

Educational (191 /) Department.

ORDINARY MS.

G.O., No. 692

DATED 29-9-1911.

[Despatch Abstract.]

Books and publications.

Recording letter from
the Private Secretary to His Excellency the
Governor, returning the report of the
Committee of the Syndicate regarding the
matriculation examination.

4/7/07/24
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BACK PAPERS.

G.O.	No.	Department.	Date.	G.O.	No.	Department.	Date.

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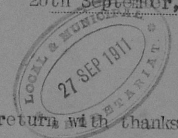
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File No. 2382
Recd 27.9.11
GOVERNMENT HOUSE.
Ootacamund,
26th September, 1911.



My dear Davidson,

I am desired to return with thanks the accompanying report of the Committee of the Syndicate regarding the Matriculation Examination which Innes forwarded to me with his D.O.No.65-1 dated the 10th January 1911.

Yours sincerely,

W. S. S. S.

The Hon'ble

Mr. L. Davidson, I.C.S.

Ag. Secretary to Government,

Educational Department,

Stonehouse Hill, Ootacamund.

Encl.1

TN
27/9

W.S.

The paper may be recorded and brought on record. The draft below is for approval.

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University of Madras.

MATRICULATION INQUIRY COMMITTEE.

REPORT.

APPOINTMENT OF COMMITTEE.

1. The Director of Public Instruction, Dr. A. G. Bourne, in a letter to the Syndicate, dated 23rd February, 1908, proposed that some action should be taken by the Syndicate with a view to investigating the cause or causes which are responsible for the large number of failures which occur year after year in the Matriculation examination.

Thereupon the Syndicate on 12th March, 1908, Resolved
"That the subject be referred for favour of full inquiry and report to a Committee consisting of Mr. A. C. Pranatarthihara Aiyar, Rev. J. M. Russell, Mr. P. T. Srinivasa Aiyangar, the Hon. Dr. A. G. Bourne, and Mr. J. H. Stone (Convener), with power to add to their number, to call for all examination papers, to examine witnesses, and to engage clerical assistance."

and also Resolved

"That the Registrar act as Secretary to the Committee and that Rev. W. Skinner be asked to serve on the Committee if Mr. Russell declines."

Constitution of Committee.

2. All the members appointed consented to act and the Committee sat as originally constituted.

Meetings of Committee.

3. The first meeting of the Committee was held in Brecks' School, Ootacamund, on Thursday, 4th June, 1908, and thereafter the Committee met each week day at Ootacamund till Friday, 12th June. Subsequently meetings of the Committee were held in Madras on Saturdays from 18th July to 22nd August, 1908.

Chairman.

4. The Committee at its first meeting appointed Mr. J. H. Stone its Chairman.

PRELIMINARY—

(a) Matriculation answer books, sorted for Examination.

5. In preparation for the inquiry, the Matriculation answer books were called in from the various Examiners, and were sorted according to the schools from which the candidates appeared. The expenditure of time and labour entailed in this task, which was considerable, was more than justified by the subsequent advantage to the Committee of being able to examine the papers sent in by individual candidates referred to by witnesses, and also to investigate the valuation and marking of the papers as a whole.

(b) Return from H. S., as to Matriculation classes & candidates, etc.
Form of Return.

6. A return was also requested from each High School of the following particulars for the information of the Committee:—

- (1) Number of pupils reading in the VIth Form at the time of sending in applications for the Matriculation Examinations of 1906 and 1907.
- (2) Number of sections in which the form was taught in 1906 and 1907.

- (3) Whether instruction was given in 1907 in—
 Chemistry, Mathematics,
 Physics, History,
 Geography,

by teachers specially qualified in those subjects, and, if so, what was the qualification in each case?

- (4) When the annual examination of 1906 was held and what degree of success in it was considered to entitle a boy to promotion?

How many boys in all were promoted?

How many were originally refused promotion and eventually promoted on reconsideration of their cases?

- (5) Number of pupils who in December 1907 had been in the VIth Form—

One year.	Three years.
Two years.	More than three years.

- (6) Number of pupils in the VIth Form in 1907, who had joined the school with leaving certificates from other schools in—

1907.	Earlier.
1906.	

- (7) Number of pupils sent up in 1907 who had failed in the Matriculation Examination—

Once.	Three times.
Twice.	More than three times.

- (8) Was a "Selection" examination held in 1907?

And, if so, when and what degree of success was held to entitle a pupil to be "selected"?

How many pupils not originally selected were eventually sent up for the examination?

- (9) Do you wish to give evidence before a Committee appointed by the Syndicate to investigate the causes of the small proportion of passes in the Matriculation from year to year. If so with what points would your evidence deal?

Summary of the statistics of the return.

1. High Schools.

7. A summary of the statistical portions of this return will be found in Appendix II (statistics) of this Report.

Out of the 274 recognized High Schools, returns were received from 258, some of them, however, being imperfect or incomplete. No return was received from sixteen schools.

An examination of the figures of the return is instructive.

2. Pupils in VIth Form.

It will be seen that in the VIth Form of the schools the number of pupils was 10,015 in 1906, and 9,747 in 1907.

3. Promotions.

In 1906, 4,253 pupils were promoted at the annual examination, but only a proportion of these remained in the schools through the following year. For in December, 1907, there were only 3,645 pupils who had been in the VIth Form for one year.* Of the promotions 226, or nearly 5 per cent, are admitted to have been made after re-consideration.

4. Duration of stay in VIth Form.

It is noteworthy that of the 9,747 pupils working in the VIth Form at the time of sending in applications for the

* The remaining 608 pupils may be presumed to have left School owing to want of success in 'Selection' examinations.

Matriculation Examination of 1907, 8,281 had been in that Form one year or over. This total is made up as follows:—

In the VIth Form,	1 year	...	3,645
Do. do.	2 years	...	2,903
Do. do.	3 years	...	1,284
Do. do.	more than 3 years	...	449

Assuming that the proportion has but a slight variation from year to year, this would seem to indicate that only a small percentage of Matriculation candidates are able to pass the examination after one year in the VIth Form, possibly owing to earlier ill-considered promotions.

This is corroborated by the fact that of the 6,985 school candidates examined in 1907, 2,034 had previously failed once, 974 twice, 258 three times, and 87 more than three times—a total of 3,349, leaving only 3,636 as the number of those who sat for the examination for the first time.

Number of Pupils sent up for Matriculation for the first time.

6. Transfers of pupils.

A large proportion of VIth Form pupils received their earlier training in schools other than those in which they entered upon the final stage of their Matriculation Course. The number of VIth Form pupils in 1907 was 9,747, of these 2,080 joined the schools from which they appeared during that year with leaving certificates from other schools, 1,083 did so in 1906, and 1,358 earlier. This fact is of considerable significance and bears directly upon the unsatisfactory nature of the Matriculation examination results.

7. Selection Examinations.

It appears that, though all the schools with the exception of 15 profess to have each year a selection examination for Matriculation candidates, in about 100 out of the number which have made a return on this question the qualification for selection was less than the University requirements for passing the Matriculation. It is by no means insignificant, when taken in conjunction with these low requirements, that of the total number of candidates sent up for the Matriculation 563 had actually failed in the school selection examinations. This action is commonly explained by Head Masters on the ground that, as the 'Selection' examinations are usually held three months before the Matriculation, the pupils who fall a little short of the standard are thus enabled to make up for their deficiencies.

8. Failed Selection Examination candidates sent up for the Matriculation.

The Committee, in drawing attention to these figures, does not commit itself to an opinion that selection examinations should be held, but wishes to point out that the return shows that Head Masters send up a considerable proportion of boys whom they have insufficient grounds for expecting to pass.

STATISTICAL EVIDENCE— No information as to the number of new candidates year by year.

8. A considerable quantity of statistics, which appears in Appendix II of this report, was collected for the information of the Committee from the records of the examination during the last twenty years. It is to be regretted that no information was obtainable as to the number of candidates year by year who were successful at the first attempt at the examination or the number which sat having previously failed once, twice, thrice or oftener. Possibly this information might have thrown some valuable light upon the rise and fall of the percentages of passes in the examination, and might have either justified or discredited the contention that the more successful years are to

be accounted for by the presence at the examination of large proportions of previously failed candidates who had undergone extended preparation.

Graphs of percentages.

9. For the graphical representations of the statistics, which so clearly and simply indicate the fluctuations in the results, the Committee is indebted to Mr. P. T. Srinivasa Aiyangar.

Variations in results.

10. Table No. I give in outline the results of the Matriculation examination from 1887 to 1907. It will be seen that the results as a whole show remarkable variations, which are indicated in detail in Tables Nos. II and III. The average percentage in the whole examinations during the period under survey was, of failures 74.2, and of passes 25.8. The percentage of failures rose to 84.6 in 1892 and dropped to 63.4 in 1895, with corresponding percentages of passes in those two years of 15.4 and 36.6.

In English.

11. The variations in the results of the examination in the different branches shown in Table No. III are equally interesting, especially those in the English branches. It has been suggested that the variations may be due to the fact that the appointment of a new Chief Examiner lowers the percentage of passes; and that until his idiosyncrasies have been recognized by the candidates, the percentage of passes remains low, but shows a steady rise throughout the years in which he examines, only to fall with the appointment of his successor. A careful comparison of the examination results with the lists of Chief Examiners proves that there is no foundation whatever for this supposition.

12. Whatever be the operating causes for the extremes of variation indicated by the figures (and probably they are many and complex), there can be little doubt but that the chief among them is the fact that a very large proportion of candidates year by year present themselves at the examination with the absolute minimum requirements of knowledge and capacity. Such being the case an abnormal failure in the examination must result from the slightest variation in the conditions unfavourable to these candidates, e.g., from the presence in any paper of one question more difficult than usual: and it is quite possible that the variations between the good and bad years can be accounted for by there being in the one case a good average of passes in each division of the examination and in the other an exceptional failure in separate divisions owing either to neglect of preparation or to some exceptional difficulty in certain papers. So long as separate passes in so many different subjects continues a condition of success, a considerable variation must be expected. It is chiefly by this argument that the demand for a "Moderating Board" is supported.

Private candidates.

13. Tables Nos. IV, V and VI give figures showing the influence of private candidates on the results of the Matriculation examinations. The average depreciation of the percentages of passes due to candidates of this class amounts to 4.5: the proportion of private candidates does not vary much from year to year nor does the percentage of failures among them. The figures strikingly confirm the general impression of the very unfavourable influence upon the efficiency of the examination exercised by this class of candidates.

Candidates failed in one or more divisions with an aggregate equal to the passing minima.

In view of the demand for optional subjects in the Matriculation examination Table No. VII is not without interest. It appears that in the examination of 1907, 2,110 of the unsuccessful candidates each obtained aggregate marks equal to the sum of the passing minima for the four divisions of the examination, but failed to obtain the minimum in one or more divisions. Only two of these 2,110 would have been declared to have passed under the New Regulation 176 which provides that "a candidate who fails to obtain the required minimum in one subject only but who passes in English and gains 50 per cent of the total number of marks shall be declared to have passed." It may, therefore, be anticipated that the operation of this Regulation will, in the present state of High School education, have very limited scope, and that it will not meet the case of candidates who show special aptitudes and might on that ground be held fit for a University course. A recommendation of the Committee bearing on this point will be found below.

Science History and Geography results.

14. It will be noticed that the "General knowledge" subjects proved the most difficult of the four divisions. Table No. XI shows that the prevailing impression that the Science papers have been the main cause of failure in this division is correct, but not to the extent imagined. The records for the year 1906 point to an unwonted difficulty in the History and Geography Papers of that year. Table No. VIII further indicates that the results in General Subjects have by no means improved since Science was combined with History and Geography in 1902 to form one division. Since separate passes in the various subjects of the division have not been required the percentage of failures has largely increased. Possibly the result presumably aimed at by the University in combining the subjects might have been achieved by some combined action of the Boards of Examiners. It has been suggested that each Board insists too determinedly upon the paramount importance of proficiency in its own subjects.

Prescribed Text books.

15. It is significant to note that if the demand for the reintroduction of Text-books in English had its origin in an expectation that the number of passes would thereby be greater, that expectation is not likely to be fulfilled. The figures in Table IX show despite the raising of the passing minimum from 33 to 40 per cent in 1891, an increase of nearly 10 per cent in the average percentage of passes in English since the abolition of Text-books.

Results in Selected Schools.

16. Table XII shows a comparison of the general results with those of certain schools selected on the ground that they have an established reputation for efficiency decidedly above the average.

It will be seen that these schools have continuously passed a larger percentage of their pupils than the average for schools in general. The difference is not, however, so marked as the Committee anticipated it would prove to be. It is probable that the superiority of staff and equipment in these schools is largely neutralized by their size. In "good" schools the higher forms are almost invariably taught in several sections each of the maximum strength of forty pupils allowed by the Department, while even in the best schools almost no attempt has hitherto been made to give a specialized character to the work of these sections.

It might be expected that the variation would be greater in the results of a single school, or of a small group of schools, than in those of the examination as a whole. But the figures on this point are somewhat remarkable, and strongly suggest that even in the best schools the mental equipment of the average candidate is not calculated to do more than enable him just to pass the examination under normally favourable conditions.

EVIDENCE OF WITNESSES.

17. A considerable number of witnesses, representative of every side of educational work, gave evidence before the Committee.

Selection of witnesses.

While it was sitting at Ootacamund, advantage was taken of the presence in the neighbourhood of certain gentlemen who possess intimate knowledge of the High School system and of the Matriculation examination. To the subsequent meetings in Madras other witnesses were summoned some from High Schools in those parts of the Presidency which had not previously been represented, and others whose evidence was required for particular points in the inquiry. The attendance of some of the former was subsequently dispensed with, as the Committee found that the evidence was being practically repeated by each High School witness and that no good purpose would be served by prolonging the inquiry further into the points raised by them.

List of witnesses.

18. The following witnesses, representative of the Boards of Examiners, the Colleges, and the High Schools, were examined by the Committee:—

- Mr. P. J. Devasahayam, B.A., L.T., L.M. High School, Coimbatore.
- „ M. D. Gopalachari, B.A., L.T., Town High School, Guntur.
- „ A. A. Hall, Saidapet.
- M.R.Ry. B. Hanumantha Rau Avl., B.A., Madras.
- Mr. Mark Hunter, M.A., Rajahmundry.
- „ J. R. Kalyanaraman, B.A., L.T., B.G.M. High School, Tellicherry.
- „ K. Krishna Rau, B.A., L.T., National High School, Proddutur.
- „ R. S. Krishnaswami, B.A., L.T., U.F.C.M. High School, Conjeevaram.
- „ S. S. Krishnaswami, B.A., L.T., Municipal High School, Karur.
- The Rev. A. Moffat, M.A., B.Sc., Madras.
- Mr. C. Morrison, M.A., Madras.
- „ C. W. Moss, M.A., Madras.
- „ A. Panchapagesa Aiyar, B.A., L.T., P. S. High School, Mysapore.
- „ C. Parthasarathi Mudaliyar, B.A., L.T., Board High School, Chittoor.
- „ K. Raghunatha Chariyar, Maharajah's High School, Trivandrum.
- „ K. B. Ramanatha Aiyar, M.A., L.T., B.L., Madras.
- „ A. Santanarama Aiyangar, B.A., L.T., V. R. High School, Nellore.
- „ E. A. Seaton, Hyderabad.
- „ K. Sesha Aiyar, B.A., L.T., Salem College.

Rev. Father Sewell, S.J., Trichinopoly.

Mr. R. Srinivasa Aiyangar, B.A., National High School, Negapatam.

„ T. R. Srinivasa Aiyangar, B.A., Kalyanasundaram High School, Tanjore.

„ V. R. Vaidisvara Aiyar, B.A., L.T., High School, Ottapalam.

Method of Examination.

19. In order to facilitate the progress of the inquiry, each witness from a High School was required in the first instance to confine his remarks to the points originally raised by him in his formal reply to the preliminary circular sent out: but in every case an opportunity was afforded of giving further evidence on any other matter within the scope of the inquiry. The Committee also decided that written statements put in by witnesses should be accepted as part of their evidence. A digest of the evidence submitted forms Appendix I to this report.

FINDINGS OF THE COMMITTEE ON THE EVIDENCE.

20. The Committee closely investigated a large number of supposed possible causes of failure, some of which were suggested to witnesses for an expression of their opinion thereon, others being directly drawn from evidence tendered before the Committee. The finding of the Committee after consideration of each of these supposed causes of failure is here given in detail.

POSSIBLE CAUSES OF FAILURE.

21. The possible causes of failure may be divided into—

- I. Defects in High Schools and Classes.
- II. Disabilities of candidates due to the exotic character of the course.
- III. The nature and conduct of the examination.
- IV. Other causes, e.g., arrested development.

These are here considered in the order given.

I. Defects in High Schools and Classes—

- (1) Overcrowded Schools and Classes, due to
- (a) Matriculation necessary qualification for any professional employment.

22. It seems to be generally admitted that a chief defect of the High Schools and one of considerable importance is that they are overcrowded especially in those forms which are more directly engaged in preparing candidates for the Matriculation examination. In considering the causes to which this overcrowding is due, the Committee has found remarkable unanimity of opinion that the prime cause of the congestion in Form VI of most High Schools is the fact that Government has hitherto made the Matriculation examination the essential qualification for all appointments carrying Rs. 15 per mensem. Much of the anxiety of parents to have their boys promoted and the anxiety for promotion on the part of pupils themselves is due to this fact—with the consequence that not only is the standard of the teaching in Form VI lowered to meet the case of badly prepared pupils, but very many candidates appear for the Matriculation examination who are in no way fitted for a University course. Furthermore the swelling of the upper classes in the High Schools with pupils actuated by such purely pecuniary aims cannot but exercise a most pernicious influence on organization, discipline, and teaching. Much of the overcrowding appears also to be due to an unwarrantable but hardly preventable desire for a large fee income. And this is, further, itself responsible in a great measure for the ill-considered promotions which fill the upper Forms with badly grounded and incapable pupils. Promotions from the lower to the higher Forms, it appears, are too often made not on account of fitness but in order that the school funds may not only not lose the fee income of pupils who

- (b) Desire for large fee income.

- (c) Ill-considered promotions.

might otherwise leave school in discontent, but also may benefit from the graduation of the fees, which are higher for the upper than for the lower classes. They are also often made as a result of the pressure of influences outside the school. The same evil seems to exist with regard to the selection examinations in Form VI. The returns from the High Schools admit but 226 promotions made after reconsideration and 563 non-selected pupils sent up for the Matriculation examination. How many promotions and selections, however, are made in the first instance without reference to the real fitness of the individuals it would be difficult to estimate. But there seems to be ground for suspicion on this point in view of the evidence that when pupils are not promoted or selected in accordance with their expectations they leave the school (in the case of non-selected pupils for the Matriculation, possibly only for the remainder of that year, after which they again return to prepare for the next examination), and that many promotions are therefore made solely with a view to avoid the loss of fees which would otherwise result. One witness, indeed, frankly stated that he invariably sent up for the Matriculation every pupil desirous of sitting at the examination, and attempted to justify his action "on moral grounds"—that their school fees having been paid, he had no right to interfere with their projects however ill-advised.

2. Admission of pupils badly taught in preparatory schools and classes.

23. A cause of the superabundance of unsatisfactory pupils in the upper Forms of the High Schools, allied to the foregoing, is one which is advanced by the Heads of these schools in extenuation of their own shortcomings. They assert that the High School classes are recruited with badly taught pupils from the preparatory schools, who have had no proper grounding in the elements of the subjects they are supposed to have learnt. The competition among the High Schools is so keen that few of them can afford to take the stand of refusing admittance to such pupils.

24. It may be further remarked that in the opinion of the Committee the energies of the teachers are so much directed to obtaining satisfactory Matriculation results, that the lower classes in the High Schools themselves are neglected, with a result that pupils pass up the school from the lower classes equally unfit with those admitted from outside. The Teachers engaged in instructing these classes are too often young, inexperienced and unqualified, and too little attention is directed in many of the schools to making the junior school thoroughly efficient.

