

Educational (191) Department.

Miscellaneous SERIES.

G.O. No. 853

DATED 9. 8. 1915

[Despatch Abstract.]

University of Madras.

Recording papers protesting against the action of the — in restricting the admission of the holders of Secondary School leaving Certificates into Colleges and also in regard to the low percentage of passes at the intermediate examination.



2

CN: 2167 Vol 7 21.6.15

PROCEEDINGS OF THE PUBLIC MEETING OF THE
CITIZENS OF CUDDAPAH HELD ON THE 17th

June 1915 with H. R. Ry, V. PICHAIYA GARU, B.A., in the chair.

RESOLVED.

I. That this meeting views with grave concern and anxiety the blaughter of students in the last Intermediate and S.S.L.C. Public Examinations and prays that the Government will be pleased to interfere so as to afford adequate and speedy relief to the vast number of candidates who have been undeservedly plucked.

II. That the this meeting prays that the Government will be pleased to direct the Syndicate to raise the percentage of passes in the Intermediate Examination to at least 50.

III. That the Government will at-least be pleased to cancel the moderation scheme for this year in respect of the S.S.L.C. Candidates and that the Principals of the Colleges be given the same discretion in the matter of admission into the Intermediate Class, as in the previous years.

IV. That for purposes of entrance into Public Service the Presidency average in the said S.S.L.C. Examination may be treated as sufficient qualification.

V. That the Chairman be authorized to communicate these Resolutions to the Government, the Director of Public Instruction the Registrar of the Madras University and to the Presses.

Cuddapah, D/17th June, '15.

18/6/15
Chairman of the Meeting.

No change in the
existing rules
has been made.

PR

2/ E.O.C. No 2168

Recd } 3
Rgsd } 21.6.15.

The Hon'ble Mr. K. Ramaiyengar
High Court Vakil

Non-judicial
Magistrate
Madras



To The Secretary, 18 June 1915.
Educational Department

Dear Sir.

The rules recently published by the Senate for adoption by the principals of Colleges in making admissions to the higher middle classes of the schools of the recent S. S. L. C. examinations are moderated by the rules. Some to require immediate attention at the hands of the Government if they are not to work great hardship. Since it is that for this year the principals are given discretion but the former clause that they have to report cases dealt with by them out of the rules, will act as a great check on their action to the prejudice of the students.

The rules proposed for modifications seem to make each boy depend on the mercy of

PR

The Hon'ble Mr. K. Ramaiyengar

High Court Vakil

Madura

191

of his classmasters of that may be
a great hardship in cases in
which some boys stay in the
same classes for a number of
years & are dull.

I think the Government
may be pleased to consider
the situation & issue such
orders as may not work hardship
to the students.

I may refer to the articles
on this subject in the issues
of "The Patriot" page 4 & "The
Hindu" page 7 of the 15th June
1915. There have been very
many other contributions also.

I request to be excused
for taking the liberty of
placing my views now before
the Government.

Yours sincerely
K. Ramaiyengar

pg. 9-11 of
note file.

4/5
No. 2183 of

22.6.15

Gooty

20th June 1915



The Hon'ble

Rao Bahadur P. Kesava Pillai

Gooty

The Secretary

Educational Department

to the Government of Madras

Madras

Sir

I beg to enclose copy of the
Proceedings of a public meeting held
at Gooty on the 18th instant with reference
to the disastrous results in the last -
Intermediate and Secondary School
Leaving Certificate Examinations, for
the urgent and favourable consideration
of the Government

I beg to remain
Sir

Your most obedient servant

P. Kesava Pillai

President

PR

At a public meeting held at Gooty, 6
presided over by the Honble Rao Bahadur
D. Kavarana Pillai, the following resolutions were
duly concerned

I That this meeting begs to place on
record the deep concern & dismay that prevail
in the public mind at the disastrous results
in the recent Intermediate and Secondary
School Leaving Certificate examinations.

Proposed by Mr. G. Lakshmin Reddy B.A.

First grade pleader

Seconded by Mr. R. Sanyinda Rao, Pleader Gooty

Carried *non con*

II That, Considering the far-reaching consequences
to the student community, the parents & the general
public on account of the unduly severe tests
made in English and some optional subjects,
this meeting with respectfully urge that the
Government may be pleased to move the
University.

(a) to revise the Intermediate results
by a system of moderation that would not
exclude the deserving students

(b) to instruct the Principals of Colleges
to admit students who have secured 25
per cent in English and C group subjects
in the recent S. S. L. C examination or that
the class marks may be taken as the basis
for admission, in the Intermediate

Proposed by Mr. G. Subbanna M.A.B.L.

Seconded by Mr. S. Venkatarama Iyer B.A.L.T

Head master R. M. High School

Carried unanimously

III That this meeting begs to record that the
principle on which examiners are recruited
is extremely unsatisfactory and that men

of long experience should be chosen.

Moved from the Chair
Carried *unanimously*

IV That this meeting views with ^{highly} ~~admiration~~ the moderation formula of the Syndicate and prays that the Government may be pleased to see that it is not enforced

Proposed by Mr. G. Seshappa

Seconded by Mr. O. Krishna Rao B.A. B.L.

First grade pleader

Carried *unanimously*

V That Copies of the above resolutions may be sent to the Government; the Director of the Public Instruction; the Registrar, Madras University and the Press.

Moved from the Chair

Carried *unanimously*.

Signed O. Krishna Pillai
18.6.15

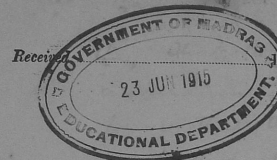
(True Copy)

O. Krishna Pillai

President

Col No. 2195 2
C.F.-20
8

EDUCATIONAL DEPARTMENT.



Received . Registered 23. 1915.

Subject.

Admission of School Final candidates into Colleges.

ENCLOSURES.

No. 1

Spare copies

No. 150-P.

Station Ootacamund, Dated the 21st June 1915.

From (Name) H.G. Stokes Esq., C.I.E., I.C.S.,

(Designation) Private Secretary to H.E.
the Governor.

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

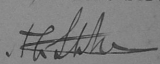
Sir,

I am desired to transfer to you for disposal by
the Government the enclosed telegram, dated the 21st June
1915, from the Chairman of a public meeting held at Proddatur,
Cuddapah Dt.

I have the honour to be,

Sir,

Your most obedient servant,


Ag. Private Secretary.

9 8

C. 6 INDIAN TELEGRAPHS.

NOTICE.

This form must accompany any inquiry made respecting this Telegram.

Handed in at (Office of Origin).	Date.	Hour.	Minute.	Words.
Produtur	21/13	2		
TO				Recd. here at: 14 H. 25 M.

Private Secy to
His Excellency Governor
of Madras. Madras
Governor's Camp.

Produtur public meeting
assembled prays His Excellency's
immediate kind intervention
in the matter of admission

N. D. - The name of the Sender, if telegraphed, is written after the text.

TO	admission	Recd. here at: H. M.
----	-----------	----------------------

of pupils into colleges in
view of disastrous results
of the secondary school
leaving certificate examina-
-tion and the malis fraud
by the university syndicate

N. D. - The name of the Sender, if telegraphed, is written after the text.

10.9

C.

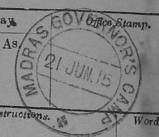
INDIAN TELEGRAPHS.

NOTICE.

This form must accompany any inquiry made respecting this Telegram.

Charges to pay

Rs. As



Handed in at (Office of Origin).

Date Hour Minute

Service Instructions. Words.

TO

Syndicate

Recd. here at H. M.

regulating admission

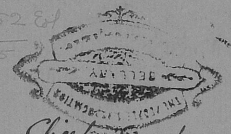
*= chairman
Public meeting*

N. B. - The name of the Sender, if telegraphed, is written after the text.

Edch

CN 225284

29.6.15



The Chief Secretary to
Government of Madras:-
Madras



Sir,
I have the honor to submit
to you a true copy of the proceedings
of a Public meeting held in the Bellary
People's Association Hall on Monday the
21st and request you to be good enough
to place these resolutions before His Excellency
the Governor of Madras for favourable
consideration and oblige.

I beg to remain

Sir,

Your most obedient servant

Bellary }
22.6.15 }

Christma Rao
Chairman. P. meeting

PR



12 11

Proceedings of Public meeting

held by the Bellary People's Association

Hall on Monday the 21st with Mr.

V. Krishna Rao B.A. in the Chair:-

Resolutions.

(1) x x x x x x

(2) x x x x x x

(3) x x x x x x

(4) That the Public of Bellary Consider that the Present S. S. L. C. Scheme is causing serious hindship and is acting as a stumbling block to higher University Education and humbly request the Government to do away with the Scheme and restore in its place the old matriculation Examination with the Compartment system of passing. Resolved also that a Sub. Committee consisting of Messrs. M. Gopalakrishnan Mudaliar, P. Siva Rao, and A. Krishnamurthy Rao do prepare a memorial and submit the same for the consideration of the Government. Proposed and Seconded

W/ by Messrs A. Krishnamurti Rao and P.
Siva Rao, Carried nem-Con.

(5). x x x x x x

(6). x x x x x x

(7) That the Public of Bellary while
deeply regretting the decision arrived at
by Government in the matter of locating the
College at Anantapur, beg to offer ~~that~~ their
imphetic protest against that decision and
pray that in view of empty benches and
stone walls alone constituting auditorium
of the College proposed to be located at
Anantapur, the Government may be pleased
to reconsider its decision. Proposed and
Seconded by Messrs A. Krishnamurti Rao, P.
Siva Rao. H. Lakshman Rao and Mr. Popala.
Many resolutions. Carried unanimously.

(8). x x x x x x

True copy.

(Signed) V. Krishna Rao

Chairman Public
meeting.

Chairman Public meeting.

Order have
already been
on the 1st
full committee
action. No
action is
called for
the resolution
now.

A. P. PATRO.

President.

A. V. SUBBAROW.
Secretary.



To the Chief Secretary
Government of Madras
Ootacamund



Sir,

I beg to forward, for necessary action, the following
resolutions passed at a public meeting held yesterday, with
Mr. G. Raghavaram Secretary B. A. & D. L. in the chair, under the
auspices of the District Association, in the Buckingham
Hall.

I beg to remain,
Sir,
your most obedient servant
A. V. Subbaram
Secretary

Resolutions

1. This meeting of the public of Buckingham Hall emphatically
protests against the drastic rules introduced to regulate
the admission of S. S. L. C. students into the Intermediate
class, by the Syndicate, as they are calculated to stifle
the growth of education.

A. P. PATRO.

PRESIDENT.

A. V. SUBBAROW.

SECRETARY.

2

Ganjam District Association,

Berhampore, (Ganjam.)

191



Resolutions



- 2 This meeting protests against moderating examination marks of the S. S. L. C. students
- 3 This meeting urges on the Syndicate that the S. S. L. C. candidates who get 5 p.c. less than the passing average whereas the present regulations require 5 p.c. more, be held qualified for admission to the University course and in the case of those who do not satisfy the above requirements, the dissection, either to allowed to Principals of Colleges, for admission to the University course, be retained
- 4 This meeting deeply deplores the slaughter of the candidates for the S. S. L. C. and the Intermediate examinations of this year and urges that revision of the results may be made, to bring up the number of successes to at least 50 p.c.

A. V. Subbarow
Secretary.

SECRETARY,
Teachers' Association.



MADURA.

Dated 25/6 1915.

CN. 2297

2.7.15

To

The Secretary to Government,
Educational Department.

Sir,

I have the honour to communicate to you the following resolution passed at the General Body meeting of the Association on 24/6/15.

In view of the hardships entailed upon S.S.L.C. holders seeking admission into Colleges by the rules recently issued by the Syndicate of the University of Madras, the Madras Teachers' Association prays the Government that the regulations be kept in abeyance for the present year.

I have the honour to be,

Sir,

Your most obedient servant,

N. Rama Swami

SECRETARY.

From

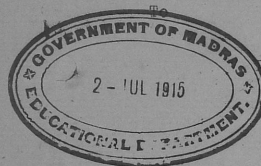
The Honourable Mr. K. Rama Ayyangar,

President of the Meeting held under the

auspices of the Madura - Ramnad District

Peoples' Association on the 29th June

At Sentupathi High School, Madura.



The Chief Secretary to Government,

Stone House Hill,

OOTACAMUND.

Sir,

I have the honour to forward the annexed Resolutions passed at the Public Meeting held under the auspices of the Madura - Ramnad District Peoples' Association, at the Sentupathi High School premises, on Tuesday, the 29th June 1915.

I have the honour to be,

Sir,

Your most obedient servant,

K. Rama Ayyangar
Secy
20.6.15

Resolutions passed at the Public Meeting held under
the auspices of the Madura - Ramnad District
Peoples' Association at the Sethu-
pathi High School on 29-6-15.



I. a. That the citizens of Madura in Public Meeting assembled are of opinion that the Regulations issued by the Syndicate of the University of Madras, for the admission of Secondary School Leaving Certificate holders into Colleges are unduly harsh and against the very spirit of the Secondary School Leaving Certificate Scheme and pray the Government to interfere in the matter and allow greater freedom to Principals of Colleges with regard to admissions.

b. That the citizens of Madura in Public Meeting assembled are strongly of opinion that the system of arbitrarily fixing five marks above the Presidency average, practically in every subject, as the minimum for admission to the University course, results in the choice of only certain students of average ability and excludes all those who might show marked ability in certain subjects at least and that therefore the system should be materially modified.

Proposed by Reverend W.W. Wallace.

Seconded by Mr. A. Rangasami Ayyar,

Supported by Mr. K. Chinnasaamy Ayyar,

Mr. C. Narayanasamy Ayyar, and

Mr. T.S. Krishna Rao.

Carried unanimously.

II. That the citizens of Madura in Public Meeting assembled view with great concern the low percentage of passes at the last Intermediate Examination and pray the University to issue a supplemental pass list.

Proposed by Mr. P. Peter Pillai.

Seconded by ^{Mr.} M.S. Sesha Ayyangar.

Carried unanimously.

18
18

III. That the Chairman of this Meeting be authorised to communicate the Resolutions to the Government and the Registrar of the University of Madras.

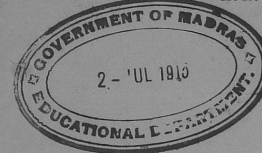
Proposed by Mr. L. Narasimna Ayyangar.

Seconded by Mr. Mr. K. Chinnasami Ayyar.

L. Narasimna Ayyangar
President
20-6-15



From M.R.Ry.



68
CN. 2299 Eot 19
Rajahmundry. 2. 7. 15
29/8/15

N. Subba Rao Pantulu Garu, B.A.B.L.,
~~President, Public meeting, Rajahmundry.~~
President, Public meeting, Rajahmundry.

The Chief Secretary
to the Government Of Port St George
Madras.

Sir,

I have the honor to forward herewith a copy of the resolutions passed at a public meeting of the citizens of Rajahmundry held on the 27th instant and request that the Government will be pleased to take the same into their favourable consideration.

I beg to remain Sir,
Your most obedient servant,

N. Subbarao
President, Public meeting, Rajahmundry.
27/8/15.



Rajahmundry
20

Proceedings of a public meeting held at Rajahmundry
on 27th June 1915, under the presidency of Mr. N. Subba Rao Pantulu.

The following resolutions were passed at the meeting.

I. That this meeting deploras the large percentage of failures at the recent Intermediate and S.S.L.C examinations and protests against the severity with which the answer papers were valued by the examiners.

Proposed by	S. Bhimasankara Rao B.A.,
Seconded by	M. Siterama Rao B.A. L.T.,
Supported by	Ch. Laxminarsimham, Editor Desamata

II. That this meeting requests the Government and the University to moderate the results of both the Intermediate and S.S.L.C examination so that at least 50 per cent of the candidates may be declared fit to prosecute further studies.

Proposed by	B.S. Narsinha Rao, B.A. B.L., Vice President Taluk Board Rajahmundry.
Seconded by	Kundury Venkatrathnam, Teacher.
Supported by	D.V. Ramana Rao, Medical Practitioner

III. That this meeting protests against the composition of the S.S.L.C examination Board and considers it essential that not less than one half of the strength of the Board should consist of Head Masters of High Schools who are actually in touch with High School work.

Proposed by	S. Bapaniah, B.A. B.L.,
Seconded by	R. Venkatramiah, Teacher.

IV. That the President be authorized to communicate a copy of the resolutions to the Government and the University and to wire to the President of the Madras Public meeting to be held tomorrow, the sympathy of this meeting with its objects.

Proposed by	V. Narsinha Rao, B.A. B.L.,
Seconded by	K.V.S. Ramachandra Rao Proprietor and Millowner.

N. Subbarao
President,
Public meeting, Rajahmundry

27/6/15

350-17-11-08

350-17-11-08.

Please type the addresses & all
carefully with reference to
the original current.
File circulated to HES



DEPARTMENT.

From

THE SECRETARY TO GOVERNMENT.

Ed DEPARTMENT.

To

(1) *морш. V. Ричардса Гарм. В. Г.*

[Chairman of the Public meeting held at] Cuddalore

(2) The Hon'ble Mr. K. Rama Ayyangar, Kodaikanal.

(3) Rao Bahadur P. Kesava Pillai.

(4) = ^{member of the} Chairman of the public meeting of the people of Bollen Gooty.

SECRETARY, GENERAL ST. ASSOCIATION
PORT ST. GEORGE

(b) N. Ramaswami Nayar, Secretary, Teachers' Association, Madurai.

(9) H. Rama Ranganatha, Anna-Ramadas Dr. People's Association, high school
K. S. D. B. C. Subramanian, madras

SIR

I have the honour to acknowledge receipt of your Letter _____, dated

(1) 17th } regarding the slaughter of candidates
(2) 18th } June 1915, which will receive due attention.

(3) 20th negative factory results of col. of learning

(4) 27-28-29
(2) 30-31-32
The last Intermediate and the Secondary know.

artificiate examination.

I have the honour to be,

Sir

Your most obedient Servant,

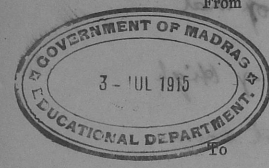
$\frac{PA}{26.6.15} \cdot \frac{128}{29.6.15}$

(6) on the 25th
(7) on the 30th
(8) on the 27th

~~8/10 4/7-18- mo 6/7~~

Godavari District Association,
Cocanada, Dated 1.7. 1915

No. 128



From

THE JOINT SECRETARY TO THE

GODAVARI DISTRICT ASSOCIATION,

COCANADA.

THE Secretary to Government
Educational Department
Cocanadamund.

SIR,

I am directed to report that this Association deeply deplores the large percentage of failures at the recent Intermediate and S.S.L.C. Examination and enters its emphatic protest against the undesirable severity with which the answer papers were evidently valued by the Examiners. To allay the panic created by the disastrous results of this year the Association respectfully requests Government to be pleased to moderate the results of both the Examinations, so that not less than 50 per cent of the candidates may be declared eligible to prosecute their further studies. To avoid the repetition of such a havoc, the Association feels bound to protest against the composition of the S.S.L.C Board who members are said to have no touch with High school

PR

Education, and to submit that it is very essential
that not less than one half of the strength of that
Board should consist of headmasters of high
schools actually employed in teaching that course.

I have the honour to be

Sir

Your most obedient servant

D. P. Karasaw

Joint Secretary

[E. & L.]

350-17-11-08.



DEPARTMENT.

Col No 2321-1

12.7.15

From

THE SECRETARY TO GOVERNMENT,

DEPARTMENT,

To

The Joint Secretary to the Gadwani St. Association
Cocanada

DATED Fort St. George
OOTACAMUND

190

SIR,

I have the honour to acknowledge receipt of your Letter 128, dated
the 1st July 1915, which will receive due attention regarding the
unsatisfactory results of the last Intermediate and
Secondary School leaving Certificate examinations.

I have the honour to be,

Sir,

Your most obedient Servant,

MD
7.7.15

(2)
9/7/15

O/c.
E. L. H.
10.7.15

24
CN. 2384 Eop

9.7.15

Vizagapatam.

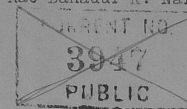
Dated 5th July 1915.



From



R. Ry., Rao Bahadur K. Narasimha Row Pantulu Garu,



Vizagapatam.

The Secretary to the Government of Madras,

M A D R A S.

Sir,

I have the honor to forward herewith the copy of the resolutions passed at a Public Meeting held in the -- Victoria Diamond Jubilee Town Hall at Vizagapatam on the 3rd instant. I request you will kindly place the resolutions before the Government for favourable consideration.

I have the honor to be,

Sir,

Your most obedient servant,

K. Narasimha Row

5.7.15

25 27

Resolution I. That the public of Vizagapatam deprecates the severity of marking in the late Intermediate and S. S. L. C., Examinations and urges the desirability of revising the marks so as to secure at least 50 per cent of passes.

Resolution II. That the system of moderation of -- S. S. L. C., marks adopted by the Syndicate be given up and discretion be restored to Principals of the - Colleges in the matter of matriculating students.

(T r u e C o p y)

(sd) K. Narasimha Row,

Vizagapatam.

P r e s i d e n t.

D/ 3rd JULY 1915.

Ka
5.7.15

[E. & L.]

359-17-11-08.

CN. 2384



28/26
Ed DEPARTMENT.

N
From

THE SECRETARY TO GOVERNMENT,

DEPARTMENT,

To

Mr. Rao Bahadur K. Narasimha Rao Pantulu Genu
Vizagapatam.

15.7.15
DATED Fort St. George, . 7. 1915.
OOTACAMUND

SIR,

I have the honour to acknowledge receipt of your Letter _____, dated
the 5th July 1915, which will receive due attention regarding the last
results of the Intermediate and S.S.L.C. examinations.

I have the honour to be,

Sir,

Your most obedient Servant,

PN
6.7.15

AS
12.7.15

o/c.

Ed
14.7.15

PD
15.7.15

20/7/15

CM 242785 27²⁸
13.7.15



The District Association.

Guntur, 27

Dated 27.7.1915



To
The Chief Secretary
Government of Madras

I have the honour to
communicate to you the
following resolutions passed
at a public meeting held in the
College hall Guntur on 3.7.15
with the Rev. J. R. Stook in
the chair.

I a, That the people of the
Guntur district in meeting assen-
bled deeply deplore the
disheartening percentage
of passes at the recent
Intermediat & S.P.L.C. Exams

examinations and feel that they do not represent the real state of education in the Presidency.

6. That the Syndicate be requested to re-consider the results of the Intermediate examination & issue a supplemental list of passes.

7. a. That the scheme of moderation of School & Public examination marks recently promulgated by the Syndicate is unworkable and opposed to justice and reason.

b. That a Committee consisting of an equal number

of Principals of Colleges²⁸ and Head masters of High schools be appointed to go into the question and devise a Salvo of a strong scheme for admission of P.S.L.C holders into Colleges.

I have the honour
to remain
Sir

Yours most obediently
B. V. Patil

Secretary.
D. Association

[E. & L.]

350-17-11-08.



ED DEPARTMENT.

Ln^o 24 27-1781
19.7.15

Sp 9/17

From

THE SECRETARY TO GOVERNMENT,

ED DEPARTMENT,

To

The Secretary to the District Association,
Guntur.

Sp 9/15 - C

DATED Fort St. George, 190
OOTACAMUND

SIR,

I have the honour to acknowledge receipt of your Letter No. 693, dated the 8th July 1915, which will receive due attention regarding the unsatisfactory results of the last Intermediate and Secondary School leaving Certificate examinations. I have the honour to be,

Sir,

Your most obedient Servant,

Sp 9/15

Sp 13.7.15

Sp 15.7.15

Sp 19.7.15



From

M. R. RV.,

D. MADHAVA ROW PANTULU GARU, B.A., B.L.,

High Court Vakil & President of the Public

Meeting held at Bezwada, on 8-7-15.

To

The Chief Secretary to the Government of Madras.

Sir,

I have the honour to submit herunder the resolutions passed at a public meeting of the townsmen of Bezwada held in the premises of the local Ram Mohun Free Library and reading Room, on 8-7-15, for your favourable consideration:-

- I. (a). That the townsmen of Bezwada in meeting assembled deeply deplore the disheartening percentage of passes at the recent Intermediate and S.S.L.C. public examinations and feel that they do not represent the real state of education in this Presidency.
- (b). That the Syndicate be requested to reconsider the results of the Intermediate Examination and issue a supplemental list of passes.
- II(a). That the ^{scheme of} moderation of school and public examination marks promulgated by the syndicate is unworkable and is oppsed to justice and reason and that it be withdrawn.
- (b). That a committee consisting of an equal number of principals of colleges and head-masters of High schools be appointed to go into the question and devise a satisfactory scheme for admission into colleges.

BEZWADA, 14-7-15.

I have the honour to be, sir,
your most obedient servant,

W. S. S. S.

CN: 2494 81

19-7-15



30

[E. & L.]

359-17-11-08.

CN. 2494.



31
SL DEPARTMENT.

April 7 CN. 2494-1 Col
21. 7. 15

From

THE SECRETARY TO GOVERNMENT,

SL DEPARTMENT,

To

M. R. S. D. MASHAWA Rao Pambulu Gann, B.A., B.L.
High Court Bahad.
Rugwada.

22/4.15
10
DATED ~~For Sr. Gnanar~~ 190
OOTACAMUND

Sir,

I have the honour to acknowledge receipt of your Letter _____, dated
the 14th July 1915, which will receive due attention regarding the
unsatisfactory results of the last Intermediate and
secondary school leaving certificate examinations.

I have the honour to be,

y/c.

Sir,

Your most obedient Servant,

22/4.15
10

20.7.15

21/7.15

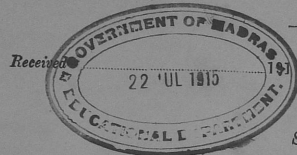
22/4.15
10

CN: 253884

O.P. - 20

EDUCATIONAL DEPARTMENT.

32



Registered 22.7.1915.

Subject.

Secondary School Leaving Certificate results.

ENCLOSURES	
No.	1
Spare copies	

No. 224-P.

Station Madras Governor's Camp, Dated the 20th July 1915.

From (Name) H. G. Stokes Esq., C.I.E., I.C.S.,

(Designation) Private Secretary to H. E. the Governor.

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

Sir,

I am desired to transfer to you for disposal by the Government the enclosed letter, dated the 16th July 1915, from the Chairman of a public meeting held at Periyalalam.

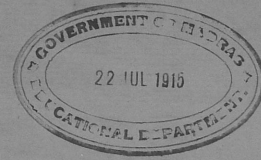
I have the honour to be,

Sir,

Your most obedient servant,

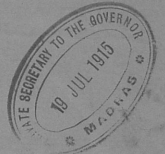
H. G. Stokes
Private Secretary.

PR



Periyakulam,
16th July 1915.

2
33



From

The Honourable Diwan Bahadur

V. Ramabhadra Nayudu Garu, F.M.U.,

Zamindar of Doddapanayakanur and Vadagarai,

P E R I Y A K U L A M.

To

The Private Secretary to

His Excellency the Governor of Madras,

M A D R A S.

Sir,

In pursuance of a resolution passed at a public meeting held at Periyakulam on the 20th June 1915 requesting me to - communicate to Government a resolution passed at the said - meeting regarding the recent Secondary School Leaving Certificate results, I have the honour to forward herewith a copy of the said resolution for the information of His Excellency and to request you will be so good as to place it before him.

I have the honour to be,

S i r,

Your most obedient servant,

V. Ramabhadra Nayudu
Chairman of the public meeting.

37 3

Proceedings of a public meeting held at Periyakulam on the 20th June 1915 with the Honourable Diwan Bahadur V. Ramabhadra Nayudu Gary, F.M.U., Zamindar of Doddappanayakkanur and Vadagarai in the chair.

Resolution No. I.

Proposed by M.R.Ry. M. Mathukrishna Ayyar, Avl. B.A.

Seconded by M.R.Ry. M.R. Srinivasa Ayyar, Avl., and passed unanimously:--

"Resolved that the Government be memorialised to the effect that the Public of Periyakulam like those of the other parts of the Presidency view with alarm and dismay the effects of the recent rules passed by the Madras University regarding the admission of Secondary School Leaving Certificate holders into colleges as virtually destroying the progress of education, on sound and healthy basis and as opposed to the principle on which the Secondary School Leaving Certificate course was established by the Government and that they humbly and earnestly pray that Government may be pleased to veto the newly introduced rules so as to leave the discretion of the Principals of Colleges wholly unfettered."

For 598 28
5.6.15

X X X X X X X X

Sd. V. Ramabhadra Nayudu.

/TRUE EXTRACT/

V. Ramabhadra Nayudu

Chairman of the public meeting.

[E. & L.]

359-17-11-08

35
81 DEPARTMENT.



L^N 2538-1 Ep

26.7.15

Sp247

From

THE SECRETARY TO GOVERNMENT,

81 DEPARTMENT,

To

the Hon^{ble} D^{ist}rict Bahadur V. Ramabhadra Nayudu, Gen
Lam^{dar} of Doddapanaya K^{ur}u
Periyakulam

Sp247
26.7.15
10

DATED Fort St. George, 190
OOTACAMUND.

SIR,

I have the honour to acknowledge receipt of your Letter _____, dated
the 16th July 1915, which will receive due attention regarding the
results of the last secondary school leaving certificate examination

rk.

I have the honour to be,

Sir,

Your most obedient Servant,

24.7.15

25.7.15

25.7.15

25.7.15

CUTTINGS FROM NEWSPAPERS.

1. Name of Paper— *New India*
 2. Published at— *Madras*
 3. Dated— *9-6-15*

OVERCROWDING IN COLLEGES

WE HAVE REPEATEDLY POINTED OUT HOW the overcrowding in Madras Colleges has been increasing for the past two years, and also how the recent performance of the Examiners regarding the last Intermediate Examination will add considerably to the acuteness of the crisis. We shall now attempt to show from statistics taken from the official returns how really serious is the situation, requiring careful handling both by the Government and the University. The following table is therefore compiled fully from the reports of the Director of Public Instruction :

Year	No. of Colleges	Total Strength	Average strength per College
1900-1	41	3,279	80
1902-3	40	4,338	108
1905-6	39	4,404	113
1906-7	36	4,387	130
1907-8	35	4,320	123
1908-9	33	4,265	129
1909-10	31	3,943	127
1910-11	31	3,741	120
1911-12	32	4,939	154
1912-13	31	5,547	179
1913-14	31	7,000	226

1914-15 Figures not yet available.

