth—why not trifurcation or multifurcation? It is a curious fallacy that the subjects of school work can be separated into two groups—one group a preparation for the University and one for practical life.

10. Paragraph 16 of *Secretariat précis*.—The arrangement of subjects was arrived at as a compromise after much discussion in which the question of vernacular loomed large as usual.

The expression "other subjects within the secondary school course" seems as though it ought to be wide enough to please every body.

The scheme as it stands does not apply to Industrial schools but a parallel scheme under a separate Board might be arranged to do so. A separate Board would be necessary and it would deal with a different set of schools.

Director of Public Instruction's Note—*cont.*

Pages 22 and 23 of notes file.

11. Paragraphs 18 and 19 of *Secretariat précis*.—Some public examination, i.e., common to all secondary schools is necessary. We have gone as far as we can in the way of minimizing its evils.

The suggestion that the supervision of the Board will not be effective is gratuitous it is likely to be too effective to please some people.

That the permission of the headmaster need not be insisted upon is special pleading and looks like an attempt to break away from school control. The headmaster may keep a pupil for more than one year in any lower form, why not also in the VIth form.

The fee proposed (Rs. 12) is that charged for the Matriculation-examination and may be continued.

H. D. TAYLOR.

To be considered.

G. S. F[ORBES].

Page 23 of notes file.

12. Paragraph 20 of *Secretariat précis*.—*Moderation*.—The school work may fairly be relied upon in regard to the relative merits of the pupils of any one school but some moderation is desirable in comparing the school marks of a pupil from one school with those of a pupil from another. Such a system is also very necessary in comparing one school with another school. I look upon the possibility for this as one of the most important features of the whole scheme. Most of the critics look at the matter from the point of view of the individual but the individual naturally interests the department less than the school as a whole. The most important reason for shifting the school test from the University to the department is the facility it will afford for dealing with the school. I hate to judge a school by its Matriculation results because it is only the number of passes and the number of failures which are put together for each school. Under the new system all the marking will be done school by school and in several ways we shall learn much more about the school and ascertain which schools specially need improvement. The moderation is largely for this purpose and must be carried out in such a way as best to secure this end. This will be a matter for the Board and need not be stereotyped.

Roughly speaking my proposal to the committee was to take out the average school mark in each subject in each school and the average mark for the school at the public examination in each subject and alter the actual school marks for each pupil

A percentage deduction can be done more quickly without a machine.

G. S. F[ORBES].

Director of Public Instruction's Note—cont.

proportionately. A calculating machine for addition and tables prepared to serve as a "ready-reckoner" will enable any clerk to enter the moderated marks with accuracy and considerable rapidity.

Yes: on the whole, but there are exceptional circumstances to be considered.

G. S. F[ORBES].

Page 23 of notes file.

I.e., ought to be.

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Ibid.

The system is mechanical but only a mechanical system is fair and at the same time possible when dealing with large numbers of candidates.

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14. Paragraph 22 of Secretariat office précis.—In the result I do not find that the critics are sufficiently unanimous in regard to any one matter to make it advisable to alter the scheme.

A considerable number evince the usual solicitude for the person who does not go to school or—what is worse—goes to an unrecognized school. Such a person is essentially outside the scheme, but his position and prospects are in no way injured.

The elaborate character of the certificate has naturally attracted considerable attention. Experience may prove it feasible to simplify it, but at present its completeness in detail is the best safeguard of its integrity.

It is simply the universal distrust of each other that pervades this country.

G. S. F[ORBES].

The danger appertaining to the unknown or uncomprehended is scented in regard to moderation—these timid ones must have a little faith.

The alterations which I do propose are—

(i) Add to paragraph II* of the scheme as clause (4) "have completed the age of fifteen years on or before the first day of the month in which they appear at the examination."

The failure to refer to age in the committee's report was, I think, unintentional—anyhow it is important.

(ii) To make paragraph III read, for the present, thus:—

The certificates shall be awarded by a Board, the constitution of which will be notified hereafter.

* Page 9 of G.O., No. 510, Educational, dated 9th July 1908.

But see VI (2).

G. S. F[ORBES].

Page 18 of G.O., No. 841, Educational, dated 27th December 1906. Cf. Regulation 167, University Regulations. This seems necessary.

H.D.T.

Director of Public Instruction's Note—cont.

(iii) To alter date of coming into force if necessary but to make the public examination coincide with that of the next Matriculation examination (this will be December 1909).

I have thought much over the procedure that may best be followed should the scheme be approved.

It seems inadvisable to simply ask the University whether they will accept the scheme. From what I hear there is little doubt but that they will and it seems unnecessary that the Senate should discuss more than directly concerns them. In any case it may take the place of the Upper Secondary Examination.

The order might point out that, in the event of the University's accepting the certificates for admission to the colleges, arrangements will be made for University representation on the Board.

I give below the alterations in the regulations of the University which, I think, might be proposed by the Director of Public Instruction after the scheme has been issued by the Government.

Also the changes which I should propose in the Public Service Notification.

Page 18 of G.O., No. 841, Educational, dated 27th December 1906.

University Regulations.—Add between 165 and 166 as a new section "XII-A" (i.e., new XIII):—

Matriculation.—Holders of completed secondary school-leaving certificates issued under the authority of the Government of Madras or under such other authority as may have been accepted by the Syndicate may be permitted by the Head of a College affiliated in Arts to this University to matriculate provided that the Head of the College is satisfied that their attainments are such as to warrant their entering upon a University course and subject to the confirmation of the Syndicate.

Other candidates for matriculation shall be required to pass the matriculation examination of this University or some other examination accepted by the Syndicate as equivalent thereto.

In regulation 180, lines 11 and 12, omit the words "passing the" and "or other accepted examination."

Page 21 of G.O., No. 841, Educational, dated 27th December 1906.

Director of Public Instruction's Note—*cont.*

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The order might point out that, in the event of the University's accepting the certificates for admission to the colleges, arrangements will be made for University representation on the Board.

I give below the alterations in the regulations of the University which, I think, might be proposed by the Director of Public Instruction after the scheme has been issued by the Government.

Also the changes which I should propose in the Public Service Notification.

Page 18 of G.O., No. 841, Educational, dated 27th December 1906.

University Regulations.—Add between 165 and 166 as a new section "XII-A" (*i.e.*, new XIII):—

Matriculation.—Holders of completed secondary school-leaving certificates issued under the authority of the Government of Madras or under such other authority as may have been accepted by the Syndicate may be permitted by the Head of a College affiliated in Arts to this University to matriculate provided that the Head of the College is satisfied that their attainments are such as to warrant their entering upon a University course and subject to the confirmation of the Syndicate.

Other candidates for matriculation shall be required to pass the matriculation examination of this University or some other examination accepted by the Syndicate as equivalent thereto.

Page 21 of G.O., No. 841, Educational, dated 27th December 1906.

In regulation 180, lines 11 and 12, omit the words "passing the" and "or other accepted examination."

Director of Public Instruction's Note—*cont.*

Page 21 of G.O., No. 841, Educational, dated 27th December 1906.

In regulation 178 for the words "in which candidates are examined for the matriculation" substitute the words "which candidates studied previous to matriculation."

Public Service Notification.—Paragraph 1, to read:—

"Subject to the provisions of article 2 no person shall be eligible for appointment to any post in the superior service carrying a pay of Rs. 20 or more unless he has obtained a secondary school-leaving certificate issued under the authority of the Government or unless he passed prior to December 1909, the Madras Upper Secondary examination, with English as his first language, or the Matriculation examination of the Madras University or has passed some other examination accepted by the Government for the purposes of this notification as equivalent." Etc., etc.

A. G. BOURNE—7-12-08.

EDUCATIONAL DEPARTMENT.

Submitted for orders.

2. The report of the Committee is printed on pages 2 to 8 of G.O., No. 510, Educational, dated 9th July 1908, and the scheme on pages 9 to 13.

3. A précis of all criticisms received on the scheme as published in the *Fort St. George Gazette* will be found on pages 4 to 15 of the notes file.

4. The office-note, pages 15 to 22, makes a précis *seriatim* of the criticisms received, and I have noted in the margin where remarks seemed called for. The Director of Public Instruction's note is contained on pages 22 to 28, and I have referred against each paragraph to the page of the office-note dealt with.