3. Frequent transfers of Teachers and Pupils.

25. Another distinct evil is the frequent transfers of Teachers and of Pupils from school to school. It is very desirable that satisfactory teachers should be retained as long as possible so as to ensure a continuity of training and influence. With regard to pupils, some check might well be put upon the number of capricious removals of pupils from school to school. It is a very significant fact that out of the 9,747 pupils reading in the Sixth Form in 1907 4,521 had joined their present schools with leaving certificates from other schools, and of this number 2,980 had done so in 1907 alone. It would seem as if towards the end of the Matriculation course a candidate will interrupt his preparation on the slightest excuse. A question of discipline, a disappointment in a school test examination, the reputation of a

teacher in a neighbouring school—any pretext forms a sufficient excuse for a pupil to remove from one school to another. The High School representatives while admitting the fact seemed to look upon it as inevitable, and comparatively unimportant.

4. Inefficient Teaching due to
(a) Defect in Teachers.
(i) In General Education.

26. The opinion has been very generally expressed by the Head Masters of High Schools as well as by other witnesses that the personnel of the teaching profession is not satisfactory: that as a rule School Teachers are not drawn from the best types of University graduates; and that too large a number of them, especially of those engaged in teaching the lower classes, in the schools are not only without professional qualification but also lamentably deficient in general education. It may be remarked in this connexion that the annual outturn of trained teachers of all grades is certainly not capable both of meeting the annual wastage from death and retirement and of satisfying the increased demand due to the rise in the number of pupils in schools. This in the quinquennium, 1902-03—1905-07 was in Secondary schools from 45,643 to 57,642.

(ii) In training.

27. Witnesses not interested in defending the training institutions criticize the training given in them (1) as not encouraging originality nor the habit of experimenting in methods of teaching, (2) as producing evanescent results. The effect of the training, they say, soon passes; and the trained teacher tends to come down to the level of the traditional school routine. The work in the schools attached to Training Colleges is moreover still not sufficiently above that level.

(iii) In Ideals—Examination passes to be somehow obtained.

28. It is also admitted that the teachers as a whole are too prone to regard examination successes as the chief end of school work. Such a restricted outlook and poverty of ideals cannot, in view of the enthusiasm displayed by elementary teachers in Europe, be attributed to the want of high qualifications among the teachers. Its cause is chiefly the commercial view so commonly taken of educational work, which is shared by teachers and scholars alike: the view that education consists of the buying and selling of so much information for particular purposes.

(iv) A too common want of intelligent interest in and enthusiasm for their work.

29. The same cause in the opinion of the Committee accounts largely for the want of intelligent interest in and enthusiasm for their work which is characteristic of so many of the profession.

30. Many High School witnesses thought that the cause of these deficiencies amongst the teachers is the low rate of pay they receive and the want of prospects in the profession; that the teacher is uninfluential and poor, and that consequently the better types of graduates are not tempted to enter or stay in the profession. The Committee cannot but admit that the teaching profession is too often the final refuge of incompetence, but indications are not wanting that it is now more successful than at any time in the last twenty years in the competition for talent. They also dispute the inferiority of the profession. Its prizes are neither numerous nor great, but its net advantages are considerable. If, moreover, the teacher's inefficiency is due to discouragement it might reasonably be asked what increase of material advantage would be sufficient to remedy the evil? The fact is that in the teaching profession, as in all public service, zeal and enthusiasm

have no definite exchange value, they do not necessarily increase with rise in pay; and also that any means that may be adopted for raising the status of the profession are likely to operate rather by attracting better men into it than by stimulating the energies of those already there.

(b) Defects in organization.

(i) Want of efficient supervision.

31. Many defects in organization have been brought to the notice of the Committee. A failure in the past has been the want of efficient supervision, especially in the smaller schools where the Head Masters have had too much to do. Supervision is now provided for, and as a consequence the schools should become more efficient.

(ii) Want of specialized teaching in higher forms.

32. The returns from the schools also show that the employment of teachers with some special knowledge is much on the increase, although some witnesses said that with the funds at disposal it was almost impossible to provide specialists except in large and wealthy schools. But the real amount of specialized knowledge and skill represented by the B.A., L.T., in Mathematics, Science, and History, is much too small. The new regulations for the B.A. and L.T. Degrees will in time improve matters.

(iii) Crude classification of pupils. [No attempt to meet individual needs.]

33. The classification of pupils is of a kind which would be considered in Europe of the crudest description: no attempt seems to be made to arrange for such cross-classification as would allow of those pupils with more aptitude for one subject than another to work with his compeers in that subject irrespective of his other attainments. Such cross-classification as is common in English public schools is hardly attempted and is looked upon as impossible in practice. The defect is not inevitable, and an attempt to remedy it is very desirable.

(iv) Badly designed School-houses and class-rooms.

[Two or more classes taught in the same room. In-different lighting (glare) and ventilation. Furniture unsuitable and badly arranged.]

34. Structural improvements have been made very generally, but the schools are not yet ideal. It is quite certain that the low level of success attained by schools in general is partly attributable to the unfavourable physical conditions under which the work is done. Not only does the want of comfortable and healthy conditions make effective work difficult to pupils and teachers alike, but has a most pernicious effect upon school discipline, a point in which a large number of schools are notoriously weak.

(v) Poor supply of appliances, scientific apparatus, maps, books.

35. It is also evident that the schools still suffer from the want of an adequate supply of appliances and apparatus. Especially in connexion with the teaching of Science and Geography is this the case. Mere book-work cannot result in a sound knowledge of these subjects.

(vi) School hours too exclusively devoted to class teaching.

36. Much work is now expected to be done at home, often under very unfavourable conditions, which might be better done at school. There is a general consensus of opinion that the best place for preparation, if it can be arranged, is the school. There are few facilities for study and little economy of time in an Indian home.

(vii) The school courses too short.

37. It is commonly accepted that few Matriculation candidates are successful at their first attempt. In 1907 out of 6,985 school candidates for the examination 2,034 had previously failed once, 974 twice, 258 three times, and 87 more than three times. That is to say only 52 per cent were making their first appearance. If the standard of difficulty of the

Matriculation is to be maintained at its present level it would seem as if another year could be added to the school course with advantage, provided that the interests of the best type of candidate, who passes the examination now at the first attempt, are properly safeguarded. This, perhaps, would be unnecessary if the teaching and training were better regulated from the lowest class upwards.

(viii) Vacations ill arranged.

38. The vacations are, it is agreed, too long. Shorter vacations and shorter school hours (if it were possible to arrange for them) would be advantageous to pupils. Witnesses have suggested that no school day should be longer than three hours, and that there should be no general holidays! Others, that no teacher should have more than five hours' work a day. The most reasonable suggestion is that the vacations be shortened so as never to exceed six weeks, the teaching hours reduced, and time given for preparation of lessons and for written exercises in school.

(ix) Records of pupils' work and progress not carefully maintained.

39. It appears that in many schools little or no attempt is made to record the progress of the pupils, nor to preserve such records when made, for future use. There is alleged to be some difficulty, either in the economy of time for such work or in the nature of the work itself, which prevents the systematic keeping of such records.

(x) Parents' co-operation indifferently secured.

40. Consequently only in rare instances does it appear that terminal or other periodic reports are submitted to parents. Parents are stated to have too much interest in the relative rate of progress of their children through the school—far too little in their educational welfare.

(c) Insufficient attention to moral training.

41. Little evidence was heard on the quality of the moral training in the schools. It was, however, freely admitted by some witnesses that discipline was difficult to maintain, the alleged causes being, however, outside the school and beyond the teachers' control. Any laxity of discipline must, of course prejudicially affect the educational value of any school course.

(d) Defects in method.

(a) Too much class teaching and too little left to pupils.

42. The High School system appears to be an imperfect adaptation of English Elementary School methods to Indian Secondary Education. Hence there is too much class teaching and too little is left to pupils. The large size of the classes no doubt makes individual attention to pupils very difficult. But there is also apparent a tendency for the teacher to do everything for the pupil. An indication of this is the demand for specimen answers to the Matriculation examination papers, as a guide to the teachers. The inability of the candidates to think out for themselves a question of an unusual type points to the same defect.

(ii) Too great reliance placed on examinations.

43. The main end and aim of the teachers being to get their pupils through the Matriculation examination, there has been too much preliminary school examination work. Too much reliance is placed on test examinations, and apparently too little attention and too little care is given to the proper correction of the written exercises of the pupils.

How far above defects due to inevitable financial limitations.

44. It is generally claimed that financial considerations prevent the remedy of many of the above defects in the High Schools: that they are due to the inevitable limitations of Managers' and of Government's pecuniary resources: that the provision of good school-houses properly equipped with apparatus, and

the employment of competent teachers on adequate salaries is a primary necessity, but is impossible under existing conditions.

It is, of course, obvious that increased expenditure on schools would make for increased efficiency, but the Committee considers that the funds at present available might be better applied. In particular it deprecates the multiplication of secondary schools. The real need of the country would in its view be better and more economically served by a smaller number of schools provided with suitable hostel or boarding accommodation. The practical obstacles to the realization of this ideal are noted below.

The fact remains, however, that the present resources of Managers and the department are insufficient to provide a high type of secondary education for the large number of boys for whom their parents desire it, and at the rates of fees those parents are now paying. Secondary education in the Presidency is on a distinctly lower level of efficiency than in Europe while the Matriculation examination is as exacting as any test of the kind. These facts go far to explain the low average of success in it.

45. It may be assumed that some proportion of Secondary school pupils are unfit for higher studies: excluding these, the question arises whether the abler pupils have a distinctively Indian turn of mind which makes the kind of work required of them more difficult than it would be to Europeans of similar intellectual powers. The Committee invited evidence as to whether the following are Indian mental characteristics:—

- (a) Aptitude for learning by rote.
- (b) Inclination to rely on authority.
- (c) Want of confidence in the validity of their own intellectual processes.
- (d) Taste for abstractions, and for deductive reasoning, and a corresponding distaste for careful observation and the drawing of inferences from it.
- (e) Want of mental perspective, i.e., of distinguishing the relative importance of things (perhaps due to ignorance).

And, if so, how far these characteristics have proved susceptible to modification under the influence of European education.

The evidence on these points has been meagre, largely owing to the fact that many witnesses were Indian teachers who presumably felt hardly qualified to venture an opinion. What evidence was tendered went to indicate that though the characteristics noted are undoubtedly present, yet they are susceptible of modification and are not so ineradicable as might be supposed. The examination papers of later years are, however, often objected to on grounds which are hardly distinguishable from a complaint that these mental characteristics are not by these papers allowed full play, e.g., memorizing—learning by rote—taste for pure rather than applied mathematics. Yet many teachers welcome the innovations thus objected to.

46. Very great stress has been laid on the difficulty experienced by teachers and pupils on account of the necessity of doing their work in a language other than their own vernacular. One witness stated that "very few boys are really fit for promotion to the VIth Form at all, owing to their ignorance of English," and that

11. Disabilities of candidates due to the exotic character of the course.
(1) Intellectual characteristics.

(2) Education in a language imperfectly known by both teachers and pupils.

almost the whole cause of failure was the want of proper appreciation of the *ideas* conveyed by English words. Another witness added that the standard of English required in the higher University examinations was too low, and the teachers themselves were therefore very imperfect English scholars.

Though the difficulty of teaching and learning in a foreign language may be admitted, it is possible that too much may be made of it. It seems clear that English is better known than it was, and that the lectures in English are better understood. Examiners were inclined to make light of the language difficulty but it must be remembered that the psychological interrelations of thought and language are so subtle that it is probably impossible to decide (except in extreme cases) how far failure to produce a satisfactory answer is due to want of English. The necessity of covering a wide range of studies in a foreign language must be a heavy tax on the energies of boys in Indian schools. The Committee agrees with several witnesses that the work of schools ought to have for its main object the acquisition of English, and that the present system encourages the attempt to reach a higher standard in other subjects than is compatible with this main object.

It is also to be noted that the variation in the results of the Matriculation examination cannot be accounted for by the presence of any such language difficulty. In the Second Language part of the examination, where the medium of teaching is the Vernacular of the teacher, the pupil, and the examiner, the variations in the results are no less striking than those in the other subjects.

47. It would appear that the ceremonials attendant upon marriage are often a cause of irregularity in attendance at school: but the marriages themselves hardly begin to affect the life of the candidates during their High School career, and may be almost ignored as a factor in their success or failure.

48. The evidence, which was not explicit, but very general in character, went to show considerable wastage of funds and teaching power on account of the multiplicity of schools. It was, however, agreed that it would be useless to expect localities to give up their claims to have their own schools however inefficient and relatively expensive. The cost to pupils of travelling to and boarding at large centres was deemed prohibitive in the majority of cases.

49. The great mass of evidence volunteered by the witnesses bore upon the nature and conduct of the examination. These were almost invariably held to be responsible for the high percentage of failure year by year in the Matriculation examination. In support of this contention it was stated that the schools, whatever their defects, had been perceptibly improving: that the teaching was better, more trained teachers were employed, better teaching methods were coming into vogue: that school premises were being improved, and were being equipped with larger and better supplies of apparatus: further that the national characteristics had not changed, except perhaps from an examination point of view for the better: and that, therefore, if the schools and the pupils had been not only not stationary but advancing, the only cause for the continued poverty of examination results was to be found in the nature and conduct of the examination itself.

- (3) Social customs.
(a) Early marriages and consequent domestic cares.
- (b) Preference for day over boarding schools (leading to the multiplication of High Schools and consequent want of economy.)

III. The nature and conduct of the examination.

50. It was conceded that with the improvement in the schools and in education generally the Matriculation examination should be made a correspondingly severer test. But it was contended that the severity of the test had increased out of all proportion to the surrounding circumstances, and that there were other defects in the present system which called for remedy.

51. The arguments here adduced, however, hardly account for the variation in the results year by year, or in particular for the fact that the percentage of passes rose in 1906 to 34.8 and fell in 1907 to 17.4.

It is possible that so great a variation as this may in part be properly attributed to some real though unforeseen and unintentional difficulty in the examination as a whole or to defects in the system of marking adopted. But, even granting this, the Committee would emphasize a fact already mentioned, viz., that examination of the mark books shows that such a large percentage of the candidates are "on the verge" as to justify the contention that even one or two exceptionally difficult or even unusual questions will make an extraordinary difference in any year in the percentages of passes and failures. Such being the case the responsibility for these variations cannot be fixed to more than a partial extent upon the examination itself: some considerable part attaches to the institutions which send up so many candidates with the absolute minimum of preparation in the desperate hope of their gaining undeserved success.

52. At the same time it must also be admitted that these variations are partly due to the difficulty of dealing with such a large number of candidates as now present themselves for the Matriculation examination. The numbers have grown continuously and the difficulty of maintaining a uniform standard has correspondingly increased.

53. The investigation of the Committee into the methods of setting the papers and of valuing the answers, taken in conjunction with the record of the yearly results, points to a considerable failure to secure uniformity. At the same time it must not be concluded that the candidate necessarily suffers from this failure. The Committee has noticed as many cases of too high marking as of too low, and thinks it unlikely that the most careful revaluation of all the papers of any year would materially alter the results.

54. The evidence is strongly opposed to the present system of prescribing a wide range of subjects and of compelling a separate pass in at least four branches. The result of this system is that a very severe test is imposed on the candidates. No amount of excellence in any one branch is allowed to compensate for a degree of weakness below the required minimum in another. It is very significant that 2,110 candidates in 1907 failed after obtaining aggregate marks equal to the sum of the minima for the four divisions of the examination, because they had failed to obtain the minimum in one or more divisions: of these 1,480 failed in one division only. These figures strongly support the contention that options, both as to the subjects to be taken and in the question papers themselves, should be introduced. In few if any other important University entrance examinations are no options allowed. It is justifiably claimed that the insistence on separate passes not only interferes with a reasonable amount of specialization but prevents the ordinary candidate

(1) Number and diversity of subjects: necessity for separate passes.

from being thoroughly grounded in any one of the wide range of subjects prescribed, and is a chief cause of the fact that so many candidates proceed to the examination with no better expectation than of just "scraping through:" and also that while many candidates well fitted for a University course are rejected on account of weakness in a single branch, a very large number of those accepted are totally unfit for study in the higher branches of learning. As before stated the New Regulations do not appear to remedy these defects (see para. 13). It is suggested that much better and more satisfactory results would be obtained by reducing the number of compulsory papers and lowering the standard of difficulty in those papers, and by sharply raising the passing minimum at the same time. If the scheme which has been prepared for granting school final certificates took the place of the present Matriculation examination, it would be possible for Heads of colleges to select students fit for higher studies on the ground of either general or special aptitude. Under it they would be able to reject men who under the present system just scrape through and to select men who show special aptitude in some particular subject, even though they may be weak in other subjects.

(2) Character of the papers set.

55. The character of the papers set has been the subject of severe criticism. It was stated to be the experience of many of the High School teachers that year by year the standard has been raised out of all proportion to 'the general rise in the standard of education' in the Presidency. With this conclusion the Committee does not agree. The evidence points to more strictness in marking the answer papers, and to a gradual change in the general form of the question put. It is very doubtful whether the question papers set in recent years make a larger demand upon the knowledge of the candidates than did those of twenty years ago. They may be, and probably are, a severer test of real ability and of intelligent teaching. And this is apparently the real grievance. The aim of the teachers is in many cases too obviously to pass as many pupils as possible with the smallest expenditure of energy. This search for the most economical method of preparing pupils for an examination is an unhealthy sign, and is exemplified by the constant outcry for model answers.

56. But there is a considerable amount of criticism, some of which the Committee considers justifiable, levelled at the papers set for the last few years, the cumulative effect of which points to the conclusion that the papers are sometimes too difficult, especially in view of the fact that they form separate parts of one examination. They are sometimes too long, sometimes require too much knowledge or power of thought and observation of phenomena, and occasionally contain questions which are somewhat outside the prescribed texts. The questions are not always well suited to test the knowledge and capability of a candidate; and in form and phraseology they sometimes err on the side of obscurity or ambiguity, so as to present wholly unintentional difficulties. But while this much may be conceded to the critics, it has been clearly brought out in the inquiry that the examiners, though insisting in the Science papers upon a considerable degree of accuracy of thought and statement, are satisfied with much simpler answers than the teachers

and candidates seem to have expected. The sooner the latter are disabused of the notion that the examiners are constantly setting traps for the examinees the better for educational progress.

(3) Absence of a distinct Board of Examiners for the Matriculation Examination.

57. In almost every case the representatives of High Schools have urged the necessity of either a separate Board of Examiners for the Matriculation examination composed wholly or in part of persons with High School experience, or the appointment to each of the present Boards of one or two examiners directly representative of the High Schools. It was contended that the adoption of either of these proposals would result in an improvement in the type of questions set in the direction of testing the High School teaching and the capacity of the candidates, and of the elimination of questions either ambiguous or unnecessarily obscure. It is curious to note that several advocates of this reform entirely failed themselves to recast questions of which they had complained so as to present them to the Committee in a more suitable form.

58. The weight of evidence, however, is strongly in favour of the conduct of the examination by a Board appointed *ad hoc* and of adequate representation being given upon it to the High Schools. It may be pointed out that the "Physical Sciences" Board of Examiners is the only one which does not contain members directly connected with High Schools. The Committee considers that a Board that would deal with the English portion of the examination as a whole would probably conduct it more satisfactorily, and that such a Board should contain a proportion of members in intimate touch with High School work.

(4) Inefficient valuation owing to the large number of candidates.