Thus in the course of thirteen years, the average strength of the College classes has increased from 80 to 226, or by nearly 180 per cent., the increase being largely due to the decrease in the number of Colleges by 10, and the rise in the number of boys by nearly 120 per cent. It may seem at first sight that the average strength of 226 per College is not large enough to create overcrowding. That is, however, not so, because the new regulations have considerably decreased the capacity of the Colleges to admit students. Many of them are affiliated only in the third group, the cost of getting affiliated in the other two being too large to be undertaken by any but the richest institutions. This drawback hinders admission in two ways. The students intending to join the first two groups have to try for admission into a very small number of Colleges, and secondly the majority of the Colleges are not in a position to admit as many as they could before the New Regulations were introduced. The consequence is that some Colleges cannot admit even a hundred students. Further, it should be borne in mind that, thanks to the cruel Examiners, the overcrowding has been made very acute only in the Intermediate classes.

The direct result of this overcrowding is twofold. First, there is a natural tendency to admit as few as possible into the Junior Intermediate class—a decision which has been liberally encouraged by the results in the last S. L. C. Examination. When the senior class is overcrowded, the authorities are compelled to be more strict in admitting from the junior class, which phenomenon affects in turn the new admissions into the first University Class. Secondly, students are forced to join the inefficient Colleges, rather than waste one year of study. The important Colleges being full to overcrowding, the poor students are left no other option. We feel confident that the Government are aware of both these drawbacks, which, we need hardly point out, directly check the progress of higher education.

There are two ways—both temporary and unsatisfactory—of getting over this difficulty. The University has laid down the maximum number of students to be admitted into any class. As is being done for the past two years in Calcutta, they should freely permit the temporary violation of the rule, where such a course is deemed advisable and necessary by the Principal. A better remedy is, however, to split up the class into two divisions for the teaching of English. There is no necessity for such bifurcation regarding the special subjects, in which the total strength is not likely to exceed 150 in each. One College is already in the habit of thus dividing the classes, but we are afraid there is need for bifurcation in at least half a dozen more. If the authorities should be so inclined—there are of course difficulties in the way—the Colleges will do well to make their intentions well-known throughout the Presidency. The S. S. L. certificates are already in the hands of the expectant students, and the rush has begun for seats, though, for a fortnight, it is possible only by way of correspondence. As is well known, the first hopes created by the School Final Scheme that at least 50 per cent. of the candidates appearing for the public examination would obtain admission into the Colleges have been entirely shattered, and unless non-official opinion exerts itself, the new scheme is likely to be worse in its effects than even the notorious Matric. That is, however, a

CUTTINGS FROM NEWSPAPERS.

1. *Name of Paper*—2. *Published at*—3. *Dated*—

big problem to which we do not now wish to refer. What we are anxious to draw attention to just at present is that a situation has arisen when provision should be made for the admission of more students into the junior as well as senior intermediate classes, and it is advisable in the interests of both the Colleges and the students that the decision for expansion should be at once arrived at and given the fullest publicity.

CUTTINGS FROM NEWSPAPERS.

1. Name of Paper— *New India*
 2. Published at— *Madras*
 3. Dated— *11-6-15*

THE DOUBLE GUILLOTINE IN THE SCHOOL FINAL

THE CAUSES OF THE SLAUGHTER

By AN OBSERVER

a student only if, after being moderated, the marks exceed the Presidency average by at least five. The net result of both these operations is to aggravate the situation already rendered very miserable by the severity of the public examination. The seriousness of the above instructions to the Principals is evident from the following analysis.

The Presidency Average

The primary standard for admission is the Presidency average, i.e., the average marks obtained by all the candidates in any particular subject in the whole Province. If it is to be laid down that the future of the students is to be judged by that standard alone, hardly fifty per cent. will be classed in the successful list. For knowing as we do the severity of the examinations, and the consequent low Presidency average, it is evident that the difference between it and the marks obtained by the best students cannot but be larger than that between it and the marks obtained by the most stupid. To give a concrete instance, the Presidency average is this year 31 in English and few students have obtained less than 15. But those that have received sixty and more are fairly many. The lower the percentage, as is the case in Physics, the more marked becomes the difference. Consequently such low averages are the result of smaller deficits and greater excesses from which the only inference possible is that the number of the former group should be larger. Quite the opposite will be the case if the Presidency average is fairly high, say about 45 or 50 per cent. Thus, if the Syndicate should permit the admission of all who have obtained more marks than the Presidency average, only less than 50 per cent. will be qualified under existing circumstances for admission in a single subject.

however, the double guillotine to play, another agency reduces the number of successful students. The guillotine refers to only single subjects, and a very large number of cases, students who are very well up in all subjects, but whose similarity is most perceptible to the average ability, so that it is only those who obtain marks approximately the Presidency average, and who are not a few in number. Thus, the guillotine has to qualify themselves

in all subjects, a further reduction automatically takes place in the percentage of successful students, to say, 40 at the very best.

The First Guillotine

It should not, however, be supposed from the above observations that they are made in any spirit of criticism. The reductions which are thus caused are quite natural except when the Examiners are extraordinarily severe, and we do not think any thoughtful person will take exception to those modifications. The operations to which objection is strongly taken are the next two, effected under the cloak of "moderation" and by laying down that the student should get five marks more than the Presidency average. Though the system of moderation is guided by a definite algebraical formula, the variants which it includes are so many that one cannot fix the definite proportion of students which it transfers from the list of successful into that of unsuccessful students. By the examination of the certificates of about 60 students, we are led to the conclusion that the percentage is as high as twenty. We shall be, however, on the safe side to put it at fifteen, lower than which it is not likely to go, except in the case of exceptional students. Thus when the first guillotine invented by the Syndicate has done its work, the percentage of passes is reduced to about twenty-five.

The Second Guillotine

But there it is not allowed to stop. There is the further rule, the most pernicious of all, that the moderated marks should exceed the Presidency average by five. The net result of this operation is to cause a further reduction by at least ten per cent. For, taking human nature as it is, the number of extraordinary students, either in intelligence or stupidity, is fairly small. And thus by disqualifying candidates who get within five marks above the Presidency average, the authorities have disabled the densest group, consisting of about 10 per cent. of the total. Thus, as the result of all these four modifications, the percentage of successful students is brought down to the vicinity of 15, where it seems to have stood in the current year.

CUTTINGS FROM NEWSPAPERS.

1. Name of Paper—

2. Published at—

3. Dated—

The Remedies

The consensus of informed opinion in the Presidency is inclined to the view that both the guillotines should be abolished and that the admission of the students should into the Junior Intermediate Class be regulated by the students scoring more marks in the public examination than the Presidency average. And we have already seen how such a rule will permit the promotion of not more than 40 per cent. of the candidates. The only possible restriction that may be imposed in addition—and that should not be strict—is that the Principal may also be guided by the ability of the student also in the school, so that he may have a clearer idea of his aptitude.

It may be urged that in those circumstances, the School Final Scheme will lose its elasticity and its usefulness. The first danger is, however, nominal, because the scheme, as it is worked now, is not in the least elastic. The Syndicate has made it as rigid as possible by its two instructions. The second criticism too does not hold good. The certificate which will, as at present, be issued to the student will prove his real worth, and also his aptitude for any subject and unless his record is good, both in the class and in the public examination, few Principals will admit him. And even if some of the originally contemplated elasticity and usefulness should be lost, the net gain will be very large and fewer families will be rendered miserable in the Province.

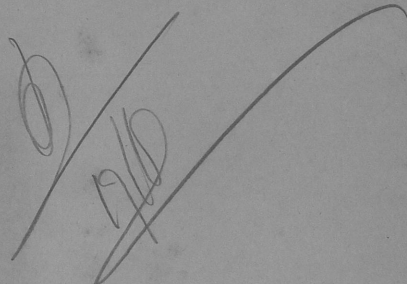
*Amir & Amir
J. H. Amir*

Educational DEPARTMENT.

5
40

Cuttings from newspapers submitted for perusal.

16.6.15



1915.

Educational DEPARTMENT.

CUTTINGS FROM NEWSPAPERS.

1. Name of Paper— *New India*
 2. Published at— *Madras*
 3. Dated— *14-6-15*

On the Line

Growing Alarm

WE understand that the College Principals are following the instructions of the Syndicate of the University of Madras to the very letter and that the applications of some of the students for admission into the Intermediate class have been already returned stating that they cannot expect to be admitted. That result is, of course, inevitable under the circumstances, but still it would have been better if the Principals had waited for some time before declining the applications; not that the Syndicate will at once become humane, or rather human, but that it may be influenced to be so by the Government. In a way, the returned applications are a reminder that the time to act is very short and if two weeks should elapse before sufficient pressure is brought to bear on the Government to realise the acuteness of the situation, the result is bound to be disastrous.

A Pernicious Procedure

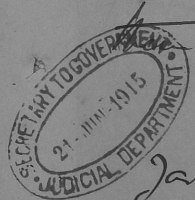
SOME of the Colleges have laid down that along with the applications for admission into the Intermediate class the students should send their S. S. L. certificates, which are not, however, returned to the rejected applicants until the Colleges re-open. There is, of course, much to be said in favour of this procedure from the standpoint of the Colleges, but it is almost inhuman so far as the unfortunate students are concerned. They are told at the last moment that they cannot expect to be admitted, with the result that they have either to join some third-rate College or wait for one more year. Moreover, we do not see any necessity for the Principals becoming so exacting towards the students. Their purposes will be served if the applications give the marks obtained by the latter in the class and public examinations and also after moderation. Of course the number of Colleges are so few in the Presidency that the Principals can afford to be even more exacting, but still considerations of humanity demand that they should not join hands with the University in increasing the misery of the young men.

Cuttings from newspapers submitted for perusal.

HE

17.6.15

According to this paper
'Cassiopeia of humanity'
need that unfit youths
should be admitted into
Colleges: otherwise the youths
will become unhappy and
it is 'inhuman' to make
unhappy.



And then the unfit
youths find in the Infirmary,
the same conditions of
'humanity' would come into
play. They should be passed
through unfit: because it
would make them unhappy if
they find

P

17.6.15.

[Signature]

1915.

Educational DEPARTMENT.

CUTTINGS FROM NEWSPAPERS.

1. Name of Paper— *New India*
2. Published at— *Madras*
3. Dated— *15-6-15*

NO TIME TO LOSE

FROM THE REPORTS REACHING US FROM all parts of the Presidency, it is becoming abundantly clear that the School Final catastrophe is far more disastrous than it was first expected. On a rough calculation it appears that not more than ten per cent. of those who sat for the Public Examination are likely to be admitted into the Junior Intermediate Class, and if we remind ourselves that in many school not more than fifty per cent. of the students in the class are sent up for the final examination, the gigantic nature of the disaster cannot but appeal to the feelings of any human being. That only five to six per cent. of the students of the sixth form are to secure promotion is indeed unthinkable. It shows that the system of higher education has almost received a death blow. It will, in the first instance, keep down the number of promotions from the lower classes. The sixth form is already overcrowded, and the slaughtered students alone will fill it. Where is the room for promotion? The same will be the tale regarding the fifth and fourth forms. The consequences of such a check are too evident to need recapitulation.

It serves no purpose now to discuss the causes of the catastrophe, nor is there time for it. What is now needed is the organisation of a strong movement to redress the mischief before it takes effect. The decree of the Syndicate has not so far become a settled fact, but the time before it becomes that is extremely short. In a fortnight the Colleges will re-open and the students will have to choose between joining the sixth form or discontinuing their studies. The movement for relief, if it is to be useful, should be effective by that time. Postponement means the ruin of several hundred students and the waste of one year to thousands of others.

belonging to each class of at least the High School Department. Moreover the misery among the young men is so intense—and the existing feeling of suspense only adds to its dreadfulness—that it will be cruel on the part of our leaders to postpone action even by a single day. There is a general impression that the Government will recognise the seriousness of the crisis and will intervene. Whether the rumour is correct or baseless, it is advisable that their opinion is expressed before long, so that the students might know exactly where they stand. The need for prompt decision is therefore supreme. If it is definitely settled—we earnestly hope it will not be—that the Syndicate will not change its present cruel attitude, or that the Government will not interfere, then the students will at least have time to consider well as to their future course before the day arrives for the final decision.

CUTTINGS FROM NEWSPAPERS.

1. Name of Paper—

The Indian Patriot.

2. Published at—

Madras

3. Dated—

15th June 1915.

THE MADRAS UNIVERSITY.

The Madras University is solely responsible for the failure of the 73 per cent of the candidates that went up for the last Intermediate examination. There is no way of fixing responsibility for this on the equipment for education in the College or on the men who teach in them. Colleges and teachers are the same; they have been pursuing the same standard; and they steadily keep their eyes on the University examinations. It may be said that they fix too much attention on the examinations, and on the standard fixed by the University; and professors in Colleges are men of experience, knowing well the requirements of the University. Yet it so happens that not a single College in the Presidency has escaped the general slaughter which has created alarm in the public mind. In the Calcutta University a European member wanted an enquiry recently into the high percentage of passes. The spirit of that gentleman is reflected in the results of the last Intermediate examination in Madras. If the same standard is maintained in an examination from year to year, and if the courses of studies are similar, there is no reason why the results should vary from year to year so largely as to sattle the public. We publish today a letter from a leading member of the Hindu community which would show the magnitude of the same of disaster. If 73 per cent. of the students fail every year, and if a student who has failed thrice is debarred from pursuing higher studies, the result must be a denial of higher university education to at least half the number of boys who seek it. If bad teaching has been the cause of so extensive a failure every College in the Presidency must be deemed to fall below the University standard. And if the University examination is a reliable test of efficiency, every College has failed to rise to the test. Why should such Colleges be maintained when they fall so far below the standard fixed by the University? There should not be such variance between the University and the Colleges. The University has its rules of affiliation; it conducts periodical examination of Colleges affiliated to it by experts specially appointed by it. If any College is found to fall below the standard, the University has the means of knowing it. But it is not a single College or number of Colleges that have failed. Every one of them is branded as inferior to the standard of the University.

Principals and professors of Colleges, who are responsible for the teaching, are ever alive to the importance of obtaining successful results in the examination. They cast out students whom they do not expect to pass; they keep back others who have not shown quite the required amount of preparation. They select boys for examination whom they consider fit to pass it. Some failures are indeed inevitable. But such a large number of failures is incomprehensible. If the fault is not in the University,

it must be in the Colleges. If the Colleges have done their part, then the examiners have failed in their duty. Whatever be the case, a system which leads to such failures, wrecking the lives of so many youths, has to be justified. If it cannot be justified, it must be abolished. We do not want a University to demonstrate the incapacity of boys to pass its examinations. We want to promote culture and learning and not to thwart either. We therefore heartily support our correspondent's demand for an enquiry. The Government have a grave responsibility in the matter. They have the educational policy of the State in their hands; they are bound to see that it is carried out properly to the advantage of the public. This play-

ing ducks-and-drakes with Indian youth ought not to be permitted; it cannot be tolerated. The Government maintains model colleges; it spends a large sum on maintaining them. It is not for the satisfaction of seeing the University wreck the career of youths. Where lies the fault? It ought to be found out; and an independent enquiry, such as our correspondent demands, is urgently needed to know the truth about these examinations and to devise a remedy. The University has to answer for many freaks. Hardly had it inaugurated the School Final system before it became dissatisfied with it; and confusion has been introduced into a system which was intended to permit students to follow their aptitude and tastes without being denied the advantages of all higher studies for their deficiencies in certain subjects. The University has for this year introduced certain changes which are to be observed as its recommendations. From next year the recommendations will become Regulations which will be obligatory on schools to follow. These changes, save the effect of unsettling the system of education and disturbing the minds of boys. The University seems to be alarmed when students increase beyond the capacity of Colleges; it is alarmed when they pass examinations in large numbers.

A solicitude for education and sympathy with those who seek it are not found in the University. Of the examiners it appoints, of their knowledge and capacity, we know little except through the results of the examinations, bewildering alike to the students and the public. The University would not let the public know anything of what it does; and it would not let even members of the Senate to become acquainted with its proceedings. Things which are in the keeping of the Syndicate can be known only to the Syndicate; and a majority in the Senate is ever ready to support the Syndicate. They would not give any information about the papers of a failed candidate; they would not allow an examination paper to be re-valued by a competent person. Is it not derogatory to the University, to allow the judgment of an examiner, appointed by it, to be revised? The examiner's estimate is absolute, nobody ought to doubt his competence, nobody ought to question his judgment. As it is,

DEPARTMENT.

CUTTINGS FROM NEWSPAPERS.

1. Name of Paper—
2. Published at—
3. Dated—

the examiner is answerable to nobody, and whatever he does, he can be easy in the feeling that nobody will question him. It is this autocratic spirit, which must grow whatever it is allowed to grow, that is responsible for so much dissatisfaction to the public mind. That spirit ought to be broken, and the Government alone can do it. It ought to direct an open public enquiry into the scandalous failures which have roused so much public indignation. Besides autocracy, is the want of sympathy which characterises the actions of the University. Its constitution is seriously at fault. Those who are not in sympathy with the advancement of education in India ought not to be given a place on the University. There have been repeated cries from representatives of Malayalam, Canarese and Telugu, that those languages are not adequately represented in the University. If more of them had been added to the Senate, not only the respective languages would be better represented, but a stronger element of sympathy would be infused into the Senate. Lord Pentland has in his own hands the whole department of education, and may we not expect His Excellency to look into this grave matter which affects so seriously the future of our youth.

1915

Educational DEPARTMENT.

8,000-25-8-18.

CUTTINGS FROM NEWSPAPERS.

1. Name of Paper—

The Hindu

2. Published at—

Madras

3. Dated—

15 June 1915

The S. S. L. C. Examination.

To the Editor of the "Hindu."

SIR,—The moderation method introduced into the S. S. L. C. examination, has caused immense harm to many. The system takes into account the school record of the boys, and that is good. But to bring under the operation of the system the remarks scored in the public examination before has done terrible harm to many. Students of the supplementary course, leave out the subjects in which they passed before, and work to strengthen the certificate only where it is weak. Many of them now find that the moderation has brought down below the level of this year their marks in the subjects which they have left out this year having done well in them before. For instance, my son scored 38 per cent. in History last year in the public examination and that was the average for the Presidency. Had he got good marks in all other subjects also, he would have been taken into the Intermediate class and declared a Matriculate. This year that score in history has been brought down to 34 by the new process of moderation; and, though he has passed now in all other subjects, he is not given a seat in the Intermediate class, just because it is not 5 marks over the Presidency average of 31 for this year. What is this cruelty of compelling him to be in the Sixth Form for one more year to study a subject in which he did well last year? Before this moderation, the boys had no incentive whatever to get good marks in the class, for even in the best school record availed nothing in securing a seat in the Intermediate class. Supposing our all-wise Senate raised the minimum in a subject of the Intermediate and applied it to the successful candidates in the previous years, what should be the feeling of the victims of that retrospective application of the new test. The introduction of the moderation method even this year without timely information being given to the institution, of the importance attached to school record, must work and has worked a hardship. And to apply it to the marks in the public examination in the previous years, has caused a wide-spread calamity that can possibly happen only in this Presidency and nowhere else in India.

A GUARDIAN.

1915.

Educational DEPARTMENT.

CUTTINGS FROM NEWSPAPERS.

1. Name of Paper— *New India*
2. Published at— *Madras*
3. Dated— *16-6-15*

WHAT WAS PROMISED AND
WHAT WE HAVE

IT IS INTERESTING TO RECALL AT PRESENT one of the main reasons, which the Government of Madras urged in favour of the acceptance of the School Final scheme, especially since it permits us to infer how far the hopes held out then have been fulfilled. Sir Alfred Bourne, one of the authors of the scheme, has dealt fully on its merits in the last quinquennial review of Public Instruction in Madras, and in the course of his remarks, he says: "Under the scheme . . . any pupil who had gone through a secondary course to the satisfaction of his Headmaster could receive a certificate, the value of which for any particular course could be estimated by any person of the necessary competence, such as an officer of Government or the Principal of the College." It was further stated that the scheme did not intend to make "any statement of a candidate's having attained any fixed standard of excellence or 'passed' any examination". The Syndicate solemnly accepted this view and left the whole question to the Government. But how far has the promise been kept. The instructions which the Syndicate have given show that they have assumed full control over the scheme, and the College Principals are, at present, no more than figureheads whose only duty is to act like a machine as needed by the Syndicate. The moderation formula as well as the "instructions" that the candidate should finally receive five marks more than the Presidency average have taken away all elasticity from the scheme. Thus the Syndicate have gone back on their own promise, and what is more regrettable, the Government have permitted the breach of the promise which their accredited representative gave in the Senate and the annual report.

The seriousness of this incident is evident from the remarks which the Government made in reviewing the quinquennial report. They appealed for co-operation with the Director "in his efforts to ensure adequate recognition of the school work done by

holders of leaving certificates," and added: "It is a cardinal feature of the scheme to attach value to the character and result of a boy's entire school career in preference to the base record of his success at any single examination". How do we now stand in this respect? The Syndicate have distinctly laid down that the student is not to be admitted into the College unless he obtained a certain percentage of marks with reference to the Public Examination. No doubt his school record is taken into consideration in the process of moderation, but that is a mere farce in view of the real trend of the salutary rule laid down by the Government. If there had not been the moderation formula, and if further there had not been any restriction as to the excess of five marks, and further if the Principals had been given free scope to judge for themselves the ability of the students, then only could it have been maintained that the original promise has been kept.

There is still one other promise given by the Government, which we respectfully submit, has not been fulfilled. The Director of Public Instruction remarked in the same quinquennial review: "One great defect in the old system was the congestion of sixth forms, owing to the return to them of boys who had failed in Matriculation. In large schools, sixth forms were commonly divided into two, three or even four parallel sections, the boys in them all doing the same work, and all repeating the work of the previous year. The new arrangement will not only diminish the number returning to school, but will oblige the schools to provide specialised instruction for those who do return and in doing so to take advantage of the sections in which the forms are worked". The italics are ours, and the words thus italicised point to the chief reason why the scheme was accepted by the people. We respectfully ask the Government: Has the promise thus solemnly given been kept? The lowest percentage passed in the Matric was 174 and usually it exceeded 20. Is the Government prepared to see that the percentage of admissions into the Junior Intermediate class is higher than that?

CUTTINGS FROM NEWSPAPERS.

1. Name of Paper—

2. Published at—

3. Dated—

Thus all the three promises made by the Government and endorsed by the Syndicate are in danger of being treated as scraps of paper. The instructions of the Syndicate have removed the elasticity from the scheme, have left little or no scope to the Principals to judge the nature of a student's capacity by the quality of his work in the school, and thirdly the congestion in the sixth forms threatens to be far greater than it ever was. Of course, the Government is not so far to blame for our misfortune. The crisis has first come ahead only this year, and nothing is known so far of the attitude of the Government. Only if they should decline to interfere, can they be blamed and not till then. In this respect we strongly feel that we shall be doing an ill-service to the Government if we do not acquaint them of the widespread alarm caused in the Province by the shocks of the Intermediate and School Final results. It is universally feared that a blow has been struck almost at the root of the progress of higher education, and we confidently appeal to the Government to interfere at once and restore the confidence of the people.

*For a column in the award of a. s. b. certificate
is concerned the Govt. has not interfered any more
ration. Reg. the not to blame for the delay
with the numbers, they have made as the only
regulating authority in the intermediate class.*

CUTTINGS FROM NEWSPAPERS.

1. Name of Paper— *New India*
 2. Published at— *Madras*
 3. Dated— *16-6-15*

UNIVERSITY MODERATION BOARDS

THE RECENT INTERMEDIATE RESULTS OF the Madras University must, among other things that have been noticed in these columns, also give rise to a consideration of the constitution of what is called the "Moderation Board". Some days ago we stated that there was no Moderation Board in this University in relation to the Intermediate Examination, but we did not fully explain what we meant by the statement. Of course, we are aware of the existence of a so-called Board, but its constitution is such that we refuse to recognise its title to the task of "Moderation". We do not know if there are any rules by which the University authorities are guided in the formation of these Boards. All that the University calendar tells us in this connection is that "Special Boards are appointed for the purpose of supervising the Matriculation and Intermediate Examinations." The framers of the University Regulations would appear to have bestowed but insufficient consideration to the constitution of a Board whose task, we are bound to say, is not the least important in settling the fates of several hundreds of students every year.

Who are those that constitute the Madras Intermediate Moderation Board? Some of the examiners themselves selected from the several Examination Boards; and these are the very class of gentlemen against whom the public have their complaints to make. It is easy to realise the frame of mind with which such a Board would approach its task of "moderating" the results of the examiners for which their brother examiners, and perhaps they themselves, are responsible. Of course we know even such a Board is not altogether without its uses; for we are told that the results this year would have been much worse than they were, but for the clemency of some of these "Moderators". It must have been particularly a heavy task for them to have to raise the percentage of passes to the blessed $27\frac{1}{2}$, in view of the fact that their own brethren have tested the badness of the material that would push its way through the filter. Even this phenomenon of raising the percentage of passes is not likely to have happened but for the presence in the Board of one or two sufficiently strong members who would take a more hopeful view of the unfortunate candidates.

But we wonder why such an important function should be left entirely in the hands of these Examiner-Moderators? Why should not there be a constitution for the Board which would admit of members who are absolutely unconnected with the Examination Boards, who are not most of them Anglo-Indian "experts" in the field of Indian education. We venture to think that the Chairman of the Board should be one who is entirely outside the class of educational experts and who is likely to take a saner and more liberal view of the task of "Moderation" than the Examiner-Chairman who would be only too ready to accept the decisions of his brother-examiners. We also think it is desirable that at least half the members of the Board should be selected from the members of the Senate who would answer to our description given above. We should even urge that these members should obtain their seats, having been elected to them by the Fellows of the University.

It is not our intention to treat this as a racial question. The function of the "Moderators" is more of an administrative character, and we do not see why the Vice-Chancellor who presides at the meetings of the Syndicate should not also be the Chairman of the Board. We are only anxious that a more liberal atmosphere should prevail in the chambers of these final arbiters of students' fates than is possible under present conditions which permit certain examiners to "supervise" the Intermediate Examination the deplorable results in which are due, in a great measure, if not solely, to the vagaries of their own colleagues. We trust the matter will be considered sufficiently important to engage the attention of the Senate.

1915.

Edl DEPARTMENT.

CUTTINGS FROM NEWSPAPERS.

1. Name of Paper—

New India

2. Published at—

Madras

3. Dated—

17-6-15

IS IT TRUE?

THERE IS A STRONG RUMOUR—TOO PERSISTENT and widespread to be brushed aside as groundless—that the huge percentage of failures in the Intermediate Examination was due to the hasty correction of papers by the examiners. It is said that the University, while appointing them, did not expect as many as 3,800 students to appear for the examination, and when the mistake was found out, the authorities did not think it necessary to make instantaneous amends. The result was that the Chief Examiner in English undertook to correct more than a thousand papers—the rumour places it at 1,500—and that was, of course, an impossible task. The correction had, therefore, to be hastened out of all sense of proportion, with the result that when the marks were finally entered, the percentage of successful students was found to be less than 20, which, however, was subsequently raised to 31 per cent., with the result that only 27½ per cent. escaped on the whole.

This piece of intelligence has been going the rounds for the past three weeks, and we publish it for what it is worth. That the percentage of passes had to be subsequently raised is now an open secret, and in some well-informed quarters, the story regarding the hastiness of correction too is taken for a fact. If that be so, it throws much light on the mysteries connected with the University of Madras, and it is essential that the incident should form the subject of inquiry. A few days ago, we quoted the opinion of British authority on the valuation of examination papers, to show that no examiners should be occupied with the valuation for more than six hours a day and even the most rapid of them is not likely, at that rate, to do justice to more than four to five hundred papers in one month. Under such circumstances an examiner should have undertaken to value more than a thousand papers seems preposterous, and we shall be much relieved to hear that the rumour is not correct. If, however, it should be well founded, as we are afraid it is, there is urgent reason for the institution of a full and open enquiry, at the

instance of the Government or the Senate. The Government can easily ascertain the truth and if the popular apprehensions should be found to be correct in the main, it is their clear duty to come to the assistance of the students who have been ruined as the result. A communication from the Syndicate itself will be most welcome.

CUTTINGS FROM NEWSPAPERS.

1. Name of Paper— *New India*
 2. Published at— *Madras*
 3. Dated— *18-6-15*

S. S. L. C. EXAMINATION

A MEMORIAL OF HEADMASTERS

We are requested to publish by the Joint Secretary of the Tanjore District Secondary Teachers' Association the following memorial prepared by the Headmasters of Secondary Schools in the Tanjore District to be sent to the Registrar of the University. Copies of the petition are in course of circulation amongst many Headmasters throughout the Presidency:

We, the undersigned Headmasters of some High Schools in the Presidency, have the honour to request you will be so kind as to lay at an early date the following representations before the Syndicate for their kind consideration and orders thereon:

(1) The resolutions passed by the Syndicate, dated 28-3 under Regulations 166 (a) regarding the admission of High School students into Colleges, are, indeed, for too severe and even unpracticable, for should they be enforced, they would shut off from Colleges about 50 per cent. of the candidates seeking admission therein. These resolutions, therefore, require to be revoked, or at least considerably modified, before effect is sought to be given to them in the coming academical year.

(2) The main objection against the Matriculation Examination was that it attached undue importance to the Examination marks, and kept back really deserving pupils; and it was with a view to remedy the evil that the S. S. L. C. scheme was introduced. But the recent resolutions restricting College admissions militate against the spirit of the scheme, inasmuch as they lay down certain fixed minima above the fluctuating Presidency averages in the several subjects of the public examination.

(3) Taking the Presidency average in one subject (say English) as the minimum, would exclude 50 per cent. of the applicants for admission; raising it by five marks would eliminate 75 per cent., and extending this standard from one subject to four others would certainly lead to the rejection of so many as 90 per cent. of the candidates if not more. On the other hand, every facility, one should think, might well be afforded to pupils of even average abilities to enter upon a University course.

Spirit of Incentive
 (4) To fix the Presidency average as the standard of reference would tend to take away all incentive to work in schools, and all spirit of healthy emulation between them; for, by dint of hard work in all schools a higher Presidency average is reached, quite the same percentage of candidates would still be judged ineligible for College admission.

The resolutions in question in their zeal to keep out a few stray ineligible candidates, would, in effect, keep out quite a host of eligible ones. This is certainly highly detrimental to higher education, and in the interests of the country in general.

(5) The rule requiring the "supplementary" pupils to show class marks even in the subjects in which they have done creditably in the public examination is quite against the spirit of the S. S. L. C. scheme, which expects the pupils to concentrate their energies in the subjects in which they have been found to be deficient. It should be enough in their case if it is certified that their proficiency in those subjects has been maintained during the "supplementary" year.