5. The net result of the alterations proposed by Director of Public Instruction in the original scheme will be found on pages 26—28 *supra*.

6. On page 27, the Director of Public Instruction suggests the form in which the order may be drafted so as to leave it open to accept suggestions of the University on the scheme before it is finally approved and he suggests certain changes in the University Regulations which he proposes to introduce after the scheme is accepted by that body and which do not seem open to objection.

7. The suggested alteration of the Public Service Notification referred to by the Director of Public Instruction above may be dealt with separately after the scheme is approved finally.

ages 29-30 of the notes file.

8. The question of compensation to be paid to the University for loss of fee income derived by it from the Matriculation examination was referred to at the bottom of page 6 of K.W. G.O., No. 510, Educational, dated 19th July 1908. If the University accepts this scheme the compensation payable would not exceed Rs. 1,08,000 per annum or a little more.

9. The fiasco in regard to this year's Matriculation examination is another reason to preferring the present scheme to a mere examination test in regard to which knowledge may be purchased.

H. D. TAYLOR—15-12-08.

* Please put Director of Public Instruction's and subsequent notes in type and resubmit urgent.

G. S. F[ORBES]—17-12-08.

The Director's note of the 7th December 1908 and the subsequent notes have been put in type as directed and the file is resubmitted.

K. RANGASWAMI AYYANGAR—7-1-09.

C. A. SOUTER—7-1-09.

Resubmitted to Honourable Member in type as ordered.

A. BUTTERWORTH—8-1-09.

Please see if we have any information as to the scheme of School Final Examination in the other important Provinces—Bengal, United Provinces and Bombay. If anything has been settled, it would probably be published in the Provincial Gazette, and the indexes would show.

G. S. F[ORBES]—4-2-09.

The rules as to the School Final Examination in the United Provinces will be found on pages 156 to 160 of the Allahabad University Calendar for 1905-1906. The rules relating to the School Final Certificate Examination, which was to have superseded the School Final Examination from 1908, will be found on pages 160 and 161 of the same calendar.

2. The rules as to the Bombay School Final Examination are given in the notification on pages 1205 to 1213 of Part I of the *Bombay Gazette* for 1907, herewith submitted.

Returned to office.

G. S. F[ORBES].

Vide page 42 of the Quinquennial Review for Bengal for 1902-1903-1906-1907.

See also page 45, paragraphs 238, 239 and page 47, paragraph 244.

G. S. F[ORBES].

3. There appears to be no School Final Examination in Bengal.

4. The papers relating to the School Final Examination in Bombay and the United Provinces were separately obtained and will be found in G.O., No. 467, Educational, dated 16th June 1908.

K. RANGASWAMI AIYANGAR—6-2-09.

C. A. SOUTER—6-2-09.

A. BUTTERWORTH—7-2-09.

Director of Public Instruction's note, dated 20th March 1909.

Demi-official from the Hon'ble Mr. G. S. Forbes, C.S.I., I.C.S., to the Hon'ble Mr. A. G. Bourne, D.Sc., F.R.S., C.I.E., dated 16th March 1909.

In your u.o. note on "moderation" for the school final you explain:—

"Roughly speaking, my proposal to the Committee was to take out the 'average school mark' in each subject in each school, and the average mark for the school at the public examination in each subject, and alter the actual school marks for each pupil proportionately."

Could you kindly give me an example in figures.

The "average school mark," is the average for the school of the pupils sent up and examined. Might not the system handicap very seriously the good pupils, where these were few and the proportion of very indifferent pupils very large, or *vice versa*.

It will be very difficult for headmasters to refuse to send up almost every pupil who has attended regularly and *desires* to be examined. In this respect there may be very great divergences; and the proportion of indifferent scholars will have a serious effect upon the averages.

It is not intended to lay down any rule, forbidding a headmaster from sending up pupils unless they have attained a certain standard of "school marks"?

OFFICE OF THE DIR. OF PUBLIC INSTRUCTION.

The system will of course require modification, but I think it will be possible for the Board to invent a satisfactory *modus operandi*.

Director of Public Instruction's note, dated 20th March 1909—cont.

The particular hardship referred to by the Honourable Member would disappear if no "moderated" mark were entered when the examination mark came up to or exceeded the school mark.

Here is an extreme case. The school-master grossly overrates the knowledge of his pupils except in one case:—

School marks.	Moderated marks.	Examination marks.
A 100	..	100
100	..	0
100	..	0
100	..	0
100	..	0
100	..	0
100	..	0
100	..	0
100	..	0
100	..	0

In A's case moderated mark not entered.

Here is a case which might well occur:—

School marks.	Moderated marks.	Examination marks.
68	51	40
52	39 (or 40)	40
A. 40	..	60
32	24	20
32	24	20
20	15	10
20	15	10
16	12	10

The percentage deduction is taken here at 25 per cent. or $\frac{1}{4}$.

G. S. F[ORBES].

Because his examination marks are higher than school marks?

G. S. F[ORBES].

Here also in A's case the "moderated" mark (30) would not be entered.

Another rule might be that the "moderated" mark need not be lower than the examination mark. Here is a case where except in one case the pupils do better than the master expects or at any rate predicts:—

School marks.	Moderated marks.	Examination marks.
40	..	68
40	..	52
A. 60	40	40
20	..	32
20	..	32
10	..	20
10	..	20
10	..	16

Moderation necessary only in A's case and there governed by the above rule. A may have been marked unduly high at school knowingly.

G. S. F[ORBES].

A. G. BOURNE—20-3-09.

The Hon'ble Mr. Forbes' Note.

EDUCATIONAL DEPARTMENT.

I. THE SCHEME IN OTHER PROVINCES.

Before proceeding to examine the details of the scheme proposed by the Committee, it may be useful here to note shortly the leading features of what has been introduced as the "School Final Examination" in Bombay and the United Provinces. Bengal, no more than this Government, has not been able apparently to formulate a satisfactory scheme. The Bombay and United Provinces School Finals are mere examinations and have no means of giving weight to school work otherwise—

A. Bombay.

- (1) Certificates given on examinations held at centres.
- (2) Candidates must be 16.
- (3) Must have attended a *recognized school* for two years previously.
- (4) Exemption from this two years' condition may be given in exceptional circumstances by Inspector.
- (5) Subjects of examination are—
 - (a) Compulsory,
 - (i) Compulsory,—
 1. Arithmetic including Mensuration.
 2. English.
 3. Vernacular of candidate unless English when French, Latin or Indian Vernacular must be taken.
 4. History of India and Geography of world.
 - (b) Optional,—
 1. Classical language.
 2. Political Economy.
 3. Book-keeping, etc.
 4. Mathematics.
 5. Physics.
 - 6-7-8. (Sciences).
 9. Drawing.
 10. Manual training.
 11. Shorthand and type-writing.

Only *one* optional subject may be taken.

(6) Examination is by written papers but there is an oral test in English and in vernacular in reading manuscripts.

The Hon'ble Mr. Forbes' Note—*cont.*

University of Allahabad Calendar for 1905-1906, pages 160-161.

B. United Provinces.

Also give the School Final Certificate by a special examination—

- (1) The examination is once a year.
- (2) It is conducted by the *University*.
- (3) And at same time and place as *Matriculation* examination.
- (4) Candidates must have ordinarily attended a recognised school for two years.
- (5) A fee of Rs. 10 is payable and is not returnable.
- (6) On failure, a candidate may appear at a subsequent examination but he must have meantime attended a recognized school for a year.
- (7) The examination is by printed papers and *viva voce*.
- (8) The Questions and Answers to be in *English*.
- (9) (a) *Compulsory subjects*—
 - (i) English.
 - (ii) History and Geography.
 - (iii) Elementary Mathematics.
 - (iv) Either a classical language or Science.
 - (v) An Indian vernacular.
- (b) *Optional*—
 - (i) An additional language.
 - (ii) Drawing.
 - (iii) Book-keeping.
 - (iv) Agriculture.
 - (v) Music.
 - (vi) Domestic economy, etc. Only two optional subjects are to be taken.

It will be seen that neither the Bombay nor the United Provinces schemes involve anything more than our *Upper Secondary examination*.

C. Bengal.

A telegram from Bengal of 9th February says that "the scheme for School Final examination has not yet been settled."

