

# INDIAN UNIVERSITIES COMMISSION.

## UNIVERSITY OF MADRAS.

### PART II.

WRITTEN STATEMENTS PRESENTED BY WITNESSES.



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MEMORANDUM PUT BEFORE THE UNIVERSITIES' COMMISSION BY  
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*A Protest against Exaggerated Pessimism.*

I cannot help thinking that the critics of education—and their number is legion—are guilty of exaggerated pessimism in the view they take of the general results of higher education, and more especially of University education in India. The men who are really competent to speak with any authority on the subject are just a handful, but every anonymous scribbler must needs have his fling at the poor Indian graduate. The time has come to protest strongly against this reckless condemnation of University education, which seems to be the fashion at the present day. The fact is, the majority of critics, who write and speak of University education and its effects, merely echo the sentiments which they obtain at second-hand from a few who, probably with the desire to see certain existing defects remedied, lay undue emphasis on them; and this exaggerated view is echoed and re-echoed throughout the country by the unthinking multitude. Take the criticisms of the Press, Indian and Anglo-Indian; it is the same stereotyped remarks that we notice everywhere. The Indian system encourages cram pure and simple; the passing of examinations is the one chief aim of the Indian student; the higher education is made subordinate to a rigid system of examinations; the Indian graduate is lacking in originality; he is wanting in practicalness and thoroughness, in habits of exactitude and directness of action; it is his acquisitive faculty, his memory, that is taxed most, and his creative faculty is left undeveloped,—these are some of the stereotyped criticisms that are copied from one journal into another, and that are passed from the lip of one platform speaker to another. I do not say there is no truth in these criticisms; but I do say that these defects have been unduly magnified and that such criticisms give a very distorted idea of the great work our Universities are doing.

*How we should judge.*

The spirit of reckless criticism so characteristic of the masses sometimes takes possession of even educationists. But this is because they apply to Indian Universities, that have not even half a century of history behind them, the standards of judgment which they generally apply to English and continental Universities whose origin is almost lost in the mists of a remote antiquity.

The transplantation into India of Western institutions, which have been the result of centuries of slow and patient experiment, is no doubt one of the greatest benefits which the people of India have derived from Great Britain, but then we shall be committing a great mistake if we judge of the results of such institutions in India which are still exotic, in the same way as we judge English or European institutions of the same kind. This is the mistake committed even by well-meaning critics. Take, for example, the charge of want of originality laid at the door of the Indian graduate. I certainly admit the comparative barrenness of the Indian intellectual field at the present time; but, in judging of the effects of higher education, we must take into consideration the conditions under which Indians are being educated in English. There is no country in the world that presents so striking an anomaly as India does in respect to its intellectual development. Here we have the strangest of incongruities, namely, a vast population being compelled to pursue higher studies by means of an entirely foreign language. Macaulay decided that the Indian people could not be educated by means of their mother-tongue, and the present system of education is the outcome of that decision. No one would deny that the English language stands preeminent among the languages of the West; but nevertheless it must be remembered that English is a foreign language, and a most difficult foreign language. The best energies of an Indian youth are, I won't say wasted, but exhausted in acquiring the English language. At a time when an English lad of ten or twelve revels in reading volume after volume

of English books, descriptive of nature and of human life, and stores his mind with correct information on every important subject, the Indian lad spends his whole energy in mastering the rudiments of the English language. I do not for a moment disparage the study of English. We have had our prejudices overthrown, our intellectual tastes purified; we have become inheritors of the intellectual achievements of all the Western nations; but at the same time it must be admitted that all this gain has not been without its corresponding loss: loss of energy, loss of creative power, loss of originality. Our acquisitive powers have been tasked to the utmost; no wonder our creative faculties have suffered in consequence. In accounting, therefore, for the comparative barrenness of the Indian intellectual field, we should not lose sight of the barrier of language. When future generations of the Indian races become, through the influence of hereditary transmission, naturalised to the English language, better results may be expected. In the meantime, let us remember that the Indian intellect is undergoing a silent but a most marked transformation, and that it is all the result of Macaulay's Minute. My wonder is that, considering the special limitation of our Universities, and the adverse conditions under which they have been working, the results produced intellectually are so favourable. We have already noteworthy instances to show that the Indian intellect is not simply speculative and assimilative but that it is inventive as well. We have simply to compare America with India, to arrive at a just appreciation of the results of higher education in this land. What immense advantages the Americans have over the Indians in the matter of education, yet the original writers of America can be counted on one's finger's ends. In India we have only had about half a century of English education, and considering what has been accomplished, I, for one, am hopeful of the future.

The mistakes which our Indian graduates commit in English are a perennial source of amusement in certain circles; but even this defect has its extenuating circumstance. I do not defend the bad English of the average graduate; but I do say that, in passing judgment on his bad English, we must take into consideration the circumstances in which he is placed, and not regard this defect in the use of the English language as a defect due to the system of University education. As for "cramming," it is not the peculiar monopoly of the Indian student. It is met with everywhere.

Or take again the other charge brought against the Indian graduate, namely, that he is wanting in *practicalness* and *general adaptability to new kinds of work*. I have heard it said over and over again that this is due to the education of the Indian graduate being too literary in character, and that the remedy for this is the study of the physical sciences. Now, when it is remembered that the very same charge of want of practicalness is brought against science students as well, it is time for us to look for the cause of this defect elsewhere. The practicalness of the English lad is seen even before he enters school, it is seen in his varied concrete activities. "He has a mechanical turn, and makes kites, toys, tops, &c.; he wanders in search of birds' eggs, moths, butterflies, fish, orchid, and interests himself in things animate and inanimate around him." In one word he brings his practicalness to bear upon his education, and does not derive his practicalness from his education, and this practicalness is partly innate and partly the result of the training that he receives in his home. We are placing the blame on the wrong shoulder if we say that it is University education of a too literary nature that has made our young men utterly unpractical. There is no necessary logical connection between literary studies and the absence of practicalness.

This leads me to speak of the fallacy involved in ascribing to University education defects due to other causes. It is the opinion of Professor Selby of the Bombay Educational Department that it is the absence of stern education of life to supplement that of the college that is one of the greatest drawbacks of the present system of education. So long as the average Indian home is what it is, so long as the influences brought to bear upon the Indian youth outside the precincts of the college are depressing intellectually, and even stifling morally, there will be serious defects in the products of our Universities. Let us, therefore, be careful not to ascribe to University education the defects that are directly traceable to other causes.

### *A Comparison.*

Having received my University education in England, having travelled widely in Europe and America and seen the working of the different Universities in the West, and having been a teacher in the three Government First Grade Colleges in this Presidency for more than fifteen years, I am in a position to compare the average Indian graduate with the average English graduate, and the comparison is by no means unfavourable to the former. That the standard of knowledge represented by our Indian examinations is not to be despised will be easily seen from the remarkable success that attends our young men when they go to Oxford or Cambridge to compete with the picked young men of England with all their superior advantages, due to enlightened homes and stimulating social environments. I fully admit that an English graduate is superior to an Indian graduate in general information; in what Matthew Arnold calls "openness to ideas," which is culture; in the ease with which he brings his knowledge to bear upon the different activities of life, and in other things that make him more useful as a member of society; but these excellences are due not so much to his University education as to other influences which supplement the training he receives in the Colleges.

I shall not touch upon the moral effects of higher education. Though higher education must not be regarded as the main factor affecting the inner life of the people, still the evidence that the Education Commission was able to obtain has proved beyond doubt that Western education is yielding fruit in rectitude of conduct, zeal in the performance of duty, and in a higher standard of public morality.

### *The real defects of University Education.*

There are, however, in my opinion, certain real defects in our Indian University system. The foremost defect seems to be the absence of freedom and elasticity, which prevents the teacher and the student from striking out new and independent lines. Everything is made to conform to a rigid system of examinations which are governed by a rigid system of syllabuses. The University binds fast the hands of the teacher and of the pupil, prescribing not only an arbitrary and multifarious group of subjects, but the actual text-books that should be taught in each. In England the public schools are allowed to develop along different lines, so that we find one school excelling in Classics, another in Mathematics, another in Science, another in Modern languages and so on; and this is possible because each school chooses to work according to different standards and different ideals. Even from the very same school pupils can appear for different examinations such as the London Matriculation, or the Oxford and Cambridge Local, or for the diploma of the College of Preceptors, &c. This is what I would like to see in India. I should like to see some high schools work for the London Matriculation, others for the Oxford and Cambridge Senior Local. The Madras University should recognize the examinations of other bodies corresponding to the Matriculation. I fear that in this matter of recognizing the examinations of other Universities the Madras University has followed neither a wise nor a liberal policy. This is a matter which, I trust, will engage the attention of the University Commission. This spirit of exclusiveness is again an indication of the policy of rigidity I have referred to above.

I am not sure whether the time has not come for us to consider whether the Matriculation Examination should not be superseded by some test less rigid and giving greater scope for freedom in the curricula. If the Government is going to institute a School Final Examination, it would not be worth while having another examination. If the Final School Examination is conducted by Inspecting officers it will be sufficiently elastic in its scope, and it may be substituted for the Matriculation. As it is, the Matriculation examination has become unwieldy, and the difficulty of ensuring the secrecy of the question papers within recent years has led to its being also discredited. The varying nature of the standard not only from year to year but also between one section of the candidates and another, according as their answer papers go to different examiners, has also contributed to make this examination very unpopular.

### *Necessity for Honour and Ordinary Courses.*

In order to make the courses for the higher examinations less rigid, I am strongly of opinion that the introduction of Honour and Ordinary courses for the B.A. degree is absolutely necessary. I am speaking with special reference to the Madras University; for some of the other Universities have already adopted this plan in some form or another. Some of the most eminent educationists in India are at one on this point (*vide* the article on "Universities: Actual and Ideal" in the *Calcutta Review*, October 1896; also Professor Selby's article in *East and West*, October 1901). The recognition of the distinction between the clever and the ordinary student, and the providing of separate courses of study for them, form two of the chief characteristics of Universities in the West, and it is this that has tended to the very best intellectual results. "If you take the ablest and least able of our Indian under-graduates and lump them all together in one class and proceed to lecture to them collectively, you must either fritter away the time of the more intelligent, by regulating your teaching by the capacity of the duller witted, or else you must be content to leave the slower minds behind entirely with the result of rendering their attendance in the classroom superfluous. In all probability if you have to face the problem practically, in the endeavour to strike a happy medium, you more or less fall into both errors, and at one and the same time succeed in boring your cleverer pupils and in effectually bewildering the more stupid." And, as unfortunately, in India, the merit of a professor is measured by the percentage of students he passes, the Indian school-master directs his attention more to the students of mediocre capacity than to the few really clever scholars he has. The *Pioneer* gave expression to an educational fact when it said: "In India the reputation of a College depends on its success in passing fools." I, therefore, think that *one of the most urgent reforms needed in the Madras University is*—and from what Professor Selby says in *East and West* this would seem to be the need of Bombay too—*a limited Pass course for average ability and an Honour course of quite a different kind for superior ability.*

In making this proposal I am fully aware of the practical difficulty that will have to be met by Colleges in providing the additional staff necessary for teaching several additional courses. But this difficulty should be no excuse for our University continuing the present unsatisfactory system. It is the University that must set up an ideal for the Colleges to follow. Moreover, the practical difficulty itself would be lessened considerably by allowing each College to concentrate its energies and resources on the subjects it is best able to teach.

### *Lighten the Burden of Examinations.*

As a further step necessary for making our University system more elastic, I would suggest the lessening the number of examinations and lightening their burden as well. If the Matriculation is abolished or if a School Final Examination takes its place, I would only have the F.A.—which might be made to correspond to the Previous or Little Go of the Cambridge University—and after that only the B.A. (Pass or Honour). Even the F.A., which I consider to be at present too severe a test—I should like to see made less comprehensive. For the B.A. Honour course I would encourage specialization, and for the pass course I would suggest two groups of subjects—one literary and another leaning to the scientific side, insisting of course on English in both the courses. I am speaking from a wide knowledge of the nature of examinations in European and American Universities, when I say that our examinations are far too comprehensive, as regards the mass and variety of matter taken up, and consequently far too severe. A great deal has been said about cramming; but surely when we burden our students with these examinations, hardly giving them any time to digest and assimilate what they learn; when we force young men of ordinary attainments into the same groove, which we expect the cleverest young men also to go through, and then complain of "cramming," we are acting most illogically. With "H. R. J.," in the *Calcutta Review*, I would advocate strongly the long vacation which is a well-known feature of Oxford and Cambridge. If no leisure be given to the mind to think, to understand and co-ordinate the knowledge it receives, a kind of mental dyspepsia is induced, and education

fails in its most important function, the cultivation of a vigorous intellect. The long vacation should be made an integral part of the University students' work.