(6) The low percentage of passes in the Intermediate Examination is more a proof of the undue severity of the test and of the urgent need for the lightening of its course, than as is by some alleged of the abuse of discretion by Principals in making admission.

(7) In conclusion, we pray that, in view of the considerations above detailed, no hard and fast rules be laid down to restrict admissions into Colleges; should, however, the Syndicate deem any restriction necessary, an absolute prohibition may be enforced only against those pupils, whose marks in English and in the subject or subjects proposed to be brought up for the Intermediate Examination fall below the Presidency average by more than five.

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CUTTINGS FROM NEWSPAPERS.

1. *Name of Paper*—
2. *Published at*—
3. *Dated*— 27

Letters to the Editor.

Admission to Collegiate Education

Sir,—College entrance by competitive examination is not to have at present in our University. I am inclined to think that few people, even University people, realise this fact, or if they do have some inkling of it, have not appreciated to the extent to which the competitive idea is carried. In the older times when the Matriculation was the only test for entrance to Colleges, it was found that those who passed were not more than 15 per cent. of the candidates were successful. And quite correctly too. I think, however, that I shall be able to show that the present 25 per cent. variation under the present Rules, and that 15 per cent. is a larger proportion than can be expected to qualify for the higher degrees, and that the present excellence in scholarship that may be attained.

That this is a competitive system is seen from the fact that it is based on the Presidency average. The rule for the admission of students to the University Arts College, as it has been stated to me, is that the student must obtain 15 per cent. in English and in each of the two Group subjects offered must be 5 per cent. above the Presidency average; a student who obtains 15 per cent. in English, the two Group A subjects, and 15 per cent. in the two Group B subjects, will obtain on the whole 15 per cent., above the Presidency average in those three subjects combined. It will be seen from this that the only places which are made up of excellence in another subject are in Vernacular Composition and Translation and in Elementary Mathematics, and in these which may be made good by especially high marks in

[illegible]

But this is not the end of the story. Not many of us are able to balance a cone on its apex. I, myself, cannot. I can, however, balance a cone on its base. So to arrange a time-table for our schools and so to arrange the varied abilities of our teaching staff, we have to take into consideration the ability of our pupils that each and every day shall be able to do. We have to take into consideration all subjects. Some who are good in History have no taste or aptitude in mathematics, and in boys who are good in mathematics, they are not good in English. I know that I at least have not acquired the English language. I have been in a school for school as to produce such results, and so I find that a boy does well in English and goes down in mathematics. I find that a girl does well in mathematics but may be peculiarly unfortunate in this respect, but she may be good in English. I have seen this in my school. But when we come to a Public Examination, where we have to take into account the Vagaries of the Examiners, we find that a student who has an average in English jump to one year from the average of the other subjects. In the year 1931, we are sure to find that a student who is high in one subject is comparatively low in another. I find that in the examination, the marks of any school, I find that three-fourths of the students who were good in English were not good in English were, not four-fifths of one or more of the other subjects. And I understand to put this in a different way. I find that in the examination, we had one third of the candidates estimated to be good in English, but only one-fifth of the candidates that two-thirds of these are found untrained in one or more of the other subjects, we have to take into consideration the ability of our pupils that each and every day shall be able to do.

per cent, who are qualified in all subjects.

Up to this point, I have considered the Public Examination as a mark on the wall.

There is a general consensus of opinion that marks in a Public Examination should be moderated by a reference to the performance of the best candidates in the recent Public Examination of the S. S. L. C. scheme have been so moderated, so here must be a cure for all the ills of the system, going to the root of the evil, that all depends on the method of moderation. Let us see how it has worked out. It has been stated above that the marks in the Public Examination are not allowed to be that very high marks in English may make good some deficiency in Elementary Mathematics and in Vernacular Language. The moderated marks obtained I have been told that the formula is the following:— $\frac{(\frac{x}{n} \times m)}{m} + 2 =$ the moderated

ated mark. In the formula $c = \frac{a \times a}{m}$, c is the class mark of the candidate obtained in a school; a is the school average obtained in the Public Examination; b is the class average in the Sixth Form in the school; and m is the mark obtained by the individual candidate in the Public Examination. In the formula it will be noticed, there are two averages to be considered, the class average in the school and the class average in the Public Examination. It will also be seen that if m is small, the fraction $\left(\frac{a \times a}{m}\right)$ will help a candi-

[illegible]

It will take considerable courage for Schoolmasters to go back to their classes after the vacation, and have to face them with the knowledge, however hard the Masters and the scholars work, and whatever attainments are acquired, that not more than 10 or 15 per cent. at the most can have the remotest hope of continuing their studies in an Arts College.

L. E. MARTIN,
Principal, A. B. M. High School.

CUTTINGS FROM NEWSPAPERS.

1. Name of Paper— *The Hindu*
 2. Published at— *Madras*
 3. Dated— *23-6-15*

The S. S. L. C. Scheme.

I
 Mr. S. VAIDIANATHAIYAR, Headmaster, Municipal High School, Walajapet, writes under date 21st instant:

In response to your letter, I am sending you the following observations:—Out of the 12 boys of this school that completed their certificates by appearing in all subjects in the last public examination, not one is eligible to enter the University course. About half the number have failed piteously by not getting the required marks above the presidency average in one of the five subjects—the three A group and the two C group subjects. To quote an instance. A boy having only 4 marks above the presidency average in Tamil alone (Group C) is to be considered disqualified though he has scored good marks in all other subjects. Here are his marks.

Subjects.	At the Public Examination.	Presidency Average.	Marks as Moderated.
1. English ...	43	43	51
2. Composition and Translation (Tamil) ...	47	46	49
3. Elementary Mathematics ...	44	32	38
4. Tamil (C) ...	42	37	41
5. Chemistry, Theology and Practical ...	50	37	55

2. In addition to these 12 boys, five appeared in A and one C group subjects. Of these 17, not less than half the number would have passed the Matriculation examination if they had appeared for it.

3. The moderation seems to have done as much harm as good. It brings down the public examination marks in some cases (please see above). It even brings the boy ineligible for admission who would otherwise be eligible.

4. So, this moderation may better be made in the case of boys whose marks in the public examination are low. Further, the minimum for admission should not be as high as it is fixed at present; it should be the presidency average itself and in some special cases, 5 marks below the presidency average, such special cases being failure in one or two subjects with distinctly good marks in other subjects. This concession to deserving cases is one of the salient good features expected of the S. S. L. C. system.

Another change is, in my humble opinion, to be made in the circular regarding the supplementary course. The circular lays down that boys that have qualified in some subjects should undergo a supplementary course in school in these subjects also though they need not appear in them at the public examination. I am unable to see any other object for this course except it be a penalty for their not qualifying in all the subjects in one year. Is this course for improvement in knowledge or marks? It can't be for the former as they would read the same subjects; it can't be for the latter as they need not qualify again having qualified before. On the other hand, there is a chance of disqualifying themselves in such subjects in that year's moderation. So in this matter, things may continue as before.

5. I continue to be an optimist with regard to the S. S. L. C. scheme that has been working these years. Some of the defects, such as, the non-recognition of B group subjects, the utter disregard to school marks, the vagueness due to the absence of a passing or a failing have been remedied in some measure. Other defects would surely receive due attention and when these are also remedied the system is bound to be a boon.

I have these suggestions to make for the immediate improvement of the scheme. The specialisation should be in the Sixth Form. The syllabuses in some subjects, such as, Physics, Chemistry, Mathematics should be lightened as specialisation begins only in the Sixth Form and boys read these subjects only one year. By these means they may be made to have a real and useful knowledge in the subjects they read and a good foundation for the intermediate course.

The history and the languages of the land have not received the consideration they so much deserve. However much the position of B group subjects is bettered, Indian history and Indian languages should find place in A group to benefit the Indian youths in the full measure.

II

'PEDAGOGUE' writes:—

What with the severe Public Examination test, the stringent University rules re-admission into Colleges, the poor S. S. L. C. holder goes to the wall. You rightly voiced the public opinion in the leader which you recently published in the 'Hindu', anent the University rules restricting admission into Colleges to those candidates scoring the prescribed marks above the presidency average. It is a moot point whether the University is justified to interfere with 'modus operandi' of the S. S. L. C. Board and to make the latter enter the marks moderated according to the University rules in the certificate books. The S. S. L. C. Board is competent, I think, only to moderate the marks obtained in school work and not to moderate the works obtained in the Public Examination. It is an essential feature of the S. S. L. C. Scheme to place in the hands of S. S. L. C. candidates a book containing the marks scored by them both in the school and at the Public Examination allowing any person into whose hands it is placed perfect liberty to attach to them whatever value, he pleases, in respect of the performance of the holder both at school and the Public Examination. These certificates are not meant only for those that seek to enter the portals of the University, and the entry of the moderated marks in the light of the University rules in the book cannot but puzzle and mislead an officer in need of the services of a clerk in his office, and who has occasion to look into that book to select a candidate. Anyway the University cannot throw the burden of moderating the marks on the S. S. L. C. Board even in cases where the holder of the certificate has no intention of entering upon the University course. The Senate would do well to call for all certificates of candidates desirous of continuing their collegiate education and to enter therein marks moderated according to its own rules and determine the fitness of the holders to enter upon a University course. The correspondence which you daily publish in the 'Hindu' goes to show that even in districts which are educationally most forward only 10 per cent. of this year's S. S. L. C. holders are eligible under the rules for admission into Colleges. The case must be worse still in backward districts.

Coorg may be classed as backward so far as education is concerned. There is only one High School in Coorg imparting secondary education. Things move so slowly in Coorg that it took 5 years to bring the Central High School, Mercara, to the level of the average schools in the plains. Mr. Steele, the present Headmaster spared no efforts to improve the equipment of the school and to raise the teaching methods to a high level of efficiency. It is a matter for congratulation that the Central High School, Mercara, achieved splendid results, this year. While some schools failed to qualify even a single candidate for admission into College, the Central High School, Mercara, stole a march over most of the schools of the Presidency. At the last S. S. L. C. Public Examination of the candidates presented from the Central High School no less than 73 per cent. qualified for and have obtained admission into Colleges. At

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CUTTINGS FROM NEWSPAPERS.

1. Name of Paper— *The Hindu*
2. Published at— *Madras*
3. Dated— *23-6-15*

the Lower Secondary Examination over 80 per cent. of the pupils presented from the school secured passes. Mr. S. A. Steele works as hard as any of his assistants and his efficient teaching in English resulted this year in raising the school average in this subject 13 per cent. above the presidency average. While in most of the schools in the plains B group subjects are admittedly neglected the Inspector of Schools remarked in his report on this school that the arrangements made for preventing the neglecting of B group subjects were excellent. Owing to the peculiar local conditions the school does not afford any facilities to students desirous of undergoing supplementary courses in special subjects. Difficulties are experienced in adjusting the school terms so as to fit in with those in force in the Madras Presidency. Hitherto the Central School commenced the work of the first term in the middle of April without an appreciable break separating the closing term of the school year from the opening term of the new year, with the result that pupils trying to improve their certificates by joining the school in July, after being denied admission into Colleges in that month, were incapacitated from doing so on account of their inability to put in the required attendance during the remaining part of this term. This anomaly is all due to parents of pupils in Coorg clamouring for the monsoon vacation being given in July instead of midsummer vacation in April and May as in the schools of the plains.

It is trusted that parents will cheerfully accept the arrangements the Headmaster makes with regard to the promotions and selection of pupils for the Public Examination and in the interests of the education of their own children and wards will abstain from making requests for special consideration being shown to their children thus not to embarrass the Headmaster in the discharge of his duties in the best interests of the educational needs of Coorg.

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CUTTINGS FROM NEWSPAPERS.

1. Name of Paper— *The Times*
2. Published at— *Madras*
3. Dated— *23-6-15*

Educational Notes.

(By "BUSHBY.") *23-6-15*

I see that there is a proposal to organise a public meeting to protest against the recent disastrous "results" at the University and other public examinations. It is not at all likely that a public meeting would benefit the candidates in the present year; for it would be impossible for any self-respecting body of educationists to yield to popular clamour, and publish an additional pass-list.

A well-conducted public meeting would very likely do good, however, in respect of future examinations. A mere wail would be of no use whatsoever. But a well-conducted public meeting would manifest public feeling as to the way in which the University and other examinations are conducted, and should show up weak spots in the educational system, and might induce educational authorities to set their house in order.

If I had an idea that the so-called "results" of the recent examinations represented the actual condition of present-day education in the Madras Presidency, and that candidates who have failed have all deserved to fail, I wouldn't say a word; but I believe that a great many more candidates deserved to get through than were allowed to do so by the rigid processes of Madras examinations.

According to most people's experience education in the Madras Presidency has greatly improved within the last few years; according, however, to "results" it has been seriously deteriorating. If deterioration is a fact, the discredit of it lies with educational authorities. They have had a free hand in the matter; they have been absolute rulers of education; and the blame of deterioration is all theirs. But as a matter of fact I don't believe in the deterioration.

I consider a printed copy of a memorial that lies before me which I am informed has been addressed by "the people of Travancore" to the University Syndicate. According to the memorial a large number of pupils in School Final classes in the Travancore State were kept back by their headmasters from the public examination, and yet at the public examination less than five per cent of the candidates were declared eligible for promotion. This means that of all the pupils in the Travancore State who were studying in the School Final class last year, about one out of every twenty-five was successful.

This is exceedingly discreditable. But it is on the Educational Department of Travancore that the discredit lies. The Educational Department in a Native State is as absolute as absolutism can well be; and if this is the result of its work, the Department ought to be ashamed of itself.

I speak strongly; but it is not a time for mincing words. I don't believe in any false sympathy with students who have failed in an examination, and don't hold with any ideas of letting them through on *ad misericordiam* grounds; but at the same time I think it is a shame that there should be any unreasoning "slaughter."

1915.

Educational DEPARTMENT.

CUTTINGS FROM NEWSPAPERS.

1. Name of Paper— *New India*
2. Published at— *Madras*
3. Dated— *23-6-1915.*

Examinations

AMONG the three Universities of Northern India, that of Allahabad has all along been notorious for the low percentage of passes, and a comparison of the results just announced there and those in Madras is therefore of interest. In the Intermediate, "the total number of successful students was 977 out of a total of 2,151 that appeared for it," giving a percentage of 45 against 27½ in Madras. In the Matric—they have no School Final in the U. P.—1,626 passed out of 4,524, or

36 per cent. of the total against perhaps 10 in this Province. The *Leader* makes these significant observations on the Intermediate results:

A failure of nearly 55 per cent. of the examinees is a serious matter, and requires an enquiry into the causes which lead to such large percentages of failures in this University. To pursue education in these days of high prices and high fees is not an easy matter, and the failure of a large number of candidates to pass through an examination means the infliction of individual hardship in several cases and the wrecking of many careers. It passes our comprehension how the University can look with complacency on such results, without bestirring itself to remedy the defect, in whatever direction it may be, which is responsible for this state of affairs. We refuse to believe that the majority of candidates who go up for the examinations are dullards and wasters of time, and that the fault lies with them, and not with the curriculum of studies, mode of teaching, idiosyncracies of examiners and nature of examination papers.

Quite so. It is adding insult to injury to ruin the students, and then to complain of their inadequate attention to study. But what would the *Leader* say of our Madras results?

CUTTINGS FROM NEWSPAPERS.

1. Name of Paper—

New India

2. Published at—

Madras

3. Dated—

24. 6. 1915.

THE DEMAND OF THE PEOPLE

WE UNDERSTAND THAT THE PRINCIPALS have received certain instructions modifying the original rules laid down by the Syndicate regarding the School Final Examination, and a number of students whose applications were at first rejected have received intimation that they would be admitted into the Junior Intermediate Class. We do not know what the modified instructions are—the authorities responsible for the same do not yet think it safe or advisable to come out of their secrecy—but it is evident from the certificates of those whose fate has been reconsidered unfavourably that the change is not satisfactory. The guillotines set to work in the shape of "moderation" formula and the demand of five marks above the Presidency average after "moderation," have not both been done away with. In other words, the interference of the Syndicate still exists, though in a less injurious form. It is hardly necessary to point out that the authorities have not, thereby, gone as far as the people can justly demand.

As we pointed out last week, the Government promised, in introducing the School Final Scheme, that it would mark an improvement in three distinct directions over the old Matric, and the people accepted the new scheme only on the strength of that promise. The people can therefore now claim, with perfect justice, that each of those promises should be redeemed. And the most important of them is the exclusion of any outside interference, such as that from the Syndicate, full scope being given to the Principals to judge the merits of the students on the strength of his certificate. If the Government intends to redeem that promise, the two guillotines devised by the Syndicate must at once be brushed aside without any more fuss. And the Syndicate itself cannot justly complain. They promised not to interfere with the scheme, and they must be made to keep it up. Further, the people should demand the fulfilment of the other promise, that there would be nothing in the certificate to say whether

the student passed any examination, and also that due value would be attached to the student's work in the class. Thirdly, the Government stated that the School Final Scheme would avoid overcrowding in the Sixth Form. The time has come for the redemption of each of those promises.

We do not think that the people are in a mood to rest quiet with any small concessions, which may raise the percentage of passes to 20. It is not a mere question of percentage that is now exercising the minds of the parents in the Province. What they are interested to know is whether within five years of making the promise, any set of people can come in and attempt to lay the axe again at the root of higher education, and that in violation of the promises given by both the Government and the University. That is the problem which has been brought to the front by the recent results. And its importance should be fully understood. On no account should the principles underlying the popular demand be forgotten. If the Government should interfere to fulfil all its promises, as we hope they will do, the percentage of passes will perhaps be 35 or 40, and the Syndicate may guarantee the same facilities this year. But that is hardly a desirable achievement. What the people should demand and obtain is that the University, until at least it changes its attitude towards the spread of higher education, shall not have anything to do with the School Final Scheme. Any concession less than that is a source of future danger and should therefore be shunned. And if the people should speak out in sufficient strength, the Government is bound to grant their demand; and, we believe, they will do it quite willingly, for we do not think they will decline to redeem their own promise, especially since it was given almost spontaneously in view of the cruelty of the University towards the candidates for the old Matric.

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The S. S. L. C. Scheme.

THE RECENT SCHOOL FINAL EXAMINATION RESULTS.

I
Mr. A. PANCHAPARESA AIYAR, M.A., Headmaster, P. S. High School, Mylapore, writes to us under date yesterday—

The results of the Public Examination held in connection with the School Final scheme in last March have had a disastrous effect on the candidates. I do not know whether there is any High School in the Presidency that has passed more than 12 per cent. of the pupils sent up for the examination. This state of things has been brought about not only by the discouraging results of the Public Examination, but also by the novel system of moderation adopted under instructions from the Syndicate. It is unaccountable that the results of the Public Examination should abnormally vary from year to year. For instance, the Presidency average in English last year was as high as 45, but this year it is only 31. It cannot be said that the average capacity of the pupils has suddenly fallen in the course of a year. It has therefore to be admitted that there is something wrong somewhere in the system now in vogue in the conduct of the Public Examination. As regards the moderation system it must be said that it aims at too high a standard. It is too much expected the impossible for a pupil of average capacity and from those whose capacity is even a little above the average to insist on their getting 5 marks over and above the Presidency average. Ninety per cent. of the pupils are of this description. It is very hard indeed to shut out most of the aspirants for education from the benefits of a University course. Does not the strength of the State depend upon the number of its enlightened citizens? If so, why should there be such slaughter of the innocents? A little consideration will show that the moderation system as now adopted is very unreasonable. There have been instances of the Presidency averages having been 48 o/o, 50 o/o, 55 o/o, and so forth. For a pupil to be eligible for admission in a College, he should get not less than 50 o/o, 55 o/o or 60 o/o as the case may be. Such minima are obviously too high and in no University are such high minima insisted on for mere admission. For the past four years much was left to the discretion of the Principals of Colleges in regard to admission. This privilege was not abused in the generality of cases, though it was rumored that there were certain instances of abuses here and there. This was working well enough and gave public satisfaction. Even if there were instances of the admission of ineligible candidates it could not materially affect the general efficiency and the pupils so admitted go out, though plucked in the Intermediate Examination, all the better for the higher education that they have received. Should the Syndicate be so zealous of the prestige of the University as not to give room to lapses of any kind, a better corrective should have been employed than the moderation system now devised.

Moderation, as the term implies, has for its aim the relaxation of the rigour of the Public examination and the safe-guarding of the interests of candidates from its freaks and vagaries. Some well considered principles should be adopted to secure this aim. Can it be said that the system of moderation, as now adopted under instructions from the Syndicate, secures this aim? The arithmetical process required to be gone through merely ends in bringing down the school marks as near as possible to the Public Examination marks. The object being to reduce the rigour of the Public Examination,

one cannot understand the utility of approximating the school marks to those of the Public Examination. Though in certain cases the Public Examination marks have been raised on the basis of moderation, in the majority of cases these marks have been brought down. This acts as a great hardship on many candidates.

Judged by the standard prescribed by the Syndicate, not more than 10 per cent. of the candidates will be eligible for admission to colleges. This should naturally tell very heavily on the financial stability of Colleges. The staff will have to be considerably reduced and the salaries also of Lecturers and Professors will have to be cut down. Consequently the efficiency of Colleges will suffer a good deal. Many of the private Colleges being without funds some of the Colleges which have no financial support will have to be closed if the starvation continues for more than a year. Such being the case, the Syndicate will be well advised in suitably modifying the instructions issued by them. This should be done as early as possible so that admissions may be made on better and more reasonable principles before it is too late.

In the course of the public lectures that I was called upon to deliver both in the Banade Hall and the Kellet Hall and in my speeches at the Trichinopoly Educational Conference and at certain meetings of the Madras Teachers' Guild I said that certain minima should be fixed for pupils to be qualified for a pass in each of the subjects included in the School Final Scheme and that failures for want of a few marks in one or more of them might be guarded against by a reference to the school marks. I also said that the privileges of discretion might be misunderstood or misused and might work prejudicially to unattached high schools. This idea was then pooh-poohed and it was held that the scheme as originally devised was a panacea for all evils and that under the new scheme there were to be all prizes and no blanks. Now at least it will be admitted that the all-prize principle has vanished into air.

Many of your correspondents suggest various mathematical processes in connection with moderation. None of these, in my opinion, will work well. The only possible remedy that will satisfy all is to fix the minima for a pass in each of the subjects taken up for the Public Examination, say 40 o/o in English and 35 o/o in each of the other subjects. Should however a candidate happen to fail for want of a few marks in one or more of them, his school marks should be taken into account in settling the question of his pass. This is certainly an improvement on the old Matriculation and the only possible improvement. In a talk that I recently had with Professor Lakshminarasu, I found him to express the same view.

One glaring defect that one notices in the S. S. L. C. Public Examination is that the standard of the question papers varies from year to year and that the marking system is not of a uniform standard. This arises from a radical defect in the constitution of the School Final Board. Not a single Indian Headmaster of a High School is to be found in the School Final Board as now constituted. The few Indian gentlemen who are on the board are Principals of Second Grade Colleges. They cannot be expected to be as thoroughly acquainted with the working of High Schools as the Headmasters themselves that

are directly in charge of them. The blunder of excluding Headmasters from the Board is persisted in. I do not know for what purpose. At least half the strength of the Board should consist of teachers of high schools and the other half of others. It is not enough to say that the assistant

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examiners are "High School teachers. They cannot take any initiative in any matter as they act under instructions. Unless this suggestion is adopted, the freaks of the public examination and the surprises caused by them will repeat themselves.

Before I close, I should like to point out a defect in the grouping of the subjects. There is public examination in the subjects of the A group and those of the C group, but none in those of the B group; this gives a premium to young pupils to neglect the subjects of the B group. Whatever the attention bestowed by teachers and however strict the discipline, the neglect of the non-examination subjects cannot be effectively remedied. The moral effect of this neglect on the pupils is indeed very bad. The low marks obtained in the B Group subjects disqualify the admission of pupils in Colleges and detract from the merit of the certificates. The experiment of retaining the B Group subjects as non-examination subjects has been tried, but with little signal success. To make pupils bestow more attention on these subjects, there should be a public examination in them also and the subjects for the examination should be grouped somewhat differently. For instance, Indian History & Geography should go one subject, Sanskrit, otherwise known as Elementary Science, should have a definite syllabus and may be made to go along with Indian History and Geography. One of the Indian Languages, including of Sanskrit, should be made compulsory. Under this scheme, there will be only two groups, the first consisting of the subjects which all must study and the second of the subjects to be selected from, at the option of the candidates. English, Vernacular Translation and Composition, Elementary Mathematics, Indian History, Geography and Natural Science will come under the A Group and the rest under the C Group. Drawing alone may be taught as a non-examination subject as in the pre-school final days. As Drawing is more for the artist than for literary man and as all cannot have equal taste for it, it cannot find a place in the public examination subjects.

The syllabuses of study must be considerably lightened both in quality and quantity. The quantity to be studied in English alone takes away a large portion of the time at the disposal of the pupils. Some idea of the difficulty can be formed when one comes to be informed that about a thousand pages of literary prose, besides some poetry, have to be studied by pupils whose average age is only fifteen years. In Elementary Mathematics, in English History, in Physics and in Chemistry the aim is too high. It is given out that the several Boards of Studies are engaged in reducing the difficulty of the subjects to be brought up for the Intermediate Examination. If this be so with regard to the Intermediate Examination, a much stronger case can be made out in connection with the School Final examination as regards the difficulty of the subjects.

A general scare has been created both by the poor results of the Intermediate Examination and by the exclusion of nearly 90 per cent of the School Final candidates from admission into the colleges. Such a scare will lead to a great nervous tension which, in the end, will have harmful effect both upon education and upon the happiness of the school going population. It is to be hoped that the powers that be will lose no time in adopting remedial measures so as to restore public confidence. I may suggest in closing that, for the current year, the admission of the pupils into the Junior Intermediate Class may be left to the discretion of the Principals as in the past years and changes in the existing system, if any, may be made after careful consideration and with due notice to the parties concerned.

II
Mr. R. Swaminatha Aiyar, B.A., L.T., Headmaster, Town High School, Kamlakonam, writes to us:—

1. 25 out of a total of 85 pupils of my school are found eligible for admission into Colleges according to the recent resolutions of the Syndicate.

2. Not less than 50 per cent. of the pupils presented could, under ordinary circumstances, have passed the Matriculation Examination if they had appeared for it.

3. The system of moderation adopted is both meaningless and harmful. The rule that admission should be restricted to those holders of certificates, whose marks exceed the Presidency average by five marks in the various subjects of the Public Examination, is far too severe, inasmuch as it would keep out from 90 to 98 p. c. of the S. S. L. C. holders seeking admission, as may be seen from the statement A appended.

Instances are many in my school of boys having suffered by the moderation process. The "moderated" marks have made ineligible 3 students (eligible according to the Public Examination marks) in English II, in Vernacular composition, 1, in History of England 5, in Algebra and Geometry and 3 in Physics. (One boy who gets 60 per cent in Algebra and Geometry in the Public Examination is made ineligible in that subject by the moderation!) They have suffered because of their inefficient comrades sitting with them for the Public Examination. It might be argued, on the other side, that the same inefficient candidates would reduce proportionately the average school marks, so that individual marks should remain the same after moderation. This is but a mathematical possibility little realized in practice. It seems to be assumed that the class master is a man of unerring judgment and his assessment is of the ideal uniformity, thoroughness and accuracy. A right-minded teacher is never so anxious or nervous as when he proceeds to mark and it must be remembered at the same time that there are teachers and teachers. It is quite possible under the new "moderation system" to push up a few boys of a class as high as possible by giving them high marks and giving the rest of the class low marks, so as to keep the entire class average low enough. The luckier portion of the class having high individual class marks would offer a higher multiplicand for the "moderation" formula and benefit by the process of multiplication.

Further the evaluation of the candidate's worth at the Public Examination and the assessment of his work at schools are done not under the same conditions nor by the same agency. To moderate the results arrived at by one agency under one set of conditions on the basis of the results determined by another agency under another set of conditions does not look to me sound in principle. Which of these two sets of results are more reliable and should be acted on I am not prepared to discuss here, as it will serve no useful purpose. I would suggest, however, that

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the two sets of results be left to stand intact side by side, as has been done hitherto, for unbiased inspection and disposal by the authorities concerned. These authorities must be credited with a certain measure of judgment and sense of responsibility. Where there is not adequate sense of responsibility or discrimination displayed, a warning, repeated if necessary, must be more than

Resolvd that the Government be memorialised to the effect that the public of Perakuliam like those of the other parts of the Presidency view with alarm and dismay the effects of the recent rule if any privy entile oped and

The following Resolutions were passed at a public meeting held in the Union Club, Periyar-
wam Bahadur V. Ramabhadra Nayudu Gan, in

(FROM A CORRESPONDENT.)
MEETING AT PERIYAKULAM.

III.

The percentage of English boys varies from 2 to 10.

under C. group 3. Net Percentage of eligible boys 2.

C Group 5. Number of eligible in English 2.

eligible in English and the two other subjects of group A.8. Number eligible in English, 2

eligible in English alone according to the recent Resolution of the Syndicate 24. Number if fr

the operators under C. group 10. Net Percentage of eligible boys 9.

under C. group 1b. Number eligible in English, 2 other subjects of A group and in both

A. 25. Number eligible in English, 2. Other subjects of A group and one optional

eligible in English alone according to the recent Resolution of the Syndicate 44. Number eligible in English and the two other subjects group take

assumption:—
IV Form.—Strength 148. Number of pupils

The school form average is taken as the Presidency average for the sake of argument.

optionals under C. group 4. Net percentage of eligible boys 8.

other subjects of A group and one optional under C, group 7. Number of eligible in English 2.

eligible in English and the two other subjects of group A. 8. Number eligible in English, 2

A FORM.—STEWART ST. number of pupils eligible in English alone according to the recent Resolution of the Syndicate 14. Number for

the optionals under C, group II. Net Percentage of eligible boys 10.

2 other subjects of A group and one optional under C, group 13. Number eligible in English 2 other subjects of A group and in both

eligible in English and the two other subjects of group A. 17. Number eligible in English,

Resolution of the Syndicate 36. Number

previous year are the 6th Form and that the pupils thereof seek admission into a College:—

In regard to *one* School, assuming for the sake of argument that the 4th and 5th Forms of a

question.

stances, such as prolonged illness. I have known from experience cases of boys, otherwise deserving, se-

such relaxation is called for by special circumstances.

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Educational DEPARTMENT.

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PERIYAKULAM.

THE SCHOOL-LEAVING CERTIFICATE.