G. S. F[ORBES].

So far as the office has ascertained nothing has as yet been done to give effect to the scheme. It would be interesting to know their difficulties. Of the necessity of a "School Final examination" the Bengal Director is plainly convinced—*vide* paragraph 244, page 47 of the Quinquennial Review.

The Hon'ble Mr. Forbes' Note—*cont.*II. THE MADRAS COMMITTEE'S
SCHEME.

2. The difficulties of settling a satisfactory scheme are very great. I have discussed the points of the present proposals several times with the Director of Public Instruction and with native gentlemen.

3. The outstanding feature of the scheme is the combination of *school marks* with a *public examination*. Bombay and the United Provinces have only the latter.

4. One main difficulty is the power placed in the hands of headmasters. The headmaster (1) assigns the school marks and (2) decides who are to go up for the public examination. If the school-leaving certificate is to be a passport to Government service, the pressure brought to bear upon headmasters to be lenient, so far as their obligations extend, will be very great, and many will yield to it either from good nature or favouritism or from less honest motives. The Hon'ble Mr. Krishnaswami Aiyar evidently sees this (*vide* paragraph 21 on page 21 *supra*); and of the reality of such fears there can be no question. There is no use blinking this objection.

5. But assuming that the work is honestly done, then it is objected that it is impossible to impose the same standards of attainment upon headmasters, who will necessarily differ among themselves in adjudging a pupil's progress, and thus that certificates will have very diverse values.

6. To meet these objections, as to the reality of which every one agrees, it is said that there will be certain checks upon the headmaster's abnormalities.

(i) *Inspector's supervision* in ordinary course will discover where headmasters are proceeding on wrong lines, or acting oppressively.

This is not clearly indicated except in paragraph 13 of the Director of Public Instruction's note at page 26 *supra*. And see also paragraph 14 of scheme report, page 3, Government Order, dated 9th July 1908.

The pupil's record will, as proposed, be kept, during three years; and the Inspector should, I think, have some power of revising a Headmaster's record and bringing it into line, at any time, where he finds improper or irregular records.

Paragraph 15 of committee's report, page 3, G.O., No. 510, Educational, dated 9th July 1908.

But see paragraph 25 of this note *infra*.

G. S. F[ORBES].

The Hon'ble Mr. Forbes' Note—*cont.*

This point will require further consideration with the Director of Public Instruction, and if finally accepted should be formulated and inserted in the orders.

(ii) *The Examining Board's Moderation* of the Headmaster's marks. This moderation is to be effected by applying mechanically to the "school" marks awarded by a Headmaster, a percentage correction, ascertained from a comparative scrutiny and examination of each Headmaster's methods of marking his pupils *generally*. In other words a "personal equation" will be computed for each school. The moderators will not deal with the pupils of a school, in this respect, individually—which would be quite impracticable—but only apply a "correction" to their school marks generally. Dr. Bourne explains the proposal fully in paragraph 12 of his unofficial note, dated 20th March 1909, on page 25 *supra*, which he wrote in reply to a demi-official of mine suggesting certain difficulties. He admits that the purely mechanical method of moderation indicated in his first note will require modification. But if the scheme is accepted, the particular method may be left to be settled by the Board.

7. On the whole I think we may give the scheme a trial.

8. With regard to the numerous criticisms of detail which have been collected, I agree generally with the opinions thereon which the Director of Public Instruction has expressed in his note at pages 22—23 *supra*, as shown in the margin. And the *more* important criticisms and answers may be worked into the final Government Order.

9. The *age* of 15 should be prescribed as recommended in paragraph 14 of the Director of Public Instruction's note, page 26; and as shown in VI (2) of scheme, page 10, G.O., No. 510, dated 9th July 1908.

10. The *constitution of the Board* seems appropriate and sufficient at any rate to commence with.

11. The *scope of the certificate, i.e., the subjects of study*, might however be improved. They are grouped into three groups A, B and C (*vide* page 9, G.O., No. 510, dated 9th July 1908.) A and B contain compulsory subjects and C the optional subjects, one or more of which may be taken. The difference between

The Hon'ble Mr. Forbes' Note—cont.

Vide VI (4) and VI (6) page 10 *ibid.*

subjects in A and B is that in A subjects there is a public examination and the school marks are "moderated", while in the B subjects there is no public examination and the school marks are not moderated. But the A subjects, as the list stands, embrace only (a) *Arithmetic*, (b) *English* and (c) *Vernacular*.

Considering the great uncertainty that must exist as to the value of the school marking, it seems essential that the more important and difficult subjects which may fall under B should also be tested by public examination. I should therefore transfer to A the subjects of *Geography and Science* * (bookwork); these subjects are compulsory, as it is; and add to them *History and Elementary Mathematics*.

12. It has to be remembered that the pupils who are claiming the certificate have passed through the Sixth Form. Both *History and Elementary Mathematics* are compulsory under the United Provinces scheme. The degree of attainment is entirely for the pupil. But all the subjects which I have named as properly falling under A are the usual curriculum in every secondary school.

13. I should then leave in B only those compulsory subjects which are not so easily tested by written examinations, viz.:—

Drawing.

Physical training (to include *manual training* where that has been introduced into a school).

Domestic economy, etc., for Girls.

14. Of the C subjects, which are optional, one or more may be taken. I think the Committee are quite right in not laying down any arbitrary limit on the number to be taken.

15. I see "shorthand and typewriting" is included in C. This is a purely mechanical accomplishment and cannot be put on the footing of an intellectual attainment such as a classical language or *Geometry* or *Botany*, etc. If it is to be left in, it certainly should not be offered as the one compulsory subject, where only one is offered.

16. I should strike out of the C list "Official Translation". There is no such specific thing that I know of (unless it is the barbaric Babu English of the taluk, etc., offices). Schoolboys should not receive the idea that there are two ways of writing good English.

* The written examination may be held only on the theoretical part, practical work being left to the headmaster.

G. S. F[ORBES].

Does *Elementary Mathematics* include more than *Arithmetic*?

M. H[AMMICK].

I agree.

I should leave it in but as an "Extra" not as the one compulsory subject.

A. L[AWLEY].

A. L[AWLEY].

The Hon'ble Mr. Forbes' Note—cont.

I would leave it at Rs. 12.

A. L[AWLEY].

This is right I think!

A. L[AWLEY].

Yes.

A. L[AWLEY].

17. As to the fees for examination perhaps the fee of Rs. 12 may stand, though it seems high. I should be willing to reduce it to Rs. 10. But for re-examination, I think a fee of Rs. 6 only should be taken.

18. The final certificates are to pass through the Headmaster to the pupil. I fear this will give room for some exactations, but I suppose it cannot be helped. Headmasters may also refuse to allow a pupil to appear for the written examination [see Rule VI (1)] if they do not consider him competent. I am not sure that a pupil should not have the right to appear if he chooses. But I am inclined to think a pupil should be entitled to receive the school leaving certificate made up on the school work whether he goes up for the written examination or not.

19. *Acceptance of certificate for Public service.*—It is quite clear that a certificate may testify to every degree of education. It will in time mean little more than that a pupil has worked his way through a school up to the sixth form and though it will show the benefit he has derived, that benefit may be valued at any figure. It will be necessary I think to prescribe that the candidate for a Rs. 20 post shall have secured at least say 40 per cent. or 33 per cent. on the total of his subjects. Some minimum must be fixed, and probably different minima for different offices or posts or grades of pay.

20. *Acceptance of the certificate by the University.*—We must allow the University to take its own course. We cannot require it to accept the certificate. If it does, the University will lose considerably financially. The enormous profit which it makes at present from *Matriculation* fees goes to make up the deficiency in the cost of examinations for the *Intermediate* and other examinations.

21. There is a vast number of people who look upon the University as a gold mine to be exploited for examination fees. The opposition to any thing which will diminish this source of profit will therefore be strenuous. Several native gentlemen (such as Mr. Sivaswami Aiyar and others) admit with a smile that this will be the real basis of the opposition.

The Hon'ble Mr. Forbes' Note—cont.