*Specialize ! Specialize !! Specialize !!!*

The absence of facilities for specialization for the brighter class of Indian students with diverse capacities and natural differences in tastes is also one of greatest drawbacks in the present system. Specialization of study, the concentration of the intellect upon particular branches of knowledge—this is the chief feature of higher education in England; and, strange to say, this is the very feature that is lost sight of in University education in India. One of the chief functions of a University is to enable young men “to follow that line of study systematically to which their aptitudes directs them, under first-rate instruction;” but when the brightest young men are made to plod on with the dullest in getting up a multitude of subjects, which have no connection with each other, in each of which they are required to get a minimum “to pass,” we should not be surprised at the barrenness of results. I feel very strongly on this subject of specialization, for in the encouragement of this lies the future intellectual hope of India.

*Reform in the Constitution of the University.*

My personal experience as a Professor has naturally led me to dwell more on the subject of reform in the curricula of studies, but I have also a few words to say on the subject of reform in the constitution of the governing body of the University. The Senate, as it is constituted at present, is, I am afraid, a very unwieldy body. I am not against the exclusion of the non-educational element of the Senate. So far as my experience of the Madras Senate is concerned, the presence of the non-educational element it is that has chiefly maintained the spirit of independence and freedom of speech; but, at the same time, the inclusion of men, who take little or no interest in education, who do not attend its meetings regularly, even when they are residents of the city, and who have no academic culture, is a great anomaly; and the sooner such an element is eliminated the better it will be for the University. The distinction of Fellowship owing to the indiscriminate way it has been conferred, has come to be regarded as some complimentary title of distinction identical with that of Rao Bahadur or of Dewan Bahadur. The Senate, moreover, seems to have very little to do with the actual governing of the University; whilst the Syndicate, composed of eight members, has somehow come to have thrown on its shoulders the whole burden of the actual working of the machinery. The opinion is general that too much of the responsibility of the work of governing the University rests upon the Syndicate and too little upon the Senate; and hence the feeling of irritation that manifests itself so often in the Madras Senate regarding the usurpation of powers by the Syndicate. I understand that in Allahabad, the Director of Public Instruction and the Principals of all the more important Colleges have seats *ex-officio* on the Syndicate, and most of the Professors belong to the Faculty of Arts, the numbers of which are restricted so as to make it a genuine body of professional experts. I should like to see the Syndicate enlarged and the Senate at the same time given a more prominent part even in the executive work of the University. For example, I do not see why committees of the Senate should not be appointed to deal with such matters as the recommendation of exemptions, affiliation of Colleges, nomination of examiners, &c. The Syndicate, as constituted at present, is too small a body to do satisfactorily the manifold duties which somehow or other have devolved upon it. I admit that the Senate at present is something more than a consultative body, but, in order to bring it into greater touch with the University, and make its authority more real, it is absolutely necessary to entrust it with part of the work at least connected with the executive.

The different Boards of Studies are doing very little at present and they should also be utilized to a greater extent than hitherto. I do not think that there are any more competent bodies than these Boards of Studies for recommending examiners to the University.

*The University and the Affiliated Colleges.*

The bond between the University and the Affiliated Colleges should be made closer, by the appointment of Principals of First and Second Grade Col-

leges, as *ex-officio* members of the Senate. I am of course for concentrating the First Grade colleges in the leading cities, but flourishing Second Grade colleges may remain where they are. The rules of affiliation recently passed by the Senate, I am afraid, are more honored in the breach than in the observance. In order to ensure the closer connection between the University and the Colleges, these rules should be strictly enforced, and for this the appointment of a visiting officer is desirable. The Registrar may be deputed to do this work as he has so little to do during the time examinations are not going on. The post of Assistant Registrar should be revived.

#### *Is a Teaching University Possible?*

The question of a Teaching University is a very wide one. The example of London cannot be brought forward as an analogy; for, so long as the interests of existing Colleges in South India are so divergent—we have, for example, the Government *versus* the aided College, and the aided Missionary *versus* the aided Native—it would be impossible to unit the existing Colleges on a common teaching basis; but I do not see why there should not be established University Lectureships in the higher branches of study, the lecturers being chosen by the University from the leading Colleges. This will be not only a beginning in the direction of a Teaching University, but will also help to strengthen the bond between the University and Affiliated Colleges.

#### *University Examinations and the Public Service.*

In conclusion, I should like to say a word about University Examinations serving as qualifying tests for the Public service. It is the opinion of some that the time has come for severing the present bond between the University and the Public service. I think this would be a very serious mistake indeed. The evidence that was taken by the Education Commission, in 1882, was unanimous in the opinion that the higher tone of the Public service was entirely due to University men being admitted into the service. With all its imperfections the University standard of general qualification, as shown by the graduate, has proved of the highest value to the Government. If the University test of general qualification is given up, the Government will have to devise another test; and I do not think that any test that Government may devise will be superior to the University test. As it is, the Government requires even graduates to qualify specially for separate branches of its service, but as a general qualifying examination, the examination for the B.A. degree will always stand unrivalled. The Pass degree, I have suggested, may be made specially suited as a qualifying general test for entrance to the Public service.



## Mr. H. J. BHABHA, M.A.

*Written statement submitted to the Indian Universities' Commission by  
Mr. H. J. Bhabha, Inspector-General of Education in Mysore.*

### I.

"That it is desirable to enlarge the powers of the University so as to render the same capable of being a teaching and not merely an examining body."

In the absence of University Professors who are expected to make original research in their respective branches of study and to advance knowledge of all kinds, the teaching in Colleges is likely to become lifeless, and the Professors or Tutors of Colleges would have a tendency to become mere expounders of textbooks. The teaching of University Professors would set a standard of original research, besides that of fullness and accuracy, such as would stimulate the exertions and arouse the emulation of College tutors and lecturers. The time is come when the Indian Universities should become teaching as well as examining bodies. The influence of the University Professors would naturally be felt most at the seat of the University, but would extend more or less to the mofussil Colleges also. The large cash balances at the disposal of the University of Madras cannot be better used than in paying Professors of established reputation to deliver courses of lectures open to all students of the University. The Professors should be perfectly free to choose their own subject or mode of treatment. The establishment of a large Library open to all members of the University is a need that must be supplied, if the University is to fulfil its functions as a teaching body.

### II.

"That suitable regulations should be made for the election of Fellows."

I would submit for consideration some such rules for the appointment of Fellows as the following :—

"The following persons shall be Fellows of the University, namely :

(a) All persons for the time being holding such offices under the Government as the Local Government may specify by notification. (The list of such *ex-officio* Fellows should include (1) the heads of three First Grade Arts Colleges in the city of Madras, (2) the heads of three First Grade Arts Colleges in the mofussil, (3) the heads of the Government Colleges of Law, Medicine and Engineering at Madras, (4) the Director of Public Instruction of Madras, the Inspector of Schools, Central Circle, the heads of the Educational Departments of Mysore, Hyderabad and Travancore.)

(b) Persons whom the Chancellor may from time to time appoint by name as being benefactors of the University or persons distinguished for attainments in Literature, Science and Arts, or for services to the cause of education.

(c) Two persons who shall each be nominated by two Fellows and elected by the votes of graduates of the University of not less than ten years' standing.

(d) Such other persons as may be proposed by two Fellows and elected by the Senate of the University.

Provided that the total number appointed under sections (c) and (d) shall not together exceed the number of those appointed in any year by the Chancellor under section (b)."

### III.

"That the constitution and powers of the Syndicate should be placed on a statutory basis."

I would increase the number of members of the Syndicate of the Madras University to twenty, of whom the Vice-Chancellor will be *ex-officio* President,

three will be heads of First Grade Arts Colleges in Madras to be named specifically, three heads of First Grade Arts Colleges in the mofussil within about twelve hours' railway journey from Madras to be appointed by the Chancellor, three elected by the Faculty of Medicine, three elected by the Faculty of Law, three elected by the Faculty of Engineering, and four elected by the Senate after the results of the previously named elections are known.

The University should pay the travelling expenses of such members of the Syndicate as do not reside in Madras.

The duties and powers of the Syndicate may be defined by statute, but it should remain subordinate and be responsible to the Senate as the Executive Committee of the Senate.

#### IV.

"That the University should be empowered and encouraged to exercise a closer supervision than is at present possible over affiliated Colleges with a view to the maintenance of the standard of teaching and discipline in such Colleges."

I submit that the University should be empowered to appoint Proctors, whose chief duties should be to help in looking after the conduct and maintaining the discipline of students in the Colleges of Madras, and to see by periodical visits that similar duties are satisfactorily performed by officers to be called Pro-Proctors appointed for each of the First Grade Colleges in the mofussil, who should be subordinate to the Proctors. It should be one of the conditions of affiliation that every First Grade College should maintain one or more Pro-Proctors. It should also be a condition of affiliation that every First Grade College should maintain one or more hostels in which students not residing with their parents or guardians should be compelled to lodge. These hostels should be placed not only under paid managers or superintendents, but also under one or more resident tutors, who should reside in the hostels or in their close neighbourhood, and whose duty it should be to supervise the conduct of the students residing in the hostels, to watch over the sanitary and other arrangements made for the comforts of the students, and to guide the students by their advice in all matters relating to social life in the hostels.

Hostels may be supplemented by licensed lodging houses that satisfy the conditions of sanitary arrangements and wholesome discipline, the Pro-Proctors being made responsible to a certain extent for the public conduct of students outside the hostels and lodging houses, and being invested with a certain amount of authority over both hostels and lodging houses.

The Principal and Professors of a First Grade College should be provided with residential quarters close to the College and its hostel, and they should consider it a part of their duties to mix with the students as far as possible out of the lecture room, on the play ground, in literary or debating societies, and in occasional reunions. The honour of attending a social gathering at the house of the Principal or a Professor should be extended to the senior students and all Fellow-Commoners when the latter class comes into existence. At such gatherings an insight should be given into the pure and refined home life of English gentlemen and ladies, the ladies especially contributing largely to the pleasures and elevating influences of such gatherings. The Principal and Professors should be imbued with an enthusiastic desire of cultivating intimate acquaintance with their pupils, of drawing out what is best in the Indian character, of repressing and rebuking sternly all tendencies to meanness and untruthfulness, of supplementing the milder virtues of obedience, modesty and gratefulness in their students by the sterner qualities of manliness, perfect candour, moral courage and self-respect which characterise an English gentleman. I lay great stress on the necessity and usefulness of intercourse out of the lecture room between Professors and students. By such intercourse the Professors could get an insight into the character of the students which no amount of contact in the lecture room alone can give, while the most promising youth of the country would have an opportunity, which is rare in after-life except in the Presidency-towns, of understanding the character of English gentlemen, and appreciating and imitating their many virtues in which they themselves are deficient. In making

such intercourse fruitful of the best results, it is hardly necessary to state that great care should be taken in selecting Professors of lofty aims and character, who should be incapable of stooping to mean acts or language, to ungenerous and narrow-minded criticisms of rival colleges or teachers, or of public men and their motives. The facilities afforded to the best youth of India of understanding the character of their rulers at the most impressionable period of their lifetime, as well as to the Professors to study the character of Indian youth with all its limitations and deficiencies as well as its characteristic points of excellence, cannot but be of supreme importance to both the rulers and the ruled in India. I believe that in founding the Aligarh College and making it a self-contained colony, it was one of Sir Syed Ahmed's aims to bring about a close intercourse between the European Professors and Muhammadan pupils, which, so far as I know, has produced the happiest results in elevating the character of the Aligarh boys and in enabling a band of enthusiastic English teachers to understand the merits and deficiencies of the character of young Muhammadans.

