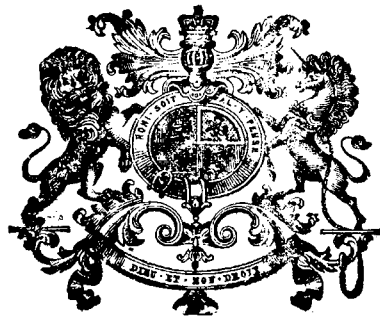


INDIAN UNIVERSITIES COMMISSION,

1902.

VOL. IV.

WRITTEN STATEMENTS PRESENTED BY PERSONS WHO
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UNIVERSITY OF CALCUTTA.

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No. 150, dated the 10th March 192.

From—E. D. MARSHALL, Esq., M.A., Officiating Principal, Rangoon College,

To—The President, Indian Universities Commission, Calcutta.

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

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

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

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

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

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

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

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

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

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

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

13. The staff of the Rangoon College consists of four graduates in honours at Oxford or Cambridge, a Pali Lecturer, a Law Lecturer and an Assistant in the Laboratory, *viz.*, H. H. Rose, M.A. (Cantab.), Principal [absent on furlough since March 1900], E.D. Marshall, M.A. (Cantab.), Officiating Principal, M. Hunter, M.A. (Oxon.), C. L. Hills, M.A. (Oxon.), J. Gray, Chan-Toon Barrister-at-Law, Moug Ba, B.A. (Calcutta). For the F. A. two languages are taught—Pali and Latin: for the B.A. only the subjects for the "B" pass or Honour course are taken and though the college is affiliated to the M.A. no students have yet presented themselves for lectures. The students are with very few exceptions Burmese. The college was built last year and has a hostel for 60 students: it is at present governed by the Educational Syndicate, but the whole question is now under the consideration of His Majesty's Secretary of State. The budget is drawn up annually and the Government pay the money to the Educational Syndicate Fund. There is only one small endowment which produces annually about R35 and this is awarded to the student who stands first in the F.A. The fees are R7 and R9 in the F.A. and B.A. classes, respectively, and R15 in the B. L. class. The students play cricket and football and enter for the various competitions in Rangoon, though the college is much handicapped by the want of a recreation

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

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

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

H. M. PERCIVAL, PROFESSOR, PRESIDENCY COLLEGE.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CALCUTTA;
The 19th March 1902.

H. M. PERCIVAL.

BABU AMULYADHAN BANERJEA, PRINCIPAL, UTTARPARA COLLEGE.

Dated the 16th March 1902.

From—BABU AMULYADHAN BANERJEA, Principal, Uttarpara College,
To—R. NATHAN, Esq., Secretary, Indian Universities Commission.

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

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

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

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

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

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

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

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

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

BABU PARESH NATHI MUKERJEE.

I.—EXPERIENCES OF THE UNIVERSITY COURSE.

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

Again as there is no minimum age limit for the passing of the Entrance Examination the idea of hurrying through the course and securing an University certificate at the earliest possible date too often haunts a student. This freedom has a very bad effect on the education of a student. From the time that he begins to learn the alphabets he thinks of going up to the Entrance class of his school. The result is that the average run of students neglect a thorough study of the prescribed subjects, while some brilliant boys take double promotions and reach the goal at a very early date; the effect in both cases being the same, *viz.*, want of thoroughness. Referring to details it may be pointed out that many students

neglect a proper study of their vernacular language, and it is often seen that they can neither clearly express their own ideas, nor can easily grasp things explained to them. Their faculties of reasoning and understanding are blunted by being habituated to getting things by heart from their very childhood. Thus curiously equipped they come to the higher forms of Entrance Schools where they have to read treatises on History, Geometry, English and Sanskrit grammars, etc. Here, without sufficient attention to the sequence of events, or the play of cause and effect in a historical narrative, or understanding the practical importance and application of the principles of grammar and geometry, they commit to memory portions that are likely to come in their examinations. In course of time, a student of this nature comes to the Entrance class. His knowledge has been shallow in all the subjects he has read, partly because he could not understand some of them, and partly because he was in a hurry to reach his goal. This is how he sets to work on the prospect of his test examination.

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

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

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

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

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

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

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

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

II—SUGGESTED REFORMS.

Instead of imposing a direct age restriction on the candidates appearing for the Entrance Examination, a system of indirect restriction should be taken recourse to. This would prevent the moral evil of overstating a candidate's age. Students should be required to go through a Preliminary Vernacular Course for three years, at the end of which they

should be required to pass an examination somewhat like the existing Vernacular Upper Primary Examination but in which Euclid's Elements, Elementary Mensuration and a few other fragmentary subjects should be substituted by a Primer of English and a word-book. The passing of this examination with 33 per cent. in the aggregate and 35 per cent. in English should qualify a student for admission into the 8th class of a High English School. From the 8th class to the 4th the student should be so guided as to be able to appear at an Examination (which may be called the

Middle School Examination) at the end of the 4th class session. The course for the Middle School Examination might be I.—English Literature, English Grammar and Translation, II.—Arithmetic (whole course), and the First Book of Euclid's Elements (only Book Propositions), III.—Bengali Literature and Elementary Sanskrit Grammar, IV.—History of Bengal and Geography of Asia, specially India. In this examination the aggregate minimum pass marks should be 33 per cent. and English should demand 35 per cent., and the rest 30 per cent. Special attention being paid to composition both English and Bengali.

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

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

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

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

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

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

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

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

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

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

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

B. A. Course.

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

Class Examinations.

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

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

Control of the University.

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

Physical exercise during the college course.

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

Lecturing in English and English speaking.

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

Transfer.

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

Prizes and awards.

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

Moral training.

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

Æsthetic culture.

College Unions.

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

Co-operation of Professors.

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

College colours.

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

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

Inspection of schools and colleges.

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

NAGENDRA NATH MUKERJEE, M.A., B.L., LÆ PROFESSOR OF
ENGLISH LITERATURE, HISTORY AND POLITICAL ECONOMY,
MAHARAJAH'S COLLEGE, JEWPPORE, MAJUTANA.

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

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

Second point.—Necessity of appointing European teachers to insure efficient teaching of English, a thorough acquaintance with which is so essential to success in life.

Schools and colleges under private management, as a rule, run on commercial lines, their only *raison d'être* being to make maximum of profits with a minimum of expense. Under such a state of things the efficiency of the teacher or sufficiency of the staff is the last thing to be looked for. In

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

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

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

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

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

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

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

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

Dated the March 1902.

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

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

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

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

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

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

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

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

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

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

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

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

Note on University Reform

SUBMITTED TO THE

INDIAN UNIVERSITIES COMMISSION, 1902

BY

S. C. GHATAK, M. A.

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CALCUTTA,
March 27, 1902.

Note on University Reform.

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

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

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

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

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

Entrance Examination :

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

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

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

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

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

that :

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

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

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

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

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

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

The remedy for this evil lies in the insistence on a very high standard of efficiency

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

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

New Scheme

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

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

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

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

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

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

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

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

Another advantage: it will facilitate post-graduate lectures.

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

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

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

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

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

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

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

Sures C. Ghatak

SURES C. GHATAK, M. A.,

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

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

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

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

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

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

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

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

RAJJEENDRA CHANDRA SASTRI.

25th March 1902.

Dated 23rd March 1902.

From—Babu NARAYAN PANDEY, Secretary, Hindi Bhasha Pracharini Sabha,
Mozaffarpur,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

RAJA PEARY MOHUN MOOKERJEE, C. S. I.

15TH MARCH 1902.

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

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

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

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

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

No. 131-T.G., dated Darjeeling, the 24th April 1902.

From—L. E. B. COBDEN-RAMSAY, Esq., I.C.S., Under Secretary to the Government of Bengal, General Department,

To—The President, Indian Universities Commission.

At the request of Mr. W. C. Madge, I am directed to forward a copy of his statement on education in India.

STATEMENT BY MR. W. C. MADGE ON EDUCATION.

The education question in India has two branches—the Administrative and the Instructive ; and as the former deals with most of the causes of serious defects in the latter, I deal with it first.

Administrative.—I need not dwell on the creation of an Imperial Ministry of Education, not recruited from the Provincial Education Department, which I have advocated in the press and elsewhere for years, because an Imperial Director of Education has just been appointed and may be expected in time to form the necessary Imperial Education Department. But I would invite attention to two recommendations considered by the Education Commission of 1883, the neglect of which may be the real cause of many existing mistakes. In paragraph 349 of the Report of the Education Commission, after pointing out the advantages that would result from constant exchanges of both informed and interested opinion on educational questions, we read: "We therefore recommend that conferences (1) of officers of the Education Department, and (2) of such officers with managers of aided and unaided schools, be held from time to time for the discussion of questions affecting education, the Director of Public Education being in each case *ex-officio* President of the Conference."

Another proposal had also been discussed by the Education Commission on the 25th February 1883 which did not mature into an actual recommendation. It was "that a consultative Board of Education, consisting of representatives of Universities, of the Department of Public Instruction, and of the community at large, be established in each Province for the consideration of any general questions relating to education which may from time to time be referred to it by the Local Government, or which the Board itself may desire to bring to the notice of Government." The proposal for a conference was carried, that for a Board "rejected only by a narrow majority" having been opposed by representatives of the departments, who thought that "a Board so composed would be perpetually engaged with the discussion of first principles," as though it was not chiefly in the solution of difficulties arising over first principles that anything like true progress could be made; and as though a Government which had invited ignorant rural communities under proper safeguards to help it in the self-government of the country could not provide the needed safeguards for excluding vexatious movements and securing progress with educated advisers.

The objections formulated against the creation of a Board was that "it was essential to efficient administration that the responsibility of the head of the department to the Government should be absolute, but, with the intervention of a Board between the Government and the Directors, the responsibility of the Directors would practically disappear." If this objection were sound, local self-government would disappear at once, for in every district where it exists there is some interposition of responsibility between executive heads of districts and the Government. The real responsibility remains with the Government, being only conditionally shared under a reserved power of veto. But discussions of first principles would reveal exercises of conscious or unconscious caprice on the part of educational officers, the publication of which might not be convenient to them, though it would not embarrass the Government.

One of the reasons why I have always feared that educational officers should not be even Provincial and still less Imperial Directors of Education is that their opposition to this reform discovered a typical incapacity for dealing with the administrative questions underlying public education.

Whether the agency by which first principles forming the warp and woof of all thorough education should be fairly dealt with should be called Boards or

Conferences. I prefer Boards, because, having an established organisation, they would have records and a continuity of policy which would be lost in occasional conferences. I submit that the Education Commission evidently desired some continuous and thorough discussion of education problems by all persons concerned in them, while a strong section of the Commission went a little further in pressing for Boards; and I most respectfully submit on the face of these facts, which practically prove the existence of difficulties calling for continuous solution, that if the Education Commission, as a whole, did not desire some such radical remedy for evils felt to exist, as I think it did, it ought to have done so.

The twenty years that have nearly passed since 1883 have been virtually lost if a different course from that actually pursued could have stored any useful knowledge secreted from such consultations as seemed to have been contemplated, as I submit they must have done. I cannot speak for other Provinces, but as regards Bengal, I fear that, for such purposes as I submit, any thoughtful and experienced person would naturally have in view, such consultations as have been held may not be unjustly described as scenes in a farce. I say this not because the settlement of inter-school rules and other things of that nature and on or about that level are unnecessary or useless, but because all such matters stand outside of and below the plane of the questions of principle in whose solution the progress of real education in India is and has always been involved. In a capacity, which need not here be more specially defined, I have attended some so-called conferences, and I would mention that though at the first of them some notes of proceedings were apparently taken, yett on the second day, on my asking certain questions, I was told that they lay outside the sphere of the allotted discussions, and on my pressing that my protest should be recorded in the proceedings, I was informed that no formal proceedings would be recorded.

I respectfully urge (1) that conferences on education ought to be held every two or three years; (2) that, if Boards are never to be established, men of a certain character and standing, previously settled by the Government and known to be interested in education, should be admitted to such conferences and entitled to vote at them; (3) that unless a fairly representative committee chosen from such persons by the Government, and not by the Department, can be formed to select the subjects to be discussed at such conference, a list of such subjects should be made from suggestions sent in by all interested persons, and a choice be made from these by the Government; (4) that rules be framed by the Government for the conduct of the proceedings of such conference; (5) that a full record be made of these proceedings; (6) that the Government have the power to accept or reject any finding of such conference.

The only other point under the head of Administration on which I wish to lay stress is that when general commissions or special committees are appointed to consider educational questions, there ought to be some representation of the domiciled Anglo-Indian community who have been systematically excluded from all such consultations in the past. Alike when a special code was framed for their benefit in 1880 and on later occasions when education has been discussed the unusual course has been followed, not merely of passively omitting to represent the community in such consultations, but of actively declining to accede to their renewed requests to be so represented. A great Government, like that of India, ought not to resent mere statements of fact like this into which no imputation of motive is introduced. That the Government has acted as it thought right is not contended at all. What is submitted respectfully is that the course pursued has been contrary to precedents, and that, as the reason of the course pursued has not been conveyed to the community, they have not only been left without the representation they have sought, but have also been left with a natural sense of grievance besides.

Instruction.—It seems probable that if the administrative branch of education had been more carefully attended to, existing grievances under the head of Instruction would long ago have been removed. In a word, the demand of the domiciled community is for an English education, and as the methods by which this object can be attained have already been put before the Government, in

August 1890, as a result of a public meeting, of which Bishop Welldon was Chairman, and also after later consultation in January 1902, in both of which I have been privileged to take some part, it is unnecessary to lengthen this statement by repetitions.

But two or three important points may be briefly emphasised.

Good teachers commonly complain that in placing the passing of examinations above thorough study in school and college work, *text-books* have usurped the place of *subjects*. But while careful choice of text-books is rightly urged, reduction in the number of books does not seem to have received due attention. With good teaching, mastery of a language or subject with the help of one or two good books is not less practicable, but is less conducive to cram, than its study in many books, especially when, as sometimes happens, these are not selected for their excellence. It might even be better to have no indifferent text-books at all, while allotting a subject for study, than to have many.

The exclusion of marks for English in the M.A. examination of students, whose mother-tongue is English, subjects these students to a hardship as unjust as it is unreasonable.

If the business of University examiners is to test the present knowledge of candidates, and not to adjust their antecedent inequalities any more than their future competition in life, it is difficult to understand on what ground the rule referred to was introduced. There is no pretence of believing that the real subject-matter tested in the English examination is the colloquial smatter acquired in childhood, or that it can be acquired without hard and continuous efforts. If the principle of adjusting antecedent inequalities between students be recognised as a just and necessary working principle, no good reason can be given for confining it to a single subject of examination and enforcing it against a single class of students. It will be seen on reflection how far it can be pressed with as much justice as it can be recognised at all.

University of Calcutta.

Part III

(Supplementary)

A

STATEMENT OF VIEWS

ON

**SOME OF THE EDUCATIONAL QUESTIONS
BEFORE THE INDIAN UNIVERSITIES COMMISSION**

SUBMITTED BY

K. R. BOSE,

PROPRIETOR, PRINCIPAL AND PROFESSOR OF MENTAL AND MORAL SCIENCE
AND LOGIC, CENTRAL COLLEGE, CALCUTTA.