22. A look at the list of University examiners and assistant examiners will make this very clear. The numbers are prodigious. I should not be surprised to find that the number of such examiners and assistant examiners is double the number of examiners in all the Universities in England, Scotland and Ireland! How these numbers can be justified and the fees paid to them can scarcely be explained on any other supposition than that these posts are made for clamorous applicants and that so long as money is going the expenditure will be maintained.

23. What the University wishes us to do is to guarantee it against any diminution of these resources. I should hesitate to give so general a guarantee without being satisfied that all this expenditure is really warranted. I should be quite willing to give a guarantee against reasonable loss up to the extent of the profit from the proposed fees.

But whatever may be the University decision, I should go on with the school final certificate.

24. *Inspector's intervention.*—Since I wrote paragraph 6 (1) *supra*, I have had further conversation with the Director of Public Instruction. As I understand him, he would not regard the Inspector as a revising authority of school marks. The Inspector could not possibly inspect all schools and all records. The Inspector's duty would be general supervision as to methods, etc.

This only emphasizes the need of supplementing the Headmaster's school marks by an independent examination—and extended both to A and certain B subjects, as suggested above.

G. S. F[ORBES]—7-5-09.

Please print up these papers and then send to me.

M. H[AMMICK]—10-5-09.

Get printed sharp please.

L. M. WYNCH—12-5-09.

The papers have been printed. Submitted that the file may now be circulated to the Hon'ble Mr. Hammick, C.S.I., C.I.E.

K. RANGASWAMI AIYANGAR—26-5-09.

The papers have now been printed and are submitted to the Hon'ble Mr. Hammick, C.S.I.

2. It is not quite in order for me to submit a note at this stage * but I venture to offer the following suggestion with reference to the Hon'ble Mr. Forbes' proposal that some definite percentage of marks should be fixed as the border line below which candidates holding these leaving-school certificates should not be admitted to the public service.

L. M. WYNCH.

Anything of this kind seems to be strongly deprecated by the Committee—*vide* paragraphs 45 and 5, 7, 11 and 12 of the report in G.O., No. 510, Educational, dated 9th July 1908.

3. I do not quite follow the object of "moderating" the school marks by the results of the public examination.

In the first place what are the marks that are to be moderated? Apparently those obtained at the last school examination, but how long before the public examination is this school examination to be held?

So far as I can recollect my term report at school indicated progress (or the reverse) in the various subjects studied not by marks but by degrees from "very good" through "fair" and "moderate" down to "very bad" and the general result of the term examination in all the subjects by one place in the class. And I submit something of this sort would be a more useful index of a boy's progress in school than that the table of marks proposed in the specimen form of school-leaving certificate printed at pages 5 *et seq.* of G.O., No. 510, Educational, dated 9th July 1908.

4. A Collector having to choose from amongst a number of applicants from different schools would really have little to guide him as to the relative capabilities of the candidates beyond the marks obtained at the public examination. I would suggest that instead of entering the percentage of school marks the headmaster should enter the number of boys in the class in each subject and the particular boy's place therein as determined by the school examination. Inspectors could not exercise much check over school marks but it would not be a very difficult matter to ascertain whether a class was properly placed in order of merit.

Moreover, I think, a would-be employer would learn more from seeing that a boy had worked his way, say from the bottom of the fourth form up to a respectable position in the sixth form than he would from a mere table of marks which would give no indication of the boy's relative capacity.

5. Then as the result of the public examination in addition to the marks obtained I would enter in addition A the school average marks for that particular subject and B the Presidency average (for the particular year) which might be divided into two classes, first average of marks over 50 per cent. say and second the average of marks below 50 per cent. but above 25 per cent. Some maximum seems necessary as otherwise the average would be brought down too low.

A reference to A would at once furnish an index of the value of the headmaster's term reports as if the public examination showed that a boy was below the first-class average while the headmaster had always placed him near the top of his class it would be plain that either the headmaster had been partial or that the general standard of education in the school was low.

The computation of school and Presidency averages would not, I submit, be a harder task than the proposed "moderation" of school marks and would I think furnish a much more valuable criterion of the amount of education a boy had received.

6. A rule might then perhaps be framed that a candidate for the public service must be above the second-class Presidency average in total marks in the obligatory subjects without infringing the cardinal principles laid down by the Committee.

L. M. WYNCH—5-6-09.

The Hon'ble Mr. Hammick's Note.

I have been through these papers and thought over the scheme a good deal. The step proposed is a very important one, it is really a revolution in our educational world, and should have very far-reaching effects. It is clear that the United Provinces and Bombay have been afraid to carry out the scheme as originally framed and have actually instituted another form of Matriculation examination, with all the evils that that examination brings about. Bengal has so far been unable to make up its mind to do anything.

2. My own view is that we should either leave matters as they are or go the whole length and adopt this committee's scheme, leaving it to the committee to carry out such modifications as they may find necessary.

3. The scheme presupposes that the Indian schoolmaster is worthy of trust and this is the doubtful point, but I am ready to see him trusted in the way proposed in this scheme and judge later on whether he is worthy of it. It is universally admitted that the present system, under which the Matriculation examination is the end to which all schools work, is thoroughly bad and has done more than anything to destroy sound education in this country. In one way I welcome a system which will enhance the schoolmaster's authority and power over boys; at present he has not half enough.

4. Accepting the scheme as a whole I confine my remarks to my Honourable Colleague's note. As to the moderating of the school marks, I have had some talk to Dr. Bourne on the subject. Any scheme would apparently be an improvement on the present method by which the Matriculation examination is conducted, under which, one examiner attempts to control the work of, it may be, 20 assistant examiners, and produce some uniformity in their results. Mr. Wynch's note makes some good suggestions and I think in passing orders, some suggestion that the results might be tabulated by classes I and II instead of marks might be made. The committee may be left to work out the scheme. I am not sure how the "Final result"—column 5 of the form in the certificate—is intended to be filled up. I suppose it is intended I understood they were simply to be added. to take the moderated marks and the Public examination marks and add them and divide by two. I see objection to this system and would sooner see the final result given merely as a class either I, II or III.

5. I understand that all the school examinations will be held at fixed times to fit in with the Public examination.

6. The next and perhaps most important point is my Colleague's suggestion to add to the A subjects "Geography and Science" and "History and Elementary Mathematics."

I have no objection to the substitution of "Elementary Mathematics" for "Arithmetic." I presume "Arithmetic" really means much the same thing as Elementary Mathematics. Arithmetic now-a-days includes a great deal more than it did when I was a boy. In any case I suppose there will be a syllabus to show what is meant by Elementary Mathematics and I agree to that subject being made one for Public examination and so classed under A.

I however strongly object to Geography and Science and History being made the subject of Public examination. It has, I believe, been a perpetual reproach to the Matriculation examination, that these subjects especially cannot be tested by any examination like the Matriculation examination and the result of attempting to examine thousands of candidates by the same test in these subjects is that passing or not passing becomes a mere matter of chance and that the course of instruction in these subjects becomes pure and absolute gram. Men study the papers set for past years and the syllabuses (of appalling length) and then write handbooks which the boys learn by heart.

G. S. F[ORBES].

examination and the result of attempting to examine thousands of candidates by the same test in these subjects is that passing or not passing becomes a mere matter of chance and that the course of instruction in these subjects becomes pure and absolute gram. Men study the papers set for past years and the syllabuses (of appalling length) and then write handbooks which the boys learn by heart.

The Hon'ble Mr. Hammick's Notes—cont.

The examiners attempt to set papers to avoid giving the gram boys a chance and the result is most unfair papers of catch questions. I have examined some and can quite understand the complaints made about them. Then the papers are tested, valued *not* by the examiner who sets the paper, but by an assistant examiner who must often have a very vague idea of what the examiner meant by his question. If we are going to give up the system of a public test by examination like the Matriculation, let us give up certainly any attempt to hold a huge public examination in subjects like Geography, History and Elementary Science. We must trust to the Inspectors and schoolmasters to see that these subjects are properly taught.

G. S. F[ORBES].

I don't agree with this at all. The questions in elementary subjects of this sort, leave no room for doubt in any examiner's mind.

G. S. F[ORBES].

It is perfectly true these subjects form the usual curriculum in every secondary school; that however is not the point. The point is that they are very bad subjects for a public examination.