For the maintenance of a high standard of teaching, the best graduates of Oxford and Cambridge who have had previous experience in teaching in England should be employed as Principals and Professors as far as possible. At present the great defect in most of the Arts Colleges is the small number of Professors, who find it impossible to bestow individual attention on their pupils. Essay-writing has been too often neglected or perfunctorily attended to. It is not possible for the Professor of English to examine all the weekly essays of more than one class. Other Professors might help in correcting the essays of the remaining classes. The number of English Professors should, however, be increased and their work should be shared by Fellows and Tutors. The best graduates of each College should be appointed Fellows for three to five years after they take their degree. They should hold their Fellowships on condition of continuing their studies for the M.A. Degree Examination and also helping in the teaching of the F.A. classes, especially the Junior F.A. class. They should not be overburdened with teaching work. About five lectures a week and the correcting of the essays of the Junior and Senior F.A. classes should be all that should be expected of them. At the same time they should receive guidance and help in their own studies. The system of Fellowships has worked satisfactorily in Bombay, but the number of Fellowships attached to each College is small. If a sufficient number of Fellows are attached to each College, the tutorial system may be adopted, and each student, especially in the first two years of study after Matriculation, may be attached to a tutor who would guide him in his studies and look after his conduct and character. If tutorial fees apart from college fees are charged, the tutorial fees would pay for the Fellowships. For the B.A. classes the Professors of the College should as far as possible perform tutorial duties.

Another condition of affiliation should be the existence of a playground attached to the College and a Gymnasium and of clubs for out-door sports. The formation of literary, historical and debating societies under the guidance of the Professors should also be a condition of affiliation.

Another direction in which the discipline and social life of a College can be improved is the institution of a class of Fellow-Commoners. There are at present students of several communities like Parsis, Jews, Muhammadans, Native Christians, &c., who have little or no objection to dine together. For these, if they pay adequate fees, a common dining hall with residential rooms close to the College lecture rooms and library may be provided. They would really take the place of Commoners in English Colleges, but would be distinguished from the students residing in the hostels and lodging houses. One College at least in every Presidency-town should provide accommodation for this superior class of Commoners.

A weekly moral discourse on the plan of Mr. Chester Maonaghten's lectures may be organised for the benefit of all students.

The number of lectures a week for the B.A. classes should not exceed 15 and that for the F.A. classes 20. Students should be made to rely more on their own work than the notes of their Professors. No Professor teaching the B.A. and M.A. classes should lecture for more than ten hours a week.

I would prefer a smaller number of well-equipped and well-managed First Grade Colleges to the present number. The greater part of the increased cost of an improved system of higher education must necessarily fall on the Government in India, where endowments are small and rare. Increased expenditure, however, from the State funds on higher education is from every point of view justifiable. At the same time the rates of fees should be raised in Colleges which afford special advantages and conveniences. Even at the risk of diminishing the number of College students I would improve the standard of teaching and discipline.

### V.

"That there is a tendency of University Examinations to lower the aims and pervert the methods of education in Colleges, and that the courses of study now prescribed should therefore be passed under review."

The first change necessary seems to me to render the F.A. Examination a more efficient test of the knowledge of English, by increasing the severity of the English portion of the Examination, prescribing modern English works for study and setting a three-hour essay paper, and another in paraphrase, letter-writing and translation. Every candidate should pass in each of the two last-named papers separately. In the essay paper half the total marks should be assigned to correct grammar and idiom, and no credit should be given to a candidate who fails to obtain one-third of the marks allotted for correct grammar and idiom.

After the F.A. Examination I would have one course for the ordinary B.A. Degree and another for the Honours Degree. The course for the ordinary B.A. Degree should give a wide choice of subjects, so that students of ordinary abilities may not find it difficult to suit themselves. One or two Colleges at the Presidency-town at least may teach only for the Honours course. I would not have minute syllabuses for the different subjects, as they lessen the freedom of teaching and encourage cram, but only general descriptions of subjects and lists of authors recommended. Original thought and freedom of learning should be encouraged as much as possible. In the Honours course I would not have English and a Second language compulsory for all candidates as at present, but allow candidates to pass in one branch alone, English and a Classical language being prescribed as the sixth branch in addition to the present five branches.

The summer vacation should last for not less than nine weeks and may extend to three months. The University Examinations should be held in the month of November, so that Colleges may resume full work immediately after Christmas.

The teaching of old Vernacular literature by Pandits for the University Examinations has always appeared to me of very doubtful utility. I would substitute a classical language and literature for a vernacular language and literature wherever the latter are prescribed.

H. J. BHABHA,

Inspector-General of Education  
in Mysore.

*Bangalore, 16th February 1902.*

Mr. L. D. SWAMIKANNU PILLAI, M.A., B.L. (Madras),  
LL.B. (London).

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*Written statement submitted before the Indian Universities' Commission  
on the 25th February 1902.*

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I am not now directly engaged in educational work, though I was a lecturer for five years, *i.e.* from 1883—1887, at St. Joseph's College, Trichinopoly. I have served as an Examiner to the University for several years in Latin and more recently in French. I have been a Fellow of the University for two years. Moreover, in my official capacity I see a good deal of our graduates after they have taken their degrees and entered the public offices.

2. As one of the few Indian graduates of the University who have taken an advanced degree in Latin and one of the still smaller number who know French, I wish to bring to the notice of the Commission the desirability of encouraging linguistic studies as a regular part of the University course. It is not at present open to a student to bring up more than a single language besides English at the Matriculation, F.A., or B.A. Examination. He might no doubt spend an extra year at College and pass the B.A. Degree Examination in a third language: but few students can afford to do this. Even the study of a single second language, supposing it happens to be Latin or Greek, is not carried to the requisite standard of proficiency. Owing to the circumstance that Latin and Greek are not accorded a higher place than Tamil or Telugu as second languages, those students who have selected either of the classical languages devote to it about as much time as and not more than others who have selected Tamil or Telugu give to either of those languages.

The result is that in the few cases where Latin is studied—Greek is not studied at all except by one or two occasionally—the level of attainment is very low: and as only one of the classical languages can be studied for the B.A. Degree, there are properly speaking no classical studies for *Literæ Humaniores* in this University in the sense in which these expressions are understood in Europe. The older Universities of Great Britain as well as the University of London have made adequate provision for those students who wish to obtain a thorough knowledge of the classical languages, and it is also open to the ex-students of those Universities to prosecute simultaneously a study of the classical and of two or three of the modern languages of Europe. There are obvious and decided advantages in such a combination. It is a well known fact that some students who display a considerable taste for language studies possess none for, nay evince the greatest possible aversion to, Mathematics for instance. Nor is this feeling peculiar to a section of the Indian student-population, it being a well known fact that many scholars and men of culture in all countries find themselves in the same predicament. There is no reason why the University of Madras should not, like the London University, make separate provision for this description of students, just as it has done for students with a decidedly mathematical or scientific turn of mind.

3. If separate provision is made for language-studies in the B.A. curriculum, the F.A. curriculum also will need to be modified somewhat in the same direction. A student who takes up two, three or four languages for the B.A. Degree in addition to English cannot make a complete study of them in the two years allowed him after the F.A. Examination. He must commence his study of all the languages some time before he matriculates and he must pursue these studies concurrently after Matriculation. If he does this, he can have little time for any severe mathematical study after Matriculation, and supposing such a study is forced on him against his inclination, very little good will result from it. In the London University a student for the Intermediate

Examination in Arts who takes up English, Latin or Greek and another language besides is only required to study in addition *either* Mathematics or Logic. For the B.A. Degree Examination in the same University, such a student is expected to confine himself to four languages at most and is not required, perhaps he is not expected, to bring up Logic, Mathematics or Natural Science. These regulations are very reasonable and something similar should be provided for in the Madras University. I think also provision should be made for Honours Examinations in Languages as well as in Mathematics and Natural Science. The present M.A. Examination will be a suitable Honours Examination if it is made possible to carry on to that Examination the same description of language study as I have recommended for the B.A. Degree Examination.

4. It has been said that Tamil and Telugu rank equally in the public estimation with the classical languages and also that English ought to be the only classical language for India. With all respect for such opinions I must say that the mental discipline, which is the most valuable result of a good classical education, is not a part or a necessary feature of the study of the Dravidian languages as at present prescribed. As regards English, although a careful study of it is by itself a no inconsiderable half of a liberal education, still even to perfect this study, if for no other purpose, a knowledge of the classical languages is essential. I have heard it repeatedly said that Indians are not capable of entering thoroughly into the spirit of English Literature or of expounding it properly to their countrymen because of their lack of classical knowledge, and I wish this want was attended to more than it is in the regulation of our University studies. Another consideration pertinent to the present subject is that it is desirable to have at least as many graduates well equipped for the prosecution of original research in the department of languages—a field of vast interest at the present moment and particularly in this country—as there are graduates equipped for researches in Mathematics, Physical Science and Natural History.

To equalize to some extent the labour entailed by the study of second languages, I would recommend that a student electing to be examined for B.A. in any of the Dravidian languages should be required to bring up two of them. At present a student bringing up a single vernacular, generally his own, secures a comparatively easy pass and has an undue advantage over a student who takes up a classical language. If two vernaculars were taken, there would be a guarantee that at least one language other than his mother-tongue was studied by each candidate. Such a combination would also be useful to persons intending to enter the Public Service, for the higher posts of which a knowledge of two vernaculars is usually considered necessary.

To sum up: in the first place the present second language is wedged in somewhat awkwardly into the scheme of the B.A. Degree Examination. Only one language can be taken at a time, whether it happens to be a vernacular or a classical language; but even this single language is not studied sufficiently owing to the fact that more time has necessarily to be devoted to English and the selected Science. The greatest defect in the present scheme, however, so far as the second language is concerned, is that a student wishing to combine Latin with Greek, or both with one or two modern languages—combinations which are allowed everywhere in Europe and are very desirable in this country—may not at present do so. I would therefore recommend that greater latitude be allowed than is done at present in the selection of second languages for the Degree Examination. Secondly, I consider that students taking up a second language should have less of Science, and that the portion of the present Science groups to be studied by them should be regulated with reference to the extra linguistic study imposed on them. Students taking up a sufficient number of languages in addition to English—three, if no vernacular is included, and four, if vernaculars are included, of which there must then be at least two—might be exempted altogether, as they would be in the London University, from bringing up any Science subject. Again, a student bringing up English and no other language might be required to take up in addition either one of the advanced Science groups in the curriculum proposed by the B. S. C. Committee, or an analogous group in the subjects of History, Philosophy and Economics.

In this connection I would suggest that the opportunity be taken to prescribe for the Degree Examination a higher standard of English than at present and to require candidates to show their acquaintance at first hand with the productions of at least one of the great periods of modern English Literature. The present standard in English Literature is not satisfactory. It is generally understood to mean the study of a text book of English Literature with selected specimens of English authors, which latter are studied much in the same way both for the F.A. and for the B.A. Examinations, *i.e.* with the help of notes, standard commentaries, &c., but without any intelligent attempt to grasp the relation of an author to his period and his position in literature. No change has been made for over twenty years in the standard prescribed in English Literature for the B.A. Examination.

With more of English it should be feasible, without lowering the B.A. standard, to dispense with the present unsatisfactory test in a second language as a necessary part of the B.A. Degree Examination.

L. D. SWAMIKANNU.





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## UNIVERSITY COMMISSION.

### OMISSIONS.

[A.B.—*Travancore view* = those of the *Travancore Professors generally*.]

*Meetings of Senate*.—Larger number of statutory meetings to be held at times convenient to the majority of the Fellows, *e.g.*, in vacations. Agree with Stone—vexatious adjournments. Morning meetings should be held on Saturdays. As few as possible exceptional meetings.

*University Teaching*.—Selection of text-books, methods—*Examining*.

*Law*.—Text-books often unsatisfactory, *e.g.*, Moyle's Justinian, trans. plus the notes. Notes mainly Latin, students ignorant of Latin. Hence unnecessary and inaccurate quotations.

*F.L.* (say 1897) : " Mancipatio [omne quod geritur per aes et libram] "  
is put in *F.L.* paper

" Omne quo geritur per eas et librum."

Too ambitious a course : ignorance of students.

*B.L.* (say 1897 or 1898) in Real Property :

" *Feudalism was introduced by William the Conqueror in the year*"

1100 and something " *at a time when there was a fear of a Dutch invasion.*"

*L.T.*—Text-books employed often quite insufficient. Students seldom show thorough reading.

*Examination, Theoretical*, often little but a farce. Worship of percentages. Examiners' marks raised in spite of protest. Examiners not specialists in the papers they set. Cf. illustrations, *L.T.* papers, 1897.

*Practical*. Much better and really useful, though standard maintained is too low for a teacher's degree. Cf. Leipzig.

Large numbers, say two-thirds, of those who pass the theoretical fail to pass practical. Some candidates are old friends and come up over and over again. They might be stopped for some years. Percentages here too.

*University teaching and examining continued*.—Standard in different branches very unequal.

*Arts—M.A. and B.A. English* :—

*M.A.* 5 or 6 candidates. No attempt to deal with questions on literary criticism : no guidance in reading : too little work.

