

Home (1917) Department.
Education

Ordinary SERIES.

G.O. No. 1006

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INDEXED

[Despatch Abstract.]

Legislative Council.

Recording notes connected with the resolution moved by the
Hon'ble Mr. B. Venkatapati Raju at the meeting of the ——— held on
the 23rd May 1917 regarding the constitution of the S.S.L.C. Board.

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NOTES CONNECTED WITH THE RESOLUTION ON MATTERS OF
GENERAL PUBLIC INTEREST.

[For the meeting of the 22nd May 1917.]

[SUBJECT.—*Constitution of the Secondary School-Leaving Certificate Board.*]

The Hon'ble Mr. B. VENKATAPATI RAJU :—

XV. This Council recommends to the Governor in Council that the School-Leaving Certificate Board be constituted as to consist of an equal number of headmasters of high schools and lecturers in colleges and as many Government educationists as the Government deem fit, to improve the system of education imparted to the high school students and to better regulate the Secondary School-Leaving Certificate Examination.

HOME (EDUCATION) DEPARTMENT.

The resolution is rather vague, and betrays want of knowledge on the part of the Additional Member of the present constitution of the Board for the award of Secondary School-Leaving Certificates. The history of the constitution of this Board is set out below.

2. Under paragraph III of the Secondary School-Leaving Certificate scheme, as originally approved by the Government, the Board consisted of the Director of Public Instruction as President, four officers of the Indian Educational Service and four non-official members. It was also provided that the members should be appointed for a period of three years and should be eligible for re-appointment—vide page 39 of G.O. No. 427, Educational, dated the 21st July 1909. The Government of India's suggestion was that the co-operation of the University should be enlisted in the

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Paragraph 5 on page 3 of G.O. 212, Educational, 20th March 1908. scheme; and in their letter No. 486, dated the 26th June 1907, they definitely suggested that the most efficient means of

securing it was by the constitution of a Joint Board of Examiners under the Director of Public Instruction as President, the departmental element, however, preponderating as it was the department that accepted the responsibility for and undertook the management of the examination. This proposition was accepted by the Government and the scheme which was drafted in the first instance contained a provision for some of the members on the Board being nominated by the Syndicate—paragraph 3 on page 7 of G.O. No. 212, Educational, dated the 20th March 1908. The special committee which considered the draft scheme, however, left the selection of members of the Board to the Government, the question of delegating some of the appointments

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Cf. paragraph 41 of the committee's report on page 8 of G.O. 510, Educational, 9th July 1908. to the University being considered later if that body desired to undertake that responsibility. Notwithstanding this, the seats reserved for the four non-official

members on the Board used to be generally filled in consultation with the Syndicate.

3. Towards the end of 1915 it was announced at a meeting of the Senate that the Syndicate had under consideration the revival of the old Matriculation as the only passport for admission into its portals. The Government, however, were anxious that the Secondary School-Leaving Certificate scheme should be continued and that the Matriculation with all the attendant evils should not be revived, as it would tend to place the schools too much under the control of the University. They therefore accepted the Director of Public Instruction's compromise to offer the Syndicate *formal* representation on the Secondary School-Leaving Certificate Board. Under this arrangement the Syndicate was given the right of nominating to the Board four members, not more than two of whom were to be officers of Government. This raised the total number of members on the Board from eight to twelve—cf. G.O. No. 260, dated 10th March 1916.

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XI
Please see correspondence recorded in G.O. 300, Educational, 21st March 1916. The Government, however, were anxious that the Secondary School-Leaving Certificate scheme should be continued and that the Matriculation with all the attendant evils should not be revived, as it would tend to place the schools too much under the control of the University. They therefore accepted the Director of Public Instruction's compromise to offer the Syndicate *formal* representation on the Secondary School-Leaving Certificate Board. Under this arrangement the Syndicate was given the right of nominating to the Board four members, not more than two of whom were to be officers of Government. This raised the total number of members on the Board from eight to twelve—cf. G.O. No. 260, dated 10th March 1916.

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Later on Mr. Stone in June 1916 stated that the latter number was unnecessarily large and proposed that the Board should, in future, consist of ten members of whom four should be nominated by the University and five be officials and non-officials and this was approved by the Government—vide paragraph 2 on page 2 of G.O. No. 726, Educational, dated the 3rd July 1916. This is the present constitution of the Board.