PERIYAKULAM, 21st June. —The following resolutions were passed at a Public Meeting held in the Union Club, yesterday with the Hon'ble Dewan Bahadur V. Ramabhadra Naik in the Chair:—

That the Government be memorialised to the effect that the public of Periyakulam, like those of the other parts of the Presidency, view with alarm and dismay the effects of the recent Rules passed by the Madras University regarding the admission of Secondary School Leaving Certificate holders into Colleges as virtually destroying the progress of education on a sound and healthy basis and as opposed to the principle on which the S. S. L. C. course was established by the Government, and that they humbly and earnestly pray that Government may be pleased to veto the newly introduced Rules so as to leave the discretion of the Principals of Colleges wholly unfettered.

That the Senate of the University of Madras may be requested to be pleased to reconsider and withdraw the said Rules.

That the Hon'ble Dewan Bahadur V. Ramabhadra Naik, Zemindar of Puddappanyakattur and Vadagarai, be requested to take all such measures as are in his power for removing the serious disabilities which the Rules impose on the student population. —(From a correspondent.)

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No Steadiness

A CORRESPONDENT gives in the *Hindu* the following table of "Presidency averages" in the various subjects of the S. S. L. C. Public Examination during the past five years.

	1910-11	1911-12	1912-13	1913-14	1914-15
English	301	349	432	43	31
Vernacular Compn. and Translation	476	546	47	46	46
Ela. Mathematics	391	386	30	29	32
History of English	326	357	404	38	31
Algebra & Geometry	481	375	337	59	46
Physics—Theory	143	20	337	32	31
—Practical	—	315	326	32	26
Sanskrit	404	44	398	33	40
Tamil	39	376	378	38	37

Thus, except in Tamil, the variations for the different years amount to at least 25 per cent. in each of the subjects, and the Presidency averages for the same subject show a still greater fluctuation in any single year. Thus, in the current year, the average varies from 26 to 46; last year it varied from 29 to 59, and in no year was it less than 50 per cent. What does it signify? In the first instance, it shows that the examiners do not know the standard of knowledge expected from the students for whom they are asked to set the question papers. And that is due to the rigid but fatal exclusion of Headmasters and other teachers of High Schools from all activities connected with the School Final Scheme. The variation of the percentages has a very bad effect on the marking system adopted in the school, for the teacher does not, under existing circumstances, know the standard he should maintain for the class average.

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On the Line

Monday's Meeting

THE Public Meeting to ask for the issue of supplementary Pass Lists in the S. S. L. C. and Intermediate Examinations, raising the percentage of passes to at least 50, is fixed for Monday, the 28th, at 5-30 P.M., at Victoria Hall. The Press will be represented by the Editors of the *Madras Times*, *Indian Patriot* and *New India*. The Editor of the *Hindu* is unable to speak on the occasion. The Principal of Pachaiyappa's College will speak for the aggrieved teaching profession. Dewan Bahadur Mr. Audinayana Iyah has been invited, but we have not yet heard if he is well enough to attend. Dewan Bahadur L. D. Swamikannu Pillai writes in warm sympathy, but his official duties take him out of Madras, so he cannot be present. Mr. C. P. Ramaswami Aiyar telegraphs from Ootacamund that the Drafting Committee of the City Municipal Bill began its work yesterday, so that he and the other citizens of Madras now in Ooty cannot get away. Messrs. M. S. Kamath and S. Satyamurti will speak for the younger generation.

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S. S. L. C. TRAGEDY

COMBATORE VIEWS

Colombatore results: Colombatore College: out of 75 students only 6 have completed certificates. In the London Mission High School, out of 33 students only 4 have completed certificates. In the S. Michaels, out of 28 there are 4 completed certificates.

Mr. P. J. Dasasahayam, B.A., L.T., Headmaster of the London Mission High School, Colombatore, who was interviewed by our correspondent, gives the following as his opinion on the S. S. L. C.

When the Matriculation Examination was in vogue, there was no attempt to secure a uniformity of standard in respect of text books, question papers and the method of valuation. It was hoped that the Board, constituted according to the new system, would remove the evil. But the evil is there still, in a perhaps aggravated form. During the last two or three years the text books that were prescribed were very suitable. Later on, however, they were some times too high and at other times too low for the Standard. Some of the text books that are prescribed are thoroughly useless, and there is nothing for the pupils to learn therefrom, regarding the structure of the English language. As regards the nature of questions in English, the sum of the 1st Board was to get a fairly continuous composition of the subject matter, which the pupils were placed in possession of. That ideal has now become changed. Then again in respect of the method of valuation, the Assistant Examiners were originally instructed to give marks up to 50% for facts and up to 50% for style. Those instructions were modified later on and the examiners were asked to give marks up to 40% for facts and up to 60% for style; while now they are asked to give marks up to 100% for facts and thereon deduct up to 100% for style. The result has been a terrible slaughter of the pupils in English. It is said that those who had zero in English in the last School Final Examination number about 300; those who had 5 marks and less than 5, number about 2,500; and those who had 10 marks and less than 10, number about 5,000. An examination of the records will disclose a steady decline in the average year after year, and it is to be accounted for, to a very great extent, by the constant changes that the Standard undergoes. Each examiner dictates his own standard, and it is not moderated by the Board.

The defect in the old system was that there were no optional subjects, and that the pupils were not allowed choice of subjects and choice of questions in their Examination papers. The distinctive feature of the School Final System lies in the choice of subjects that it allows to pupils and in the specialisation in studies which it seeks to effect and promote. But the thing is overdone, and we are now having too much of the good thing. As regards the choice of questions, the questions given in Practical Science are of different types, and certain boys are at a disadvantage inasmuch as they get one set of questions, which are admittedly more difficult than other sets of questions which other students are called upon to answer. A practical Examination in Science

is absolutely unnecessary. A practical course in Science for pupils is, of course, essential, but their knowledge in it could well be tested in the theoretical paper itself. The nature of the questions in the practical examination almost always depends on the kind of instruction given in the Teachers' College, Saidapet. Several Institutions may have done far better in practical work than the Teachers' College, but, if a particular experiment done in the Teachers' College had not been done in those institutions, those institutions suffer. In some of the optional subjects the Standard is almost the same as it was when we had the Matriculation Examination, while in Physics and Chemistry the Standard is at present too high, with the result that a very considerable percentage of boys take up History while few take up Physics and Chemistry. It can safely be asserted that, if matters continue unaltered, in the course of a few years there will not be any to take up Physics and Chemistry, those who are specially strong in Mathematics, and who, while they take up Mathematics, shall have something to do with Physics and Chemistry, being, of course, excepted. Then as regards "moderation," which has been introduced, the complaint is general and very widespread. The general public may not know how this "moderation" is arrived at, — (The 6th form marks of the candidate for the last year ÷ the average marks for the School in the Public Examination) ÷ the form average of the last year — is added to the Public Examination marks of the pupils and thereon divided by 2. That method of arriving at "moderation" tempts schoolmasters to play the trick of keeping the form average as low as possible. The pupils of average ability are certainly to be pitied and their lot is miserable indeed.

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SLAUGHTER CONTINUED

WHEN THE INTERMEDIATE RESULTS WERE announced, we pointed out how the check which they gave to the cause of higher education in the Province would not confine itself to only one single class, but would travel down to even the High School classes, thus wasting at least one year of hundreds of students who, under normal conditions, should have been promoted. This misfortune was considerably accentuated by the results in the School Final Scheme, so that evidence is accumulating to show that our first apprehensions have proved true with a vengeance. Three forces have been at work to reduce the percentage of promotions from the Junior Intermediate. The returned students, 72.5 per cent. of those sent up for the examination, have to be found room for, and secondly, even if that were possible without curtailing the promotions, the fear of a very attenuated junior class during the coming year necessarily induced many Principals to be more exacting. Thirdly, they are naturally anxious to send up for the examination the best and fewest possible students, and accordingly decide that the selection may with advantage be made strict at the time of promotion rather than when selecting the candidates for the public examination.

The first and the last of the above influences have been at work, rather more forcibly in the High Schools, and Headmasters and teachers have been considering whether, under the circumstances, it is not advisable to detain as many students as possible in the fifth and fourth forms rather than the sixth. It should be remembered in this connection that there has usually been severe congestion in the sixth form—alleviated, no doubt, to some extent by the introduction of the School Final Scheme—and that congestion has this year been forced to assume extreme proportions. Supposing that as many as 20 per cent. of the students are admitted into the Intermediate against 10 per cent. eligible under the instructions of the Syndicate, even then the sixth form will contain—because all the students were not sent up last year for the public examination—at least 85 per cent. of the students that were already there. And unless a large proportion of them discontinue their studies, there will be little room for the influx of students from the fifth form. The same process works out in the case of promotions

from the fourth form; and to a lesser extent, from the lower classes also. For, even in their case, the views of the teaching staff to get the pick of the students into the sixth form will have their automatic influence, though not to the same extent as in the fourth and fifth forms.

It is this necessary spread of the "slaughter" to the lower classes that adds considerably to its heinousness. The examiners, in keeping down the percentage of successful students in the Intermediate, strike at the root of higher education, and do not chop off only its topmost parts. And that is a result familiar to all people acquainted with the elements of our educational system, and needless to say, the examiners cannot plead absence of that knowledge. In fact, it is they that are in a position to realise the full seriousness of the catastrophe—a phenomenon which throws much light upon their love for the student population. It is an interesting point to discuss how it is that the very persons who by their daily association with the latter should have been more kind than other people, in their activities as examiners are found to be most heartless in keeping down the percentage of passes; but that discussion is here beside the point.

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THE MADRAS UNIVERSITY
INTERMEDIATE EXAMINATION
OF 1915

Unprecedented Slaughter of the Candidates in English

SPECIAL or Moderation Board for considering the results of the Intermediate Examination: What they did and what they should have done:

Only about thirty per cent. of the candidates passed in English this year, whereas in previous years about 6% of the candidates passed in English except in the year 1913, when 50% of the candidates passed in English apart from other subjects (vide Syndicate Reports for the years 1911, 1912, 1913, 1914). The Moderation Board ought to have first raised the marks of the candidates in English, i.e., in a subject in which there was abnormal failure, before they began to moderate the hardships caused to the candidates in subjects in which the failure was normal. In previous years 40% of the candidates failed in English, and about 25% of the candidates failed in Special subjects. In some other subjects also where the failure was abnormal, they ought to have raised the marks of the candidates before moderation. Instead of doing so some candidates who failed in one or two subjects, in which there was the usual failure, got the benefit of moderation. In a year when failure in English was abnormal, candidates who failed in English and who got 30 per cent. should have been allowed to pass. It would have been better for the dignity and prestige of the University to choose men of position not engaged in the work of teaching as members of the Moderation Board, as moderation does not require any special knowledge of special subjects. In the B. A. Examination Optional Subject is as important as English. But the Moderation Board showed all kinds of leniency to those who failed in special subjects, and showed slight leniency to those who failed in English, in a year when there was abnormal failure in English owing to hasty and careless valuation of answer papers.

The Examiners and their Valuation:

In all, including the Assistant Examiners, there were about 20 gentlemen who valued the English papers of the Intermediate Examination. About (3850 X 4) or 15,400 answer books were valued by the Chief Examiners and the Assistant Examiners, within 30 days in the case of Assistant Examiners, and 40 days by Chief Examiners. The Chief Examiners took about 1,000 papers for valuation besides the work of re-valuing the papers valued by the Assistant Examiners for securing uniformity. Each Intermediate candidate wrote about 20 pages on an average in English Composition (Non-detailed Study) and English Poetry, and about 15 pages in English Prose and 4 pages in English Composition. For valuing each answer book each Examiner could have taken 20 to 30 minutes. Working at the rate of 6 hours, they could not have valued more than 15 papers or 600 answer books in 40 days. Hence the work must have been done very carelessly. Can the Examiners say

that they have a delicate balance to weigh the merits of the candidates, so as not to allow the difference of a single mark for answers to each question? The marking in English cannot be so precise as in Mathematics or Science. Did the Examiners give marks for each question under the following headings: (a) style, (b) matter, (c) method of answering the question? On the whole, within the time allotted, their marking must have been based on impression, and the impression test is not a correct test. Further an Examiner should not examine the candidates in more than one subject. For the last two or three years one gentleman was the Chief Examiner for both English Prose and Poetry. While it is difficult to control the valuation of about 3,850 answer papers, it would have been very difficult to control the valuation of about 7,700 papers. As he is a member of the Syndicate, the Assistant Examiners are at a disadvantage, and they rigorously carry out his directions. Except in the case of special subjects there was no necessity for troubling a member of the Syndicate to take up two papers in English. Are there not competent men outside the educational world to serve as Examiners, or there are not competent men in Colleges who know the Intermediate standard? In the S.S.L.C. Board no Examiner is given more than 400 papers for valuation. In previous years in the Intermediate Examination to moderate the rigour of valuation in English Prose and Poetry, Composition Examiners were liberal. Such advantage, the candidates of this year had not.

Meeting of the Board of Examiners for passing question papers:

It is not desirable that Examiners who are Professors of Colleges should have the papers in their minds for some time before. It is humanly impossible, under such conditions, not to dwell on the subjects on which questions are set, and slip over others. Students belonging to classes taught by Examiners have in any case an advantage over others, for they can make a shrewd guess at the kind of questions their Professors will set. This should not be increased by a meeting of the whole Board.

Serial number of the candidates not according to alphabetic order irrespective of Colleges:

The arrangement of candidates according to their colleges or private study, not according to alphabetical order, whether College students or not, forces the Examiners to distinguish their own students from others, and, as some Chief Examiners value the answer papers of their own College students, there is scope for showing unconscious partiality to their own students. The object of giving numbers only, i.e., to avoid unconscious partiality, is thus neglected.

How far S.S.L.C. Examination is responsible for the numerous Intermediate Examination failures of this year:

The first batch of the S.S.L.C. students appeared for the Intermediate Examination of 1913, and 50% of the candidates passed in English apart from other subjects. The second batch appeared in 1914, and about 67% passed in English apart from other subjects.

CUTTINGS FROM NEWSPAPERS.

1. Name of Paper—

2. Published at—

3. Dated—

Surely the intellects of students have not deteriorated within one year from March, 1914, to March, 1915. Principals of Colleges are very careful in selecting boys or, at any rate, whatever may be the merits of students who join the Junior Intermediate class, they insist upon students getting high marks in English. Such of the Principals as are a little lax in the matter of admission adopt the double process of filtration, viz., (1) in promoting the boys from the Junior to the Senior Intermediate, (2) in selecting boys for the Examination. Bright students who got 60% in the S.S.L.C. Examination are plucked in the Intermediate Examination and students who got distinction marks in English in the Intermediate Examination are plucked in the Pre-Honours Examination. These facts coupled with other circumstances will go to show that the valuation of the Intermediate papers in English was very careless.

Opinions of eminent educational officers and members of the Senate with regard to the Intermediate Examination :

While some fellows of the University were for introducing the compartment system as the candidates could not stand the strain of answering continuously for six days five different subjects in hot weather, others, including Mr. Stone, a sympathetic Educational Officer, maintained that the course of study should be lightened in various subjects, especially in English. Therefore while parents, guardians and the candidates were expecting liberal valuation of papers and greater percentage of success, because the fellows themselves knew the difficulties of the candidates, the results were shocking to many.

Examinations of other Universities and the percentage of passes :

While in other Universities, especially in Calcutta, 60 of the candidates pass in the various Examinations, it is highly to be regretted that the Madras University is singular in plucking a large number of deserving candidates. While there is a provision in Calcutta University for re-valuing the answer papers of those who failed in one subject (*vide* Regulations Calcutta University Calendar 1914 page 96), it is the sad lot of many candidates here that they are not able to learn their marks under various sub-headings in each subject even on payment of Rs. 2.

Conclusion :

It is earnestly hoped that a special Moderation Board be appointed to give relief to the candidates in subjects in which the failure is abnormal, and if this is not feasible or practical, the Registrar himself may be authorised to raise the percentage of passes on certain principles, similar to the lines already indicated, carefully thought over by the members of the Syndicate. And for the general welfare of the country, i.e., for the spread of higher education and to prevent the recurrence of similar evils Examination Board meetings for passing the question papers, results, the special Moderation Board and the arrangement of numbers according to the Colleges should be abolished once for all, and a larger number of Examiners and Assistant Examiners should be appointed with a smaller number of answer papers for valuation, so that the dignity and prestige of the University may stand as high as before.

AN EXPERIENCED TEACHER

CUTTINGS FROM NEWSPAPERS.

1. Name of Paper—

2. Published at—

3. Dated—

*The Beacon Mail**Beacons**28th June 1915.*

Examinations.

Sir,—In connection with the correspondence on the subject of admission to Collegiate study, I should like to call your attention to one or two points which I have not seen emphasised.

In the first place, the system of moderation devised by the Syndicate works positive injustice owing to the fact that it does not alter the mark obtained at the examination by a percentage. Permitted to explain this by an example, I have before me two certificates from the same High School. It so happens that the two boys obtained exactly the same marks—65—in English in the Sixth Form. The Form average for the class was 41, while the average for the school at the Public Examination was 31. The one boy secured 30 marks in English at the Public Examination, the other 30. The former's mark was moderated to 34, while the latter's became 37. Neglecting fractions, these moderated marks are, therefore, 14 per cent. above the average for the class and 10 per cent. above the average for the school. The former's mark has been increased by 4, or 13 1/3 per cent., while the second candidate's mark has been increased by 3, or 9 per cent. Can this be considered fair when both boys secured the same mark in the class while in the same school? Should not the public examination marks of boys be increased by the same percentage when the boys' class marks show that they are of equal merit in the subject?

Again, does it not seem manifest that there is something fundamentally wrong with a system of moderation which causes a boy's public examination marks to be reduced even though he was above the average in his class and notwithstanding the fact that the average of his school in a Public Examination was equal to the Presidency average. For example, a boy obtained 71 in vernacular composition last year when the Presidency average was 49 and the average for his school was 74. In the Sixth Form his mark was 54, while the Form average in the class work was 48. His mark comes down from 74 to 54, who would say it should be reduced? According to the present system, a boy obtaining zero in elementary mathematics in the public examination may have his mark moderated to 8 or 12 or more. Would any one believe that a boy securing zero deserves even the least consideration as a student of moderation? However, by the scheme now in use such a boy's mark is increased by an indeterminate per cent.

I think that a reasonable and just scheme could have been devised very easily. I would suggest the following:—Any public examination mark more than 25 per cent. below the Presidency average should not be moderated, except, perhaps, in the case of elementary mathematics for boys having History of England or a language as their Group C subject. If the examination mark should be moderated by adding one mark to the public examination mark for every 2 or more per cent. the number to be added regularly—the boy's mark in the Sixth Form was above the Form average. For example, let us suppose that one mark be added for every 3 per cent. and let us examine a certificate which was like a fore me. The boy has 45 in the Sixth Form, the Form average being 41. Thus he is 4 above 41 or over 14 per cent. above the Form average, and, therefore, he would have 5 marks in the public examination mark. As this was 25 per cent. above the average, the boy's mark of 52 was increased to 34 only, although he came from a school in which the school average was 51, exactly the same as the Presidency average, if he had passed from a school where the average was 20, his 32 would have gone down to about 28. It is not fair that a boy who is 15 per cent. above the average of his class should have his examination mark moderated upwards, however badly his school as a whole might have fared?

Some one may say that I have fallen into the error which I condemned above, in that I would add absolute marks and not a percentage. I admit a difficulty here, but I think it disappears when our reasoners that nothing the percentage added decreases the higher the mark obtained in the public examination, yet the higher the public examination mark the higher the percentage needed by the boy to reach the required minimum, although in this respect my proposal is not a perfectly satisfactory arrangement, surely it would be a great advantage to the "above the average" student to know that there will certainly be a certain number or standard added to his examination mark provided he does not fall more than 25 per cent. below the Presidency average. This arbitrary addition of marks, removed by adding an arbitrarily set percentage of the mark obtained at the examination,

as adding to the percentage, the student's mark is above the Form average in class work, and, strictly, this would be the better plan.

What should be done with the public examination marks of boys whose class marks are below the Form average? I should say that the presumption is against their doing well in the examination and that they should have marks subtracted from their examination marks on exactly the same principle as marks should be added in the case of boys above the average in the class.

If the S. S. L. C. scheme had been devised only for boys preparing for College, it would, I think, be fair to take the average secured by the school in the public examination into consideration in a scheme of moderation. It should be noted, however, that the S. S. L. C. is a Leaving Certificate, and that it is a course intended not only for those who leave the Secondary school to read in a College, but also for those who must forego further scholastic training after securing a complete matriculation. Under the present scheme, the headmaster of a high school must cater to the boys who intend pursuing a Collegiate course, and so he must become unwilling to send boys to the examination who are anxious to complete their certificate in order to enter life, because he knows that they are not likely to contribute towards the securing of a high average for the school in the Public Examination. In this respect I feel that the present plan of moderation is against the spirit of the S. S. L. C. scheme. I am heartily in favour of moderation provided that it is strictly applied to all the boys.

With reference to the admission of boys to Colleges, I think a minimum must be set, but on a plan somewhat different to that submitted to the Principals by the Syndicate. It seems fair to say five marks above the average when averages fluctuate so markedly as in the S. S. L. C. public examination from year to year. The "Five Marks" plan also requires a high standard in one subject that in another for in History of England that the required minimum is over 10 per cent. above the average (i.e., 35 over 34), while in Algebra and Geometry the minimum is less than 11 per cent. above the average. Would it not be a sufficiently high "minimum preliminary qualification" to demand 10 per cent. above the Presidency average in the subjects of Group A taken together with the provision that this must be 10 per cent. for boys whose optional are Algebra and Geometry and a better, and with the additional provision that the mark in English must be at least the Presidency average? The reason for the first condition is that boys preparing for Group of the College Course should easily gain high marks in Elementary Mathematics and thus make up the 10 per cent. in Group C. 10 per cent. above the Presidency average in any two subjects taken together should be sufficient. The condition that students proposing to take vernacular composition under Part II of the Courses for the Intermediate examination should gain moderated marks at least five above the average in vernacular composition of Group A of the School. Leaving Certificate Course should be deleted as the minimum proposed above for the public examination marks moderated in a manner similar to that herein outlined. It may be pointed out that rules such as these would still leave a considerable discretion to the Principals of Colleges as to which among those students so preliminarily qualified should be admitted to the Colleges.

In conclusion, I should like to call attention to the fact that the presence of boys supplementing in subjects in which they have qualified for admission will put first year students in those subjects to a great disadvantage. All Headmasters realise that under the present scheme they must so manipulate the marking system in the Group A and C subjects during the Sixth Form that the better boys may obtain comparatively very high marks, while, at the same time, the average for the Form is kept as low as possible. The presence of many second year boys anxious to maintain the qualification secured the preceding year will make it exceedingly difficult for the boys promoted from the Fifth Form to attain a high rank in the Class and consequently their "moderated mark" will fall in the Public Examination. Owing to this fact, students who have qualified in a certain subject should be allowed to discontinue that subject, or, preferably they should be grouped together in marking and be made to depend upon a Form average of their own. In other words, a school should be allowed to have two "Form Averages" in a subject, one for students who qualified for admission to College during the preceding year, another for second-year boys who failed to qualify, together with the first-year boys.

PRINCIPAL OF A COLLEGE AND HIGH SCHOOL.

CUTTINGS FROM NEWSPAPERS.

1. Name of Paper—

new India.

2. Published at—

Madras

3. Dated—

28.6.1915

THE S. S. L. C. TRAGEDY
COIMBATORE VIEWS

MR. K. S. VAIDIANATHA AIYAR, M.A., L.T., Principal of the Coimbatore College, who was interviewed by our correspondent gives the following as his opinion on the S.S.L.C.:

The moderation system applied to the S.S.L.C. Examination is unsound *per se* and unthinkable this year.

Moderation, as I understand it from the practice obtaining in the Intermediate Examination, is a system by which low marks are increased in consideration of good results attained in other subjects. But wonderfully enough, here is a system whereby high marks are lowered to the misfortune of the boy concerned. I know it would be urged here that, though one might quarrel with the name, the moderation is intended to be a composite of the School and Public Examination marks. Then I contend that the Public Examination which is the boast of the promulgators of the S.S.L.C., remains an unfounded boast only. The Public Examination in this system of moderation plays an undesirably important part. Say, a candidate to the S.S.L.C. falls ill—as he very often does—and gets a zero in the Public Examination, though in his class he stood first, throughout the year. The moderation in his case puts him down very low and so means ruin to him. Again, say, a candidate gets flurried in the Public Examination, and here too the moderation works an evil.

An Anomaly

I now turn to another aspect of this innovation. It is the moderated marks that have to be the basis of admission to the Intermediate class. You know the moderated marks in each class have to exceed the Presidency or State average, as the case may be. These averages are as many as four, and they all differ from one another. For instance, our Presidency average in English is 31% and that of Cochin 43%. So an S.S.L.C. student of the British territory, for purposes of admission to the Intermediate class, would be required to bring up 35% in the moderated column, whereas a Cochin State student would be required to bring up 48%. This means Cochin 48% is the equivalent of British 35%. But for ought I know, Cochin English Standard is higher than our own and, therefore Cochin students ought to be admitted even when they get a few marks less than their State average.

Next a word concerning the undesirability of the scheme suggested at the end of the last academical year being enforced in the case of students who never expected the passing of such rules. I know the Syndic, in its circular, says that Principals are asked to look upon their circular—moderated marks being the basis for admission to the Intermediate class—as recommendation. But I would say that it ought not to be even a recommendation, especially a recommendation which, when not observed, requires an explanation.

I say this, because some students were advised last year not to offer certain subjects for Examination, since they were then supposed to have qualified themselves for admission to the Intermediate class. Now these marks of the last year have been moderated, that is lowered in many cases and the boys have to be refused admission for no fault of theirs.

Lastly, the new rules insist upon a boy paying attention to all subjects in his supplementary course and maintaining the standard of proficiency he once attained, though he has to supplement a deficiency in one subject and offer that alone for the Examination. Put concretely, a boy who, excepting his history, is qualified for admission to the Intermediate class has to be sent back to the School Final class, and there in addition to improving his knowledge of history maintain his proficiency in other subjects. This means while the old Matriculation candidate had to attend to only English and rudiments of a second language, Mathematics, Science, History and Geography, he is his brother Murad of a School Final candidate who has, in addition to the rudiments of Elementary Science, Geography and Indian History, to get advanced knowledge in some two other subjects.

I would say, therefore, the object of the promulgators of the S.S.L.C. scheme is getting defeated. That scheme was intended to lighten the course of studies and loosen the stringency of the Public Examination. The new moderation has completely upset the original arrangement, and S.S.L.C. promises to be the old Matric made worse. To save ourselves from this danger I may be permitted to suggest instead of this moderation a uniform system of marking in all schools be introduced and the average of the Public Examination marks and the school marks be ascertained. If this average be above that of the Presidency, then the candidate should be declared eligible for admission into the Junior Intermediate class.

Another Educationist's Views

MR. A. S. VAIDIANATHA AIYAR, M.A., L.T., Lecturer in History, Coimbatore College, who was interviewed by our correspondent, gives the following as his opinion on the S.S.L.C.:

The scheme has been in working now for the last four years. At the time of its introduction a large majority of the teaching profession hailed it as the advent of a new and happy era in secondary education, though there were not wanting some who had their misgivings about the success of the scheme. Just at present one finds a loud outcry in the press and elsewhere against the scheme. The new rules that have been framed by the Syndicate regarding the admission of pupils into the Junior Intermediate class, are taken as supplying much force to the opponents of the scheme. The objection to these new rules needs, in my opinion, to be distinguished from the one to the scheme itself. I think that at present forces are gathering round the former. The insistence on the pupils' obtaining five marks more than the Presidency average, whatever that may be, is bound to be felt a hardship by many. While allowing some latitude to Principals of Colleges in exceptional cases, the minimum may be reduced, say, to 40% in English and 35% in the other subjects. Coming now to the scheme itself, I cannot say it has been a failure. The difficulties felt at present are not impossible of remedy, and the scheme is capable of being worked efficiently and for the good of secondary education. Complaint is made that in the Public Examination

DEPARTMENT.

CUTTINGS FROM NEWSPAPERS.

1. *Name of Paper*—2. *Published at*—3. *Dated*—

nation the Presidency averages are found to constantly shift and in the wrong side. The style of question papers and the mode of valuation, perhaps, can admit of improvement, and the system of moderated marks now introduced will also go some way to improve the situation. It would be excellent, indeed, if it could be found possible to invest school marks as such with value. At the same time it stands to reason that these marks had better be moderated and value given rather than that they go without any value whatsoever. I should like to try the moderation system before venturing to oppose it. In the scheme itself there are many admittedly good points, such as provision for school work, specialisation of subjects, supplementary course etc.

The difficulties of constant making and securing uniformity in such marking are complained of. I believe these and others of a like nature may be got over by occasional meetings of the staff and exchange of opinion.

1915.
Education DEPARTMENT.

CUTTINGS FROM NEWSPAPERS.

1. Name of Paper—

The Mason "Herald"

2. Published at—

Mason

3. Dated—

25th Jan 1915.

The S. S. L. C. and the University.

Sir,—There seems to be a good deal of agitation over the recent so-called failures in the S. S. L. C. Examinations, and I believe some attempt is going to be made in order to remove the disabilities under which many S. S. L. C. holders are at present debarred from admission to the Intermediate class. May I strike a different note and ask the hospitality of your paper to call the attention of my well-meaning colleagues to another view of the question?

To put it plainly, I approve of the Rule laid down by the Syndicate; the University, having to turn the S. S. L. C. into an entrance examination, has made the best possible out of a bad case. The blame rests not with the Syndicate, but with the system itself. In the *School World* for May, 1915, page 168, I had the following pronouncement of Dr. W. H. D. Rouse, Headmaster, Free School, Cambridge:—"I hope that the Board of Education will drop its proposed Leaving Examination. This is at thirty marks in Germany, and if carried out it will reduce our Secondary Schools to a dead level of mediocrity." We have here the Leaving Examination, and if such a embarrassing piece

of educational machinery has a German origin, I dare say it is a "Kuboser" failure, and no amount of School Museum and School Gardens will make up for it. To take the case of English, we do not know what the candidates are expected to know. For the first three years, as we were to judge by the papers set for the public examination, it seemed that pupils were to be trained in view of acquiring a command of a good and correct English. But the first paper in English, 1915, compared with the various selections in prose and poetry set from year to year; here again vagaries seem to be the order of the day. Then we have this late educational fad arising from schools' English Grammars. Well, I wonder how candidates in a foreign language can ever do successfully without the thorough knowledge of its grammar. Candidates are expected to have a certain proficiency in vernacular composition and to have no room for the teaching of vernacular Grammar and Literature except for those who take up these subjects under Group C. The degree of examination in which Elementary Mathematics are held is sufficiently shown by the Presidency average in this subject at the public examination as still, I do not suppose that any educationist will deny the value of Mathematics as an important factor in training the reasoning power of the mind. I cannot help thinking how poor students of Logic will prove these candidates that are unable at the end of their school course to solve 35 per cent. of their school exercises. I say nothing of the subjects under Group B, they are the bane of Headmasters who are at a loss to find work for pupils and teachers alike. It is time to look Group B as a bore.