*B.A.* 915 candidates. Disparity implies (1) lack of interest.

(2) lack of knowledge.

*B.A.* English students clearly unfit for the work and shockingly unprepared. Most of them should not have passed the *F.A.*, some should not have passed Matriculation. About 50 per cent. ploughed : too lenient on the papers.

*Scott: Bride of Lammermoor*.—Easy paper. Scot ; Ravenswood spelt Ravenshood frequently ; Dalrymple spelt Darlymple by a large number of students. Craigengelt spelt Craigenquilt !!

General spelling very bad, sequence of tenses almost always wrong, writing bad and sometimes dirty.

General poverty of ideas and lack of understanding.

*Superficial area* rather than *depth*. Don't intend to examine again in English.

*Method of teaching* apparently bad or classes too big and students of too low a standard. The best students can generally work for themselves. Scott's novels not always suitable : dialect takes too much time as compared with construction. Why not Thackeray ; if novels at all ?

The standard of answering expected in English Composition should be very considerably raised, and no one who cannot write simple but good idiomatic English should pass, however much he gets in texts. Lower proportionate marks should be allowed to text-books, notes on which are often crammed.

*Classical Languages.*—Latin, Greek, Sanskrit, etc.—

Scope and standard of examination in *Latin and in Sanskrit* generally believed very low, especially in Sanskrit. Cf. pass percentages. Difficulty of getting a really good pandit to teach under western conditions—his *puja*; sometimes knows English and even English books and other European languages, but is ashamed of his pronunciation.

Pandits beginning to apply western methods. Little demand for really advanced work and no encouragement. Sanskrit colleges, temples, mutts, etc., should be encouraged or made to do their duty.

*Greek* excellent if it is studied.

Boards of Studies will not even prescribe good translations of Greek classics as English texts.

Classical languages should be alternative to Science or to English, *i.e.*, any two of present three branches quite enough if the standard be raised.

M.A. to be considerably raised in standard in these languages.

*Vernaculars.*—

B.A. examination standard very low. Cf. pass percentages. Neither useful intellectually or morally or in every day life. Unsuitable and uninteresting to B.A. students, who always try to avoid the vernacular hour. Think they are right.

Local Vernacular instruction should certainly stop with F.A. The best graduates and students think so—*Travancore College view*.

M.A. not to be given in *one* vernacular, perhaps not in vernacular at all.

In Travancore the V and VI forms of Vernacular High Schools are reading the B.A. Malayalam texts.

*Science Branches* —

*Mathematics, Physics and Chemistry.*—Short memoranda by Drs. Mitchell and Bishop to come in later.

*M.A.*—There should be no syllabus but a large choice of subjects, and in subjects presented the candidates should be liable for everything known on the subject, anyhow for everything published in English.

Mathematical and Chemistry examination standards fairly good. Physics examination standard very low. B.A. questions often set in M.A. papers. Why so? Cf. papers set in 1901.

*B.A.—Mathematics.*—Standard of teaching not up to standard of examining: meaning of mathematical expressions not brought out: more book-work and problems.

*Physics.*—Standard both of teaching and examining low—mainly book-work; candidates often show gross ignorance even of the elements of the subject, especially in cases where knowledge of apparatus is needed. Why?

*Chemistry.*—Standard of both high, but Board of Examiners small and has men of very different views. Madras and Trivandrum. Difficulty of getting more men of the proper kind.

*Mental and Moral Science.*—Standard of this subject believed to be the lowest of all science branches, both in teaching and examining, though the subject is peculiarly attractive to Hindu students.

*F.A.*—General defects. Why?

*History and Economics.*—Teaching and examining fairly satisfactory for B.A., but quite unsatisfactory for M.A., particularly bad in Indian History.

*M.A.*—Few of the examiners are really specialists and few of them make up the authorities sufficiently. Some examiners do not seem to have read even such authorities as can now be had in English. Some times examiners are put

on the Board though they have not high enough academic qualifications or adequate knowledge to enable them to set papers that would bring out a good candidate's reading and grasp of the subject. Questions set sometimes show lack of knowledge of the period, or lack of judgment in examining. No specialists for the dissertation.

Still the degree is a good one and corresponds roughly to an honours degree at a good university at home. Requires a dissertation showing original work. Dissertations vary greatly in quality. Students generally pass in third class.

Not yet enough opening in college education to induce first-class B.A.'s to study for M.A. They prefer the Law or the Provincial or Indian Civil Service. Salaries offered are not enough for good Hindu scholars.

Am opposed to regular lecturing for the M.A. until the inter-collegiate system has been working for some time for fear of lowering the standard.

What is needed is more life in the Board of Studies, so that students may get the best books prescribed and some suggestions as to further reading.

Books set in Economics show either ignorance or a strange lack of judgment, or a desire to lower the standard. There are several good economists in Madras City, so there is no excuse for the subject not being duly represented on the Board of Studies. It is doubtful whether any member of the Board has a European or good Indian qualification in Economics. Why is this?

Hindu students if properly taught show a quite remarkable interest in Economics, and have often an excellent grasp of the subject in the B.A. classes. In the M.A. papers the knowledge and grasp of candidates are often inferior to those of B.A. candidates.

Good libraries most important.

*B.A.*—An excellent course fairly well taught, but needs improvements, *e.g.*,

Shorter periods and a higher standard in European History,

An up-to-date syllabus in Economics,

Do. do in Political Science,

Proper use of authorities available in English,

Much more attention to Indian History.

A I class in History and English can get a I in the History Tripos two years later at Cambridge.

*B.A. Examinations.*—In general, the I class level is good enough, but the III class is much too low in standard. A I class B.A. is usually far above a III class M.A. both in knowledge and power, II class unsatisfactory being variable. Sometimes only two pass in the I class, sometimes 6 out of 200, probably owing to variation of standard. Standard has steadily risen, especially in Economics and Political Science since 1895, or 1896, owing to strength of Board of Examiners. Doubtful whether this is being maintained. Not enough attention paid to qualifications of examiners. Dangers of patronage in the hands of a Syndicate on which the subject is not represented, or the feeling may arise that the standard should be lowered.

Conflict of interests apt to impair efficiency of examinations. Few specialists on the syndicate.

Many men take examinerships only from—

(1) a sense of duty ;

(2) a sense of poverty.

Salary of a European honours graduate professor in Southern India about R350 to R400 in Native colleges, usually slightly higher in Mission colleges. Work of examining very thankless drudgery. English examining the heaviest in amount, and if properly done—which is doubtful—the most difficult and the dullest.

In favour of more sub-division of papers.

*F.A.*—Examination excellent in scope but very unsatisfactory in standard, owing probably to—

- (1) low standard of *F.A.* teaching;
- (2) great difference in capacity and acquirements of *F.A.* students;
- (3) large numbers entering;
- (4) division of answer books in one subject among several examiners, with often great difference in personal estimate, *e.g.*,—

*F.A. History, 1897, December.*

	Per cent.
Allen (Presidency College) ploughed . . .	67
Lepper (Pachaiyappa's College) ploughed . . .	49.3
Sturge (His Highness the Nizam's) ploughed . . .	33.9 but said to have been specially lenient believing paper difficult in consideration of nature of text-books prescribed.
Kellet (Christian College) ploughed . . .	32.9 (good centres).
Nelson (Law College) ploughed . . .	21.3 ( „ „ ).
Morrison (Court of Wards) . . .	11.9 (Specialist Economics).

Eventually by a considerable levelling up and levelling down the personal equation was to some extent eliminated, but Allen and Lepper were both averse to altering their marks and only did so after a meeting of the Board.

The Chairman (Kellet) one of the most efficient in the university.

- (5) Division of passed candidates into *two* classes insufficient; should be divided into three at least, and those passing in lowest class not allowed to proceed to *B.A.*, but made eligible for Government posts.

Travancore view.

- (a) Trigonometry only might be dropped.
- (b) Scope of the classical and vernacular languages widened, so that vernacular education may stop here.
- (c) Quality of English composition improved and mark value of it raised as compared with text-book, no candidate to pass unless he can spell all ordinary English words, including proper names in his different subjects, and write grammatical English.
- (d) Better answering in other subjects required.

A considerable number of students pass the *F.A.* who are unfit for *B.A.* work and are quite unscholarly in mind.

*Matriculation.*—General course and scope good, but standard of answering very low.

About 12 per cent. of the passed Matriculates are found unfit for the *F.A.* classes. Shows all the evils of wholesale examinations in India.

Standard in English composition should be considerably raised, and raised too in all other subjects but to a less degree.

The aim should be not so much to add more to the subjects prescribed, but to insist upon a more real knowledge of what is already prescribed.

A question of securing efficiency in High Schools: Matriculation cannot possibly be left to separate colleges without lowering *F.A.* classes, still further conflict of interests here: those who want souls to save, and those who want minds to develop.

Selection examinations a grave scandal. True remedy already suggested in part—strict promotions, Government or District Examination for IV form, and careful inspection of High Schools.

Passed candidates to be divided into *three* classes under same conditions as F.A.

Approve of such an age-limit as sixteen, though it might be slightly difficult to enforce. Students often try to make out they are *younger*, but seldom *older* than they are, *e.g.*, for junior foot-ball matches.

Ages can be traced in registers.

Answer on "*Edmund Burke*."

*Theology*.—We are not far enough for Comparative Theology. Comparisons, in present circumstances, would be more than usually odious.

*Affiliated Colleges*.—Desire examination at length on paragraph 13 particularly on—

- (1) the general nature of the students of the Madras University and the value of their education ;
- (2) the nature and peculiarities of Native endowed colleges and prospects and methods of improvement ;
- (3) the fee question.

On these matters, particularly (2) and (3) can supply the Commission with the results of special experience likely to be of material importance.

R. S. LEPPER.





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**Memorandum submitted to the Indian Universities  
Commission by Mr. P. Sivasami Aiyar, B.A., Member  
of the Faculty of Law.**

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*22nd February 1902.*

The first point suggested for consideration is the expediency of making the University a teaching body and amending the provisions of the Act of Incorporation so as to make it clear that the University is to be a teaching body. The preamble to Act XXVII of 1857 states the object of the University to be to ascertain by means of examination the persons who have acquired proficiency in different branches of Literature, Science and Art and to reward them by academical degrees as evidence of their respective attainments and marks of honour proportioned thereunto. The aim of the University as set forth in this Act might have represented all that was considered feasible at the time the Act was passed. But it cannot be considered to be a true or adequate ideal of the functions of a University. There cannot be much difference of opinion as to what the ideal of a University should be. A University is essentially a place of teaching to which students from all quarters may resort for all kinds of knowledge. It should not merely provide for the intellectual education of the students, but must inspire them with higher ideals of life and conduct, infuse into them a spirit of culture and enthusiasm in the pursuit of knowledge and must create and maintain a consciousness of membership in a corporate whole. There can be no question as to the necessity of bearing this ideal in mind in any question of University reform or as to the desirability of including it among the objects of the University as defined by Statute. The more important question, however, is whether it is now possible to render our University a teaching body, and if it is not, what steps may now be taken in view of such a consummation at a future date. As regards the feasibility of the ideal, it is entirely a question of money. Given the necessary funds, there will not be much difficulty in starting or maintaining a University equipped on the lines of the older English Universities. In his speech at the Educational Conference at Simla, His Excellency the Viceroy observed that Indian environments are unsuited to an Indian Oxford or Cambridge, and that even if a University came into existence, the students would not be forthcoming. This apprehension is unfounded. If the Government sincerely desires to advance the cause of University education and place it on a sound basis and is prepared to give practical proof of such desire by incurring the necessary expenditure, no difficulty will be experienced in attracting students. The University should be established in a place which, while it possesses the advantage of vicinity to the Metropolis, is yet sufficiently removed to be free from the distraction of a town life, which would be pervaded by an atmosphere of learning and culture, and which would possess healthy, moral and physical surroundings. It would imply the creation of a number of colleges surrounding the central institution and the outlay required will be very large, though not disproportionate to the benefits to be derived by the country. If the ideal of a University is to be realized in the near future, it can only be brought about by Government endowment. It is of no use to compare this country with England and to lay down that the promotion of University education must be left to the munificence of private benefactors. So far as this Presidency at any rate is concerned, the educated classes who appreciate the benefits of a University are not opulent enough to be able to provide the necessary funds for the purpose. The cost will therefore have to be borne almost wholly by the Government. If the Government should think of establishing a University it would not be necessary to endow (in the sense of bearing the whole cost) more Universities than one for each Presidency. If the people are able to start for themselves well-equipped Universities in different parts of the Presidency they may be allowed to do so. Till then, the University which will be endowed by the

