

INDIAN UNIVERSITIES COMMISSION.

UNIVERSITY OF CALCUTTA.

PART III.

WRITTEN STATEMENTS PRESENTED BY PERSONS WHO DID
NOT APPEAR AS WITNESSES.



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No. 150, dated the 10th March 1902.

From—E. D. MARSHALL, Esq., M.A., Officiating Principal, Rangoon College,
To—The President, Indian Universities Commission, Calcutta.

I REGRET that it is not possible for me to give evidence in person before the Commission : I have therefore the honour to submit the following statement for consideration.

The idea of establishing a real teaching University seems to be attended by enormous difficulties—at least in Burma. When the question first arose of establishing a local University the Principal of the Rangoon College proposed that, when the time arrived for establishing a University, it should be a teaching University, that hostels should be formed where students could live and that students from these hostels should attend courses of lectures at the University. By this means any of the Missionary bodies would have—with the sanction of the University—been able to form hostels where the students would have been under their direct influence. Unfortunately, as I think, this plan did not commend itself to the Heads of the Missionary bodies although—excluding the Rangoon College—there was only one other college in Burma—and that a second grade one. If then there is so much objection to such a plan it would seem that there would be an equal objection to inter-college lectures unless the colleges were of the same denomination, but then they would probably not be close enough together for such a purpose.

The difficulty of forming a list of recognised teachers—as has been done by the London University—would be very great in India where many colleges are under the control not merely of different religious bodies but under religious bodies of different nationalities, English, American, French, etc. The most that it appears possible to do is to require each college to give an annual return of its staff as is now done but supplemented by a list of the subjects taught—by this means it might be possible not merely to see that the staff was properly qualified but also that it was adequate. Each University should have its sphere of influence and no University should grant affiliation to a college which is within the sphere of another University. There might be very good reasons for refusing the rights of affiliation to a college and it would manifestly be derogatory to a University as well as contrary to the interests of education that such a college should be able to be affiliated to another University.

No new college should be granted the rights of affiliation in a centre unless it was very clearly shown that there was ample room and a real demand for it.

Of the inner working of the University I have no practical experience, but the system of complimentary Fellowships where the Fellows do nothing for the University appears useless. I think in this matter the example of the new London University might be followed and the present Fellows allowed to retain their Fellowships for life or until they retire from service in India, but that all should cease to be members of the Senate. A new Senate would then be formed of say 40 members living within a certain radius of Calcutta, an exception being made in the case of one or two members who represented distant parts like Burma. The Senate would be chiefly nominated by the Governor General in Council, but a limited number would be elected by the M. A.'s, who had kept their names on the University-books by the payment of a fee and a few elected by the Faculties ; the Faculties themselves being chosen from the principal professors and lecturers at the affiliated colleges.

There would be no objection, I think, to granting Honorary Degrees provided great care was exercised.

The form of application for admission to the Entrance Examination alone requires the Principal to certify that there is a reasonable probability of the candidate passing the examination. On January 16th, 1891, in letter No. 253 the Director of Public Instruction, Bengal, asked the Calcutta University “whether a student who has failed at the test examination of his college can claim to be admitted to the corresponding University Examination, and if so as

a student of what college." The reply, dated 4th February (No. 1035), was "that the Senate abolished in 1877 the certificate of reasonable probability of passing in the case of the F.A. and B.A. Examinations as it appeared to the Senate that there were certain advantages in allowing every student who had attended an affiliated college for the prescribed period to present himself for examination by the University. If, however, any college imposes a test examination as a matter of discipline ... any student who fails to pass will have no claim to be sent up." From this it appears that while Principal *may* keep back students, the Senate are not in favour of their doing so, it can scarcely be said then that certificates are sometimes granted too easily.

Although I should like to see a minimum age limit for the Entrance Examination, yet I think it would be difficult to enforce. The majority of boys in Burma seem to have a very vague idea of their exact age and it would be difficult to verify the age given, for though the head of the family is supposed to have the horoscope of each child it is not always to be found, and as Burman boys sometimes change their names after a few years, the name on the horoscope may not correspond with the boy's present name. The attempt to fix an age limit would probably lead to fraud.

My views on the details of the University Examinations have been expressed in a Memorandum [marked C] on the University Examinations which I drew up for the use of the delegate of the Educational Syndicate to the Commission and which I understand has been forwarded to the President of the Commission together with other proposals of the Syndicate. I have frequently found students in the college with a very imperfect knowledge of English and in my memorandum I have referred to it [this memorandum was drawn up before I received the Note and the request to give evidence] and have suggested one method of improvement as far as the University is concerned, but I believe the real fault lies with the Primary and Middle School education. In my opinion boys in these schools have too much to do, English, Arithmetic, a Second Language, Geography, Euclid and Algebra. Geography is commenced in the Third Standard and Euclid and Algebra in the fifth. To set boys in the 5th Standard to learn some half a dozen propositions of the 1st Book of Euclid while they are still struggling with the elementary difficulties of English appears to me to be not merely a waste of time but a direct encouragement to the system of cram of which we hear so much. This is not the place to enter upon a discussion of the standard, so I merely repeat that I consider the improvement of English depends greatly upon a simplification of the standards.

I am opposed to some of the proposals of the Educational Syndicate and I would ask that the delegate should lay before the Commission a letter of mine (dated February 21st) to the President of the Educational Syndicate commenting on those proposals, a copy has, I understand, been forwarded to the delegate. I would especially invite attention to the proposed alteration in the date of the examinations. Not only am I opposed to this alteration, but the whole of the English staff of the college supports me in my opposition.

13. The staff of the Rangoon College consists of four graduates in honours at Oxford or Cambridge, a Pali Lecturer, a Law Lecturer and an Assistant in the Laboratory, viz., H. H. Rose, M.A. (Cantab.), Principal [absent on furlough since March 1900], E.D. Marshall, M.A. (Cantab.), Officiating Principal, M. Hunter, M.A. (Oxon.), C. L. Hills, M.A. (Oxon.), J. Gray, Chan-Toon Barrister-at-Law, Moung Ba, B.A. (Calcutta). For the F. A. two languages are taught—Pali and Latin: for the B.A. only the subjects for the "B" pass or Honour course are taken and though the college is affiliated to the M.A. no students have yet presented themselves for lectures. The students are with very few exceptions Burmese. The college was built last year and has a hostel for 60 students: it is at present governed by the Educational Syndicate, but the whole question is now under the consideration of His Majesty's Secretary of State. The budget is drawn up annually and the Government pay the money to the Educational Syndicate Fund. There is only one small endowment which produces annually about Rs 35 and this is awarded to the student who stands first in the F.A. The fees are Rs 7 and Rs 9 in the F.A. and B.A. classes, respectively, and Rs 15 in the B. L. class. The students play cricket and football and enter for the various competitions in Rangoon, though the college is much handicapped by the want of a recreation

ground and all its games take place on the military parade ground. I consider that where Government colleges have no sufficient recreation grounds and where in the centre of large towns it is impossible to obtain such grounds it is advisable that the college should be provided with a first class gymnasium. As long as the University of Calcutta continues to make provision for Burmese and Pali in the course of studies I cannot admit that as far as University education is concerned that this Province has any peculiar needs. From an examination of letter "A" of the Syndicate, which is laid before the Commission, it would appear that in the opinion of the Syndicate also it is the question of Burmese and Pali alone—and this is admitted in paragraph (3), letter "B"—which would differentiate an ideal local University from a University established elsewhere. I have, in my comments on the proposals of the Educational Syndicate, urged that the question of admitting Burmese into the F.A. Examination is a part of the larger question of the admission of vernaculars generally. I am not in a position to give an opinion as to the extent of Burmese literature, but it is worth noting that there is a divergence of opinion on this point. In paragraph 20, letter "A," it is stated that the literature is extensive, while from paragraph 7 of letter "B" it appears that the Government considered that the Syndicate "have perhaps taken an extreme view in describing Burmese literature, outside Pali, as extensive" and Appendix B mentions as Burmese literature 250 books "which were translated from Sanskrit towards the close of the 18th century."