On the other hand, the S. S. L. C. requires specialisation at too early a stage. It is altogether a one-sided system, resulting in an unequal development of a boy's faculties, and this before his special aptitudes have had time to manifest themselves. The standard aimed at in Physics and Chemistry is almost that of the Intermediate Course in the same subjects. The practical examination, a stumbling-block for many, is not at all what it claims to be. Many candidates may perhaps not find their way through the practical work as such, and still their written account for some cause or other may fail to convey this impression to the Examiner. It should be rather a moral test. Add to all these difficulties the necessity in which Headmasters and teachers are to satisfy on the other hand, the various desiderata of the Inspectors, and you will find us in a hopeless dilemma.

To continue, pupils attending High Schools may be divided into two classes; first those who aim at a University course. Let then the University have an examination of its own well-defined for such candidates. We have heard enough of elasticity and freedom in passing syllabuses. Boys are victims to our educational experiments, and balance and precision are too much confined to the laboratory. After all, the new Matriculation will answer the purpose. As for the other class of pupils, who wish to qualify for subordinate employments in the Public Service, let the Government have a test of their own if they like: this will necessitate two courses in the High School classes. That will be better than three or four, as we have at present, not to speak of the supplementary candidates. But for goodness sake send back to its fountain head the S. S. L. C. system, with all its various annexures, circulars, etc., and no one will be sorry for its departure than

HEADMASTER.

1915.

Est.

DEPARTMENT.

CUTTINGS FROM NEWSPAPERS.

1. Name of Paper— *The Hindu*
 2. Published at— *Madras*
 3. Dated— *30-6-15*

The S. S. L. C. Examination.

Mr. A. JAYARAM RAO, Headmaster, Taylor High School, Narasapur, writes under date 27th June, 1915:—

The number of pupils that are eligible for admission into Colleges according to the new rules, is 18 out of 67 that appeared from this institution in March last. But for the new moderation system at least 31 would have been eligible for admission into Colleges. If the same set of boys had been sent up for the Matriculation Examination at least 25 should have passed. As a matter of fact last year 36 pupils out of 73 from our sixth form were found eligible either for being admitted into Colleges, or into Government service. From the records at School, it is found that, out of the 36, 21 are now studying in the Arts Colleges, 4 in the Engineering College or Medical School, 10 have secured appointments under Government or Board service and one remains still unemployed. More or less the same number appeared for the Public Examination this year and not more than half of last year's number of what might be termed successful candidates could be counted, and this disastrous result cannot but be credited to the wonderful moderation system and the new rules of the Syndicate. It is difficult to understand the purpose of the moderation system and the new rules unless it be to shut off as many as possible from collegiate education. From a system of moderation one would have expected the better sort of boys being given, by some such method as the one adopted by the University with regard to the moderation of its own results, a chance of being pulled up to a recognised standard and the worse sort of boys being left where they are. But under this system the better sort of boys are pulled down and the worse are pulled up, both to no purpose. In our School 25 have suffered from moderation and 24 have benefited without any decided advantage to either set. It is evident, therefore, that this system is procrustean in its tendency. If this system should continue, it is bound to lead to the Schools setting up an artificial and false standard for awarding marks, for it has become very clear from the present year's results that the form average should be as low as possible, the individual marks of the brighter section of the class should be as high as possible, and those of the duller section as low as possible so that the brighter boys might not suffer from moderation of their marks at the public examination. Just fancy the effect of such a system upon the minds of boys when they come to know of it!

Allow me to draw your attention to two or three concrete instances of low moderation has adversely affected boys.

	Eng	El	Math	Ver	Tr	Comp	Alg	& Geo	Phy.
one gets 64	56	75	53	28					
as moderated	53	47	68	46	28				
another boy gets 46	64	63	49	39					
and as moderated	46	54	59	49	35				

These two have been refused seats in three of the leading Colleges in Madras. These instances show not only how disastrous the effect of moderation has been on bright boys, but also the way in which Madras Colleges make their admissions. Let me quote another instance in which the moderation principle when it was given a retrospective effect, to the case of a supplementary student, has caused great hardship. In 1912 this candidate got 40 per cent in vernacular, translation and composition while the Presidency average was 37.4. That was the only subject in which he scored more than the Presidency average

that year. This mark has now been brought down to 37. Next year he got 41 in Telugu (C) and this has been reduced to 40—again the only subject in which he got more than the average mark that year. His 36 marks in history of England in 1914 have dwindled to 31 in 1915 though in 1915 he was more lucky in having his 29 marks in English and 4 in Elementary Mathematics being raised to 31 and 11 respectively. And this is moderation with a vengeance! There are more instances of this sort even in this School and I am sure there would be hundreds of this type all over the Presidency. What earthly good has been gained by pursuing the poor boy back to his first year's career in the sixth form, one fails to see. It is obvious that such boys do not intend themselves for Collegiate Education. Under the new rules the boy will have to begin again with all the subjects. He will then have to put in as many years as he has already done to secure a certificate which might be worth anything to him at all. What then is the difference between the rigour of the Matriculation Examination and the so-called freedom afforded by the school final scheme.

To come back to the subject of admissions into Colleges, let us recall to our minds that, in former days, there was no opportunity for the Principals of Colleges except perhaps one or two privileged ones, to have in parade before them the marks of boys who sought admission into their Colleges. There was no difference at all between a boy who got the minimum and passed and a boy who narrowly escaped a first class so far as admissions into Colleges were concerned. Under the present system there are various standards set up in various parts of the Presidency for admitting boys to the College classes; and the boys have absolutely no choice of College. I know of two boys who were refused seats in all the Colleges in Madras, securing seats in a College in the extreme south. I know also of two other instances in which boys belonging to the sixth form in Madras Colleges were put up into the Junior Inter, although one of them had zero in Elementary Mathematics and another only 20 or 22 per cent in English. Such things could not have taken place in the Matriculation days. Would one still advocate for utter freedom being given to Principals of Colleges in the matter of admissions?

One outstanding defect about this system seems to be a lack of fixed standard, by which the successful candidates might be declared from year to year. The standard set up so far in the form of Presidency averages has been fluctuating and sometimes absurdly high. This is the irresistible conclusion at which one arrives on taking a survey of the Presidency averages in the several subjects for the last 5 years. For instance when the average in English was 43 and in Mathematics 59 is it not absurd to expect only boys either getting the same percentage or 5 per cent above this to be eligible for admission into Colleges? Would it not be equally absurd to think of boys securing 20 or 25 per cent in English being considered eligible for admission? Who knows but a time may come when the Presidency average in English might be only 20. It is quite possible for the Board to discover a more fastidious set of Examiners than those whom we have had already. The following table will be of some interest in illustration of the violent change in standard in the Public Examinations affecting a good number of Schools in a small area:—

School Averages.	English.	Vernacular Translation Composition.	Elementary Mathematics.	Telugu.	History of England.	Algebra & Geometry.	Physics.
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1915

DEPARTMENT.

CUTTINGS FROM NEWSPAPERS.

1. Name of Paper— *The Hindu*
2. Published at— *Madras*
3. Dated— *30-6-15*

A	28	49	36	50	39	57	20
B	27	52	26	47	38	58	27
C	30	51	28	46	39	42	23
D	23	48	24	54	35	45	...
E	20	49	20	47	30	39	24
F	24	47	28	44	34	35	22
Presidency	25	51	19	46	28	...	21

These seven School averages belong to some of the good institutions in the Godavari and the Krishna Districts. There are many others even worse. One noticeable feature about these figures is the low average in English and Physics. About Physics one need not much complain, because that unapproachable standard has not yet been attained, as judged from the Presidency averages for the last five years. But with regard to English it is a different matter. From 43 in two years to 31 this year is a fall that cannot be easily explained.

I know in many of the above noted Schools there is still the "Selection" Examination. Probably ours was the only institution in these parts which sent up for the Public Examination all those that were in the VI Form last year. I know also that at least in four of the seven Schools the School average in English was well above the Presidency average for the last two years and in one of them particularly the average was 14 or 15 above the Presidency average last year. Why should they all have fallen off so badly this year? The explanation for this lies to my mind, only in the phenomenal changes in the standards of the public examination.

From what has been stated above two questions arise: What should be the standard by which the successful ones might be declared? How should admissions into Colleges be regulated without giving undue advantages to a few Principals of Colleges to choose the best ones of the year.

So far as the standard is concerned the Presidency average in all subjects except English may be adopted as the minimum to be got by a candidate to become eligible for collegiate education. When the Presidency average happens to go above 35, 5 less than the Presidency average might be considered a reasonable minimum. In the case of English any average between 35 and 40 would, I think be a fair standard. In the case of boys who scored more than 50 per cent in the aggregate with more than 40 in English, 5 per cent below the Presidency average in one of A group subjects and one of "C" group subjects might be condoned.

As for the next question it may be suggested that a Moderation Board consisting of two members appointed by the University and two members from the School Final Board be formed to look into all the certificates and to declare who are eligible for Collegiate Education by having such certificates stamped "eligible." This Board should be asked to give due consideration to the whole of a boy's School record. On the basis of these certificates the University might issue Matriculation certificates which the boys might use for seeking admission into Colleges instead of the present method of parading the certificate books. The certificate books might be returned to the owners through the Heads of the institutions.

It is admitted on all hands that the relegation of History of India and Geography to "B" group is a serious defect in the scheme. The dismantling of the study of any Vernacular Text book, even of the nature of light literature, by pupils who take up Science and Mathematics as their optionals is not sound in principle.

The optional science syllabuses are considered to be too heavy for a two year course. To remove these defects it may be suggested that Indian History and Geography might be taken on to the A group as one subject, a Text book, say a novel or a drama, might be prescribed for Vernacular

Composition, and the Science syllabuses may be so curtailed as to give more time for practical work.

With regard to the method of conducting examinations it is felt that there has been no controlling agency which can keep in check the freaks of individual examiners. Most of the examiners only seem to have a theoretical knowledge of the High School standard. It is therefore necessary for a fair proportion of the Board to consist of those who are practically engaged in High School work. While the Headmasters are burdened with so much responsibility it is difficult to understand why they are being kept off from their proper share in the full working of the scheme.

From among nearly 170 Headmasters in the Presidency, I am sure two or three could be found who are fit to be members of the Board.

These seem to be the most prominent defects which require remedying immediately, and the removal of these defects is bound to make the school final system a boon to all parties concerned; but if it is allowed to go on in its present state it will continue to be a boon only to parties other than the hardworked High School Teacher, the pupil and the parent.

I once heard a leading Educationist in Madras saying in a speech, welcoming the delegates to South Indian Teachers' Conference that the introduction of the school final system had inaugurated an era of freedom in the Educational world in South India. This was five years ago. Then I was one of the very few who held the same opinion. But now in the light of practical experience of the past 5 years, I am afraid, I have had to change my opinion. If by freedom is meant that the fates of youths might be played with, without any let or hindrance, surely there is freedom with a vengeance. I would be failing in my duty if I closed this communication without expressing a deep debt of gratitude to you for your having opened your columns for a free discussion of the grievances of the boys and the School Masters who have been suffering under the new system. I trust the day is not far off when those grievances will be redressed.

II
(FROM A CORRESPONDENT.)

PROTEST MEETING AT RAJAHMUNDY.

The following are the proceedings of a Public Meeting held at Rajahmundry on the 27th instant under the presidency of Mr. N. Subba Rao Pantulu. The following Resolutions were passed at the meeting:

I. That this meeting deplores the large percentage of failures at the recent Intermediate and S. S. L. C. examinations and protests against the severity with which the answer papers were valued by the examiners.

II. That this meeting requests the Government and the University to moderate the result of both the Intermediate and S. S. L. C. Examination, so that at least 50 per cent of the candidates may be declared fit to prosecute further studies.

III. That this meeting protests against the composition of the S. S. L. C. Examination Board and considers it essential that not less than one half of the strength of the Board should consist of Headmasters of High Schools who are actually in touch with High School work.

IV. That the President be authorized to communicate a copy of the above Resolutions to the Government and the University and to wire to the President of the Madras Public Meeting to be held to-morrow, the sympathy of this meeting with its objects.

- The known "mail"
beacons
28th June 1915.

PUBLIC MEETING IN MADRAS

THE CHAIRMAN.

There was amazement which he intended to make to Sir C. Sankaran Nair in the matter. He considered the appeal almost as an insult to one, but he felt absolutely satisfied that he had read a most sympathetic article which referred to the enormous number of opportunities for education. If these clever brains, which would be trained in the country, were to be employed to prepare themselves solely for the position of Government clerks and for the service of the Government, it would be to the advantage of the country. He did not mean that Brahmin youths should be trained for clerical work, but that they should be able to use their brains to earn money and to be able to make a comfortable living. But looking at the question from the point of view of the Government, he felt that this board of elders Brahmin youths turned to some extent to the Government for their education, and that it was a pity that the Government had not attracted so many of them. Now what was to be done with reference to funding funds for the education of Brahmin youths? He felt that the country was failing to do, and which he wished to emphasize. He felt that the Government should do something to urge the appropriation of the surplus funds of the public religious endowments for the education of Brahmin youths. The founders of these great religious institutions had intended that the funds should be devoted to *pooja* namam and nothing else. In consequence, these resources, which were very large, were being wasted. He felt that the Government should do something like the U. K. Yaks which were available from these endowments for the education of Brahmin youths. He felt that it should be allocated

These remarks he made in the way of an appeal to Sir C. S. Kanrankan Nair, who had just been appointed to the vacant position of member of the Law relating to religious endowments. One of the questions which had been referred to the Council and to which the Local Government had consented to refer, was whether the Government should consent to the appropriation of the surplus funds of these endowments for purposes other than those for which they were originally set apart. Sir C. S. Kanrankan Nair, notwithstanding antecedent circumstances, to which he need not refer, to give his vote and to express his opinion on the subject, had asked Sir C. Kanrankan Nair might have taken one view of the subject as a Judge, but he would now ask him to take another view, as a member of the Council. He had no doubt Sir C. S. Kanrankan Nair would do it, with regard to the subject he is considered at, but he would suggest that the Council should permit every member of the Senate, if so advised, to call for the examination papers passed by the candidates, and to examine them, and to exercise a wholesome influence on the examiners, and make them do their work with more care.

Mr. T. RUNGACHARIAR proposed the first Resolution :—

He said he had accepted the task assigned to him because he felt it was his duty as a technical expert to help to move the Revolution. He claimed no technical knowledge of the matter at all, but he felt that he was being called deep, because he was one of the victims. He did not mean that he had failed in the examination, but that he had been unfairly treated by the action of the Examiners, and there were many others like him who had been similarly treated. He congratulated the draftsman of the Resolution on the self-restraint he had practiced in writing it, and hoped that it would do good people on the subject. It consisted, as they saw, of a statement of facts, and a series of criticisms of the views of the meeting on the small percentage of passes in the examination. He did not know whether or not the Examiners had intended to express what the people thought on that subject, but he thought that it was a very important thing to say in the newspapers. The speaker proceeded to quote figures showing the percentages of passes in various examinations, and then laid special stress on Gurur, where, in the examination of 280 candidates, only eight passed; in Bellary nine passed; in Mysore only 186 out of 1,200. In the Intermediate Examination, no more than 290 out of 2,000 candidates were declared successful. These figures spoke for themselves, he said, and words to excite what the public

Repealing the part of the Resolution which referred to the Bureau indicating a state of things inconsistent with the facts, the speaker said that he could not claim much knowledge of those conditions, although it was true he was once a schoolmaster. He was a member of the Senate, however, and it was his duty to follow the present course of action. He would, therefore, leave the gentlemen who were to follow him and who possessed much more knowledge of the subject to make suggestions.

Regarding the statement in the Resolution that the state of things they were protesting against cast a serious reflection on the University and the Educational Department, he was obviously true, even if the students themselves were responsible for the number of failures. The University and the Educational Department would not be so easily satisfied with the results of studies and the places where the students were taught, so that, assuming the fault lay with the

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boys themselves, it will not be very seriously on the two bodies who were responsible for recognising the institutions where they studied as being fit to teach them. But the fault did not lie there; the students of this year could not be so much below the average of former years as the figures would make them out to be. Several reasons had been suggested by people well acquainted with the subject. The principal complaint was that the standard demanded in English was too high; that the text books chosen were much above the proper standard. But it must be remembered that these examinations were preliminary entrance tests to see if a student was fit to enter the College course, and it was not, therefore, necessary to prepare very difficult papers.

It had also been urged that the fault lay with the Examiners and the Rules laid down for their guidance. If this was so, the matter was one which should have been put right by the Educational authorities and that it was not cast a grave reflection on them. The Resolution also emphasised the fact that a regrettable injustice had been done to a great number of candidates. They knew that examinations were often matters of chance, and that students who had done badly once had done very well indeed later in their careers. The results of examinations

were not, therefore, so sure a foundation to go upon that it was necessary to be so exacting in valuing papers. If the Examiners were tied down by hard and fast Rules, then the Rules were a great injustice to students, who had to spend all they had in obtaining education. Regarding that part of the Resolution which referred to the damage done to the cause of education, he would only say that that cause in India was sacred, and must be put in the forefront of every reform. Therefore, anything which obstructed the growth of education must be most damaging to the true interests of the land.

MR. GLYN DARLOW.

MR. GLYN DARLOW, who seconded the Resolution, said:

I have been a friend of Indian students for a number of years, and I am glad to have this opportunity of adding my testimony to the general belief that the results in the School Final and Intermediate Examinations are a serious injustice to Madras students. Such results as would mean that students in Madras are inferior to the students in other parts of India, and that I cannot bring myself to believe. They would mean also that students in Madras in this particular year are vastly inferior to what students in Madras have been in many former years. It is impossible to believe that education in Madras can really be so inferior to what it is. We have the University striving, I presume, for the advancement of education. We have the Director of Public Instruction, and a multitude of Inspectors, Assistant Inspectors and Sub Assistant Inspectors, all working for the same end. We have also the Training Colleges, which pour forth into the classes year by year an additional number of men well trained for their profession and professionally qualified for the work they have in hand. We have also schools and Colleges much better equipped with educational appliances than they were in past years. Large sums of money have been spent on maps and models, blackboard appliances and other things. The school and College laboratories are now equipped with costly apparatus. It is impossible to think that with all these advantages education has been so seriously degenerating that it should be represented by results such as these.

Taking the results in Travancore, we see that 6 per cent. of the students secured passes. That means that in every class of Students throughout the State of Travancore one boy and a half qualified for promotion. If it were like in Madras were regarded from no other standpoint than from the standpoint of curiosity in educational statistics, these statistics would be particularly interesting. But these educational figures represent the life and death interests of a great crowd of students, many of whom have undergone, and are undergoing, great hardships during their educational course, and for many of whom great and noble sacrifices have been made by fathers, mothers, sisters and brothers at home, and if under such circumstances as these any injustice has been done to the students, it is an injustice that cries to heaven to be remedied. You have to take examinations in all professions, and if a boy passes an examination he must pass on the strength of his own merits. At the same time, when we remember what great importance hangs round the examinations in Madras, we must think that very special regard should be paid to these examinations, so that absolute justice should be done. I do not think that the pass lists at the recent examinations are consistent with common sense.

I should not be inclined to attack the University but I cannot help thinking that there is something wrong in the University system, or I might put it want of system. I have not been in intimate touch with the University for some years; from what I know of the past, examiners send the marks to the Registrar; the marks are tabulated, and results are sent to the Syndicate. The Syndicate passes them and they are published. I think there should be some Moderating Board after the results are sent to the Registrar. There are a number of boys on the line between success and failure whose marks might be considered, and if they were passed a great many of them would be found to do brilliantly in the future. Results ought to be inspected before they are published and they should not be left to any young examiner who has had very little to do with examinations in the past, and who, perhaps does not know exactly how things are run in this country. I am one of those who think it is a pity to fail a great number of candidates and thereby upset the whole examinations. I do believe that these results are consistent with facts.

MR. J. C. ROLLO.

MR. J. C. ROLLO, who supported the Resolution, said that what he had to say could be expressed in a very few definite words. Whether they belonged to the public or whether they were educationalists, they were bound to support any effort on the part of the University to maintain or to raise the standard of its degrees, or of the certificates which marked the various stages towards those degrees. It had been the elevation of the University standard in the past that had made the degree of the Madras University superior to that of most Indian Universities, and had made the Madras graduate in proportion valuable. It would be contrary to the interests of students in the Presidency were the University to suggest any lowering of the standard; but when the standard was raised so suddenly and abruptly by a considerable margin, as to result in disaster to a large number of deserving students, then it was felt that all was not well and they were bound to protest. That was what had happened this year. With regard to the School Final results, he did not think that the public would give a verdict that the system of moderation was ever likely to be satisfactory. If a student passed upon the examination marks that ought to be the end of it in his case. The school marks should be used for saving and not for damning a student. (Applause.) He must admit that at first sight, the moderation system looked attractive, but when one began to apply it one saw that not only its students, but students eminently and exceptionally fit, were excluded by it. The moderation system introduced so many factors for which the student was not responsible that in many instances he had seen its results were utterly wrong. He did not know that it would lead to any great disaster this year, for it had not been rightly worked, but he hoped neither it nor anything like it would be used in the future.

Speaking on the results of the examination, the speaker said that if they took a given school and a given subject there was a discrepancy in the marks of this year and last year that could not be explained. It could not be accounted for by the varying ability of the students, nor by any lowering in the efficiency of the teaching. There had been an arbitrary change, which had led to suffering and difficulty, and he hoped any possible allegation might be allowed, and that in future discretion should be permitted as in the past. The Intermediate Examination results were to his mind, more striking still. They did not grumble when students whom they knew to be considerably above the required standard failed, but that was inherent in any examination system, but when a large body of such students, who had been selected with care, efficiently taught and sent to the examination by those who knew their value—when such students as those were rejected almost in a body, then it was that they grumbled and asked that the system be altered.

They had been accustomed by the University to a large percentage of failures, but such a percentage as this year's gave an absurdly wrong valuation to the students who had been sent up. He wondered if it had ever entered the minds of the final givers out of the results how impossible would be the state of affairs in Colleges upon their reopening. What were they to do with the Senior Intermediate classes? A degree College was bound to accept its own once failed candidates. The result would be inconvenient; that was almost inescapable, and the crowding would result in very restricted promotion from the junior classes. He quite agreed with a previ-

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one speaker that it should be the examination only that should be confined to passing and dates, not the convenience of Colleges or the sufferings of parents and students; but when students who should be passed were failed, then a very heavy part of the indictment against those who failed then lay in the suffering that was caused, in the fact that their parents might be poor and that the failure might possibly mean the relinquishment of the highest practical aims they had in life.

MR. C. KARUNAKARA MENON.

Dewan Bahadur C. KARUNAKARA MENON said that it seemed to him a matter for surprise that the University, which ought to be the popular centre of learning and culture, should have so far departed from a proper conception of its duties, that so many as 70 per cent. of the students for the Intermediate Examination and perhaps about 90 per cent. of students for the School Final should under the Rules made by them be declared unfit to proceed with their further studies. He could never bring himself to believe that so many of their young men were unfit. Thousands of students were annually plucked. This Meeting ought to have been held much earlier, for this kind of disastrous failures had been going on for many years. It was due to Mrs. Bryant, her love for the students and her consciousness that so many thousand youths were unjustly being declared unfit, that enabled them to hold that Meeting. The University exercised a proper control over Colleges, and there was no reason why so many candidates who were sent up to the examinations after being carefully selected should fail to pass.

MR. S. SATYAMURTHI.

MR. S. SATYAMURTHI said that he was asked to speak on behalf of the younger generation, for a comparatively young man among the speakers, he could enter more fully and sympathetically into the feelings of these students. He regretted the necessity for this Meeting. He was zealous for the honour of the University. There was a significant phrase in the Resolution with regard to the small percentage of passes in connection with the Secondary School Leaving Certificate. When this hybrid scheme came into existence, Sir Alfred Bourne told them that hereafter there would be no passes and no failures. One of the reasons why the examination was accepted for the Matriculation was that the slaughter in the Matriculation was very great. But what had they to-day?

They had a system which gave them about 10 per cent. of passes. Sir Alfred Bourne would certainly feel grieved when he found that as a result of his handiwork the educational system of the country had been made worse. The Senate was induced to frame the new Rules, because it felt that some of the Principals of Colleges had been lax. Therefore, it punished the whole of them by issuing some unmitigated Rules, which sometimes yielded surprising results. These principles affected the whole Educational system of the country. They were inconsistent with common sense and with the conditions which prevailed in the country, and the Syndicate should not withdraw the Rules or alter them. It was open to any ten members of the Senate, under the Regulations, to call an Extraordinary Meeting to consider these disastrous results brought about by these Rules. He refused to believe that there were not ten members of the Senate who did not feel with them. In conclusion, the speaker referred to the famous speech of His Majesty the King Emperor at the Calcutta University. He wondered what His Majesty would think of the results of the School Final and Intermediate Examinations. He wanted to make the students loyal, useful and mainly citizens. The question of prestige might be brought in. He hoped that the Syndicate, the Senate or the Government would pay no attention to the word "prestige." If there were no scandals, let them, without caring for prestige, take action, and their prestige would be heightened rather than diminished.

The Resolution was then put to the Meeting and carried unanimously.

MR. PANCHAPAGESA IYER.

MR. PANCHAPAGESA IYER moved the second Resolution, which was in these terms—

(a) That this Meeting requests the University to consider once more the marks of the candidates who are reported to have failed in the Intermediate Examination and to see whether they cannot, consistently with justice and reason, issue a supplementary list, such as shall make the percentage of passes more consistent with the advanced state of education in the Presidency. (b) That this Meeting requests the University and the S. S. L. C. Board to with-

draw the instructions issued to Principals as to the standard of marks required from students for admission.

He said that the percentage of passes had been abnormally low when the First Arts examination was in existence. But in the Intermediate examinations this year the results had probably reached the lowest water-mark. Yet they could not lay their finger on any defect in the Staff of the Colleges or their equipment. It could not be said that the questions set were more difficult than those set in previous years. There was no other reason for the abnormally low rate of passes than that the Examiners were responsible for it. The fault could not be laid at the door of the students, and if the Examiners brought about such a state of things it was time that the wrong was righted. In foreign Universities it was the culture that was cared for and not the bare minimum of marks. Foreign University men were far superior, and yet it was not mere cramming that was cared for. It was not the mere examination test that made the cultured man. It was absurd to "pluck" a student for want of one mark in a re-entrant composition, for instance, when he did well in every other subject. With regard to the School Final Examination, the speaker thought that the defect lay in the constitution of the School Final Board. The Board now consisted of College Professors and young Lecturers of Schools who had no touch with High Schools. There was not a single Indian Headmaster of a High School on the Board.

OTHER SPEAKERS.

MR. C. THELAKKUR, Principal of the Mahabaleswaram College, seconded the Resolution. Though he was a graduate of the Bombay University, he was of opinion that Madras was one of the most intellectual Presidencies in India. The failures were, therefore, most astounding.

MR. P. A. SUBRAMANIAM IYER, Headmaster, of Tenali, in supporting the proposition, emphasised the fact that there were no headmasters on the School Final Board. He voiced the opinion of the meeting.

The Resolution was further supported by Mr. M. S. Kamath.

MRS. BRYANT.

MRS. BRYANT said that she did not feel deeply concerned over the results, but they did irritate her feeling on this matter was very strong. If she was told that it was to be late, her answer to the University was the old English proverb—"It is never too late to mend," and the sooner they began to mend their ways, the better for the students of this Province. There were two points which she specially wanted to put to the Meeting, firstly the difficulties of the students and their families, and secondly, the nature of the education which they had a right to demand from the University, and which from the marks they were given was clearly not the education which was afforded. She agreed with Mr. Karunakara and Mr. K. K. that poverty was to reason why a boy should pass his examination. Yet there was an argument from poverty. Poverty was no reason for passing a boy, but if a boy had the courage, the strong will, the passion for education which forced him into great study year after year, and he climbed up to the peak of the School Leaving Certificate, while the student that poverty gave him no education, he paid it give him the right to justice and that he had not had. The scheme was profoundly unjust. One boy had obtained 300 marks in the examination. The Presidency average was only 200, and yet he had failed. He had failed by one mark in English. She did not pretend to any experience of the mysteries of the various averages, but the process resulted in the really clever boy being at a disadvantage. He was brought down and not up by the so-called system of moderation. A boy in poverty would not be judged by the averages system, but by his own ability. There were poor families who paid heavy school fees for their boys, and was no consideration to be shown to them. They did not expect Examiners to have hearts, but she thought that they ought to be careful. They should remember that in India, poverty was poor, and that education fees were rising, so that education was gradually being made impossible for the great masses of the population. What was the good of talking of the speed of education if the education they already had was made impossible for those who had to use it.

With regard to the failures in English, she attributed them not to the want of language ability. It was not due to discrimination to study for Indian boys studied too much and too hard, and they felt failure much more than English boys did, and sometimes found refuge in mischief. Mrs. Bryant then referred to the deterioration of the study of English, and asked how they could possibly expect boys to study English when the University gave

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them twaddle to read. The whole line of education was wrong. They were trying to strangle education, and were giving boys only such education as would keep them down to the position of clerks, rising up to Rs. 200 per mensem, and which would close to them for ever the higher posts in the country.

In conclusion, Mr. Besant said:—I charge your University of Madras with sowing seeds of discontent and disloyalty in the hearts of the very rank of the young men of the Province. It is a very serious charge, but it is true. You know how they have said that education made anarchy, education fostered unrest. Therefore, stop it, change it, alter its whole scope, destroy the possibility of the future. I am not tired by revolution. I believe that a country loses more by revolution than it gains. No man is able to make or prevent revolution. The causes that set a revolution going are the sufferings of frustrated hearts and minds. We ask for India for the world asks for his own good in his own country. Beware what you do. Choose your steps more carefully. Do not trample on the hearts of these young men. That is a danger that stands as a dragon in our path. We ask King George of England, who bears the name of the Saint who crushed the dragon, if none lower will do it, to interfere in this great problem of Indian education, and make it such as to educate his subjects well, so as to fit them to give their power for the benefit of His Majesty's Empire.