7. As to the C subjects I don't think it much matters what is left in this class. The final note is "*other subjects within the secondary school course*" I am ready to agree with my Honourable Colleague in what he says on this matter. I would leave it to the Committee to alter this list as they think fit.

"Hindi" I take it is practically Hindustani written in Sanskrit character and more Sanskrit in vocabulary as distinguished from Urdu written, etc. in Arabic character. I would strike it out and substitute Urdu (Hindustani).

G. S. F[ORBES]—29-6-09.

I don't understand why "Hindi" is in the list of languages, any more than "Bengali" or "Guzerathi" or "Panjabi". I believe some natives look forward to Hindi being the universal language of India. I would strike it out as needless here. I don't know what official translation means.

8. I would leave the fee as it stands. The examination will be an expensive one to conduct and the fee is now paid without demur for the Matriculation. I would let it stand and make a boy who came up twice pay the same fee twice.

I.e., I understand for the written examination but the boy should be entitled to a certificate of school attendance and school attainment from his Head master.

G. S. [FORBES].

9. Headmasters must have authority to prevent a boy going up for the examination. They have the same power now as regards Matriculation. An appeal would, I suppose, lie against a Headmaster's action to the Director or the School Committee.

10. As to the acceptance of the certificate for the public service (paragraph 19 of

This is Dr. Bourne.

G. S. F[ORBES].

that it will introduce exactly the same kind of feeling as regards this public examination as now exists regarding the Matriculation. We shall retain our present rules as regards the more important posts. I mean the qualification of a degree or Agricultural Diploma and so on. If, as I hope, our service is soon to be divided into lower and upper grades I should be inclined to have no tests beyond holding the final school certificate for the lower grades of appointments and I am not sure that I would not make most of these lower appointments non-pensionable, so that inefficient men might be got rid of more easily than is possible at present.

But a lower grade certificate may mean no attainments at all, practically.

G. S. F[ORBES].

The Hon'ble Mr. Hammick and His Excellency's Notes.

At all events if my Honourable Colleague insists on a minimum of marks as a qualification I hope he will consent to make it very low, say 25 per cent. or say anything about a third class if we adopt classes. Something that would show that the man applying who could not get such marks was absolutely unfit. We might perhaps also fix a maximum above which everybody would be considered fit and let the Board certify as regards the men who got marks between this maximum and minimum whether they considered the men fit or not. But on the whole I am inclined to prefer no minimum or maximum. A pass would mean that the boy was up to sixth form standard and a month's probation would settle whether the man suited or not the particular appointment for which he was an applicant.

Many Collectors and nearly all Public Works Department officers would, once a lad is taken in, keep him.

G. S. F[ORBES].

What I think is, that our whole object in this scheme is to get rid of examination marks as a test of merit and if we fix any particular percentage of marks now as a qualification we shall be undoing what the Committee have attempted to do.

G. S. F[ORBES].

11. My Honourable Colleague, in his last paragraph, seems to me to nullify all that is said before. He remarks there on the need for supplementing by an independent examination the test of boys' knowledge both in A and B subjects. But as I understand the whole object of the scheme and the Committee's report is to have done with the futile attempt which is now made by the University to test boys in these B subjects by a huge examination. The opinion, as I understand, of everybody who is capable of forming a proper opinion on the subject, is that it is impossible to test a boy's knowledge properly in these B subjects by a written examination conducted on the scale of the Matriculation Examination. I agree with this view and have long thought so. I am therefore very much against modifying the Committee's scheme in the direction of extending the public examination to other than the A subjects.

G. S. F[ORBES].

12. As to the University, I presume they will be left to come in or not as they please. But if they do come in, that is if they do accept this test as a substitute for Matriculation, I presume we shall be ready to pay them the net income they made on the Matriculation Examination. I suppose we should take the average, say of the past five years, and pay them the difference between the fees and cost of the examination as an annual contribution.

We should have to get the opinion of the University as soon as possible, as it will make a considerable difference in the working of the examination whether they accept it or not as a qualification for the University course.

13. In our order on the matter I think we should say as little as possible about this final certificate being a qualification for the public service. That would go out as a separate order amending our Public Service Notification.

M. H[AMMICK]—12-6-09.

Submitted to His Excellency the Governor.

L. M. WYNCH—14-6-09.

These proposals involve a very wide departure from anything which has hitherto been attempted in India. The success of the scheme must depend to a very great degree on the way in which each individual schoolmaster fulfils his responsibilities and honestly endeavours to meet the obligations imposed on him. It seems to me to be a very risky experiment!

His Excellency and the Hon'ble Mr. Forbes' Notes.

Would it not be possible to introduce it as a tentative measure in, say, three of the districts?

2. In any case it seems to me that the Inspectors' powers should be ample and should be clearly defined. Moreover if the supervision of the Inspectors is to be really effective their number will have to be considerably increased. The supposition that it will be well nigh impossible for headmasters to keep the necessary records and prepare the necessary returns is ridiculous.

3. As to the details of the scheme—The proposed method of moderating the pupils' marks is ingenious, but I doubt if it will ensure uniformity in testing the quality of education in the case of the various candidates.

I think that some system of classes would be preferable. Perhaps the committee could work out some scheme.

As to the subjects, "A" class—

I have no objection to the definition "Elementary Mathematics" instead of "Arithmetic".

I agree.

G. S. F[ORBES].

I must say that I should very much like to include History—at all events the History of India as an obligatory subject.

I rather doubt. It is a dangerous subject in the hands of some schoolmasters. It might go into B list.

M. H[AMMICK].

I should have thought that we could have prescribed one History of India as a classic in which pupils would always be examined.

I would leave the fees as at present for the present. I would make no provision at present defining any percentage of marks as a qualification for the Public Service.

As Mr. Hammick points out we at once get back to examination marks as the test of merit. We may, I think, deal separately with the question of the school certificate being regarded as a qualification for the Public Service.

We must leave the University to decide how far they accept the scheme.

The only subject in B that I cared about was science. See note.

G. S. F[ORBES].

I would drop the proposal to test the boys' knowledge in B subjects by Public examination.

4. These papers should be recirculated and then discussed in Council.

A. L[AWLEY]—24-6-09.

Submitted to the Hon'ble Mr. Forbes, C.S.I., and the Hon'ble Mr. Hammick, C.S.I., C.I.E.—

L. M. WYNCH—24-6-09.

I have had long conversations as to including "Science" among the subjects in which there should be a written examination with Dr. Bourne and Mr. Sivaswami Aiyar.

The latter agrees but Dr. Bourne is doubtful.

Dr. Bourne's objection is founded only on the results of the Matriculation examination in Science, in which the candidates are slaughtered by hundreds. But these results are due, not to any difficulties of examination but to the simple fact that native lads generally, are totally unresponsive of scientific instruction or ideas. This defect is notorious in the native character.

Nor are the masters in the schools good teachers or often competent at all to teach even simple scientific notions. If therefore a boy is passed locally the chances are that his knowledge of science is little or nothing.

It is impossible for Inspectors, as Mr. Sivaswami pointed out to me, to see that such teaching is on proper lines in all or the majority of the schools.

Hon'ble Messrs. Forbes and Hammick's Notes.

Yes. Science proper, but not the learning by heart of elementary books on Physics which is what is usually done now.

M. H[AMMICK]—30-6-09.

My object in putting Science (I give up history and geography) on the examination list was (1) to get some security that the lad really did know something of accurate Science and (2) to provide a standard for schoolmasters.

My Honourable Colleague's argument against examination would equally apply to any subject—Arithmetic, English or Composition. If these are on the A list, it is far easier to test a boy's knowledge of Arithmetic or English than it is to test his knowledge of History, Geography or Science. In my opinion it is ten times more important to have "Science" on the list, wherever it is taken up as a subject.

M. H[AMMICK]—30-6-09.

II. As to giving percentages I see no essential difference between that course and classification. But there must be one or the other. I have no objection to classification into classes I, II and III. Of course the examiners will write down the marks they give and add them up, and classify boy as I, II or III according to the percentage obtained; though he may not disclose the actual percentage for each boy, he must calculate it.

I would not object.

M. H[AMMICK]—30-6-09.

Quite impossible I think.

M. H[AMMICK]—30-6-09.

Very well. This proposal falls out.

A. L[AWLEY].

This better be brought to Council.