To

THE PRESIDENT,

INDIAN UNIVERSITIES COMMISSION.

SIR,

In response to your very kind invitation conveyed by a letter dated "Universities Commission, India," the 25th March, 1902, I have the honour to submit the following statement embodying my views on some of the momentous educational questions which have been engaging the earnest attention of the Commission under your presidency. My connection with the work of teaching Indian students in this city for nearly a period of 25 years—15 of which were spent in Pandit Vidyasagar's Metropolitan Institution, the pioneer of its kind and exclusively under native management—has naturally led me to form certain pronounced opinions on those questions which I crave leave to lay before the Commission at some length.

The statement of my views will comprise the following heads :—

- I. The Calcutta University as a Teaching Body.
- II. The method of conducting University Examinations and selecting text-books and subjects of study.
- III. The proposal for raising the standard of University education by stiffening the standard of University Examinations, particularly, by raising the pass marks in English for the Entrance Examination to 40 per cent. of the maximum number of marks.
- IV. The Unaided Colleges : their constitution ; their contributions to the cause of University education ; and the proposal to exercise a control over them.
- V. The Teaching of English and Philosophy in Indian Colleges by Indian educationists.

I. THE CALCUTTA UNIVERSITY AS A TEACHING BODY.

It is possible, without propounding a Utopian scheme, to indicate the directions in which our University may develop itself into a Teaching Body. In Law, Medicine, Engineering and certain post-graduate scientific and literary studies for higher Degree Examinations, this development may be effected with the substantial help and fostering care of the Government by way of financing, and delegating of control to, the University. In Law, the University has been exercising to an extent, however limited, the function of a teaching body through its Tagore Law Professorships ; and its further expansion in this sphere is within practicable limits. In Medicine and Engineering, through the delegation of control by Government to the corresponding Faculties in the University, its teaching function may find an ample scope. In connection with the higher Degree Examinations too—the Degrees of Master of Arts, Doctor-in-Science and Doctor-in-Law—the University may teach through its appointed Professors classes absolutely under its discipline and control, reserving certainly in every case to the advanced private scholars the freedom to compete at these Degree Examinations without attending Lectures delivered by the University Professors. Its teaching function may further be enhanced by its *recognising* teachers and otherwise encouraging them by an award of Certificates

Diplomas and Fellowships, not according to the standard of a theoretical examination, but according to the actual success of their work as disclosed by the results of the University Examinations. Teachers or masters in this country, it may be remarked in passing, are a depreciated lot and the name itself has become a by-word. The extraordinary constitution of the Calcutta Senate in which Law and Law Courts are in greater evidence than Arts and Sciences and the numerous Schools and Colleges affiliated in them, which, of all others, have perhaps made the University what it is, seems to accentuate the contumely in which that much maligned body is held. It rests with the University and Government to raise their status in the way suggested and thus remove the unmerited slur which has come to be cast upon them as, unnoticed, unknown and uncared for, they carry on their thankless, but arduous work. It would be inexpedient for the University to take upon it the burden of teaching F. A. and B. A. Classes in view of their unmanageable bulk, as also of the fact, which is apt to be overlooked, that Indian students, with their avowed difficulty in mastering a foreign language, work to a greater advantage in select groups, particularly, in the lower College forms, than in large miscellaneous gatherings in lecture-halls.

II. THE METHOD OF CONDUCTING UNIVERSITY EXAMINATIONS AND SELECTING TEXT-BOOKS AND SUBJECTS OF STUDY.

The present method of conducting Examinations at the Calcutta University is an immense improvement upon what obtained a decade or two back, when the system of appointing Professors teaching a subject as Examiners setting papers in that subject, proved so very scandalous in many instances. Every senior graduate of the University would vividly recall how circumstantially were the questions set by the Professor-Examiner anticipated by his class, how much were the notes given by him laid under contribution even in the most outlying educational Institutions and what misery and degradation overtook the average student who unwisely betook himself to a systematic study of the text-books prescribed. Witnesses who in their depositions before the Commission have proposed a return to the old system, have spoken, I am afraid, without a personal experience of this its besetting vice. It would be much safer, if practicable, to initiate the system of inter-University Examiners, as they have in Medicine and Engineering, than to fall back upon that uncanny system which has been weighed in the balance and found wanting. Multiplication of subjects, and necessarily of text-books, in the F. A. Examination of the University, has tended of late years to increase the area of knowledge at the expense of its depth and to foster a shallowness and superficiality of information which would have been avoided, if the recent innovations on the curriculum had been withheld. The adoption of the Syllabus for B. A. Philosophy in recent years, supplemented by an unwieldy array of text-books (numbering about 50 big volumes), as books recommended, has had the curious effect of scaring students away from the study of text-books altogether and restricting their attention to the notes given by certain popular Professors of the subject to their classes and emphasising "Cram" which the arrangement was originally designed to counteract. Even the successful candidates in the M. A. Examination in Philosophy (in which also the Syllabus with its concomitant catalogue of standard works holds its sway) make no secret of the fact that they have come off successful without procuring and studying a single text-book recommended, the popular Professors' notes standing them in good stead throughout. All honour to the Professors who can frame such notes ! But education in Philosophy thus imparted and received is of the most unphilosophical stamp. And what is still more strange, the Professors in many instances have not the slightest inkling into the situation and naively believe their pupils to be as indefatigable readers of books on the subject as they themselves are. The truth is that lecturing in Philosophy without using particular text-books, is a work congenial to the taste and standard

of the cultured Professors, but it is less than useless to their pupils who have to learn the subject in a language which is not their mother-tongue. The value, therefore, of a systematic study of some select standard works on Psychology, Logic, Ethics, Theology etc., cannot be sufficiently exaggerated, both by way of imparting genuine education in these subjects and steadying the aberrations of the standard of University Examinations for which there is hardly any check in the indefinite generalities of the Syllabus and the unwieldy array of text-books by which it is authoritatively supported.

III. THE PROPOSAL FOR RAISING THE STANDARD OF UNIVERSITY EDUCATION BY STIFFENING THE STANDARD OF UNIVERSITY EXAMINATIONS IN ENGLISH ; PARTICULARLY, BY RAISING THE PASS-MARKS IN ENGLISH FOR THE ENTRANCE EXAMINATION TO 40 P. C. OF THE MAXIMUM NUMBER OF MARKS.

Such has been the recommendation of a Committee of experts appointed by the Senate of the University to investigate the causes of failure in the B. A. Examinations of recent years ; as also of a large body of official and non-official witnesses who gave their evidence at the sittings of the Commission in Calcutta. The ostensible majority is clearly on the side of the reform. But this majority is only a poor minority compared to the overwhelming numerical strength of educational workers who have never been represented before the Commission, who have been condemned unheard and whose worthless work in High Schools has been held answerable for that *fiasco* in the B. A. results. But, Sir, it is a far cry from the Entrance to the B. A. Examination. That estimate of the untoward results of the B. A. Examinations should consistently have elicited a similar pronouncement upon the utter worthlessness of the College-work in the F. A. Classes. The fact, however, should not be lost sight of, that the majority of the Committee appointed by the Calcutta Senate consisted of heads of Colleges who were called upon in a manner to sit in judgment upon their own work. And the results of their deliberations have been the unqualified condemnation of the work done in schools and the recommendation to raise the pass-marks in English for the Entrance Examination to 40 p. c., as one of its corollaries, backed up by two other corollaries, namely, the raising of the F. A. pass-marks in English to 35 p. c. and the B. A., to 33 p. c., as if the benign influence of the College-forms is neutralising the malignity of the school-work with mathematical precision at every advancing step ! But the University motto, "The Advancement of Learning," should seem to suggest a contrary course, namely, a commensurate uplifting of the F. A. and B. A. standards by raising the F. A. pass-marks in English to 45 p. c., and B. A., to 50 p. c. if the Entrance pass-marks in English is to be raised to 40 p. c. The truth is, it is not the Pedagogues in village M. E. Schools or the Head-Masters in High Schools who are caught napping in this instance, but the Professors and Principals in Colleges ! The poor school-masters are no real sinners in this business ; they are rather sinned against. The tutorial work has manifestly a two-fold function : (a) Prelections ; (b) Examinations : the latter, perhaps, being a much weightier element in training up Indian students in English which is to them a foreign tongue. Both the counts of work are grappled with in our schools as a matter of fact ; while with the increasing bulk of our College forms, as is very widely known, the second count is grievously neglected in the Colleges, or if rendered at all, rendered most perfunctorily on account of the inherent dulness and dreariness of the situation. That I am not drawing upon my imagination for this expression of opinion, will be evidenced by the statistics published in the University Minutes for 1900-1901, page 498, which shew that on the basis of 33 p. c. as the *minimum* pass-marks in English, a decade and a half ago, when the College classes were comparatively small, about half the number of candidates sent up, sometimes more, used to pass

the B. A. Examinations successfully. Extreme shortness of the 4th Year Session (*practically a half session, from July to January*), according to the present University arrangements leaving the class-work unfinished and thus accounting for an appreciable number of B. A. failures, seems to have weighed very little with the Committee, apparently on the ground that in English Universities, the working session is shorter still. But India is not England! Nor is it in strict consonance with facts to theorise that the majority of our students are crammers and that their teachers, so many coaches. Our students, generally speaking, leave no stone unturned to comprehend facts and principles and then make them their own. The evil may rest with an insignificant minority. The function of memory too can hardly be belittled in the upbuilding of human knowledge, when that knowledge has to be imparted and received through the medium of a foreign language in connection with the untold niceties and technicalities of special sciences. The imputation also that College Lectures are not successfully followed, will not bear much scrutiny. It is not borne out by the experience of most of our teachers; and perhaps it may largely be set down to the inexperienced teacher's want of tact and lack of sympathy in adapting his teachings to the capacity of the young learners. Pursuit of knowledge for its own sake is hardly the initial step of education; it is its goal. And the enhancement of social status and attainment of good offices—some of the utilitarian aspects of education in short—which come to young men with their progress in education and at which there has been a good deal of looking askance before the Commission, are certainly not the exclusive features of Oriental student life. I should, therefore, implore the Commission to investigate the situation closely before recommending a move which will certainly not make for the advancement of learning. A few solitary Temples of Learning on this vast Indian continent, with its teeming millions, should not have their portals thus barred against the halting little pilgrims who bid fair to pulsate with new life and energy and march on with steadier steps, as they are treated to a better pabulum on being privileged to enter their sacred precincts!

IV. THE UNAIDED COLLEGES: THEIR CONSTITUTION; THEIR CONTRIBUTIONS TO THE CAUSE OF UNIVERSITY EDUCATION; AND THE PROPOSAL TO EXERCISE A CONTROL OVER THEM.

Pandit Iswara Chandra Vidyasagar of illustrious memory was the pioneer of this movement in this part of the country, as his great educational Institution is the pioneer Institution of its kind. The success of his enterprise is simply unprecedented in the history of educational movements in this land. He lived to witness the triumph of his patriotic enterprise; for, not only under his management did his Institution score a place, next only to the premier State College in these provinces, but prove so far self-supporting as to acquire with its own resources exclusively a splendid habitation for itself, equipped with a rich library and a decent laboratory. Following in the wake of this Institution, a goodly number of Colleges have been founded and developed all over the country. Most of these Institutions teach up to the F. A. Standard of the University and some, up to the B. A. The services rendered to the cause of liberal education by these Institutions have been incalculable, as they have proved themselves to be powerful agencies for diffusing University Education throughout these provinces and bringing it home to the students of very moderate means who, but for the expansion of this popular movement, would have gone without University Education altogether. Enthusiasm inspired by a sense of independence has been the soul of success of this indigenous enterprise. A College conducted on the lines laid down by the great Pandit, aspires to making itself absolutely self-supporting. The management of such an Institution by an individual Proprietor, with his singleness of purpose, public spirit and independence, is likely to deteriorate altogether on its being vested in a sort of partner-

ship business with a Co-Proprietor as his meddlesome rival having different aims and aspirations. It is a prejudice begotten of ignorance and suspicion to think that these Unaided Colleges are characterised by a laxity of discipline. Their classes, when not quite unwieldy, work in good order under a capable teacher. If there is any laxity of discipline, it is in the matter of determining the rates of tuition-fees and realising them when due, which is attributable in part to the well-known poverty of the class of students who come to join these Institutions, and in part also, to the inter-College rivalry and competition in large cities and towns where more than one such Institution seem to be needed. As in many instances the Proprietor of such a College has to earn his livelihood from his Institution, his Institution may perhaps be said to have a "commercial basis" ; but its assets are quite slippery ; and on the expiry of half the College-session (for which only, according to the University Regulations, the majority of the College-students have to pay their tuition-fees), they are a little too attenuated for himself and his staff. No wonder that in these circumstances a Proprietor of an Unaided College is seldom found to make himself or his Institution a financial success. If any direct control is to be exercised over such Institutions in the interest of discipline, it should certainly be by a properly constituted authority, an authority such as the Vice-Chancellor of the University or the Director of Public Instruction.

V. THE TEACHING OF ENGLISH AND PHILOSOPHY IN INDIAN

COLLEGES BY INDIAN EDUCATIONISTS.

The teaching of English and Philosophy in Indian Colleges by Indian educationists has been depreciated before the Commission in certain quarters. But it is too late in the day to enter this *caveat*, as the Indian Educationist teaching English and Philosophy, has been in evidence for the last thirty-five years or so, and he seems to have stood a crucial test in this connection ; and his work has not been found to compare unfavourably with that of his Western *confrere*.

(1) *As regards the Teaching of English*: "The Calcutta University Minutes" shew that the B. A. Honour Graduates in English from the City College, Calcutta, have twice topped the list (namely in 1886 and 1888) and that in the Metropolitan Institution, 12 students graduated with Honours in English in the 1st. class from 1885 to 1894, one standing Second in order of merit for his year.

(2) *As regards the Teaching of Philosophy* : To take a typical instance of an Unaided College and that from the very first year of its affiliation to the B. A. standard to its fifth year (its entire stipulated period of probation in short, according to the University Rules of affiliation), I should, following an influential precedent before the Commission, submit the following comparative statement even under a sense of personal embarrassment :

A comparative statement of the results in the B. A. Examination (University of Calcutta) in Philosophy of the Presidency College and of the Metropolitan Institution

for the years 1881-1885, as compiled from the Minutes of the University of Calcutta for 1881-1885 : --

YEAR	PRESIDENCY COLLEGE			METROPOLITAN INSTITUTION.				
	No. of candidates sent up.	No. of candidates passed in Philosophy.		Percentage.	No. of candidates sent up.	No. of candidates passed in Philosophy.		Percentage.
1881	32	22		68.75	22	21		95.45
1882	42	38		90.47	34	29		85.29
1883	30	16		53.3	35	23		65.71
1884	17	15		88.23	41	38		92.68
(Supplementary) 1884	5	5		100	16	16		100
1885	46	Honours in Philosophy 1st class | 2nd class 43 | 0 | 1		93.47	54	Honours in Philosophy 1st class | 2nd class 62 | 1 | 0		96.87

The classification of successful candidates into *B. A. Pass* and *B. A. Honours*, according to the standard of the Examination passed, came into existence in 1885, and the Hon'ble the Vice-Chancellor of the University commenting on the results of the Examination in the course of his speech at the Annual Convocation, observed :—"and the First Division in Mental and Moral Science was monopolised by Mr. Jogiendra Kumar Sinha of the Metropolitan Institution."