Government will be the only University in the proper sense of the term to which students can resort, and it may be desirable to compel students desirous of obtaining degrees to resort to this University and to refuse to recognise residence or study at colleges not forming part of the University. But until the time arrives when a central University with a group of colleges surrounding it comes into existence, it will be neither desirable nor expedient to do anything which will affect the usefulness, popularity or influence of any one of the colleges in Madras or in the mofussil. Besides the question of cost, there are other difficulties likely to be encountered in the creation of a true University. A city of distances like Madras is unsuitable for the formation of a University and the location of the University at some other place within easy distance of Madras would involve the abolition or removal of the colleges now existing in the Presidency town, and though it is perhaps possible that the private agencies in charge of many of the colleges might be subsidised to enable them to transfer their operations to the situation of the proposed University, serious opposition may be met from these agencies. The opposition would not be insurmountable, but it would require a liberal expenditure of money to overcome it. As, however, the Government is likely to require all the money it can spare for military expenditure, famine and other purposes of a more pressing character, it may be too much to expect the Government to spare the funds required for the advancement of University education. While the prospect of the University being in a position to discharge its proper functions appears to be distant, it would not be correct to assume that the University does nothing at present to encourage efficiency of teaching. By means of the examinations which it holds and by the control which it is in a position to exercise over the affiliated colleges, the University can, and does, influence the courses and methods of teaching to a very large extent. While the affiliated colleges are not part of the University in the sense that they are as a matter of right represented on the governing body and are not members of a corporate whole, they are practically bound to conform to the regulations that may be prescribed by the University. The professors and teachers in these colleges have to be, and many of them are, men of high attainments and abilities. Very useful work is being done by many of these gentlemen and it would be unjust to depreciate their labours. The value to the average undergraduate of the direct teaching of a University professoriate is liable to be exaggerated. I have been told by some of my friends who have knowledge of University life in Oxford or Cambridge that though the teaching work of the University professors is of a very high order, it is ordinarily above the capacity of the ordinary undergraduate and that the teaching which really benefits and influences the large mass of undergraduates is the teaching in the colleges. The higher kind of teaching of the University professors will stimulate a few of the most intelligent students to devote themselves to original thought or research and may thus be of great value to the country. It might be possible to inaugurate a central institution in Madras for teaching students for the more advanced degrees. Even this institution will involve a large outlay in providing for laboratories, libraries, museums and the maintenance of a suitable staff of professors. The experiment may be attended with success, but the immediate benefits of it will be confined to a very small circle of the most intelligent students. If it is desirable that the benefits of University education should be extended and diffused, if it is desirable to create a general feeling of fellowship among the *alumni* and of attachment and loyalty to the University, the end in view cannot be achieved by an institution intended only for a very select few. While the establishment of such an institution would not justify us in flattering ourselves with the belief that we have got a true University, it would be a step in the right direction. The danger of multiplying institutions which are fixtures in the city of Madras and which are likely to stand in the way of the establishment of a central University outside the Presidency town may be forgotten in view of the slender chances of the ideal being realized in the near future. While it might be impracticable to provide a University life or atmosphere for the benefit of the hosts of students who throng to the University, it would be possible for the University with the help of the Government to promote in various ways a thirst for advanced courses of learning and a love of original research. The University may establish a number of *Research Fellowships* in the different



branches of Physical and Natural Science which might be attached to the Presidency College or any other College which happens to possess the necessary appliances and facilities. Such Fellowships might be made tenable for a period of five years and might be awarded to distinguished students who have given promise of aptitude for original work. The Fellowships ought to carry a stipend of about Rs. 100 per mensem. Some of them should, like the *Craven Fellowship* in Oxford, carry with them the obligation of travelling to and residing in European Universities. Fellowships which impose this obligation should carry a higher stipend, say £ 200 per annum. The *Research Fellows* may also be required occasionally to deliver courses of lectures at the University and may be permitted to receive in whole or in part the fees which may be levied for such lectures. Post-graduate courses may also be arranged by the University for the higher examinations and a number of scholarships may be awarded by the University every year to enable a select number of students to prosecute advanced courses of study. In this connection the system of linked lectures mentioned by His Excellency the Viceroy might be brought into existence and professors of different colleges might with advantage be invited to deliver courses of lectures on their special subjects to students desirous of going through a post-graduate course.

While it is expedient to provide for the appointment of University professors and lecturers to be paid for by the University, I have serious objection to the preparation of a list of recognised teachers by the University and the imposition of an obligation upon all affiliated colleges to employ none but such recognised teachers. I have no objection to the University prescribing generally that the teaching staff of affiliated colleges should possess certain qualifications. The rules of affiliation adopted by the University enable it to exercise supervision in this matter ; and if it is found that the qualifications of any member or members of the teaching staff of a college are not up to the mark, the University may bring pressure to bear upon the college in question to employ more suitable men. But it is unnecessary and inexpedient for the University to undertake the preparation of a list of qualified teachers and to restrict the choice of managers of institutions to persons mentioned in these lists. I do not believe that the selection of the individuals to be included in the list will never be influenced by personal considerations and that the selection must necessarily be wiser than the selection by the managers.

Another important reform which is necessary and feasible is in regard to the appointment of professors in the Government Colleges. The conditions of service, of pay and promotion that now obtain in these institutions involve the frequent change of professors and of the same professor from one subject to another. Such change cannot but have a detrimental effect upon the efficiency of the teaching. A yet more important departure is necessary in regard to the selection and appointment of professors. In selecting men for the professorships, care should be taken to appoint men who have done original work, or have at least given proof of capacity for such work, and they should be appointed on the understanding that they are expected to devote themselves to original work as well as teaching. About 20 years ago the professors of the Colleges used to work for something like 20 hours a week, but Mr. Grigg, the then Director of Public Instruction, imagined that the large number of hours of work interfered with the carrying on of any original work by the professors and so resolved to reduce their work to ten or twelve hours a week and provided them all with assistants in the fond hope that the leisure thus provided would be utilized by the professors for the carrying on of original work. That hope has not been realized yet. And except Doctor Bourne, who, I am informed, has done original work, I am not aware that any professor of the Presidency College has done any original work at all. In his speech at Simla Lord Curzon stated that there has been no stint in the outpouring of intellectual life in the educational institutions of the country, at any rate in those founded by the Government. I am afraid that this remark is not accurate. The men who have been appointed professors in the different Colleges have not been distinguished by any capacity for any original research. A charge frequently levelled against the Indian graduates is a lack of originality. But when one remembers the facilities that are required for original work and the struggles in life of the Indian graduates and remembers also that, though provided with all the appliances that the

resources of Government can furnish and with all the encouragement of comfortable salaries and favourable leave allowances and exchange compensation allowances, the professors in the Government Colleges have done little or next to nothing, the condemnation pronounced upon the native graduates will be seen to be undeserved.

If it is not possible to secure the services as professors of distinguished graduates with capacity for original work, there is no reason why we should not revert to the old system under which the professors of colleges were obliged to work for about 4 hours a day. Such a system might permit of the classes being split up and taken in sections by the professors, so that greater attention might be paid by them to individual students. Opportunities for a closer acquaintance with the students would be available and might be utilised for strengthening the attachment between professors and students. It is a well known fact that during the last twenty years there has been a growing want of touch between the professors and the students especially in Government colleges. Very few of the professors know even the names of their pupils and take very little interest in their students in the concrete and the result cannot but be regarded as a serious defect in the system of education. Some of the best influences of a college life are due to the personal example of the teacher and his ability to win the affection and regard of the students. This loss of touch has been admitted even by some of the professors themselves, but as to the causes which have led to it, different explanations have been put forward. One explanation suggested is the unwieldiness of the classes which prevents the teacher from paying attention to each student and obliges him to deal with them in the mass. It has also been suggested that the handsome salaries received by the professor of the Government colleges induce them to keep aloof from the students. It may perhaps be the case that the temperament of the modern professor is different from that of the professors we used to have in olden days. But we find also that in the Missionary and other aided colleges there is a closer contact between the teachers and the taught and the professors take a keener interest in the welfare of their students. What the real explanation of this state of things is I am not in a position to state; but I cannot help thinking that it is one which deserves the attention of the Government and calls for a remedy.

Among other measures which may be taken for the purpose of creating an *esprit de corps* among the undergraduates and a healthy college life is the provision of hostels in connection with different colleges.

I shall now pass on to the subject of the affiliation of the colleges. The Madras University has recently considered the subject and framed rules of affiliation which I consider to be quite sufficient to enable the Senate to judge of the efficiency of the affiliated colleges. I should strongly object to the University compelling the affiliated colleges to levy any particular scale of fees or to employ as teachers only the persons included in a list of qualified teachers.

I shall next proceed to the subject of examinations. In the memorandum of points sent to me by Mr. Sankara Neir, it is stated that there is an impression that examinations tend to lower the aims and prevent the methods of education. And in his speech at the Simla Conference, His Excellency the Viceroy asked the question whether the academic standard of examinations was sufficiently high or unduly low. Whether the tendency complained of is considered to be peculiar to University examinations or examinations generally, I do not know. The question, however, which may be considered here is whether the University examinations may be said to have lowered the aims and perverted the methods of education so far as the academic standard of the examinations in this University is concerned. I do not think that it is low. The heavy slaughter in the Matriculation examination of this University referred to by the Viceroy in his address proves, if anything, the severity of the standard adopted. Lord Curzon remarked on the same occasion that by making examinations the sole avenue to employment in the service of the State, the Government unconsciously made examination the sole test of education, and that the result of the system was to encourage cramming to a degree unsurpassed in any country except China. With reference to this remark, I would observe firstly that if examinations have been made the sole avenue to employment in the Public Service, it is not the

fault of the University. I would also remark that one is inclined seriously to doubt whether His Excellency was speaking with a full knowledge of the conditions of the Public Service when he said that examinations were the sole avenue to employment in the service of the State. While some regard is paid to the qualifications of the candidates for employment as tested by the fact of their having passed particular examinations, it would not be correct to say that the heads of the departments or the various officials who have to engage their subordinates do not pay sufficient attention to other requirements whether of a general character, such as physical or moral qualifications, or of a special character according to the needs of the particular department. A pass in an examination is only one of the qualifications required by the Government. It may be that the possession of this qualification is held, other things being equal, to justify the preference of a candidate and it may perhaps be that in some cases it is considered indispensable. But it does not mean that other qualifications are not attended to by the Government. If success in a pass examination is not to be considered as even one of qualifications for employment, the only other alternative will be selection by recommendation or favouritism. Whatever faults it may be possible to find in a system of examinations the system of appointment without any reference to examinations is open to far graver objections. I may point out that the system of competitive examinations which is more objectionable than a system of pass examinations, has not produced any evil effects upon the character of the Indian Civil Service which is recruited by that method and the efficiency of which is praised in very high quarters. I take it for granted that employment in the Public Service requires certain general educational qualifications and whether candidates possess such educational qualifications or not must be tested by some method or other, before the Government makes the selection. The least invidious and objectionable method of ascertaining such qualifications is by means of an examination. If an examination is to be adopted for the purpose of testing the qualifications of the candidates, is there any reason for holding that the University examinations are not a sufficient test and that some examination unconnected with the University should be adopted as the test? So far as general attainments are concerned, the University examinations afford in my opinion a sufficient test and it is utterly unnecessary to institute a separate examination.