59. The investigations of the Committee into the valuation of the answer papers have shown that a certain percentage of error has been present in the valuation work. That there should be such a percentage was only to be expected and even the exercise of the greatest care and the most methodical revision, cannot eliminate it. The Committee thinks, however, that the system devised some years ago for supervising the work of assistant examiners has hardly realized the expectations of the Syndicate. It has secured considerable uniformity in the average marking of assistants, but this uniformity is evidently compatible with a good deal of variation from the average in the case of individual papers. There is, however, no reason to suppose that the greatest care is not taken by the Chief and the assistant examiners as a whole. It is sufficient for the present purpose to remark, that if it was intended that the Matriculation examination should create a uniform standard by which candidates might be measured, the result is very far from realizing that idea. Making all allowance for unintentional alterations in the standard of the papers set year by year, and assuming that the quality of the candidates as a whole cannot and does not vary appreciably, some responsibility for the variation in the results must attach to the valuation of the answer papers; and in view of the large number of candidates "on the verge," referred to above, any departure from the normal in the direction of either generosity or strictness is calculated to have a very considerable effect upon the results.

60. The Committee considers that there is much room for improvement not only in the distribution of marks and the

methods of valuation, but also in the care bestowed upon individual answer papers. It does not endorse the suggestion of one witness that each answer paper should be separately valued by two independent examiners, but recommends that the number of answer papers allotted to each assistant examiner be considerably reduced, so as to allow more time for careful valuation and for more certain if more tedious methods of valuation being followed.

(5) Unsystematic supervision by Chief Examiners, and want of continuity in their work.

61. The supervising work of the Chief Examiners has not come under any serious criticism. Certainly the objections to the questions set, and to the quality of the valuation work amount to indirect criticism of them. But these faults are due more to the system than to the individuals concerned. The remedy is believed to lie in the appointment of two Chief Examiners in the place of one, who shall be jointly responsible for the papers set, the distribution of the marks, and the correct valuation of the answers. It has been suggested that one of these should be directly representative of the High Schools.

62. In this connexion it may be safely affirmed that the setting of papers by Boards is not an unmixed advantage. The responsibility is shifted from the examiner who draws up the paper to the Board who revises and passes it. Questions are altered by the Boards, and the alterations sometimes tend to ambiguity or obscurity of language, and may impair the unity of the paper. The function of the Boards should be to point out defects which may be removed at his leisure by the examiner responsible for the paper.

63. The Committee considers that, with a view to securing continuity of standards and methods, it is highly desirable that a systematic consideration should be given to the annual reports from the examiners, and submits below a recommendation on the matter.

(6) How far does the examination succeed in selecting those, and only those, fit for a University course?

64. Witnesses have freely stated that the Matriculation fails to select those candidates and only those fit for a University course. It is affirmed on the one hand that a large proportion of the candidates who fail are ready to take full advantage of a University course, and, on the other hand, that the majority even of those who pass are unfit to enter upon the higher branches of learning. Little direct evidence was given but there was a prevailing impression in the minds of the witnesses representative of colleges, that there was better material left behind than much of that sent on to them.

(7) Does intelligent teaching pay in examination results?

65. It is stated that intelligent teaching does not pay in examination results. Possibly this view is erroneous. It is only of late years that the type of questions set has awakened the teachers to the necessity of doing something more than mere cramming. Some are, however, doubtful of the practical value of intelligent teaching, and it is obviously of the first importance that the papers set by University examiners should be so framed as to demonstrate its value.

IV. Arrested development.

66. The Committee invited evidence on the point whether it was within the experience of witnesses that the mental growth of the Indian student suffered to any extent from arrested development. So far as the investigation has shown this has proved to be an almost negligible factor in the Matriculation results. That arrested development is too common is certainly the case, and the causes to which it is attributed are various, amongst others to the extreme of poverty of many pupils but

more generally to the stupefying methods of study adopted. But it is infrequent enough to have no important bearing upon the whole question of the causes of failure in the Matriculation examination.

GENERAL CONCLUSION
AND RECOMMENDATIONS
OF THE COMMITTEE.

67. The terms of reference to the Committee included an investigation into "the cause or causes which are responsible for the large number of failures which occur year after year in the Matriculation examination."

The Committee in this report has made reference to such of the possible causes of failure as have seemed deserving of notice, and, after some criticism of the evidence, has expressed its opinion as to their relative value.

It now remains for the Committee to summarize its conclusions. And in so doing the Committee, although not specifically asked for suggestions for future action on the part of the Syndicate, ventures to make some recommendations for the consideration of that body. It hopes, however, that many of the defects indicated in the present High School system and in the conduct of the University examinations will be remedied without the previous necessity of any definite action on the part of the Syndicate or of the University. It has not, therefore, found it necessary to make specific recommendations with regard to every point raised, but has reserved its recommendations, here and above in the report, for those defects only which in its opinion are not only capable of remedy by regulation, but are of sufficient general importance to warrant some action being taken in the immediate future.

68. Considering the causes of failure under the main sub-divisions noted above:—

FIRST. *Defects in High Schools and Classes.*—The Committee is satisfied that a very large part of the responsibility for the failures in the Matriculation examination must attach to the existence of the defects indicated. In the case of the private candidates the large proportion of failure must be due in great measure to the defects in their early school training: but even if the private candidates be left out of consideration this truth is equally evident.

69. Many of the defects indicated are capable of remedy; others are apparently inherent in any school system which is composed of a large number of separate units with widely differing local circumstance.

70. The Committee however recommends—

- (1) That the attention of the Managing Bodies and the Head Teachers of High Schools be directed to the importance of
 - (a) The provision of well-trained Teachers for the lower as well as the higher Forms
 - (b) Carefully considered promotions
 - (c) Adequate supply of apparatus
 - (d) All possible means to meet individual needs of pupils
 - (e) Provision of time in school hours for preparation work
 - (f) Vacations of more equal length

- (g) The enlistment of the sympathy of parents and guardians in the intellectual welfare of the pupils
- (h) The discouragement of every outside interference with school routine and discipline
- (i) The maintenance within the schools of a high moral tone, and proper discipline
- (2) That, unless radical changes such as those recommended below are made in the nature of the Matriculation examination, another year be added to the High School course.
- (3) That every inducement be offered to those entering the teaching profession to undergo a preliminary course of training.

71. SECOND. *Disabilities of candidates due to the exotic character of the course.*—These cannot be wholly eliminated, and though of importance, cannot be regarded as being to any considerable extent responsible for the failures in the Matriculation.

The Committee recommends—

- (1) That the High Schools be advised to make the acquisition of English the main object of their work.
- (2) That as far as possible the unnecessary multiplication of High Schools be discouraged.

72. THIRD. *The nature and conduct of the examination.*—The defects in the examination system indicated above in the report must be held responsible for much of the variation in the annual results, and in some measure for the low average of success gained by the candidates in the examination.

73. The Committee recommends—

- (1) That the number of compulsory subjects in the examination be reduced, and optional papers introduced.
- (2) That optional questions be introduced into the Mathematical, Science, History, and Geography papers.
- (3) That a Committee of the Senate be formed to receive and consider the annual reports from the Chairmen of Examiners, and to report thereon to the Syndicate.
- (4) That the examination be conducted by a special Board, the members of which should not necessarily be examiners, and on which the High Schools should be directly represented.
- (5) That the number of answer papers allotted to each individual Assistant Examiner be reduced.
- (6) That two Chief Examiners be appointed to set each question paper, and that subject to the general approval of the Board of Examiners of the papers, the Chief Examiners be wholly responsible for those papers.

74. FOURTH. *Other Causes—Arrested development, etc.*—The Committee has indicated that it recognizes the presence

of other causes for the failures in the Matriculation, especially for the large failure of last year. Among these may be mentioned—the political spirit in the schools, the reliance upon particular texts, want of confidence in the examination itself, and arrested development. The remedies that exist for these evils have been sufficiently indicated in the report.

The high percentage of failures in 1907.

75. The above argument has assumed that the average ability or state of preparation of the candidates does not vary from year to year, except in so far as the latter is affected by improvements in the schools. This is probably not invariably the case, and there are reasons for suspecting that the candidates of 1907 were less well prepared than those of 1906.

76. The Committee practically confined its attention to that part of the examination which is conducted in English, but some of the figures relating to the Second Languages are perhaps not wholly insignificant. The percentages of failures in 1907 in Sanskrit, Tamil, Telugu, and Malayalam, were much higher than in 1906, and in Tamil 12 per cent, and in Telugu 7 to 8 per cent higher than they have been in the last twenty years.

77. It has been suggested in explanation of these facts that of late a large proportion of pundits have found a place on the Boards of Examiners in the various Second Languages, and that a more classical style was consequently exacted last year than previously. As a matter of fact the constitution of the Boards of Examiners in these languages was almost the same last year as in 1906. There was one new assistant examiner in Tamil and one new examiner in Malayalam. It has been further suggested that the recent stimulation of the national consciousness has led the Boards to demand a higher standard of linguistic purity. This contention seems hardly tenable in view of their constitution. The Telugu examiners have an average of nearly nine years service, the Tamil of more than five, and the Malayalam of four. It is not conceivable that the examiners in Sanskrit can have been influenced in the way suggested.

78. It is notorious that students are inclined to neglect their Second Language work at all times, but when we find a marked falling off in the examination on that work, some special cause must be sought for to account for this. It is difficult not to attribute it to a real decline in average completeness of preparation. The probability that there was such a decline in 1907 is strengthened by the fact that the other parts of the examination showed equally unsatisfactory results, while it has been impossible to say that the papers were, on the whole, more difficult than in previous years or the marking more severe.

79. It is commonly believed that of late High School boys have been devoting undue attention to politics. Such mischievous diversion of their attention from their school work, if it could be proved, would, of itself, be sufficient to account for a great part of the failure.

(Signed.) J. H. STONE (Chairman.)

" A. G. BOURNE.

" J. M. RUSSELL.

" A. C. PRANATARTIHARA.

" P. T. SRINIVASA AIYANGAR.

APPENDIX I.

Evidence.

NOTE.—The following Epitome of the Evidence before the Committee is necessarily brief. As far as possible repetitions of evidence, where not specially emphasized, have been omitted: and the whole has been given in as concise a form as possible.

The following points should also be noted:—

- (a) Almost without exception the weak points in the High School system noted in the "Findings of the Committee" were acknowledged by the representatives of the schools. The importance attached to them as factors in the failure at the Matriculation, and the remedies suggested sometimes differed considerably.
- (b) Many of the criticisms recorded were unsubstantiated and consisted for the most part of impressions and inferences; they were often considerably modified after cross-examination. The Committee has already indicated how far such criticisms are of value.
- (c) There remains a quantity of written evidence communicated to the Committee, which, though of considerable value, has not come under discussion, and is therefore omitted from this epitome.

Epitome of Evidence.

Witness No. I.—(Manager of High School and College.)

Admitted the existence of overcrowding in the Matriculation Classes in Schools, but attached no importance to it as a possible cause of failure, though of the opinion that the admission of pupils badly taught in preparatory schools was a great source of weakness. Considered that the Teachers, though well taught and trained, were inefficient: they neglected and forgot their training, were lacking in enthusiasm and in high ideals (largely owing to their being underpaid and without prospects). Reform in classification, in the duration of vacations, and in the arrangement of school hours so as to allow of preparation at school, would be beneficial. Considered however that almost the whole cause of failure was the want of appreciation of ideas conveyed by English words. "Very few boys are really fit for promotion to the VIth Form at all: owing to their ignorance of English."

Believed that the examination should be made shorter and simpler, that a special Matriculation Examining Board with High School experience would be beneficial. Had noticed "arrested development" in many cases, and had attributed it to stupefying methods of study and to the want of proper food.

Witness No. II.—(Principal of a College and Head Master of a High School, with experience as Inspector.)

Believed that the fact of a Pass in the Matriculation being a qualification for Public Service was responsible for much of the evil attaching to overcrowded schools, laxity of promotions, etc. Would restrict permission to sit at the examination (if it were retained) to those intending to take a University course. His experience had been that broad-minded teachers who attempted real education were often least successful in the Matriculation, and had found that it required a very strong-minded man to resist the temptation to concentrate his endeavours on securing passes at any price. A great fault in the schools was the appointment of junior, inexperienced, and unqualified men to the junior forms.

Advocated the abolition of the Matriculation as a University Examination, and proposed that each college should matriculate its own students. The chief cause of

failures was not to be found in the schools, but in the nature and conduct of the examination itself. The papers set were on the whole fair, though sometimes couched in unnecessarily lengthy and obscure language; the Examiners occasionally seemed to forget that certain subjects were specially laid down as elementary, and that they ought to be content with elementary answers and not expect elaborate and well reasoned arguments. The examination should be reduced, in point of subjects, to papers in English, Mathematics, and Second Language. The English paper should be in general knowledge. He considered English Grammar a waste of time. His experience had been that the examination failed to select those and only those fit for a University Course. Boys who had failed to Matriculate had gone to England and done well. The standard of the Madras Matriculation was very high: out of thirteen boys who passed the Bombay Matriculation, only two were able subsequently to pass the Madras Matriculation Examination of the same year.

Witness No. III.—(Professor in a College.)

Attached little importance to overcrowding: had found that the failures in well-found and amply sufficient schools were similar to those in crowded schools. Acknowledged many defects in Teachers, but attributed them all directly or indirectly to their being poorly paid. Considered that their enthusiasm was proportionate to their pay and prospects. A frequent complaint was that in the College the Professors did not know their pupils personally. A great hindrance to successful teaching was the reliance of the pupils too much on outside help and too little on their own powers. Private tutors were frequently engaged to "coach" during the College course; a very undesirable practice. Believed it very advisable for preparation to be done at the schools. The whole secret of efficiency in the schools was in the acquisition and retention of good teachers. On the average one-third of the passed Matriculation Candidates were unable as a commencement to follow a College lecture in English. Believed that it payed for children to learn English late and to begin their studies in the vernacular.

Did not approve of the Boarding School system; considered the multiplicity of schools and consequent reduction in size and efficiency due to the desire of various agencies to have schools for their own purposes; and that Government should check this by refusing to aid schools erected in opposition to others already existing.

The Matriculation papers had been gradually increasing in difficulty. There was want of continuity in the supervision by the Chief Examiners. On the whole one-third of the successful candidates at the Matriculation were unsuited to and unqualified for a College Course.

Witness No. IV.—(Principal of a College, with High School experience, and Examiner.)

Admitted, without special comment, the evils of overcrowding, laxity of promotions, and the mercenary spirit. Considered that the Teaching staff as a rule was inefficient: the ordinary B.A. was not qualified as a Teacher in the Higher classes, except in those subjects in which he had specialized. The training of Teachers was beneficial, but generally the material to be trained was poor. Agreed that there was too little specialization, and that too little time in school was devoted to preparation and individual study. Pupils generally were not thrown enough on their own resources. As a consequence a very large proportion of secondary school pupils were unfit for higher studies. The large failure in the Matriculation was inevitable and to be expected in view of the defects in the schools, and of the racial characteristics of the pupils. Was convinced that more attention should be paid to the teaching of English especially in the lower forms. The University ought to raise the standard in this subject in all the examinations. In the schools, however, any graduate was presumed capable of teaching English (despite the low University standard) especially if possessing no qualification to teach any other subject. A comprehensive knowledge of English in the IVth Form was essential to proper educational progress in the higher forms.

Considered the range of subjects in the Matriculation too wide. An Examination in English, a Second Language, and one other subject would sufficiently test capacity. Did not advocate the establishment of a separate Examining Board for the Matriculation, but considered that to each Board of Examiners should be appointed members specially qualified for each different examinations. Considered that the responsibility of the Boards of Examiners for the papers set was too far-reaching, and that it would be advisable for the Examiners to sign their names to the papers they set. It was also very desirable that an effort should be made to maintain a strict level and continuity of standard and of valuation, by means of systematic supervision of the work of Assistant Examiners by the respective Chief Examiners.

Found that under present conditions, a very large proportion, possibly one-half, of the candidates successful in the examination were unfit for and incapable of taking proper advantage of a University Course. Had no reason to doubt the fairness of the examination as a test: the expected passes generally happened.

Witness No. V.—(Principal of a College, with experience of the Training of Teachers.)

Believed in Specialized Teaching: had however noticed that specialists either forgot or ignored their other subjects in general knowledge with the result that they failed to be capable Teachers in general subjects in the lower forms, as should be the case. Was satisfied with the training given to Teachers in the Colleges, but had often seen with regret evidence of the fact that the habits and ideals acquired during the course of training were soon forgotten or ignored. L.T. Teachers in college were generally enthusiastic; but apparently the native teacher was lacking in physical energy and staying power, and in the schools soon after leaving college gave small evidence of training.

Had found that native Teachers and Pupils were somewhat handicapped by their national temperamental characteristics from taking full advantage of the courses of study. Believed that education in the sciences was proving a corrective. Advocated as much experimental work in science as possible.

The Matriculation Examination papers were much too long but otherwise satisfactory, with the possible criticism that the questions might be couched in simple and less idiomatic English. Considered that nobody without High School experience should set Matriculation Examination papers. Was of the opinion that the examination was increasing in difficulty year by year, without the approval of the Senate: the percentages of failure were steadily increasing, despite improvements in the schools and in the Teachers. Many pupils reading in Matriculation Classes, having already failed in the Matriculation Examination, might well be taking the F.A. Course—possibly 30 per cent of them.

Advocated the establishment of a small Committee of three to act as a Board of Moderators for the Matriculation Examination, to consider the cases of those candidates who had failed in one or more groups but had obtained marks within a few of the total minima required in order to gain a Class or to pass the Examination.

Witness No. VI.—(Head Master of a High School.)

Admitted defects in High Schools and Teachers, but considered that they were being remedied and could not account in any considerable measure for the Matriculation failure especially in the Examination of 1907. Attributed the causes of failure mainly to the nature and conduct of the Examination itself.

Generally the papers were too long (especially in Geometry), required too much knowledge, power of thought and observation of phenomena, and sometimes contained questions outside prescribed texts.

The Teachers did not know the standard required by the examiners: therefore, in order that the best use might be made of the time at the disposal of the Teachers

and Candidates, it was desirable that the answers to the papers be published annually, so that exactly the standard and character of the answers required might be known.

Suspected—but had no evidence to adduce—that the examiners were arbitrary in marking the answer papers. Did not consider College Professors competent judges of the standard to be required. Had had experience of boys failing in the School Selection Examination and subsequently doing well at the Matriculation; while others successful in the School Examination, had failed at the latter examination.

Witness No. VII.—(Head Master of a High School.)

Believed that one considerable cause of failure was the fact of numbers of unsuitable candidates being sent up to the examination. A higher standard of attainment should be required in the schools, and better Teachers employed. The Madras Educational Rules (5th Edition) practically required that all Teachers should be qualified (having the degrees of B.A. and L.T.) but at present such was by no means the case.

Other causes of failure were the number and diversity of subjects, and the necessity for separate passes. Advocated the presence of High School representatives on the Examining Board, to settle the *form* rather than the subjects-matter of the question papers. Also advocated the publication of the distribution of marks and model answers.

Considered that the passing minimum should be lowered to 25 per cent in Science, History, and Geography; and that emphasis should be laid only upon proficiency in English and Mathematics.

Witness No. VIII.—(Head Master of a High School.)

Considered that the papers generally had gradually increased in difficulty especially in History and Geography. Took exception to almost every question in the Indian Geography and History Paper set in 1907; also to the Paraphrase in the English Paper. Believed it would be generally advantageous if Head Masters co-operated in the setting of the question papers.

Witness No. IX.—(Examiner with experience of Teaching for the Matriculation Examination, but without inside experience of High Schools.)

Assistant Examiners had suggested to him that ill-considered and unsuitable promotions were responsible for the low average of marks gained in the Matriculation Examination.

Considered that the subjects for the examination were too many, and too diverse. Agreed with the requirement of separate passes, but thought that they should be necessary in fewer subjects: at least one option might be allowed. The examination, as a whole, was "far too hard, much the hardest University Entrance Examination I know, with the possible exception of the London Matriculation." English History as such should be eliminated from the syllabus, and a British-Indian period substituted to be a special portion of Indian History, the inclusion of which was essential (though Ancient Indian History was not necessary).

The papers were a little too long, and required too much knowledge (with the result of encouraging "cram"); they did not require either too much thought or too great powers of observation. The following syllabus in outline would be a suitable test for a University course:—

English.—Two papers only. Little Grammar, more Composition. Translation simple analysis and easy parsing would be required; and two or three books should be set for non-detailed study, with 200 lines of English Poetry to be learned for repetition.