G. S. F[ORBES].

And I would not appoint any one even as a clerk in the Public Service unless he was in I or II.

If the scheme is introduced, I do not think it can be introduced partially in a few districts only.

G. S. F[ORBES]—29-6-09.

An example of the utility of testing men's knowledge in Science by the University was given last year when the men from the S.P.G. College at Trichinopoly came out top of the men from all the Presidency, for the degree, I believe, of Bachelor of Science, this College being, I understood, absolutely unfurnished with any of the apparatus usually thought necessary to teach Science! The University told the authorities that they must cease teaching Science, as they had no appliance for doing so. The very next examination brought their candidates out at the top of the list!

For Matriculation of course this method of cram is much more rampant. But it is perhaps advisable to make the youth of this country learn the smattering they get of Science from learning by rote text-books on the subject and I am ready for this reason to let Science go into class A.

M. H[AMMICK]—30-6-09.

Order in Council—

"Science" to be included in the list of A subjects.

2. "History of India" to be included in "B".

3. Nothing need be said in the draft order about any percentage of marks or class qualifying for Government service. This matter will have to be dealt with separately.

L. M. WYNCH—2-7-09.

Let me have a rough draft as soon as possible please, as Dr. Bourne is staying up till this order is settled.

L. M. WYNCH—2-7-09.

Remarks of the Director of Public Instruction.

A draft is submitted below for approval. Reference is made in the draft to some of the important criticisms, in accordance with Honourable Member's remarks in paragraph 8 of his note on page 35 *supra*.

K. RANGASWAMI AIYANGAR—5-7-09.

Draft submitted which follows in the main Honourable Member's and Director of Public Instruction's notes.

C. A. SOUTER—6-7-09.

Demi-official from the Hon'ble Mr. A. G. Bourne, D.Sc., Director of Public Instruction, to the Secretary to Government, Educational Department, dated 10th July 1909.

I return the proof of the draft Government Order. I have made one or two corrections in pencil but have no more to say.

Remarks on the draft order.

Title to be Secondary school leaving certificates. Nothing need be said about the Board in the order unless that separate orders will issue. The Board may be appointed after the Senate has met. The University may suggest that the Syndicate nominate the four non-officials to Government. This has been contemplated and might be agreed to.

Remarks of the Director of Public Instruction on the draft order.

With regard to giving his certificate to a pupil who has not been allowed to go up for the public examination no change is necessary in the order.

2. In the annexure—

Omit II (3) "have been recommended by their headmasters for such certificates".

Add under VII "the certificate of a pupil who is not in the opinion of the headmaster competent to appear for the public examination shall, if he is leaving the school, be endorsed to that effect over the headmaster's signature on page 13, column III. It shall then be forwarded to the Secretary to the Board for inspection and when returned to the headmaster shall be handed to the pupil."

Moderation.—Let paragraph 6 (3) run—

"Another point which has been made the subject of criticism is the Board's moderation of the marks awarded by the headmaster.

Some moderation seems necessary not only to check the vagaries of individual headmasters but to secure, as far as possible, uniformity of standard. The Government believe that the Board will be able to devise a suitable method of attaining these ends. The exact form of the certificate showing the combined result of school courses and public examination will be determined by the Board in accordance with the method adopted."

Supervision by Inspector.—Insert in paragraph 2 after "oppressively—"

"An Inspector could not be required to revise all the school marks as a matter of routine, but opportunity should be afforded him to draw attention to improper and irregular records which he may come across during his inspection. Definite provision will therefore be made in the school record for remarks by the Inspector."

Annexure in "school record".—Add at bottom—

Remarks by the Inspector when necessary upon the school marks.

(Signature)

Date.

Inspector of School.

3. Paragraph 5 [of the draft].—I would not confess that Government pays any attention to the Press.

Remarks of the Director of Public Instruction—cont.

Paragraph 6 (2).—Omit “and principals”. At the end substitute for the last sentence of 6 (2)—“Power must be given to a headmaster, subject to revision by the Board, to declare a pupil incompetent to appear for the public examination. Such pupil will, however, be entitled to the certificate as a record of his school attendance and attainments.”

Paragraph 6 (4).—Omit “and that the following” to the end of the sub-paragraph.

Omit newly—inserted 11 (4) from the annexure. It is provided for in VI (2).

Paragraph 6 (5).—Omit “and the school marks are moderated” and “and the school marks are not moderated.”

Paragraph 7.—To read—“The scheme, as now modified, will come into force from 1st January 1910 and the first public examination thereunder will take the place of the Upper Secondary Examination of that year.”

Add new paragraph between 8 and 9—“Orders will issue separately constituting the Board (of Management).”

Paragraph 10.—Omit “and if so, on what conditions”. *Add—*“Should they accept it, the Government is prepared to guarantee the University against reasonable loss of income to an extent not exceeding the profit derived from the new examination.”

A. G. BOURNE—10-7-09.

LEGISLATIVE DEPARTMENT.

A draft Government Order is submitted for approval; it has been drawn up in personal consultation with the Director of Public Instruction.

L. M. WYNOR—10-7-09.

Remarks on the revised draft order.

Last sentence of 1st sub-paragraph of paragraph 6 (ii) of the draft.

This has been done by providing a space for the Inspector's remarks at foot of the School record.

L.M.W.—10-7-09.

Definite provision will therefore be made in the school record for remarks by the Inspector.

Paragraph 6 (ii) of the draft.

Power must be given to a headmaster [subject to revision by the Board] to declare a pupil incompetent to appear for the public examination . . .

A of management to be constituted under the rules.

A. L[AWLEY]—10-7-09.

[] The words in brackets are for orders. Dr. Bourne thought it would be best to leave the Board some control in the matter. Provision has been made accordingly in rule VII (2).

L.M.W.—10-7-09.

Yes. I agree.

M. H[AMMICK]—14-7-09.

I agree. As a mere drafting amendment I would suggest that “constituted under the rules” be inserted after the word “Board”. It is the first time the Board has been mentioned and unless the rules be referred to, one cannot say what board is meant. I see it is called Board of Management in paragraph 9 below. That would do here.

J. N. A[TKINSON]—16-7-09.

I agree.

A. L[AWLEY].

First sentence of paragraph 6 (iii) of the draft.

Another point which has been made the subject of criticism [is the Board's moderation of the marks] awarded by the headmaster.

[] I should be inclined to say “is the power reserved to the Board to moderate the marks”.

J. N. A[TKINSON]—16-7-09.

I agree.

A. L[AWLEY].

Sub-paragraph of paragraph 6 (v) of the draft.

[] Dr. Bourne suggests that this sentence may be omitted here as it pertains rather to the Public Service Notification. So far as the leaving certificate is concerned, it does not matter what optional subjects a pupil offers.

L.M.W.—10-7-09.

I agree with Dr. Bourne. We may make the rule in the Public Service Notification.

M. H[AMMICK]—14-7-09.

J. N. A[TKINSON]—16-7-09.

Very well.

A. L[AWLEY].

Under B subjects “History of India” will be inserted in the place of “science” which will be transferred to the head A subjects. Under C subjects “official translation” and “Hindi” will be omitted. [As to shorthand and type-writing, the Government consider that it should not be offered as the one optional subject, where only one is offered, but it may be taken as an additional optional subject under C.]

Office—

Note that this order is to be embodied in Public Service Notification.

W. FRANCIS—21-7-09.

I agree.

M. H[AMMICK]—14-7-09.

It is the first time I have seen these papers. The draft seems to carry out the orders, and I accept it.

J. N. A[TKINSON]—16-7-09.

Draft approved.

A. L[AWLEY]—20-7-09.

Issue.

W. FRANCIS—21-7-09.

[G.O., No. 427, Educational, dated 21st July 1909.]

Will Managa Branch Press, Ootacamund
 please say whether the type of G.O. No.
 427 Ex^d. dated 21st July 1909, is still standing?

R.D.
 30.9.09

Managa Branch Press, Ootacamund. no.

Reply -

The type of G.O. no 427 Ex^d is still standing.

R.D.

Manager,

Govt. Press.

30/9/09.

To Branch Press, Ootacamund.

Please print 50 more copies of the
 G.O. for the record of this office as 100 copies are
 asked for by the University.