From the year 1885 to 1892, 17 candidates were sent up from the Metropolitan Institution for *B. A. Honours* in Philosophy, of whom 13 passed with Honours in that subject (6 being in the 1st class) ; and 4 out of 5 obtained the Degree of Master of Arts in that subject.

In 1892, again, a student from the Honour Class in Philosophy of the Metropolitan Institution graduated with Honours in that subject, standing First in order of merit.

Other instances might be given. But these must be withheld, as I have already made a larger trespass upon your time and patience than is justified by the indulgence which has been graciously extended to me.

I have the Honor to be,
SIR,

Your most obedient Servant,

K. R. Basu,

Proprietor, Principal & Professor of Mental & Moral Science & Logic, Central College, Calcutta (Formerly, 1878-1893) Professor of Logic & Philosophy, Metropolitan Institution, Calcutta.

THE CENTRAL COLLEGE, CALCUTTA,
Dated the 5th April, 1902.

TO THE HON'BLE MR. THOMAS RALEIGH, M.A., D.C.L.,

President of the University Commission.

DEAR SIR,

I venture to offer a few remarks on the subject which now engages your attention, and which is one of vital importance to the people of this country. I must say that they are to be congratulated on their destinies being entrusted to a nobleman who has become famous for his scholarship, statesmanship and oratory, and is distinguished for his humanity and sympathy for all classes of His Majesty's subjects, and has been able to direct his mind to the internal affairs of the country and to the well-being and welfare of the people. Their sincere thanks are due to His Excellency for the appointment of this Commission. That His Excellency has notwithstanding the arduous duties engrossing his attention been able to perceive and grasp in so short a time the defects in the system of education pursued here discloses a master mind endowed with intellectual powers of a superior order and the faculty of keen observation, so rare. The people are also to be congratulated on the constitution of the Commission which consists of some ablest and worthiest members and is presided by a gentleman distinguished for profound learning and scholarship, extensive practical experience of the subject, and deep sympathy for the people.

I may be permitted to mention that I have been impelled to trespass on your valuable time as I regret to find that attention has not at all been directed to the principal defect in the existing system of education. The European witnesses examined are not likely to be familiar with its evil effects produced on the native students with whom their connection ceases on the completion of their academical career.

I proceed now to lay before you and invite your special attention to, the radical defect which is no other than the unique rule by which a foreign tongue has been made the medium of instruction, owing to which, the system of education, adopted in compliance with the requirements of the University, has failed to achieve the paramount object of education which should consist in giving such a training to young men as must unfold and develop their intellectual faculties and stimulate a craving for and thirst after knowledge and thus enable and impel them after leaving college to prosecute throughout life the study of particular subjects congenial to their respective constitution of mind. But the system pursued here by us requiring and compelling as it does, the students to have recourse to cramming, renders the acquisition itself of knowledge distasteful to them, and instead of exciting curiosity which is so natural in youthful minds appears to quench and extinguish it altogether and stop further culture so that our graduates as a general rule, are not found to continue the study of any branch of science or literature after completing their academical career.

The boys being required to read History, Geography, Arithmetic, Algebra and Euclid in English before they have made sufficient acquaintance with this strange tongue cannot be expected to feel any pleasure in the acquisition of knowledge when the burden placed on their youthful minds is too heavy and distracting, and they are compelled to commit to memory things without thoroughly understanding them. The inevitable consequence is that there is not much healthy exercise of the faculties of understanding, reasoning and judgment, but there is only a morbid exertion of memory, the wholesome and salutary exercise of which consists in storing in it, of ideas according to their natural and logical association. And this would be possible, if the boys were in a position to digest what they are made to learn, and had clear ideas of things, that may be arranged with those of cognate character, if any already existing in their mind. But under the present unnatural system there can only be a cultivation of what may be called Local Memory, that is to say, recollection not of the ideas of things but of the letter-painting of the words conveying them at the top, middle or bottom of the pages of the books they are required to read in English, of which they have but an imperfect knowledge.

Cramming has thus become a necessity among native students of this country in consequence of this unnatural and unique rule followed here, by which English has at too early a stage been made the medium of instruction instead of the boys' mother-tongues. It is impossible for a boy appearing in the Entrance examination to answer questions on History and other subjects in his own words in English. In order to be able to do that, he must get by heart the answers to all questions that are likely to be set, in such a manner as to be able to reproduce them in the examination hall.

It is undoubtedly true that when the Calcutta University was established, there was no other alternative but to adopt the said rule. Thanks, however, to the dissemination of knowledge of Sanskrit and English since the establishment of the University, the Vernacular literatures have made vast strides towards progress, improvement and perfection, so that the time has now arrived for placing education on the natural basis by introducing the vernaculars as the medium of teaching up to the Entrance, if not, up to the First Arts.

I venture to observe therefore that the foremost and the most important question for your Commission's consideration is whether English should be replaced by the boys' mother-tongue as the medium of instruction, and if so, to what extent.

The Bengal Government appears to have realized this anomaly and evil, and has with a view to remedy it, passed a resolution to the effect that boys should be taught the other subjects, through the medium of their mother language up to the 5th class in the High schools, and English should be taught as a second language.

This is certainly based on the right principle, though it falls far short of what is required. But nevertheless a thoughtless and unreasonable clamour has been raised against it by a class of persons who appear to be possessed by what may be called Anglomania.

It is useless to argue with these persons who fail to perceive a self-evident truth and who would not pause to examine the subject with calmness and coolness, but would superstitiously cling to a vicious practice of which the effect has been most deplorable.

I submit that the Bengal Government goes only a half way. I do not think the acquisition by boys of the knowledge of English would suffer in the least, if the principle be carried up to the Entrance Examination or higher still. The energy which is wasted in cramming will be saved, and the youthful mind will be protected from the derangement caused by the morbid exertion of memory in cramming, while English would be better understood and mastered, by studying the same in the natural, logical and rational way.

Notwithstanding the present system of imparting instruction in English, the general complaint is that boys cannot write idiomatic English. Idioms of a language consist in the peculiarity in phrases and in the arrangement of words in sentences, as distinguished from those of other languages. There cannot be any doubt that boys who have mastered their mother-tongue are in a better position to understand and learn idioms of English, than under the present system, of which the failure in this respect is admitted.

All objections may be obviated by making it optional with the High English schools to impart instruction through the medium of English or Vernacular, and by making it optional, with the boys to answer questions on other subjects either in English or in their mother-tongue. The papers on English must be answered in English; and if the boys taught through the medium of the Vernacular cannot acquire sufficient knowledge of English and cannot therefore secure the requisite number of marks in that subject, they will necessarily be plucked.

It is worthy of special remark that the dissemination of the knowledge of the Physical sciences is most needed in this country for the material prosperity of its people among whom imagination has run riot, and whose mind and attention have been wholly engrossed by the metaphysical and transcendental sciences and doctrines up to the present day. The widest dissemination of the knowledge of Chemistry and Physics, and of the practical application of the same to

the industries is absolutely necessary for saving the people from poverty and famine which appear to have become the perennial source of misery and distress of the masses. The spread of knowledge of these sciences can be effected only through the medium of the Vernacular languages. And hence it appears that the greatest good would result to the people of this country, if their mother-tongue be made the vehicle of instruction up to the F. A. Examination, in the curriculum of which these sciences are included.

As regards the want of books it may be removed in no time if the Commission recommend the appointment by a Government of a committee consisting of the native Professors of Science in the affiliated Colleges to prepare text-books of these sciences in the Vernacular languages.

Text-books in the Vernacular languages may also be prepared on History and Geography, in which names of persons and places in English should be given within parentheses just after the vernacular names, so that boys may not wrongly spell them when writing English.

Similarly Text-books on Arithmetic, Algebra and Euclid may be prepared in such a manner that the English names of important terms should be given just after the vernacular ones, with a view to remove the difficulty in the way of the boys while studying the higher branches of mathematics through the medium of English.

I may be permitted to mention that the question whether the candidates for the Entrance examination should be permitted to answer questions on History and Geography in their mother-tongues was once considered by the Senate of the Calcutta University, and it was only by a narrow majority that it was answered in the negative.

I am not aware whether Government has any policy with respect to English and the Vernacular languages. It should however be observed that the best interests of the British Indian Empire require not only that some of the people should know English, but that some Englishmen also should know the languages of the people.

It seems, however, that English is sought to be made the language of the Courts. But this would open a wide door to miscarriage of justice through mistakes and errors of translation. It is worthy of remark that the ambiguities in the original cannot, oftener than not, be preserved in the English translation. I allude to this in order that the question may be considered in all its aspects.

I wish to invite your attention to another defect in our system, namely, the want of religious instruction. I submit religious neutrality may be equally maintained by recognizing all the religious persuasions, and by requiring the boys to learn the principles of their respective religions instead of ignoring them all. The exclusively secular education dissociated from religion appears to have injuriously affected the moral character of our young men. Although the enforcement of discipline accompanied by moral teaching, at home and in schools and colleges, has the greatest influence on the formation of moral character, yet the thought of future existence after death, and the effect of our conduct in this life on our condition in the next, have a salutary effect on the mind, creating an inclination for virtue and abhorrence for vice.

I have the honour to be,

SIR,

Your most obedient Servant,

GOLAP CHANDRA SARKAR,

Fellow of the Calcutta University.

UNIVERSITY OF MADRAS.

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THE RIGHT REVEREND H. WHITEHEAD, M.A., D.D., Bishop of Madras.

A.—Constitution of the Senate and Syndicate.

It does not appear that there is any great demand for reform in the constitution of the Senate and Syndicate in the University of Madras. In Calcutta on the other hand much dissatisfaction has been felt in past years that the government of the University has been so largely in the hands of persons not themselves engaged in education. It would be desirable, I think, that the Senate of an Indian University should be a much smaller body than at present, consisting mainly though not exclusively of persons actually engaged in education. A Fellowship should be held on condition of a certain percentage of attendances at meetings of the Senate during a period say of three years.

B.—The functions and work of the University.

It will be convenient to deal with the question of the reforms most needed in the practical work of the University under three heads. There are, I think, three main defects in the work of our Indian Universities which urgently need reform.

I.—Differentiation of Functions.

The first is that the Universities now attempt to combine two widely different functions. On the one hand, they endeavour to give what I may call a commercial education to a large number of young men who are destined to work as clerks in Government or Mercantile Offices or to take posts as schoolmasters on salaries of about ₹20 or 30 a month and do work that is rather below than above the work of National School Masters in England. This class of students, who constitute by far the majority of the students of an Indian University, are not fitted to receive a University education nor is the education they receive at the University suited either to develop their powers or to prepare them for their work in life.

Then, on the other hand, the University aims at giving a really high education to a small body of able and thoughtful students.

These two functions are quite incompatible, and the result of attempting to combine them is a comparative failure in both. The general body of the students who need a "Commercial" education are obliged to study subjects unsuited to their capacities; and at the same time the teaching and examining of the small body of really able students is fatally hindered and degraded by the effort on the part of the teachers and examiners to suit their methods to the majority of the students. I do not think that I am exaggerating when I say that in every class of 100 B.A. students at least 60 are unfitted to receive a University education. But as they are in the class the lecturer must of necessity teach down to their level. No great improvement, I believe, is possible in University education, unless this state of things is remedied, and the University students proper are separated off from the rest.

The simplest way to deal with this evil, I think, would be to make the

* Or the F.A. might be abolished and a new examination instituted for those who are not University students. Students preparing for this examination would not be required to pass the Matriculation Examination first.

F.A. * Examination altogether distinct from the regular University course, so that after passing the Matriculation Examination a student could either go up for the F.A. or begin at once to study for the

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B.A. I would then make (a) the F. A. a two years' course and adopt the subjects and examinations to the needs of those who are destined for work as clerks in offices or other professions which do not require a University Education, (b) the B.A. a three years' course from the time of Matriculation with no other examination intervening, and (c) the M. A. a two years' course from the time of passing the B. A. Examination. I would also make the B.A. honour course entirely separate from the ordinary B. A. pass course, with different books and subjects.

In thus re-organizing the University course the objects in view would be:—

- (i) The reduction of the number of examinations for the B.A. students.
- (ii) The separation of the honour course from the pass course in the B.A.
- (iii) The provision of greater facilities for specialization in the case of B.A. honour students.

The Universities, Teaching Bodies.

If these changes were made or changes on similar lines, I should be in favour of the University becoming a teaching body for the honour B.A. and M.A. students. It would, I think, be a great advantage for the ablest students to receive their education at the head-quarters of the University where they could have access to good libraries and be taught by a body of University professors who would devote themselves entirely to their tuition. The mofussil colleges cannot afford to set aside a number of highly paid professors for the teaching of their best students, and in the interests of higher education it is very desirable that this important part of the teaching work should be undertaken by a body that has adequate funds at its disposal.

II.—*Improved teaching of English.*

The second defect which tends to hinder the work of the Indian Universities is the faulty method of teaching English that prevails in schools.

All the teaching in the University course pre-supposes a good knowledge of English and the students cannot master the subjects they study, unless they have a thorough command of the English language. The burden of thinking and getting up new subjects in a foreign language is in any case heavy: and it crushes all power of original thought out of any student who attempts to bear it without having first mastered the language in which he has to think. A good knowledge of English therefore is essential as the necessary foundation of a University education: and the foundation must be laid in the schools. But the only way to secure a sound knowledge of English in the schools would be for the boys to be thoroughly drilled for some years in translating from their Vernaculars into English and *vice versa* both on paper and *viva voce*. This, I believe, at present is rarely done. But the Universities could insure its being done by giving much more weight in the Matriculation Examination to translations of passages from the vernaculars into English and *vice versa*.

The Matriculation Examination might with advantage be simplified especially as regards the English part of it, which should be directed solely to testing a student's knowledge and command of English and not his knowledge of queer phrases and allusions in a text-book,* or grammatical puzzles.

* There is no text-book for the Matriculation Examination in the Madras University: but in the papers far too much weight is given to grammatical difficulties. Students get up "cram" books to answer the general English paper, I am informed.

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III.—*Permanent Moderators.*

A third defect is the want of a permanent staff of skilled examiners or moderators in the various branches of study.

Examining is an art requiring special qualifications and careful and constant study. If a man is to examine well he must give a great deal of time to the setting of the papers and the consideration of the effect, which particular questions will have upon the methods of teaching. It is most important therefore that this work should be done by experts who can give ample time to it. Examining is the main function of the University and if this is done badly the failure must react disastrously on the teaching of all the colleges. The constant complaints made by responsible heads of colleges with regard to both the questions set and the vagaries of examiners in looking over the papers of the candidates, seem to show clearly that in this important department of University work there is urgent need of reform.