Mathematics.—Arithmetic and simple straightforward Algebra (the present Algebra Papers were absurdly cranky).

Two books of Euclid, or Geometry to that standard.

Science.—Physics and Physical Geography combined. (No Chemistry.)

Geography and History.—General Geography of the World, and of India in particular. History of India, from A.D. 1000.

Other Languages.—One Vernacular.

Had had experience as Examiner in Geography and History. The Indian Geography and History Paper of 1907 was not difficult. Simple answers showing intelligent knowledge only were required. The suggestion that the Geography papers of 1906 were set from and could be answered only by the study of Mr. Morrison's book was incorrect. There was no intentional correspondence between the papers and the book, and the answers required could have been supplied by any intelligent student of Geography, without reference to particular books.

The whole character and style of the questions set in these two subjects had altered in late years—a decided change for the better.

It was incorrect to suppose that the History and Geography papers had been the cause of the failure in the Science Group. For some years they had been the saving of candidates in that branch. In 1907 the papers did not save them owing to the general failure to deal adequately with the History portion. In both subjects the questions were framed to bring out the knowledge of candidates apart from cram, and the answers were marked with leniency.

The papers set were not often altered to any considerable extent by the Boards of Examiners. More time should be allowed for Board meetings (especially for the convenience of members from the mofussil). Sometimes unsuitable papers were set, and required thorough revision.

(Written—at the request of the Committee.)

"I beg to submit for the information of the Committee a short report on the question papers set in recent years on certain subjects prescribed for the Matriculation Examination. I have gone carefully over the papers for the last six years during such leisure as I could spare for the task, and I only regret that I could not devote more attention to it than I have been able to do. The papers reviewed are those set in English-Grammar, Mathematics, Physics, History and Geography. The Vernacular and Second Language papers were evidently outside my purview, and I am not competent to give any opinion on those in Chemistry.

"On the whole, as I said in my evidence, the papers seem to me to err in being too stiff, and this feature is emphasized when one remembers that they form separate parts of one examination. The candidate has to pass several doors and they are all of them rather narrow. I cannot but think that this practical consideration is apt to be overlooked. Attention is too much fixed on the difficulty or otherwise of particular papers; but, from a candidate's point of view, it is quite as much the high average of difficulty of the examination, looked at as a whole, as the stiffness of individual papers that matters.

"I am inclined to think that the several Boards have been rather too much left to their own devices in the case of the Matriculation. Each of these is apt to act—however unconsciously—as if the examination were on its own particular department or branch instead of being only a small part of a test of general educational results. The consequence is that any stiffening up of the standard of questions set has had a cumulative effect.

"These considerations seem to bear out what I stated before the Committee that much better and especially much more reliable results would be attained by a simplifying of the whole examination, by reducing the number of papers and lowering the standard of difficulty of the questions asked, but by sharply raising the passing mark at the same time.

"It seems to me it would be in every way advantageous if the University were to insist on a high percentage of efficiency on a lowered standard and over a more limited compass. It would make for thoroughness in the groundwork of education which is one of the main desiderata. You would then really know what kind of Matriculates you had to deal with. At present I understand, and my experience as Examiner goes to show, that with a low standard over a widely distributed field of work the great majority of successful candidates just 'scrape through' without necessarily giving any evidence or assurance that they are capable of benefiting by a University Course."

The detailed report referred to followed thereon.

Witness No. X.—(Head Master of a High School.)

Agreed that ill-considered promotions were largely responsible for failures later in the Matriculation Examination. Schools in which promotions and selections for the examination were strict ran the risk of losing pupils and their fees. As far as possible proper selection was made before admission to the school, and before candidates were sent up for the Matriculation Examination:—but the whole weight of the parental influence and the desire for financial prosperity was against it.

His opinion of the Indian intellectual development was not very high. Was however disappointed at the examination results. Considered that the English Grammar papers had become too difficult especially in analysis; also the papers on Paraphrase, Narration and Composition.

The Mathematical papers for the last few years had been more difficult than those set by other Universities. Considered the Arithmetic paper of 1907 very difficult in language and matter. Objected to the *sort of question* in the History papers: the questions were not direct enough. "The utmost we can expect is the memorizing of facts," in preparation for the Matriculation. The Geography papers were too mathematical, commercial, and historical—too little political. Both History and Geography loomed very large in the eyes of the candidates, with a result that they had hardly time enough to devote to the other subjects, especially English.

Witness No. XI.—(Head Master of a High School and Assistant Examiner.)

Schools were obliged to take unsuitable pupils for the sake of the fees. 'Adventure' secondary schools sent badly grounded pupils to IVth Forms: the standard in those schools was low and kept down the standard in competitive schools.

The Teachers generally were badly trained, with the exception of those from the Training Colleges. The ordinary graduate without training was often incompetent, especially as a teacher of Science or English. Much of the inadequate teaching was due to the principle obtaining of "one class one teacher." Considered that no teacher should have more than three hours teaching and two hours supervision in a day, but it was impossible under present conditions to keep to this limit.

The diversity of the Matriculation Course entailed too much study by pupils in Forms IV to VI. They had too much to learn. In the examination the questions were hardly simple or direct enough. Approved of representatives of the High Schools being on the Board of Examiners: considered that the standard of the examination should be set by the University—but in consultation with the High Schools.

In the Science Group nineteen out of fifty-one candidates failed in his School Selection Examination. In the Matriculation Examination thirty-five out of fifty-one failed.

[NOTE.—An examination of the answer papers of the above candidates revealed much generosity of marking in the Science Group. The witness after inspecting the answer papers had no comment to make.]

As Examiner had understood instructions given and had followed them. Did not think that any of the candidates who got very low marks in the papers examined by him in English deserved to pass the examination. The marks so obtained were mainly 'grace' marks.

Witness No. XII.—(Head Master of a High School and Assistant Examiner.)

Offered no evidence on the causes of failure in the schools. As examiner had marked fairly in his opinion. Had not given marks for bad work which deserved to fail: but on the whole had given marks in fair proportion to the value of the answers.

Advocated the regulation of school promotions by public examination, the standard of which should be uniform.

Wished to see published the instructions to examiners, with full particulars of the apportionment of marks, etc. Considered that there should be more sympathy on the examining body with the candidates and, therefore, recommended the presence thereon of High School representatives.

[NOTE.—After a scrutiny of the marked answer papers of candidates in his school the witness offered no criticism on the valuation of the same.]

Witness No. XIII.—(Head Master of a High School.)

Considered that much of the failure in the schools was due to inefficient teaching in the lower classes: the remedy was the equalization of remuneration for all classes of Teachers. There was room also for improvement in the training of Teachers: more of the spirit of research and a hunger for new methods might be infused into the Teacher. School hours should be shortened, both for Teachers and pupils, and if necessary another year added to the Matriculation Course (safeguarding, however, the interests of the intelligent pupils who would not require an extended course.)

Believed that increase in the size and diminution in the number of schools would be beneficial: and that it would be advantageous to have Hostels attached to the large schools.

Objected to the necessity for so many separate passes in the Matriculation Examination, as calculated to keep too prominently before the candidate the need of a general average only, and to discouraged excellence in individual subjects. Had no quarrel with examiners, but objected to the raising of the standard in particular papers and in the whole examination without previous warning.

Witness No. XIV.—(Assistant in High School.)

Took exception to the character of the papers set: with special reference to Geography and History. The Geography covered too wide a range, requiring "Physical, Commercial and Astronomical knowledge," and went beyond what might reasonably be considered a proper course for schools in that subject. Questions generally were often vague, and required too much thought on the part of the candidates. Contended that as a rule "boys were intelligently taught and not merely loaded with facts."

Advocated the publication of Text-books in the Science, History and Geography branches (and took exception to the selection of questions from a particular book, e.g., Morrison's Geography, which was not a prescribed Text-book), suggested, also, the development of Teachers' Associations, the representation of High Schools on the Board of Examiners, and the publication of model answers to the Examination papers.

Witness No. XV.—(Head Master of a High School.)

Considered the style of questions unfair, they being too vague and indefinite. The following question was given as an example of those "requiring too much thought."—"Give reasons.....why Port Blair should be chosen as a convict station?"

Witness No. XVI.—(Head Master of a High School.)

Admitted laxity in promotions in the schools, and that unfit candidates were presented for the Matriculation Examination—justified the latter abuse “on moral grounds,” viz., that the boys, having paid their school fees, were entitled to sit for the examination if they so desired.

Advocated the publication of the answers to the papers, together with an invitation for criticisms thereon—the Teachers had the impression that the examiners laid too much stress on certain errors of omission and commission, and they were often wholly in the dark as to what answers were expected to the questions set. Also urged that there should be a large representation of High Schools upon the Examining Board: and welcomed, with reservations as to possible “crochets” of examiners, the reintroduction of Text-books.

Offered a comprehensive criticism of the question papers in detail, from which the following are extracts:—

“The English language paper of now-a-days is as much an English language paper as that the moon is made of green cheese. It is more or less a sort of literary gymnastics that the candidate is expected to perform.....”

“*History*.—The candidate is, in my humble opinion, required by the Examiner to be more than well informed for his years and attainments.”

“*Geography*.—I am not in a position to dilate much upon this subject: for it is many a long day since I could understand the questions in Geography at all. I for one should not be surprised if to-morrow the question turned up of the sort ‘Suppose you flew from Moscow to Cape Colony as the crow flies: what sort of food would you have to be satisfied with on your way?’ ‘Suppose you described a circle of radius 100 miles from Calcutta as centre: what are the chief lakes, rivers, towns, etc., which the tangents to that circle parallel to the line drawn from St. Petersburg to its centre would go through?’”

“*Science*.—.....An Examiner once justified himself that his question, though it could not be answered directly from the primers, had a bearing on such and such a line on such and such a page.”

Witness No. XVII.—(Assistant in a High School.)

Had had experience as Examiner, and took exception to the method of marking. The deduction of marks for errors and omissions allowed small margin for valuation of actually correct statement.

Considered that the questions were not sufficiently explicit, and that the candidates were not always informed as to the nature of the answer required.

The accuracy required was too absolute, and the knowledge too complete for the type of candidate to be examined.

Illustrations of these criticisms were offered; and were largely verified in the case of one answer paper which was examined by the Committee, and seemed to be an example of very strict marking in Chemistry.

Witness No. XVIII.—(Assistant in a High School.)

Was of opinion that better and more efficient work was being done in Secondary Schools than used to be the case four or five years ago. The drawbacks still remaining should necessarily be too trivial to account for the high percentage of failures in the Matriculation Examination throughout the Presidency.

The necessity for securing a separate pass in each of the non-language subjects, and the high minimum insisted on in each, not only prevented specialization but seriously affected the progress of the pupils in the schools. The attempt to meet hard cases under the New Regulations was not likely to rectify matters.

Advocated that, should the standard be maintained at the same high level, all the non-language subjects should be grouped into one, and candidates who secured

40 per cent in English, 35 per cent in a second Language, and 35 per cent of the total allotted to the group of non-language subjects should be declared to have passed the examination.

Considered the standard aimed at very high, as the papers were, some of them, (a) too tedious, requiring too much patience, e.g., Arithmetic and Algebra; (b) requiring too much knowledge, e.g., Geography; (c) requiring too much power of thought, e.g., English and Science; (d) based on no prescribed Text-books, e.g., History and Geography; and (e) requiring too great powers of observation of phenomena, e.g., Science.

Had no complaint against inefficient valuation, but considered that a certain number of candidates fit for a University Course were left behind.

Was of opinion that where young minds were subject to constant pressure, arrested development must inevitably result: and that no pupil in the High School classes was totally free from it.

[NOTE.—The Principal of the High School endorsed the above evidence, which in the main was read from a written statement.]

Witness No. XIX.—(Head Master of a High School.)

Was of opinion that in some way school progress should be taken into account as well as examination results. Had been in the habit for some years of sending full monthly reports on each pupil to the respective parents. But considered that the best work could be done only away from the Indian home in which there was no economy of time. Therefore advocated large schools and hostels attached; and in any case as much time as possible for preparation in school.

Had found that the Arithmetic papers had materially changed in character. At first they tested intelligence, then they savoured of commercialism, suddenly they had included approximations. No intimation of any change had been given to the Teachers. There was also a decided and regrettable change in the Geography papers: Topographical Geography was deplorably omitted. Urged that timely warning should be given of all changes in the character of the papers.

Advocated Text-books wherever possible. Considered that the Board of Examiners for the Matriculation should consist of Members with High School experience.

Also considered that a stricter supervision of Assistant Examiners was required, and that the number of answer books allotted to each for valuation should be very considerably reduced.

Witness No. XX.—(Head Master of a High School.)

Believed that ill-considered promotions in the school were a great cause of the failures: also the frequent transfers of teachers and pupils from school to school.

Many of the schools suffered from being ill-equipped with necessary appliances, and from an inadequate supply of scientific apparatus, maps, etc.—especially was this the case with regard to the teaching of History and Geography.

Believed that the ordinary school course was too short and that an extra Form VII might advantageously be added.

Thought that the Examination papers often required too much knowledge and power of thought, and that the questions required revision by those actually engaged in teaching in the schools.

The answers to the questions in History and Geography might be published with advantage.

Accounted for the large number of ill-prepared candidates partly by the fact that even to fail in the Matriculation was considered a qualification for employment, and in many cases for marriage.

Witness No. XXI.—(Examiner in Mathematics and Professor in a College.)

Considered the Madras Matriculation Examination the hardest University Entrance Examination of its kind. The papers individually considered were too hard, with special reference to Mathematics. In Euclid the knowledge of supplemental theorems to the various books—the addenda—was required as “Book-work.” This was not specifically included in the syllabus. In this connexion it was to be noted, however, that the Board of Examiners gave rather more marks than need have been allotted to the book-work questions in the paper.

Considered that the Algebra papers were too difficult especially the Algebra paper of 1906. Too much knowledge of artifice and manipulation of Algebraic expressions was required.

Was of opinion that a special Board of Examiners with High School experience might be appointed with advantage for the Matriculation, or at least an advisory Board of Head Masters.

Two men should be responsible for each paper. One to set the paper: the other to work it, and report upon it.

Advised the lowering of the standard in Mathematics, and possibly the widening of the range: was of opinion that too large a proportion of the school work was necessarily devoted to Mathematics: more time should be given to other subjects.

Witness No. XXII.—(Examiner in Science and Professor in a College.)

Had not found that the candidates had met with any special difficulties in the Physics paper of 1907—had no experience of the Chemistry.

Considered that the selection of a Text-book would probably lead to too much reliance on the book—but that, on the other hand, it would be very difficult to get out a clearly defined syllabus in Elementary Science.

Had found that there was “an exaggerated notion on the part of Teachers and Students as to what is required by the Examiners,” and believed that this fact partly explained the large failure.

Criticisms of the Science paper were often based on the above erroneous assumption: the Examiners as a matter of fact looked for much simpler answers than the teachers seemed to expect.

Had found that the valuation work done by Assistant Examiners was generally satisfactory. Little, if any, moderation of marks was necessary, where the assistants had been careful to follow instructions.

Considered it a weak point in the present system that the Chief Examiner was solely responsible for the instructions to assistants.

Had not found that the candidates suffered from any difficulty of language, or that the failure could in any way be accounted for by their lack of an exact vocabulary, or want of precision in phraseology.

Suggested more correlation of work in the schools as a corrective to any language difficulty which might exist, e.g., the writing of essays and compositions on the work done in the Science subjects.

APPENDIX II.

STATISTICS.

Graphs.

- (1) Percentages of Failures in Science and in History and Geography.
- (2) Do. do. Second Language.
- (3) Do. do. Mathematics.
- (4) Do. do. English.
- (5) Do. Passes in the whole Examination.
- (6) Do. Failures in each Vernacular.

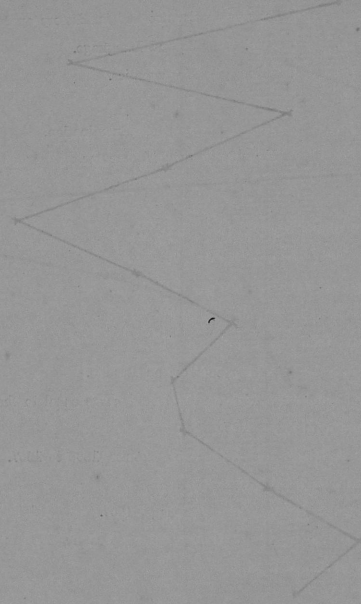
Tables.

- (1) Matriculation Results, 1887 to 1907.
- (2) Vernacular Results, 1890 to 1907.
- (3) Variations from the average of Failures.
- (4) Matriculation—Number of Candidates, etc.
- (5) Private Candidates—Failures.
- (6) Influence of Private Candidates on Results.
- (7) Failed Candidates with aggregates of marks equal to the sum of the passing the minima, 1907.
- (8) Science, History and Geography Results, 1896 to 1907.
- (9) English Results, 1887 to 1907.
- (10) Vernacular Results, each Language, 1907.
- (11) Science compared with History and Geography, 1903 to 1907.
- (12) Selected School Results.

Summary of Returns from High Schools.

