

Home (1918) Department.
(Education)

Ordinary SERIES.

G.O. No. 708.

DATED 4-6-1918

INDEXED

[Despatch Abstract.]

Middle school examination.

Recording letter from the Government of India, leaving it to the option of Local Governments to re-institute the old --- but subject to certain conditions.

BACK PAPERS.

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

FURTHER PAPERS.

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

Home (Education) Department
No. 353.
16 MAY 1918
FROM 17.5.18

THE HON'BLE SIR E. D. MACLAGAN, K.C.I.E., C.S.I.,

Secretary to the Government of India,

To

The Secretary to the Government of Madras,

Home (Education) Department.

Simla, the 7th May 1918.

Department of Education.
Education.

SIR,

In this Department letter no. 217, dated the 7th March 1917, the Government of India addressed local Governments on the question of the reconstitution of the middle English Examination. A copy of the replies received from local Governments is appended to this letter for information.

2. In view of the diversity of opinion expressed by local Governments regarding the desirability of such an examination the Government of India, after careful consideration, have decided that the orders contained in paragraph 12 of their Resolution no. 199-211, dated the 11th March 1904, prohibiting the middle school examination may be considered to be so far withdrawn that a local Government may, should it feel so disposed, institute a public examination at the end of the middle school course subject to the following conditions :-

- that the examination should not be conducted solely through question papers but that, so far as possible, an oral test be also employed,
- that the examination be of an informal nature, carried out, so far as possible, *in situ* by the inspecting officer with the aid of the head-master and teachers of the school.

I have the honour to be,

SIR,

Your most obedient servant,

Secretary to the Government of India.

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⑤
No. 1176, dated Ootacamund, the 12th September 1917.

From—The Hon'ble DIWAN BAHADUR R. RAMACHANDRA RAO AVARGAL, Secretary to the Government of Madras, Home (Education) Department,

To—The Secretary to the Government of India, Department of Education.

In reply to Sir Edward MacLagan's letter no. 217, dated the 7th March 1917, regarding the reconstitution of the middle school examination, I am directed to state that, in the opinion of His Excellency the Governor in Council the present time is inopportune for the consideration of the subject.

No. 3060, dated Bombay Castle, the 30th November 1917.

From—G. A. THOMAS, Esq., I.C.S., Secretary to the Government of Bombay, Educational Department,

To—The Secretary to the Government of India, Department of Education.

I am directed to refer to your letter no. 217, dated the 7th March 1917 in which it was requested that the Government of India might be furnished with the opinion of this Government on the suggested reconstitution of the departmental examination which was formerly held at the close of the middle English course.

2. In reply, I am to say that although the opinions of educational officers in this Presidency are much divided on the question, it is generally agreed that nothing should be done in the direction of increasing the number of examinations without very cogent reasons. Examinations are burdensome to teachers and pupils alike and involve a considerable expenditure of time and labour on the part of the examining and inspecting staff, besides costing a good deal of money.

3. In the first place, therefore, it is necessary to examine the reasons for introducing an intermediate examination at some point of the secondary school course. These appear to be two, viz. :—

- (i) to prevent immature promotions from one standard to another and weed out the incapables; and
- (ii) to serve as a test for a junior school leaving certificate. Taking the latter object first, I am to say that the Governor in Council is not aware of the existence of any real need or demand for such a certificate. The present school leaving test, viz., the School Final or Matriculation Examination, does not exact or ensure any very high standard of literary efficiency either for Government service or private employment, and it is doubtful whether any avenue of service would be open to boys who took a certificate, say, two years earlier than the time when they would appear for that test. In the opinion of Government, therefore, a certificate such as is suggested would be valueless for all external purposes.

For internal purposes the case is on a different footing. Such an examination as is proposed, whether held after the 3rd or the 5th Anglo-Vernacular standard, would certainly serve to check ill-deserved promotions and to weed out the incapables, very distinctly to the advantage of the capables, who might make more rapid progress, if they were not kept back by their weaker brethren. But there are practical difficulties in the way of such an examination and the balance of expert educational opinion is clearly against it.