The main difficulty that arises in dealing with this problem consists in the fact that while, on the one hand, it is not desirable that the examiners should actually be teaching the subjects in which they set questions, on the other hand

the only persons who are really competent to examine in many subjects are the men who are engaged in teaching them. In India there is no reserve of able and learned men, not engaged in education, with leisure to examine.

I would suggest the possibility of appointing in each subject a highly paid moderator, to act as Chairman of the Board of Examiners in moderating the papers set, and to test carefully the results of the examiners who look over the papers. At present the Board of Examiners in each subject is supposed, I believe, in most Indian Universities to moderate the papers set. But it is impossible for this to be done properly by a body of men who have a hurried meeting to look over a large number of question papers which they have not seen before. A paid Chairman would have the duty of making himself thoroughly acquainted with the kind of questions that it would be fair and desirable to set, of carefully studying each question paper before it was brought before the Board, and of explaining to the Board the objections he might have to any particular questions or any paper as a whole. So too he could thoroughly test the results of each examiner and where he found them defective, refer the papers to either a Standing Committee of the Senate appointed for the purpose or to the Board of Examiners.

If the Entrance, F.A., B.A., and M.A. Examinations could be fixed at different times so as to spread over the year, a paid moderator in any one subject would be fully employed for the whole year moderating the questions and results of the various examinations, and could give his whole time to the work. Considering the great importance of a thorough, accurate and scientific system of examination as the main work of the Universities, I am inclined to think that it would be at present better for them to spend any spare funds at their disposal in perfecting their examinations than in undertaking any additional functions as teaching bodies.

Dated the 15th February 1902.

From—W. E. HOARE, Esq., M.A. (Oxon.), B.A. (London), Principal, Doveton College, Madras, Fellow of the Madras University,

To—The President, University Commission.

I HAVE the honour to lay the following views before the University Commission. At the time of writing I have at hand no report of the Syndicate of the Madras University later than that of 1900-1901. All figures are quoted from that report. Nothing has since happened to modify those figures to any material extent.

1. *Constitution of the University.*—I see that it has already been pointed out that the Senate is too large. Far too many Fellows have been appointed as a mark of favour, apart from educational fitness. The evil is more apparent than real, since the alterations of the syllabus, etc., are left principally to the educational men, but at the annual meeting for the election of the Syndicate, etc., there is a very large attendance. The evil of appointing a needlessly large number of Fellows dates from 7 or 8 years back :—

In 1896	18 were appointed (at least).
„ 1897	20 „ „ „
„ 1898	25 „ „ „
„ 1899	20 „ „ „
„ 1900	14 „ „ „

Of these, and I include myself, a large number cannot be considered highly qualified to deal with University affairs. Others, better qualified, might have waited a few years.

2. *The Syndicate.*—This is elected annually by the Senate. The leading Government officers usually and naturally find a place on it. It is a somewhat sluggish or somnolent body, but since the majority of its members are re-appointed, and since the election is free, it cannot be said to have failed to please the majority of the Senate.

3. As regards colleges, there are many needed changes. Affiliation is at present a merely nominal bond, and, like the Fellowship, is bestowed too widely. The 1901 calendar shows 40 second grade, 15 first grade colleges, besides special colleges.

In 1900, 2,138 in all appeared for the F.A. Making no deduction for non-collegiate students, this gives an average 49 per college, which at first sight seems to indicate a college of fair strength, but Table IV, p. 29 of the Syndicate's report, 1900-1901, shows—

Colleges sending over 200 candidates	1
„ „ 100 to 200 „	0
„ „ 50 to 100 „	10
„ „ 25 to 50 „	15
„ „ 10 to 25 „	17
„ „ under 10 „	11

It is certainly a matter of debate whether the last two divisions—more than 50 per cent. of the colleges—can be said to be colleges or places of higher learning in any sense of the word.

Of the above 2,138 students, 356 were private candidates, leaving 1,782 candidates from colleges. Now practically every member of a senior F.A. class goes up for the F.A. Hence allowing for illness, etc., there are about 1,800 in the Senior F.A. class. The number in the Junior F.A. class would be about 1,200.

Dividing these figures by the number of colleges we get average college strength to be—

Senior F.A.	33
Junior „	22

It can, I think, be hardly doubted that the real interests of education would be furthered by a *diminution* of colleges and a concentration of students into

fewer but larger and better equipped institutions. The policy of urging the conversion of strong high schools into second grade colleges was begun by H. B. Grigg, Esq., once Director of Public Instruction. Year by year the Director has complacently noted the increase of colleges and has not apparently perceived that an increase of weakly institutions is no gain to the cause of education.

In these days of railways, hostels, etc., there is less need than ever for a multiplication of small colleges. Once a champion of second grade colleges, I am now a convert to the opinion that they are as a rule a mistake. The candidates who pass the F.A. from them have to join a first grade college for their degree studies. This being so, the student had better join the first grade college after matriculating and pass both his examinations (F.A. and B.A.) from the same college.

The evil is accentuated when two weakly colleges compete for the available students in a small town. Tinnevely, Cuddalore, Coimbatore, Mangalore,—all have two colleges. This must lead to a lack of discipline and to that insane competition in fee cutting, which, with the Honourable and Rev. Dr. Miller, I deplore as the bane of aided education.

The supply of colleges should be rigorously limited to actual needs. People should not be encouraged to open second grade college just because they would like one.

The promoters of a new college have to satisfy the Syndicate of the financial stability of the proposed college. The Director has recently spoken at Coimbatore of the necessity of endowments. I would make it a condition henceforth that before any new college is affiliated, it should have an endowment of at least R50,000. If a college were really needed this would be raised.

Of the first grade colleges, 15 in number.

2	sent up more than 100 candidates for B.A. English Language.
2	„ 50 to 100
5	„ 20 to 50
4	„ 10 to 20
2	„ under 10

These figures would seem to show that about 10 first grade colleges and 25 second grade college departments (which may be in most cases identical with first grade colleges) are thriving.

In fact from the Syndicate's report, only about 12 purely second grade colleges seem to have F.A. classes sufficiently large to justify their existence.

I recommend (1) that F.A. candidates who have failed be required, as in the case of those who fail at Matriculation, to return to college; (2) that the numbers of those obtaining 'exemption' be greatly reduced. The figures are instructive. In 1900 out of 7,313 examined for Matriculation, 6·9 per cent. of 1,860 'private study' candidates passed; 23 per cent. of the 5,453 school candidates passed. The large total of private candidates (1,860 examined, more than 25 per cent. of the total) and the very low percentage of passes among them seriously affect the general results of Matriculation.

		Per cent.
December 1900.	School candidates examined 5,453 passed 1,266	23·2
	Private „ „ 1,860 „ 130	6·9
	<hr/> 7,313	<hr/> 19·5

All *bonâ fide* teachers, clerks, etc., should receive exemption, but boys should not receive exemption merely because they are 18 or even 20, when the effect of exemption is that they stay at home. They should be at school.

4. *Examinations*.—I agree in thinking with Dr. Miller that Matriculation arrangements are not satisfactory. But this is not due to the large numbers. The Cambridge Local Examination authorities and the College of Preceptors apparently handle larger numbers with success.

Too many examiners are employed, and many of inferior quality. This year there were 7,777 Matriculation candidates. I valued 1,711 papers myself. Two others did nearly as many. Clearly five men working on this scale would

clear the lot in one subject easily. I may say the average mark per candidate of the three men referred to was within '2, identical. But under us were a number of men, natives, who had, I suppose, 500 or so papers each. There came in the difficulty. One man marked a paper 31: the three chief men lowered it to 19. One man gave 27. I, who am reckoned strict, gave 42. Imagine scores of cases where the revaluation gave results differing by numbers ranging from 6 to 10, recollect the numbers of boys whose marks come near—above or below—the passing mark. Is it any wonder that the Matriculation results are, by those best qualified to judge, considered untrustworthy? Fewer and better examiners must be employed. The University has ample funds, and if the best men do not find the present terms attractive, the terms must be raised. I cannot say that the Syndicate has made the best even of the present state of things. I do not think that sufficient attention has been paid to the rule that graduates of less than 10 years' standing should not be nominated as examiners. Those who could have examined well have been left out in the cold, while the incompetent have been taken on—no doubt in inadvertence. Graduates and principals of mofussil schools have been at a great disadvantage. With care and proper organization even a big thing like the Matriculation can be managed properly.

5. I am in favour of the following:—Government no longer to accept University examinations as gateways to Government service. The Matriculation breaks down hopelessly in its endeavour to satisfy the threefold purpose of (1) an entrance to a University course, (2) passport to Government service, (3) school-leaving certificate. If three separate examinations were instituted for these purposes, I have no doubt there would be an all-round gain, but the smaller high schools might suffer and much opposition would be raised. At present Government says—"Oh! you must have science in your high school course." Now for University purposes many would propose to simplify Matriculation by dropping Science and increasing the Science in the F.A. This illustrates the disadvantages of the present system. Too often a boy leaves school from the VI Form with a smattering of everything. A school-leaving examination should rather require him to know two or three things well.

6. *Science Degrees.*—I am in favour of examinations for a B.Sc. degree as proposed, and for an M.Sc. degree, which has not been proposed. If these are instituted I do not see the necessity of keeping the Science subjects, *at least to their present standard* for the B.A. Those who want that standard should go to the B.Sc. I should be inclined to drop the Language Division of the B.A., to substitute a fairly easy Science standard rather higher than F.A. Physiology and have for Branch III a choice between Mathematics, History, Philosophy, with alternative courses in each.

7. I do not see the necessity of *honour courses*. The advocates of these seem to be seeking too close a correspondence between our courses and those of Oxford, Cambridge or London. Is there among students any desire for an honours course? I think not. Further, without present resources in the way of professors I doubt if a college would cope with the increased work. Now a B.A. class contains say 60 pass men. An honours course would divide it into 50 pass men at least, and from 6 to 10 honours men. Much extra work would thus be entailed and an increase of staff required. The true course seems to me to coax promising graduates to take the *M.A.* Something is being done by scholarships, but apparently even promising B.A.'s turn off to the B.L. or to Government service. If Government could reserve one or two posts annually for M.A.'s only, this might be an inducement.

8. Again joint lectures might be provided either by the colleges, or by the employment of college men as *University Professors*. I fear, owing to geographical reasons, joint college lectures for the F.A. and B.A. are practically impossible, but the M.A. course would give a chance for the establishment of such lectures. The field is at present scarcely occupied, only a little tutorial oversight being given to M.A. candidates in one or two of the largest colleges.

- (a) There would be no difficulty in causing M.A. students to attend the Presidency College on one day for a lecture, the Christian College on another, Pacharyappa's on another; or
- (b) The University might elect as University professors the best men available and institute Saturday lectures to M.A. or even to B.A. students *in certain subjects*. The University can afford this;

individual professors would not be heavily taxed if asked to deliver say 15 lectures per year. Three professors to one branch would thus mean 45 lectures for one branch. This in addition of course to their regular college duties from Monday to Friday. The distinction between a teaching University and a mere examining body is more apparent than real. The affiliated bodies teach. But enough has been said by others on this point. Suffice it to say that in the scheme above outlined the demands of those who cry out for a teaching University would be met and the experiment might lead to further developments.

9. I think Mr. Saththianathan's wish for extensive lectures has been formed in complete forgetfulness of the conditions at present obtaining in Madras. Education must be more widely diffused and there must be more scholars of means and leisure before such a scheme can be contemplated.

10. *University finance.*—Suggestions already made would do something to remedy what I think is nothing less than a scandal—our huge credit balance of R3,96,337 on 31st March 1900. The University in this bears too close a resemblance to a commercial company with a large reserve fund available for dividend. I have already indicated ways in which *at least the interest on the balance* might be spent. The University should spend largely in modernising and adding to its library. Somebody—Government, or the University, or private effort—should commence an art gallery, a means of education almost totally neglected. The two latter sources having failed, Madras might imitate Oxford in providing University art galleries.

11. I am opposed to age qualifications for University examinations for the reasons already given you by others. (1) Some don't know their age; (2) the brightest students are the youngest. They do not apparently suffer through being pushed on. (3) Fraud would be practised.

12. While anxious to stop competition by fee cutting I fail to see how a fee notification would avail. The fee notification was notoriously evaded. In this evasion managers and pupils fell to far greater depths of ignominy than under the present system of open competition. The only way to enforce fee notifications is to make such rigorous conditions of aid, affiliation, etc., as to compel every manager to receive every possible fee of income. But here again those managers who pay salaries on one scale and draw grants on a much higher scale will always be at an advantage. I am alluding of course to religious brotherhoods.

13. I find that under 'affiliation' I have omitted to say that not only are colleges too numerous but that the affiliation tie is of the weakest. Conditions of affiliation appear on paper. In practice few are rigorously applied. No inspection of an affiliated college by a University Inspector has yet taken place. In fact there is a vicious circle of non-responsibility in these matters. The Government inspection of a college is perfunctory in the extreme and is little better than a farce. On the other hand, the Department judges very largely indeed by successive University examinations. The Government therefore relies on the University doing its work of examination properly. In its turn the University seems to trust to the Government inspection, inasmuch as it has not yet appointed any Inspectors of its own. The University has funds and should be able to arrange, when it saw fit, for inspection of colleges by *two* Inspectors at no great cost. Owing to the difference of seasons for example, men travelling to or from the hills for their summer holidays would pass through or near towns with colleges at work. It could be arranged for two men to stop at such places and inspect the colleges. I mention this simply as an illustration of what might be done and as a reply to those who contend that inspection would be very expensive. Managers and principals can, if they like, take things easily. The conditions of affiliation ought to exact strenuous activity, and defaulting institutions should be more strictly dealt with. There are institutions, the examination results of which have for years been bad—notoriously bad. Yet they are still recognised. No one, of course, proposes to punish schools for occasional or temporary failure.

14. To one other point I attach great importance. I have reason to believe that too many managers engage a Science graduate, to teach Physiology or

Chemistry and then believe that all is well. With exceptions Science graduates shirk unpleasant experiments. I have in mind a college where for years no attempt to illustrate Physiology has been made. Also I have found among college students those who evidently in Matriculation classes saw few or no experiments. Unfortunately the average Government Inspector is not competent to examine these subjects and does not find out these shortcomings. In my opinion there are few points which deserve such severe punishment as these. I would in fact cancel the affiliation of any college where Physiology was taught by book work alone.

I think I could devise a plan by which every F.A. candidate could be made to satisfy some *simple* practical test in the optional Science subject. The test should be such that the local superintendent could himself apply it, even if ignorant of science, and the written results could be forwarded to the chief examiner for valuation.