G.O. 821, Educational, 26th July 1916.

4. The gentlemen who are now members of the Board are the following :—

Officials.

Mr. Mark Hunter, Professor of English, Presidency College—*University nominee.*
Mr. R. G. Grieve, Deputy Director of Public Instruction.
Mr. E. W. Green, Inspector of Schools.
M.R.Ry. Rao Bahadur V. R. Venkatarama Ayyar, Inspector of Schools.
M.R.Ry. P. V. Seshu Ayyar, Professor of Mathematical Physics, Presidency College—*University nominee.*

Non-officials.

The Rev. W. Meston, Professor, Christian College. } *University nominees.*
The Rev. A. Moffat, Professor, Christian College. }
M.R.Ry. R. Venkataratnam, Principal of the Raja's College, Pitapur.
M.R.Ry. K. Sessa Ayyar, Headmaster of the Municipal High School, Mayavaram.
The Rev. J. X. Miller, Principal of the American Mission High School, Pasumalai.

It will be observed that the above list provides for two headmasters of high schools, two inspectors who are closely connected with secondary education and at least one professor of a college (the Rev. Meston) who has an intimate knowledge of the working of the high schools and their requirements. These gentlemen may be trusted to effect improvements, if any, that may be required.

5. In the above circumstances, the resolution may be opposed on the ground (i) that any addition to the numerical strength of the Board would make it unmanageable and (ii) that the present Board fully represents all interests. Perhaps remarks of the Director of Public Instruction may be invited u.o.

6. Orders are solicited as to who should be in charge of the resolution, whether any additional information should be called for and whether the resolution should be discussed at the next meeting of the Executive Council.

T.K.—8-5-17.

C. RAMANUJA ACHARIYAR—10-5-17.

First refer to the Director of Public Instruction (u.o.)

R. RAMACHANDRA RAO—10-5-17.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION.

I agree with the note overleaf. Great care was taken over the constitution of the Board so that it might represent different interests as well as provide for the various subjects of study.

2. The only change would be according to the resolution appointing an equal number of headmasters and lecturers in colleges. There are now three high school men and four professors. The Deputy Director who is an experienced inspector and the two inspectors reinforce the headmasters and certainly act on the Board in the interests of schools in so far as these conflict with the University's.

M 3. I wonder if the Honourable Member knows how the Board is constituted? Would it be any use to tell him?

J. H. STONE—10-5-17.

HOME (EDUCATION) DEPARTMENT.

Submitted for orders with reference to paragraph 6 of the office-note above.
C.R.—12-5-17.

The resolution may be opposed. The Director of Public Instruction may take charge.

2. M above.—I believe it is no use writing to the Additional Member but he may be talked to at the meeting; and if he chooses he may withdraw the resolution.

R.R.R.—12-5-17.

Ask the Director of Public Instruction to see the Honourable Additional Member and explain—and suggest the advisability of withdrawal—before the resolution comes on. The Honourable Additional Member may be glad to do so.

Otherwise, I agree.

P[ENTLAND]—12-5-17.

Draft demi-official.

R. RAMACHANDRA RAO—14-5-17.

The following draft demi-official is submitted for approval :—

Demi-official—from the Hon'ble Diwan Bahadur R. RAMACHANDRA RAO Avargal,
Secretary to Government, Home (Education) Department.
To—the Hon'ble Mr. J. H. STONE, C.I.E., Director of Public Instruction.
Dated—Ootacamund, the 15th May 1917.
No.—155-B-2.

* Copy enclosed. It has been decided that you should take charge of resolution XV * regarding the School-Leaving Certificate Board which the Hon'ble Mr. B. Venkatapathi Raju proposes to move at the next meeting of the Legislative Council. I am desired by His Excellency the Governor to ask you to see the Honourable Additional Member and explain the present constitution of the Board and at the same time to suggest the advisability of withdrawal before the resolution comes on.

2. The notes on the resolution and connected papers will be furnished to you in due course.

P.R.—14-5-17.

C. RAMANUJA ACHARIYAR—14-5-17.

R.R.R.—15-5-17.

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Extract from the Proceedings of an Adjourned Meeting of the Council of the Governor of Fort St. George assembled for the purpose of making Laws and Regulations under the provisions of the Act of Parliament, 5 & 6 Geo. V, Ch. 61.

The Council re-assembled at Government House, Ootacamund, at 11 a.m. on Wednesday, the 23rd day of May 1917.