4. After mature consideration, the Governor in Council has arrived at the conclusion that so far as this Presidency is concerned the object in view could be gained without an examination, if a greater control were exercised by inspectors over promotions and if grants were reduced where promotions were found to be improperly made. I am to add that if at some future date the secondary school course in this Presidency should, as has been proposed by some, be extended by a year, there would be less objection to an intermediate examination after the 6th standard but there is no immediate prospect of such an extension.

No. 116-Edn., dated Calcutta, the 14th January 1918.

From—The Hon'ble Mr. L. S. S. O'MALLEY, I.C.S., Secretary to the Government of Bengal, General (Education) Department.

To—The Secretary to the Government of India, Department of Education.

With reference to your letter no. 217, dated the 7th March 1917, regarding a proposal to revive the middle school examination, I am directed to say that a scheme for the classification of pupils throughout the Presidency is now under the consideration of the Director of Public Instruction and that, if this is approved, proposals will be submitted by him for a new curriculum for each part of the school system. It appears to the Government of Bengal that until the curriculum for each part of the course is settled it is not possible to determine what examinations should be held at each stage and that it would therefore be premature at present to reconstitute the middle school examination. The Governor in Council regrets that in these circumstances he is not in a position to give any definite opinion on the proposal.

No. 1227, dated Naini Tal, the 18th August 1917.

From—M. KEANE, Esq., I.C.S., Secretary to Government, United Provinces, Educational Department.

To—The Secretary to the Government of India, Department of Education.

I am directed to reply to Sir Edward MacLagan's letter no. 217, dated the 7th March 1917, inviting the opinion of the local Government on the suggestion raised at the conference of Directors of Public Instruction held in January last that the middle English examination might be reconstituted.

2. The Lieutenant Governor is strongly opposed to this suggestion. The examination was abolished after full consideration in view of the many serious disadvantages attaching to it. The arguments against it have lost none of their force, and to revive it now would, in His Honour's opinion, be a retrograde policy which cannot be too strongly deprecated. The principal disadvantages of the examination are as follows:—

- I. The average age of pupils at the end of the middle English course is between 14 and 15 years, an age at which it is too early to subject students to the strain of a public examination.
- II. Schools in their anxiety to win distinction would concentrate upon preparation for passing the examination to the detriment of steady and continuous study.
- III. Unless highly qualified examiners were employed the question papers would be apt to set a premium upon cramming and learning by rote. The cost to the State would therefore be very considerable.

IV. It is not desirable at the middle stage that an external examination should dominate the courses of study and the methods of instruction.

V. The examination would not serve any useful public purpose or any purpose that is not better served by an ordinary class promotion test. On the other hand those who had passed the examination would expect some recognition of their qualifications and might be tempted to study no further.

VI. It would be most undesirable to impose on an already overstrained department the additional burden of organising a new examination of huge dimensions and to squeeze a new examination timetable into an already overcrowded school calendar.

3. The suggestion was considered at a recent conference of the Inspectors of Schools of these Provinces, and they were unanimously opposed to the reintroduction of the examination. Sir James Meeson has no hesitation in endorsing their opinion, with which the Director of Public Instruction is in agreement. If eventually, the course in Anglo-Vernacular Schools is lengthened so as to provide an adequate training for students destined for a University career, there will no doubt be two leaving certificates, one at 16 and one at 18 years. But this is a very different proposition, as each of the certificates would be given at the end of a complete self-contained course, and would guarantee a standard of attainment adequate for the class of student in view.

No. 22, dated 15th January 1918.

From—The Hon'ble Mr. J. A. RICHY, M.A., Under Secretary to Government, Punjab, Home (Education) Department.

To—The Hon'ble Sir EDWARD MACLAGAN, K.C.I.E., C.S.I., Secretary to the Government of India, Department of Education.

With reference to your letter no. 217, dated 7th March 1917, and subsequent reminder, I am directed to state for the information of the Government of India, that the local Government is at present discussing with the Punjab University the institution of a school final examination and it is felt that the institution and character of the new middle English examination are largely dependent on the nature of the school final examination if introduced. Hence, the local Government would prefer to defer consideration of the institution of the later examination for the present.