15. I am entirely opposed to any scheme for lessening the number of Matriculation candidates (or for doing away with it altogether) by any system that would impose on headmasters of high schools the duty of issuing certificates of fitness for entrance on a University course. The present state of things shows that headmasters are as a whole unfit to discharge this duty. Every year hundreds of boys are certified by them as fit to enter on a University course, who yet fail in all subjects, in four, or in three. In 1900 in 5,890 failures in Matriculation 718 failed in *all* five branches, 1,118 in four, 1,207 in three. Comment is needless. If the plan I object to were carried out, our colleges would be crowded with thousands of incompetent scholars. It must be borne in mind that headmasters of mofussil high schools, particularly of municipal or local fund schools, dare not in these matters be independent. They have to satisfy the demands of a ruling clique. Hence the whole system of promotion is very unsatisfactory, and for this reason I am so far from joining the vast majority in condemning the lower secondary examination, that I hail such an examination, *if rightly conducted*, as a valuable *independent* test of a boy's fitness to enter on a high school course. I would in fact allow no boy to enter Form IV who could not pass a simple but searching public examination. Whether the curriculum of the lower secondary department and, by corollary, whether the lower secondary examination are suitable is another question that does not concern us at present. My point is that properly conducted public examinations are necessary to sift out those boys who are fit to enter the high school department and those who are fit to pass thence to a college. Large Madras institutions of course conduct their own school examinations properly and the management is not susceptible of pressure, but I fear our leading exponents of educational policy scarcely bear in mind the condition of things in small mofussil schools, where the teacher's position is by no means independent.

I find that on the great majority of points I am in agreement with Father Sewell and the Rev. E. M. Macpharl. I have written these notes in great haste and they will reach the Commission at the eleventh hour. I have had no time to attend to expression, and I am sorry that I could not place them before you earlier, but I trust that my views are clearly expressed, and that as far as they go, they will be of service.

Dated the 17th February 1902.

From—W. M. ZUMBRO, M.A., B.D., Principal, Pasumalai College, and others,

To—The Honourable C. SANKARAN NAIR, Indian Universities Commission, Madras.

In accordance with your favour of the 8th instant I circulated your letter among the teachers of the Pasumalai College and High School, the Training Institution and the Practising branch, and later called a meeting of all the teachers in order to consider such matters as we might wish, through you, to bring to the attention of the Commission.

The teachers were practically unanimous on the following points :—

(1) If by “making the University a teaching body” is meant to provide for students who wish to continue their studies beyond the B.A. course by doing original research work, we are strongly in favour of that idea.

(2) With reference to the question of Fellows, we are of opinion that it would be well to give to the heads of all affiliated colleges some voice in University affairs, whether they are Fellows or not.

(3) With reference to the University Examinations we believe that both teachers and students are generally led to believe those things to be most important which are most emphasized in the examination papers and that therefore any paper which deals largely with minute details and unimportant exceptions tends to compel teachers to give their time to such things rather than to the more important principles. Some arrangement therefore by which the setting of papers could be put only in the hands of experienced experts who would have in mind the most important principles of any subject is desirable. The question paper very largely determines the ideal which the teacher has in mind throughout the year.

With reference to these examinations we also feel that it is manifestly unfair for any examiner to set a paper in any subject which he has taught during the year. Whether rightly or not many students in the mofussil firmly believe that it will be a great advantage for them to go to some one of the leading colleges of Madras, because as they say their instructor there is also their examiner, and so they are much more likely to pass in the examination. This idea in the mind of the students works to the disadvantage of the mofussil colleges.

It is suggested that it might be a better arrangement for examiners in one University to examine the candidates of a neighbouring University.

(4) Another instance in which mofussil colleges are placed at a considerable disadvantage is in the fee list prescribed by Government. Mofussil colleges are expected to charge the same rate of fees as that prescribed for Government colleges and for colleges in Madras, or at any rate, Government in considering any application for grant on teachers' salaries always estimates the fee income at the full Government rate for the number of students on the rolls, and only consider grant with reference to any deficit that may arise after such estimated income has been deducted from the total cost of the institution, and in case the deficit thus left is not appalling Government usually remarks that if more money is needed, the fees should be raised.

Now we believe that it is manifestly unfair to expect all colleges in the mofussil to levy the same rate of fees as can be successfully demanded in Madras and other large centres. The cost of living is in nearly every way cheaper in the mofussil than in Madras and the same conditions which control this matter in other affairs also control to a certain extent the amount that can be charged for instruction. This does not mean that the instruction given in mofussil colleges is of an inferior grade, but that equally good instruction can be secured at a less cost. It would, therefore, seem fair that all that can be expected of mofussil colleges is that the income from fees in such colleges should meet as large a proportion of the total cost of the institution as the proportion met by fees in the colleges in Madras, and that mofussil colleges should not be refused grants for teachers' salaries because the rate of fees levied is not up to the standard of Government colleges or other colleges in Madras.

Thanking you for this opportunity.

Dated the 17th February 1902.

From—MR. V. KRISHNAMA CHARAN, a Pensioned Educational Officer of Government,
Office of the Registrar of Books, The Old College, Madras,

To—The President of the Universities Commission sitting in Madras.

THOUGH not asked to appear as a witness to be examined before your Commission, as I was by the Education Commission of 1882, yet I learn from the Circular published in the newspapers that it is open to any person to submit information in the form of a written statement. May I therefore offer the following remarks on the condition and needs of the Madras University and suggest for consideration what, in my humble opinion, would promote the advancement of learning on sounder and more healthy lines. My opinion is based on my experience of 45 years' work in the Educational Department first in connection with the School Inspectorate and next with the Book Branch, and of my service as Fellow of the University since 1872, especially in the capacity of Member and Chairman of its Board of Studies in the Dravidian Languages and as one of the Examiners and Editors of Text-books in some of those languages, to say nothing of my having been in touch with Pachaiyappa's College and Schools and a few Sanskrit seminaries. The following suggestions are therefore the result of my long and varied experience gained during the best part of an active lifetime spent in connection with education and literature of all kinds in this part of India :—

(1) The Madras University being merely an examining body, the first reform needed has reference to the agency of examiners. There is a general feeling that certain colleges are too largely represented in the Examination Boards, and this has given rise rightly or wrongly to suspicions of partiality and leakage of question papers, to say nothing of the impropriety of appointing any professors or teachers directly engaged in teaching and examining their own pupils in their particular subjects. Such preponderance of one kind of element in the Boards of Examiners is not in consonance with the spirit of the Act of Incorporation, and instances are not wanting of appointments of most of the Professors, especially of individual Arts Colleges and their assistants and old students year after year, to the disadvantage of other colleges. To restore the respect and confidence of the public in the University Examinations and to avoid the embarrassing enquiries caused by doubts felt and proclaimed in the columns of the local press as to the proper conduct and credit of the University Examinations in general, the old method of appointing, as far as practicable, competent Fellows and scholars not directly engaged in teaching the particular subjects of a collegiate course is to be preferred.

(2) It is generally believed that the time is come for extending the scope of the University by making it, partially at least, a teaching body, especially in Philosophy and Science. Lectures from eminent British graduates, highly trained specialists qualified to lecture on the higher branches of these subjects as living things which have a direct bearing on life, are very much needed to give a deep tone and reality to the teaching of under-graduates ; but the affiliated colleges cannot be expected to bear all the pecuniary burden of carrying out a scheme of this nature with their limited resources. Knowledge is often presented nowadays to students as something of mere words and phrases which they have only to learn by rote for a *pass* examination, and not as learning for its own sake with an understanding of the reason as well as the language of what is studied from books, or as something that is to beget in the student's mind a longing after knowledge, making the getting of that knowledge its own reward. There is too much of the "useful" in the present system and too little of that which tends to improve and elevate not merely individual minds, but that of the whole race. Everything that is only useful is only relatively so, and therefore relatively useless.

(3) Another notorious evil which needs an early remedy is the refusal to acknowledge the intrinsic value of oriental learning and the indigenous sources of literature and research. The Madras University has been too long content to forget the importance of the oriental side of education or the national literature peculiar to this ancient land of men of letters, writers, and real *savants*, and too content with a foreign model so that the spirit of reform, if any in this direction,

has only tended to obliterate the characteristics of nationality and the rational methods viewed from the Indian standpoint. A scheme, for instance, to institute a separate degree on the oriental side of the Arts curriculum was recently framed on sensible lines with a more extended course and a more searching examination in the languages and literature of ancient India, combined, however, with a test in the elements of modern science studied not necessarily through the medium of English, which is swallowing up every other language and leaves very little time for reflection; and these defects are mainly responsible for the artificiality of the foreign medium and methods. If the oriental side of the Arts course be extended, this artificiality and mere cramming of foreign words would gradually disappear in the keener interest and deeper reality, if not the wider range of teaching, at least in the case of the rising generation of Pandits and Moulvies as well as those members of the gentle sex and others who need suitable public tests of proficiency in vernacular classics as well as in Sanskrit, Arabic, and Persian, and in the sound oriental learning therein contained—tests applied in other than the medium of English. There is no reason why this deserving class of educated people should be surrounded by disabilities to share in University honours and why young Pandits and Moulvies trained and disciplined through other than the foreign medium should be denied all employment in the public service of their country, or left degraded as a lettered class of mendicants. But the scheme has been set aside by the advocates of the all-powerful English curriculum and the opponents of any teaching suited to the national instincts of the country, or a sound education in any sense of nationality or akin to national sentiment. It is some relief to find that the best friends of India including His Excellency the Viceroy are awake to the danger of the present aimless and cramming system of teaching everything exclusively in English and on foreign lines, and are also aware of the risk of national genius and national literature being squeezed out of India between the aggressive foreign tongue on the one side and the mania for passing examinations to get into the public service on the other. Is it not, therefore, right and proper, in the interests of true culture and original research for an Indian University, to keep national literature assiduously as the pole star in sight? If a system of liberal education is to take deep root in the Indian soil on lines parallel to the Western system, the University should adopt a determined attitude in favour of the oriental side of educational work and follow a definite policy of national education suited to the national instincts and the environments of this Eastern land. Let us not forget that the education of the upper and middle classes of the Indian community is the culture of moral and intellectual forces in the individual and in the whole race. Such forgetfulness forced upon by irresponsible men who think that the University has done all that could be expected of it, and who are content with the postponement policy from a religious prejudice or party spirit against the Indian tongues and the literature contained in them, has been the cause of the artificiality and comparative sterility of the present system of higher education in Colleges and High Schools controlled by the University, and has only tended to lower its aims and even suppress from this year forward the active methods of original composition in the mother tongue with something like pure native idiom and oriental richness of illustration in our Upper Secondary schools leading to the University. If the object of the State in regard to education in India is not to replace the national tongues and to denationalize or anglicize all young students in every direction of intellectual work, it ought to encourage a section at least of the student population to study the classical languages and ancient writings and thoughts of their own country free from an English tinge, and make the University a field of culture of sufficient extent for the national mind to expand in literature, science, and art, and thus to maintain the old prestige of the Hindu and Mahomedan communities for learning and culture on indigenuous lines as far as possible. If India is to be “anglicized,” she will perhaps cease to be India, but she will certainly never become an England.

It is unnecessary to expatiate further on this subject, but I would respectfully invite the attention of the Commission to a full report to be found in the archives of the local University setting forth the standards and subjects for the several grades of examinations for a degree in oriental learning and to the arguments for the extension of the University system of education on the oriental

side; and I cannot conclude this part of my statement better than by quoting the appended extracts from a Report of David Duncan, Esq., D.Sc., LL.D., the late Director of Public Instruction, on the expediency of instituting a higher examination in oriental languages.

Another practical reform urgently needed has reference to too many failures at the examinations of the University. This is caused not by the syllabuses laid down and the percentages demanded for a pass, but by the mode of teaching and the system of cramming boys of ten or twelve years of age for the Matriculation Examination, which has been mostly abused by the affiliated High Schools leading up to the University. There seems to be only one mode of reducing the excessive numbers admitted for this examination and checking the evils of a want of sufficient time for proper mental training and sufficient capacity to assimilate the knowledge imparted in the secondary schools; and the simple remedy I would suggest is the insertion of an age-limit in the bye-law relating to the admission of candidates to the Matriculation Examination. It is desirable to insert in bye-law 132 of the Madras University Regulations an age-limit for admission of any candidate to the Matriculation Examination, and this bye-law might read thus:—

“No candidate shall be registered unless he has completed his fifteenth year and previously paid a fee, etc.”

The cause of the excessive numbers that appear for this examination in this Presidency is that it is in one respect a leaving examination and a test for admission to the public service; but no minor is fit to enter the Government service or any service before he reaches his majority. It would therefore be no disadvantage to any one if boys below 15 years of age be shut out of the Matriculation Examination and driven to bring steadier, freer, and more intelligent and invigorating methods of study to bear upon their school work in their Upper Secondary course and come up better prepared to pass a good examination once for all. This limitation of age would go a great way to reduce what is now an unmanageable number of candidates and discreditable failures, and check other evils that imperil the health of body, mind, and the eye-sight of the youths of the country, if not their lives.

Extract from a Report of D. Duncan, Esq., D.Sc., LL.D., late Director of Public Instruction, Madras.

It is very essential, in the interest of instruction in the oriental classics and the vernacular languages of this Presidency and with a view to encourage young men of a linguistic turn of mind to aim at a high standard of knowledge in the classical and vernacular language and literature, that suitable public tests of proficiency should be prescribed. It has been frequently said of late that there has been a gradual decline in the number of natives well versed in these languages, and this deterioration should, if possible, be checked and a healthy growth be fostered; otherwise the day is not far distant when sound oriental learning and vernacular teaching in our schools and colleges will have become things of the past.

* * * *

We cannot afford to ignore any means that will tend to make the vernacular languages a more ready, accurate, and flexible instrument, adapted to the conditions of modern life and fitted to convey to the masses of the people the rudiments of modern knowledge and to fix that knowledge in their minds as a permanent possession.

* * * *

It is necessary that every possible effort should be put forth, not only to prevent further degeneration in the languages of the people, but also to attempt gradually to enrich them by encouraging young and capable men to improve their knowledge of them.”

Copy of Memorandum forwarded to the Universities Commission.

I

THE UNIVERSITY TO BE A TEACHING BODY.

The University of Madras is not an examining body merely. The teaching portion of the work is done by the Colleges affiliated to it. If the University were to enter upon the direct work of teaching that will seriously affect the existence of the many useful institutions now scattered throughout the Presidency. Madras, the seat of the University in the Presidency, cannot and ought not to be the only town where University education can be imparted and obtained. There are other large towns and centres in the Presidency where efficient teaching is and can be imparted. There of course cannot be uniformity of methods employed.

So far as the University of Madras is concerned I do not think it necessary that it should enter upon the direct work of teaching except it be for the encouragement of post-graduate study. The University might either establish a College for the purpose or appoint Professors to help graduates to carry on independent and original research or to qualify themselves for the M. A. degree. For the various Science Branches of the M. A. degree Laboratories may be provided. A well equipped Library open to all graduates of the University and all recognised Professors and Lecturers may also be provided.

II

ELECTION OF FELLOWS.

No useful purpose is served by a large annual addition to the list of Fellows. The present strength is more than enough for all practical purposes. As vacancies occur Government may nominate besides high officials such others whose appointment may be an acquisition to the Senate.

As regards election of Fellows by the graduates of the University, the 20 years' limit in the case of Bachelors of Arts, Law, Medicine and Engineering should not I think be reduced. The voting strength is already inconveniently too large. A fee may with advantage be levied from all graduates and double the amount from graduates of 20 years' standing who wish to exercise this and other privileges that may be conferred on them by the University. Further restrictions as to qualifications of candidates for election as Fellows should be made so that all and sundry may not have the privilege of being voted for.