The Resolution was put to the Meeting and carried unanimously.

Mr. A. C. PARTHASARATHY NAIDU proposed a hearty vote of thanks to the Chairman, which was seconded by Mr. V. C. Seshachandrar and carried.

The proceedings then terminated.

CUTTINGS FROM NEWSPAPERS.

The Madras Mail

1. Name of Paper—

2. Published at—

3. Dated—

Chennai

29 June 1915.

MADRAS EXAMINATIONS.

WE ARE NOT surprised that a Public Meeting should have been held in Madras to protest against the defects of a system which, at the last School-Leaving and Intermediate examinations, condemned a very large proportion of candidates to failure. It is plain that there is something wrong, though not quite clear to us how the blame is to be apportioned. One point undoubtedly needs attention; the effect of moderation ought to be the passing of candidates who have done well on the whole and not the rejection of those who have done very well in the examination but are lowered in position by reference to the average or to class marks. If a candidate has passed the examination, that ought, as Mr. Rollo said, to be the end of the matter so far as he is concerned; only in the case of those on the border line, and the wrong side of it, should other factors be allowed to affect the result. In the present case, the demand for enquiry and reconsideration appears to be quite reasonable, and we trust that it will have a response from the authorities concerned. We regret, however, to find that on a purely educational question Mrs. Besant should have raised some vague and violent political agitation. To our blunter vision, it is not at all evident that "liberty," "revolution," the future of India, and also, we gather, of the world, depend on the system of marks in the School-Leaving and Intermediate examinations in the Madras Presidency, and we seriously doubt whether, at the present critical time, with Armageddon in progress, His Majesty the King-Emperor will be moved, even by Mrs. Besant's undoubted eloquence, to interfere with the methods of moderation. We disapprove the language of the Apocalypse being applied to the affairs of students, important though those affairs are, and of a failed candidate being saluted in the terms of some apostrophe to Prometheus. Nothing is ever gained by abandoning a sense of proportion. Indeed, such procedure often weakens a good case, as in the main we believe this to be.

CUTTINGS FROM NEWSPAPERS.

1. Name of Paper—

The Madras Times

2. Published at—

Madras

3. Dated—

29th June 1915.

THE PUBLIC MEETING.

We congratulate Mrs. Besant on the success of yesterday's meeting at the Victoria Hall. The roar of approval with which the resolutions were unanimously accepted testified unmistakably to the strong feelings that have been roused by what the School Final Board and the University have declared to be the "results" of the recent examinations. The audience was a large one, and although the body of the hall was mostly occupied by students, there was a crowd of men of light and leading on the platform sufficient to show that the feeling with regard to the silliness of the pass-lists is general amongst the Indian community, to whom alone as a community the results of Madras examinations are of any interest. A number of the leading Indians of Madras are at this particular season away from the city; and it is a matter of certainty that otherwise the crowd in the hall would have been even greater than it was. Some excellent speeches were made, all of which showed that the speakers had thought deeply upon the subject. Mr. R. R. put things very precisely when he said that the University is not to be blamed for trying to raise the standard of education in Madras, but that what is to be deplored is any sudden alteration of conditions by which the number of passes at examinations is suddenly reduced to a minimum. Mrs. Besant delivered a brilliant oration. The venerable lady was suffering from a bad cold, and prefaced her address with a reference to the difficulty of finding a voice; but there was no sign of anything amiss in the address itself for she nerved herself for her task, and poured out her periods in unflinching fashion. Mr. Ranga Chatter had remarked in his address that the resolution to the effect that the meeting viewed the results with "concern" put things very mildly, and that "indignation" would have better expressed people's feelings. Mrs. Besant agreed with him, and added that she was unable to find words strong enough to express her own feelings on the matter, but that the resolution had been mildly expressed so that it might be a common denominator for all. We are not able to follow Mrs. Besant in all her statements, but we can see the force of her plea that any kind of repression of educational aspirations is a serious matter; and wholesale

slighting of candidates would rouse dangerous feelings of discontent. The venerable Sir S. Subramania Iyer was in the chair, and conducted the proceedings in his able fashion. In his introductory address he expressed satisfaction that such a man as Sir Sankaran Nair is now the Educational Member of the Viceroy's Council, and the expectation that great things might be done under his administration.

What the School Final Board and the University will do we are left to imagine. In the course of an able address Mr. Sathya Murthi remarked that any twelve members of the Senate have the right to call an extraordinary meeting of the Senate, and be challenged any twelve members to do so. We hope that there will be no necessity for such a proceeding, and that the University as also the School Final Board—without in any way yielding tamely to popular clamour—will realise that the so-called results are not a fair expression of educational conditions in the Presidency, and will, from motives of righteousness, see their way to issuing supplementary pass-lists.

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DEPARTMENT.

CUTTINGS FROM NEWSPAPERS.

1. Name of Paper— *The Indian Patriarch*
 2. Published at— *Madras*
 3. Dated— *29-6-15*

TOPSY-TURVEYDOM IN
EDUCATION.

The public meeting in the Victoria Hall yesterday was convened to give expression to the feeling of indignation and despair felt throughout the country at the stunning results of the Intermediate and School Final Examinations. The meeting was very largely attended, and represented the intelligence and culture of Madras. One could see the feeling of depression on the face of the many students who were assembled in the body of the Hall, and it would seem a pity that the University should live so far apart from the enlightenment and culture of Madras that it should be responsible for results which have shocked public sense. It shows no little want of feeling, sympathy and imagination on the part of the University that it should be so far separated from the cultured sense of the community. The University has been indifferent all these years to the sense and sentiment of the public; and the public on its part has been content to leave the University to play its role as it liked. If the public sense had been awakened a little earlier, if protests had been entered in time, the University would not have grown so hardened as it has been; and we must acknowledge our gratitude to Mrs. Besant for having taken the matter in hand, and called a public meeting of the citizens of Madras. The meeting has made it clear that the University and the public do not go together, but that they are pulling against each other. The University exists somewhere in heaven, beyond the approach of human beings, and it orders things in a way that has little reference to the actualities of human existence. Nowhere else could such a gulf exist between the public and the University; and we cannot resist the feeling that we cannot expect an approximation between public opinion and the ideals of the University, if it has any ideals at all. Nobody can expect the public to be quiet when it sees the rising generation of the country sacrificed in such amazingly cold and cruel way. One in the position of Sir Subramania Iyer would not have been in the chair if he had not felt with the rest of his countrymen that a grave wrong had been done to thousands of young men whose career has been blasted, and whose hopes have been smashed, by a relentless body of educated men, the same class of men as assembled at the Victoria Hall yesterday.

Sir Subramania Iyer expressed his sincere satisfaction at the appointment of Sir Sankaran Nair as Education Member, which he considered the most appropriate and from which he expected great things. But it is doubtful whether his influence, great

as it is, will ever atone the blighted Madras University which has so long resisted the influence of Indian public opinion. The protest from the public is not at all prompted by the mere desire to see a great number of young men pass the examinations. It is prompted by the desire that as many of them should be allowed to pursue higher studies as are fit for it. There ought not to be such great difference between the University and the large body of teachers who devote their best attention and energy to the preparation of students for examinations. The teachers have before them the experience of examinations in the past, the course of study prescribed by the University, and the standard which it has set. The colleges are periodically inspected by University authorities, and are considered fit by the University to discharge their functions properly. The efficiency of the staff and equipment are periodically ascertained, and no College is allowed admission which does not fulfil the requirements of the University. Such are the conditions in which students are prepared by their teachers, and when these students come up for the examination, the University declares more than 72 per cent of them unfit to pursue higher studies. This is an abnormal state; and this abnormal disparity between what the University requires and what the teachers fulfil can be accounted for only by assuming that either the University has gone beyond the standard it has fixed, or that the teachers throughout the Presidency have fallen below the standard. In any case it is a grave disaster that so many thousands of our young men, the best that their generation has produced, and the future hope of the country, should be suddenly stopped in their progress, and cast away as useless. In this is involved an enormous waste of the best intellect of the country, which loses the country can scarcely endure without permanent injury to its best interests. We are interested in promoting the intelligence and the energy of the nation through its young men. The University is destroying them by wholesale massacre. That is the problem with which we are face to face. Though the public meeting has entered a protest, it ought to be backed up by other efforts which will compel the University to approximate its methods to our ideas.

It is impossible for the public to exercise any restraining influence over the University, any control over its examinations. The examination papers are a sealed book. No man will pry into it. If the examiners have the knowledge that the papers which they have examined are liable to re-examination, they will not be so airily irresponsible as they are at present, convinced that their judgment will not be questioned. When even the judgments of High Court Judges are not immune from revision by a higher tribunal, it is absurd for the ex-

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CUTTINGS FROM NEWSPAPERS.

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aminers of the University to claim that the judgment they pass must remain absolute. And we quite agree with Sir Subramania Iyer that, after the examination results are announced, the paper should be open to inspection by any member of the Senate. There is no other way of killing the absolutism of the examiners; and we do not see why the University should not themselves arrange for a proper supervision of the work of examiners. The University is solely responsible for the text books it prescribes; and the books it prescribes are not such as will interest students. They have to be studied as a task, and not as a matter of interest or pleasure. Mrs. Besant referred to this in her powerful way. Certain famous English authors have lost favour with the University. Milton and Macaulay have fallen under this obnoxious category. Burke was dethroned long ago. Why this humiliation on these famous authors? There is no aim to put into the hands of boys books which they can read with pleasure, books which will interest them to read. Macaulay's essays on Oliva and Hastings were familiar text books at one time. Once read they are remembered; and once read they create a desire to read more. They bear directly on Indian history; and the knowledge which they impart is highly useful to the Indian student. But the University has eschewed them. It has eschewed everything of popular interest, everything that will appeal to the students. They have to acquire knowledge through tedious uninteresting literature. There is abundance of Gothic and old English which tax the memory of the students without stimulating their interest. The whole tendency of the university is to make study itself uninteresting, and the students have to gather knowledge through such uninteresting media. Why this should be so, we cannot say. If it is part of a policy, the time has come to seriously consider it. As it is, the university is not a help to education, but rather an obstruction. And this is one of the ironies which requires an explanation.

1915

DEPARTMENT.

CUTTINGS FROM NEWSPAPERS.

1. Name of Paper— *New India*
 2. Published at— *Madras*
 3. Dated— *30th June 1915*

FROM THE FRONT

The meeting of protest on Monday against the results of the late University Examinations, was a very successful one, and the speeches were on a high and informing level. We threw open the body of the hall entirely to students, and assigned the platform to their elders, but I noticed a few stalwart and bearded gentlemen on the floor of the hall, who had long left their student days behind them. Every youth who wished to come was admitted until the number had reached that was laid down by the conditions of letting, and the doors were then closed.

The Chairman, Sir S. Subramania, had been the Vice-Chancellor of the University, and that lent his presence a special value, over and above the welcome with which it is always greeted. To have one of its own highest officials in the seat of protest, should give the University "furiously to think".

The speakers had been carefully chosen, and the presence of two ex-Sheriffs, one Mussalman and one Hindu, of several members of the South Indian Chamber of Commerce, and of leading members of the various important communities of Madras was a noteworthy fact. The Principals of Pachaiyappa's and Madanapalle Colleges, the Headmasters of the P. S. High School, Mylapur, and of the Taluk School, Tenali represented very efficiently educational interests in the technical sense. The Editors of the *Madras Times*, *Indian Patriot*, *Andhra Prabha* and *New India* spoke, and the Editor of the *Hindu* was on the platform (why does not that very able gentleman speak at public meetings, despite urging? I am sure he could), so the Press did its duty. Our two R. Y.s—Representatives of the Young—Messrs. S. Satyamurti and M. S. Kamath spoke very well.

Telegrams came from various people complaining about their sons, from various places sympathizing with the object of the meeting. Mr. N. Subba Rao Pantulu, Secretary of the All-India Congress Committee, wired, as the President of a public meeting held at Rajamundry to protest against the Syndicate's action, conveying its hearty sympathy and wishing us success. A Mysore gentleman telegraphed his protest against the "inhuman examination system" that the Madras University has made all its own, adding that a thorough reform of the whole education system was needed. Some

young men wrote that out of 380 candidates, who appeared in the English branch of the B.A. examination under the old Regulations, only 46 passed. The failure list in the B.L. writes another, is very heavy, 360 students falling out of 550. The B.L. results are nearly 55 per cent., a decent, though not good, result. One gentleman remarks that a supplementary list was issued in 1909, so the case is not, perhaps, hopeless.

Mr. S. Satyamurti called on the members of the Senate to summon a Special Meeting to consider the results, as 10 members can force a Special Meeting. 10 righteous men would have saved Sodom; has Madras University 10 such men? We fancy it has, and Mr. C.P. Ramaswami Aiyar had already thought of this and was taking steps to call such a meeting, when I saw him yesterday on his return from Colimbatore, to ask him to move in the matter.

I listened with especial pleasure to the speech of Mr. J. C. Rollo, very restrained and careful, but with a warm sympathetic heart shining behind the measured words. He really might almost be a Theosophist. Mr. Glyn Barlow also spoke with knowledge and sympathy, so that our two British speakers added to, instead of detracting from, the warmth of the meeting.

I am amused with the criticism of the *Madras Mail* that I imported politics into a purely educational question. For education has been made a political question since the Education Commission and Lord Curzon's University Act. This effort to strangle higher education here in the Madras Presidency is the outcome of Sir Valentine Chirol's attack on the educated class, and of the set attack on English Education in India by the *London Times*. No such results have been seen as those of late years, culminating in the present in Madras, since Macaulay's celebrated

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CUTTINGS FROM NEWSPAPERS.

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29.6.15.

EXPERT OPINION

ON THE S.S. L.C. EXAMINATION

You will kindly allow us through your columns to solicit the aid of the heads of High Schools in making out a strong case against the new regulations issued by the Syndicate restricting admissions into colleges. We propose to lay before the Syndicate as well as the public such facts and figures as prove the pernicious effect of these regulations. We regret to see that even heads of institutions, who ought to know better, commit themselves to a statement accepting the Presidency average in any one subject as a basis of reference, unaware of the disastrous consequences of the operation of the law of averages. The Presidency average taken as a minimum qualification fixes arbitrarily that only about 50 per cent. of the candidates shall be declared to have passed in any given subject irrespective of the absolute and individual merits of the candidates. If the Presidency average in any one subject is above 50, as it not uncommonly is, candidates failing to get 50 marks will have to be disqualified according to the new regulations, which is certainly unfair and unjust in the case of candidates who have secured as high as 40 to 50 per centage of marks. Public examinations are tests of the merit of candidates with reference to a particular standard of attainment. There are so many disturbing and divergent forces at work in our University and other public examinations that it has not been possible during the past few years to secure uniform standard in anyone of them which will be evident from the average of marks awarded in any one subject and the percentage of passes in any one of them from year to year. Too often in the history of our University, particular individuals installed as chief examiners have assumed the role of a dictator and have declared what things students should know and how many of them should be allowed to advance to higher stages of study.

It is time that they should be made to know their place and sphere and teachers and students should be safeguarded against such vagaries by the adoption of clear and well defined standards. Since under existing conditions we cannot possibly have the assurance that such standards would be arrived at or prescribed, the adoption of fixed minima would be open to objections as serious, as if not more than, that of a fixed percentage relative to the average. For instance, it is suggested that 40 per cent. in English may be fairly demanded as a minimum qualification for entrance into the University. This has apparently been made in ignorance of its possible effect on the final results. With the Presidency average of 31 in English, the Syndic regulations will require at least 36. This percentage will pass not more than 250 of students in any one year in that subject alone. If instead of 36 we should substitute 40, as suggested, it is needless to say what a disaster it would end in. It is only such fixed minima

and varying averages that cause such violent fluctuations in the results of our University examinations from year to year. It is therefore proposed that the University should with reference to every examination have a dual standard, one based on fixed minima and another with a series of minima based on averages, the one used as a check against the undue severity or rigidity of the other, the candidates being given the benefit of that set of rules which operate more favourably on their behalf.

It is proposed to exhibit the inexorable nature of the mathematical law of averages and how they would operate on the results of an examination, no matter what the examination may be, and in order to enable the Syndicate and the public to judge what possible standard relative to the average may be accepted in framing any new sets of regulations in this behalf, we have requested the heads of school to furnish statistics based on their own school marks and school averages of the High School forms. Since the Public Examination for the Secondary School Leaving Certificates has been acknowledged both by the Department of Public Instruction as well as by the University as having the nature of a really promotion examination from the VI form to a possible VII Form, the effect of any rule operating on the results of such an examination will be identical with the calculated effects of the same rule if allowed to operate in regulating the promotions from forms IV and V. Heads of schools are familiar with the fact that in the old Matric system, the Matric series of minima in various subjects are accepted by them as a basis for class promotions also. They would therefore understand how any rule which would be untenable on account of its absurd rigidity if allowed to operate in the immediately preceding educational stages, should not be allowed to work out its disastrous consequences, at the next higher stage.

In requesting heads of schools to furnish us with statistics based on class marks of forms IV and V, we do not contemplate the possibility of any rule of averages being adopted in reference to promotions in these forms. But, since we are now in a position to calculate the effects of the new rule operating on the results of the last Public Examination, since mathematical laws are imperative in their operations on all similar and proportionate sets of figures, and since the varying averages of different schools will be mutually compensating in their effects, we propose to show what percentages of passes or promotions this would lead to in all the schools fur-

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1. Name of Paper—

2. Published at—

3. Dated—

nishing such statistics taken together, if any one of the three following sets of regulations based on the individual School average be allowed to operate in regulating such promotions:—(1) 5% above average in English and 2 C Group subjects, (2) average in such subjects and (3) 5% below the average in the same.

We have been at some pains to explain our object in calling for such statistics since there has been some misunderstanding as to the object we have in view in calling for the same. We hope this detailed explanation will suffice to explain our object. If we find a fairly large response to our circular we hope to be able to place the University and the public in possession of facts and figures which would form adequate data for judging of the reasonableness or otherwise of the present regulations as well as of any new ones that may be substituted instead.

We also intend to publish a detailed statement of the S.S.L.C. marks at the Public Examination of as large a number of our college students as have come out successful during the last three Intermediate examinations, as may be rendered available to us and such a publication would show how far really restrictive of true higher education even judged by the impossible standards of our Intermediate dictators—and detrimental to the interest of the community any regulations present or to come would be by exhibiting how many of the successful Intermediate students would have been put out of colleges if these regulations should have been in operation when they sought admission into colleges. We hope the courtesy of heads of schools will enable us to collect facts and figures enough to evolve a satisfactory set of workable regulations for the future.

V. MAHADEVAN,

Tanjore District, Secondary Teachers' Association.

CUTTINGS FROM NEWSPAPERS.

1. Name of Paper— *New India*
 2. Published at— *Madras*
 3. Dated— *1-7-15*

IN THE RAPIDS

THE AGITATION IN THE PRESIDENCY TO SET right the blunder of the recent examination results is proceeding apace, and the alarm is increasing as the realities are slowly brought to the active notice of the sufferers. When first the results became known, there was only the sorrow consequent on failure, but the days that have passed have made it keener, at least in a large percentage of cases. Some of the unsuccessful Intermediate students have not found it possible to secure readmission into their Colleges, which seem to have forgotten the remark made by Mr. Rollo at the meeting the other day that it is the duty of a decent College to admit every one of its students that have once failed. Thus the consternation of many of the parents has been considerably increased. In the case of the School Final, the alarm has been perhaps even more accentuated. The dreadful stage of suspense is still the fate of several students who do not know where they stand. Will they be admitted into the Intermediate class? Have the University instructions been withdrawn? Will they be as fortunate as some of their class-mates, whose certificates, though less satisfactory, have been considered good? These are the questions that every moment undermine the mental powers of several hundreds of students. Many are begging for a promotion from the door of one College to that of another, and not a few others are anxiously awaiting replies from Principals to whom they have sent their certificates. All these have yet to decide what to do in the case of disappointment, and the suspense will continue probably for a fortnight more.

The consternation has been considerably deepened during the last week by one other incident, which, though expected, was not believed to be so disastrous. The promotions from the sixth form into the Junior Intermediate as well as into the fourth, fifth and sixth forms have been fewer than in previous years, and many parents who had thought that the slaughter in the public examinations had not yet included them in its range have been painfully undeceived. In fact, the past week has compelled several thousands of parents and young men to feel in practice what they almost dimly foresaw when the first crash was announced in the papers. And however much one may prepare oneself for a misfortune, it creates a shock when he is brought face to face with it. Even more painful is the influence on those who had been thinking that the storm would pass over their heads—which, of course, would be the case in normal years. All these considerations have great significance, both to the Government and to the University. If they are anxious to remedy the injustice—we confidently hope they are—it serves no purpose to postpone the relief. Colleges have already begun work and relief after a few days means a second dislocation of their normal activities, and that when they will have just got out of the present crisis. In fact, every consideration demands quick relief, and we trust it will not be delayed much longer.

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DEPARTMENT.

CUTTINGS FROM NEWSPAPERS.

1. Name of Paper—

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2. Published at—

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3. Dated—

3.7.15.

On the Line

Who Blundered?

WE publish to-day the report, drafted by the Registrar of the Senate Committee, that investigated the question of admission of students into the Intermediate class on the strength of the School Leaving Certificates. The report permits us to examine as to who blundered in the matter, whether the Senate or the Syndicate. The Senate came to two conclusions:

(i) That the dissection hitherto allowed to Principals of Colleges must be discontinued, and that a definite standard of attainment qualifying for admission to University courses of study must be clearly laid down for the information of Principals and students alike.

(ii) That the qualification for admission should be a fixed minimum percentage of marks in certain specified subjects; that, in order to ascertain whether this minimum had been reached, the marks gained in the public examination and the school

marks should be taken into consideration together, the latter being moderated in all cases with reference to the school average in the public examination.

Acting on these, the Syndicate laid down the moderation formula and demanded that the students should get, after moderation, five more marks than the Presidency average. In making both the changes they clearly went further than the Senate desired them to do. All that it laid down is that the marks obtained in the public examination and the school should be taken into consideration together, but that only the latter was to be moderated, which was a right idea, in view of the varying standards of marking maintained in the different schools. The Senate could not have meant that the public examination marks should be moderated, and that on the present curious formula which reduced them in the case of all able students. And there was no reference at all in the Senate's resolution to the excess of five marks.

The Senate's Mistake

THE mistake of the Senate was one of omission, rather than that of commission. It should have laid down, in view of the tendency of the Madras University to hamper the spread of higher education, more distinct rules and should have stated once for all that, as Mr. Rollo suggested at the last Town Hall Meeting, the students who obtained satisfactory marks, say higher than the Presidency average, in the public examination, should be entitled to promotion without any further trouble. And only in the case of the rest, should the scheme of moderation come into play, and that only as a saviour and not as a destroyer. That is the function of moderation in all parts of the world. The Senate failed to be distinct; and the Syndicate at once caught at its chance to work on its traditional line. We hope this moral will be kept in sight by the Senate at its next meeting.

CUTTINGS FROM NEWSPAPERS.

1. Name of Paper— *The Madras Mail*
 2. Published at— *Madras*
 3. Dated— *3-7-15.*

Letters to the Editor.

Examination Results.

Sir,—Very many people in the Presidency are waxing eloquent and indignant over the new regulations issued by the Syndicate for the admission of students to the Intermediate class. The S. S. L. C., the system of moderation, the Syndicate and the University, all come in for a share of criticism which is anything but complimentary. Was there ever such a wondrous storm in a tea cup? All this uproar has come out of the blessed School Final system. The powers on Mount Olympus spoke in whispers of the coming *avalanche* that was to do away with the bloodthirsty Matriculation and for anxious waiting, the education mountain, with the help of some of the most distinguished surgeons, has brought forth a very dirty stone. The Madras University weakly allowed the privilege of testing the ability of those who sought admission to its Colleges to slip away from its hands, and now, thoroughly alarmed at the very sad snarl that crops its way into its Colleges through the cracks and crevices of the rotten fabric of the School Final, struggles desperately to regain the power it has slipped by its own sapience, and performs all kinds of feats on the tight rope of Presidency averages.

I could suggest in easy way out of this snarl. Let the University allow the School Final system to stew in its own juices to sneak out of existence, as it secretly will, unless propped up by external support. Let the University hold its Matriculation Examination either one week before or after the School Final Examination. Ninety per cent. of our students are surely those who will go up to the College classes if they get a chance. These will certainly prefer the Matriculation, with the supplementary course, and leave the School Final system to rot in peace. Thus the University can recover the power that it has lost and insist that if alone should have the power of deciding who are fit to enter its Colleges. The complicated School Final system, with its multiplicity of averages, its dirty finger-prints, its inquisitorial vigilance, its too early and mischievous specialisation, its deliberate misdivision into the A, B and C groups, the heaven-hades and earth of educational theology, a system that seizes the unhappy school boy when he is twelve and sucks his life blood by the time he escapes from its clutches, will cease to exist. O, if it can let it lie like the old Upper Secondary Examination, controlled by the Department, but totally neglected by our High Schools, and waiting only for the *conspicuous* that will put an end to its lingering misery! Will the University have the courage to strike a blow to regain the powers that it has lost? Then, all will be well.

O. Tapalam.

MANGERI SUNDARAM

Sir,—It was with interest I read the account of the protest Meeting held in the Victoria Hall, and I much regret that the combined intellect of the Presidency was unable to suggest a practical remedy. The Meeting ended tamely with the conventional "Petition to Government" such as one would expect from a Meeting of ignorant rhyots. After reading the proceedings it naturally occurred to me that I must bring my mighty brain power to the task, and after an all-night sitting and heaps of wet towels, I flatter myself that I have solved the problem of future examinations.

System I.—For the S. S. L. C. I suggest that the Examiners award marks as at present; that the papers be then returned to the respective student who will award marks to themselves according to their ideas. Both these totals should then be added together and the sum divided by 2 to arrive at the final result.

System II.—For the Intermediate and higher examinations the students might be trusted to award marks for their own papers without troubling the Examiners at all. One of the advantages of this system would be the saving of the enormous sums now paid to Examiners.

In case the above measures should appear too drastic, or that some hypocritical person should object that a too diffident student might fail to do himself justice in awarding his own marks, I have a third system to which no-one can possibly take exception, as it gives the Examiners a perfectly free hand.

System III.—Let the Examiners be paid by results, i.e., for every first class pass even examiner would be paid Rs. 2, for every second class pass Re. 1, and no payment at all for failures.

I consider this last system to be perfect, and guarantee it to give satisfaction to all parties; it would also greatly lighten the work of the Examiners.

As it is acknowledged by all the best authorities that no one can be brilliantly successful in later life unless he has failed in at least one examination, some critics may object to my systems on account of the impossibility of such failures; but, with my usual forethought, I have provided for this in System I, where a genius, by giving himself all marks, may secure that one necessary failure which is conducive to future success.

I take this opportunity of informing all and sundry Universities that they are at perfect liberty to adopt any of my Systems, as the ideas are far too valuable to be heaped about with needless restrictions.

A. PARENT

DEPARTMENT
CUTTINGS FROM NEWSPAPERS

THE S. S. L. C.

LIGHTENING THE BURDEN

The Joint Secretaries of the Tanjore District Secondary Teachers' Association have sent the following letter to the Registrar of the University of Madras:

While approving in full the representations already made by the Headmasters of High Schools in this Presidency, regarding the Recommendations of the Syndicate, dated 9-2-15, under Regulation 166 (a), we have the honour to request you will be so good as to place before the Syndicate the following representations which we have to make in addition to those already made, when the question should come up for discussion by them.

School marks and Public Examination marks represent two different estimates of two different bodies of Examiners by two different standards. Each serves as complementary to, and corrective of, the other. School marks discover the capacity of the candidates after at least one year's observation of their work, and constitute the results several periodical examinations spread over the year. They should, therefore, be taken to be a surer and more trustworthy index of the ability of the candidate than the Public Examination marks.

The Public Examination, on the other hand, tests at one single chance the capability of the candidates, and determines his place in relation to the rest of the candidates of the whole Presidency. It has thus a value of its own. These two marks denote two quite different estimates and should not, therefore, be mixed up and confused.

Moderation, for one thing, aims at reducing to the same common denominator the various estimates of various schools having various standards, and so doing it undoubtedly serves a very useful purpose. But to go further and add up both school and examination marks, and then have them, stretching the principle too far, is primarily ignores the fact that these two are two different quantities arrived at by two different processes and cannot, therefore, bear to be combined together. It is, therefore, to be desired that these two marks should be kept quite distinct and isolated, and the eligibility of the applicant for College admission should be judged by a reference to either his school or Public Examination marks, which ever might give a higher estimate of him.

Fixing the Presidency average as a landmark eliminates, by the law of probabilities, as borne out by statistics, about 50 per cent of the applicants for admission, although it does not necessarily follow that these rejected ones are absolutely and intrinsically ineligible. If the Presidency average is, say, 59—as it was in fact, the case in Geometry and Algebra last year—candidates getting below 59, even those who get from 40 to 59 per cent, would be thrown out as ineligible; and 40 to 59 per cent, far from being an indication of mediocrity, is a good index of a fair and respectable proficiency.

Now if we raise the minimum of qualification to five marks over the Presidency average, the percentage of eligibility would, from 1 per cent, dwindle into about 25 per cent. For the fact is the largest number of students would be hovering in the neighbourhood of the Presidency average both ways, and those who score marks ranging between the Presidency average and 5 over such average would exceed in number those who get 1 over the Presidency average. Thus there would be only some thing less than 25 per cent of the applicants who would prove to be eligible for College admission.

So far we have been considering only one subject, there are four other subjects besides to be considered. If about 1 per cent of the candidates, who have got over the minimum in one subject, say English, are further required to show 15 marks over the combined averages in all the A group subjects, the number that would satisfy this requirement will be reduced almost by half. There are again two more subjects—science two of the group—in each of which there is again fixed the same minimum of 5 per cent, over the Presidency average. The small remnant of candidates who have come off successful from the A group are

again to be put to the test in each of the C group subjects. The number that would thus come off successful through the ordeal of these four successive tests would never exceed 1 per cent.