I have already mentioned in Memorandum C that I think further encouragement should be given to the study of Pali and have suggested the abolition of the distinction between the A and B courses. It appears to me to be a mistake to insist on students who desire to study a classical language taking up Mental and Moral Science; I would make English the only compulsory subject leaving to students the choice of the other two.

The Honour courses are found exceptionally difficult at present, for the Burman boy usually finds the English pass course requires so much attention that he has no time to spare, this will be remedied when a knowledge of English is more widely diffused, at present we are frequently expected to run before we can walk.

H. M. PERCIVAL, PROFESSOR, PRESIDENCY COLLEGE.

By the indulgence of the Universities Commission, I submit this written statement of my opinions on the points referred to me, being unable through illness to give my evidence in person before them.

As to point 3.—The University should become a teaching body. The way to this has been prepared by the concentration in Calcutta of the teaching for Honour and M.A. Degrees that has been in progress of late years. University Professors and Lecturers to be appointed from among specialists to be brought out from Europe or from among the best teachers in their respective subjects selected impartially from affiliated Colleges, Government or Aided or Private, with sole regard to merit. A college teachers' certificate test to be framed. Candidates for University Examinations after the Entrance should be required to have received instruction from one or other only of such Professors, Lecturers and Teachers. At present the University Professor's work should not be confined to *post-graduate* lectures.

As to point 4.—No local limit at present should be placed upon the right of affiliation. Colleges in British Provinces and Colonies and Native States should be left free to choose the University to which they should affiliate themselves.

As to point 5.—The number of Fellows in the Senate should be smaller than it is now, and the reduction effected on the lines indicated in the note. The system of election to the Senate should be continued side by side with that of nomination, but should be so modified as to give votes to Professors, Lecturers and Teachers in affiliated institutions, as well as to graduates of a certain standing. Fellowships should be terminable on certain conditions, but Ex-Fellows should be re-eligible.

As to point 6.—If it is proved that there has been an undue preponderance of any one interest or element in the Syndicate to the neglect or injury of others, the present system of election should be modified so as to admit of the nomination or of the *ex-officio* membership of representatives of such neglected or injured interests. The Director of Public Instruction almost always, and the Educational Secretary to the Government of Bengal in two instances, have been on the Syndicate under the purely elective system. Professors and Principals of Colleges would have been oftener members of it too, if their services were not indispensable as Examiners. A Syndicate composed purely of men engaged in educational work would be a great mistake.

As to point 7.—I see no objection to the reconstitution of the Faculties as proposed in the note. The Boards of Studies should consist of fewer members, all of them to be specialists or the best men in their subjects: none of them to have any connection whatever with the authorship or publication or sale of books likely to come before the Board. An exception to be made in the case of any member appointed by the Syndicate to write a book for a fixed remuneration.

As to point 8.—A Register of graduates would be desirable for the purpose indicated: it may also lessen the bulk and expense of the yearly calendar. If a degree is to be conferred on recognized teachers coming from other Universities it should be distinguished from the ordinary degree by examination by being called, say, the "*Honorary M.A.*" Degree.

As to point 9.—Many private colleges cannot help sending up the whole class to the University examinations. I strongly urge the raising of the B.A. Standard from 3 (three) subjects to 4 (four) for a Pass, the details of which plan I set forth in a note to the last B.A. Committee appointed by the Senate on 17th August last. I feel convinced that this plan will have the effect of deterring inefficient candidates from coming up in such large numbers as they do now. The physical welfare of students, I think, is being well looked after of late in most places: their moral welfare cannot be well looked after unless students are under the eyes of the college authorities (besides that of their parents and guardians) more than they now are: that is, until most of the colleges have hostels attached to them. A beginning has been made by a recent Government

order about the registration of the dwelling places of students. If the standard for the Entrance Examination is raised, it will amount to practically raising the minimum age. In the note mentioned above, I have shown that the time has come for raising the Entrance Standard: because a larger proportion of boys between twelve and fifteen pass, and pass high, in the Entrance than boys above 15 years of age.

If the choice lies between raising the standard and fixing a minimum age, I prefer the former.

As to point 10.—It is a fact ascertained by the late B.A. Committee that many candidates do commence their University studies with a deficient knowledge of English. The remedy proposed by the Committee (in which I concur) was that the standard of English should be raised for the Entrance. I should like to see the vernacular languages of India recognized as an optional subject for the B.A. The details for effecting this I set forth in the note referred to above.

The subject of History and Political Economy should be made a compulsory subject in the B.A., A Course, together with English and Philosophy, while there should be a fourth subject as optional. The knowledge of History will go a great way in strengthening the loyalty of students to the Government under which they live: and a more important educational aim than this I cannot think of. The teaching of History are at present neglected in the colleges, because History is only an optional subject in the B.A. The study of Comparative Theology should be a mere intellectual exercise: but sentiment, feeling, prejudice, are inseparable in India from any study that seems to touch upon Religion, and caution is necessary. I notice that there is no proposal to establish schools of Hindu, Mahomedan or Christian Theology *separately*.

As to point 11.—Grace marks in the B.A. have to be allotted because by a *low University standard* of three subjects only for the B.A. we attract large numbers of unfit candidates; and by a fairly *high examining standard* we have had to pluck seventy-three per cent. of them in recent years. Raise the standard by requiring four subjects, and fewer and better prepared candidates will come up.

As to point 12.—I see no objection to the establishment of a whole-time Registrarship and of an improved staff.

As to point 13.—The periodical inspection of affiliated Colleges and a revision of the Rules of affiliation are necessary.

As to point 14.—The conditions for the recognition of High Schools may well be made a little more stringent.

The present Entrance Examination should be made the standard (with modifications, if needed) of a Final School Examination. The Entrance Standard for those who wish to enter upon a University Course should be raised in English and by the addition of a course in Elementary Physics, and by making the course in Geography a fuller one in both Political and Physical Geography. The present F.A. Course should be raised in English, History and Logic—by prescribing fuller courses in the two last, and a higher pass test in the first: the present courses in Chemistry and Physics to be retained, and no bifurcation to be made at present in the F.A. Course. If the B.A. Standard is raised from the three to four subjects for a Pass, a corresponding change to be made in the B.Sc. Degree Examination. This plan, if adopted, will bring education in India nearer to the level of that in England.

CALCUTTA;
The 19th March 1902.

H. M. PERCIVAL.

BABU AMULYADHAN BANERJEA, PRINCIPAL, UTTARPARA COLLEGE.

Dated the 16th March 1902.

From—BABU AMULYADHAN BANERJEA, Principal, Uttarpara College,

To—R. NATHAN, Esq., Secretary, Indian Universities Commission.

IN pursuance of the suggestions of the Honourable Syed Hossein Bilgrami and Dr. Bourne who visited the Uttarpara College yesterday, I have the honour to forward to you the following note expressing my views upon some of the questions now under discussion by the Universities Commission :—

I. *The Senate and the Syndicate.*—As to the constitution of the Senate I have only to repeat the statement made by the eminent witnesses who have already given their evidence. It is a patent fact that the Senate is an unwieldy body, the larger part of which takes no interest in the proceedings of the University. The number of the Senate should be reduced. But those who have made this proposal have not clearly seen the great difficulty lying in the way of reduction. The evil is now perhaps without remedy. Those who have been already elected cannot be called upon to resign their Fellowships. I may suggest, however, that in future Professors and Lecturers of Colleges may be more largely appointed. I speak in the interest of the Muffussil and I am sorry to find that Muffussil Colleges are not fairly represented in the Senate.

As to the Syndicate I think its number should not be enlarged. An increase in the present number of the Syndicate would hamper business and create a division of interests. The Syndicate, as it is now constituted, consists of some of the most eminent men in learning, social status and personal worth that Bengal can give.

II. *The system of examinations.*—The examinations of the University are by no means too stiff. But I perceive an absence of uniformity in the standards of different years. In one year easy questions are asked and almost the next year comparatively difficult questions are put to the examinees, the result being that the percentage of pass and the quality of passed students vary from year to year. In the M.A. Examination, for instance, sometimes there is no first class in a particular subject while in other years not less than five students pass with first class Honours in that subject.