Mr. Justice Candy at Bombay recently remarked that it was the intention of the Government to cease to recognise the University examinations as a qualifying test and that it was intended to institute a separate examination to qualify for entrance into the Public Service. I do not believe that any separate examination instituted by the Government is likely to be more efficient than the examinations conducted by the University. Whatever objections may be urged against making success in a University examination a condition of employment in the Public Service, will apply with equal, if not greater, force to examinations which may be held by the Government. I do not mean to suggest that if, for any particular purpose, it is considered desirable to hold a competitive examination, the Government should not do so. Nor do I object to any special examinations being held by the Government for the purpose of testing not the general attainments of the candidates, but such special knowledge or qualifications as are not tested by University examinations. But the proposal to institute generally a qualifying examination for entrance into the Public Service which all candidates for employment in the Public Service should pass, is open to very grave objection. It would induce large numbers of young men to go up for this examination, while the number of appointments which can be given must necessarily be very small in proportion to the number even of the successful candidates. The examination being held specially for the purpose of entrance into the Public Service, it will call into existence huge crowds of disappointed aspirants. The only practical effect of such a separate examination would be to divest a large number of youths from the University to this examination, to create a large body of discontented office-seekers and to deal a serious blow to the cause of the University education. For many reasons it is not, I think, desirable to do anything which will place a check upon the numbers of those who seek a University education. It would, therefore, be a very unwise and a retrograde measure to institute separate examinations for the purpose of testing

the general attainments of the candidates for the Public Service or to cease to regard success in the University Examinations as a qualification for employment. I do not see how this association of the Public Service with University Examinations can be said to have prejudiced the University. The University does not regulate its examinations or the methods of teaching with the object of providing a passport to the Public Service. If the University was induced by any such object to swerve from its legitimate aims or to adopt methods which it would not, and should not, have otherwise adopted, there might be ground for complaint. But I do not think that our University can at all be charged with having regulated its course with reference to employment in the Public Service. The only object which the University has set before itself is to ensure the provision of a sound liberal education. I do not therefore see how the University can be charged with having lowered the aims and perverted the methods of education. That examinations have, all the world over, a tendency to encourage cramming, is a fact. But it is not characteristic of University Examinations more than of other examinations. Examinations are absolutely necessary as a test of attainments. There must be examinations of some sort by the University or by the Colleges themselves. If a system of *viva voce* examination could be adopted, I can conceive of no more efficient test of a person's attainments. But there are serious practical difficulties in the way of applying the *viva voce* system to a large number of candidates and we are obliged to resort to examinations in writing. Examinations by the Colleges themselves are for several reasons unsuitable to be recognized as qualifying for a degree. Apart from the special considerations which are applicable to local conditions, it is desirable that all those upon whom the University sets its hallmark for the degree should possess, as far as possible, a definite standard of attainments. It will be undesirable that the University should set the same seal upon a number of under-graduates from different colleges with widely different levels of attainments. There was a very loud cry against examinations about 15 years ago in the English Magazines. But I am not aware that any less objectionable test has been discovered. While I admit that multiplicity of examinations is an evil, I consider it indispensable to have some examinations at least. Fads have their dangers as well as their advantages and I think that the anti-examination fad is also likely to cause mischief. One disadvantage of associating entrance into the Public Service with University education is alleged to be that it induces people to resort to the University with what has been called a commercial object. The dissociation of the University from the Public Service and the institution of a separate examination would on the other hand tend to make our young men go through such course of education as may be necessary for the Government examination, with a yet more direct and unalloyed commercial object. It may be said that the elimination of those who are desirous of entering the Public Service would be a gain to the University. I do not share this view. The number of those who enter a University career with the object of devoting their lives to original research or to the advancement of knowledge will necessarily be small in any University. There is a great deal of exaggeration about the pursuit of knowledge for the sake of knowledge alone. I should be satisfied if knowledge were recognized as one of the ends to be pursued in a course of University education.

*Apropos* of examinations I think that either the Matriculation or the F. A. Examination may well be abolished. The abolition of the Matriculation Examination will have a serious effect upon the financial equilibrium of the University and will therefore have to be carefully considered. If the funds required to carry on the work of the University could be otherwise provided, it may be a matter of indifference whether it is the Matriculation or F. A. Examination that is abolished. Some sort of examination will no doubt be necessary before admitting students to a college course. But whether such examination should be held by the admitting college or by the High School which prepares the student for such entrance is a question upon which opinion may be divided. It may be preferable to leave it to each admitting college to institute its own examination for entrance. The interest however which the aided colleges have in the collection of a large fee income which is impressed on them by the Director of Public Instruction as an object to be steadily kept

in view, may induce them to admit a large number of students who may not be really qualified to enter upon a University course with the result that the spectacle of an immense slaughter now witnessed in the Matriculation examination would be transferred to the Degree examinations. Having regard to this consideration of the protection of the University revenue it might be preferable to abolish the F.A. instead of the Matriculation examination. In connection with this subject, I may remark that any increase in the number of examinations to be held by the University is to be strongly deprecated. I do not approve of the institution of a Pass course and an Honors course for the B.A. Degree. The chief reason urged by Prof. Sathianadhan is that it would enable the teacher to sift the intelligence of the students and divide them into two classes, the slow-witted and the keen-witted.

I do not believe in any such process of dichotomy. There are degrees of dulness and degrees of intelligence and they would not be sufficiently classified by any such single process of division as those who seek the Honors course and those who seek the Pass course. There is also the fact that people will be unwilling to recognise their fitness for the inferior course only. Students who desire to attain higher honours can go up for the M.A. Degree and it is not necessary to institute Honors course. I do not also approve of the proposal to oblige students to learn a classical language in addition to English and the Vernacular.

I shall now come to the question of the composition of the Senate and the Syndicate. The total number of Fellows in the University of Madras is 198. I may first of all observe that no inconvenience has been felt by reason of the number of Fellows. A large number of the Fellows reside in the Mofussil and a considerable number of those resident in Madras seldom attend the meetings. Many of the Fellows, European and Native, attend only the meetings at which elections have to be made. I feel justified in saying that no inconvenience has been felt by reason of the size of the Senate. It is, however, a totally different question whether it is necessary to have members who do not attend except for the purpose of election or do not take an active interest in the affairs of the Senate. It must be admitted that it is not necessary. The principles which have to be borne in mind in determining the composition of the Senate are (1) that the heads of the Principal colleges should be members of the Senate, (2) that the official element should not be allowed to preponderate, (3) that there should be a considerable element of persons who are neither officials nor educationists. The number of ex-officio members should not be such as to give them a majority.

In this connection it is necessary to remember that if the heads of all colleges were to be ex-officio members of the Senate, it would tend to give preponderating voice to the missionary institution. Out of 12 first grade aided colleges and 40 second grade aided colleges, 6 first grade colleges and 22 second grade colleges are managed by missionaries.

The number of non-ex-officio Fellows ought to be at least twice as large as the number of ex-officio Fellows. And of this number half should be appointed by the Senate itself and the remaining half by the graduates. I do not think it desirable or necessary that the Government should have the right of appointing Fellows. The nomination made by election by the graduates have compared very favourably with those made by the Government and the duty of making the appointments may safely be entrusted partly to the Senate and partly to the graduates. As regards the qualifications of the graduates who are to be entitled to vote for members of the Senate, the rule now obtaining prescribes a qualification of 20 years' standing as graduates. This qualification is absurdly narrow and I would extend the franchise to all graduates of 5 years' standing or at least to graduates of 10 years' standing (of whom there are now about 1,154). One of the conditions of lowering the franchise would be to make the graduates feel that they have an interest in the management of the University and to promote a sense of corporate life. A very mild proposal was made about 18 years ago to establish a Convocation of graduates, but for some unaccountable reason it fell through. Perhaps the idea of receiving useful advice from the Convocation which was imprudently put forward as one of the grounds

of the measure was distasteful. I think, however, that that proposal for a Convocation of graduates is unsuitable in that it does not go far enough and that the council of graduates should have a larger voice in determining the composition of the University and should have the power to make representations from time to time to the Senate upon questions affecting the well-being and prosperity of the University and the Senate should be obliged to consider the same and return to the Council of graduates their decision thereon. I see no objection to the provision that the persons to be appointed Fellows should possess academical qualifications. I think it, however, objectionable to make the Fellowship tenable for limited periods only. Non-attendance for a period of six months may be made a ground of forfeiture. As regards the Syndicate, the number in Madras, is, I think, too small, and the number may be increased to a maximum of 15 including the Vice-Chancellor. It is not necessary to place the Syndicate on a statutory basis. It is sufficient to provide that the Syndicate shall perform such duties as may be assigned to it by the Senate. Here, again, care must be taken that the official element does not preponderate in the Syndicate, and that there is a proportion of non-official and non-educational men. The Syndicate should be confined to Fellows resident in Madras and it is not necessary that it should represent all the colleges.



Mr C. M. Barrow's note is  
not available .

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**Memorandum submitted to the Universities Commission by  
M. Rangacharya, M.A., Professor of Sanskrit and Com-  
parative Philology, Presidency College, Madras.**

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1. The chief aims of the present enquiry into the condition and prospects of the Indian Universities appear to be the advancement of learning in India and the appropriate organisation of these Universities so as to make them serve this purpose well and always adequately. The latter of these aims is clearly subservient to the former; nevertheless, the healthy organisation of the body politic constituting the University is a matter of supreme practical importance. In respect of the advancement of learning also, it is the aptness and efficiency of the instrument, by means of which it is to be accomplished, that largely determine the nature and the value of the success that is attained. I take this to be the reason why the various questions concerning which it is now sought to focus information and opinion relate chiefly to the administrative details of the machinery of the University.

2. It is everywhere recognised to be highly impractical to ignore actual conditions and existing forces in the endeavour to advocate whatever may be conceived to be the essential purpose of an ideal that is in view. Therefore, without previously ascertaining the nature of the existing interests in connection with the University and its work, it is not possible to arrive at any really practical solution of the problem of University reform. Broadly speaking there seem to be three different kinds of such existing interests; firstly, there is the interest of the State in liberal education and in the advancement of learning; then there is the interest of the people; and lastly, there is the interest of the Christian missionary. These may be respectively characterised as political, popular and missionary interests. Although all of them are conscientiously directed so as to accelerate enlightenment and the progress of civilisation in India, the standpoint from which they judge the function of the University cannot obviously be the same in all cases and under all circumstances. Accordingly any proposal in which all these different interests are not equitably co-ordinated is sure to give rise to dissatisfaction and to prove more or less undesirable in the long run. The following remarks are offered in reference to the "views and suggestions" that have been put forward in Mr. Sankaran Nair's letter desiring me to give evidence before the Commission.

3. Considered in itself there can really be no two opinions in regard to the desirability of enlarging the powers of the University so as to render the same capable of being a teaching, and not merely an examining, body. The Act of Incorporation has empowered it to be merely an examining body; and if it is to be converted into a teaching body also, then the question to be considered is in what way the desired change can be practically accomplished. It is quite plain that the Madras University cannot now be reorganised as a teaching body on the model of the Scottish Universities. One such University for the Southern Districts, another for the Northern Districts, and a third for the Central and Western Districts of the Madras Presidency will in many respects be an improvement upon existing conditions. But in an arrangement like this it is hard to find an appropriate place for the evangelistic interests of the Christian Missionary, and it is harder still to have to retrace for such a purpose many of the steps that have already been taken in the history of higher education in India. The adoption of the Oxford or Cambridge model is also beset with difficulties; but it seems to be the more feasible plan to try.

The chief difficulty here is that all the affiliated colleges are not concentrated in one place which forms the head-quarters of the University. In consequence the Professors of the University, when they come into existence as distinguished from the professors of the various colleges, cannot be made to extend their influence and inspiration equally well to all the affiliated colleges.

Moreover, the appointment of University Professors necessarily implies the institution of University Laboratories which are mainly fitted for research work. A peripatetic University Professor of a modern physical or natural science will succeed neither in sending out the inspiration that is expected to flow from him, nor in enhancing the esteem in which the science to which he is devoted is held, not to say that he will not have enough time for his work of original research. It is of course taken for granted that the University Professor does more of research-work, while the College Professor does more of tuition-work. On the other hand, such University Professors as are not dependent for their work on well equipped laboratories may well be peripatetic without any serious harm to their usefulness. Thus it will perhaps be found necessary to see that all those affiliated colleges which are away from the headquarters of the University do not, except under specially favourable circumstances, undertake the teaching of the physical and the natural sciences.

This naturally leads us to the consideration of the question whether the affiliated colleges that are at a distance from the centre are absolutely necessary in the true interest of University-education. As long as there is only one University for the whole of the Madras Presidency, it cannot be incontrovertibly asserted that they are not so needed. The propagation of liberal learning is as much a necessary part of the function of a University as the advancement of learning. Indeed all Universities have to spend a large proportion of their energy and resources in teaching and in spreading the knowledge that has already been acquired by man, although many of them are famous for the work that they have been doing in the way of adding to the already existing store of human knowledge. The distantly-situated affiliated colleges are found to be very useful institutions in propagating liberal learning. They have carried the new enlightenment into regions which, but for them, would have had to remain unenlightened. Moreover, with many of them what I have called popular and missionary interests have become closely associated, as some of these institutions owe their existence to the benevolent enterprise of the Christian missionary, while some others are the result of local patriotism and popular self-help. It is always desirable to have these moral forces enlisted on the side of education and enlightenment. Such are some of the considerations why it may be held to be necessary to maintain and encourage even all those affiliated colleges that are situated away from Madras.