Suppose on the other hand we went by an absolute minimum, say, 4 or 35 per cent irrespective of the Presidency average, there is the danger of the Presidency average falling down to 20 or 25 per cent, and the effect of it would be that many of the very best boys would fail to get the high minimum of 35 or 40, and would accordingly be declared disqualified for a University course. The S. S. L. C. Examination results for the past several years indicate very clearly the absence of any uniform standard, the Presidency average shuffling up and down in a very unaccountable manner. The personal equation in the conduct of examinations is indeed so great, that unless a fair uniformity is assured by a well-devised scheme of moderation of examination results, such results by themselves cannot otherwise serve as a fair index of the pupils' capacities. As the examinations are now conducted, any absolute minimum is not advisable as it might lead to disastrous consequences.

We would, therefore, suggest that an alternative course be adopted of an absolute minimum of, say, 40 or 35 per cent, or 5 per cent, below the Presidency average, whichever is lower, as the standard of qualification for admission into Colleges.

It is not possible to estimate with any mathematical accuracy the ability of the candidates in the form of marks. This is very obvious in certain subjects like English or History, where assuredly there can be no pronounced difference between one who gets 1 and another who gets 100, one who gets 40 and another who gets 31. But since somewhere a line should be drawn, it had better be as far below the average as reasonable, so that no candidate of real capacity should by any mischance be thrown out as disqualified.

It may here be objected that this might result in opening admission to some ineligible boys. This is an evil indeed, but on the other side, there is also the evil of a number of really eligible candidates being thrown out judged by a high and fixed minimum. This latter appears to us to be the greater evil of the two and it is in view of this consideration that we have suggested that the line of demarcation should be drawn as far below as may be reasonable.

In English which is certainly the most important subject in the present scheme of instruction the minimum might be fixed at about 40 per cent or 5 per cent below the Presidency average, whichever happens to be the less of the two. This would rule out about 50 per cent and more of the applicants. In determining the eligibility of the successful candidates in English in the other subject too it is but just and proper that lower minima should be fixed in the second, third and fourth processes of elimination.

The Overworked Student

It does not seem to be sufficiently realised how heavily overworked are the S. S. L. C. students in High Schools. There is, indeed, a formidable array of subjects that they have to study, as will be evident from a perusal of the appendix to this letter; and in each subject there is quite a huge syllabus, so vague, so elastic that there is no saying what it does and what it does not comprehend. Every subject of study errs considerably in overhauling the mark, and the student is really very hard pressed, having to divide his time and attention amongst the various groups of study A, B, and C, each of which aims, as we have said, at a very high standard. Under such hard circumstances it is exceedingly unfair to expect any respectable proficiency all round in all the subjects of school study. We would, therefore, suggest that a minimum in any one of the C group subjects of study is quite enough. To demand more of the candidate is a great hardship and even positive cruelty. In the case of students who intend to take up History and Logic for their Intermediate Course, it is needless to insist upon their staying at a minimum in Sanskrit or Tamil, which they are going to drop in the college course. In the case of Mathematics students, too, a high proficiency in Physics or Chemistry is superfluous, and need not be scrupulously insisted upon. For, in fact, in the Intermediate Course,

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Physics and Chemistry are, and have to be, practically begun for the benefit of those who have brought up only either of these subjects in the S. S. L. C. A high percentage of marks in any one of the C group subjects might compensate for any deficiency in the other.

Taking the A group subjects, they consist of English, Vernacular translation and Composition, and Elementary Mathematics. Of these we would suggest it should be considered enough if a student gets the minimum in English. For the other subjects present certain inconveniences to certain classes of students. In the case of Vernacular Translation and Composition there is a decided advantage to boys taking Tamil as second language over those who take Sanskrit and those who take Mathematics. Muhammadans and Canaries and Telugu speaking students living in Tamil districts are specially handicapped in this subject. Any common percentage demanded of all classes of pupils alike is, therefore, open to objection.

In the case of Elementary Mathematics, too, students taking History for their optional subject must suffer by comparison with those who specialise in higher Mathematics, viz., Algebra and Geometry, and it is but fair, therefore, that they should be judged by a lower standard. We would here suggest that in regard to these two subjects, Vernacular Translation and Composition and Elementary Mathematics, any marked deficiency in them may be condoned by a high percentage of marks in any C group subject.

We hear that the Principals of certain colleges have, in view of the impractical nature of the Syndicate's recommendations, relaxed them considerably and have admitted a good number of students who do not strictly fulfil the requirements; while other Principals have rigorously enforced these rules and refused admission to a good number of really capable students. Many students are unaware of the relaxation of the Syndicate's recommendations made in some quarters have refrained from any application to colleges and suffered comparatively in consequence. It is, therefore, very necessary and even very urgent that the present rules and recommendations should be instantly revoked or at least considerably modified, and notice of the same be published for the immediate benefit of the students and colleges.

In conclusion, we request that any new Regulations which the Syndicate may intend to frame in this year may be circulated to the heads of High Schools as well as of colleges, and their opinions be invited before the Syndicate comes to a final decision thereon.

Appendix

Course of study prescribed for the S.S.L.C.

(A) Group

1. English—(a) Intensive study. (i) Prose.—about 250 pages (ii) Poetry. (b) Extensive study.—about 50 pages (c) Grammar & Composition.
2. Vernacular (a) Translation. (b) Composition Extensive study—40 pages.
3. Elementary Mathematics—Arithmetic, Mensuration, Practical Geometry, Elements of Algebra, Graphs.

(B) Group

4. History of India.
5. Geography—Mathematical and physical, elements of commercial and political geography of the World in general, and India in particular.
6. Elementary Science—Elements of Physics, Chemistry, Botany, Hygiene, Physiology, etc.
7. Drawing.

(C) Group

- (Any two of which is the minimum demanded).
8. History of England.
 9. Advanced Algebra and Geometry.
 10. Advanced Physics and Chemistry } including Practical Work.
 - Classical Language, etc.

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S. S. L. C. SCHEME

TRICHY TEACHERS' VIEWS

At the Educational Conference held on the 24th April last in Trichinopoly, under the auspices of the Trichinopoly Teachers' Association, a paper on the "School Final Scheme in Secondary Schools" was read by Mr. M. M. Balakrishna Aiyar, of the Board High School, Kullai, and in the discussion which followed the reading of the paper, it was generally agreed that the School Final scheme, as worked at present, was not quite satisfactory for the following reasons:

(1) The subjects of the B Group were neglected, (2) Sufficient importance was not attached to the study of Vernaculars, (3) The grouping of subjects required a re-arrangement, (4) Specialisation began too early, (5) Marking took up much of the teachers' time, which was, after all, neither uniform nor quite reliable. The season at which the Examination was held, was unsuitable for intellectual work, the weather being very hot at that part of the year.

The Conference, therefore, felt that some recommendations should be sent to the Government, as well as to the S. S. L. C. Board, and passed the following resolution:

Resolved that Messrs. S. K. Devasikhamani, B.A., L.T., (Convener) G. Seshu Aiyengar, M. C. Rajagopal Naidu, B.A., L.T., G. Vaidyanatha Aiyar, B.A., L.T., T. V. Swaminatha Aiyar, B.A., L.T., S. S. Vyasa Rao, B.A., L.T., and M. M. Balakrishna Aiyar do form themselves into a Committee to consider the working of the S. S. L. C. scheme, and submit proposals to Government and the Department re the re-arrangement of subjects in the three groups, the adequate representation of experienced Headmasters and Assistant Masters in the Controlling and Examining Boards, the relaxations of the rules of admissions to Colleges for average students by alternative percentages and total number of marks, the desirability of maintaining the supplementary course as it is and the change of the dates of Examination.

The Sub-Committee met in the afternoon of the following day in the National High School, Trichinopoly, with Mr. S. K. Devasikhamani in the chair, and resolved unanimously on the following recommendations:

I. (a) That, in the IV and V Forms, the following five subjects be taught according to the outlines of a syllabus drawn up by the S.S.L.C. Board to be worked in detail by the Headmasters of High Schools to suit local conditions and requirements: 1. English, 2. A second language—Vernacular or Classical, 3. Elementary Mathematics, 4. History (England and India) and Geography, 5. Elementary Science. (b) That, in the VI Form, subjects 3, 4 and 5 be dropped and in their place any one of the following groups of optional subjects, be studied along with English and a Second Language: 1. (a) Algebra and Geometry, (b) Physics and Chemistry, 2. (a) Botany, (b) Physics and Chemistry, 3. (a) History of England, (b) History of India, 4. Any two of the following groups or commercial subjects, i.e., a and b or a and c, and so on, (a) Book-keeping and Commercial Arithmetic, (b) Commercial Practice and Geography, (c) Typewriting and Shorthand, (d) Indexing and Precise-writing.

N.B.—1. The above arrangement of optional groups is intended to suit the grouping of subjects in the Intermediate, and it is expected that there should be a considerable reduction in the extent and intensity of the present syllabus, so that students in the Intermediate course may begin where they had stopped in the Sixth Form. 2. It also provides for a student who wants to enter life after the school course is over. 3. It also allows specialisation to begin in the VI Form, which may in a way be regarded as a preparatory class for the Junior Intermediate. 4. It, of course, implies that satisfactory progress in subjects 3, 4 and 5 in the IV and V Forms is insisted on before granting promotions to boys.

II. That a Public Examination be held only in the following subjects once a year at the end of the VI Form course: 1. English, 2. Second Language (Text, Translation and Composition), 3. Subjects in any one of the groups mentioned in I (b).

III. (a) That the strength of the S. S. L. C. Board be increased to twelve, and (b) that not less than a third of the strength of the Board be chosen from among experienced Headmasters of the High Schools in the Presidency. (c) That the selection of Assistant Examiner be confined only to those that are actually engaged in teaching High School classes.

IV. That the Public Examination be held, not in March as at present, which is most unsuitable by reason of its heat, but in the month of November, beginning on the last Monday of that month.

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Mrs. Besant and the University.

SIR,—The comments in the *Madras Mail* of the 20th June on Mrs. Besant's astonishing oration are, so far as they go, just and appropriate.

To lose all sense of proportion in stating a grievance, real or imaginary, is undoubtedly calculated to prejudice even a good case in the eyes of reasonable persons. But it is not to reasonable persons that the skilled agitator makes his appeal, and it is not by preserving a sense of proportion that success in the agitator's art is secured. Mrs. Besant knows better. She has revived an old false charge, that the depression or suppression of high education is the deliberate policy of the authorities who control Indian Universities. She has backed the old charge with a new assertion, which is not only unsupported by any shred of evidence, but is in open and glaring antagonism to easily ascertainable facts. It may be well to exhibit Mrs. Besant's impassioned fiction alongside the unadorned facts. The facts may be readily verified by a reference to the unemotional pages of recent University Calendars and the published Minutes of the Syndicate and Senate—

IMPASSIONED FICTION.

"Why is it that boys fall in the one subject in which their fathers excelled? It is because of the books that they give them to read. Now Milton is considered dangerous. No wise man will give Macaulay's *Essays on Clive and Hastings* to a school boy of the present day. Verses composed by Shelley are considered unfit for Indian Schools and Colleges. Your boys are now given only rubbish which raises no enthusiasm and has no attraction. English literature attracts, and you must give literature which made England great, which made her philosophers, poets and martyrs, and then your boys will learn the language as if it were their mother's milk. That is partly the reason why English is going down in your schools and Colleges now. There is no instruction in the books now read by boys, nothing to stir the boy's heart or to rouse his imagination or to give him great ideals for the future."

UN-DORMED FACTS.

The revised University courses in English language and literature are distinguished in several ways from the courses they replace, but in no respect more markedly than in the increase in quantity and the superiority in quality of the literature prescribed for study. Moreover, in addition to regular instruction given in lectures, the new system makes careful and ample provision for the students' private reading in the Library, and the University has insisted, as it never insisted before, on College Libraries providing an adequate supply of good literature for the students' use. By way of illustration, (a) the *Madras Mail* recently published letters adversely criticising the prose and poetry prescribed by the University for Secondary Schools, not assiduously on the ground that the matter selected was "rubbish," but because, on the contrary, it was literature of a high order and, as such, above the boys' comprehension. (b) The books set for the Intermediate course, ending in March, 1917, are, for detailed study, Shakespeare's *The Merchant of Venice*, poems by *Milton*, Keats and Tennyson; essays by Addison, *Macaulay* and Thackeray; Boswell's "Journal of a Tour to the Hebrides." Amongst books chosen for the students' perusal to provide subject-matter for composition—though these are not necessarily works of a high order in literature—are included Mrs. Gaskell's *Cranford*, and an abridged edition of Batches and Lang's translation of the *Odyssey*. (c) Pass B. A. candidates for the examination of 1917 are required to study (1) Chaucer's "Prologue to the Canterbury Tales"; (2) two plays of Shakespeare, including one of the great Tragedies, *Milton's* "Samson Agonistes," poems by Dryden, Goldsmith, Words-

worth and Browning; or, as an alternative group, poems by Spenser, Dryden, Pope and Shelley ("Adonais"); (4) Bacon (Select Essays), *Milton's* "Areopagitica," Johnson or Shakespeare, or, as an alternative group, specimens of Aeschylus, Dryden, and Gibbon; (5) select essays by nineteenth century writers from Lamb to Stevenson, works by Ruskin and Froude, or, as an alternative group, essays by Carlyle, Newman and Froude, and Pater's "The Renaissance." Books, including two standard novels, are also set to supply subject-matter for composition. (d) The list of books set for the B. A. Honours course in English comprises three or four of the Calendar. It is enough to say that the literature selected is representative of much that is best in all periods, from Beowulf to William Morris in verse, and from King Alfred to Thomas Hardy in prose. The wisdom of these selections may, no doubt, be questioned on various grounds, but it requires an exceptionally daring and original critic to dismiss them as "rubbish which arouses no enthusiasm and has no attraction."

Mrs. Besant's speech—"The whole line of education is wrong. They are trying to strangle education that makes the citizen and to keep you down to the position of clerk and small administrator and close higher posts in your own land, for you will not be fit to hold them with our education that makes men great in their own land. There lies my quarrel. These young men have been trying to get education, but they have been refused the opportunity. . . . I charge your University with sowing seeds of discontent and disloyalty in the hearts of the very pick of the young men of the Province. It is a serious charge, but it is true."

The strangers of education have gone about their business work after this fashion. They have striven to raise the standard of education in Indian Universities, to enhance the value of the training supplied and of the degree awarded, in the hope that in the not distant future Indian Universities may not fear to stand comparison and to hold their own with the Universities of the West. To this end in the University of Madras all the courses of study have been very greatly improved and special advanced courses (the Honours Courses) have been instituted, the avowed and avowed purpose of which is to provide the pick of Indian youth—those who may be destined to serve their country hereafter in the highest official and unofficial positions—with a really liberal education, such as young men of similar talents in England receive, but which as the University of Madras hitherto has been unable to supply. That poverty may be no bar, a number of students are yearly granted to young men of marked ability in the leading Government College and in other Colleges. Further, in the interests of advanced studies, a University Library has been founded and endowed, University Professorships and Readerships created, a system of University lectures in all subjects organised, and provision made for research scholars. Again, as a direct result of requirements laid down by the University and with the assistance of liberal grants by Government and unofficial educational agencies, a very marked improvement has been effected in affiliated Colleges in building, equipment and staff.

Much more might be added, but already more than enough has been said to show that nothing could well be wiler of the mark, more unfair and more essentially untrue than Mrs. Besant's indictment, in its general spirit and in every particular. Even if one could bring oneself to believe with Mrs. Besant that the University of Madras is a monstrous piece of hypocrisy, controlled by malignant influence, and designed to destroy the thing it pretends to vitalise, one would not know which most to wonder at, the diabolic ingenuity of the plan or the ineptitude

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of the means chosen to give it effect. If we—the malignant influences aforesaid—were actually intent upon a deed of which, as Mrs. Besant not so darkly hints, assassination at the hands of unsuccessful examiners, with "a passionate sense of wrong and resentment against gross injustice and a desperate feeling" surging at their hearts, were a regrettable but not an natural consequence—why should we, if the degradation of high education be our aim, perversely adopt a course so difficult and devious, spend time, money and labour, court opposition the most vehement and vexatious, when we can have everything we want, without effort and at no risk, by merely giving the public—that is to say the agitators—all they clamour for? Relax, at their suggestion, every restriction intended to secure discipline and efficiency, let every indifferent school aspire to and attain the dignity of a bad College, lower standards and cheapen degrees—so we shall bring something or other called "high education" within the reach of every one, however unfit, and the desired goal will be won. Our courses and degrees will become valueless as preparation or passport for and to all employment except the most subordinate, and the University will be an object of contempt wherever learning and sound education are prized. It would be an easy and at first a popular undertaking. The vanity of thousands of youths would be gratified by the award of academic distinctions almost worthless, unless, perhaps, in the marriage market, and public men, estimating the progress of culture by the hosts of graduates yearly poured out, would arise on many a platform to bless us for our exceeding sympathy with Indian aspirations.

But all this story of a conspiracy to enslave the intellect of India so as to keep India in permanent subjection is a mere figment of the imagination, so extravagant, so at variance with facts which stare one in the face, that it is hard to think that Mrs. Besant, or any person endowed with ordinary judgment, can believe it for a moment. The only evidence that can be urged in support, the large number of failures in the recent Intermediate examination, and the Rules issued to regulate the admission of students into College, is, when properly examined, evidence against it. It is no matter for regret that the candidates failed. The Examiners in rejecting them merely did their duty to the University and the public. It is, however, matter for very great regret that the unuseful candidates were allowed to present themselves for examination, or, rather, were encouraged to enter upon courses of study for which they were manifestly unfit. The admission of such students to Colleges constitutes a very grave danger to education. It is ruinous to the unfit students themselves, and it is most prejudicial to the interests of fit students admitted along with them, interests which it is amongst the first duties of the University to protect and further. The Rules to regulate admission are an attempt to remove a notorious abuse. The exact method adopted is surely open to criticism, but there can be no question that the University was bound to make the attempt. On this matter, the failures and the Rules to regulate admission, I shall, with your permission, return to on another occasion.

Madras.

MARK HUNTER.

1915.

DEPARTMENT.

CUTTINGS FROM NEWSPAPERS.

1. Name of Paper—*The Madras Mail*
 2. Published at—*Madras*
 3. Dated—*12 July 1915.*

Letters to the Editor.

The Madras University and its Critics.

Sir,—I desire, if you will so far indulge me, to enter upon the two questions now at issue between the University and its critics fully than I was able to do in my letter of the 8th instant. To that letter Mrs. B-sant has in the meantime replied. One at least of the questions she raises falls within the ground which I intended in any case to examine. Mrs. B-sant will, I trust, not think me lacking in courtesy if I defer consideration of her other points until the main issue has been discussed.

The complaint just now raised against the University is, *first*, that the percentage of successful candidates in the recent Intermediate Examination is lower than in any previous year; *secondly* that the Rules issued to regulate admission of students to the Intermediate Course in Colleges will, if strictly adhered to, result in the rejection of a large number of students who, but for the Rules, would have been accepted. Of the two the first is the more important, because, on the one hand, the fact of 2,800 candidates is a fact, whereas the extent and manner in which the Rules will work is as yet unknown; and, on the other hand, the failures, as I shall endeavour to show, are directly due to conditions which render some sort of Rule or procedure regulating admission absolutely necessary. I shall accordingly take the intermediate question first.

I am afraid I must introduce figures rather freely. I shall, however, figure percentages, and for the following reason. Percentage as applied comparatively to examination results are practically valueless unless conditions remain from year to year fairly constant as regards (1) the number of candidates presented for examination and (2) the general ability of the candidates and the degree of training they have received before admission to the Course. If these conditions are not subject to much change, then it is legitimate to argue from a fall in the percentage of successes either that the instruction given and the facilities for study provided have deteriorated, or that the standard of the examination has been raised. But it is certainly not legitimate to contend that because, for example, out of 1,427 candidates examined in 1911, 41 per cent passed, and out of 3,800 examined in 1915 only 20 per cent succeeded, therefore the standard must have been raised in the interval. The actual number passed year after year is a better, though of course not an infallible, guide.

Let us follow this guide for a moment. In 1911, the first year of the new Intermediate Examination, 562 candidates passed; in the present year the number of successful candidates was 1,026 (the numbers for the intervening years are 180, 812 and 61,150). On the whole, there has been a steady rise, so much so that the candidates pronounced fit to enter on Degree Courses this year are not far from twice as many as those considered qualified four years ago. Is there any argument here for the "stringency" of high education, even if we regard the extension of education over a wide area as equivalent to educational progress? Is there any evidence to show that the increase of fit material is in reality higher than the figures indicate, and that the standard of the examination must therefore have been raised? That there has been any deliberate attempt to make things more difficult for candidates I am in a position absolutely to deny.

I submit that there is no sort of evidence in support of the contention that the increase in number implies a proportionate increase in fitness. On the contrary, there happens to be some very significant evidence against any such view. The number of students admitted to the Intermediate Course in Colleges has, in recent years, as is well known, immensely increased. (I shall come to the figures directly.) If this increase in the number of college students were an indication of an increase in the number of fit students, the very gratifying phenomenon would appear equally in the higher forms of schools. We should find a corresponding rise there also. What do we actually find? In the year 1911 the number of boys in the sixth form of schools was 8,421. This was the first year of the award of S.S.I.C. certificates, and on the strength of these certificates the pupils were eligible for admission to Colleges. Next year the number of boys in the sixth form was 7,394, a drop of over 1000; but in the same year the number of students in the first year class in Colleges was 2,422, as against 851 in the previous year. Only one class can be drawn, namely that about 1050 boys who ought to have gone back to school had been drafted into Colleges. Under the old Matriculation system, a large proportion of students admitted to Colleges were Heaven knows, painfully immature; but the present state of affairs is infinitely worse. And there has been no sign of improvement. The number of boys in the sixth form appears to be slowly rising (the last figure available is 7,139), and the numbers in the first year class in Colleges have risen in much the same proportion. They were for the last three years 2,972, 2,939, and 3,165, the last (or the year 1914-15) being all but double the highest figure for any year between 1903 and 1910, years in which students entered Colleges after passing the Matriculation Examination, and not by the average number for these years.

The figures for individual Colleges are even more illuminative. I have taken from University Calendar statistics of the strength of the First year Class in about twenty Colleges in the year 1909, when the old conditions obtained, and again in 1913, the year in which the great majority of those who appeared for, and mostly failed in, the recent Intermediate Examination entered upon their University studies. In two of the twenty Colleges, the Madras Christian College and the Presidency College, the figures for 1913 are lower than those for 1909, and in three or four others the increase in numbers seems normal. To the performance of the rest the following tabular statement is eloquent testimony (A.B.C., etc., conceal the identity of Colleges here printed) —

College.	Strength of Class I in 1909.	Strength of Class I in 1913.
A.	3	119
B.	9	124
C.	9	76
D.	13	40
E.	18	117
F.	22	120
G.	24	135
H.	31	123
I.	33	135
J.	35	283
K.	73	233
L.	90	271

Now, even if the evidence already produced in reference to the schools were not so strong, despatching the person consider it probable that in the areas from which these Colleges draw their students, education has in four years advanced with such rapid strides that in one locality i.e. increases in students qualified for University studies is from 3 to 119, in another from 5 to 122, in a third from 18 to 117, and in a fourth

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from 55 to 233? The truth is only too obvious. The doors of Colleges have been thrown open to hundreds of youths who could by no possibility profit by the studies on which they have been encouraged to enter, and the inevitable has happened, as every one conversant with the facts knew it would happen. One year, 2,427 candidates present themselves for examination and 812 survive the ordeal; another year, 3,890 try their fortune, and only 1,036 succeed.

Let us consider for a moment what all this means, what is the true nature of the evil of which such a state of things is pronounced. Mr. Meeson presents me with what, no doubt, appears to her an unanswerable argument when she asks how the pupils of teachers assisted by me to be more fluent than their predecessors fare so miserably in their examinations. There is, however, nothing wonderful about it. The qualifications of Lecturers in Madras Colleges are undoubtedly of a much higher order now than they were ten years ago. But if those Lecturers were perfect in their craft they could make small headway against the forces opposing them. Even if all the students admitted were sufficiently intelligent and mature, and had all received an adequate education, the mere fact of a sudden increase in numbers without at the same time a proportionate increase in staff, accommodation and facilities for study makes for deterioration in discipline and efficiency. But when half, or two-thirds, or it may be four-fifths, of a class are unfit, what sort of results can be expected from any teacher? Merely a *claque* of students will r. The units can reap no profit, burdened as they are with tasks too heavy for them, confronted with problems beyond their comprehension, destined to certain failure and disappointment, their time wasted and their intellectual faculties quite possibly permanently injured. The result is too. The mere presence of large numbers of unqualified students in a College inevitably lowers the character of the instruction imparted, and deprives the better students of educational advantages which they would otherwise have enjoyed and have a right to claim.

I am not concerned to accuse anyone, I know very well that influences of a powerful nature are brought to bear upon Principals. Many Colleges are largely dependent on fees, and the money of the unqualified student is as good as that of the qualified. Managing bodies, again, are often inclined to look with disfavour on a Principal who stands in the way of touting classes and the appearance of growing prosperity. Lastly, there are the public interest, demanding, if not the absolute need of every one and principle, at least that every case should be regarded with an exception, deserving what they call "sympathetic treatment."

But whatever allowance we may choose to make for individual Principals and colleges, the evil is once the less a monstrous one, and the University would stand self-condemned if it had made no attempt to check it. As a matter of fact, as soon as the evil was saved the Syndicate acted as effectively as circumstances permitted. The granting of thousands of Leaving Certificates by Committees of the Syndicate only confirmed the worst suspicions. Methods of persuasion were attempted. Guiding principles to regulate admissions were issued and the Standing Colleges warned that the consequences of disregarding these principles might be serious. Unfortunately, the Colleges thought and, as it turned out, correctly thought, that it was quite safe to go on as they had begun. There was no practical powerlessness. Accordingly, they went to the Senate at the beginning of last year with a proposal which, it was believed, would meet the case. Briefly, the proposal was that, in

future not all Colleges, but only those specially licensed, should be permitted to admit students at discretion to the First Year class, and the names of Colleges so licensed should be published each year. It was of course contemplated that as first all affiliated Colleges should be licensed, and there was no danger that any College would be removed from the list except for manifest abuse of the privilege, a College not in the list would be allowed to make provisional admission, that is to say, the admissions made by them would be later scrutinized by persons appointed by the Syndicate, and students found to be unqualified would not receive certificates of Matriculation.

This system, it was believed, would have inflicted no hardship on any College, unless it be a hardship to discover that it is not worth while to do wrong; and it was expected, I think quite fairly, that all the Colleges without exception would find it to their interest to do what was right. But the Senate judged otherwise. The measure appeared too harsh to put Colleges on a black list; it was urged—though no such list was contemplated—would be a terrible humiliation, and so on. The proposal found no acceptance, but the existence of the evil it was designed to meet could not be denied, and the matter was referred to a Committee. The Committee drew up the present Rules to regulate admission, which Rules the Syndicate, as instructed by the Senate, was perforce forced to accept.

I doubt whether any one is really enthusiastic about the Rules; but I think those who are now loudly protesting against them should recognize that they owe them, not to the Syndicate, but to the action within the Senate which morally stands for "let it be" and "sympathetic treatment." Had the Syndicate's original proposal commended itself to the Senate, the Rules would not have been framed and the discretionary power vested in the Colleges—short, that is, of the power to do what is plainly indefensible—would not have been threatened. But it ought also to be recognized, as it is not recognized by the protesting public, that under the conditions laid down by the Syndicate, Colleges still retain—for this year at least—their discretionary powers. They are this year allowed to admit students whose cases are not covered by the Rules, provided they state the reasons which determined such action, a condition to which no reasonable Principal can very well object.

In the matter of the Rules to regulate admission there is plainly no ground for public protests or Memorials to Government. The whole thing is evidently an experiment, and there can be little doubt that if the Rules are found to work ill, to debar students really qualified for University studies, they will be withdrawn, and that not by any means merely as a concession to popular clamour. Meanwhile, no fit student need suffer, for no Principal need reject him. On the other hand, real good is likely to be done this year, for Principals will naturally be chary in accepting students for whose admission no reasonable defence can be offered.

For my part, I hope the Rules will not outlast the year, and chiefly for this reason. If they are to be basically carried out, and no departure from the conditions laid down is permitted, the result will probably be the rejection of a considerable number of students exceptionally good in certain subjects for some slight deficiency in subjects that for them matter very little, while many barely average students, not good for anything in particular, stand the test. But if the Rules go, it is certain that other means must be immediately devised to stop the evil of indiscriminate admission. I should like to see the Syndicate go back to its original proposal, but if that cannot be done, I see nothing for it but the re-institution by the University of a Matriculation

CUTTINGS FROM NEWSPAPERS.

1. Name of Paper—
2. Published at—
3. Dated—

tion Examination of its own, which would weed out the manifestly unfit, leaving Principals free to select the fit on the evidence furnished by the school certificates.

I have left myself little room to reply directly to Mrs. Besant's letter. If I have in any way misrepresented her, I regret it. I first read her speech as reported in the *Madras Times* and my citations from the speech were simply cut out and pasted on my manuscript. I have since read the fuller and obviously accurate report in *New India*, and I confess, I cannot see that I have done Mrs. Besant any serious injustice. True, Mrs. Besant called the books she criticises "rattle," not rubbish. To me "rattle" seems, if anything, the less complimentary description. But the *Madras Times* concedes the fact that a particular attack which, in the circumstances, could only be taken as an attack on the University of Madras, was based on the selection of a book for the Matriculation Examination of the University of Allahabad. This suppression, it appears to me, did Mrs. Besant something in the nature of a kindness.

Again, Mrs. Besant argues that it is no answer to criticism directed against books set for the S.S.L.C. Examination to put forward a list of books set for University courses. If Mrs. Besant referred to books prescribed by the S.S.L.C. Board, which was nothing to do with the University—I fail to see how the criticism was relevant at a meeting called to protest against University proceedings. If, however, she had in mind books selected a year or so back for the same examination by the University, I answered her quite directly. But really Mrs. Besant went much further. She said (I quote from *New India*), "why is it these boys failed? (sic in English in the *Madras Intermediates Examination*) It is because of the books that are given them to read." Surely Mrs. Besant does not mean that at Madras boys fail because of books "given in the United Provinces." It seems to me not altogether pointless, in reply to this argument, to name the books which the Madras student is actually required to read. Then she says:—"If you" (she is addressing a Madras student) "gave Milton—but Milton is dangerous. If you gave Shelley—but Shelley wrote burning poetry on liberty which will be dangerous in your schools and Colleges." Surely it is a fair rejoinder to the charge of this sort ("I charge the University of Madras," etc.) to put in a list of books prescribed for University Examination which shows quite clearly that the University of Madras is not in the least afraid to press the books "pregnant with the spirit of liberty," and which shows equally clearly that Mrs. Besant's indictment was, if she knew the facts, unjust; if she did not know them, at least undeserved.