I have reason to complain also of the system followed by the University in the selection of its Examiners. Calcutta seems to enjoy the monopoly of Examinership; while Muffussil Colleges, of about twenty years' standing, are not granted the privilege of having Examiners appointed out of their Professorial Staff. Then again persons who have cut off all connexion with the work of teaching are appointed Examiners. In the list of Entrance Examiners I could point out the name of a person who practises as a pleader in a Muffussil Court. I propose that instead of appointing such persons to decide the fates of poor examinees, Examiners may be appointed from the Professorial Staff of recognised Colleges, both in Calcutta and the Muffussil.

III. *Graduates and the modern system of teaching.*—It is a subject of universal complaint that graduates of the present day are intellectual failures—miserable specimens of literary culture, academical automata. There is unfortunately some truth in the charge that many graduates cannot put two words together in English. The cause of this deterioration is to be sought in the system of teaching now adopted in the lower classes of many English schools. The fault is to be laid at the door of incompetent teachers placed in charge of young boys. These teachers themselves are more benighted than their pupils. They cram their boys with crude facts which these boys cannot assimilate. In the higher classes, too, I have heard of teachers who systematically read keys and notes at home to be able to teach their pupils at school. The result is that the pupils mechanically exercise their memory. They do not learn what originality means. This mechanical habit is carried into colleges where they cannot understand their Professors lecturing in English. My experience as a

teacher has brought me into contact with students who commit blunders in grammar and spelling of so outrageous a nature that I cannot but accuse their school teachers of neglect or incapacity. The remedy will be to see that English is properly and efficiently taught in the schools.

IV. The next point to which I wish to draw the attention of the Honourable Members of the Commission is the vast difference as regards the curriculum of studies between the Entrance and the F.A. In the Entrance there are four subjects and in the F.A. about seven. There is a single text-book in English in the Entrance, while the number of text-books in English in the F.A. is five. It is desirable, therefore, to introduce the system of bifurcation into the F.A. Examination on the model of the Allahabad University. There may be two courses, one consisting of literary subjects and the other of scientific subjects, English being common to both courses.

V. I shall conclude by saying a word on the system apparently followed at present by Government in the appointment of Professors of Government Colleges. The only qualification necessary for appointment to the Provincial Service of the Bengal Educational Department is that the candidate is a first class M.A. I submit that University qualifications, though a test, are not the only test. A person's experience in teaching for a long time should entitle him to preference in such appointments to another who has only his first class Honours to boast of. The class is the place where a teacher's efficiency is best tested. The rule of appointing only first class M.A.'s should therefore be relaxed in favour of competent Professors of private colleges when they offer themselves as candidates for employment in the Government Educational Department.



BABU PARESH NATH MUKERJEE.

I.—EXPERIENCES OF THE UNIVERSITY COURSE.

According to the present arrangements for the Entrance Examination of the Calcutta University—a student is required only to pass a test examination held in his school. This is the only test, demanded by the University, of the merits of a student before he can be accepted for the examination. A student can therefore neglect his previous studies ; but because he cannot be sent up for the Entrance Examination unless he passes this test examination, he generally about three months before this, sets to work to get up particular important passages from texts on literature, some important book works in Mathematics, a few important questions on History and Geography and thus manages to get through the difficulty.

Again as there is no minimum age limit for the passing of the Entrance Examination the idea of hurrying through the course and securing an University certificate at the earliest possible date too often haunts a student. This freedom has a very bad effect on the education of a student. From the time that he begins to learn the alphabets he thinks of going up to the Entrance class of his school. The result is that the average run of students neglect a thorough study of the prescribed subjects, while some brilliant boys take double promotions and reach the goal at a very early date ; the effect in both cases being the same, *viz.*, want of thoroughness. Referring to details it may be pointed out that many students neglect a proper study of their vernacular language, and it is often seen that they can neither clearly express their own ideas, nor can easily grasp things explained to them. Their faculties of reasoning and understanding are blunted by being habituated to getting things by heart from their very childhood. Thus curiously equipped they come to the higher forms of Entrance Schools where they have to read treatises on History, Geometry, English and Sanskrit grammars, etc. Here, without sufficient attention to the sequence of events, or the play of cause and effect in a historical narrative, or understanding the practical importance and application of the principles of grammar and geometry, they commit to memory portions that are likely to come in their examinations. In course of time, a student of this nature comes to the Entrance class. His knowledge has been shallow in all the subjects he has read, partly because he could not understand some of them, and partly because he was in a hurry to reach his goal. This is how he sets to work on the prospect of his test examination.

I. *English*.—In English text he gets hold of a book of model questions and commits it to memory from end to end along with the model explanations on particular passages. Grammar he neglects almost totally, or at best cares only for a few intricate points, and without even trying to understand them, gets them by heart. In translation, he does little or nothing.

II. *Mathematics*.—In Arithmetic he does nothing and trusts to his previous knowledge of the subject. On Algebra he bestows very little care except getting up a few typical formulæ. His *forte* is Geometry, where he knows, the questions on book work alone carry at least 40. Thus if he can write all the book articles he will get the minimum pass marks, and this why he sets to learn them by rote.

III. *Sanskrit*.—In this subject he marks out several passages and gets by heart their explanations, along with a few translations and some important grammatical peculiarities, without understanding a bit of them.

IV. *History and Geography*.—Here the course is vast, and the student feels himself in a wilderness for getting it up. Now the 'guides' come to his help and he cannot but accept the generous assistance as he finds it paying as far as only *passing* is concerned.

The student also neglects physical culture because it is not included in his University curriculum, and because the time he may so devote may be more profitably utilised in preparing for his University course; and the result is not unfrequently loss of health.

Coming to the college course, the same remarks apply with regard to physical culture. But the absence of any compulsory test examination, recognised by the University, for the F.A. and B.A. examinations, exercises a very bad influence. It leads to neglect of studies at the commencement of the academical session, while there is overwork and rapid glancing through the text-books as the examination draws near.

The F.A. Course is a bit too big, and for this examination a student is compelled to read subjects for which he has no special liking and which he does not propose to take up for his B.A. Degree or study in after life.

There is no University life in Bengal. The fellow-feeling and mutual regard which should characterise the members of a corporate body, *viz.*, the students of the Calcutta University is sadly wanting here.

II.—SUGGESTED REFORMS.

Instead of imposing a direct age restriction on the candidates appearing for the Entrance Examination, a system of indirect restriction should be taken recourse to. This would prevent the moral evil of overstating a candidate's age. Students should be required to go through a Preliminary Vernacular Course for three years, at the end of which they should be required to pass an examination somewhat like the existing Vernacular Upper Primary Examination but in which Euclid's Elements, Elementary Mensuration and a few other fragmentary subjects should be substituted by a Primer of English and a word-book. The passing of this examination with 33 per cent. in the aggregate and 35 per cent. in English should qualify a student for admission into the 8th class of a High English School. From the 8th class to the 4th the student should be so guided as to be able to appear at an Examination (which may be called the Middle School Examination) at the end of the 4th class session. The course for the

Middle School Examination might be I.—English Literature, English Grammar and Translation, II.—Arithmetic (whole course), and the First Book of Euclid's Elements (only Book Proposition), III.—Bengali Literature and Elementary Sanskrit Grammar, IV.—History of Bengal and Geography of Asia, specially India. In this examination the aggregate minimum pass marks should be 33 per cent. and English should demand 35 per cent., and the rest 30 per cent. Special attention being paid to composition both English and Bengali.

The passing of this examination would qualify a student to be admitted to the 3rd class of a High English School. From this time he should think of passing the Entrance Examination for which the course in the main should remain

as it is, except excluding the Primers of Physical Geography and Science, and
 Redistribution of total marks and minimum pass marks. setting questions on unseen passages in English. But the following method of distribution of marks along with the minimum pass marks may be suggested :—

Subjects.		Full marks.	Min. marks.
I. A.	English Text and Grammar related thereto	100	80
B.	Pure English Grammar	25	
	Translation	25	
	Essay and letter-writing	25	
	Unseen passages	25	
II. A.	Arithmetic and Algebra	80	48
B.	Geometry—Book work	40	
	Deductions	40	
III. A.	Sanskrit Text, and Grammar related thereto, and translation from English to Sanskrit.	60	36
B.	Pure Sanskrit Grammar	20	
	Translation from English to Bengali	20	
	Essay in Bengali	20	
IV. A.	History of England and History of India	80	36
B.	Geography and Citizen of India	40	
		600	200

The minimum aggregate pass marks instead of being 200 should be 210, i.e., 35 per cent. of the total marks. In English, passing with 40 should be demanded in I. B. Proper stringency should be exercised to ensure good composition.