It is quite true that to be half-educated or ill-educated is in many respects worse than to be uneducated; and it is certainly not easy for our mofussil colleges to become as efficient as the best ones in Madras, nor can they as easily create around themselves an atmosphere of culture and science and nobility of character and purpose. For the creation of such an atmosphere of inspiration both emulation and high example are amply needed. Without enough of the magnetic influence of life upon life and thought upon thought, culture becomes cramped and education soulless. But the best way of avoiding such a danger here is not by abolishing the mofussil colleges; that would be like killing the patient for curing the disease. This does not mean that no check is to be placed on the unnecessary multiplication of mofussil colleges; in the Indian University System they have unavoidably to be tolerated even though they are a source of weakness. It is therefore best to have as few of them as are compatible with the needs of the situation. The Professors of the University, when they are appointed, may be made to lend, as occasion needs, the force of their personal magnetism to these distant institutions, and thus make the blood of true life and thought circulate better in them. Students' hostels also may be made to act as correctives in this matter. It is desirable to see that every affiliated college has the needed number of hostels attached to it, and that proper discipline and a proper *esprit de corps* are carefully and systematically maintained in them. These students' hostels may also become the means of solving the difficulty of religious education in connection with all the non-missionary colleges in India. Wherever religious teaching cannot appropriately be made to be a recognised part of the college curriculum, the students in the various hostels may be induced to elect and accept such teaching as a part of the discipline of the hostels themselves, provided that care is always taken not to convert them into propagandistic institutions. There is no doubt that the appointment of

University Professors and the institution of students' hostels will both in this manner tend "to infuse greater unity into the present conflict of jarring atoms, and to inspire higher education in India with a nobler ideal."

It will be conducive to the attainment of this object if the various collegiate institutions which are now maintained by Government in Madras are all unified into what may be termed a University College. Besides the Presidency College, the Government maintains a Law College, a Medical College, an Engineering College, an Agricultural College and a Teachers' College; and if all these are organised into one well co-ordinated whole, we may have here an approximation to the Scottish University. The life and spirit of such a combined institution will certainly be far different from what obtains in any one of them separately; and their mutual helpfulness will lead to all of them being better equipped with men as well as appliances than when each of them is left to itself. There are of course practical difficulties in the way of carrying out this suggestion; but if we take the aim, capacity and resources of Government into consideration, they do not seem to be insuperable.

In addition to the appointment of University Professors and the organisation of University Laboratories, there is very great need for the institution of a University Library. However, it must be seen to that this Library is made to serve a really higher purpose than the libraries that are now found in the various affiliated colleges. The new University Library must be made to correspond as nearly as possible to the German *Seminar*, which has been described by Professor W. Ramsay, F.R.S., as a "literary laboratory"; and according to him students are in it "launched in what may be a career in historical, literary, or economic research." India offers a very wide scope for such research, inasmuch as the mine of Indian literature and Indian antiquities has as yet been only partially and superficially worked. And as Professor Ramsay says—"Such a *Seminar* is carried on in philological and linguistic studies, in problems of economy involving statistics, in problems of law involving judicial decision, and of history in which the relation between the development of the various phases in the progress of nations is traced. The system is borrowed from the well known plan of instruction in a physical or chemical laboratory. Experiments are made in literary style. These experiments are subjected to the criticism of the teacher, and thus the investigator is trained." The Library which has to be fitted so as to train such investigators must, in addition to all other needed works, also contain the many manuscript works of Indian literature, which are sure to yield valuable results when subjected to proper study and examination. Much of imagination is not needed to make out that the power of such a University Library will be great in stimulating and strengthening the life that is in the heart of the University and in exalting and unifying its necessarily many-sided work.

In this way it is quite possible to "combine with the obligatory features of an Indian University some portions of the advantages of Western institutions." The reforms that may be adopted to carry out this purpose are—

(1) *The appointment of University Professors as distinguished from the Professors of the various affiliated colleges.* The Professors of the University are to employ themselves and their assistants and pupils in the conduct of original research and investigation, and are to deliver inter-collegiate lectures on such subjects as have from time to time engaged their attention. Some of these lectures may occasionally be delivered with advantage in selected outside stations for the benefit of the mofussil colleges.

(2) *The organisation of University Laboratories.* This is a necessary corollary of the appointment of University Professors. It goes without saying that the equipment of these laboratories has to be different from the equipment of the ordinary college laboratory, in which lecture-demonstration and more or less elementary practical training to go over what is already well trodden and well surveyed ground are the things that are chiefly kept in view. The University Laboratory must be so equipped as to be always capable of doing much higher and more original practical work.

(3) *The creation of a University Library.* As in the case of the University Laboratory, so also in the case of the University Library, the purpose to be served by it is different from that of the various similar institutions which are attached to the affiliated colleges. The University Library must be so organised and equipped as to be made into a literary laboratory of research.

(4) *The institution and development of Students' Hostels in association with all the affiliated colleges.* The possibility of working these hostels well and without serious friction is now placed beyond doubt; and as adjuncts to the purely educational institutions, they have a promising future before them. They may also be safely taken advantage of to impart religious instruction.

(5) *The synthetic unification of the various collegiate institutions maintained in and near Madras by the Government.* This will prove so useful in the way of setting an actual example of unified University endeavour, and will give rise to an institution of great helpfulness in the cause of higher education.

(6) *A check upon the too great multiplication of mofussil colleges and upon the subjects that are to be taught in them.* This is needed in the interest of the central life of the University. It must also be seen to that these colleges are not, except under specially favourable circumstances, allowed to teach such subjects as require a well equipped laboratory. The main reason for this is that the University Professors of these subjects cannot adequately influence the distant institutions.

A very important part of the question of University reform is that which relates to the outlay of money that is essential for carrying out such of the reforms as are considered desirable. Without spending more money than at present on what the University has to do, it is not possible either to improve appreciably the standard of higher education or to promote the advancement of learning in any noticeable manner. The above suggestions to improve the conditions and prospects of the University are all made, however, irrespective of financial considerations, which alone have ultimately to determine their practicability as well as the time and the manner of carrying them out.

4. The next point on which opinion has been invited is that suitable regulations should be made for the election of Fellows. No one can have the courage to assert that the Senate of the Madras University is an ideally constituted body. It has for long been a matter of common criticism here that the Senate is too big and too miscellaneous in its composition, that there are many in the Senate who ought not to be there at all, while some who ought to be there are not there, and that the largest attendance at the meetings of the Senate comes off generally when patronage is to be disposed of and members are either directly or indirectly coaxed to exercise their right of voting in favour of or against particular persons or interests. The real work of the Senate is done only by a small part of its members; and therefore no harm will result to the University if the occasionally ornamental members of its Senate are reduced in number. In endeavouring to make the Senate a more appropriately and efficiently constituted body, it is necessary to see that the various interests associated with University education are all adequately represented on it. While the Senate has often to guard and adjudicate between the interests of persons, parties, and institutions, its various Faculties have always and strenuously to maintain the high character and purpose of liberal learning. Therefore the representation of true learning and high culture of all kinds must be even more prominent on the Senate than the representation of associated interests. There is no harm in making that Fellowship, which is representative of interests only, to be a terminable honour capable of renewal. But what may be called the Fellowship of Learning deserves to be more honourably treated. Such a distinction between the Fellowship of Interests and the Fellowship of Learning, however, is too invidious to be openly adopted. Therefore the imposition of a reasonable attendance test to gauge the fitness of a Fellow to continue on the Senate is as unobjectionable as it is useful. Indeed the Fellow of Interest and the Fellow of Learning are very frequently apt to be seen together in the same person. These

apply to the appointment of Fellows in general. In regard to the election of Fellows by the Graduates of the University, it is certainly desirable to give this privilege a statutory basis, and make it one of the means of supporting the corporate life of the University. For this purpose a Convocation of Graduates may be brought into existence and given a legal status in the constitution of the University as it is found in the London University. To give to such a body of Graduates the power of sending up the names of a certain proportion of Fellows that are to be appointed year after year will not only lead to the election of Fellows by the Graduates being more satisfactorily conducted, but will also tend to foster a healthy feeling of affinity between the University and the Graduates whom it sends out to the world. The Convocation may also be consulted by the Senate on such other points as may be found desirable from time to time, and an institution like this will in a direct and tangible way contribute largely to the attainment of the moral aims of the University.

5. The next point relates to the desirability of placing the constitution and powers of the Syndicate on a statutory basis. It is not quite easy to see why this change is needed. However, it cannot be ignored that even our Syndicate has not been free from much unfavourable criticism. It has been pretty frequently said that it is a kind of close family party made up of a few prominent members belonging to the staff of two Madras colleges. This is a criticism which is certainly not strictly true. It mainly proceeds from the representatives of the interests of mofussil colleges, and in so far it indicates a deficiency in the representative character of the Syndicate. It is generally granted also that a Syndicate some of whose members are in distant outside stations is apt to prove a lax, unready, and somewhat unworkable body. But what gives dissatisfaction is that only two out of the many affiliated Arts Colleges have at their disposal the best part of the power to control the executive affairs of the University. That the popularity of a College and its capacity for increased work and improved efficiency depend to a marked extent upon its power to mould the decisions of the Syndicate, is a matter the truth of which is more easily guessed than proved. The complaint is really against this kind of unbalanced condition of the Syndicate, which want of balance must surely be remedied. One of the remedies suggested is to enlarge the Syndicate and add to sufficient number of such members as are known to be independent, that is, unassociated in the spirit of partisanship with the interest of any particular local or personal institution. Care has, however, to be taken that those who are not professionally connected with education do not form the majority. It may be argued that to make an executive body like the Syndicate consist of a large number of members is to make it weak and incapable of acting promptly and with a will of its own. There is much truth in this objection. But if the Syndicate is in danger of being dominated by a tendency to be autocratic and to assert its own will as supreme, it cannot be said that even in such a case an increase in the number of its members is not wanted. A larger body generally finds it harder to become autocratic than a comparatively smaller one. We must maintain the executive efficiency of the Syndicate at the same time that we try to keep in check its more or less natural tendency to become a close and autocratic body. There is, therefore, danger in making the Syndicate too small as much as there is in making it too large. If the suggested legislation is intended to hit the golden mean and to make the Syndicate acquire a better balance than what has been possible hitherto, it is certainly desirable and very much wanted. Placing the constitution and powers of the Syndicate on a statutory basis may also by exact definition and mutual limitation make it impossible for the relation between the Syndicate and the Senate becoming at any time too readily unpleasant. The control of the Government on the executive affairs of the University may also be thereby more easily and effectively exercised, whenever this is found necessary in the interest of the Government or of the University. These are some of the advantages which may result from such a legislation. But there is also the danger that thereby the Senate may sometimes find itself too weak to see that its will is carried out even in matters where its will alone ought to prevail.

6. In regard to the question of investing the University with visitorial power over the affiliated colleges, the Madras University has already got such

a power in accordance with a by-law of its own to be found among the rules of affiliation. This by-law relative to the affiliated colleges (297) runs thus:—The following shall be kept and submitted when required to the Syndicate or to an officer appointed by the Syndicate:

- (1) A register of admissions and withdrawals.
- (2) A register of attendance.
- (3) A register of fees.
- (4) A time-table.

According to this by-law the visitorial power seems to be confined to the examination of the machinery of management of the various affiliated colleges, to carry out which examination even the appointment of a special officer is therein contemplated. Nevertheless, it is easily seen that the University has been very shy of using this power and of accepting the consequent responsibility, although the supervision in view here does not extend over the whole of what constitutes 'the maintenance of the standard of teaching and discipline' in the affiliated colleges. The reason of this is to be found in the sense of rivalry that now exists between the various colleges; and I remember distinctly that the Principal of a college in the Mysore State remarked in the Senate on the last occasion when the rules of affiliation were being discussed that, if the Madras men wanted to inspect the Mysore colleges, the Mysore men would want to inspect the Madras colleges. If, however, the University itself becomes a teaching body and has its own staff of Professors, there can arise no such jealous discontent as against their exercising the visitorial power of the University in any way in which it may hereafter be arranged. It is only too patent that the exercise of the contemplated kind of visitorial power by the University is badly needed. It is freely suspected that both languor and laxity are to be found in many of our affiliated colleges, and it is therefore no wonder that the distant colleges will in the long run feel thankful for occasionally receiving the always needed stimulus and guidance from a competent and legitimate central body of irreproachable name and reputation. The solution of this question is thus closely bound up with the solution of the other question which relates to the conversion of the University into a teaching institution. A central co-ordinating body of really learned men, which is impartially related to all the affiliated colleges, can alone exercise the visitorial power of the University to the satisfaction of all the colleges and to the best advantage of the University itself.