No. 1024-14-E-65, dated Rangoon, the 21st July 1917.

From—The Hon'ble Mr. C. M. WEAH, I.C.S., Secretary to the Government of Burma, Education Department.

To—The Secretary to the Government of India, Department of Education.

With reference to your letter no. 217, dated the 7th March 1917, I am directed to invite your attention to the correspondence ending with letter no. 518, dated the 22nd June 1904, from the Deputy Secretary to the Government of India, Home Department, which in effect absolved the Government of Burma from a rigid compliance with the terms of Government of India Resolution no. 199-211, dated the 11th March 1904. Many causes have co-operated to prevent the abolition of the middle school examination in Burma. The seventh standard examination is retained because it is prescribed as a qualification for some of the lower branches of Government service. The standard of remuneration for routine clerical labour is much higher in Burma than in India, and the prescription of the high school final examination as a minimum qualification for Government service would entail an expensive revision of the scale of pay

of junior clerical establishments. The examination has also been considered necessary to prevent high school classes from receiving large numbers of students unlikely to benefit by a high school course. Most managers of schools shrink from the assumption of responsibility for promotions at this stage. They have to bear much pressure from parents who desire their children to be promoted, and prefer the results of a departmental examination which is independent of such external influences. A more difficult alternative form of the seventh standard examination is held to test candidates for scholarships on passing from the middle school to the high school standards.

2. The above is a brief summary of the circumstances in which the departmental seventh standard examination has continued in Burma in contravention of the terms of Resolution no. 199 of the 11th March 1904. Sir Harcourt Butler is in full accord with the condemnation of the examination system enunciated in the first portion of paragraph 12 of the Resolution. But it was not then considered feasible entirely to abolish the system. A compromise was effected which reduced the number of examinations as far as possible, and attention was invited to the difficulties involved in working the alternative system adopted in lieu of the abolished examination. The present enquiry is not made on the question of principle. It is practically an enquiry as to the value of the compromise effected in 1904 between the known evils of the examination system and the unknown difficulties of securing efficient educational administration without recourse to examinations. Experience in Burma suggests that too great an advance was attempted in 1904. Managers cannot be trusted (and indeed they do not trust themselves) to award promotion on purely educational considerations free from the pressure of parents strongly interested in the progress of their children at the critical stage of transition from the middle to the high school standards. Nor is it possible to ignore the wishes of various Government departments and of important industrial firms for the maintenance of an authoritative examination which affords a test whether an applicant is competent to perform clerical duties of a routine nature. Until some more effective methods of securing efficient educational administration and of providing acceptable tests of efficiency are devised, examinations cannot be entirely abolished. Examinations must be retained in circumstances where the alternative methods are peculiarly difficult of application. It is admitted that at the end of the primary course and at the end of the high school course, it is impossible at present to dispense with examinations. His Honour is of the opinion that experience in Burma has demonstrated that a similar exception should be made at the end of the middle school course, and that the middle school examination should be reconstituted.

No. 1250-E, dated Ranchi, the 29th August 1917.

From—The Hon'ble Mr. H. McPHERSON, I.C.S., Chief Secretary to the Government of Bihar and Orissa Education Department,

To—The Secretary to the Government of India, Department of Education.

I am directed to refer to Sir Edward MacLagan's letter no. 217 (Edn.), dated the 7th March 1917, in which the Government of India ask for the opinion of the local Government on the suggestion made at the Conference of Directors of Public Instruction held in Delhi in January 1917, that the public examination at the end of the middle English course should be reinstituted.

2. The Report of the proceedings of the Directors' Conference contains no reference to this matter and the local Government are unaware therefore of the reasons which led to the favour with which the Directors are said to have regarded the reopening of the question. The Director of Public Instruction, Bihar and Orissa, however, who on being consulted expressed approval of the proposal, gives as his reasons, firstly, that considerable weight is attached by the public to certificates obtained at public examinations and, secondly, that boys from middle English schools in the absence of formal examinations are frequently found unfit for admission to high schools. The Lieutenant-Governor

in Council does not attach much weight to the former reason, as a certificate of having passed the middle English examination would not be a qualification for any form of appointment and it is not clear, therefore, why it should be valued by the public. The latter seems to take it for granted that public examinations are indispensable to the progress of education. The remedy for the difficulty indicated, if it is serious, should be sought either in raising the standard of teaching in middle English schools or possibly in some modification of the present examination *in situ*.