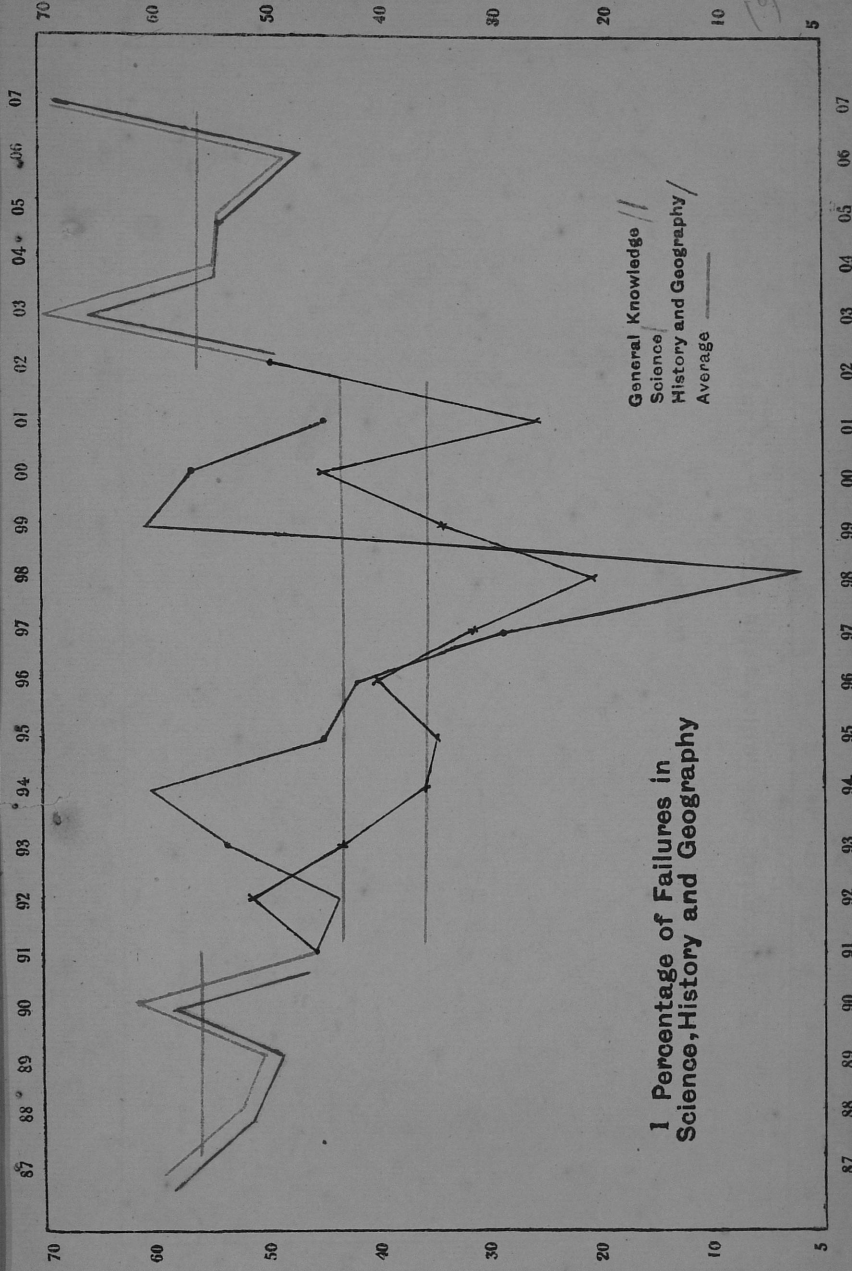
Science, History and Geography Percentage of Failures in

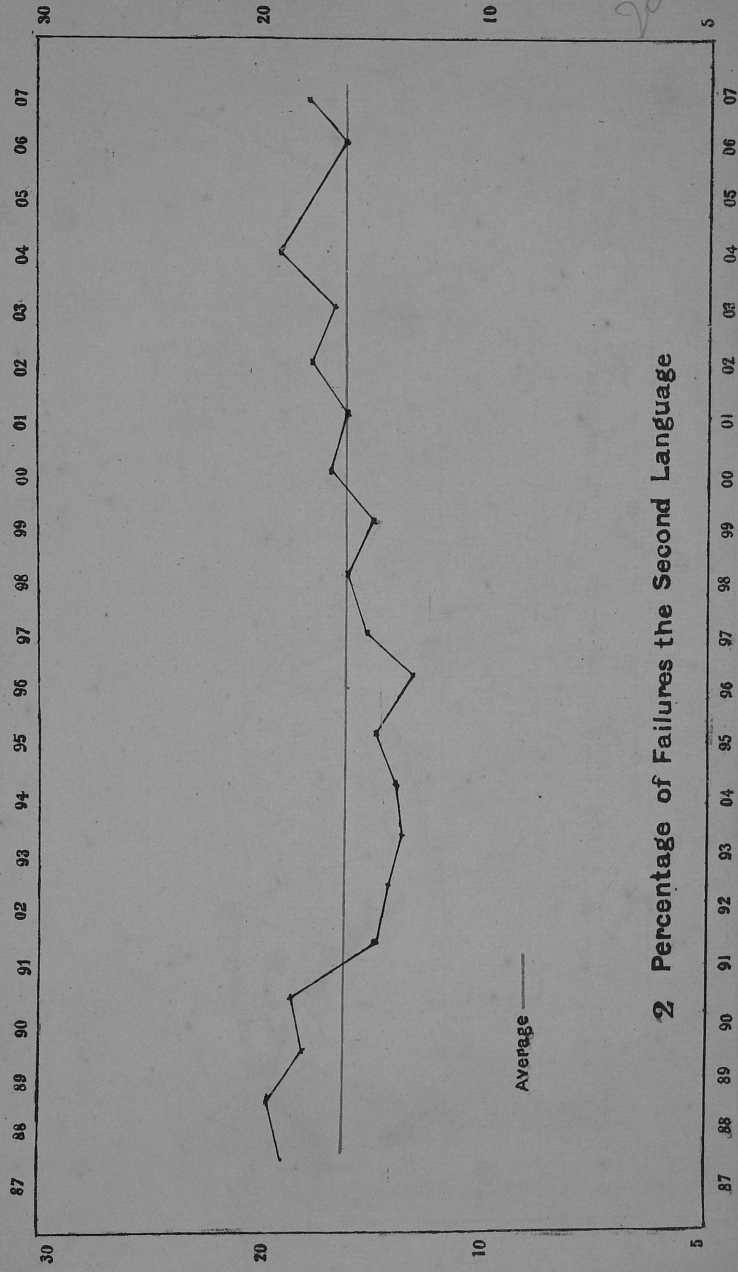
Science
History and Geography
General Knowledge



1 Percentage of Failures in Science, History and Geography

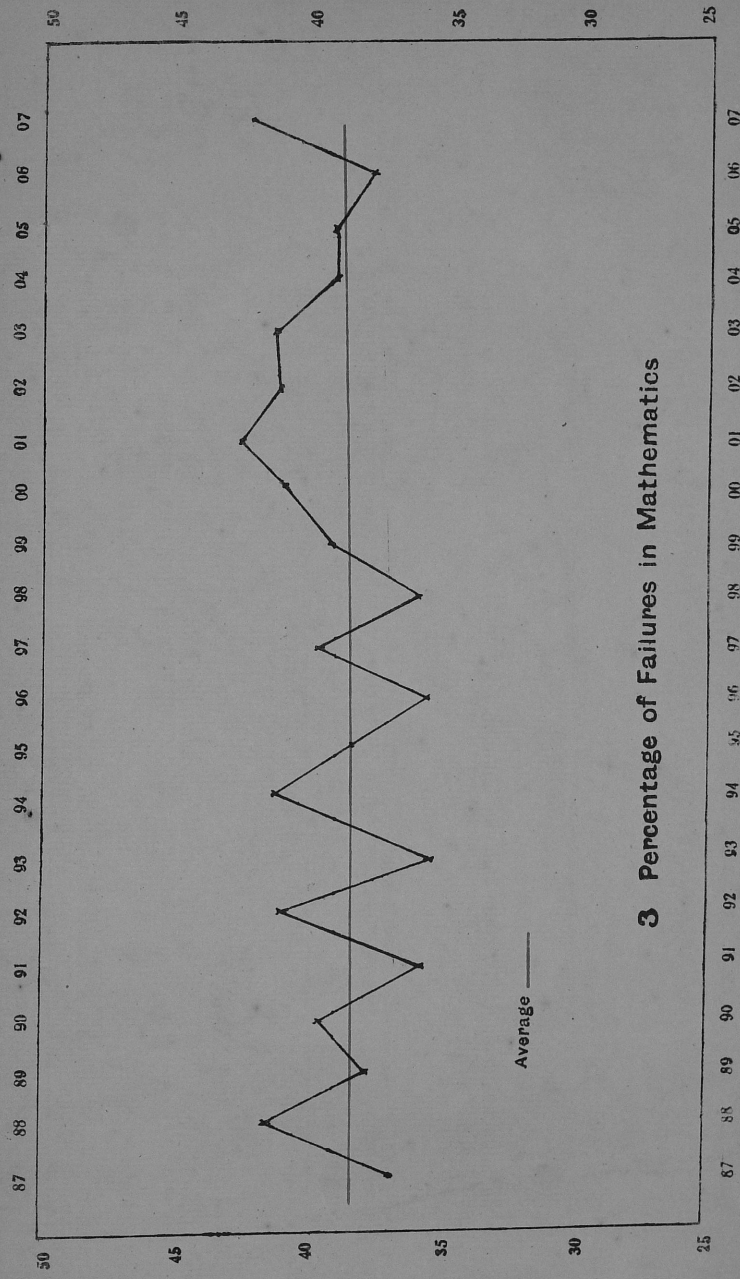
General Knowledge
Science
History and Geography
Average



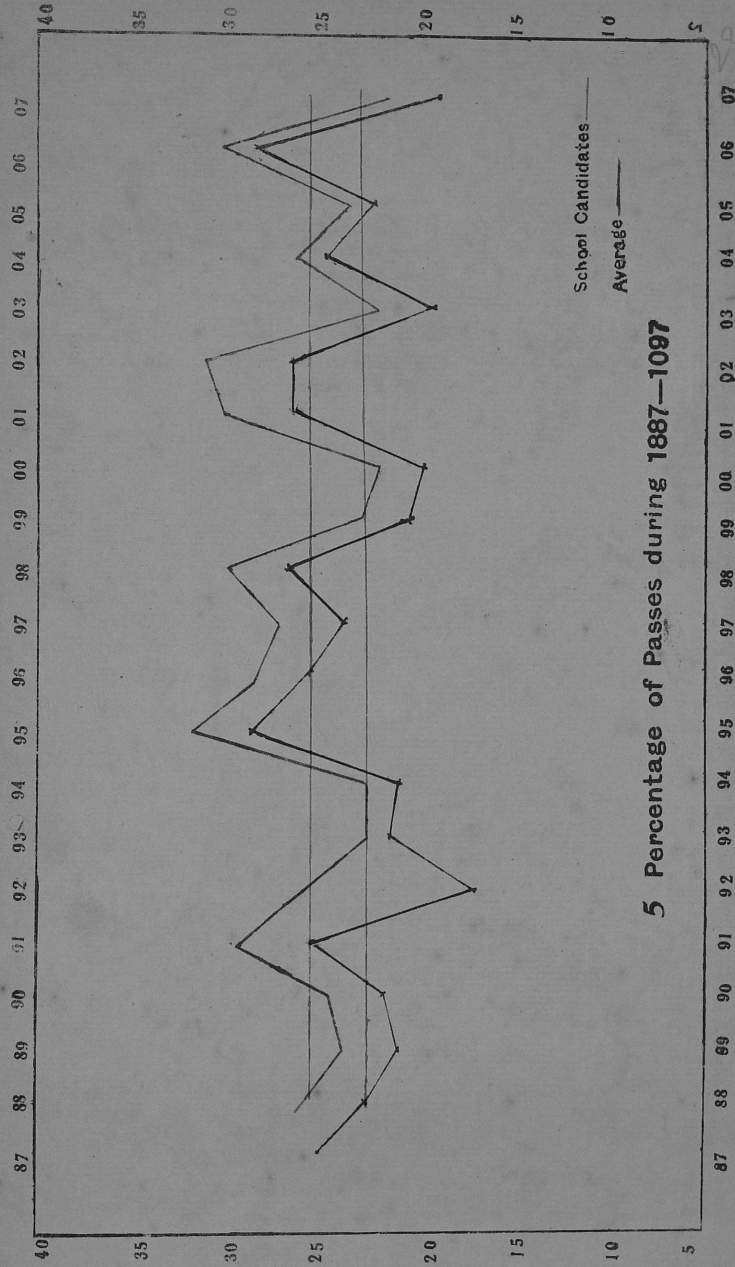


3 Percentage of Failures in Mathematics

Variable



5 Percentage of Passes during 1887-1097



6 Percentage of failures in each Vernacular

SANSKRIT
TAMIL
TELUGU
KANARESE
MALAYALAM

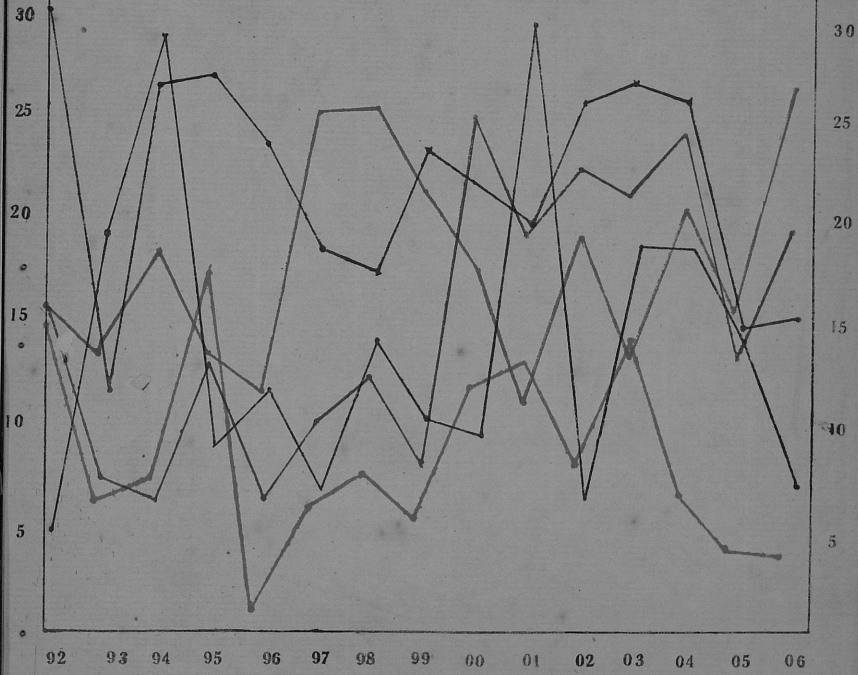


TABLE NO. I
Summary of the Matriculation Examination Results from 1887 to 1907 inclusive.

Year.	Number of Candidates Examined.	Number of Candidates Qualified Passed.	Percent- age of Passes.	Number of Candidates Failed in										Total failures.	Per- centage.
				English.	Per- centage.	Vernacular.	Per- centage.	Mathe- matics.	Per- centage.	General Knowledge.	Per- centage.	Science.	Per- centage.	History.	Per- centage.
1887	6,582	1,963	29.8	2,927	44.5	1,591	24.2	2,225	33.8	3,810	57.9	...	...	...	...
1888	7,327	1,554	25.3	3,884	53.0	1,800	25.8	3,352	45.7	3,841	52.4	...	...	...	...
1889	7,104	1,611	22.7	4,802	67.6	1,596	22.5	2,577	36.3	3,565	50.2	...	...	...	...
1890	7,002	1,048	23.5	3,711	52.9	1,627	23.2	2,853	40.7	4,387	62.7	...	...	...	...
1891	7,907	2,381	30.1	4,813	60.9	1,232	15.6	2,529	31.9	3,647	46.1	...	...	...	...
1892	3,369	520	15.4	2,090	62.3	480	14.5	1,503	44.6	...	...	1,457	43.2	1,725	51.2
1893	3,396	776	22.8	2,018	59.4	447	13.2	1,042	30.7	...	...	1,809	53.3	1,458	42.9
1894	4,150	918	22.1	1,694	40.8	580	13.9	1,855	44.7	...	...	2,618	60.0	1,465	35.3
1895	4,613	1,690	36.6	973	21.1	718	15.6	1,783	38.7	...	...	2,040	44.2	1,581	34.3
1896	5,329	1,642	30.8	2,488	46.7	647	12.1	1,587	29.8	...	...	2,224	41.7	2,105	39.5
1897	5,512	1,515	27.4	3,315	60.1	898	16.3	2,217	40.2	...	...	1,578	28.6	1,678	30.4
1898	5,962	1,911	32.0	3,199	53.7	1,073	17.9	1,873	31.4	...	...	169	2.8	1,147	19.2
1899	6,494	1,362	21.0	2,626	40.4	1,034	15.9	2,556	39.4	...	...	3,957	60.9	2,165	33.3
1900	7,313	1,423	19.5	3,892	53.2	1,398	19.1	3,197	43.7	...	...	4,163	56.9	3,227	44.1
1901	7,658	2,427	31.7	2,922	38.2	1,352	17.7	3,672	47.9	...	...	3,430	44.8	1,860	24.3
1902	7,913	2,509	31.7	2,920	37.0	1,645	20.8	3,503	44.3	3,845	48.6	...	...	...	...
1903	8,114	1,921	18.7	4,248	52.4	1,529	18.8	3,604	44.4	5,966	73.5	...	...	...	...
1904	8,804	2,485	28.2	4,000	45.4	2,063	23.4	3,420	38.8	4,885	54.9	...	...	...	...
1905	8,998	2,163	24.0	5,057	56.2	1,888	20.9	3,473	38.7	4,879	54.2	...	...	...	...
1906	8,852	3,078	34.8	3,623	40.9	1,323	17.2	3,129	35.3	4,331	48.9	...	...	...	...
1907	8,788	1,523	17.4	4,735	53.9	1,819	20.7	4,065	46.3	6,369	72.5	...	...	...	...

TABLE NO. II

STATEMENT showing the results in the Vernaculars.

YEARS.	PERCENTAGE OF FAILURES IN					
	Sanskrit.	Tamil.	Telugu.	Kanarese.	Malayalam.	2nd Language percentage of failures.
1890	38.2	20.9	22.1	13.7	18.0	23.2
1891	22.1	15.4	10.6	22.1	9.7	15.6
1892	31.5	15.4	15.6	14.5	5.3	14.5
1893	13.0	13.2	7.8	6.9	19.4	13.2
1894	27.3	18.1	6.8	7.5	28.7	13.9
1895	27.6	13.4	13.1	17.2	9.3	15.6
1896	24.5	11.9	6.7	1.4	12.0	12.1
1897	19.4	25.0	10.1	6.9	7.2	16.3
1898	18.8	25.1	12.4	8.0	14.4	18.0
1899	24.1	21.3	8.2	6.1	10.6	16.0
1900	22.4	17.6	24.8	12.2	9.8	19.1
1901	20.4	11.3	19.0	13.4	29.3	17.6
1902	26.9	19.3	22.2	8.5	6.8	20.8
1903	27.1	13.8	20.9	14.3	18.7	18.8
1904	26.9	20.9	24.0	7.2	18.6	23.4
1905	15.2	16.0	13.1	4.6	14.4	20.9
1906	15.8	26.6	19.1	4.4	7.4	17.2
1907	24.8	38.3	32.1	3.5	18.0	20.7

TABLE NO. I

STATEMENT showing the Variations from the Average of Failures.

YEAR.	FAILURES		FAILURES IN						REMARKS.
	in the whole Examn.		English.	Second Language.	Mathematics.	General Knowledge.	Science.	History and Geography.	
1888	+ 0.5	+ 2.7	+ 7.5	+ 6.0	- 4.0	...	...	...	
1889	+ 3.8	+17.3	+ 4.2	- 3.4	- 6.2	...	...	...	
1890	+ 2.3	+ 2.6	+ 4.9	+ 1.0	+ 6.3	...	...	...	
1891	- 4.3	+10.6	- 2.7	- 7.8	-10.3	...	...	...	
1892	+10.4	+12.0	- 3.8	+ 4.9	...	- 0.4	+15.7	...	
1893	+ 2.9	+ 9.1	- 5.1	- 9.0	...	+ 9.7	+ 7.4	...	
1894	+ 3.7	- 9.5	- 4.4	+ 5.0	...	+16.4	- 0.2	...	
1895	-10.8	-22.2	- 2.7	- 1.0	...	+ 0.6	- 1.2	...	
1896	- 5.0	- 3.6	- 6.2	- 9.9	...	- 1.9	+ 4.0	...	
1897	- 1.7	+ 9.8	- 2.0	+ 0.5	...	-15.0	- 5.1	...	
1898	- 6.3	+ 3.4	- 0.4	- 8.3	...	-40.8	-16.3	...	
1899	+ 4.8	- 9.9	- 2.4	- 0.3	...	+17.3	- 2.2	...	
1900	+ 6.3	+ 2.9	+ 0.8	+ 4.0	...	+13.3	+ 8.6	...	
1901	- 5.9	-12.1	- 0.6	+ 8.2	...	+ 1.2	-11.2	...	
1902	- 5.9	-13.3	+ 2.5	+ 4.6	- 7.8	...	...	...	
1903	+ 7.1	+ 2.1	+ 0.5	+ 4.7	+17.1	...	...	...	
1904	- 2.4	- 4.9	+ 5.1	- 0.9	- 1.5	...	...	...	
1905	+ 1.8	+ 5.9	+ 2.6	- 1.0	- 2.2	...	...	...	
1906	- 9.0	- 9.4	- 1.1	- 2.4	- 7.5	...	...	...	
1907	+ 8.4	+ 2.4	+ 2.4	+ 6.6	+16.1	...	...	...	

Averages for 20 years.

Total Failure 742 per cent.
 " Pass 258 " "
 Failure in English 603 " "
 " in Second Language 183 " "

Failure in Mathematics 397 per cent.
 " in D for 10 years 564 " "
 " in Science for (another) 10 years 436 " "
 " in History for the same period 256 " "

TABLE NO. IV

STATEMENT showing the number of Candidates examined and the number of Candidates failed in the Matriculation Examination for the last twenty years, from the year 1888—1907, both years inclusive.