In addition to the above there should be a course of not less than eight class exercises and a half-yearly and a test examination in the Entrance class, in order to test the gradual progress of the student. In accepting candidates for Matriculation the University should demand that a student has passed at least 50 per cent. of the class exercises with 25 per cent. of the marks, has passed the half-yearly examination with 25 per cent. of marks, and has got 30 per cent. of marks in the test examination. Marks obtained in the test examination should be stated in the application form.

The University should also demand reports from Head Masters of Schools that the candidates did some kind of active Physical exercise. atheletic exercise during one-third of the number of days covered by the Entrance class (only recognising the days when the school was open).

When after all these a student passes the Entrance Examination, he should come up for the F. A. Course. This course should be bifurcated as follows :—

A. Permanent (which every student must take up.)	{	English.
		Mathematics.
B. Alternative (Every student being required to take up any one of these groups.)	{	Sanskrit.
		(1) Physics.
		Chemistry.
	{	(2) History.
		Logic.
	{	(3) Physiology.
		Botany.
		Hygiene.

In English, instead of a poetry book, a text-book on the History of English Literature (a sort of Primer) should be included to acquaint the students with well known names in literary history. In the alternative subjects fuller courses should be studied instead of elementary treatises.

The minimum pass marks in English should be 36 per cent. In the other subjects 25 per cent. will satisfy the test. The minimum pass marks in aggregate should be 30 per cent. In all answer papers good composition should be demanded.

The present B. A. Course with its respective Honour studies might be left as it is. Only in *pass English* papers 35 per cent. of marks may be required for *passing* and proper control should be exercised over other answer papers to ensure good composition.

B. A. Course.

Frequent class exercises should be given and the University in accepting candidates for examinations should demand the following qualifications:

Class Examinations.

- (a) Passing of a test examination, the marks obtained at which should be stated in the application form;— the minimum pass marks required to qualify for the examination being fixed at 25 per cent. of the total marks.
- (b) Passing of annual examinations at the end of the First and Third year classes with 25 per cent. of the total marks.
- (c) Passing of at least 50 per cent. of the class exercises with 20 per cent. marks. The minimum number of class exercises demanded by the University being 10 for the F. A., and 6 for the B. A. Examinations in addition to the annual tests.

Strict and severe measures should be adopted by the University to stop the publication of *sketch books* and *guide books*. Preparations of keys should be under the control of the University and should be allowed only to competent persons. In those keys catch questions should not find place.

Control of the University.

The physical exercise test should be applied to all students, the Principal in the case of each candidate certifying that he had taken part in active athletic exercises held in the college play ground at least during a third part of the number of days during which he was required to attend lectures in the college.

Physical exercise during the college course.

The University should enforce the teaching of the several subjects (except second language) through the medium of English from the Entrance Class and English speaking should be enforced among college students while inside the college premises, even in the play ground and the library.

Lecturing in English and English speaking.

Students should be discouraged from transferring their names from the roll of one school or college to that of another, within one year of any particular examination.

Transfer.

Every School and College should be provided with funds for giving away prizes and awards to deserving students, for —(1) general proficiency in their studies, (2) physical culture and distinction in the gymnasium, (3) moral culture. There should also be prizes for students who pay sufficient attention to their health along with their studies. This last would check the spirit of over-attention to physical exercise. Such prizes and awards would fill the students with a laudable spirit of emulation and lead them to vigorous action.

Prizes and awards.

A wholesome system of moral training—secured by a course of lectures on unsectarian morality, should be followed in every school and college. All students should be led to attend these lectures and act up to the advice given by annual examinations and prizes.

Moral training.

Students reading for the University course, neglect all kinds of æsthetic culture, *e.g.*, elocution, poetry, painting, music, etc. These subjects cannot possibly be comprehended within the University curriculum, and I would beg leave to suggest the compulsory establishment of College Unions in connection with all colleges where these can be cultivated. Such Unions would also help in furthering another noble object, *viz.*, the creation of an *esprit de corps* among students of the same college. In the absence of a Residential University where students enjoy a corporate University life, means should be adopted to develop a

Æsthetic culture.

College Unions.

genuine college life with the help of College Unions. Such College Unions should be connected with the college libraries where the students should meet, and read books on various subjects, go through some standard newspapers and periodicals, hold debates on literary, scientific, historical and moral subjects as well as subjects having reference to physical culture. Such libraries and Unions should be in charge of competent supervisors who will enforce English

Co-operation of Professors.

speaking and discourage light and immoral talks. The Professors should also be required to take an active interest in the working of the Unions, *e.g.*, presiding over their debates, helping the students to learn elocution by coaching them up for dramatic representations and recitations, supervising any painting undertaken by a student, or encouraging the students to get up musical concerts or other entertainments. Thus the Professors will be able to shape the character and conduct of the pupils both by precept and by example. Students before being accepted for the F.A. and B.A. Examinations shall be required to join in 33 per cent. of the enterprises of the College Unions. There should be prizes and awards for distinction in the undertakings of the Union. Students of the same

College colours.

College and therefore members of the same Union should be encouraged to wear a particular kind of badge or colour to signify their corporate existence. Such a system of attendance in College Unions and College Athletic Clubs would relieve the monotony of a student's life, who has at present only to attend lectures and pass his examinations. It would make him both cheerful and healthy and make him look upon his fellow-students like brothers instead of like so many isolated units, most of whom are not acquainted with each other. Coming to the practical utility of a College Union it might be said that it would prompt the students to a spirit of culture and enthusiasm in the pursuit of knowledge and not purely for the sake of passing his University Examination.

My last point is about the inspection of schools and colleges by officers deputed by the University. They should

Inspection of schools and colleges.

see that the rules laid down by the University for the training of a student are carefully carried out, and should submit periodic returns testifying to their working.

NAGENDRA NATH MUKERJEE, M.A., B.L., LATE PROFESSOR OF
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MAHARAJAH'S COLLEGE, JEYPORE, RAJPUTANA.

First point.—Necessity of control by our Universities over affiliated schools and colleges situated in Native States and countries beyond India, *e.g.*, Burma and Ceylon.

Nothing could be more desirable in the interest of University education itself than the exercise of control by the University over affiliated schools and colleges situated in Native States and countries beyond India, *e.g.*, Burma and Ceylon. In this respect, so far as Native States are concerned, the Calcutta University has sadly neglected its duty. No doubt, in a Native State the Resident may and sometimes does perform this function, only not as a servant of the University; but having regard to other and more urgent calls upon his time, this sort of inspection will always be anything but satisfactory. The work of inspection to be effective, ought to be undertaken by the University itself, instead of shifting it on to others not responsible to the University. A Corporation, it is said, has neither body to be kicked nor soul to be damned, but if it is a University, it may claim many a soul through either neglect or inability to supervise effectively the conduct of certain institutions affiliated to it. If, in any such case, the task of inspection cannot conveniently be undertaken directly by the University, it had better refuse to affiliate to itself such institutions as are not situated within its sphere of influence. For example, an institution within the sphere of influence of the Allahabad University (say, Jodhpur, Jeypore or Indore College) should be affiliated to the latter, and not to the Calcutta University, if for no other reason at least with a view to better and more effective enforcement of discipline. By this course—that is, if affiliations of this sort are stopped—our Universities are likely to suffer in funds in the shape of examination fees, but considerations of discipline and convenience of inspection should not be subordinated to purely pecuniary ones. It makes no difference, it may be said, whether any control, tending specially to efficiency of teaching, is exercised by our Universities even inconveniently situated schools and colleges, or not; as examining bodies they only propose to test the fitness for certificates and degrees of candidates from wherever sent up. True, but before admitting any candidate to any of their examinations they should see if he has complied with their requirements, say, in the way of attendance at lectures for a certain academic period. Corporations as well as individuals can be dishonest; and to guard against an unscrupulous school or college sending up a candidate for examination without his having previously complied with the conditions of the examination, periodical inspection of attendance-books is absolutely necessary. To this end, itinerant inspectors appointed by and responsible to the University, should be told off on duty provided only the schools and colleges concerned prove for this purpose sufficiently remunerative. True, the Cambridge University admits to its Senior and Junior Examinations candidates prepared in institutions in India and Ceylon without perhaps sufficient safeguards against fraud or without itinerant inspectors, but the analogy does not apply to an Indian University, because it is a department of Government and as

Calcutta, the centre of University influence itself, the temptation is very great with proprietors of schools and colleges of changing their teachers too frequently like Henry VIII's wives, because graduates in any number can be had on a pay just sufficient to cover their charges for board and lodging while preparing for some professional examination or other.