3. The Lieutenant-Governor in Council is thus unable to accept the reasons given by the Director of Public Instruction as sufficient to justify any action in the direction contemplated and on the other hand he considers that there are many serious objections to the proposal. A public examination at the end of the middle English course formed a part of the system of frequent examinations prevailing in Bengal up to 1904, when it was abolished. The considerations which led to its abolition are fully set out in paragraph 6 of letter no. 468 (Edn.) of the 6th November 1901 from the Government of India in the Home Department and there has been no change in conditions in the last sixteen years such as would render those considerations less strong now than they were then. In these circumstances His Honour in Council is unable to see that any useful purpose would be served by reopening the question and would suggest that the matter should be allowed to drop.

No. 226-B, dated Nagpur, the May 1917.
172-C

From—The Hon'ble Mr. F. S. A. STROOCK, C.I.E., I.C.S., Secretary to the Chief Commissioner, Central Provinces,

To—The Secretary to the Government of India, Education Department.

I am directed to refer to your letter no. 217, dated the 7th March, in which you ask that the Government of India may be favoured with the Chief Commissioner's opinion on the suggestion that the middle English examination should be reconstituted in India.

2. In his letter no. 3150, dated the 14th April 1917, a copy of which is hereto appended, the Director of Public Instruction has explained the system at present in force in the Central Provinces for the regulation of admission to the high school classes and I am to remark that the admission test is held only for those boys who fail to secure scholarships in the high school Scholarship examination. I am further to explain that in addition to the two examinations described in Mr. Mayhew's letter, there is also an examination held by the Head Masters of middle schools for those boys who have completed the middle school course, this being the promotion examination to settle whether a boy is fit to be promoted out of the 4th class and to appear for the high school admission test. The defects of this system have for some time past been generally recognised, and the problem has recently been ventilated by a question asked in the local Legislative Council. The design of the Hon'ble Member who put the question clearly was to press on Government the desirability of making admission to high schools easier by the abolition of the existing dual test—the ordinary fourth class promotion examination and the high school admission test. The answer given—that the simplification of the existing system was under consideration but that any single examination which might be substituted must necessarily be competitive—correctly represents the attitude of this Administration towards the problem. So long as the policy is maintained that the Government schools are intended to serve as models and not to provide high school education for all candidates who seek it, the number of candidates for admission to high schools must exceed the accommodation available and there should therefore be some form of competitive examination on which to select the boys to be admitted. For this purpose the existing system of a double test, one for

promotion from the middle school and the other for admission to the high school is inadequate for various reasons of which it will suffice to state two. The promotion examination held in the middle school is inadequate, as, even if the impartiality of the master of the middle school could be absolutely relied on, it is obvious that separate examinations held at a number of schools afford no means of gauging the comparative merits of boys from the different schools. The high school admission test fails because, however fair the Head Master of the high school may wish to be, the boys coming from the middle school classes of a combined high and middle school must inevitably have an unfair advantage over those coming from an affiliated middle school. These considerations as well as the necessity of having a better and more thorough test in order to level up the high school educational standard all round, point to the establishment of a general test conducted by the Department of Public Instruction.

3. The Chief Commissioner has carefully examined the arguments on which the middle school examination was condemned and he agrees with the Director of Public Instruction that, with the improvements which have been effected in the teaching, inspecting and examining agencies, the objections to this examination have not at the present day the same force which they had in the year 1904. While, therefore, the reconstitution of the old middle English examination would be open to serious objection, if it were to be regarded as marking the close of a course of education complete in itself and if a positive value were to be attached to a certificate of having passed it, it appears that some form of departmental examination at the end of the Anglo-Vernacular middle course is necessary in order to secure the effective regulation of admission to the high school classes, and Sir Benjamin Robertson thinks that the solution of the problem lies in the adoption of some such scheme as that which Mr. Mayhew has outlined and on the elaboration of which he is now engaged.