YEARS.	Number of Candidates Examined.	Number of Candidates Failed.	Percentage of Failures.	REMARKS.
1888	7,327	5,473	74.7	
1889	7,104	5,493	77.3	Average percentage of failure ... 74.2
1890	7,002	5,354	76.5	
1891	7,907	5,526	69.9	Highest percentage of failure (1892) ... 84.6
1892	3,369	2,849	84.6	
1893	3,396	2,620	77.1	Lowest percentage of failure (1895) ... 63.4
1894	4,150	3,232	77.9	
1895	4,613	2,923	63.4	[NOTE.—The fall in the numbers of candidates for the Matriculation examination in 1892 and subsequent years was the result of alterations in the University Regulations. Prior to that year no certificates of attendance at High Schools were required, and in that year for the first time the age qualification of 20 years was required of private candidates.]
1896	5,329	3,687	69.2	
1897	5,512	3,997	72.5	
1898	5,962	4,051	67.9	
1899	6,494	5,132	79.0	
1900	7,313	5,890	80.5	
1901	7,658	5,231	68.3	
1902	7,913	5,404	68.3	
1903	8,114	6,593	81.3	
1904	8,804	6,319	71.8	
1905	8,998	6,835	76.0	
1906	8,852	5,774	65.2	
1907	8,788	7,260	82.6	

TABLE NO. V

STATEMENT showing the Percentage of failures of Private Candidates in the Matriculation Examination for the last twenty years from 1888—1907, both years inclusive.

YEARS.	Number Examined.	Number Failed.	Percentage of Failures.	REMARKS.
1888	1,908	1,728	90.6	
1889	1,885	1,686	91.9	
1890	1,676	1,537	91.7	
1891	2,245	1,972	87.8	
1892	449	422	94.0	
1893	432	411	95.1	
1894	609	576	94.6	
1895	831	714	85.9	
1896	1,055	926	87.8	
1897	1,209	1,119	92.6	
1898	1,496	1,301	87.0	
1899	1,687	1,564	92.7	
1900	1,860	1,730	93.0	
1901	1,994	1,714	86.0	
1902	2,261	1,965	96.9	
1903	1,984	1,888	95.2	
1904	1,181	1,059	89.8	
1905	1,043	956	91.7	
1906	1,045	891	85.3	
1907	1,803	1,723	95.6	

TABLE NO. VI

STATEMENT showing the Influence of Private Candidates on the Results.

YEARS.	No. of School Candidates Examined.	No. of School Candidates Failed.	Percentage of Failures.	Depreciation of Results by Private Candidates.	REMARKS.
1888	5,419	3,745	69.1	5.6	Average depreciation of results due to Private Candidates ... 4.5 Percentage of depreciation of passes ... 11.5
1889	5,269	3,807	72.3	5.0	
1890	5,326	3,817	71.6	4.8	
1891	5,662	3,554	62.8	7.1	
1892	2,920	2,427	83.1	1.5	
1893	2,964	2,209	74.6	2.5	
1894	3,541	2,656	75.0	2.9	
1895	3,782	2,209	58.4	5.0	
1896	4,274	2,761	64.6	4.6	
1897	4,303	2,878	66.9	5.6	
1898	4,466	2,750	61.6	6.3	Average depreciation of results due to Private Candidates ... 4.5 Percentage of depreciation of passes ... 11.5
1899	4,807	3,568	74.2	4.8	
1900	5,453	4,160	76.3	4.2	
1901	5,664	3,517	62.1	6.2	
1902	5,652	3,439	60.8	13.6	
1903	6,130	4,705	76.7	4.6	
1904	7,623	5,260	69.0	2.8	
1905	7,955	5,879	73.9	2.1	
1906	7,807	4,883	62.5	2.7	
1907	6,985	5,539	79.3	3.3	

TABLE NO. VII

STATEMENT of the number of Candidates who, in the Matriculation Examination of 1907, obtained aggregate marks equal to the sum of the passing minima for the four divisions of the examination, but failed to obtain the minimum in one or more divisions, showing the divisions in which and the number of marks by which they failed.

DIVISIONS FAILED IN	FAILED FOR WANT OF MARKS.						Total of failures in separate branches by unsuccessful candidates who obtained marks equal to the sum of the passing minima in each branch.
	1	2	3	4	5-10	11 and upwards.	
English ...	2	2	108	79	350	128	678
Second Language ...	11	17	23	22	28	...	101
Mathematics ...	...	...	83	73	253	103	512
General Subjects ...	124	133	106	116	572	415	1,466
Total ...	137	152	320	290	1,212	646	2,757

Number of such above-mentioned Candidates who failed in—

English only ...	...	...	...	...	346
Second Language only ...	...	...	...	...	32
Mathematics only ...	...	...	...	...	196
General Subjects only ...	...	...	...	...	906

Total failed in one division only ... 1,480

English and Second Language ...	...	...	...	...	22
English and Mathematics ...	...	...	...	...	44
English and General Subjects ...	...	...	...	...	253
Second Language and Mathematics ...	...	...	...	...	4
Second Language and General Subjects ...	...	...	...	...	35
Mathematics and General Subjects ...	...	...	...	...	255
English, Second Language and General Subjects ...	...	...	...	...	4
English, Mathematics and General Subjects ...	...	...	...	...	9
Second Language, Mathematics and General Subjects ...	...	...	...	...	4

Total failed in one or more divisions ... 2,110

Note.—The number of candidates who failed in the Matriculation Examination of 1907, but would have passed under the present Regulation No. 176 which provides that "a candidate who fails to obtain the required minimum in one subject only but who passes in English and gains 50 per cent of the total number of marks shall be declared to have passed" ... 2

The number of candidates who failed in the Matriculation Examination of 1907, but obtained marks equal to the 1st-class marks or not less than 300 marks ... Nil.

TABLE NO. VIII

STATEMENT showing the percentages of Failures in Science, History and Geography in the Matriculation Examination.

(a) For the years since these subjects were combined into one group—

Years.	No. Examined.	No. of Failures in Science, History and Geography (combined).	Percentage of Failures.	Average Percentage of Failures.
1902 ...	7,913	3,845	48.6	58.72
1903 ...	8,114	5,966	73.5	
1904 ...	8,804	4,885	54.9	
1905 ...	8,998	4,879	54.2	
1906 ...	8,852	4,331	48.9	
1907 ...	8,788	6,969	72.5	

(b) For an equal number of years preceding (before the subjects were so combined)—

Years.	No. Examined.	Failures in Science.	Percentage.	Average Percentage of Failures.	Failures in History, etc.	Percentage.	Average Percentage of Failures.
1896 ...	5,329	2,224	41.7	40.55	2,105	39.5	31.83
1897 ...	5,512	1,578	28.6		1,678	30.4	
1898 ...	5,962	167	2.8		1,147	19.2	
1899 ...	6,494	3,957	60.9		2,165	33.3	
1900 ...	7,313	4,163	56.9		3,227	44.1	
1901 ...	7,658	3,430	44.8		1,860	24.3	

Mean percentage of failure in these subjects during these years 36.24.

NOTE.—Marks assigned to Science and to History and Geography.

1. When combined as one Group:—

(a) Up to and including the year 1891. Physics, 25; Chemistry, 25; Indian History, 25; English History, 25; Geography, 30. Passing minimum 25 per cent.

(b) From 1902 to 1907. Physics, 40; Chemistry, 40; Indian History and Geography, 50; English History and General Geography, 50. Passing minimum 35 per cent.

2. When Separate Groups:—

Physics, 40; Chemistry, 40; History, 50; Geography, 30. Passing minimum 35 per cent in each separate group.

TABLE NO. IX

STATEMENT showing the Results of the Examination in English, with special reference to the use of Text-books.

(a) The percentages of Passes in English since abolition of Text-books—

Years.	No. Examined.	No. of Passes in English.	Percentage of Passes.	Average Percentage of Passes.
1892 ...	3,369	1,270	37.7	55.54
1893 ...	3,396	1,378	40.6	
1894 ...	4,150	2,456	59.2	
1895 ...	4,613	3,640	78.9	
1896 ...	5,329	2,341	53.3	
1897 ...	5,512	2,197	39.9	
1898 ...	5,962	2,763	46.3	51.56
1899 ...	6,494	3,868	59.6	
1900 ...	7,313	3,421	46.8	
1901 ...	7,658	4,736	61.8	
1902 ...	7,913	4,984	63.0	
1903 ...	8,114	3,866	47.6	
1904 ...	8,804	4,804	54.6	52.22
1905 ...	8,998	3,941	43.8	
1906 ...	8,852	5,229	59.1	
1907 ...	8,788	4,053	46.1	

Total average percentage of Passes in English since 1892—52.39

(b) The same for the last five years preceding abolition of Text-books—

Years.	No. Examined.	No. Passed in English.	Percentage.	Average Percentage of Passes.
1887 ...	6,582	3,655	55.5	44.18
1888 ...	7,327	3,443	46.9	
1889 ...	7,104	2,302	32.4	
1890 ...	7,002	3,291	47.0	
1891 ...	7,907	3,094	39.1	

NOTE.—1891 is the last year of the Matriculation Examination at which the minimum of percentage required for a pass was one-fourth or 25 per cent in all the subjects other than English and Vernacular; and one-third or 33 per cent was the minimum required in English, Vernacular and in total.

Since 1891 the minimum required in English has been 40 per cent, and in each of the remaining divisions 35 per cent.

TABLE NO. X

STATEMENT showing the number of Candidates passed and the number of Candidates failed in the several second languages in the Matriculation Examination of 1907.

SECOND LANGUAGES.	Passed.	Failed.	Percentage of Failures.	REMARKS.
Sanskrit	1,524	370	24.3	
Latin	97	36	37.1	
Arabic	7	4	57.1	
Persian	24	16	66.7	
Hindustani	66	12	18.2	
Tamil	1,877	718	38.3	
Telugu	1,367	489	32.1	
Kanarese	515	18	3.5	
Malayalam	1,363	246	18.0	
Uriya	22	2	9.1	
Marathi	3	2	66.7	
French	50	10	20.0	

TABLE NO. XI

THE MATRICULATION EXAMINATION.
SCIENCE, GEOGRAPHY AND HISTORY PAPERS.

		1907.		1906.	
		Science.	History and Geography.	Science.	History and Geography.
1	The number of Candidates who in each division of the branch respectively, obtained the passing minimum, 35 per cent	2,456	2,481	5,143	3,610
2	The number of Candidates who in each division of the branch respectively, failed to get the passing minimum, 35 per cent	6,301	6,272	3,697	5,225
3	The number of Candidates who failed in the whole branch on account of weakness in (a) Science and (b) Geography and History respectively	1,147	1,128	384	1,211
4	The number of Candidates who passed in the whole branch but failed to get the passing minimum in (a) Science, (b) Geography and History respectively.	586	432	361	961

SUMMARY.

Number of Candidates failed in whole branch	6,369	4,331
Number of Candidates passed in whole branch	2,419	4,521
Number of Candidates who passed in the branch but failed in either Science or History and Geography	1,018	1,322
Number of Candidates who passed in each division of the branch	1,401	3,199

OTHER YEARS.

	1905.		1904.		1903.	
	Science.	History and Geography.	Science.	History and Geography.	Science.	History and Geography.
Number of Candidates who obtained the passing minimum, 35 per cent in each division of the branch respectively	3,580	4,591	2,980	5,007	1,441	3,101

TABLE NO. XII

Statement showing a comparison of Results as between certain High Schools selected each from a different District and the High Schools as a whole.

DESCRIPTION OF SCHOOL.	PERCENTAGE OF PASSES IN										Average percentage of passes.	Range of variation.
	1898.	1899.	1900.	1901.	1902.	1903.	1904.	1905.	1906.	1907.		
I. No. of Candidates in 1907—86	52.0	45.9	21.1	53.2	55.6	37.1	31.7	31.3	35.3	20.9	38.4	31.1
II. Do.	31.4	22.9	24.4	41.7	45.0	28.2	31.5	19.0	49.2	20.0	31.3	29.2
III. Do.	54.5	32.5	19.7	60.9	61.1	26.8	40.7	26.1	36.3	20.8	37.9	40.3
IV. Do.	50.0	20.0	22.3	24.6	42.4	25.7	40.3	27.4	40.8	25.3	32.9	30.0
V. Do.	46.4	13.4	25.9	38.2	47.8	11.7	23.8	27.3	32.5	12.4	28.0	35.4
VI. Do.	35.1	37.5	23.1	50.0	20.6	24.1	64.7	35.3	34.3	5.8	33.1	58.9
VII. Do.	41.7	35.1	15.4	17.3	31.9	23.3	26.1	21.9	32.2	21.4	26.7	26.3
VIII. Do.	53.2	22.0	30.4	42.1	36.9	34.1	24.2	23.7	62.6	41.7	37.7	40.6
IX. Do.	34.1	30.2	21.1	44.4	31.1	28.6	43.6	14.5	36.0	9.8	28.3	34.6
X. Do.	42.6	31.1	50.8	38.2	53.1	33.3	15.3	42.4	34.2	32.9	38.0	37.8
XI. Do.	37.5	27.3	27.3	53.5	40.5	30.6	40.5	43.9	41.2	39.7	40.0	26.2
XII. Do.	51.2	29.3	61.5	51.3	56.8	23.3	44.3	27.1	67.2	45.7	46.4	37.9
Average percentage of passes in these Schools each year ...	45.1	29.9	28.7	43.0	43.6	28.2	35.6	28.2	41.8	24.7	35.0	20.4
Percentage of passes of all School Candidates each year ...	38.4	25.8	23.7	37.9	39.2	23.3	31.0	26.1	37.5	20.7	30.2	17.4
Difference of percentage in favour of selected Schools ...	+6.7	+4.1	+5.0	+5.1	+4.4	+4.9	+4.6	+3.1	+4.3	+4.0	+4.8	2.7

Summary of Returns from High Schools as to Matriculation Classes and Candidates, etc.

QUESTIONS NUMBER.	1		2	3	4	5	6			7	8	9	10													
	No. of Pupils in Vth Form.	No. of Sections.					Pupils in Vth Form.	Vth Form Passes With Examiners Certificates from Other Schools.	1907.					1906.	Earlier.	Once.	Twice.	More than 3 times.	1907 Selection Examination.	Qualification for Selection.	Non-selected Pupils sent up for Matric. 1907.	Distinction of giving Ex-aminee.	Examined.	Percentage Passed.	Matriculation Examination, 1907.	
		1906.																								1907.
Boys' High Schools in the Presidency.																										
GANJAM.																										
1. Berhampore, Kaliheta College	88	75	1906-2	Yes.	University minimum.	30	..	..	..	..	7	6	..	..	..	..	..	University minimum.	Yes.	70	14	30.0				
2. Chitaula, Municipal High School.	44	48	1906-1	Yes.*	University minimum.	12	..	12	10	23	9	7	1	10	17	4	..	..	..	Yes.	44	8	18.2			
3. Parlakimedi, Raja's College	42	44	1907-2	Yes.*	38% English.	17	..	10	14	6	5	2	3	6	10	1	..	30% English.	..	Yes.	35	5	14.3			
VIZAGAPATAM.																										
4. Bobbili Samastanum High School.	27	16	1	Yes.*	33% in each subject.	7	3	4	7	..	2	1	..	8	..	1	..	No. in regulation.	..	Yes.	12	3	25.0			
5. Mrs. A. V. Narasimha Rau College.	80	67	2	Yes.	9% in each.	26	..	15	22	13	8	2	1	13	9	..	..	University minimum.	..	No.	50	6	12.0			
6. London Mission High School	..	..	..	..	No return.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	54	8	14.8			
7. St. Aloysius High School	72	77	2	Yes.	35% English.	19	..	21	34	16	..	..	..	32	7	..	..	..	..	..	62	15	24.2			
8. Vizianagaram, Maharaja's College.	..	..	..	..	38% other.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..		
9. Do. Ripon Hindu High School.	104	89	3	Yes.	Pass in 2 subjects.	38	..	36	42	10	1	16	8	..	33	16	1	..	Pass in 2 subjects.	15	Yes.	84	3	3.6		
GODAVERY.																										
10. Annapuram, Board High School.	43	62	2	Yes.	35% English.	22	..	17	21	13	10	16	3	..	8	7	6	8	40% English.	3	Yes.	39	10	25.6		
11. Cocanada, P. R. College	..	..	..	..	No return.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..		
12. Peddapur, A.E.L.M. High School.	35	39	1	Yes.	38% of the total marks.	..	..	12	13	9	2	..	2	..	11	3	2	1	Pass in 2 subjects.	..	Yes.	29	11	21.6		
																								37.9		

* Qualification partial or wanting in certain cases.

QUESTION NUMBER.	1	2	3	4	6			7	8	9	10												
	No. of Pupils in Vth Form.	No. of Sections.	Teachers qualified?	No. promoted after re-consideration.	Pupils in Vth Form.			Vth Form Pupils with Leaving Certificates from other schools.			1907 Matric Pupils who had failed.			Qualification for Selection.	Non-selected pupils sent up for Matric, 1907.	Desirous of giving Matric.	Examined.	Percentage Passed.	Matriculation Examination, 1907.				
					1 year.	2 years.	3 years.	More than 3 years.	1907.	Earlier.	Once.	Twice.	Three times.										
GODAVERY - cont.																							
13. Pithapuram, Raja Chellayamma Raj's High School.	74	77	2	Yes.	University minimum.	11	1	19	25	29	8	55	10	2	23	18	4	1	Yes.	Failures in all subjects not sent. University minimum.	66	23	34.8
14. Rajahmundry Training College ..	154	119	3	Yes.	38% English and 30% local language	72	..	79	26	16	4	14	12	93	32	5	9	3	Yes.	..	77	16	20.8
15. Do. A.P.E.L.M. High Schl.	22	32	1	Yes.*	Failures in 3 subjects, 1 in each.	4	..	3	12	7	1	22	..	..	9	7	1	..	Yes.	170 marks on the whole. University minimum.	21	6	28.6
16. P.T.M. Sri Raja's High School ..	..	..	1	Yes.	University minimum.	8	..	5	8	4	2	10	3	6	5	3	2	..	Yes.	..	19	3	15.8
KISTNA.																							
17. Bezwada, C.M.S. High School ..	25	30	1	Yes.	35% English, 40% English, 25% local	..	..	1	..	..	..	4	..	..	2	3	2	4	Yes.	..	24	4	16.7
18. Ellore, C.M.S. High School ..	49	55	2	Yes.	Failure in 1 subject	16	..	16	19	6	2	18	15	..	9	5	1	..	Yes.	No strict marks sent. University minimum.	40	3	7.5
19. Masilipatnam, Hindu High School..	65	60	2	Yes.	38% English, 30% local	21	..	14	14	12	6	3	4	1	13	8	3	..	Yes.	University minimum.	40	5	12.5
20. Do. Nishi College ..	71	55	2	Yes.	25% English, 25% local	21	..	25	23	5	2	6	5	..	16	9	1	..	Yes.	..	50	10	20.0
21. Narsapur, Taylor High School ..	109	61	2	Yes.*	University minimum.	35	..	16	32	6	..	11	24	19	15	11	..	..	Yes.	University minimum.	41	13	30.6
22. Narvid, Sri Raja's High School.	13	14	1	Yes.	..	3	..	4	5	1	3	3	..	10	1	1	2	1	Yes.	Failure in 4 subjects. University minimum.	10	4	40.0
23. Tanuku, Victoria Memorial High School.	25	42	1	Yes.*	University minimum.	12	..	19	16	4	3	16	12	35	12	12	1	1	Yes.	Full pass sent after matriculation.	28	6	21.4

47																							
GUNTUR.																							
24. Papadla, Board High School ..	41	40	1	Yes.	1 in English and Maths.	24	..	20	7	4	4	9	2	..	9	7	3	..	Yes.	Pass in English, Maths, and English minimum.	27	6	22.2
25. Guntur, A.E.L.M. College ..	176	148	1906-4 1907-3	Yes.	38% English, 40% English, 35% English.	49	5	65	41	22	10	10	18	..	7	15	15	2	Yes.	University minimum.	89	13	14.6
26. Guntur, Town High School ..	42	37	1	Yes.	39% English, 35% English.	..	..	16	9	6	..	7	..	..	7	3	..	..	Yes.	University minimum.	22	12	54.5
27. Ongole, A.B.M. College ..	57	45	1906-2 1907-1	Yes.	40% English.	11	..	10	23	5	3	6	2	2	14	1	4	..	Yes.	University minimum.	34	6	17.6
KURNOOL.																							
28. Kurnool, Municipal High School..	35	36	1	Yes.	$\frac{1}{2}$ in each.	17	..	17	14	3	2	5	1	..	9	1	1	1	No.	General impression.	26	7	26.9
29. Kurnool, Cole's Memorial High School.	Not examined	..	1 Section	Yes.	38% English, 40% English.	14	4	14	4	2	1	8	..	..	3	2	1	..	Yes.	36% English, 40% English.	11	..	..
30. Nandyal, S.P.G. High School ..	15	9	1	Yes.	Pass in 5 of 5 subjects.	..	..	4	5	..	..	1	..	1	5	..	..	..	Yes.	Pass in 3 of 5 subjects.	5	3	60.0
NELLORE.																							
31. Nellore, A.B.M. High School ..	51	43	1906-1 1907-2	Yes.*	University minimum.	25	..	20	10	7	6	4	2	1	10	2	2	1	Yes.	University minimum.	31	2	6.5
32. Nellore, Venkatagiri Raja's H. S.	53	79	1906-1 1907-2	Yes.	25% in each subject, the $\frac{1}{2}$ in each of the 3 subjects.	23	..	19	29	14	2	26	7	31	21	6	..	..	Yes.	39% English University minimum.	51	11	21.6
33. Venkatagiri, R.V.M. H.S. ..	12	13	1	Yes.	$\frac{1}{2}$ in each 40% English.	7	..	7	3	2	1	2	1	..	2	..	..	1	Yes.	University minimum.	12	2	16.7
MADRAS.																							
34. Madras, Bishop Corrie's H.S. ..	11	15	1	No.	..	7	8	9	3	1	2	2	1	..	4	2	..	..	Yes.	Low marks in 1 subject sent. 35% English, 40% English.	7	..	..
35. Do. C.S.M. College ..	118	117	3	Yes.*	50% English and General Knowledge 30% exam 30% oral	49	6	35	13	12	2	49	14	5	21	6	..	..	Yes.	..	73	4	5.5
36. Do. Christian College ..	144	143	4	Yes.	Mathematics No strict resultation.	40	..	34	73	15	11	58	8	76	26	12	5	1	No.	Works of the year. University minimum.	91	23	25.3
37. Do. Devotion Protestant College	15	11	1	Yes.*	33% English, 40% English.	4	1	5	5	1	..	2	2	7	4	1	..	..	Yes.	..	10	2	20.0

* Qualification partial or wanting in certain cases. † Recognized as a temporary measure. ‡ a English; c Mathematics; d General Knowledge.