RESOLUTION *RE* CONSTITUTION OF THE SECONDARY SCHOOL-LEAVING CERTIFICATE BOARD.

23RD MAY 1917.]

(Mr. Venkatapati Raju.)

RESOLUTION RE CONSTITUTION OF THE SECONDARY SCHOOL-
LEAVING CERTIFICATE BOARD.

The Hon'ble Mr. B. Venkatapati Raju moved the following resolution :—

'VII. This Council recommends to the Governor in Council that the School-Leaving Certificate Board be constituted so as to consist of an equal number of headmasters of high schools and lecturers in colleges and as many Government educationists as the Government deem fit, to improve the system of education imparted to the high school students and to better regulate the Secondary School-Leaving Certificate Examination.'

"In doing so he said, the resolution is a very modest one, because it contemplates the appointment of an equal number of high school headmasters and also representatives of the University to serve for the guidance of College Professors and as many Government educationists as the Government may deem fit or necessary in order to control the secondary education system. With reference to this, Your Excellency, we notice that there were frequent changes in the matter. We had the Matriculation examination as a stepping stone to enter the portals of the University and that was held to be most rigid and not at all elastic; and they wanted to substitute for that examination by introducing the School Final Examination. With reference to the School Final Examination, that has been in force for the last few years and it has undergone some changes. Experience shows that some more changes are absolutely necessary. In the year 1914, when His Excellency the Viceroy, Lord Hardinge, laid the foundation stone of the University, it was represented to His Excellency that the improvements effected in this Presidency were in the matter of vernacular education and also in the matter of the substitution of a more elastic school final system in the place of the old Matriculation system. His Excellency, in approving that, stated: 'The acceptance by the University of the Secondary School-Leaving Certificates is calculated to foster the best interests of high school education by permitting elasticity in the courses and involving a less rigid system of examinations'. Therefore, what we expected of this examination is elasticity in the course and a less rigid system of examination. But we notice elasticity is missing and also more rigid is the examination. Those who care to look into the examination papers during the last few years will find that they have not adopted any particular mode of examination. It all depends upon the examiner for the time being. The History paper this year and the elementary Mathematics paper this year are all quite impossible and far more rigid than what you found in the Matriculation examination. That is not what was contemplated. By the courtesy of the Hon'ble Mr. Stone, I understand that, though the examinations are rigid, some steps will be taken to alleviate the hardships caused by such severe examinations. With reference to the course of studies, Your Excellency, I consulted various headmasters in the Presidency and almost all of them have unanimously condemned the present grouping of subjects, the present syllabus and the present examination. They state that the grouping is bad, that the syllabus and the course of study are bad and that it requires immediate and effective changes in order to give relief to the students.

"To enumerate only a few points I may mention to Your Excellency that though the vernacular is intended to be a matter of special importance in the curriculum of these students, it is practically relegated to a very unimportant position. With reference to these compulsory subjects, that ought to be made a compulsory subject just

as English is, and unless we adopt that system I do not think there will be much improvement in the present course. They introduced as compulsory subject mathematics which they say is only elementary; they make all students compulsorily study the subject. I notice even the students who have taken mathematics as their optional subject in their advanced studies have found it difficult to answer some of the questions and some of the headmasters are of opinion that elementary mathematics is unnecessary because what is necessary is taught in the lower forms and that this should be thrown into the branch of optional subjects. With regard to physics, both theoretical and practical, the standards are very high and the course of study in electricity is unnecessary, and in chemistry we find practically the same thing and it needs revision. And in algebra and geometry the standards are very high. With reference to English, they have introduced detailed and non-detailed studies; and they expect the students to study non-detailed books without the help of teachers which is practically impossible, when we see the mode of selection of books for non-detailed study. Added to the high standard which they expect, the examinations are stiff and the success of the students, instead of increasing from year to year, we find, is decreasing from time to time.

"For instance I may invite the attention of the Council to the fact that the presidency average in 1910-11 was 30.1; in 1911-12 it was 34.9; in 1912-13 it was 43.2; in 1913-14 it was 43; in 1914-15 it was 31; and in 1915-16 it was 33. All that shows that there is neither system in the examination nor in the valuation. It all depends upon the nature of the papers set by the Board of Examiners and instructions given to the Assistant Examiners for the valuation of these papers. Under these circumstances, my Lord, it is absolutely necessary that on the Board of Studies we must have persons who are in actual contact with the students in the matter of these studies.