Copy of a letter no. 3159, dated 14th April 1917, from the Hon'ble Mr. A. I. Mayhew, B. A., Director of Public Instruction, Central Provinces, to the Secretary to the Hon'ble the Chief Commissioner, Education Department, Central Provinces.

In reply to Mr. Macleod's endorsement no. 226-A-VI of 29th March 1917, I have the honour to state that the departmental middle school examination was abolished in this Province in 1902 two years before the publication of the Government of India resolution referred to in the letter from the Government of India that has now been communicated to me.

2. There is at present a high school scholarship examination held by the Department for the sole purpose of awarding scholarships for high school study to those who have completed the Anglo-Vernacular middle school course. There is also an admission examination conducted by Head-masters of high schools under Education Manual, Article 155, to which all candidates for admission to the 5th class are subjected after completion of the Anglo-Vernacular middle school course. This examination is intended to test the fitness of candidates for high school work as well as to facilitate the selection of the most promising pupils in schools where accommodation is limited. As I shall show below, it has failed as a test examination. As a supplementary examination to the ordinary fourth class promotion examination it is inconvenient and unpopular. I have accordingly excluded it from the revised Manual which is now under the consideration of the local Administration.

3. The evil results of examinations are set forth in paragraph 12 of the Government of India resolution on Indian Educational Policy, 1904. The confinement of instruction within the rigid framework of prescribed courses and the neglect of forms of training that cannot be tested by examinations are rightly referred to as grave faults consequent on public or departmental examinations. These are, however, evils which can be avoided by the careful training

of teachers, an adequate and competent staff of inspecting officers and a carefully selected board of examiners working under suitable regulations. The faults referred to above will exist in any schools that are not well staffed and carefully inspected and one examination more or less makes very little difference.

4. The assessment of grants-in-aid on the results of such examination is also condemned in the resolution as a grave error. Our present grant-in-aid policy deliberately excludes such assessment and no danger in this respect can arise from any departmental examination.

5. One undoubted evil of the old middle school examination which is not referred to in the resolution was the award of certificates to successful candidates and the attachment of a certain value to these certificates in appointments and assignment of salaries. Such a procedure was undesirable in as much as the Anglo-Vernacular middle school course is not complete in itself and no inducement should be offered to take this course for the sake of obtaining a certificate at its close. It should be regarded essentially as preparation for the high school course and part of the complete secondary school course. Further advance in Vernacular education is preferable to the mere completion of an Anglo-Vernacular middle school course which gives a knowledge of English inadequate for any useful purpose but sufficient to endow its possessor with ambitions that cannot be realised.

6. In my opinion it is possible to devise a form of departmental examination at the close of the Anglo-Vernacular middle course and at the same time to avoid, with the help of properly trained teachers, careful inspection and wise examination rules, the evils that have been referred to above. The question then arises as to the necessity for such an examination.

7. The necessity for it is shown by the University matriculation results. The low percentage of passes cannot be set down solely or mainly to bad teaching. It is partly due to unwise promotions but if only fit pupils were admitted to the fifth class, the danger of such promotions would be but slight. The chief obstacle to successful high school work is the admission of boys to the lowest high school class who are not up to the required standard. It is significant that the Inspector of Schools, Nagpur, has recently reported that of the boys in his Circle examined for high school scholarships, only 9 per cent were really fit for high school classes. Yet all of them had passed the ordinary promotion examination of the fourth Anglo-Vernacular class. A similar report has been received from Berar. From what I have seen of the work in the high school classes and in view of the matriculation results I am not disposed to question these reports.

8. In order to regulate more effectively admission to the high school classes, it is undoubtedly necessary to substitute for the present fourth class promotion examination and admission test examinations now held with varying standards and strictness in individual schools one departmental test examination under effective control. Though the main purpose of this examination will be to weed out the unfit, it may be possible to combine with it the present high school scholarship examination and to select on its results those pupils that are to be admitted to schools with limited accommodation. No certificates will be awarded and some such name as the high school entrance examination will probably be adopted. I am now engaged in elaborating the details which will be reported in due course to the local Administration. It is too early as yet to ascertain whether the regulations in part or whole will require the sanction of the Chief Commissioner. The promotion of pupils from class to class is a departmental matter but if more than this is covered by the scheme necessary orders will be obtained.