I have seen a teacher leave his class and run downstairs to look out the meaning of a word in Webster's Dictionary, not an unusual thing with low-paid, ill-qualified native schoolmaster whose number, I am afraid, is legion. A story is told of one of such teachers. An inspector had occasion to examine his pupils in Geography. Asked what the shape of the earth was like, they said "the earth is square." The inspector turned round to the teacher and took him to task for the nonsense he was teaching them. Nothing daunted, he coolly replied, "Sir, how can one expect the earth to be round on ten rupees a month" Hereby hangs a lesson.

As a condition precedent to affiliation, a college should be provided with a permanent body of teachers sufficiently qualified to teach their respective subjects. In this respect, the appointment of Europeans, preferably Englishmen, to teach English, an admittedly weak subject with the majority of our students, cannot be too much insisted upon, for it is absurd to expect a native graduate with even brilliant Indian qualifications to speak the language with an Englishman's grace of accent and ease of pronunciation. In this direction the University of Allahabad has taken the lead by insisting upon the proprietors of schools and colleges within the sphere of its influence appointing European teachers to ensure efficient teaching of English, a thorough grounding in which is so essential to success in life. Ninety per cent. of the native graduates educated in India, especially under native auspices, are, it would be no exaggeration to say, totally ignorant of colloquial English, let alone a wide command of idiomatic English. Out of such materials are our teachers recruited. No good would come of such natives teaching English. Their pronunciation is so shaky and their knowledge of English is anything but up to the mark of an Englishman's. If the teaching of English in Indian schools and colleges is to be thorough and efficient, it must be done by those whose mother tongue it is. European teachers for native colleges need not be compelled to know a vernacular—if they do know one, so much the better—for a two-fold reason, firstly, because an Indian class is not always a homogeneous one composed of boys speaking the same dialect, and secondly, because those entering a University are expected to be sufficiently acquainted with English to follow lectures in that tongue. In this connection the policy cannot be too much condemned of transferring professors from one college to another; it may be in an altogether different province because this prevents their learning a vernacular well or, if they have already learnt one, utilising it to the advantage of their students. In the infant forms of a school, if its funds would admit of it, I would have Englishmen, preferably Englishwomen, teach the little ones—to pronounce English words correctly, if they enter upon the study of English at that most impressionable period of their lives. However, so far as native colleges are concerned, if there are too many of them in the same locality and some of them can afford to employ European teachers while the others cannot, the latter must go because institutions should not be prostituted into merely money-making concerns. In our colleges English is the only medium of instruction not only in the teaching of English literature but in other subjects as well, and if English is taught badly, it will affect our boys understanding the other subjects also, their imperfect knowledge of English standing in the way of their clearly grasping the matter of other text-books—history, science and the like—written in English. So, if a thorough acquaintance with English in our youths is to be desired, and failures in subjects other than English—through ignorance of the language itself—are to be guarded against, European teachers should be employed, all considerations to the contrary notwithstanding.

Third point.—Necessity of avoiding a multiplicity of subjects in order to set free sufficient time and energy to develop special subjects.

Between Entrance and First Arts the interval is too short to allow one to develop any special subjects if one is so disposed. Besides there are as many as nine different subjects prescribed for the First Arts Examination. Verily for the

First Arts Examination the time is short and the Art long. Unable to finish their lengthy course in time our boys are driven to tips and notes and "cram" and so manage to scrape through somehow. In the University "Cauldron" Indian candidates like the witches in "Macbeth" are made to "boil and bake"—

"Eye of newt, and toe of frog,
 "Wool of bat, and tongue of dog,
 "Adder's fork and blind worm's sting,
 "Lizard's leg and howlet's wing."

Burdened with too many subjects, native lads cannot be expected to acquire anything beyond a smattering acquaintance with them. No free and fair play is given to the special bent of any students. No option is afforded anyone to specialise himself in any particular branch of knowledge; in fact the tendency of the existing system of University education is to reduce juvenile minds to the dead level of procrastinate uniformity. The First Arts Examination with its hydro-headed course must be abolished and the Entrance must take its place,—only it must be made a little more severe than it has been—before it will be possible to attend to the special bent of one's mind. The time and energy thereby set free might then with profit be applied to the development of special subjects. As it is, every body is made to learn something of everything, and nothing much to his or her liking.



Dated the March 1902.

From—Babu RADHAKUMUD MOOKERJI, M.A., Student, Presidency College, Calcutta,
To—The President of the Indian Universities Commission.

Having received an intimation from the Honourable Dr. Asutosh Mookerji, the local member of the Universities Commission, that suggestions and experiences of a student like myself will be considered by you, I desire to avail myself of the opportunity thus afforded to lay before you my humble experiences with the thoughts and suggestions born of them.

I may mention that I passed the B. A. Examination in March 1901 with Honours in English and History and the M. A. Examination in History held in the November of the same year. I have thus gone through all the ordinary examinations of the University. I have also received my education in the premier college of the metropolis and the University—the Presidency College.

It is, of course, beyond both my purpose and province to lay before you any entire scheme of reform. I shall only put before you some facts and thoughts suggested by my own personal experiences of the several examinations I have gone through, and the text-books prescribed for them.

But first I should like to invite your attention to the very important part played by the examination questions generally in the education of those they are meant for. They are like helms in the hands of the examiner who can direct our studies almost automatically in any way they please. With an examination to go through, the candidate has only to look over the questions papers for several years, marking out in a clean-cut outline the field to be surveyed by him, and he works at it with his teacher shutting his eyes against all outside objects of interest as so many distractions. They, in fact, fix the standard to which the student is only helped to reach by his teacher. They shape the methods of both teaching and learning, determining whether the teacher and the taught are to be banded together as charged with aiding and abetting as it were, the too common 'crime of cramming'.

Thus at the lower Entrance and F. A. Examinations the questions generally require a kind of knowledge which is to be very cheaply had of the "key-makers" or "note-makers," as they are called, who have almost overcrowded their market of supply. All that the candidate has to do, who is already perhaps comparatively deficient in his knowledge of English, is to purchase or rather "hire" this foreign second-hand knowledge at the cost of his memory, and dishonestly pass it off for his own acquired knowledge in his answer papers, which alone the honest examiner attempts to test. It is in this way that the questions themselves really initiate cramming. They should therefore be so framed as to minimize its chances as far as possible. For example, questions of translations or original composition, or asking the candidate to bring out the sense of passages in a few sentences, and such other questions may render cramming unnecessary and unprofitable to the examinee.

I may, in passing, note the anomaly of such difficult books as Ransome's History of England, Hunter's History of India, Lee-Warner's Citizen of India, Clarke's Class-book of Geography, appointed as text books in History for the Entrance Examination, and such easy books as the History primers for the F. A. The average Entrance candidate's knowledge of English is seldom equal to his books, and he has to fall back upon his memory and the many epitomes prepared for him to get through his examination.