R.D.
 10.10.09

Note for the City office

Re. G.O. 427 of 1909 on School Fuel Expense

D.P. I want copies of the G.O. Summary, & so does
Press for the outside public. I suppose you have
shunk off copies enough & you will send them down
soon.

CRU

11-8-09

143² Copies of the G.O. referred to are
sent ~~by today~~ today. Please let us
know whether you want more.

CRU

12-8-9.

This is enough for

This is large enough for the present. It is expensive
to print & it cannot be said what the outside
public demand will be. It is better to ask
the Press than to break type. When may
copies for the Record only be expected?

please

file with 427
1909.

Press

Please note & return.

CRU

16-8-9.

Noted & returned
order only was printed in
11-11-09

Book-keeping and Commercial Arithmetic.

Short-hand and Type-writing [~~to be taken up as an extra optional subject and not as the only subject when only one subject is offered.~~]

Précis-writing and Indexing.

Needle-work and Dress-making.

Lace-work or any other subject within the secondary school course.

V. *Preparation of certificate.*—(1) The certificate shall be in the form shown in the appendix to this scheme. Every pupil on entering a fourth form shall be provided with a blank certificate to be kept in the custody of the school so long as he remains there, the entries in the certificate for each term being made in due course by the headmaster.

(2) The results of school work done shall be entered against each subject taught in the school in the form of the number of marks gained out of a maximum of 100 for each subject except in the case of physical training where a general remark will be entered.

(3) The school work of a year in which the pupil is not promoted to a higher form shall not be taken into account; and no term certificate shall be accepted which is not gained in one and the same school.

VI. *The public examination.*—(1) At the end of the course in the sixth form, the headmaster shall forward to the Secretary to the Board the certificates of such of his pupils as wish to complete them by appearing for the public examination conducted by the Board and as are, in his opinion, competent to appear for that examination.

(2) The certificate of no pupil shall thus be forwarded whose age then is less than 15 years unless he will complete the age of 15 years on or before the first day of the month in which the examination is to be held.

(3) A fee of Rs. 12 shall be sent along with each pupil's certificate.

(4) The public examination will include the subjects of group A and any of the subjects of list C.

(5) It will be held at such places and on such dates as may, from time to time, be notified.

(6) The marks obtained out of a maximum of 100 in each subject at this examination will be entered by the Board on the last page of the certificate and the Board shall also be competent to moderate the marks obtained in school work except those obtained in the subjects of group B.

VII. *Award of certificate.*—(1) The certificates thus filled in and completed shall be returned by the Board to the headmaster of each school for delivery to those who are leaving the school.

(2) The certificate of a pupil who is not, in the opinion of the headmaster, competent to appear for the public examination shall, if he is leaving the school, be endorsed to that effect over the headmaster's signature on page 13, column III. It shall then be forwarded to the Secretary to the Board for inspection and when returned to the headmaster shall be handed over to the pupil.

VIII. *Supplementary certificate.*—(1) If a pupil wishes to improve the certificate thus awarded to him, whether in regard to its quality in one or more subjects already brought up or by bringing up additional subjects under list C, he may go back to the same or any other recognised school and appear at a succeeding examination conducted by the Board in any subject or subjects in which the examination is held.

(2) There shall be no limit to the number of times which a pupil may thus be re-examined.

(3) The fee for the re-examination shall be Rs. 12, if the re-examination be in a subject or subjects in which a pupil has already been examined by the Board, and if otherwise, Rs. 3 for each new subject under list C.

(4) In either case, a further endorsement shall be made on the pupil's original certificate with regard to his progress in a manner similar to that laid down for the entries in the original certificate.

IX. *Subsidiary rules.*—The Board shall be competent to propose such subsidiary rules as it thinks fit for the estimate of school work done, the conduct of the public examination and other matters connected with the award of certificates subject to the provisions of this scheme. Such rules will be notified from time to time by the Director of Public Instruction.

X. *Date from which this scheme is to take effect.*—The scheme shall come into force from 1st January 1910 and the first public examination under it shall be held in March 1911,* the school work corresponding to it being confined, as a transitory measure, to the first and second terms of the preceding school year 1910. The school work in connection with the examination of 1911 shall cover four terms and that in connection with all subsequent examinations next following the full six terms.

* The exact date will be notified hereafter by the Director of Public Instruction.

next following

TELEPHONIC MESSAGE.

Date, _____ 190

Hours _____ Minutes.

From

The Registrar
Edl. Dept.
Madison University

To

The Head Clerk
Edl. Dept.

Please let me know at once whether spare copies of G.O. No. 427 Edl. of 25-7-09 are available. If so kindly let me have 120 copies. If these copies are not available at once may I have copies printed for distribution to the Senate.

ans
29/9/09

Reply

mitted.

inform 10/10

maybe 29.9.09

to strike

50 copies of the

any of style copy

should be still

ing?

100 copies

109

Saturday

100 copies of the G.O. are available to be spaced. I will be sent this evening if ordered. If more copies are required, they will have to be reprinted. (On terms approved by Regr. - L. M.)

all

For the message from Registrar

Please send the 100 copies now. If more copies are required I will let you know.

ans
29/9/09

Proof for approval
0049-4-25

No. 427, Educational, 21st JULY 1909.
GOVERNMENT OF MADRAS.
EDUCATIONAL DEPARTMENT.

slip. READ—the following papers:—

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

II

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

Order—No. 427, Educational, dated 21st July 1909.

In G.O., No. 212, Educational, dated 20th March 1908, the Government appointed a Committee consisting of the Director of Public Instruction as President, four officers of the Educational Department and four non-officials to consider and report upon the question of instituting a School Final examination in this Presidency.

2. The Government considered that it would be in the best interests of education to withdraw the recognition of the Matriculation examination as an entrance test for the public service and to institute a School Final examination which would serve both as an entrance test to the public service and as a final test for young men who were leaving school and who desired to enter a school of professional or technical teaching which was not connected with the University. The new examination was to be so organized as to embrace a wider range of studies than the Matriculation examination and to guarantee not merely that a boy had passed a certain test but also that he had gone through a definite course of study in a recognized school and that during the period which he had spent at such a school he had conducted himself in a satisfactory manner. The Government were also of the opinion that the scheme should be so formulated that the examination would be acceptable to the University as a substitute for the Matriculation examination either in whole or in part.

3. The Committee approved the decision of Government to replace the Matriculation examination as an entrance test for Government service by some guarantee that the applicant had gone through a definite course of study in a recognized secondary school and that during his period of study at such a school he had conducted himself in a satisfactory manner. They were, however, of the opinion that any mere examination at the close of a pupil's school career, even though such an examination admitted of a much wider range of studies than the Matriculation examination, would not fulfil the object which the Government had in view. They accordingly formulated a scheme for the award of a certificate to be called the "School Leaving Certificate" on the completion of the secondary school course, which would be a record of the last three years of the pupil's school career in regard to progress, attainments, character and conduct and would also show the result of a public examination.

4. The Committee's report and their proposals were published in the *Fort St. George Gazette* with an intimation that they would be taken into consideration on or after the 1st of September following, and the opinions of certain bodies and gentlemen likely to be interested in them were specially invited.

5. The Government have given their careful consideration to the scheme and to the criticisms made thereon by the gentlemen and bodies specially consulted, as well as by others who were good enough to offer their opinions on the scheme.

Docket

Secondary School Leaving Certificates
Approving with certain modifications the scheme for the
Award of Secondary — submitted by the Committee
Appointed to consider the question of instituting
a School Final Examination and directing
the Fort St. George Gazette.

No. , Edu

6. Most of the criticisms were unanimous in regard to any one in the scheme. The following observations

(i) It has been pointed out that the present Matriculation certificate on this suggestion cannot be adopted as education not having as its sole end

(ii) One main difficulty which is the power placed in the hands of school-marks and (2) decides who school-leaving certificate is to be a pressure might be brought to bear on obligations extended. Assuming that then it is objected that it is impossible for headmasters, who will necessarily progress, and thus that certificates

With regard to these objections in the scheme it should be easy to wilful or merely errors of judgment an undue advantage or he may suffer present conditions, and the Inspector where headmasters are proceeding on could not be required to revise an opportunity should be afforded him during his inspection. Definite provisions for remarks by the Inspector.