"The Hon'ble Mr. Stone has been kind enough to state that this is also the view of the Government and that they have appointed some persons on the Board and he tells me there is one European headmaster and there is one Indian headmaster, Mr. Seshu Ayyar of Mayavaram. Besides these two, the Hon'ble Mr. Stone tells me, we have Mr. Venkataratnam Nayudu, the Principal of Pittapur Raja's College at Cocanada. But my objection is not with reference to individuals, but my objection is when we want persons in actual touch with the teachers in the high school department, we cannot include persons who have got control in the college department and high school also. We cannot expect the Principal of the Christian College to be intimately acquainted with the high school department though the high school department is practically controlled by the Christian College. The Hon'ble Mr. Stone has suggested we have Mr. Meston, who was for some time the headmaster of the high school department, though later on he was not in the high school department. What I suggest is that a clear prominent position should be given to the persons who are in actual contact with the subjects taught in the high schools, so that these people can very well understand the capacity of the students. In the normal state of things in any country, we expect persons properly taught to secure 50 per cent of success in the examination whereas in India unfortunately, so far as these classes are concerned, the maximum is about 27 or 28 per cent. That shows that there is some thing wrong: either the students are dull or the teachers are not capable of teaching but much more truly I can say the examiners are not suited to the standard.

"In this connection I may state there is no use of ignoring the views of the people who are vitally interested in the education of their children and who are as much interested as the State itself. In the matter of secondary education we cannot say that the whole of our expenditure was incurred by the Government; Government are only meeting a very small proportion of expenditure — we may put it between 8 and 12 per cent. The rest of it comes mainly from the school fees, that is, the parents contribute nearly four-fifths and only one-fifth is contributed by the grants made by the zamindars and municipalities. Under these circumstances it is equally important for the interests of the country that the people's wishes are not ignored. Even in England it was stated that these matters ought not to be left entirely in the hands of the educational experts, because in the recent commission it was said that the views of the people who are more directly interested in the education of the country are equally important as the views of the education experts themselves.

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LEAVING CERTIFICATE BOARD.

(Mr. Venkatapati Raju; Mr. K. R. V. Krishna Rao.) [23RD MAY 1917.]

"Therefore in conclusion I submit to your Excellency whatever shape the resolution takes, my point which ought to be taken notice of and which might be given due weight to is that prominence should be given to the position of the high school headmasters in the Board of Studies; and unless and until that is done the present difficulties of the irregular grouping of subjects and of not a regular course of examination depending upon the vagaries of the examiners from time to time will continue. Under these circumstances, I earnestly appeal to the Government and the most sympathetic educational officer we have, the Hon'ble Mr. Stone, that he would do his best to see that the interests of education do not suffer by any preconceived notions but that he will see that the main object is that the students are properly trained and the portals of the University are widely opened so that we may notice a wider expansion of education from year to year instead of reducing it by obstructions caused by any manner whatsoever. Therefore, I place this resolution for the consideration of Government."

The Hon'ble Mr. K. R. V. KRISHNA RAO:—"I am most happy to second this resolution. This resolution recommends that on the School-leaving Certificate Board a larger number of headmasters of high schools should be allowed to be appointed with an equal number of professors of colleges. It is necessary that headmasters of high schools should find a place in the Board because they are the persons who are immediately in touch with high school students and the courses of studies which are desirable to be introduced in the School-leaving examination. My Lord, at present the grouping of subjects is found to be defective and the courses of study are not supposed to be adequate. The direct method that is now being largely employed in the teaching of English and other subjects has its own merits and the direct method, taken by itself, is very good indeed. But there are very few teachers who can teach by such methods and the consequence has been that the courses of studies that are now being followed in the high schools, and especially in the sixth form, are not being properly digested by the students."

"My Lord, another great complaint with regard to courses of studies is the most unimportant and the most backward place that is being allotted to the vernaculars. Except in vernacular composition, vernaculars are not taught in the sixth form at all. It is necessary that vernaculars should be given a proper place in the compulsory subjects, that is the A group subjects in the sixth form. It has been urged upon the attention of the Government for a very long time that the course of instruction in high schools should be imparted through the medium of vernaculars as far as possible in all non-language subjects. Well, such has been the desire of the public and the place that is now being allotted to the vernaculars in high schools and especially in the School-leaving Certificate examination is so unsatisfactory that it requires to be taken special notice of."