On the principle of representation it is desirable that the Head of every affiliated College, who is not already a Fellow, is appointed an Ex-officio Fellow of the Senate. I do not think however that every newly affiliated College should straightway be represented in the Senate. The privilege may be conferred, say, after 5 years. In the same way every newly appointed Head of an affiliated College need not be appointed a member of the Senate unless he took his degree if a Bachelor of Arts 10 years before his nomination, and if a Master of Arts 5 years. In this respect there should be no distinction made between graduates of Indian and those of European Universities.

III

THE SYNDICATE.

There appears to me no need for the constitution and powers of the Syndicate being placed on a statutory basis. As the governing body of the University its powers are ample and sufficient. The present strength however may be slightly increased so as to admit of a few more Principals of First Grade Colleges being added to that body. If that is done the disability in the case of Moffusil Fellows being elected may well be removed. Provision must also be made for the interests of

Government and Private Institutions and those of Moffusil and Madras Institutions being well and equally represented.

IV

SUPERVISION OF AFFILIATED COLLEGES.

The Byelaws of the University provide for the inspection and supervision of the affiliated Colleges. At present all Second Grade Colleges aided by Government are inspected by the Government Inspector of Schools. His Inspection Report is reviewed by the Director of Public Instruction. The Annual Reports of First Grade Colleges are also reviewed by the Director. Copies of these reviews may be obtained by the University for information. Similar information regarding Colleges in Native States &c. may be obtained from the Heads of the Educational Departments concerned. A member of the Syndicate or the Registrar may inspect affiliated Colleges whenever the need for it arises to see if all the conditions of affiliation are duly observed.

V

THE PRESENT COURSES OF STUDY TO BE REVISED.

I do not believe that there is "a tendency of University Examinations to lower the aims and pervert the methods of education in Colleges". If so, the cure lies with the Boards of Examiners. Such a tendency must be due to the methods of teaching followed and not to the courses of study prescribed. The courses of study prescribed by the University are as good as can be laid down. They can be further improved. But no improvement in the courses of study can prevent the student from cramming unless his teacher is alive to the evils of it.

The general complaint is that the average Matriculate, and for that matter the average graduate, is very poorly informed. But the defect is due not to the courses of study prescribed but, in the majority of cases, to the absence of culture in the home. The work done in the School or in the College is not supplemented at home. The acquaintance that the average student makes of men and things for 4 or 5 hours in the day in the class room is therefore found inadequate. English, which is a foreign language to the vast majority, is only spoken for a few hours in the day, and confined to the class room. In these circumstances facility to express oneself in English is not easily acquired.

I do not think that the addition of an Honours Course for the B. A. degree is at all necessary. The Examination for the M. A. degree is virtually the Honours Course of the University.

In conclusion I beg to add that the abolition of the University Matriculation Examination and the substitution of a school leaving certificate will be a great calamity. The evils now prevailing on account of certificates of fitness to enter upon a University course being indiscriminately granted to Matriculation candidates will be intensified tenfold: for there can be no guarantee that all Heads of schools will wisely and judiciously exercise the powers that may be conferred on them. I am moreover very doubtful if the abolition of the Primary and Lower Secondary Examinations conducted by the Educational Department will improve the quality of the University student. That, in my humble opinion, can only be improved if his environment is improved and if at the same time his Teacher is alive to his duties and responsibilities as an Educator.

WARDLAW COLLEGE
BELLARY 21-2-1902.

J. P. Cotelingam,
Principal.

MEMORANDUM.

A. Crichton Mitchell, D. Sc. (Edin.), F.R.S.E., Formerly Assistant Professor and Examiner in the Natural Philosophy Department, Edinburgh University, Principal and Professor of Pure and Applied Mathematics, His Highness Maharajah's College, Trivandrum.

MATHEMATICS AND PHYSICS IN THE MADRAS UNIVERSITY.

The prominent evils of the present system may be summarized as follows :—

(1) *Imperfect general education of those who have passed the Matriculation Examination.*—This shows itself in various ways, but the following are the most noticeable:—Imperfect acquaintance with English; inability to use English with reasonable approach to idiomatic correctness; bad English composition; an improper understanding of the principles of Mathematics, Chemistry, and Physics; consequent inability to apply the facts already known to the further study of these subjects; a lack of knowledge of things in general.

Such results are not the fault of the Matriculation Examination: they are almost entirely due to bad teaching in High Schools.

(2) *The antiquated character of the Syllabuses for the F.A., B.A. and M.A. Examinations.*—All the syllabuses in Mathematics are many years behind the time. In *Algebra*, the fundamental laws and principles are not prescribed, and in consequence are seldom taught. For the F.A. Examination many portions are omitted and the student is carried on to the higher parts without understanding the lower. The syllabus in this subject for the B.A. is worse, and the student has to go through Analytical Geometry and the Calculus with a knowledge of Algebra which is sadly incomplete. For the M.A. there is no detailed syllabus and examiners go more by precedent than anything else. In consequence any examiner who wishes to introduce new matter, or to raise the standard by setting a more advanced paper, is generally defeated at the meetings of the Board of Examiners. In Geometry matters are worse. Practically there is no departure allowed from the stereotyped methods which were discarded a quarter of a century ago in England. There is still a blind devotion to Euclid's enunciations, Euclid's sequence of propositions, Euclid's proofs, and even in many cases to Euclid's wording of a proof. What is prescribed and taught is Euclid, not Geometry. In *Analytical Geometry*, some of the most important modern developments, which are of great value, are altogether excluded for no apparent reason. In the Differential Calculus the course is prescribed by reference to portions of a book published many years ago and which is not now used by any teacher who knows his subject. Partial differentiation, the most important part of the subject in its extensive applications to Physics, is wholly excluded. The integral calculus is not prescribed for the B.A. In the different subjects included under Applied Mathematics, both B.A. and M.A. courses are hopelessly behind the time.

There is a very fair agreement among the mathematical teachers of the Presidency that recent years have witnessed a very decided decline in mathematical talent as compared with what was seen in the earliest years of the Madras University. This is exactly what might be expected after nearly a generation of wrongly directed teaching.

Experimental Physics is at present only taught in the B.A. course. It is also one of the optional subjects for the M.A. Degree. Here it is not so much the syllabus that is faulty as that the standard is low. Still the syllabus is capable of considerable improvement.

(3) *The low standard of attainment required for a degree in either Mathematics or Physics.*—The question of standard is one which can only be viewed comparatively. The youth who enters a British University from the modern

side of a public school is, so far as Mathematics and Physics are concerned, on a higher level than the student in Madras who has passed the F.A. Both preparing for a Mathematical degree, the former will, in the next two years, get over nearly three times as much work as the latter. Yet the Madras student can get his degree at the end of that time while the student in England is still a year at least from graduation. It is in this respect that the standard is low.

The lowness of standard is due to many causes, but chiefly to the fact that the amount of English and Vernacular which has to be studied simultaneously with an optional science prevents a high standard in the latter, if not in all.

The standard is much lower in Physics than in Mathematics, and evidence of this is not difficult to find. Almost any of the B.A. papers in Physics will illustrate it. A very glaring instance of the low standard required for the M.A. in Physics is afforded by the papers published in the University Calendar for 1901-1902, Volume III, pages 284-286. Of the three papers in Experimental Physics, only one (Jan. 21 10-1) approaches a respectable standard. The other two could be answered by any intelligent student who had completed the B.A. course. The practical examination held at the same time was of a disgracefully low standard. From my experience as an Assistant Professor and Examiner in Physics in the University of Edinburgh I have no hesitation in stating that almost any student, working in a Physical Laboratory one hour daily for five months, could do the M.A. Practical Physics with ease. Again, a candidate for M.A. in Physics is not expected, as is the case in other subjects, to submit a thesis or dissertation showing original research. As a general result, the degree is not the mark of special ability which it ought to be.

The present low standard in the B.A. II A Physics is chiefly due to there being no practical instruction or practical examination.

I venture to submit the following as suggestions for improvement:—

(1) *Constitution of the University.*—The present Senate to be dissolved. A new Senate to be created, including—

- (a) Members of the Council of Fort Saint George.
- (b) Judges of the High Court and the Law Officers of the Crown.
- (c) Surgeon-General, Madras.
- (d) Director of Public Instruction, Madras.
- (e) Principals of First Grade Colleges and Professional Colleges.
- (f) Professors of First Grade Colleges and Professional Colleges.
- (g) Specialists, such as the Government Astronomer, Government Botanist, Chemical Examiner to Government, representatives of the Geological Survey, Archæological Survey, Public Works.
- (h) Graduates who have taken a specially high degree and who are engaged in, and have published original scientific, historical, or philological work.

There should be no election by graduates, only appointment by the Governor in Council. There should be no restriction to the term of Fellowship, which should only be terminated by final departure from India, vacation of office, or by special circumstances in which the Governor in Council might see fit to cancel the appointment.

The Senate should have more than one statutory meeting annually, and these should be held at times convenient to the majority of Fellows.

The Boards of Studies should certainly be amalgamated with the Boards of Examiners, and should consist, in each subject, of those professors engaged in teaching the subject. Alterations in detail of a syllabus or in the minor arrangements of an examination should be made when necessary by the Board of Studies, and be merely confirmed by the Senate.

2. *Affiliation of Colleges.*—The number of second grade colleges should be reduced by the abolition of those (they are numerous) which are not sufficiently staffed and equipped. Much greater attention should be paid to the qualifications of the staff of colleges.

3. *Courses of instruction for degrees.*—The following alternative proposals for courses of instruction involving a higher standard might be considered :—

I. First Arts Examination to consist of —

- (a) English language and composition.
- (b) A Classical or Vernacular language.
- (c) Any two of the following :—

Mathematics.
Chemistry.
Physics.
Biology and Geology.
Logic.
History.

II. Bachelor of Arts Degree Examination (presuming the whole collegiate course is to extend over four years, as at present, and that no separate Science degree is to be instituted) to consist of—

- (a) English Language, Literature, and Composition.
- (b) Any two of the following subjects, one elementary and the other advanced :—

A Classical Language.
Mathematics, Pure and Applied.
Chemistry.
Experimental Physics.
Botany and Zoology.
Geology and Mineralogy.
Logic, Ethics, and Psychology.
History.
Economics.

III.—The course of instruction after the F.A. might, and should, be extended to three years, and if this be done a course similar to II above might be adopted with a correspondingly higher standard.

IV.—The courses of instruction in Mathematics, Physics, Chemistry and Biology will never be on a proper footing unless and until a separate Science Degree is instituted. On three occasions has a measure to this effect been laid before the Senate, but on each occasion it has been thrown out, chiefly through the systematic opposition of the missionary party, who, with two or three honourable exceptions, are utterly ignorant of science and scientific education. At the same time they have a predominance in the councils of the University, altogether out of proportion to the value of the work they do, which enables them to defeat any measure of University reform to which they (or rather, their leaders) object.

4. *A Teaching University.*—If any move be made in the direction of making the Madras University a teaching University, it should not be forgotten that there are Colleges other than those in Madras which are quite capable of undertaking such work. At the Trivandrum College we would welcome any change which would necessitate more advanced instruction. Our staff is quite competent to teach for *any* degree which is likely to be instituted in English Language and Philology, Sanskrit, History, Economics and Chemistry. Within two years we will have one of the best equipped Physical Laboratories to be found out of Europe and America, and be fully prepared to teach Experimental Physics up to *any* standard which may be prescribed. The College Library has nearly 5,000 volumes and is supported by an annual grant of nearly £100, besides special occasional grants.

Arthur W. Bishop, Ph. D. (Munich), Professor of Chemistry,
H. H. Maharajah's College, Trivandrum.

CHEMISTRY IN THE MADRAS UNIVERSITY.

Chemistry is taught in most of the High Schools in the same manner as other book subjects. Very few experiments are performed, although almost all the experiments that should be shown are of the most simple character, both as regards chemicals and apparatus. This error of omission is almost the worst that can be committed when the whole object of the inclusion of Chemistry is presumably to give the student some knowledge of materials—of the material world.

The answers in the examinations are too frequently in the words of the text-book or of dictated notes and show that the candidates have not derived their knowledge from personal observation. It is generally found that questions involving the observation of experiments are badly answered; hence it is that in some years an enormous number of failures occur in Chemistry, which occurrence is generally attributed to the severity of examiners or to the unsuitability of the subject, instead of to its true cause—bad teaching. All this could have been remedied in great measure long ago by the withholding of grants-in-aid to High Schools offending in this respect, on the report of an Inspector with a European Science degree.

The chief defect here lies in my opinion in the syllabus—with the present arrangement of F.A. and B.A. The students have to take up English and Vernacular at the same time. Only a portion therefore of the two years is available. Since no attempt can obviously be made to teach the whole of Chemistry, great care should be exercised in drawing up the syllabus, so that Theoretical Chemistry, Descriptive Chemistry (as much of the present Theoretical Chemistry should be termed), and Practical Chemistry are properly represented. At present the syllabus is antiquated and out of proportion and at the same time so extensive, that no attempt can be made to cover the whole of it in the prescribed time and in a proper and modern manner. In my opinion it should be possible at any time for those teaching and examining in such a subject as Chemistry to make alterations in the syllabus that do not alter the specific character of the examination in a less cumbrous manner than at present. In any case, such a syllabus should be revised periodically, for owing to advances in the science and methods of teaching in Europe parts of the subject change their relative value.

In conclusion, my point is that, although from the nature of the case the Chemistry in the B.A. must be comparatively elementary, it should be made representative of the Science and be taught in the most modern manner and this necessitates the careful framing of the syllabus and its revision from time to time.

The standard of this degree, representing as it does the highest degree with Chemistry as its chief subject, is far too low, or perhaps it would be better to say that the syllabus is not properly representative. As in the B.A. the syllabus is defective and antiquated. In my opinion the highest degree in such a subject as Chemistry should only be conferred on those whose work in a recognised laboratory for at least two years has been carefully recorded and supervised. A practical examination in such a subject is a farce unless the whole of the laboratory work done by the candidate be also taken into account. I also think that a dissertation on some part of Chemistry should be required as is the case at present in the M.A. for Philosophy, History, Biology, and Philology.

The present Boards of Studies, to judge from the one (Physical Science) to which I am attached, are inactive. I have not received any communication of any kind whatsoever since I was appointed three years ago.

With the present arrangement of B.A. and M.A., the Science Optionals can be much improved by the revision of the syllabuses from time to time. The standard of the Science examinations could be raised by the omission of Vernacular for the B.A. and by more English being taught for the F.A., even if some of the other subjects were omitted.

If, however, Science is to take the place that Science should in a modern University, degrees in Science must certainly be instituted. These degrees should, in my opinion, be conferred on those who have studied subjects in much the same manner as at present obtains in the University of Edinburgh.

I see no reason why such studies should be confined to Madras: it should depend upon the staff of the College and its equipment.

In the event of the institution of such degrees in Science, the present M.A. courses in Chemistry and Physics should in my opinion be abolished either at once or after a few years.

ARTHUR W. BISHOP.

Dated Bangalore, the 5th March 1902.