Mrs. Besant obviously does not know very much about the University of Madras—a slight disqualification perhaps in an outsider impeaching that University. Perhaps she will learn more about us later. She is now President of the governing body of a College affiliated to this University, and I cherish the hope that in due capacity she will get to know us a little better, and that upon more acquaintance she will come to regard us not with the indignation and fierce contempt from which we now shrink, but at least with a gentle tolerance, if the feeling never reaches a wilder response.

In answer to my statement that she had revived an old false charge, Mrs. Besant quotes the opinions of several well-known Indian public men. Exactly: it was the attitude adopted by these gentlemen to Lord Curzon's wise and beneficent (as it seems to me) educational policy that I had in mind. It has long been my settled conviction that the opposition to Lord Curzon's University Act, and to all that has been and is being done in consequence of that Act, was and is essentially wrong-headed—fatal if it had been or should be successful to the true interest of this country.

Madras, 12th July. MARK HUNTER.

Educational DEPARTMENT.

CUTTINGS FROM NEWSPAPERS.

1. Name of Paper—

2. Published at—

3. Dated—

The Madras University.

SIR,—May I ask you to publish a few lines on the subject of admission to the University? Mr. Hunter emphatically denies that it is the University's policy to deprive the people at large of higher education. It does not much matter whether they have such a policy or not. The public is concerned with the results of its action, not with its motives. It is true that it appears that its policy is to give a better education than heretofore to a strictly limited number, and to refuse such instruction (whether we call it higher or lower) as has been hitherto given to the vast majority of those who want it; but it seems probable that it has acted thus from ignorance of the results of its actions rather than from policy.

Mr. Hunter conveys the ideal of the University of Madras and the state of affairs which prevails in England. In English Universities anyone who is not a fool or incurably idle can get an ordinary degree, and no man is placed in the way of those who wish to take Honours, though they may fail if they have misjudged the results of their studies. Thus at least was the state of affairs at Cambridge when I was there. Yet there was no Matriculation Examination. Now I admit that students in India, and their parents, have so little idea of what their capacities are that the go-as-you-please style of Cambridge would be out of the question here. But are we justified in going to the opposite extreme?

The cruelty of the system which is to come into force next year lies in the fact already pointed out in your columns, that admission is now competitive, and that only some 10 or 12 per cent of those who appear for the School Final Examination will be admitted to the University. Headmasters may be strict at admissions: the boys may all be Newtons; it matters not: this will only raise the average, and still only 10 or 12 per cent. can be admitted. This is in rather even than appears at first sight, for Headmasters only send some 75 per cent of their classes to the public examination, so that probably not more than 7 or 8 per cent of the boys in the Sixth Form can ever hope for the admission to a College for which so many of them long. We must expect that, in future, nearly the whole of the Sixth Form will be allowed to appear for the public examination, so bringing down averages and giving a better chance to brighter students. It will be hard on the dull ones to be thus excluded and allowed to waste their entrance fees; but they, poor fellows, will think themselves lucky to be allowed to appear, and will not ask why they are sent in.

In support of the statement that not more than 10 per cent. or so will be eligible for admission, I may state the following facts. Last year I sent up for the public examination this year only two qualified. Yet our school obtained a higher average than the Presidency in every subject but Algebra and Geometry, in which we gained one less. In 1911 the University issued suggestions not very different from the rules which are to come into force next year. I took the certificates of my first year class, and found that had these suggestions been followed, I could only have admitted two or three of them. Yet in 1912, when these boys appeared for the Intermediate Examination, 22 out of a class of 32 passed, six of them in the First Class.

Mangalore.

B. MALIM.

SIR,—I have followed with some care the correspondence and speeches regarding the recent failures in the I. terms and the S. L. Examinations. Everybody blames the Examiners. Probably the Examiners deserve some of the criticism, but no one seems to go to the root of the evil. Mr. Mark Hunter has touched it gently. I do not wish to elaborate my points and take up your space. I shall state categorically the causes of these failures. First and foremost is the laxity with which boys are admitted into Form for which they are not fit. The great majority of schools count for their upkeep on fees from students and are lax in this respect. Principals and Headmasters are subjected to persuasion or coercion and boys are admitted into forms for which they are not fit. Promotions from form to form are also made without care and scrutiny. Since the withdrawal of Government from High School education, the evil arising from laxity of admissions and promotions has been growing, and the accumulated evil is what we see in these failures. The inspection of schools is very inefficiently done. Some of the Inspectors are incompetent to teach the subjects taught in High Schools and Second Grade Colleges. The only qualification of an Inspector is his knowledge of the nature of teaching, not his knowledge of the subjects taught in schools and Colleges. The criticism of the Inspectors about furniture, appliances, buildings, playgrounds and gardens. Never any insight into the manner of teaching in the school is given. The comparatively small endowments of masters in schools and Colleges has made the work unattractive and the personnel is without grit, enthusiasm and conspicuous ability. You have got three causes, inefficient teaching, inefficient and unscrupulously easily inspection and lax admissions and promotions and lack of discipline in schools and Colleges.

The failures, a few years ago, in the Matriculation Examination became notorious and were the ruin of many a poor family. The S. L. Examination was intended to minimise the evil, and I do not think it has not served its object, though there are many factors of education against it. I comment every body to read carefully Mr. Hunter's letters and see if his remarks are not borne out by facts. Take Kumbakonam, for instance, for the students with which admissions were made forty years ago. A boy who passed through the Second Form in a Madras High School and had been promoted to the Third Form sought admission into the Town High School in 1872. He was admitted only in the First Form as he was not well up in arithmetic. That boy appeared for the Matriculation in 1877 along with 35 other boys from the College, which had then its High School classes, and all except three students passed. Those three never appeared in succeeding years. Where is the High School or College that can now show a percent age of passes as did the Kumbakonam College in 1877? There was no false sympathy, no marked leniency in admissions or promotions.

CUTTINGS FROM NEWSPAPERS.

1. Name of Paper—*The Madras Mail*
 2. Published at—*Madras*
 3. Dated—*16-7-15*

The only remedy for the improvement of High School education in the Presidency is for Government to open a large number of High Schools in places where there are no strong private agencies to carry on High School education. The influence of the educational Missionary has contributed a great deal towards the deterioration we now witness. I know I shall be attacked as being imprudent as the disinterested labours of a body of people working in the sweltering heat of this unhealthy land, but this is my strong conviction. Show me a school where the management put in honest money year after year for the upkeep of the school. I except the schools and Colleges maintained by the Zemindars in the N. r. All other institutions try to make both ends meet from what they get from students and Government.

Percentage of failures do not, as Mr. Hunter says, give a correct idea of the situation. In the early years laymen were asked to examine the classes in a school or College. Civilian officers were University Examiners. Mr. Weld, Mr. Wigram, Mr. Grigg, Mr. (now Sir Harold) Stuart and others were Examiners of the University. The question they asked breathed freshness and vigour. The Schoolmasters, high and low, have formed a close body, and, under the claim of specialisation, the outside public (educated) has no knowledge of the doings of the schools. If they had, the clamour against the University and its Examiners would not be so very vehement as it is now. If Mrs. Besant will walk into half a dozen High Schools at random and hear a passage in English prose or poetry recited by the teacher and by the pupils she will then know the condition of English teaching. If she will ask the boys in the Fifth or Sixth Form to write a short letter on any common topic she will then probably modify her criticism. There is no use clamouring for the leniency of the University standards. The Senate might even now ask a Committee of Educational Officers and lay critics to re-examine the papers of a certain number of failed candidates and thus satisfy itself and the critics about the methods of the Examiners. The Examiners are not always reasonable in their ways. But all the evil is not due to them.

I have always had something to do with High Schools in my semi-official capacity and, though a layman, have ventured to enter into this controversy, not forgetting Pope's line about fools and angels. The complete withdrawal of Government from High School education and the management of these schools by private agencies, which I look to the fee income mainly for their upkeep, is at the root of the deterioration and failures in examination but also in other directions. Bismarck is said to have shared the opinion of the great Napoleon that he who controls the schools has the future of the country in his keeping. The present Government control is irritating and imperfect, and is really of no benefit to education.

Bellary, 14th July.

S.

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 E.C. Depatt.
 Cuddings from news paper
 1 Name of papers The Hindu
 2 Published at Madras
 3 Dated 16-7-15

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WE understand that the Syndicate of the University of Madras, at its meeting held on Tuesday last, decided not to interfere with the results of the last Intermediate Examination in Arts as submitted to it by the Special Board appointed to supervise that examination. This Board had, we are told, increased the percentage of passes before it sent on the results to the Syndicate. This decision of the Syndicate will be received with bitter disappointment by the public. To be candid, however, we must say that the public have no reason to be surprised at it, for the University of Madras has proved to be more bureaucratic in its methods and takes greater pride in being callous to public opinion than the Government is sometimes credited to be. The Syndicate believes itself to be in such an elevated atmosphere that it will not allow itself to be influenced by the voices below. If, on rare occasions it alters its decisions the expectant and grateful crowd should not attribute the result to the clamour which they set up, but to the sense of justice and of true proportion by which the Syndicate is animated. To praise and to blame it is equally indifferent. The charge of trying to stifle higher education, has indeed been brought against the University, but, we have been told quite recently, it is a libel. The facts, however, are quite clear, however indifferent the University may appear to be in regard to popular feeling and public resentment. The number of students that annually come out successful in the Intermediate Examination in Arts has been increasing for some time past. This feature has become so pronounced that it has not failed to attract notice, and recent events have engendered the fear in the public mind that the effect of certain new developments, designed or otherwise, will be to check the progress of higher education and reduce the number of students advancing to the degree examinations. The low percentage of passes in the recent Intermediate Examination in Arts has been the first harbinger of this new danger, though, in the high fees, the fewness of Colleges and the high cost of living, there are obstacles to higher education which are of a very serious character. This low percentage of passes has also been accompanied by a mandate issuing from the Syndicate—a mandate the vigour of which will not be so keenly felt this year by reason of some latitude left to the Principals of Colleges—to regulate the admission of students into the Junior Intermediate class. These circumstances, arising from acts proceeding from the same authority have naturally alarmed the public as to the future of collegiate education, and the onus of proving the contrary has now been thrown on the University. We have accidentally come across a circular issued by the Department of Public Instruction

which seems, unfortunately, to strengthen these apprehensions. It is dated June 1915 and runs as follows:—

"The Director is confident that Headmasters of Schools will continue to use the discretion vested in them of selecting such subjects as are most suitable for their pupils, and that the school course will not be subordinated to the requirements of the relatively few pupils who will subsequently undertake a University course."

The significance of this exhortation is obvious. The proportion of students in the sixth form in any one year that find admission into Colleges in the next and succeeding years may not be large, but it cannot for a moment be denied that the desire to give the benefit of higher education to their children is sincerely felt by most parents, even though there are formidable obstacles to such a course. It is the mark of true wisdom and a right appreciation of the necessities of the situation on the part of the Government to encourage this tendency and try to remove every obstacle in the way. But the Department's circular proceeds on altogether different lines and is calculated to discourage this tendency.

and provide against the recurrence of such evils.

1915.

Educational DEPARTMENT.

CUTTINGS FROM NEWSPAPERS.

1. Name of Paper—

The Hindu

2. Published at—

Madras

3. Dated—

17th July 1915.

The University of Madras.

TO THE EDITOR OF THE "HINDU."

SIR,—With reference to your timely leading article on "the University of Madras" in the "Hindu" of yesterday, I am anxious to bring home to the minds of your readers the responsibility of our countrymen on the Syndicate and on the Senate of the University for this highly regrettable state of affairs. You rightly point out that the University is even more bureaucratic in its methods than the Government. But, just as there has been a failure on the part of the Indian members of the Executive and Legislative Councils of India to bring the weight of their considered criticisms to bear on the working of the administration, so there has been a corresponding failure on the part of the Indian members of the University. Nay, the Indian members have not often outdone the British members in the Senate.

Although I took part in the public meeting held recently in Madras to protest against the low percentage of passes in the Intermediate examination and to ask for the issue of a supplementary list, I may say frankly that I never had any hopes that it would be done. But I certainly hoped that the University would turn, with some searchings of heart, to find out what are the causes of this abnormal state of affairs.

No self-respecting University in the world can rest content with a system under which 50 per cent. of their undergraduates failed to pass the Intermediate Examination. And, however much one may feel that the University ought not to yield to popular clamour and modify the results of its examinations once published, still, even the most ardent advocate of University prestige ought to feel that the University ought not to permit a state of things to exist under which such results are possible.

It is not the injustice done to individual students which counts so much in my eyes—that were an evil by itself—but the way in which the higher education of the Indian youth in this part of the country is being trifled with by people who ought to know better. And the pity of it is that our own countrymen are willing or unwilling accomplices in this "slaughter of the innocents."

There are two general aspects of the question which I am anxious to point out. The University is admittedly established for the promotion and diffusion of learning and culture in the land. All the colleges wherein the undergraduates are trained are affiliated to the University under stringent conditions. In recent years the University has sent out commission after commission to inspect the colleges. The conditions of affiliation make it clear that every college ought to provide for the efficient and adequate instruction of their students in all the subjects prescribed by the University. It is but charitable to the University to assume that it has seen to it that every college has satisfied these conditions. Indian students have been certified to be, as a class, intelligent, hard-working and earnest. Certainly Madras students are not worse than other Indian students. Nor can they have suddenly developed into stupid beings in the year of grace, 1915. How, then, does it happen that these results are produced by our Colleges? Let the examiners, the Moderation Board, the Syndicate, and the Senate answer. The University are at least to investigate this question and provide against the recurrence of such evils.

The University of Madras is supposed to be a non-official body susceptible to public opinion. Nothing can be farther from the truth. The Syndicate and the Senate seem to think that they have the monopoly of wisdom in educational matters. For example, in regard to the recent failures in the University examinations there has been a distinct and loud protest from all parts of the Presidency, from all sections of the community; and by the entire Press of the Presidency, Indian and Anglo-Indian. But the University will not yield. Is it a state of things which the Indian Public can tolerate with equanimity? Finally, any ten members of the Senate could have forced an extraordinary meeting of the Senate to discuss this matter. There are surely ten Indian members of the Senate whom we always see on public platforms advocating India's progress and who must feel that these results are no means conducive to such progress. Where are they? Are they afraid of their Anglo-Indian colleagues? Or, are they callous?

S. SATYAMURTI.

Parasavalkam, July 17.

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1915

DEPARTMENT.

CUTTINGS FROM NEWSPAPERS.

1. Name of Paper—

2. Published at—

3. Dated—

Failures in the Intermediate Examination.

TO THE EDITOR OF THE "HINDU"

SIR,—The failure list has been published and it furnishes a woeful tale when analysed. Out of 3,869 that have gone up 2,800 have failed purely in English not to speak of other subjects. This appalling figure should compel every one to take a stock of things and see what measures are to be concerted for relieving the tension created by the gravity of the situation. There can be no question that the standard of the examination is abnormally high when compared with what obtains in sister presidencies and in view of that the students have been exerting a good deal to keep up to the level of the standard required. There ought to be special reasons which contributed for the sudden change brought about during the short space of 12 months. The failures must be attributed either to the incompetency of the candidates or the teaching staff or the unsympathetic valuation by the examiners. Regard being had to the Presidency averages secured in the School Final they should show that the efficiency of the students is on the increase and the credit goes to the teaching staff. It cannot for a moment be contended that the incompetency of both of them has brought about the baneful result. When no liability could be attached to them the only inference which the results suggest should be the valuation of the papers by examiners who are mostly Indians and the whole charge should be laid at their doors. Culture and sympathy are different elements and if the examiners had been influenced by the element of sympathy the rigour in the valuation would have disappeared and the result will have been satisfactory. The examiners defend themselves by relying upon rules guiding valuation. I do not think the rules have been productive of much mischief. We must pause at this critical position to which matters have reached and see the best course by which the danger can be averted. There has been a good deal of agitation but the cry has been a cry in the wilderness as it could not influence the authorities to change their attitude. The abnormal failures have had the effect of ruining several students and families. To remove the friction caused a supplementary list of passes should have been issued but the Syndicate declined to interfere with the results already announced. The Syndicate will not be justified in turning a deaf year to the complaint and if it cares for affinity it is not too late to mend matters. May I ask the Syndicate to look to the seriousness of the situation and reconsider the Resolution relating to the introduction of compartment system into the Intermediate class as well which was ruthlessly smothered in the Senate meeting held last year. The members of the Senate should realise the grave responsibility attached to them and the duty they owe to the country and should support the resolution.

I dare say that such a decision will greatly enhance the reputation of the Senate which as matters stand at present appears to be callous to the public feeling.

V. RAMA RAO.

ELLORE.

M
29-7-15

ppp
Sample
at 10/10/15
other 10/10/15

NOTES.

Page 66

Educational Department.

A draft acknowledgment for the communications received is submitted below.

A collection of cuttings in regard to the failures at the recent Intermediate and the Secondary School Leaving Certificate Examinations, together with the proceedings of the Madras meeting, is also submitted, as personally directed by the Secretary.

C.R.
3-7-15.

A great deal has been said of late regarding the action of the University in restricting the admission of the holders of ~~the~~ Secondary School Leaving Certificates into colleges, also in regard to the low percentage of passes at the recent Intermediate examination. Cuttings have been made from the newspapers regarding both subjects and are placed below. Also ~~several~~ ^{several} communications have been received from public bodies and private individuals which are in the current file.

Issued
PP

Pages 1-47 of the cuttings at (T)

Pages 39-42 — 6 — (T)

H.C.

67

103.

2. So far as I could see, there is no action that the Government could take in the matter just now. I understand that both questions will come up before the University very soon and form the subject of discussion in the Senate. Please see the proceedings of the public meeting in Madras. Two resolutions were passed at the meeting in Madras. The first one deplored the small percentages of passes in the Intermediate and the Secondary School Leaving Certificate Examinations. The second resolution was to the effect that the University ^{should} be requested to revise the marking ^{at} the recent Intermediate examination and issue a supplementary list of passes so as to work up the percentage; and also that the University should be requested to withdraw the instructions issued by it to colleges as to the standard of marks required from students for admission.

3. We could wait and see what action the

page 39-42 of paper at

page 39 — do —

page 41 — do —

NOTES.

Page 3

University ~~the~~ take in the matter before
we do anything, if anything is at all to be
done.

~~D~~
5/7/15

Sen. P.
8.7.15.



slip 5

Please see the extract from "The Hindu" of the 11th July 1915 in which it is stated that the Syndicate has decided not to interfere with the results of the last Intermediate examination. No report will come to Govt.; and it is therefore impossible to know the circumstances which led to the Syndicate's decision unless the Syndicate is specially asked for a report.

2. As the Hon.ble Mr. Duncan appears to have been present at the meeting of the Syndicate, he may be requested to state the circumstances in which it was decided not to interfere with the results of the last Intermediate examination and

and to advise Govt. as to whether any action is called for on their part.

PA
22.7.15
CA
23.7.15

Will the D.P.S. please tell us what he knows of the matter?

24.7.15

D.P.S. u.o.

The moderating board for the Intermediate examination met and discussed the marks obtained by the candidates and decided.

- (1) to raise the marks of all candidates who failed to pass the examination by 5 % or less in one subject only so as to permit them to pass.
- (2) to pass all candidates who obtained first class marks on the total, no matter how badly they had done in one subject.
- (3) To consider the individual cases of all candidates who had good marks on the whole and to give, if possible, grace marks to enable them to pass.

Before the moderation was made only 731 candidates or 19.5 % would have passed. The Board passed 295 additional candidates making a total of 1026 or

Col no 2574-1
26.7.15

27.3%.

In English the board allowed all candidates who were within 5 marks of passing to be granted the required number, up to 5, to permit them to pass.

2. As regards the percentage of passes it may be noted that though the percentage is low, the number of candidates that have passed is up to the average, (vide statement attached which kindly returns when no longer required). Reference is also solicited

to the numbers reading in the 1st year Intermediate class in 1913-14 and the second year Intermediate class of 1914-15 compared with those in former years in these classes. I would also invite attention to the two letters written by Mr. Mark Hunter which appeared in the "Madras Mail" dated 8th July 1915 and 12th July 1915 - especially to the latter.

3. The Syndicate also directed the Registrar to draw the attention of the Heads of Colleges to para 4 of his circular No. 1344 dated 10th March 1915 (copy attached for reference) wherein it is stated that the instructions of the Syndicate are this year recommendations only. Principals of Colleges are thus free to use their discretion in the matter of admissions. It is contemplated by the Syndicate to issue different instructions for next year, but the lines on which such instructions will issue cannot be stated until it has received all the returns called for from the Colleges and has analysed them.

4. p. 87 page 164 of 1915

(B)

page 2 infra.

page 56-60 of the extracts at (7)

page 90 infra.

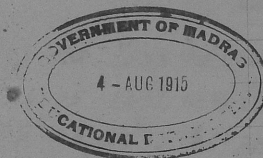
* which, however, ought to be observed as strictly as possible.

71

4. No action seems to be called for on the part
of Government.

1480
4-8-15

107



Notes in CR

5-8-15

Enclosure

Year.	No. residing in Intermediate Classes.		Intermediate Examination			No. in Sixth Form		Matriculation Examination			S. P. L. C. Examination	
	1st Year	2nd Year	No. Exam.	No. Passed	Pct. Cent. aged Boys	Soc. Sch. Boys	Soc. Sch. Girls	No. Exam. mixed	No. Passed	Pct. Cent. aged Boys	No. Exam. mixed	No. Completed S.S.L.C.
1903-04	1039	1754	2333	1067	45.7	8328	208	8114	1821	18.7	-	-
1904-05	1494	1396	2430	980	40.3	8395	195	8804	2485	28.2	-	-
1905-06	1273	1677	2236	680	30.4	8287	168	8998	2163	24.0	-	-
1906-07	1680	1676	2448	771	31.5	7848	168	8852	3078	34.8	-	-
1907-08	918	1847	2479	1087	43.8	8628	111	8788	1528	17.4	-	-
1908-09	1216	1352	2687	1069	39.8	7573	96	5492	2534	46.1	-	-
1909-10	1002	1405	2610	850	32.6	9438	122	7381	1373	18.6	-	-
1910-11	864	1188	1427	592	41.4	8421	110	782	164	21.0	7290	7253
1911-12	2252	1210	1575	686	43.5	7304	105	580	137	23.5	(a) 4282	(a) 4269
1912-13	2372	2011	2427	812	33.4	7737	121	149	46	30.8	(c) 4400	(c) 4379
1913-14	2903	2594	2969	1159	39.0	7839	123	82	26	31.7	(e) 4872	(e) 4860
1914-15	3145	3031	3850	1067	27.7	(h)						

(a) Excludes 2111 candidates for Supplementary Certificate.

(b) do 2099 do do do.

(c) do 2453 do do do.

(d) do 2447 do do do.

(e) do 2248 do do do.

(f) do 2241 do do do.

(g) This figure for 1914-15 includes 'absentees'.

(h) This percentage is a total number to be examined, including absentees.

AM
12-8-15

73 8
109

University of Madras



No. 2132

SENATE HOUSE, April 10, 1915.

FROM

FRANCIS DEWSBURY, Esq., B.A., LL.B.,
Registrar of the University of Madras,

TO

THE PRINCIPALS OF ALL COLLEGES AFFILIATED IN ARTS.

SIR,

I have the honour to enclose herewith an amended copy of this office letter, No. 1344 of March 10, 1915, regarding the admission of holders of completed Secondary School-leaving Certificates to University Courses of Study.

It will be observed that in para. 5 the wording of the recommendations numbered (b) and (c) has been slightly altered, so as to remove the ambiguity in the original recommendations when read with para. B (a) (i) of the circular.

2. In this connection I am directed to state that in considering Secondary School-leaving Certificates issued by the Government of Travancore,

- (i) Geography, History and Drawing placed in Group A among the compulsory subjects should be regarded as equivalent to the corresponding subjects in Group B of the Madras Secondary School-leaving Certificate Scheme,
- (ii) Nature Study, one of the compulsory subjects in Group A, should be regarded as equivalent to Science in Group B of the Madras scheme,

- (iii) and, consequently, for the purpose of ascertaining the eligibility of Travancore students for admission to Intermediate courses, the only subjects of Group A of the Travancore Scheme to be considered under para. 2, B (a) (i) of this office circular letter, No. 1344, dated March 10, 1915, will be English (including Composition—the marks in the two subjects being combined and reduced to one percentage), Vernacular Composition and Translation, and Elementary Mathematics, the remaining subjects of that Group being treated as subjects under Group B of the Madras scheme and as coming only under the operation of para. 5 (a) of the circular under reference.

I have the honour to be,
Sir,

Your most obedient servant,

FRANCIS DEWSBURY, B.A., LL.B.,
Registrar.

Amended

No. 1344

SENATE HOUSE, March 10, 1915.

FROM

THE REGISTRAR OF THE
University of Madras,

TO

THE PRINCIPALS OF ALL COLLEGES AFFILIATED IN ARTS.

SIR,

I have the honour to inform you that the Syndicate has accepted a recommendation of the Senate that no holder of a completed Secondary School-leaving Certificate be admitted to a University course of study, or registered as a Matriculate unless he has obtained a minimum percentage of marks in such subjects as may be specified by the Syndicate.

2. The Syndicate, accordingly, has resolved—

A. That the marks obtained by a holder of a Secondary School-leaving Certificate before being made the basis of admission to an affiliated college, should be moderated as follows:—

The individual mark gained by him for the last year at school in each subject of Groups A and C of the Secondary School-leaving Certificate Scheme should be multiplied by the average mark for the school at the public examination and the result divided by the average mark of his class for the last year at school. The figure thus obtained should be added to the individual mark gained by him at the public examination and the total should then be divided by two.

B.(a) That admission to University courses should be restricted to those holders of completed Secondary School-leaving Certificates whose final marks as moderated above are above the Presidency or State average in the final examination

(i) by fifteen marks (of which five marks shall be in English) in the subjects of Group A taken together,

(ii) by five marks in each of any two of the subjects in Group C.

(b) That any student who has failed to qualify for admission to a University course of study by reason of deficiency in any subject or subjects should be required to undergo a supplementary course at school in all subjects and to appear again at the public examination in the subject or subjects in which he failed to qualify, and his eligibility for admission should be then determined by the marks gained by him after moderation as follows:—

(i) in the case of the subjects in which he failed to qualify for admission, as in para. 2 A. above, his latest school and public examination marks being taken,

(ii) in the case of the subjects in which he previously qualified for admission, by multiplying the individual mark obtained by him at school during the supplementary year by the average mark of the school at the public examination of that year and dividing the result by the average mark of his class for the same year at school.

3. I am directed to state that it is the intention of the Syndicate that from and after the year 1916-7 the selection of candidates for admission to University courses of study shall be made by the Principals of affiliated colleges only from among those eligible under the rules adopted as above which in that year will come into force as express 'rules and directions' issued under Regulation 166 (a). The Syndicate proposes to issue from time to time, for the guidance of Principals, recommendations similar to those of previous years as to the candidates eligible for admission under the rules who should be admitted to particular courses of study. It should be clearly understood that these rules lay down merely the *minimum preliminary qualification* for admission to University courses of study; a considerable discretion is still left to the Principals of colleges as to which among those students so preliminarily qualified should be admitted to the colleges.

4. I am further directed to state that for the year 1915-6 the resolutions in para. 2 above may be considered not as 'rules and directions' issued under Regulation 166 (a), but as recommendations which, however, ought to be observed as strictly as possible in making admissions to colleges for the ensuing academical year; and that the certificates of all students admitted contrary to these recommendations during the year must be submitted to the Syndicate for inspection, together with a full statement of the special grounds upon which such students were admitted.

In this connection I may add that the several Directors of Public Instruction have been requested to arrange, if possible, for the final marks as moderated according to the foregoing resolutions being shown upon each certificate issued.

5. I have to call the attention of the Principals of colleges to the following further recommendations of the Syndicate for their guidance in making admissions for the year 1915-6:—

(a) Any marked deficiency in the subjects of Group B on the part of a candidate otherwise eligible for admission should be considered a disqualification until such deficiency has been removed as the result of a supplementary course at school.

(b) Students proposing to take Vernacular Composition under Part II of the courses for the Intermediate Examination should have gained moderated marks under the above rules at least five above the Presidency or State average in the final examination in Vernacular Composition in Group A of the School-leaving Certificate course.

(c) Students proposing to study the subjects of Intermediate Group i should have taken the public examination in at least two of the three following subjects under Group C, viz.:—(i) Algebra and Geometry, (ii) Physics, and (iii) Chemistry, and have gained the minimum number of moderated final marks therein, and moderated marks at least five above the Presidency or State average in the final examination in Elementary Mathematics, and should also have shown aptitude in Science.

(d) Students proposing to study the subjects of Intermediate Group ii should have taken the public examination in at least two of the following subjects under Group C:—(i) *either* Botany or Algebra and Geometry, (ii) Physics, and (iii) Chemistry, and have gained the minimum number of moderated final marks therein, as well as in Elementary Mathematics, and should also have shown aptitude in Science.

Educational Department

Please see the D.P.'s note on pages 4-6 & 7. In the circumstances stated by him it is for consideration whether the matter may be dropped. Subject to orders a draft order recording the papers is submitted for approval.

PA
5.8.15. CA
5/8/15

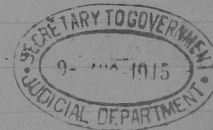
I don't think any action is called for

88

6.8.15

H. E. the Governor.

P
7.8.15



- (e) Students proposing to take Intermediate Group iii should have taken the public examination under Group C in the History of England, if they propose to take a History subject, and in any language they propose to take for the Intermediate Examination in Arts and have gained the minimum number of moderated final marks therein, and should have shown aptitude in Geography and History of India.

I have the honour to be,

Sir,

Your most obedient servant,

FRANCIS DEWSBURY, B.A., LL.B.,
Registrar.

” ” ” ” ” 191

C. No. _____, From the _____, No. _____, dated _____ 191_____

Papers protesting against the action of the University in restricting the admission of the holders of secondary school leaving certificates into College and also in regard to the 100 per centage of passes at the intermediate examination of 1915

No. 824, dated 9, 8, 1915

Mr.

Recorded.

5. 8. 19

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578715

RR
12/8/15

[Please keep copy
for record]

The DFG with the ~~the~~ statement for f node returned.

st. $\frac{128}{15}$

2
noted Louisiana

had deep lot go into of house all

— several of us saw museum since

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over

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18.5.9

18
18.5.9