QUESTION NUMBER.	1	2	3	4	5			6	7	8	9	10														
	No of Pupils in Vini Form.	No. of Sections.	Teachers Qualified?	Qualification for Promotion.	No. promoted, after re-consideration.	Papers in Vini Form.			Vini Form Papers Examined from other Schools.	1907 Metric Examiners' Report.	Non-selected Pupils sent up for Metric.	Qualification for Selection.														
						1 year.	2 years.	3 years.					1907.	Earlier.	Once.	Twice.	Three times.	More than 3 times.								
MADRAS—cont.																										
38. Madras St. Gabriel's H.S.	..	20	13	1	Yes.	45% English, 55% subject.	10	..	4	3	4	5	3	4	1	..	Yes.	35% English, 65% subject.	..	No.	11	1	91			
39. Do. Hindu Theological H.S.	..	29	31	1	Yes.	45% English, 55% subject.	14	..	..	15	10	..	..	..	..	..	Yes.	45% English, 55% subject.	16	Yes.	21	3	143			
40. Do. Pachayappa's College	..	193	190	5	Yes.	33% English, 67% subject.	15	..	70	59	40	21	49	13	63	46	20	2	Yes.	..	Yes.	122	21	172		
41. Do. St. Mary's European High School	..	..	..	..	..	No return.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3	..	..	..		
42. Do. T. T. V. High School	..	46	36	1	Yes.	No rigid rule.	16	..	14	14	3	2	8	3	..	6	2	..	Yes.	No.	21	3	143			
43. Malabar, San Thome Seminary	..	25	29	1	Yes.	50% English, 50% subject.	..	..	19	6	1	..	5	4	8	4	..	..	Yes.	..	13	3	167			
44. Do. P. S. High School	..	39	39	1	Yes.	38% English, 62% subject.	16	2	15	16	5	..	14	10	12	13	5	..	Yes.	3	Yes.	33	12	394		
45. Mount Road, Madras-1-Aman	..	15	19	1	Yes.	38% English, 62% subject.	8	4	8	4	3	5	..	1	4	4	2	..	Yes.	3	Yes.	33	12	394		
46. Muttupet, High School	..	46	67	2	Yes.	33% Eng., 67% subject.	39	1	40	15	7	..	20	2	1	13	5	..	Yes.	6	Yes.	40	5	125		
47. Royapett, Harris H.S.	..	23	21	1	Yes.	University with excep- tions.	7	4	11	6	..	5	1	..	3	2	1	..	Yes.	10	No.	13	..	..		
48. Do. Wesley College	..	63	74	2	Yes.	University with excep- tions.	35	..	16	42	..	..	11	..	10	16	..	..	Yes.	..	No.	40	7	175		
49. Triplicane, Hindu High School	..	153	155	4	Yes.	33% English, 67% subject.	85	20	90	37	13	4	33	4	20	10	15	7	2	Yes.	26	No.	107	20	187	
50. Do. W. M. H. S.	..	76	84	2	Yes.	35% English, 65% subject.	26	4	59	10	..	..	37	10	..	23	9	3	..	Yes.	6	Yes.	53	8	151	
51. Vepery, S. P. C. High School	..	23	25	1	Yes.	Passing in 3 out of 4.	8	..	7	6	3	..	8	4	..	2	5	..	..	Yes.	Pass in 3	4	..	15	8	200
52. Washermanpet, The North Madras Hindu High School	..	..	16	1	Yes.	35% English, 65% subject.	12	..	10	3	1	..	10	..	..	9	2	..	..	Yes.	University with excep- tions.	..	No.	12	1	83

CHINGLEPUT.

53. Alwar, St. Patrick's Orphanage	..	14	11	..	..	1	Yes.	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
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QUESTION NUMBER.	1	2	3	4	5	6	7	8	9	10																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
	No. of Pupils in Vini Form.	No. of Sections.	Teachers Qualified ?	Qualification for Promotion.	No. promoted after re-consideration.	PUPILS IN Vini FORM.			Vini Form Pupils WITH LEAVING CERTIFICATES FROM OTHER SCHOOLS.	1907 MATRIC PUPILS WITH LEAVING CERTIFICATES FROM OTHER SCHOOLS.			Qualification for Selection.	Non-strict for Matric, 1907.	Deaths of living Pupils, 1907.	MANIPULATION EXAMINATION, 1907.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		
						1 year.	2 years.	3 years.		More than 3 years.	1907.	1906.				Earlier.	Once.	Twice.	Three times.	More than 3 times.	1907 Section Exam-ination ?	Pass in 3 of 4 subjects, 40% English, 40% subject minimum.	University minimum.	University minimum.	Examined.	Passed.	Percentages Passed.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
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70. Pangaur, American Mission H.S.	7	11	1	No.*	Pass in 3 of 4 subjects, 40% in each.	6	7	3	1	1	1	2	..	..	Yes.	No.	7	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..

82.	Do.	St. Michael's H.S.	43	34	1	Yes.*	33% English and Mathematics.	20	..	20	8	2	..	3	..	..	11	12	3	1	Yes.	No strict regulation.	..	No.	27	4	14-8
83.	Do.	Stanes High School.	9	10	1	Yes.*	No strict regulation.	8	..	7	2	1	..	..	1	1	..	1	..	..	Yes.	University minimum.	..	Yes.	5	1	20-0
84.		Dharmapuram, Board High School..	31	29	1	Yes.*	English regulation.	14	..	10	11	4	2	4	5	5	6	2	..	Yes.	30% English minimum.	..	Yes.	18	3	16-7	
85.		Erode, Mahajana High School	64	55	2	Yes.*	English regulation.	23	..	17	14	16	6	20	12	20	14	11	12	6	Yes.	30% English minimum.	90	Yes.	48	9	18-8
86.	† Do.	London Mission High School.	15	15	1	Yes.	English regulation.	8	..	5	5	5	..	3	..	3	4	..	..	Yes.	1 subject.	..	No.	12	5	41-7	
87.		Golechertipalayam, Diamond Jubilee High School.	27	26	1	Yes.	No strict regulation.	13	..	75	2	6	..	3	3	..	4	1	..	..	Failure in 1 subject.	..	No.	14	2	14-3	
88.		Karaikal, Municipal High School	..	28	30	1	Yes.	15	1	12	9	3	2	9	1	..	11	..	1	Yes.	No strict regulation.	4	Yes.	20	5	25-0	
89.		Uthumalai, Board High School	..	34	35	1	Yes.	35% in each.	..	13	6	13	3	6	3	7	14	1	1	Yes.	290 out of 500 marks.	4	Yes.	20	6	25-0	
NILGIRIS.																											
90.		Coonoor, St. Joseph's High School.	..	..	..	1	No.	..	..	1	2	..	..	..	..	..	..	..	..	..	..	..	No.	7	1	14-8	
91.	Do.	Stanes Day School.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
92.		Ootacamund, Lawrence Asylum (Male Branch).	..	..	..	..	..	No Matriculation	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
93.		Katty, B.G.M. High School	..	6	..	1	No reply.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	No.	..	..	..	
SALEM.																											
94.		Nuvankal, Board High School	..	23	23	1	Yes.*	No strict regulation.	13	..	2	4	6	4	4	2	17	8	1	..	Yes.	No strict regulation.	1	Yes.	14	5	35-7
95.		Salem College	..	58	70	2	Yes.	29	17	18	27	11	4	17	6	1	15	6	1	..	Yes.	No strict regulation.	3 or 4	Yes.	48	12	25-0
96.	Do.	London Mission High School.	46	46	1	Yes.*	Pass in 3 subjects.	22	..	22	14	7	..	11	1	7	1	..	..	..	Pass in 2 branches.	5	No.	32	6	18-8	
97.		Tirupattur, Municipal High School.	..	..	..	..	No return.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	10	3	30-0	
TANJORE.																											
98.		Kumbakonam, Native High School.	109	106	3	Yes.	University in 3 subjects.	36	..	29	28	14	..	9	13	4	31	5	..	..	Minimum in 2 subjects.	..	No.	79	13	16-5	
99.	Do.	Town High School.	146	116	1906-4	Yes.	88% English minimum.	34	56	77	39	..	17	9	..	28	5	..	..	Yes.	35% English minimum.	24	Yes.	84	35	41-7	
100.		Mannargudi, National High School.	70	76	1907-2	Yes.*	University minimum.	40	..	28	25	8	1	8	8	3	20	3	..	..	..	..	Yes.	55	7	19-7	
101.	Do.	Finlay College	..	71	70	2	Yes.	26	..	34	20	15	1	8	3	1	11	7	1	..	..	..	Yes.	38	10	26-3	

*Qualification partial or wanting in certain cases. †Recognised as a temporary measure.

QUESTIONS NUMBER.																	1	2	3	4	5			6	7	8	9	10													
																	No. of Purvis in Vini Form.		Teachers Qualified?		Qualification for Pro- motion.		No. promoted after re- consideration.		Promis in Vini Form.			Vini Form Purvis Purvis who had Purvis from OTHER SCHOOLS.		1907 Matic Purvis who had Purvis from OTHER SCHOOLS.		Qualification for Sele- tion.		Non-selected Purvis sent up for Matric. 1907.		Decision of giving Dip- loma.		Examined.		Percentages Passed.	
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																	1906.	1907.	No. of Sections.	Qualification for Pro- motion.		No. promoted after re- consideration.		Promis in Vini Form.			Vini Form Purvis Purvis who had Purvis from OTHER SCHOOLS.		1907 Matic Purvis who had Purvis from OTHER SCHOOLS.		Qualification for Sele- tion.		Non-selected Purvis sent up for Matric. 1907.		Decision of giving Dip- loma.		Examined.		Percentages Passed.		
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																	1906.	1907.	No. of Sections.	Qualification for Pro- motion.		No. promoted after re- consideration.		Promis in Vini Form.			Vini Form Purvis Purvis who had Purvis from OTHER SCHOOLS.		1907 Matic Purvis who had Purvis from OTHER SCHOOLS.		Qualification for Sele- tion.		Non-selected Purvis sent up for Matric. 1907.		Decision of giving Dip- loma.		Examined.		Percentages Passed.		
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																	1906.	1907.	No. of Sections.	Qualification for Pro- motion.		No. promoted after re- consideration.		Promis in Vini Form.			Vini Form Purvis Purvis who had Purvis from OTHER SCHOOLS.		1907 Matic Purvis who had Purvis from OTHER SCHOOLS.		Qualification for Sele- tion.		Non-selected Purvis sent up for Matric. 1907.		Decision of giving Dip- loma.		Examined.		Percentages Passed.		
																	1906.	1907.	No. of Sections.	Qualification for Pro- motion.		No. promoted after re- consideration.		Promis in Vini Form.			Vini Form Purvis Purvis who had Purvis from OTHER SCHOOLS.		1907 Matic Purvis who had Purvis from OTHER SCHOOLS.		Qualification for Sele- tion.		Non-selected Purvis sent up for Matric. 1907.		Decision of giving Dip- loma.		Examined.		Percentages Passed.		
																	1906.	1907.	No. of Sections.	Qualification for Pro- motion.		No. promoted after re- consideration.		Promis in Vini Form.			Vini Form Purvis Purvis who had Purvis from OTHER SCHOOLS.		1907 Matic Purvis who had Purvis from OTHER SCHOOLS.		Qualification for Sele- tion.		Non-selected Purvis sent up for Matric. 1907.		Decision of giving Dip- loma.		Examined.		Percentages Passed.		
																	1906.	1907.	No. of Sections.	Qualification for Pro- motion.		No. promoted after re- consideration.		Promis in Vini Form.			Vini Form Purvis Purvis who had Purvis from OTHER SCHOOLS.		1907 Matic Purvis who had Purvis from OTHER SCHOOLS.		Qualification for Sele- tion.		Non-selected Purvis sent up for Matric. 1907.		Decision of giving Dip- loma.		Examined.		Percentages Passed.		
																	1906.	1907.	No. of Sections.	Qualification for Pro- motion.		No. promoted after re- consideration.		Promis in Vini Form.			Vini Form Purvis Purvis who had Purvis from OTHER SCHOOLS.		1907 Matic Purvis who had Purvis from OTHER SCHOOLS.		Qualification for Sele- tion.		Non-selected Purvis sent up for Matric. 1907.		Decision of giving Dip- loma.		Examined.		Percentages Passed.		
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																	1906.	1907.	No. of Sections.	Qualification for Pro- motion.		No. promoted after re- consideration.		Promis in Vini Form.			Vini Form Purvis Purvis who had Purvis from OTHER SCHOOLS.		1907 Matic Purvis who had Purvis from OTHER SCHOOLS.		Qualification for Sele- tion.		Non-selected Purvis sent up for Matric. 1907.		Decision of giving Dip- loma.		Examined.		Percentages Passed.		
																	1906.	1907.	No. of Sections.	Qualification for Pro- motion.		No. promoted after re- consideration.		Promis in Vini Form.			Vini Form Purvis Purvis who had Purvis from OTHER SCHOOLS.		1907 Matic Purvis who had Purvis from OTHER SCHOOLS.		Qualification for Sele- tion.		Non-selected Purvis sent up for Matric. 1907.		Decision of giving Dip- loma.		Examined.		Percentages Passed.		
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																	1906.	1907.	No. of Sections.	Qualification for Pro- motion.		No. promoted after re- consideration.		Promis in Vini Form.			Vini Form Purvis Purvis who had Purvis from OTHER SCHOOLS.		1907 Matic Purvis who had Purvis from OTHER SCHOOLS.		Qualification for Sele- tion.		Non-selected Purvis sent up for Matric. 1907.		Decision of giving Dip- loma.		Examined.		Percentages Passed.		
																	1906.	1907.	No. of Sections.	Qualification for Pro- motion.		No. promoted after re- consideration.		Promis in Vini Form.			Vini Form Purvis Purvis who had Purvis from OTHER SCHOOLS.		1907 Matic Purvis who had Purvis from OTHER SCHOOLS.		Qualification for Sele- tion.		Non-selected Purvis sent up for Matric. 1907.		Decision of giving Dip- loma.		Examined.		Percentages Passed.		
																	1906.	1907.	No. of Sections.	Qualification for Pro- motion.		No. promoted after re- consideration.		Promis in Vini Form.			Vini Form Purvis Purvis who had Purvis from OTHER SCHOOLS.		1907 Matic Purvis who had Purvis from OTHER SCHOOLS.		Qualification for Sele- tion.		Non-selected Purvis sent up for Matric. 1907.		Decision of giving Dip- loma.		Examined.		Percentages Passed.		
																	1906.	1907.	No. of Sections.	Qualification for Pro- motion.		No. promoted after re- consideration.		Promis in Vini Form.			Vini Form Purvis Purvis who had Purvis from OTHER SCHOOLS.		1907 Matic Purvis who had Purvis from OTHER SCHOOLS.		Qualification for Sele- tion.		Non-selected Purvis sent up for Matric. 1907.		Decision of giving Dip- loma.		Examined.		Percentages Passed.		
																	1906.	1907.	No. of Sections.	Qualification for Pro- motion.		No. promoted after re- consideration.		Promis in Vini Form.			Vini Form Purvis Purvis who had Purvis from OTHER SCHOOLS.		1907 Matic Purvis who had Purvis from OTHER SCHOOLS.		Qualification for Sele- tion.		Non-selected Purvis sent up for Matric. 1907.		Decision of giving Dip- loma.		Examined.		Percentages Passed.		
																	1906.	1907.	No. of Sections.	Qualification for Pro- motion.		No. promoted after re- consideration.		Promis in Vini Form.			Vini Form Purvis Purvis who had 														

* Qualification partial or wanting in certain cases

QUESTIONS NUMBER.	1		2	3	4	5			6		7	8		9	10							
	No. of Pupils in Vini Form.					Pupils vs Vini Form.			Vini Form Pupils who had failed.			1907 Matric Pupils who had failed.			Qualification for Selection.		Matriculation Examination, 1907.					
	1906.	1907.				1 year.	2 years.	3 years.	More than 3 years.	1906.		1907.	Once.		Three times.	More than 3 times.	1907 Matric Pupils who had failed.	Qualification for Selection.	Non-selected pupils sent up for Matric. 1907.	Examinined.	Passed.	Percentage.
TINNEVELLY—cont.																						
135. Tinnevely, C.M.S. College ..	59	108	3	Yes.	39% English, 30% of the total.	53	51	28	20	9	7	19	30	31	9	11	4	Yes.	61	6	9.8	
136. Do. Hindu College ..	120	116	2	Yes.	85% English, 35% of the total.	49	41	40	23	4	10	3	3	29	24	2	..	Yes.	84	15	17.9	
137. Tuticorin, Caldwell High School.	29	29	1	Yes.	85% of the total.	14	14	10	6	..	3	2	..	6	4	1	..	No.	26	5	19.2	
138. Do. St. Francis Xavier's High School.	29	33	1	Yes.	Full pass.	17	7	10	8	5	4	6	7	13	4	..	1	No.	20	2	10.0	
139. Virudupatti, Khairiyar Vidhyasala.	10	11	1	Yes.	Full pass.	6	..	5	5	1	3	..	..	5	1	..	..	Yes.	8	1	13.5	
MALABAR.																						
140. Calicut, B.G.M. High School ..	43	37	1	Yes.	No strict regulation.	13	..	16	10	5	8	12	..	8	2	1	..	Yes.	25	8	33.0	
141. Do. Zamorin's College ..	69	63	2	Yes.	44% English, 11% Mathematics, and 45% total marks.	18	..	23	23	11	7	15	..	48	19	4	3	1	Yes.	43	12	27.9
142. Do. Nair's High School ..	60	60	2	Yes.	University minimum.	25	..	20	17	12	4	12	8	14	5	..	..	No.	43	2	4.7	
143. Do. St. Joseph's Poor Priests' College.	8	6	1	Yes.	Full pass.	5	2	5	1	..	..	..	..	..	..	..	2	..	4	..	..	
144. Cannanore, Municipal High School.	45	44	1	No.	83% of the total marks.	19	..	17	14	8	5	4	1	..	6	2	..	10	40	15	37.5	