In the higher examinations also for the B. A. and M. A. Degrees, where the prescribed text books are too many to be artificially crammed, another peculiar sort of cramming is encouraged by the question papers. For they demand such a close familiarity with the particular text-books as is quite incompatible with, and a hindrance to, a real knowledge of their subject. We have to remember so closely the contents of each paragraph of the book by itself that we cannot but lose sight of the subject as a whole, which ceases to suggest any lines of independent thought and observation. We lose ourselves in details which we cannot use because we lose our hold on the principles showing their usefulness. Thus an unhappy divorce between facts and principles, details and their appli-

cation, is brought about, the combination of which alone is essential to the acquiring of real knowledge, which implies the power of its application. Thus is defeated, indeed, the true end of education, which is, to use the Chancellor's nicely-worded phraseology, but "the application to life of sound principles of thought and conduct."

To be more specific in my statements, the questions on the subject of Political Economy in the B. A. History Honour papers, for example, have less reference to the subject itself as a whole than to the two particular text-books prescribed, Fawcett's Manual of Political Economy and Professor Marshall's Economics of Industry, and a mere glance at the question paper will be able to distinguish the questions on Fawcett from those on Marshall. The text-book system perhaps is mainly responsible for this sort of questions, and the remedy may lie in the appointing a syllabus defining the proper scope and limits of the subject to be learnt. Such a syllabus already exists for the subject of Mental and Moral Science, in which, accordingly, cramming is the least successful, paying, and effective. The syllabus system may therefore be very advantageously extended to the other subjects.

Besides the nature of the examination questions, the method of marking them also seems defective. For the method commonly pursued now tests more the candidate's quickness or readiness rather than his thoroughness. A candidate must somehow answer all the questions before he can aspire to the first place, and the questions are too many for the time allotted to admit of any thoroughness, so that a superficial getting-up of the subjects is absolutely necessary to the young aspirant for academic distinctions. This method of marking questions should therefore be replaced by some such methods as more liberally reward thoroughness and check superficiality. Thus a small maximum number of questions out of the many set may be fixed, securing full marks.

The present system of examinations, again, necessarily re-acts on our collegiate *teaching*, and not simply on our learning. Teaching and learning must adjust themselves to the testing, and the result is that they are both circumscribed within very narrow and unhealthy limits. The colleges cease to be teaching, and degenerate into coaching institutions. The teachers abrogate their proper function, which is "to guide, suggest, and supervise," leaving the student to "read and annotate and write exercises." The evil of this reaction emphasizes the need of its removal when we consider that it is *cumulative* in its effects. It reaches even to scholars from Oxford and Cambridge, not to speak of those who are products of the system under consideration, thus permeating the whole body of teachers. And when we take into account the fact that the teachers and the examiners are the same persons under different titles, the rottenness of the whole educational system is laid bare at once, and stands much in need of reform not only in the system of those indispensable "mechanical tests" for the work done, the examinations, but also in the qualifications necessary to a teacher, who should himself be an active or original worker in the field of studies he is entrusted with by the college or the University. For it is only by being a worker himself that he can most effectively "transmit that *life* to life," inspire his pupil with that living interest in his work which is the aim of all true teaching.

Note on University Reform

SUBMITTED TO THE
INDIAN UNIVERSITIES COMMISSION, 1902

BY

S. C. GHATAK, M. A.

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CALCUTTA,
March 27, 1902.

Note on University Reform.

I have been asked in Mr. Nathan's letter dated the 22nd March to furnish a note embodying my ideas on the subject of English at the M. A. Examination of our University. The statement herein made is therefore the humble expression of the views of one who has had lately been out of the portals of the University, and who, at the same time, has had his own little share in the imparting of instruction in English literature to different institutions, in Calcutta and elsewhere.

2. While passing on to the specific point on which my ideas have been called for, I would, with leave from the Commission, pause over the Entrance, F. A. and B. A. Examinations for a while. First as to the Entrance. The failures in English at this Examination and the imperfect knowledge of the language on the part of those who have passed it are evils which cry for immediate cure. The scheme of a preliminary examination in English in the first instance, and an examination in the other subjects six months after, such as has been suggested by a very high authority, will, I believe, meet the end. There are, however, two points to which I beg leave to invite the Commission's attention :

Entrance Examination :

(a.) Appointment of an English tutor in Zila Schools :

(b.) Minimum age 14 years ; else hardship to aspirants for the I. C. S. &c.

(a.) English should be taught colloquially in our schools and not simply by means of books. Passages in the vernacular should be given to students for translation into English : stories and fables should be told them in the vernacular and they should be asked to reproduce them in English. Besides, dictation, conversation etc., are methods which should largely be adopted and the proper pronunciation of words taught and strenuously exacted. In this last view, I would suggest the appointment, at least in every Government Zila School, of an *Englishman* (not merely a European) of an average liberal education, not necessarily a great scholar, whose position will be equal to that of the Headmaster, and whose special function will be the teaching of proper pronunciation of words, reading, recitation and the like. I am afraid that the pronunciation of English words, is lamentably neglected in our schools and colleges, and the neglect is to a certain extent due to the fictitious apprehension on the part of many of our own men, that English being a foreign tongue, it is absurd and useless for us to attempt at properly pronouncing English words. I am persuaded, however, that facilities being given, our people are equal to the attainment of a very high standard of excellence indeed ; and, when our graduates are too commonly disparaged as 'weak' in English, their success at the University test notwithstanding, I would humbly point out that they are not to answer if the system to which they owe their instruction made no adequate provision in this respect when they were at school.

I have laid special emphasis on the pronunciation of words, for, I consider it a very important point in connection with the acquisition of the English tongue, and one, the neglect of which at school is often so sadly repented late in life.

(b) The second point is as regards the question of the minimum age. With all deference to the valuable expert opinions on record, I consider a minimum of 16 years as rather too hard upon the student : besides, while the Indian Civil Service fixes upon

the 23rd year as the maximum for a candidate's appearance at the first Examination and the Public Services here in India refuse admittance to those exceeding a maximum of 25, it would be highly anomalous and injudicious if we were to fix upon a minimum of 16, or even as 15 for the Entrance. I am not against *any* minimum age being fixed, and, in view of the very noble object of the proposed alteration, I would suggest that a minimum of 14 years may safely be insisted upon.

As regards the F. A. and B. A. Examinations, I have not much to say excepting

F. A. and B. A. Examinations : bifurcation of studies : of the F. A. and curtailing of the number, in Honour classes for the B. A.

that :

(a) for the former (F. A.), I would propose a bifurcation of the Arts and the Scientific Courses of study (very much in the manner of the B. A., but on a more rudimentary scale), the details being worked out by competent persons specially appointed, and

(b) for the latter (B. A.), I would by all means wish for some sort of initial test for candidates taking up the Honours Course in English, as a means of curtailing the number who swell the classes without even so much as an honest, serious intention of sticking to the course for any length of time. The immense disparity between the number first admitted and that appearing finally at the examination, and again between the number appearing and that passing, in English Honours will at once show that there is no warrant for that waste of the teacher's energy which could otherwise have been utilised to better purpose, had it been in a quieter class, for the sake of a number, 'fit though few.'

3. I now come to the question of the M. A. Examination in English. The evil of 'cram' so largely complained of in connection with the other examinations has found its way up here, and it is my humble belief that here, as in the other cases, the student is not all to blame for taking to this mechanical makeshift for seeing himself "through the mill." The evil, however, is undeniable, and in so far as both the worse and the better classes of students are equally guilty of it, it admits of a two-fold theory of its origin :—

M. A. Examination in English : the evil exposed : its two-fold origin.

(1) *Cramming by the many* : the standard, at least for a mere pass, is within the reach of the ordinary capacities ; therefore, the student who has managed to "cram" up to the B. A. degree, will be disinclined to deny himself the luxury of the even grander degree, if it can be had cheap, and by the use of his wonted crafts, and he finds in the text books largely annotated and in the questions usually set in some of the papers, a ready justification for his entertaining the ambition.

(2) *Cramming by the few* : the examination as it is, is hardly a test of merit ; therefore, the really meritorious student, with an honest ambition to stand high, has to cram a good deal, though conscious of his higher capacities, for he knows full well how many little things can give the mere crammer the 'pull' over him. Besides, the papers are often a bit too lengthy, and the ambitious student has to see that he does them fully, for who knows but that one question unanswered might relegate him to an inferior position in the list, for which he would have to repent his whole life. Thus *quality* suffers for the sake of *quantity*, and *superficiality* gains ground in the place of *thoroughness*.