No. 3735-E., dated Shillong, the 26th May 1917.

From—The Hon'ble Mr. A. W. BOTHAM, I.C.S., Second Secretary to the Chief, Commissioner of Assam,

To—The Secretary to the Government of India, Department of Education.

I am directed to refer to your letter no. 217 (Education), dated the 7th March 1917, on the subject of the reconstitution of the middle school examination

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and to submit, for the information of the Government of India, a copy of letter no. 137, dated the 9th May 1917, from the Director of Public Instruction, Assam. The Chief Commissioner desires to support the proposal approved by the Annual Conference of Educational Officers in Assam in 1915 and to commend it to the notice of the Government of India.

Letter no. 137, dated 9th May 1917, from the Director of Public Instruction, Assam, to the Hon'ble the Chief Commissioner of Assam.

I have the honour to acknowledge the receipt of Mr. Smith's memorandum no. 2300-E, dated 31st March 1917, forwarding for an expression of my views, a copy of letter no. 217 (Edn.), dated the 7th March 1917, from the Government of India, Department of Education, in regard to the proposed reinstitution in India of the middle English examination which still persists in Burma.

2. I am very decidedly in favour of the reinstitution of a public examination at the close of the middle English school course.

3. The subject was considered at the Annual Conference of Educational Officers in Assam, held on 5th October 1915. The following quotation from the Proceedings is to the point :—

"The suggestion in this regard was that there was no necessity for a wholesale differentiation of the Vernacular and the Anglo-Vernacular courses, and that an endeavour should be made to bring them into touch with one another and to include middle English schools within the scope of the middle school leaving and scholarship examination. [What was in view was an examination for all classes of Middle schools which would specify a number of compulsory subjects common to all schools with an option, on the one hand of a further examination in English or, on the other, of a further examination in certain subjects in the vernacular. On the result of this examination middle school leaving certificates would be issued and scholarships would be awarded. The possession of such a certificate, with English, would be a middle English school boy's passport into the upper department of a high school.

"Before considering whether the suggested arrangement was or was not feasible opinions were invited as to whether it was desirable. Members were unanimously of opinion that it was desirable on the grounds that it would tend towards the simplification of the school system, and that it would secure, what was most necessary, an improvement in the standard of vernacular instruction in English schools. The question being raised of whether it was reactionary against the policy of the Simla Conference in regard to public examinations it was pointed out that this was not so as *not more than one in every seven of the boys reading in class VI of high and middle English schools got as far as the matriculation examination, that is to say, between 80 and 90 per cent of the boys had no opportunity of examination at all or of any public certification of their educational attainments.*"

No. 394, dated Bangalore, the 29th January 1918.

From—MAJOR E. H. S. JAMES, I.A., Secretary to the Chief Commissioner of Coorg,

To—The Secretary to the Government of India, Department of Education.

With reference to your letter no. 217, dated the 7th March 1917, on the subject of the reconstitution of the middle school examination, I am directed to state that it is understood from the Director of Public Instruction that the Government of Madras have decided that the present time is inopportune for considering the question of reinstituting the middle school examination. As the educational conditions in Coorg approximate to those in Madras and the Province usually follows the policy adopted in the Madras Presidency in such matters, I am to say that the Chief Commissioner is inclined to fall in with the views of the Madras Government on the subject.

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No. 2401-N., dated Nathia Gali, the 15th September 1917.

From—The Hon'ble SIR GEORGE ROOS-KERPEL, G.C.I.E., K.C.S.I., Chief Commissioner, North-West Frontier Province,

To—The Secretary to the Government of India, Department of Education.

With reference to your letter no. 217, dated the 7th March 1917, I have the honour to state that there appears to be a strong feeling among the educational officers of this Province that some form of examination is desirable at the close of the middle school course in order to mark the termination of that stage of education, and to ensure that boys, before passing on to the high school stage, have a competent knowledge of English and the other subjects of their curriculum.