From—A. J. GRIEVE, Esq., B. A. (Oxon. et Lond.), Professor of English in the Central College, Bangalore, formerly Registrar of the University of Madras,

To— The HONOURABLE MR. T. RALEIGH, M.A., etc., etc., etc., President of the Indian Universities Commission.

I have for some time thought of contributing to the discussion on University Reform, but a diffidence arising from the shortness of my experience in India combined with the pressure of college work has prevented my doing so until now. I cannot hope that my suggestions will carry much weight, but I give them for what they are worth, and trust that they will arrive before your discussions terminate.

There is no doubt that the tendency at home is in favour of multiplying the number of Universities, and of giving each University, as far as may be, a distinctive character. We see the tendency at work in Birmingham; in Liverpool, Manchester and Yorkshire (the Victoria University); and in Ireland. I should not be surprised if the other and newest example of a 'Sprawling' University—that of Wales (though here there is a certain community of interest between the Colleges—were soon to follow suit; and I venture to predict that before very long there will be Universities at Bristol (University College), at Southampton (Hartley College) and at Nottingham (University College).

I do not think we are in a position to multiply Universities at this rate in India just yet, but we have to look at days to come, and something perhaps may even now be done towards it. The example that occurs most readily to me is, of course, the fusion of the Colleges at Mysore and Bangalore into one strong institution at Bangalore which might become a University on the Scotch or German or new English (Birmingham, etc.) model. Then again the establishment of a University in the Central Provinces would ease the pressure on Madras (by drawing off the Nizam's Dominions), Bombay, Calcutta and Allahabad.

I am of those who hold that the Universities of India as at present constituted are not "Teaching Universities."

The members of their governing bodies do not directly—many of them do not at all—represent either the Colleges which fall within their respective zones of influence, or educational interests at all. But I suggest that the Universities may become 'Teaching Universities' by the expedient—I hesitate to say simple—of substituting incorporation for affiliation. I think that what are known as First Grade Colleges (the number may be reduced—or enlarged) and of course the Professional Colleges might become integral parts of their respective Universities. I do not think it matters much that any particular College may not be equipped for teaching *every* course of study*: students all the world over go to those institutions which can give them what they are in search of, and the different Colleges would become associated, at least as much as they are now with different studies linguistic, philosophical, historical or scientific.

The "Second Grade" Colleges should gradually be pushed back (the distance would not often be great) to the high school stage from which they have emerged. Many of them are managed by missionary agencies, and I say frankly that in my opinion the missionary can render no greater service to the country, educationally, than by devoting himself to the systematized and thorough grounding of high school boys (1) in English, (2) in outlook or observation and scientific method, (3) in morality; and thus furnish the University Colleges with material superior to that which at present matriculates.

As regards the governing bodies of the Universities, I think the term *Fellows* should be abolished in this connection as being both misleading and mischievous. The Colleges might have their own fellowships.

At Madras I would have a Senate or University Court not exceeding seventy members—25 appointed by His Excellency the Governor in Council, 25 by the managing bodies of the constituent Colleges, 12 by the body (=guild or congregation or convocation) of registered graduates, together with certain *ex-officio* members and the Vice-Chancellor and Chancellor.

* At present in the University of Madras a First Grade College needs to be affiliated only in one or more of the Science Courses. No requirements are demanded in the case of English or the Second Language!



The members of the Senate or Court might be appointed for 4 (or 6) years, half of them retiring every 2 (or 3) years. In this case half of those first elected would retire after 2 (or 3) years.

I do not think that membership should be forfeited for non-attendance. The percentage at Madras compares not unfavourably with that at home and would improve after the elimination of the non-educationists. The Senate should meet statutorily more than once a year; twice a term would be better.

The Syndicate (not the choicest of terms in this connection: 'Executive' or 'Standing Committee' would be preferable perhaps) I would leave unchanged. It is certainly large enough, but I would have it meet every week in term. If it is made statutory, I should deprecate the introduction of the terms or ideas of 'departmental' and 'aided.' These seem to me matters for the Colleges in their relations with Government through the Directors of Public Instruction, not in their relation to the Universities. If necessary, the election of the Syndicate might be subjected to confirmation by His Excellency the Governor in Council.

Matriculation is and must always remain a University function, though any examination connected with it might be undertaken by the Colleges. If the University itself continues to examine for matriculation, I think the examination should be confined to a very strong test in English (*e.g.*, set books of Shakespear and Milton, translation from vernacular, essay and grammar, and *vivâ voce*) and a fair test in Mathematics. I believe many good authorities at home are utterly opposed to the teaching of Science in schools.

No candidate should matriculate before the age of 16. Matriculation should not be a test for Government service.

The constitution of Faculties and Boards of Studies might remain as at present.

I should like to see a connection between the University and the School of Arts.

I am not averse from the establishment of Schools of Theology, but as there does not seem as yet to be a very widespread demand for them, I think the Serhampore Charter might be revived: Serhampore might become a kind of Lampeter, the well known College in Mid-Wales which has the unique privilege of granting the degrees of B.A. and B.D.

So long as the Colleges connected with the different Universities are so scattered, I do not think the suggested establishment of University Professors has much to recommend it. But for M.A. courses in the Presidency cities I think a system of inter-collegiate lectures would be both desirable and feasible.

We certainly ought to have degrees in Science at Madras, but this and the question of Honour courses are rather matters which have to be settled by the Senate of the University concerned.

The fostering of a genuine University life in our large towns will be for many reasons a heavy task. Oxford and Cambridge are unique and even there a man divides his affections between his University and his College. One cannot love an abstraction like the old University of London (nor will the new one be much better in this respect) or the present Indian University. But one can love one's University if it be self-contained as at Edinburgh or Heidelberg, just as one loves one's college whether it be at Aberystwyth, or at Oxford or at Madras. The hostels are doing something (how much it is perhaps too soon to say: I think there is hardly enough tutorial residence) towards developing a healthy college life. Athletic Associations and contests, common work in inter-collegiate laboratory courses and lectures will do something of the kind for the *University*. But in a large city where the educational interest is not all-dominant, but simply one of many interests, the growth of a University *Societas*, especially when it has to contend against retarding influences of a specifically Indian character, will necessarily be a long and slow process, though it may be well quickened along the lines I have laid down.

I have the honour to apologize for troubling you, Sir, with this memorandum.

UNIVERSITY OF BOMBAY.

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Dated the 28th February 1902.

From—THOS. S. TAIT, Esq., Principal, Baroda College,

To—The Honourable Mr. JUSTICE CHANDAVARKAR, Local Commissioner, the
University Commission, Bombay.

With reference to the Minute forwarded by you to my address on the 19th instant, I have the honour to state that I have discussed the matters mentioned therein with the Professors of the Baroda College, and have obtained from them their general views on the questions submitted for consideration. With the information thus derived, and also from my own experience, I am now in a position to be able to forward you my opinion in a concise form as follows :—

“Points to be considered by the University Commission :—”

PARAGRAPH 3.—*Teaching Universities.*

It is in my opinion impracticable to make the Bombay University a teaching institution in the full sense of the term, inasmuch as students would then consider it expedient to join the Bombay College only, and the result would be that under the circumstances the Provincial Colleges might just as well close their doors.

But if the University appointed Professors to lecture to students who after graduating B.A. wished to study for the M.A. or other higher degree, it would be an innovation highly to be welcomed.

It would also be well if the University could see its way to establishing Physical, Chemical and Biological Laboratories.

PARAGRAPH 4.—*Spheres of influence.*

Each University should have its own sphere of influence, and it would not be advisable for the Bombay University to affiliate institutions which geographically belong to other Presidencies.

PARAGRAPH 5.—*Constitution : the Senate.*

The Bombay Senate is too large and steps should be taken for gradually decreasing it numerically. Fellowships should not therefore be “given merely by way of compliment.” On the other hand, very high educational qualifications should be strictly insisted upon. At the same time Fellowships should not be made terminable after a short period of years or for non-attendance at meetings of the Senate. The award of a Fellowship is to be regarded as a great honour and, as no pecuniary allowance is attached to it, there is no necessity for making it a temporary affair. But I would like to suggest, in order to give Fellows residing in the Mofussil a greater opportunity of showing that they really take a vivid interest in University matters, that the system of voting by proxy should be widely extended.

PARAGRAPH 6.—*The Syndicate.*

Each College should have a representative, presumably the Principal, on the Syndicate. But at the same time care will be necessary to prevent the Syndicate consisting of more than, say, about a dozen members. Perhaps the difficulty might be obviated by grouping the Colleges and giving a representative to each group.

PARAGRAPH 7.—*Faculties and Boards of Studies.*

It appears to me expedient that there should be established in the Bombay University “Boards of Studies.” These Boards might be appointed from Fellows of the University or from the College staffs, and their duties would be to advise the Syndicate about changes in any of the prescribed courses, changes in text books and other matters of a cognate nature.

PARAGRAPH 8.—*Graduates.*

- (a) A Register of graduates should be formed and kept up to date.
- (b) The Bombay University should be empowered to grant the M. A. or other degree in the cases referred to in this paragraph.

PARAGRAPH 9.—*Students of the University.*

(a) Every attempt should be made to provide accommodation at the College Boarding Houses for College students. At this College we can only at present make provision for about eighty, but when financial circumstances permit we shall extend the system. In every respect it is to the benefit of the students and also the College that residence, in properly supervised Boarding Houses, erected, if possible, in the College Compound, should be compulsory.

(b) In order to promote a spirit of friendliness amongst the College students at Baroda, and also in order to attend to their physical welfare a College Union has been in existence for many years. This Union, which all members of the College are compelled to join, and for the support of which every student pays a fixed terminal fee, has to maintain the following branches :—

- (1) The Reading Room.
- (2) The Debating Society.
- (3) The Gymkhana, *viz.*, Cricket, Football and Lawn-Tennis.
- (4) The College Magazine.
- (5) An annual Social Gathering of past and present students.

In addition all students have free admission to the Gymnasium.

This institution has in every way worked well and contributed greatly to the happiness of all.

PARAGRAPH 10.—*University Teaching.*

(a) I find that there is a general consensus of opinion that students when they join the previous class have not a sufficient general knowledge of English to enable them, for some time at least, to profit altogether satisfactorily by the lectures they receive. But to put matters right in this respect it appears that the only true remedy would be to increase the number of Englishmen engaged in teaching in the High Schools. Financial considerations here naturally block the way.

(b) The one great defect of the whole of our higher educational system seems to me to be this, that nearly all the time and nearly all the energy of a student have to be devoted to learning English. The natural consequence is that though our students become proficient in translating from English into Vernacular and Vernacular into English, still they are very deficient in a knowledge of facts. I am therefore of opinion that it would be a great amelioration of the students' lot and a great benefit too, if our Universities could see their way to a much more extended patronage of the Vernaculars than exists at present. Why should every subject be taught, and afterwards examined in, only through the medium of English? Provided we had the necessary books, and these would speedily be forthcoming whenever the necessity for them was shown, our students would show better proficiency and much more solid knowledge if their own languages were utilized to a greater extent.

(c) As regards the subjects of Physics, Chemistry, Biology and Geology, it is essential that every student should have a sound practical training, and at Baroda the Professors take care that all go through the requisite courses in the Laboratories. It is perhaps needless to remark that no student should be allowed to pass the higher examinations in Science unless he shows himself thoroughly familiar with practical work.

(d) Next, with reference to the Bombay University B. A. Examination, I should like to remark that in my opinion the course might be altered with advantage. Under the present system a candidate has to take up three compulsory subjects and also one optional subject. What I suggest instead would be one compulsory subject, *viz.*, English, and one optional, the latter to be carried to a much higher plane than is the case under the existing rules. By

this arrangement there would be a better guarantee that each graduate would possess a much more competent knowledge of his own special subject than is now possible.

PARAGRAPH 11.—*Examinations.*

I am of opinion that more attention should be paid to the appointment of outside Examiners. In particular College Professors in other Presidencies might be invited to examine in Bombay. This plan would in most cases be quite feasible provided the University modified the existing rule by which it insists on Examiners always being present during the actual period of examination. No great inconvenience would result from such modification except of course in the case of practical and oral examinations.

PARAGRAPH 12.—*Registrar and Staff.*

I quite concur in the opinion often expressed that the Registrar should be a whole-time officer.

PARAGRAPH 13.—*Affiliated Colleges.*

The greatest care should be exercised, before affiliating a College, in seeing that it possesses a competent staff, and periodic enquiries might be made by the Syndicate as to the general efficiency of the arrangements made by each affiliated College.

Dated the 24th February 1902.

From—F. M. DASTUR, Esq., Professor of Mathematics, Elphinstone College,
Bombay,

To—The Local Commissioner, Indian Universities Commission, Bombay.

I have the honour to submit, for your consideration, the accompanying statement of my views on the points set forth in the President's note.

STATEMENT OF VIEWS ON POINTS TO BE CONSIDERED BY THE INDIAN UNIVERSITIES COMMISSION.

Teaching Universities—The University of Bombay is an examining body, exercising little influence on the teaching conducted in Colleges, except by prescribing text-books. It has shown a tendency to multiply examinations. It is rich in endowments, the proceeds of which are almost wholly frittered away in petty scholarships or prizes. These endowments are of an aggregate value of eleven lacs of rupees, producing an annual income of nearly ₹40,000, a sum which may be so employed as to promote the highest purposes of education.

In any reform that may be attempted, the examining function of the University should be curtailed and its teaching capacity developed by the foundation of Professorships. To the latter purpose, the income from the endowments should be devoted. It is true that these endowments have been made on certain conditions; but it may not be very difficult to obtain the consent of the donors or their descendants or some surviving responsible power to the diversion of these funds to the purpose of spreading higher knowledge. If the examination fees were slightly increased, a large amount of money might be available for this most desirable object. As the diffusion of knowledge and the promotion of learning are objects of general utility and public good, the Municipal bodies of the Presidency may be able, at the termination of the present period of stress and strait, to make small contributions to the University in furtherance of its objects. The University of Bombay receives two or three donations every year. When the value of University Professorships comes to be recognised by the public, individuals and bodies may learn or be induced to offer benefactions for their maintenance and support instead of for the foundation of scholarships and prizes which do comparatively little good. By the appointment of University Professors the desire for knowledge would be greatly stimulated and the acquisition of deep, wide and accurate learning facilitated. As this Presidency now possesses a Senior Wrangler, who is familiar also with the mathematical learning of the Universities of France and Germany, a beginning may be made with Mathematics, in advanced parts, of which he may be appointed to deliver lectures for the benefit of the students of all Colleges in this Presidency.

Means should be taken to make the University library a storehouse of valuable and important books in all branches of learning. The present collection is neither large nor valuable at least in the departments of Mathematics and Science.

If the recognition of teachers by the University is a guarantee that "young men shall not assume the responsibility of teaching history or philosophy or science until they have shown their qualifications and been duly accepted," such a measure will be highly useful, will render favouritism impossible and ensure that fit men are entrusted with the work of higher education. The question will arise if Professors imported from England by Government or aided Colleges will be subject to the same rule, even when they have been recognised by their own Universities.