The remedy for this evil lies in the insistence on a very high standard of efficiency which will be simply beyond the frivolous ambition of the mere crammer, and which will, at the same time, afford the meritorious a fair chance of distinguishing themselves without having to cram. The present system of "marking" questions and answers, should be dispensed with, and a certain number of questions done should always ensure full marks. To enter more into details, the scheme would be this :—

Remedy suggested : a very high standard should be set up and the present system of "marking" dispensed with.

New Scheme

(a) 'The English Essay' [6th paper]: The minimum pass mark in this should be raised from 30 to 40 per cent.

(b) 'Drama, Poetry, Prose,' [1st, 2nd and 3rd papers]: Questions should be asked which test the candidate's grasp of the subject, his style, critical insight and appreciation of the author. 'Catch' questions and questions demanding the mere explanation of words and phrases are a very ordinary defect in many of the papers of these days, and the former always, and the latter as far as possible, should be avoided.

(c) "Anglo-Saxon, Philology &c." [5th paper] no special change seems called for.

(d) "General Literature—Dowden and Taine." [4th paper] A thorough reversal of the present system is necessary in this paper. As it is, the test is very unsatisfactory. No student should be allowed to pass who does not show a real taste in literature. As an improvement upon the present system I would recommend that there should be two papers on this subject, one on "Shaksperian Literature" and the other on "General Literature," and the University should recommend on each subdivision a list of books, say, 15 or 20 in number. In the case of the second subdivision, a general knowledge of the rise and development of the English literature with a comparatively closer study of certain specified periods, should be required of the students. While answering the paper on "Shaksperian Literature" the candidate should be given a collection of Shakspeare's works and in doing the paper on "General Literature," he should be supplied with printed copies of the works of Shelley or Byron, Chaucer or Spenser, as he may require. The University should keep up a large number of the collected works of the standard English authors for this purpose. Full marks should be given for 5 questions out of 10 set in each paper. The minimum pass mark in this subject should be fixed at 40 per cent.

Special feature of the proposed scheme,—an entire reversal of the present plan in the 4th paper (Literature). Candidates given printed copies of Shakspeare or other author, while writing criticisms.

4. Such a system as this will clean stump the mere crammer, who will feel all at sea in the presence of a paper like this, while it will give an immense advantage to the meritorious student who need not have a text book by heart to ensure distinction. If the latter is to be put to any literary test in life, that test is not likely to be of a nature requiring him to quote line after line from Dowden or from Taine; for then the materials will be before him, and he will be required only to show whether he has learnt to *handle* and to *sift* them properly, with a *critical insight* and a *literary taste*. Therefore I would require such a scrutiny of his capacities at the M.A. Examination. 'The temple of honour should be seated on an eminence,' and it should never be suffered to be crumbled and mutilated so as to be brought within the easy reach of one and all.

Utility of the scheme suggested above: it will lead to the elimination of useless factors.

5. One direct advantage of the proposed curtailment of numbers is that the aspirants for distinction will be minimised to the extent of the deserving few, and the whole burden of the business of examining and teaching will be ever so much the more lightened to no small relief to the University and the colleges whose time and resources might otherwise be utilised to better advantage. It will then be easy for the University to start post-graduate lectures on the higher courses of study and to introduce in its workings the nobler tone pervading the Universities of the west. Elaborate lectures on text books and dictation of notes may then be supplanted by a more rational system; much of the "explanation" business may be done away with by the mere suggestion of certain lines of study and the periodical setting and correction of exercises in subjects *not* lectured upon; and the University may then come to the aid of the Colleges by keeping up a well-furnished library and laboratory open to all students preparing for the higher standard examinations.

Another advantage: it will facilitate post-graduate lectures.

6. In passing I feel inclined to say a word about the Premchand Raychand Studentship Examination—the highest held under the auspices of our

The P. R. S. Examination : three suggestions : (1) extension of the "twelve years-limit ;" (2) creation of a degree; (3) bestowal of a prize appointment as an additional incentive to the highest University distinction.

University. My suggestion is three-fold :—(1) the present limitation that the candidate should appear within 12 years of his passing the Entrance Examination should be relaxed and the period extended to 15 years: if mature study and research are within the scope of this Examination, the proposed extension will not be detrimental to the cause : (2) there should be a recognized university degree for those who can come up to a sufficiently high standard of excellence. A candidate may just narrowly miss the first place, and yet in such a case, he can have a claim to an honourable mention. I would suggest the desirability of conferring the degree of "B' Litt." (or "D' Litt." or any such,) on all those who attain to a sufficiently high standard, and of giving to the first man of the year the distinction of "Senior B' Litt. (or D' Litt.) and Premchand Raychand Student."

(3). I would further suggest that the Premchand Raychand Student may be entitled, *as such*, to a prize appointment in Government Service. An Endowed Fellowship or a post in the Indian Education Service may be conferred on him, without his having to undergo any further test.

Although education is to be valued for its own sake, yet such a direct and signal recognition by Government of the highest university distinction will be received as an additional incentive to students of exceptional parts, and will redeem academic merit from that obscurity and indifference by which it is now attended.

7. The above is a very rapid statement of my humble thoughts on the various University examinations and the M. A. Examination in English in particular.

Conclusion : A great want of the country is the want of a true University life.

Some of these suggestions indeed are based upon the supposition that funds are forthcoming to meet the requirements of the case. A great want of this country is the want of a true "University life." Professional and liberal studies are hopelessly mingled up; education ends with no awakening of interest in literature or in science; and the student's career in School and College is singularly dull and dreary, in the absence of that social intercourse and that lively environment which, form the basis of University life at Oxford and Cambridge. Calcutta is very much at a disadvantage in this respect with its educational institutions scattered all over the town and with the rude, business-like aspect of its colleges and schools. We want a closer contact between the teacher and the student than is yet the case, when the former is credited with only doing his lectures well, and holding an austere silence with his pupils outside the class-room. It is a mistake to think that boys would necessarily take advantage of this familiarity with their tutor. If I am permitted to quote my late humble experience in a Government as well as a private college, both in the capacity of a teacher and in that of a student, I would respectfully mention that a free intercourse between the two is yet possible, without interfering with the maintenance of order or discipline. Just a little interest in the college games and sports, just a word of kind advice, just a bit of encouragement to the college debating club will go far towards establishing a union in love between the teacher and the taught, and the student will hold his tutor in respect and veneration, no less than if the latter were merely a "learned" lecturer, always hemmed in by the conventionalities of the class room. The raw material is there in the heart of the student; it all rests with the adept to manufacture his commodities well. Love, affection and social communion are things without which a real university life in a country is impossible. It seems to me that with proper care and under a healthier system than what now prevails, the Calcutta University Institute may yet be made into a means to supply to a certain extent the want of a place of college social gatherings, and its Magazine may

be more largely utilised than at present to be made into a real organ of educated opinion in matters educational. Were it practicable, I would even have suggested the removal of the University and the Colleges to a new centre altogether, a small town near Calcutta or elsewhere, where the nucleus of a true university life might yet be made to form itself, with the colleges grouped round a common centre, each with its own boarding house to accommodate its professor and student, and, linked together in a common fraternity by a system of intercollegiate lectures. That would really have been the beginning of a system out of which a teaching University in the proper sense, a university like that at Oxford or at Cambridge might evolve in the future. But such a plan is beset with serious difficulties in the way of its realization. If, however, taking the disadvantages of the case, the Commission could help to devise and bring about some methods by which to foster a genuine University life in this country, they will have done something great and good.

SURES C. GHATAK, M. A.,

Eden Hindu Hostel, Calcutta, } *Late Officiating Lecturer in English, Patna College,*
Dated the 27th March, 1902. } *Formerly Senior Tutor of English, Bishop's College,*
and Professor of English, Bangabasi College, Calcutta.



BABU RAJENDRA CHANDRA SASTRI, LIBRARIAN TO THE GOVERNMENT OF BENGAL.