145. Cochin, Santa Cruz High School.	8	6	1	Yes.	85% English, 15% of the total.	..	2	2	..	..	2	1	..	2	..	..	Yes.	39% English, failure in 1 subject.	..	No.	2	1	50-0			
146. Kottayam, St. Joseph's High School ..	62	61	1906-1	Yes.	20% English, 20% of the total.	25	18	13	12	2	7	..	7	8	..	..	..	Yes.	..	Yes.	27	4	14-8			
147. Alattur, Nellikal Edom Secondary School.	..	40	1	Yes.	4 English & Mathematics	14	..	40	..	..	..	26	..	..	..	..	..	Yes.	Pass in Mathematics	..	Yes.	29	5	17-2		
148. Guruvayur, C.M.S. High School.	14	13	..	..	No return.	..	..	3	1	3	2	1	..	2	1	1	Yes.	30% and above.	..	No.	8	1	12-5			
149. Nattur, B.G.M. Christian High School.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..			
150. T. Nuran, Hindu High School ..	67	64	2	Yes.	30% English, 30% of the total.	18	2	16	11	6	7	17	3	..	10	7	3	Yes.	30% and above.	No.	37	8	21-6			
151. Ottapalam, High School ..	64	46	2	Yes.	28% English, 28% of the total.	13	18	5	5	13	17	5	13	10	4	3	Yes.	28% and above.	4	Yes.	32	6	18-8			
152. Palghat, Native High School ..	108	78	1906-3	Yes.	40% English, 40% of the total.	40	21	26	14	8	13	2	11	13	6	4	7	Yes.	Full pass.	..	Yes.	46	10	21-7		
153. Do. B.G.M. High School ..	42	35	1	Yes.	35% English, 35% of the total.	15	9	12	4	3	6	14	22	39	4	4	1	Yes.	University minimum.	8	..	16	2	12-5		
154. Do. Victoria College ..	79	79	..	2	No return.	64	..	37	39	15	..	13	2	1	9	6	3	..	Yes.	University minimum.	..	Yes.	70	15	21-4	
155. Tellicherry, B.G.M. H.S.	..	..	..	..	..	64	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	47	13	27-7
156. Do. Brennan College ..	54	60	1906-1	Yes.	30% English, 30% of the total.	24	13	13	12	5	11	3	2	9	7	..	..	Yes.	..	No.	52	3	5-8			
SOUTH CANARA.																										
157. Kundapur, Baring H.S. ..	35	31	1	Yes.	University	14	..	12	15	..	..	9	..	..	..	..	..	..	University minimum.	..	Yes.	28	12	42-9		
158. Mangalore, B.G.M. High School.	40	47	1	Yes.	Full pass.	13	14	13	1	..	10	..	7	2	..	..	..	..	..	No.	25	3	13-0			
159. Do. Canara High School.	..	..	..	..	..	25	25	13	..	4	..	..	..	12	..	..	..	..	..	No.	36	8	22-2			
160. Do. College ..	39	31	1	Yes.	Failures in 2 subjects and 10 marks.	17	..	17	7	5	2	1	10	20	5	4	2	..	..	..	No.	18	6	33-3		
161. Do. St. Aloysius College.	37	44	2	Yes.	35% English, 35% of the total.	23	..	21	15	2	1	4	1	..	15	1	1	..	..	..	Yes.	32	15	46-9		
162. Udupi, Christian High School ..	28	20	1	Yes.	40% English, 40% of the total.	14	..	9	2	1	1	2	..	1	2	..	..	..	..	2	Yes.	9	5	55-6		
BANGALORE.																										
163. Bangalore, R.B.N.M. H.S. ..	23	27	1	Yes.	4 of the marks.	12	..	11	8	4	2	6	1	2	10	2	..	..	..	No.	17	5	29-4			
164. Do. Balaiah's H.S. for Boys.	..	5	1	Yes.	Year's work.	6	5	5	..	..	..	..	..	..	..	..	..	..	..	Yes.	Year's work.	6	..	..		

* Qualification partial or wanting in certain cases.

† Recognised as a temporary measure for 1907 only.

QUESTIONS NUMBER.	1	2	3	4	5			6			7			8	9	10				
	No. of PUPILS IN WITH FORM.	No. of Selections.		Teachers Qualified?	Qualification for Promotion.	No. Promoted after re-consideration.			PUPILS IN WITH FORM.	VITH FORM PUPILS WITH LEAVING CERS WITH FORM. OTHER SCHOOLS.			1907 MATRIC PUPILS WHO HAD FAILED.		Qualification for Selection.	Non-selected pupils sent up for Matric. 1907.	Distances of giving Examinations.	Examined.	Percentage Passed.	
		1906.	1907.			1 year.	2 years.	3 years.		More than 3 years.	1907.	1906.	Earlier.	Once.						Twice.
BANGALORE—cont.																				
165. Bangalore, Bishop Cotton's H.S. for Boys.	6	7	1906—1	No records.	3	4	..	2	2	..	3	..	..	Full pass.	..	No.	3	1	333	
166. Do. St. Andrew's H.S. for Boys.	3	..	1907—1	Yes. 30%	8	..	..	..	..	..	..	..	..	No.	..	No.	..	..	..	
167. Do. St. Joseph's College.	13	12	1	No. 30%	10	9	3	2	2	8	3	..	..	Yes.	No strict regulation.	No.	26	12	462	
COORG.																				
168. Marana Central High School.	14	15	1	Pass in 3 out of 4 subjects.	6	6	5	4	1	1	3	2	..	Yes.	University minimum.	Yes.	8	3	37.5	
GIRLS' High Schools in the Presy.																				
MADRAS.																				
1. Cannanore, U.F.C.M. Boarding School.	13	14	1	Yes. Pass in 3 subjects.	5	6	7	..	1	4	3	..	..	Yes.	University minimum in subjects. 50%	No.	10	2	20.0	
2. Egmore, Presidency Training Schol.	5	3	1	Yes.* 50%	..	1	1	1	1	..	2	..	..	Yes.	50%	1	No.	3	1	333
3. Madras, Bishop Gall's Girls' Schol.	..	10	1	No return.	..	4	3	2	..	1	..	3	..	Yes.	40%	..	..	1	2	50.0
4. Presentation Convent, G.T. ..	3	3	1	Yes.* 40%	3	1	..	..	..	..	..	..	..	Yes.	45%	No.	..	..	..	..
5. St. Thomas Convent, Girls' High School.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
6. Roypet, W.M. Girls' Boarding School.	4	5	1	Yes. Total Eng. and Maths. 40%	2	1	1	2	..	2	2	..	..	Yes.	University minimum.	No.	2	..	..	..
7. Vejeri, Devotion Girls' School.	7	4	1	Yes.* 40%	3	2	2	..	1	3	2	..	..	Yes.	University minimum.	No.	4	2	50.0	
8. Do. Madras Collegiate School.	10	10	1	Yes.* of the maximum.	8	2	..	..	1	1	3	2	..	..	..	No.	10	1	100	

9. Do. Presentation Convent ..	4	4	1	Yes.*	5	2	2	..	..	..	2	..	..	Yes. University minimum.	..	No.	4	2	50.0
10. Do. London Mission Girls' Boarding School.	9	13	1	Yes.* No strict regulation.	7	10	3	..	1	..	3	..	..	Yes. No strict regulation.	..	No.	7	2	28.6
BANGALORE.																			
11. Bangalore, Baldwin's High School	1	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
12. Do. Bishop Cotton's High School for Girls.	4	7	1	Yes.*	..	4	2	..	2	1	2	..	..	Yes. University minimum.	..	..	3	1	333
13. Do. the Sacred Heart High School, Convent.	5	6	1	Yes.*	3	1	4	..	2	..	1	..	..	Yes. 40% in each.	..	No.	5	..	..
14. Do. St. Andrew's High School for Girls.	6	5	3	Yes.* University minimum.	5	4	1	..	..	1	1	..	..	Yes. University minimum.	..	..	2	..	..
GODAVARI.																			
15. Cannanore, the Fitzroy Girls' Boarding School.	4	4	1	Yes.* 33% each subject.	4	3	1	..	1	3	1	..	..	Yes. 33% each subject.	..	No.	3	..	..
BELLARY.																			
16. Bellary, St. Philomena's H.S. ..	10	7	1	Yes.* 32% 40% English	3	3	3	1	1	1	1	1	..	Yes. 32% 40% English	..	..	4	1	25.0
VIZAGAPATAM.																			
17. Waltair, St. Joseph's Girls' School.	3	3	1	Yes.*	1	1	1	1	..	..	1	1	..	..	..	No.	2	1	50.0
NILGERS.																			
18. The Narayath Convent Girls' High School, Ootacamund.	1	1	1	Yes. 40%	1	..	..	1	2	..	1	..	..	Yes. 40%	..	No.	1	..	..
19. Convent, St. Joseph's European Convent Girls' High School.	1	..	..	No. 3 of the maximum.	1	..	..	1	..	..	No pupil were sent up.	..	..	No.	..	..	..	..	..
COIMBATORE.																			
20. Coimbatore, St. Joseph's European Convent Girls' School.	..	..	..	..	No Matriculation Class.	..	..	..	..	..	..	..	..	..	..	..	..	..	..
MADURA.																			
21. Madura, American Mission Girls' High School.	4	4	1	Yes.* Full pass.	2	1	3	..	1	1	1	..	..	Yes. 35% 40% English	..	..	3	..	..
TINNEVELLY.																			
22. Narayath, St. John's High School for Girls.	10	12	..	Yes.* Pass in 3 subjects.	3	3	4	5	..	1	2	7	..	Yes. Full pass.	..	..	9	..	..
23. Palamottah, Sarah Tucker College.	15	19	1	Yes.* University minimum.	8	8	8	1	2	..	1	1	..	Yes. University minimum.	3	No.	10	3	300

* Qualification partial or wanting in certain cases.

QUESTION NUMBER.	1		2	3	4	5			6		7	8	9	10				
	No. of Pupils in Vth Form.					No. of Sections.	Teachers Qualified?	Qualification for Pro-motion.	No. promoted.	No. promoted after re-consideration.				PUPILS IN VTH FORM.		VITH FORM PUPILS WITH LEAVING CERTIFICATES FROM OTHER SCHOOLS.	1907. Matriculation Examination.	Percentage Passed.
	1906.	1907.												1 year.	2 years.			
TRICHINOPOLY.																		
24. ↑ R. C. Fort Girls' High School Trichinopoly.	..	6	1	Yes.	..	6	..	..	..	..	..	..	..	6	..			
MALABAR.																		
25. Calicut, St. Joseph's Convent Poor School.	11	7	1	Yes.*	4	..	5	2	..	1	..	Yes.	No.	6	16.7			
26. Do. B.G.M. Girls' High School.	7	11	1	No.	9	..	7	1	2	..	..	Yes.	Yes, if called upon.	8	12.5			
27. Cochin, St. Mary's European Convent Girls' School.	4	5	1	Yes.*	3	..	3	2	1	2	..	Yes.	..	3	..			
SOUTH CANARA.																		
28. Mangalore, St. Ann's School.	15	14	..	No.	13	..	11	3	..	..	1	Yes.	No.	11	54.5			
High Schools in Native States.																		
COCHIN.																		
1. Chittur, High School.	51	65	2	Yes.	20	..	32	20	5	2	13	11	8	43	37.2			
2. Enaykulam College School.	29	36	..	Yes.	22	10	21	11	..	4	10	15	..	67	94.3			
3. Do. St. Albert's High School.	50	51	1907-1	Yes.	21	..	20	19	10	2	5	7	10	21	1			
4. Tripulakuda, District High School.	19	30	2	Yes.*	6	..	15	10	5	..	4	1	..	28	10.7			
5. Kumankulam, Mar Ignatius H.S.	..	..	..	..	..	..	..	..	..	..	4	1	15	16	13.5			
HYDRABAD.																		
11. Do. St. Thomas' High School.	3	5	1	Yes.	3	..	3	1	1	..	..	..	..	35	5			
12. Do. Jubilee Girls' H.S.	3	5	1	Yes.*	3	..	3	2	..	..	..	..	..	6	4			
13. Tripulana, Place High School.	3	5	1	Yes.*	3	1	3	2	..	..	..	..	..	5	1			
HYDRABAD.																		
14. Aravangul, High School.	5	8	1	Yes.*	4	1	4	..	4	..	2	..	2	2	..			
15. Bebar, A.V. High School.	3	7	1	No.	3	..	4	1	1	1	..	1	..	9	..			
16. Beluram, European Girls' School.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..			
17. Chidambaram, High School.	30	14	1	Yes.	19	..	6	3	1	4	2	3	1	11	2			
18a. Do. St. Ann's & Elizabeth Girls' High School.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..			
19. Gubbarga, High School.	6	6	1	Yes.*	6	..	4	1	1	..	3	1	..	3	..			
20. Hyderabad, All Saints' Institution.	10	9	1	Yes.	1	..	2	5	2	..	3	2	1	5	..			
21. Do. City High School.	12	9	1	Yes.	5	..	5	..	1	3	..	1	3	7	..			
22. Do. Madras-Aliya.	22	19	1	Yes.*	11	..	10	6	..	1	4	3	1	12	..			
23. Do. Madras-Aliya.	3	3	1	Yes.	2	..	2	1	..	..	..	..	..	1	..			
24. Do. Presidency High School.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..			
25. Do. St. George's Grammar School.	1	1	1	No.	2	..	2	..	..	..	..	..	..	1	100.0			
26. Secunderabad, St. Anne's Convent High School.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..			
27. Do. St. Mary's College.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..			
28. Warangal, High School.	3	5	..	No.	2	..	3	2	..	3	..	1	..	11	..			

* Qualification partial or wanting in certain cases.

* Above the University minimum.

† Recognized as a temporary measure.

Question Number.	1	2	3	4	5			6		7		8	9	10							
	No. of Pupils in Vitu Form.	No. of Sections.	Teachers Qualified ?	Qualification for Pro- motion.	No. promoted after re- consideration.			Pupils in Vitu Form.		Vitu Form Pupils with leaving cer- tificates from other schools.		1907 Matric Pupils who had failed.		Qualification for Sele- ction.	Non-selected Pupils sent up for Matric, 1907.	Examin- ed.	Percentage Passed.				
					No. promoted after re- consideration.	1 Year.	2 years.	3 years.	More than 3 years.	1907.	1906.	Earlier.	Once.					Twice.	Three times.	More than 3 times.	
																					1907 Matric Pupils who had failed.
MYSORE.																					
29. Bangalore Central College	104	111	2	Yes.*	Pass in E.M. & G. Know- ledge.	..	No record	..	..	..	..	..	Yes.	..	No.	70	25	329			
30. Do. L.M. High School	70	52	1	Yes.	University minimum.	27	30	15	5	2	13	7	12	6	1	Yes.	84	4	118		
31. Do. W.M. High School	74	69	1	Yes.	..	18	3	40	27	2	..	87	25	15	10	1	..	46	7	152	
32. Channarayana High School	..	20	28	..	No return.	..	6	22	5	1	..	10	1	7	1	..	..	11	1	91	
33. Chikhalapur High School	..	..	..	..	200 Marks in University minimum.	..	6	22	5	1	..	10	1	7	1	..	..	17	6	383	
34. Chikmagalur High School	..	19	17	1	Yes.	University minimum.	5	3	4	6	2	2	7	1	..	1	Yes.	11	3	273	
35. Chittaldroog High School	..	24	19	1	Yes.	39% total marks.	9	9	10	..	..	2	2	4	3	..	..	19	10	526	
36. Hassan High School	..	21	18	1	Yes.	50% subject.	1	2	4	6	..	5	7	3	2	1	Yes.	12	8	667	
37. Kolar High School	..	30	28	..	Yes.	No strict re- gulation.	18	4	12	3	2	2	4	5	2	1	..	Yes.	19	8	421
38. Mysore Maharaja's College	..	73	101	1901-1907-2	University minimum with excep- tion.	53	..	87	19	4	..	31	5	65	Information not available.	..	No.	68	27	397	
39. Do. Maharani's College	..	4	3	1	Yes.	..	..	2	1	..	..	1	1	..	..	..	Don't	1	..	..	

1. Do. W.M. High School	63	34	..	Yes.*	Each case on merits.	13	..	9	8	3	2	5	3	26	6	4	..	..	No.	21	6	28-6	
2. Do. Marimallapeta's High School	56	61	1	Yes.	University minimum.	28	17	20	13	1	..	18	15	6	1	..	..	16	Yes.	33	4	12-1	
3. Do. Shingoga High School	..	32	1	Yes.	Full pass.	13	5	12	7	5	2	12	1	4	10	2	1	..	..	7	24	11	45-8
4. Do. Tumkur High School	..	52	2	Yes.	No strict regulation.	27	..	..	..	..	..	28	4	..	..	..	..	..	Yes.	40	9	22-5	
PUDUKOTA.																							
4. Putukota Maharaja's College	120	1906-1907-3	..	Yes.	University rules.	33	..	30	38	20	9	6	10	..	22	7	..	..	No.	57	10	17-5	
TRAVANCORE.																							
5. Alappuzha Maharaja's High School	..	..	..	Yes.*	No return.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
6. Do. Maharaja's High School	27	19	..	Yes.*	40% English	..	..	..	..	..	..	4	2	..	..	..	..	..	..	..	..	..	
7. Do. S.D. Vithayaladi	81	72	2	Yes.	University minimum.	20	..	21	14	8	..	20	7	8	..	..	..	..	..	..	..	..	
8. Changanacherry St. Beechman's High School	34	24	1	Yes.*	35% English	13	..	9	6	8	3	3	3	..	4	2	..	..	..	..	..	..	
9. Edathua St. Aloysius High School	9	8	1	Yes.*	35% English	7	..	4	2	..	1	..	1	1	1	..	..	..	..	..	..	..	
10. Maripol S. V. High School	15	19	1	Yes.*	38% English	7	..	1	14	3	..	9	4	..	7	2	..	..	..	..	..	..	
11. Kottar Maharaja's High School	77	68	2	Yes.	..	31	..	16	8	12	8	3	3	2	14	3	2	1	Yes.	44	6	13-6	
12. Kottayam C.M.S. High School	72	73	8 and 2	Yes.	35% English	34	..	40	17	2	..	13	18	42	12	10	..	..	..	..	..	..	
13. Do. M.D. Seminary	65	57	2	Yes.	40% English with excep- tion.	20	..	19	25	3	..	10	5	..	8	3	2	..	No.	22	5	22-7	
14. Do. Mar Thoma Syrian Seminary	49	55	1	Yes.	35% English	24	..	26	17	9	9	9	14	10	10	2	..	..	Yes.	20	..	..	
15. Do. Bator Memorial High School	11	10	1	Yes.*	35% Eng- lish.	6	..	6	4	..	..	2	..	..	..	..	..	..	Yes.	6	1	16-7	
16. Marunam St. Ephraim's High School	26	19*	1	Yes.	Full pass.	9	1	6	5	2	..	4	..	..	3	4	2	..	..	..	..	..	
17. Marunam Nayar Samajam High School	..	27	1	Yes.	45% English.	..	..	..	..	..	..	27	..	..	..	..	..	..	..	..	..	..	
18. Mavelikara Maharaja's High School	89	26	1	Yes.*	30% ..	11	..	11	10	2	..	2	2	1	6	..	..	..	..	..	..	..	

* Qualification partial or wanting in certain cases.

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