7. "That there is a tendency of University examinations to lower the aims and pervert the methods of education in colleges, and that the courses of study now prescribed should therefore be passed under review"—is how the last of 'the views and suggestions' that have been put forward is stated in the letter sent by Mr. C. Sankaran Nair. It is somewhat hard to exactly understand the meaning of the above statement. It cannot be that we are now called upon to discuss the general question of the relation of examination to education. I apprehend that the suggestion made in the above statement has a more practical end in view than merely arriving at the well worn academic pronouncement that, in relation to education, examinations are always an evil, but only a necessary evil. The question really is to find out if any extraneous influence has so operated upon our University examinations as to lead to the lowering of the aims and the perverting of the methods of education in our colleges. One such influence that at once strikes an observer is the association of University education with service under the State. In itself there is nothing wrong in such an association, and there is overwhelming evidence to show that the State has already derived untold advantages from it. Has the reaction upon the University been wholly good? It does not appear to have been wholly so. The connection between public service and University education has, however, tended to make the University rapidly popular and to feed unstintingly its finances. To break this connection at once or altogether is apt to give a serious shock to the University, from which it may take much time to recover. In the meanwhile the harm done to the efficiency of public service and the spread of enlightenment in the country may prove really too great to risk.

It is not however meant that no endeavour should be made to make the rather too commonly mercenary way of looking at University education much



less common than it is. At the same time it must be said to the credit and glory of the Madras University that it has not allowed itself to be lured away from the path of right-doing by the temptations of public service and the learned professions. To stamp the unworthy with the seal of fitness, because such a seal-mark carries a more or less high pecuniary value with it, has not been even for a moment the aim of the University, nor is such a thing known to have been at any time its weakness. In fact the rigour with which the Madras University guards the entrance into its inner precincts of thought and culture appears to many to be too harsh and merciless; and it can be proved that the examinations that come after Matriculation have steadily risen in standard and improved in character. To impel the seeker of the B.A. degree to know something of everything and everything of something, as it is popularly expressed, has all along been the object kept in view. But in later years the importance attached to the knowledge of the something of everything has been rightly made to be less than that which is attached to the knowledge of the everything of something. In this way we have gone on specialising our B.A. and M.A. courses, and the standard and character of our professional examinations are also steadily kept up to the daily improving modern level. Thus the proverbially dangerous danger of little knowledge has been minimised as far as possible, and the best of our modern graduates are seen to be as well impressed with the immensity of what is to be known as with the nullity of what they actually know. Moreover their sense of sobriety and thoughtful moderation are also qualities that are widely appreciated. Under these circumstances it ought to come upon no one with surprise if there are some among the members of the Madras University who think that University education in Madras is as well off as it can possibly be, and that the other Indian Universities will do well to follow the example of Madras.

Still even the Madras University has not become so perfect as not to be capable of improvement. Some of the ways in which such an improvement may be brought about have already been suggested in this memorandum for the consideration of the Commissioners. The courses of study now prescribed for the various examinations may with very great advantage be passed under review. In a matter like this also it is possible for vested interests to stand in the way of advancement. The capacity of the affiliated colleges to cope with the improved courses of study is clearly dependent upon their strength in men and money; and such of them as do not feel confident about their own resources will naturally be inclined to protest against changes, even though they are in the direction of improvement. The adjustment between the ideal of the University and the general capacity of its affiliated colleges to work up to that ideal, is an ever present problem of great moment in this connection. I believe that it is more the duty of the colleges to come up to the ideal of the University than of the University to go down to the level of the colleges. If the correct opinion in regard to this matter be otherwise, there would then be very little stimulus in favour of progress. Vested interests, therefore, impose upon us the duty of being cautious, but they cannot and ought not to veto progressive changes and modifications. Therefore great care must be taken to see distinctly that the proposed changes in the courses of study are really progressive and practicable.

One of the objects with which the present courses of study may be passed under review is to institute examinations for honours. These are contemplated by the Act of Incorporation itself, as may be made out by a reference to the *eleventh* and the *thirteenth* paragraphs thereof. Why, in spite of this provision, the Madras University has not worked out the distinction between an ordinary degree and a degree with honours, we cannot now be sure about. In the earlier years the arts degrees were mainly intended to be a measure as well as a mark of general culture, and therefore no special degrees were probably needed for the purpose of bestowing honour upon 'a high degree of proficiency.' The case is now quite otherwise. Our courses of study have all become specialised in character, and we can now clearly conceive and work out such a kind of high proficiency as is really different from that which distinguishes a higher class or place from a lower one in the pass list. In instituting the examinations for honours we effectively distinguish the more capable from the less capable set of students. They themselves learn thereby how to measure their own worth

accurately and without loss of mental balance ; and the love of high proficiency on the part of a few abler students will, by the encouragement it thus receives, become available for maintaining the high and noble character of the ideal of University-education. This same love of high proficiency may also lead some of those who possess it to try to become original investigators and practical workers in the cause of culture and truth ; and above all, the work done in the various colleges will thereby be placed on a decidedly better footing. As we are now situated, our teaching and our examinations are neither pitched exactly to the level of the weaker nor exactly to the level of the stronger student. Thus there is much waste of power on the side of the teacher as well as on the side of the taught, as it has occurred to me more than once. To avoid this waste of power cannot be in any way other than positively advantageous.

Another object with which the courses of study in our University may be revised has been quite recently engaging the attention of the Senate. I refer to the attempt to institute the B.Sc. degree. Although in recent years there has been a great deal of specialisation in the character of our courses of study, the differentiation between the 'humanities' and the 'sciences' does not come out well in them. A certain amount of mixing up of these is absolutely necessary even in an ideally perfect curriculum of studies, and such a mixture is perhaps more needed in India than in Europe. But the effect of the mixture ought not to tend to lower the standard or to injure the completeness of either the humanitarian or the scientific curriculum of studies. It cannot certainly be said that our B.A. courses of study are in this respect as good as it is possible to make them. The idea of retaining the present B.A. courses unaltered and as they are on the score that they represent general culture, and of instituting the B.Sc. degree for specially encouraging modern scientific education has not much to be said in its favour. It is against the line along which our examinations have progressed hitherto, and will prevent the possibility of further specialisation and improvement in the humanitarian studies which are also equally worthy of encouragement. To make the B.A. degree representative of the 'humanities' and the B.Sc. degree representative of the 'sciences' is a very desirable reform, inasmuch as it will lead us farther on along the old line of progress and distinctly encourage the advancement of learning all round. The M.A. and the D.Sc. degrees have also to be made to rest on a similar basis of differentiation. I have no doubt that this reform, if carried out along with the institution of the examinations for honours, will soon prove to be productive of good in the cause of higher education as a whole. Scientific research and industrial development will as much derive benefit from it as the advancement of learning and morals. It is also highly desirable to find room in the University for a fuller and more practical study of what are called applied sciences. The application of modern science to the production of wealth and the development of industries has become an art of a highly learned character demanding very superior capacity and training ; and such a learned art may naturally come within the scope of the University.

Another error in our courses of study that has to be remedied is that it is now possible for one to become a graduate of the Madras University without having ever studied anything of a classical language and its literature. Without undergoing a training and an examination in Sanskrit, Arabic, Persian, Greek, or Latin, it ought to be made impossible for any one to obtain a degree. The true value of classical learning is too well known to require any special mention here ; and that no direct and immediately utilitarian profit can be derived out of such learning perhaps constitutes a special recommendation in its favour in so far as we in Madras are concerned. The question of the vernacular languages *versus* the classical languages is a fairly old one in the Madras University. A wrong notion seems to have prevailed that the cultivation of the former of these would suffer by paying special attention to the latter. However, among us the opinion is now fairly general that vernacular literature and popular enlightenment in Madras have, when compared with Bombay and Bengal, received the least benefit from modern University-education. It is true that the vernacular languages of the Madras Presidency are not philologically Sanskritic ; but their literary and scientific indebtedness to Sanskrit is in no way less than in the case of any other Indian vernacular language. I do not believe that there is the smallest amount of truth in the remark that one sometimes hears that Christian



missionary interests are against this reform. If on previous occasions some missionary members of the Senate have spoken and voted against such a proposal, it must be due more to their interest in popular enlightenment than any opposition to classical culture. But even popular enlightenment with the aid of vernacular literature and education is sure to be helped considerably by a more general acquaintance with the classical Sanskrit from which all later branches of Indian literature have received so much inspiration and guidance. A fair knowledge of Greek and Latin literature among our Graduates will be so useful as a means of culture, and will enable our scholars to realise how and why the course of thought and civilisation has been in so many respects so different in Europe from what it has been in India. This reform need not necessarily lead to the total abandonment of the study of our vernacular literatures. Therefore without adequately studying to the required standard a certain number of prescribed works in a classical language, a vernacular language, and in English, no man should have a degree within his reach. It is quite possible to arrange combined courses of study in these languages without making the curriculum too heavy.

The above suggestions regarding our courses of study have been made on the supposition that English alone is to be the main medium of higher education, and more details in regard to these suggestions have not been given here as it appeared to me that it is unnecessary to mention them in this memorandum. I hold that the Indian Universities have a specially peculiar function to perform on account of the peculiarity of their situation in history. The advancement and propagation of learning are among the common functions of all Universities; but Indian Universities have in addition to Indianise European thought and culture as much as to Europeanise Indian thought and culture. In the speech delivered by His Excellency the Viceroy recently at Simla to the members of the Educational Conference held there, we find the following remarks in relation to vernacular education, which I request permission to quote:—

“Primary education—by which I understand the teaching of the masses in the vernacular—opens a wider and a more contested field for those who think that Government has not fulfilled its duty in this respect. The education of the people in their own tongues has shrivelled and pined. This, I think, has been a mistake, and I say so for two principal reasons; in the first place, the vernaculars are living languages of this great continent; English is a vehicle of learning and of advancement to a small minority, but for the vast bulk it is a foreign tongue which they do not speak and rarely hear. If the vernaculars contained no literary models, no classics, I might not be so willing to recommend them; but we all know that in them are inscribed famous treasures of literature and art, while even the secrets of modern knowledge are capable of being communicated thereby in an idiom and in phrases which will be understood by millions of people, to whom our English terms and ideas will never be anything but an unintelligible jargon. My second reason is even wider in its application. What is the greatest danger in India; what is the source of suspicion, superstition, outbreaks, crime, yes, and also of much agrarian discontent and suffering among the masses? It is ignorance; and what is the only antidote to ignorance?—Knowledge. In proportion as we teach the masses, so we shall make their lot happier, and in proportion as they are happier, so they will become more useful members of the body politic. The main obstacles which primary education has to contend with spring from the people themselves. As they rise in the social scale, they wish their children to learn English. The Zemindars encourage this tendency, and District Boards and Municipalities do little to drag the pendulum back. Thus we find that in some provinces primary education is almost stationary, while in others it is only making slow speed. The question is really in the main one of money. If the means were forthcoming, I do not doubt that Local Governments would be ready to adopt a more generous policy.’

This sad state of affairs has been going on for many years now in India, and it is worthwhile considering if the University cannot be utilised for improving it as far as possible. Dr. D. Duncan, our late Director of Public Instruction, made an attempt to see if an Oriental Faculty could not be instituted in the Madras University, so as to make it thereby possible for some to obtain a more or less liberal education of the modern type through the medium

of the Indian languages alone. The idea was given up because it was thought that it would not receive sufficient support in the Senate. I consider the question to be so important both from the standpoint of the state and of the people as to deserve to be placed before this Commission ; and I hence append to this memorandum a copy of the report of the Sub-committee appointed to draft a scheme of examinations in connection with the proposed Oriental Side of the University of Madras. This report is so drafted that it is capable of explaining itself, while it explains also the need for the institution of the Oriental Faculty in Indian Universities. No better way can be devised by the University to combat popular ignorance to which so many of our ills are due. To help directly in this great and noble work cannot be beneath the dignity of any modern Indian University. The honour of a University degree bestowed on purely Oriental Learning and the better training and examination therein consequent on the institution of such a degree will surely infuse more life into popular as well as higher indigenous education, both of which are now languishing for want of recognition and encouragement. Moreover, the ancient learning and culture of this great and historic continent of India will by an arrangement like this, become so closely linked to the modern University as to convert it soon into even a more highly valued national institution than at present.

These are some of the objects for attaining which the various courses of study in our University may well be passed under review.

M. RANGACHARYA.

*Madras, 17th February 1902.*