"Again, my Lord, there are so many other difficulties in the courses of study and the grouping of subjects which require special attention. Again the intention of substituting School-leaving Certificate examination for the old Matriculation was that it would facilitate a greater number of students entering the University course than they used to do under the old Matriculation examination. Instead of that object being realised it has been found from year to year that this School-leaving Certificate examination has become as rigid as, if not more rigid than, the Matriculation examination which was in vogue some years back. Year after year we have found people complaining against the small number of students that are allowed to pass this examination, and the moderation scheme and the scrutiny that is given and the number of marks that are added to the students year after year, all these testify to the fact that the School-leaving Certificate examination has not been as successful as it was thought in the beginning it would be in making the course less rigid and affording facilities for students to enter a University course more easily than under the old Matriculation examination."

"My Lord, it is also necessary that the guardians who are more interested and who are also having a stake in the country should be consulted in the matter of Secondary Education. And these High School headmasters who are in intimate touch with the courses of studies and the conditions of students in the High Schools as also the guardians of the pupils will be able to give some valuable advice in the matter which, I think, is advisable for the Government not to ignore altogether."

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5 RESOLUTION RE CONSTITUTION OF THE SECONDARY SCHOOL-
LEAVING CERTIFICATE BOARD.

23RD MAY 1917.] (Mr. K. R. V. Krishna Rao; Mr. Stone.)

With these remarks, I heartily support this resolution and recommend that the School-leaving Certificate Board may be made to contain a large number of high school headmasters. There are no doubt at present a few—about two headmasters. But we want that more headmasters of high schools must be associated with the board."

The Hon'ble Mr. J. H. STONE:—"Your Excellency, the Honourable Member who moved this resolution began by speaking of the want of elasticity in the scheme for the award of Secondary School-leaving Certificates, and he said one reason for making the change from the old Matriculation Examination was that we might have more elasticity. I beg to say that the change has been productive of precisely that result. There is a great deal more elasticity in the examination conducted for the award of Secondary School-leaving Certificates than in the Matriculation partly because there is a wide choice of subjects and partly because the examinees have had such considerable choice of questions in the examination papers. That almost is an answer to the complaints made as regards this year's History paper and Mathematics paper. I cannot help deprecating the anomaly of a Legislative Council discussing examination papers in elementary mathematics. If I leave the Honourable Member's criticisms unanswered some misconception may result. With regard to the papers in History and Mathematics it ought to be remembered that candidates had a considerable number of questions to choose from for answering. With regard to the History paper, I am quite willing to admit that the History paper is too good a paper for the purpose in view. It was an excellent paper and its excellence has been testified to by the fact that people have written in the newspapers in defence of it. As I said, the paper was an excellent one—perhaps it may be slightly too much to expect from the candidates. It will be very useful to schools, because it contained excellent suggestions to teachers as to how they should view the subject of English History and how they should teach it."

I leave this question of examination papers and go on to another point mentioned by the Honourable Member who seconded the resolution. He says the Secondary School-leaving system was introduced with the object of admitting a larger number of students to the University course. Now I certainly must repudiate this idea. The system was introduced for a variety of reasons. One thing that was hoped from this system was that people would get a certificate whether they were fit for the University course or not and that those whose certificates showed that they were not fit would drop the idea of a University course and take up some other line. That was certainly one object in view; and I am sorry to say that object has not been very largely realised. People are very unwilling to believe that their boys are not fit for the University course and that is one of the difficulties we have to contend against. People wish that their sons should go to the University when they are manifestly unfit. It is because in the past principals of colleges yielded to that view which was too commonly entertained by parents that we had considerable trouble last year about the failures in the Intermediate examination."

"Well, then, there are other complaints against the Secondary School-leaving system. We are told by the Honourable Member that the present grouping of studies and syllabuses are bad, without any qualifying words as far as I remember. They are simply bad. We are to suppose that they are entirely wrong. I cannot naturally admit that and I can hardly believe that this Council will believe that everything is entirely wrong. I do not say there is no possibility of improvement; there is no doubt, as time goes on, the scheme will be improved. But to base an argument for a change in the constitution of the Board on the assumption that things are bad seems to be rather a mistaken course to proceed upon."