2. It seems hardly necessary at this stage to enter into the details of such an examination, but it seems desirable that it should be conducted by the Education Department; should be largely oral in character; and should take into account the work of the boys throughout their whole course.

No. 3404-Edn., dated Delhi, the 1st May 1917.

From—The Hon'ble MR. W. M. HALSEY, C.S.I., C.I.E., I.C.S., Chief Commissioner, Delhi,

To—The Secretary to the Government of India, Department of Education.

I have the honour to reply as follows to your letter no. 217 of 7th March 1917, regarding the question of reviving the middle school examination.

2. The Divisional Inspector of Schools reports that a large majority of inspecting officers, headmasters of secondary schools, and managers of schools in his Division are in favour of the reconstitution of the middle English examination. He expresses agreement with that opinion on the ground that the abolition of the examination has resulted in the deterioration of the boys' attainments.

3. The local Administration will, of course, be prepared in this as in other matters affecting the regulation of education, to follow the practice of the Punjab Code. But for my own part, I should strongly deprecate the revival of the examination. I can understand that schoolmasters and even some inspectors should prefer its revival. An examination is a rough and ready way of defining educational accomplishment; and it saves every one concerned a good deal of trouble in estimating the extent of real progress. The harm done by the examination system is perhaps more apparent to the outside observer than it is to the Schoolmaster himself. The latter, in this country at least, is not often an educationalist.

4. Previous to 1904 examinations had confessedly become an intolerable burden. In that year the Government of India took the matter into their own hands, and directed that the number should be reduced to two. That attempts should subsequently be made to increase the number was inevitable, and the only matter for astonishment is that the attempt has not been made before. For my own part I venture to hope, in the interests of educational progress, that the Government of India will maintain the definite attitude which it took up in 1904 against any increase in the number of examinations.

NOTES.

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Home (Education) Dept.

Subject:- Revival of Middle school examination.

C.No.1061/B.

From the Govt. of India, Dept. of Education, No.353
dated the 7th May 1916.

c.f. letter 1176 Edn.
d/12-9-17 (S)

(a)

This Government's view on the question of the revival of the Middle school examination, as intimated to India, is that "the present time is inopportune for the consideration of the subject". The D.P.I. was however inclined to re-introduce the examination with safeguards to prevent cramming c.f. paras 9 & 10 of his letter at p.3 of G.C. No.1175 Edn dated 12th Sept.17.

2. The present correspondence may be recorded, a copy of the Govt. of India's letter without enclosures being sent to D.P.I. A draft is submitted for approval.

E.A.V.
20-5-16.

T.K.
21-5-16.

he may perhaps also add to the draft as para.2 the following "The Govt. do not propose to take any further action in the matter at present."

This will be an official reply to the D.P.I. proposals contained in his letter in G.C. No.1175 d/12-9-17.

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27/5/16

27/5/16



H.E.

The Secretary approves the draft.

Done
my
4/6/16

3.6.16

Middle school examination.

Recording letter from the Govt. of India, leaving it to the option of local Governments to re-institute the old --, but subject to certain conditions.

(Edn.)
READ AGAIN G.O. No. 1175-6 Home, dated 12th September 1917.

" " " " " " " " 191

READ ALSO:-

C. No. 1061/B, From the Govt. of India, No. 353, dated 7th May 1918
Dept. of Education.

" " " " " " " " 191

" " " " " " " " 191

ORDER.

Mis.

No. 708, dated 4.6.1918.

Recorded.

2. The Government do wish
L.A.V.
20-5-18. propose to take any
T.V.
21-5-18. further action in the
matter at present.

To

The D.P.I. (L & C. without enclos.)

Mur
27/5/18

When given for copying
When copied 1915
When examined 66 191
When signed 66

READ AGAIN G.O. No.
191

DATED

CURRENT No.

ENCLOSURES TO C. No.

ORDER OF GOVERNMENT

A A A A A A A

LETTER OF GOVERNMENT.

STATEMENT WITH DITTO.

PAPERS NOT FILED UP, BEING MEANT FOR DISPATCH
IN ORIGINAL.

N.B.—

A = Copy in full.
B = Not to be copied.
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Q = Copy heading only.