Power must be given to a headmaster a pupil incompetent to appear for the certificate as a record

(iii) Another point which has been made is the moderation of the marks awarded necessary not only to check the variation far as possible uniformity of standards be able to devise a suitable method certificate showing the combined marks be determined by the Board in accordance

(iv) The Government consider the Committee should be adhered to

(v) The scope of the certificate of some slight improvement. The subjects which A and B contain the subjects of school and C additional subjects, between subjects in A and B is while in the B subjects there is list stands, embrace only (a) Arithmetic and Translation. The Government consider A list and that "Elementary Mathematics"

Under B subjects, "History" which will be transferred to the "Hindi" will be Government consider that it is only one is offered, but it may

7. The scheme, as now in the first public examination the examination of that year.

been made have not been sufficiently to justify any material alteration being made in the institution of a new School Final examination aimed at can be gained by altering the of the proposed school-leaving certificate. The object is to establish a system of general university training.

It is urged in respect of the proposed scheme of headmasters. The headmaster (1) assigns the subject up for the public examination. If the subject to Government service, it is feared that headmasters to be lenient, so far as their work is honestly done by the headmasters, to impose the same standards of attainment upon among themselves in adjudging a pupil's very diverse values.

It is observed that under the system indicated the errors of headmasters whether they be individual pupil may here and there gain not to the extent to which he does under revision will in the ordinary course discover lines or acting oppressively. An Inspector school-marks as a matter of routine, but attention to improper and irregular records will therefore be made in the school-record

subject to revision by the Board to declare examination. Such pupil will, however, be attendance and attainments.

One of the subjects of criticism is the Board of headmaster. Some moderation seems to be individual headmasters but to secure as the Government believe that the Board will maintain these ends. The exact form of the school courses and public examination will with the method adopted.

the age limit of fifteen years proposed by

the subjects of study, seem to be capable grouped into three groups A, B and C, of which only studied by every pupil in a secondary of which may be taken. The difference between A subjects there is a public examination, examination. But the A subjects, as the English and (c) Vernacular Composition that "Science" should be transferred to the should be substituted for "Arithmetic".

will be inserted in the place of "Science" subjects. Under C subjects, "Official Translation" As to Shorthand and Typewriting, the offered as the one optional subject, where an additional optional subject under C.

will come into force from 1st January 1910, and will take the place of the Upper Secondary

S/

Management Committee
of Management to be constituted
under the Rules
This has been done for providing a space
with the help of the school board
in the App.

The words in brackets are for order.
Dr. Broune thought it would be better
to leave the Board some control in
the matter -

Prin. has been made out of 4/3/09
in rule vi. 2. Jagjeeb
Jagjeeb

Jagjeeb - As a more drafting
amendment I would suggest that "constituted"
under the Rules" be inserted after the
word "Board". It is the first time the
Board has been mentioned, unless the
Rules be referred to one cannot say what
Board is meant. - Jagjeeb

I see it is called Board in Para 9 below. That is
of Management in Para 9 below. That is
Dr. Broune suggest that this sentence
may be omitted here. As it pertains
rather to the Public Service Notification - S/
as the leaving certificate is concerned
it does not matter what subjects a pupil offers.

Jagjeeb with
Broune. We may
make a rule in the
Pub. Service Notif
the vi. 9
10/7/09

Note that this order is to be
embodied in Pub. Service Notification
May

Very well

I feel inclined to say
"is the power reserved to
the Board to moderate
the marks" Jagjeeb

Jagjeeb

[] omit. would come more
appropriately in the Public
Service notification.

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 certificate 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.

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

(2) The members of the Board shall be eligible for re-appointment.

(3) The Secretary to the Commission 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 shall be awarded to a pupil from the fourth form upwards, and shall show exact results of a public examination conducted by the Board. It shall show exact results of a public examination conducted by the Board. It shall show exact results of a public examination conducted by the Board. It shall show exact results of a public examination conducted by the Board.

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

Elementary Mathematics.
English.*
Vernacular Composition and 1
Science.

Geography.
History of India.
Drawing.
Physical training.
Domestic Economy and Needle-work.

One of the following languages:—

(a) Classical

(b) Foreign

(c) Indian vernaculars

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

* Great weight will be attached to handwriting and

NEXURE.

Secondary School Leaving Certificates.

The Board of Secondary School Leaving Certificates is published for general information.

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.

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

(2) The members of the Board shall be eligible for re-appointment.

(3) The Secretary to the Commission 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 shall be awarded to a pupil from the fourth form upwards, and shall show exact results of a public examination conducted by the Board. It shall show exact results of a public examination conducted by the Board. It shall show exact results of a public examination conducted by the Board.

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

A

Elementary Mathematics.

B

(for girls)
C

... { Sanskrit.	Arabic.
... { Greek.	Persian.
... { Latin.	Hebrew.
... { French.	German.
... { Urdu (Hindustani).	Mahratti.
... { Canarese.	Uriya.
... { Tamil.	Burmese.
... { Telugu.	Sinhalese.
... { Malayalam.	

spelling and to simplicity and directness of expression.

APPENDIX.
Secondary School Leaving Certificate.
Page 1.

1. Name of the pupil (in full).
2. Race or caste.
3. Date of birth.
4. Father's name.
5. School or schools and classes in them previously attended.

6. School which pupil is leaving.	Date of admission.	Admission number.	Date of leaving.	Signature of headmaster.

Page 2.

Finger-prints or other personal marks of identification.
Signature of pupil.
Date.
Attestation of headmaster.

Pages 3, 5, 7, 9 and 11.

School Record.

School. _____

Name of pupil _____ Signature of pupil _____

First Term—

Form.	Elementary Mathematics.	English.	Vernacular.	Science.	Geography.	History of India.	Drawing.	Domestic Economy.	Needlework.				

Percentage of marks.

School work													
---------------------	--	--	--	--	--	--	--	--	--	--	--	--	--

Handwriting (English).
Do. (Vernacular).
Physical Training and Games.
Manual Training.
Number of school days.
Number of attendances.
Percentage of attendances.
General remarks on special aptitudes, character and conduct.

Date _____

Headmaster.

Remarks by Inspector when necessary upon the school marks.

Date _____

Inspector of Schools.

vac note under para

Second Term—
Same as in first term certificate except:—

Number of school days.

Number of attendances.

Percentage of attendances. (1)

(1) Minimum admissible 60.

Combined result of school
Name of pupil (in full)——

Subjects.	At school				I Given by headmaster.
Elementary Mathematics					
English					
Vernacular ()					
Science					
Geography					
History of India					
Drawing					
Domestic Economy					
Needlework					
(Additional subjects)					

Remarks by the Board when necessary upon
handwriting at the examination.

Date——

(Sig

Wark

8

8

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ature.

5 8
Pages
Combined result of Supplement
Name of pupil (in full) —

Subject.				A
				I Given by headmaster
Elementary Mathematics	..	..	..	
English	..	..	..	
Vernacular (.. ..)	..	..	..	
Science	..	..	..	
(Additional subjects)	..	..	..	

Remarks by the Board—
Date (S

, 8, 10 and 12.

Term.	2nd Term.	For the year.
(1)		(2)

(2) Minimum admissible 120.

age 13.

course and public examination.

Percentage of marks.

II Moderated by the Board.	III At the public examination.	Final result.

the general character of the candidate's work and
ature.)

Secretary to the Board.

Mr. Latta

HL

PREFERENCE.

URGENT (a).

EDUCATIONAL
LEGISLATIVE DEPARTMENT.

urrent No....., dated.....190 ..

G.O., No. 427, dated 21-7-1909.

(b)

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 Notes.....

Docket. School leaving certificates:
 Approving a ~~School~~ for the award
 of ~~School~~ ~~that~~ ~~and~~ ~~directing~~ ~~to~~
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Correspondence
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Notes

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Ooty Records	...	...	...	...	5	3
For filing with original	...	...	...	...		
			Total	...	15	5

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Local and Municipal Department.....				
.....Dept.				
			Total ...	
Director of Public Instruction.....	5			
Comr. for Govt. Examinations.....				
Superintendent, Govt. Museum.....				
Surgeon-General.....				
Accountant-General.....				
The Collector of.....				
The P. D. B.....				
The <i>Resident Magistrate of Madras</i>	5			
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