"Then the question of vernaculars has again been spoken about and I explained not very long ago that the Government had approved of certain recommendations made several years ago for giving greater prominence to the vernaculars. We are introducing the compulsory study of some amount of vernacular literature and I hope that will come into force next July. Then we had the opinions from various school masters placed before us—as for instance there is no need for students to take up elementary mathematics because, I suppose, these boys go through the University course without being examined in mathematics. But the University in my opinion may very properly say that we do not want pupils to begin our courses who have not gone through an elementary course of mathematics and who have not

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LEAVING CERTIFICATE BOARD.

(Mr. Stone.)

[23RD MAY 1917.]

undergone the course satisfactorily. It is an elementary principle that for a University course a certain amount of elementary knowledge of mathematics is necessary. There is no University in the world that would admit students who have not undergone a certain amount of mathematical discipline. In regard to the question of the elementary mathematics papers and the syllabus, let me say that mathematics in the public examination is elementary and it is not a course that any school boy ought to be allowed to avoid. If boys are failing in elementary mathematics it is because they know that they have not to pass through any University course in the subject. It is entirely their own fault. Then we get to the other courses mentioned—Physics, Chemistry, Algebra and Geometry. These are courses which the boys have to take in order to show that they are qualified for the University course by specialising in these subjects. With regard to English I do not know what the complaint is. It is said that boys are given books which are not for detailed study and the teachers do not give them any help with such books. I do not think that anybody ever has taken that view of the teachers' duties. They say that success in English is decreasing because the average in English is going down. Well, the average in English is not going down though it has tended to be smaller than at the beginning. The reason for that is not increase in the difficulty of the examinations but because teachers have been growing less and less careful. It was laid down in the scheme that headmasters should only send up for the examination boys that are fit. The criterion of fitness is whether they are fit to be promoted to a higher class in the school if such a class existed. I am quite sure there is increasing laxity on the part of headmasters as regards the boys in the sixth form fit to be sent up. I recently had a report about two managers who have apparently repudiated that rule. They sent up the whole of the sixth form because they seemed to think that it was entirely left to their discretion. The rule is laid down there and these are the cases of two managers. How many managers have been acting like that in a similar way it is impossible to say. I think a great deal of the fall in the average marks in subjects is due to carelessness in sending up boys for the examination.

"Now I come to the more immediate question—the constitution of the Board. The Honourable Member who moved the resolution, it seems to me, is rather inclined to take the view that he would have a certain number labelled as headmasters and a certain number labelled as Government officers and University nominees. In constituting this Board what we have to do is to get as much experience and knowledge of educational matters as possible. We have on the Board men who are not merely headmasters or professors or inspectors; there is hardly a man on this Board who is not qualified in a variety of ways. There is hardly a man about whom we can say that his experience is limited to one particular kind of education which will be useful only when that aspect is being considered. To begin with, we have the University nominees. Out of them there is Mr. Meston. As the Honourable Member mentioned, he is well known for having had large experience of school work and continuing to take an interest in school work. Another University nominee, who is interested in University work, is Mr. Hunter. He has been in charge of a large school although he is now attached to the Presidency College. We have got two Inspectors of Schools, because they have had considerable experience at Madura and elsewhere and are certainly keenly interested in all school matters. Again, we have Mr. Venkatarama Ayyar about whom we may say the same. Mr. Green is Inspector of Schools now and has the additional advantage of having been in a college and seen the sort of pupils which the schools turn out. Then we have three gentlemen appointed to represent the schools. Mr. Venkataratnam Nayudu, Principal, Pittapur Raja's College, Cocanada, which has a high school attached to it. It is impossible to suppose that Mr. Venkataratnam Nayudu, being in charge of a high school, is out of touch with high school work. Then we have Mr. Seshu Ayyar of the Municipal High School, Mayavaram, who fitly represents high schools. Nobody would object to him. Then we have Mr. Miller who is interested in a high school at Madura. I cannot see how these people do not represent school work. There is an idea that the University nominees have a preponderating influence on this Board. I say most emphatically it is not so. I have gone through the list of the Board—and I have omitted to mention myself and I claim that my interest is as much in connection with schools as with University—and I say to the Council that it has been my constant endeavour to see that on this Board schools are properly considered and that the interests of the University do not preponderate.

RESOLUTION RE CONSTITUTION OF THE SECONDARY SCHOOL-
LEAVING CERTIFICATE BOARD.

23RD MAY 1917.]