The following is an indication of the points in which the existing system of University education may be said to stand in need of reform : —

1. It is desirable in the interest of higher education in this country that the University should be partially converted into a teaching body with a definite constitution, and provision made for a post-graduate course of study extending over three years, in some of the subjects in which the standard attained under the existing system seems to fall short of the requirements of the times. These subjects are Mathematics, Science and Sanskrit philosophy. Something is being already done in this direction by the foundation by Government of post-graduate scholarships in Arts and Science. But as the graduates holding these scholarships are not required to go through a definite course of study, it is doubtful how far the object for which they are awarded is being attained. No special reference need be made to Mathematics and Science, for they are admittedly the subjects in which the University curricula fall short of a European standard. The case of Sanskrit philosophy requires perhaps an explanation. Philosophical literature in Sanskrit is written in a highly technical and elliptical style and is unintelligible to all but those who have made a special study of the subject. And as the facilities for this special study are not obtainable under the existing system, it is very desirable to supplement in the way indicated the course of study laid down on the subject by the University. As things now stand, there is hardly one among the graduates of the Sanskrit College who may be considered fit to teach Sanskrit philosophy in its higher branches. And with the threatened decadence of *tois*, which can hardly be expected to turn out men of the type of Mahamahopadhyayas Muhesa Chandra Nyayartna, Chandrakanta Turkalankar and Kamakhya Nath Tarkavagis, it will be difficult in the near future to obtain men to fill up the chair of philosophy in the Calcutta Sanskrit College and the subject will have to be eventually dropped from the University curriculum.

2. The constitution of the different boards of study, as well as the system of selecting examiners for the different examinations also stand in need of reform. None but experts should be appointed to these boards and there should be separate boards for Sanskrit and Sanskritic languages. As it is, there being only one board for these languages, the interest of Sanskrit very often suffers. The system of selecting examiners is also capable of improvement. The number of examiners for the Entrance Examination is too large for the maintenance of a uniformity of standard. It should be cut down and the time for the examination of papers increased.

3. The curricula for the different examinations stand in need of a change. Speaking generally, they should consist of fewer subjects and aim at a higher standard than seems to be the case now. The omission of grammar from the curricula in Sanskrit for the higher examinations is open to grave objection. Sanskrit cannot be properly learnt without a grammar; and as the text-books on the subject written in Bengali and English do not seem to meet the requirements of the case, the University should either prescribe one specially prepared for the purpose or prepare a progress syllabus leaving the students free to make their selection from among the Native Sanskrit grammars ordinarily taught in the country. The text-books prescribed in that subject for the different examinations also call for a change and the publications of the Kanyamala Series, Bombay, should be utilised for the purpose. There is absolutely no excuse in these days of Sanskrit culture and cheap books to restrict the University curriculum within the limits of a few books by Kalidasa, Bhavabhuti, Magha and Bharabi.

4. It is also desirable that the University should exercise some sort of control over the schools and colleges affiliated to it. That most of the private schools and colleges stand in need of such control goes without saying. It is these institutions with their ill-paid, inefficient staff, false records and ill-behaved boys, which are mainly responsible for the fall in the standard and efficiency of

the University education in the country. In most of them, English is taught by natives and this accounts for the large number of failures at the Entrance and other examinations. The increased employment of natives to teach English in Government schools and colleges also tends to produce the same result and it looks as if cheapness and not efficiency is the thing aimed at over the existing state of things. The staff of European Professors teaching English in the Presidency and other colleges does not also seem to be as good as it used to be and the result is a lowering in the standard of instruction in English which threatens to be progressive in its course. It is not easy to see how the University can mend matters in this respect except by revising the pass marks in English at the different examinations, by refusing and cancelling affiliations and by founding a few professorships in the way indicated in the beginning of these notes. And for the rest, Government must step in and take steps to maintain the reputation of its institutions by importing a larger number of *Englishmen* to teach English in its schools and colleges and by insisting on these latter acquiring a knowledge of the vernacular of the country. Native gentlemen of approved merit may be more extensively employed than now to teach subjects other than English.

RAJENDRA CHANDRA SASTRI.

25th March 1902.

Dated 23rd March 1902.

From—Babu NARAYAN PANDE, Secretary, Hindi Bhāshā Prachārini Sabhā,
Mozaffarpur,

To—The President and Members of the Indian Universities' Commission,
Calcutta.

We, the members of the Mozaffarpur "Hindi Bhāshā Prachārini Sabhā," most respectfully beg to approach the Indian Universities' Commission with this our humble memorial containing our views and suggestions on the method of education imparted to the natives of Bihar under the supervision of the Calcutta University.

1. Out of the several spoken languages in India, Hindi is the one which is spoken by the largest number of the people and is understood in almost all the parts of Northern India. Hindi should, therefore, be recognised in some form or other as an optional subject of study by all the Universities of Northern India.

2. Teaching of essay-writing and composition in Hindi should be made compulsory in all the classes of the schools and colleges in Bihar for the students who take up Sanskrit or Hindi as their second language.

3. Hindi, being the vernacular of Bihar, should be made an optional subject of second language in the upper four classes of Entrance schools of Bihar, and also in the First Arts examination.

4. The status of the teachers in the Upper Primary and Middle Vernacular schools should be improved, inasmuch as they are not at present competent to teach the higher subjects included in their respective curriculums.

5. Bihar should be sufficiently represented in the *Senate* and *Syndicate* of the Calcutta University.

6. The Board of Studies should be so constituted as to preserve a healthy moral standard in selecting useful books for the curriculum of different classes of schools and colleges without having any personal regard for any particular author or publisher. And the local Text-Book Committees should include persons outside the Educational Department; and the literary associations, if any, in each Division should be properly represented in them.

7. All private schools and colleges affiliated to the University should equally with Government schools and colleges be inspected by the Educational authorities; and similarity of curriculum should be insisted upon, inasmuch as transfers taken by students from one to another prove detrimental to them for want of this.

8. In the University examinations the students that are plucked in one year should not be required to appear at the examination in all the subjects in the subsequent year or years, but should be examined in those subjects only in which they have failed in the previous year.

9. Students for F.A. and B.A. examinations who have failed in one year should not be compelled to attend the college classes again the next year to entitle them to appear at the examination next year.

10. Optional subjects should be fixed in the First Arts examination as is already recognised in B.A. and M.A. examinations, so that the students who have no taste for one subject may have the option of studying the other.

11. Frequent changes in the text-books for schools and colleges should be put an end to. And every change in the text-books for Entrance examination, especially in *History* and *Second Language*, should be given effect to at least three years after the publication of the list, so that the boys may have the privilege of studying those books from the 3rd class.

12. Any text-book in *Grammar*, *History*, and *Geography* when commenced in one class should not be given up in the next higher class unless the boys have finished the whole of it. This rule, if introduced, would save a great loss of labour and energy of the students who are compelled to read every new book of the same subject from the beginning and to give it up in the next higher class without studying the latter part of any book at all.

13. Knowledge of English in all the examinations should be improved; and the key-making system should be discouraged.

RAJA PEARY MOHUN MOOKERJEE, C. S. I.

15TH MARCH 1902.

I AM the proprietor of the Uttarpara 2nd Class College. Since its establishment it was under the management of a joint committee composed partly of official members and partly of myself and members of my family. I have been from the beginning responsible for its maintenance.

I think that the Calcutta University is as much a trading body as one could desire. It prescribes the course of studies and before it allows a filial connection to be made with any college it satisfies itself that the teaching staff is properly qualified. If it attempted more direct control in instruction in college it would cause hardship. Managers of colleges are not able in every case to entertain Principals and Professors of a prescribed standard of qualification. The idea of centralisation of colleges is impracticable, looking to the extent of country and poverty of the people. A large majority of those who send their sons and wards to colleges won't be able to pay the cost of their board and education in Calcutta. Many would also object to send their sons to a large city in the midst of all its temptations.

I am of opinion that appointments as members of the Senate should be life appointments, but that a rule should be passed to the effect that by absence from six consecutive meetings of the Senate a Fellow shall lose his Fellowship.

The limit of members should be one hundred including *ex-officio* members, and vacancies in the Senate should be filled partly by appointment by Government and partly by election by Masters of Arts, Medicine and Doctors of Law of at least ten years' standing.

There should be a bifurcation of studies for the F.A. Examination to correspond with the division at present recognised in the B.A. Course.