(Mr. Stone : Mr. Venkatapati Raju.)

"Your Excellency, I have spoken so far in defence of the Board as at present constituted. I do not think myself it would be easy to get a better Board. I do not expect that its proceedings will be free from criticism. If this Board were changed and some of these gentlemen ceased to be members and some headmasters were put in their place, I do not think we should find that an improvement had been effected. The Board has constantly to be effecting some kind of compromise. It has to think what the University may require. If people are not possessed with the idea that every boy in a high school in this Presidency is fit for the University, secondary education would be systematised and greatly improved by the present system.

"One other point before I sit down. Although I have not admitted the validity of the criticisms against our curricula, I would remind Honourable Members of what I mentioned some time ago that these curricula have been revised and they have been principally revised with the object of providing for an increasing amount of vernacular; but in the revision we have thoroughly overhauled and considered what might possibly be omitted from them. My belief is that the net result of this revision is to simplify the curricula. As regards the grouping of studies, I am not prepared to agree with headmasters who complain about them. As a matter of fact, it has been discussed by the Board and the Board certainly is not in favour of making great changes in the grouping of subjects. One particular point is the B subjects and this has given a good deal of trouble and I may say that it is in contemplation to make some changes in the B as well as C subjects. I am not prepared to ask the Government to make any change in the Board at present. I am instructed to oppose the resolution."

The Hon'ble Mr. B. VENKATAPATI RAJU :—"Your Excellency, in reply to certain observations of the Hon'ble Mr. Stone that all the students who have obtained School-leaving Certificates are not intended for a University course, it is no doubt true that some of them seek employment elsewhere and enter life; but that does not at all satisfy the condition that the persons who enter the University life are dwindling from time to time. As the population increases from year to year, we naturally expect more students to enter the portals of the University, whatever the nature of the studies adopted might be. When we notice there is no such increase in the number of students who study in the colleges, I must appeal once more that there must be something wrong somewhere which justifies an enquiry in the matter.

"In the matter of the question of Intermediate classes, which was introduced by the Hon'ble Mr. Stone, I may just mention one point. In the year 1891, candidates for F.A. were 2,048 and 740 passed; whereas ten years later in 1901, though there was an increase of population the students that appeared were 1,924 and 730 passed; and ten years later in 1911, 1,453 only appeared and 592 passed. That clearly shows that there is some obstacle thrown in the very entrance of the University course.

"Another point that was referred to by the Hon'ble Mr. Stone is that vernaculars would be given a prominent position by bringing it into A group—compulsory group. I read from the report of 1915-16 that it was intended to be brought up that year and I hope it will be brought up as a compulsory subject next July.

"With reference to B subjects, which was referred to by the Hon'ble Mr. Stone, I may state that is a class which ought to be abolished altogether, because some subjects are stated to be brought up under B group which the teachers do not teach and the students do not care to study. What is the use of placing on paper some class of subjects which no students care to study and no teachers care to teach. It is an anomaly that ought to be abolished.

"The only other thing is optional subjects. Some more important subjects might be placed in it. But that is not a matter for consideration now. The last point which the Hon'ble Mr. Stone stated was that the Board which he has selected was the best. I am not disputing that. There may be best men—not only those mentioned by the Hon'ble Mr. Stone, but we may have 50 best educational experts. Nobody complains about the number. What I complain about is whatever may be the educational experts' prominent position we want minorities to be represented and we want the representatives of high schools on the Board in order to understand their view of the matter, and therefore to say we have got the best men and

RESOLUTION RE CONSTITUTION OF THE SECONDARY SCHOOL-
LEAVING CERTIFICATE BOARD.

(Mr. Venkatapati Raju.)

[23RD MAY 1917.

we do not want these persons is not a proper reply. Whether it is desirable to have a larger number of persons who are in immediate contact with high school subjects is the point to be considered. In respect of that position I still press my resolution."

The resolution was put to the Council and lost.

R. A. GRAHAM,
Acting Secretary to Govt., L. & M. (Legislative) Dept.

Please see the discussion in the Council on pages 4-11 ante. The resolution was put to vote and lost. Proposals regarding the changes referred to by the Honble Mr. Stone at 'A' on page 10 ante have been received and approved by Govt. - vide G.O. 804 Ed 15.6.17 and 894 Ed 6.7.17. No further action seems to be necessary. The papers may it is submitted be

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