Spheres of Influence.—If all Indian Universities exact the same standard of knowledge—a state of things which may be possible as a result of the labours of the Commission, a College in one Province may not consider it expedient to seek affiliation with the University of another Province. If, however, the standard varied, some of the Colleges might seek to be connected with a

University where the standard was less rigid. To preclude the latter contingency, it is necessary to authorise Universities to affiliate Colleges within assigned areas.

The Senate.—A limit should be placed on the size of the Senate. The fewer the Fellows, the greater will be their sense of responsibility and honour. Only Professors of Colleges, distinguished graduates of the local University and eminent men of learning in the Province should be admitted to the Senate. The appointment of persons living at a great distance from the seat of the University should be discouraged.

To ensure efficiency as well as attendance, the tenure of a Fellowship may be limited to five years and it may be provided that it should be vacated in case of non-attendance at half the number of meetings in any year.

The right of election should be vested in College Professors and first and second class graduates. Canvaassing should be strictly prohibited. It is desirable that there should be a fixed number of Fellows in each of the four Faculties and that the Fellows of any particular Faculty should be elected by the graduates in that Faculty and by the Professors of the Colleges recognised in that Faculty.

The Syndicate.—The necessity of increasing in the Syndicate the influence of officers actually engaged in the work of College teaching is obvious; but at the same time the advice and assistance of capable men who have studied educational problems cannot be dispensed with without detriment to the interests of the University. It would be enough to have ten Syndics, four in Arts and two in each of the other three Faculties; half the number in each case must consist of College teachers.

Faculties and Boards of Studies.—It is not desirable that the rule of assigning every Fellow to a Faculty should be abrogated, for the opinion of a Faculty carries the weight of an expert opinion. The suggestion to strengthen the Faculties by adding teachers recognised by the University and graduates with honours in the special subject of the Faculty may be adopted.

There are no Boards of Studies in the Bombay University, but their creation is highly desirable.

Graduates.—At Oxford and Cambridge an honorary degree is conferred on a Professor or high official when he is appointed from outside, with a view probably to admit him to the rights and privileges reserved for the graduates of these Universities respectively. Such a measure would be needless here, for a recognised teacher in virtue of his being so becomes, as suggested above, a member of a Faculty whence he may rise into the Senate and the Syndicate, if found deserving of such advancement.

Students of the University.—It is true that in this Presidency the practice of holding a Preliminary Examination at the College to test the state of preparation of students has been greatly relaxed; still the small number of passes cannot be held to prove that the certificate required by the University is granted too easily even where Preliminary Examinations are held, it often becomes a matter of great difficulty to decide to whom permission may be granted to appear at the University Examinations and to whom it is to be refused. Even after weeding out the worst students, there remain many who have just managed to get the minimum number of marks or a few more. It is these uncertain elements that fall under the shears of the University Examiners; for their fate depends on the question of a couple of marks more or less. Another fruitful cause of the large numbers of failures is the habit of the Indian student to work harder and harder as the examination approaches nearer and nearer. It is not an uncommon occurrence that a good student endangers his chances of a high class or success by overwork during the period immediately preceding the examination. Again, it is a matter of common observation that under the exhilaration of the change from a School to a College or from a mistaken idea of the serviceableness of vacations, a large number of students waste the first term. If the University registers be examined, it will be discovered that a large number pass, because they are just on the right side of the margin and a larger number fail because they are just on the wrong side of it.

It is not practicable that "the University should interest itself in the physical and moral welfare of the men and should see that the Colleges do their duty in these respects," when the Colleges under its supervision are scattered over a vast area. Indeed, the Bombay University demands a certificate of moral character in the case of every candidate that offers himself for its examinations, but that is merely formal, and the Principal of his College grants it as a matter of course without any close scrutiny into his character. Such supervision as is recommended is possible in small towns like Oxford and Cambridge, where all the Colleges may be said to stand shoulder to shoulder. As long as there are Colleges separated from one another by long distances, it is Colleges themselves that can exercise such supervision most effectively. To all the Colleges in this Presidency are attached quarters for resident students which, it may be submitted, offer little advantage to them beyond that of rooms in healthy surroundings at a cheap rate. There are, no doubt, Superintendents appointed, but it may be very much doubted if they exercise any very great influence on the character of their respective charges. It is impossible for the Principal of a College to concern himself very closely with the moral and physical wants of the students who live in these quarters. The best plan would be to distribute them among the Professors who may mix with their respective batches, study their wants, give them guidance and generally influence them by their character and example. At the end of fixed periods, the Professors may, if necessary, exchange their respective charges. Such an arrangement would give the Professors the pleasure and stimulus of variety and the students the advantage of becoming familiar with intellects and characters differently developed and formed. This suggests itself as the only way in which effect can be given to the very wise intention of the Commission in this respect, till all the Colleges of this Presidency come to be located together in a small but healthy and picturesque town, or within short distances of one another in a large town. From the point of view of economy and the facilities and advantages offered by a large town, the most suitable place for the location of all the Colleges in this Presidency would be Bombay which already contains four Colleges—three Arts and one Medical. As regards Government, the concentration of the whole of their teaching apparatus in Bombay can be effected with very little cost; for the College of Science in its Engineering branch may be handed over to the Public Works Department of which, strictly speaking, it is an appendage and its accessory departments of Forestry and Agriculture may be transferred to the Revenue Department of which they are parts. Government may hold, if they like, their own examinations in these subjects. The Deccan College may be amalgamated with the Elphinstone, or out of respect to old traditions, it may be allowed to lead in Bombay its independent existence.

Such a mobilisation of all the intellectual forces of the Province will tend to raise the standard both of education and instruction. Students will breathe a genuine University atmosphere and live a genuine University life. Teachers will be benefited by mutual assistance and a free exchange of views. Students will find a most necessary stimulus and help in common pursuits and in societies founded for debate and discussion. Teachers will find unprecedented pleasure in watching and guiding this new-born energy of their pupils into safe and wholesome channels. But this end can be secured most effectively when Professors have official quarters close to those of students. The beneficial effects of the contact of good, sympathetic, impressive Professors with students in their daily lives can be open to no question. The real object of sound education is greatly furthered by the action and reaction of these two bodies on each other. Their separation which is practically the case at present precludes the impingement of mind on mind so essential to the correction of prejudices, cultivation of sympathy and respect and stimulation of culture and character.

University Teaching.—There is a general complaint that many students do not possess, when they join a college, sufficient knowledge of English to profit by the lectures they attend. It may also be brought to the notice of the Commission that they begin their University career with insufficient culture and a very poor stock of ideas. This defect may be due to the indifference shown towards the vernaculars. Formerly students went

through a regular course in their vernacular before they began English. They had read, for instance, Indian History in their vernacular before they began it in English in the High Schools. They had read several books in their vernacular and thus laid by a store of ideas. In the general hurry to finish education, boys enter on the study of English without an adequate knowledge of the vernacular. They find it difficult to assimilate thoughts expressed in a foreign language, and do not understand much of what they read or learn by rote. The remedy lies in imparting a sound knowledge of the vernaculars, before the study of English is commenced. Again in the highest classes of schools, general reading should be encouraged and the time spent on the technicalities of grammar utilised for familiarising students with the works of the best English writers.

It is submitted that most of the teaching in Mathematics in Colleges is thrown away. It is not uncommon to meet a large body of students of the previous class absolutely ignorant of the most elementary principles of Algebra. They have possibly got through the Matriculation with the aid of Euclid and they largely depend on the same aid to get through the previous examination. Nobody will allow that the Indian student has no aptitude for Mathematics, but his success in that branch of knowledge must depend on the care with which that aptitude has been encouraged and developed at school. A reform in this respect is most urgently needed in schools.

The course laid down in Mathematics for the B. A. Examination is of an elementary character. It may be just large enough for a student who has to read English, a second language, English and Indian History and Economics besides Mathematics, but it is certainly insufficient to entitle him to claim a special knowledge of the subject.

Examinations.—It would be an advantage to have the same standard for the various examinations in all the Universities of India. Last year the Government of India issued a Resolution defining the subjects to be read for the examination for admission to the Finance Department. The course for Mathematics was that adopted by the Calcutta University for its M. A. Examination. The course prescribed by the University of Bombay in the same subject for the same examination is very much lower than that demanded by the Calcutta University. Candidates selected from this Presidency for the Finance Department Examination are handicapped in comparison with those selected from Bengal.

In the University of Bombay, the system of grace marks being given by the whole body of Examiners has been abolished and Examiners in different subjects are directed to decide whether or not they consider a particular candidate fit to pass in their own respective subjects. This method works to the disadvantage of a candidate who is weak in one subject, but is above the average in the rest, and to the advantage of a candidate who may be weak in all subjects.

The supervision of candidates at the examinations requires to be very carefully considered. Instances of communication with neighbours or of importation of manuscript notes and cribs are becoming quite common and detract from the value of the examinations. The difficulties of effective supervision are increased by the large numbers of candidates. The experiment made by the Bombay University last year of appointing superior supervisors with the power of selecting their own assistants promises to check the evil which is bringing all the examinations into discredit.

The question of holding examinations in suitable buildings and not in a Mandap temporarily put up for the purpose deserves consideration.

Registrar and staff.—Very little is to be said on this subject. The staff of the University does its work carefully and conscientiously.

Affiliated Colleges.—It is necessary to see that Colleges are kept up to the mark after affiliation. The Syndicate considers the qualifications of the staff when an application is made for affiliation, but it exercises no power of supervision over subsequent changes. So far, nothing has happened to make the possession of such power necessary. The governing bodies of Colleges generally select with care and discretion.

It is worth considering if it may not be advantageous, in view of the pressing need of great attention being paid by the head of the College Department to questions connected with primary and secondary education, to withdraw Government Colleges from the control of the Director of Public Instruction and place them through their Principals in direct communication with the local Government and the Minister of Education, if one is to be appointed. Higher education being in the hands of men distinguished for learning, judgment and character may well be left to their guidance and direction. Besides, if as the result of the labours of the Commission, the powers of the Universities are enlarged, they will be brought into living contact with Colleges which they can exercise beneficial influence and wholesome control.

As for the aided Colleges, it would seem that the time has arrived for the removal of the condition that the Principals of the Gujerat and Sind Colleges should be Europeans. In respect of Government Colleges, Government have adopted the liberal policy of declaring Indian gentlemen of requisite qualifications eligible for posts in the Indian Educational Service and have thus placed Europeans and Indians on the same footing. The same liberal policy must also be followed in the treatment of the aided Colleges at Ahmedabad and Kurrachee. It would be enough to insist that the best available man, whether he be European or Indian, should be, whenever necessary, selected by the governing bodies of these institutions for the post of Principal.

Except in very exceptional cases where high merit has been proved beyond dispute in other ways, a first class degree should be the indispensable condition of employment as College Teacher.

Endowments should be utilised for the purpose of fostering and encouraging the best intellect. When education was in its infancy, it was necessary to attract men by the offers of small scholarships; but now that the necessity of education is widely and strongly felt everywhere, inducements should be held out to reach its higher summits. Two or three scholarships may be reserved for struggling merit in the lower classes, but the bulk of the proceeds of the endowments should be devoted to the encouragement of higher pursuits and to the affording of facilities for the acquisition of higher knowledge.

When two or more colleges are in the same locality, it would be a distinct advantage to give effect to the principle of combination and co-operation. Such a measure would not only engender a spirit of solidarity among different institutions of the same locality and impart the unity of system to what are now discrete units, but it would also enable students to get the best knowledge wherever they could get it.

The numbers of students in the Colleges are now so considerable and the number of teachers so limited that there can hardly be anything like efficient teaching. The teaching has to be brought down to the level of students of average intelligence, and yet there will be complaints from the best part on the ground of its being too low and from the worst on that of its being too high. Also it has to be accommodated to the requirements of the examinations, and no teacher is so rash as to venture beyond these limits. Hence cram and narrowness of thought arise. It is feared that Colleges have ceased to be training schools for the intellect and character.

It is desirable that each Professor should have a staff of responsible assistants whose duty it would be to pay individual attention to students of the lower classes.

Schools.—The schools must come directly or indirectly within the scope of the present enquiry; for it is the schools that prepare materials for Colleges. College teaching will lose most of its efficacy, if the schools do not provide Colleges with suitable materials. Again, if there are complaints that Colleges are attended by ill-prepared students, the condition of schools which are responsible for that preparation should be looked into.

Conclusion.—We must first begin with schools which are reputed to share in the supposed general deterioration of the educational standard in this Presidency. They should be manned with our best graduates, who should be encouraged to undertake educational work under Government or on their own account. Schools should be able to carry their teaching to the point where it

could join the College teaching without a hitch. The gap between the two at present is very great and will be widened if schools remain stationary and Colleges advance. The abolition of the Matriculation Examination will tend to give freedom to the present cramped condition of the schoolmaster and the student, by allowing the former a free range for his teaching powers and by releasing the latter from the necessity of regulating his studies in accordance with the needs of an examination which he has learnt to dread. The previous examination should be the connecting link between Schools and Colleges. This examination should comprise a considerable quantity of English—sufficient to impart the power of fluent and correct expression and a number of optional subjects to be prescribed with a due regard to the requirements not only of the Arts course, but also of the Medical and Engineering studies. In fact this examination is to be the point of departure into Arts, Law, Medicine and Engineering. The preparation for this examination should be undergone at school or privately, or, if possible, under Fellows at Colleges.

There should be only one examination for Arts students, and that for Honours in a special subject, *viz.*, Literature, History, Philosophy, Physics and Chemistry, Biology or Mathematics; the period of preparation for this examination being three years. There should be pass degrees for such as are unable to proceed to Honours.

Under the present system, a graduate has hardly touched the very fringe of his optional subject. He is simply initiated into its elementary principles or remembers them without a due comprehension of their application or power and he hardly acquires any tolerable knowledge of it, unless he proceeds to the M. A. Examination. Under the suggested system, the M. A. would be superfluous. Thus, while a greater range of accurate and sound knowledge than he at present commands would be placed within the reach of a student, the crushing and enervating anxiety and worry of successive examinations will be done away with. There would be also sufficient scope given to a Professor for the exercise of his best powers and he would be brought into direct contact with students, as there would be only a limited number reading for such an examination. Under the present system, he wastes his energies in giving elementary instructions and hardly influences students by personal touch and knowledge.

No. , dated the 1902.

From—JEHANGIRSHAH COOVERJEE COYAJEE, B.A., LL.B., Professor of Persian,
Wilson College,

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

I SUBMIT to your consideration certain suggestions on the working of the Government Law School and the curriculum of its studies.

Looking to the number of students studying in the Government Law School and to the great interest the public must have in their proper education, the affairs of the school deserve considerable attention as being second to none in importance. It is now four years since great changes were introduced in the institution and its staff of teachers and hours of work were enlarged. But in all other respects, the old arrangements were continued.

The result has been that, in spite of the zeal and conscientiousness of the teachers, no material change can be said to have been made in the working of the school. One hour daily is too small an allowance of time for such a course of study and fully half the subjects of law are never touched at all, *i. e.*, Criminal Procedure, the Penal Code, Evidence, Limitation, Specific Relief Act, Trusts Act, Succession Act and Transfer of Property Act. Some of the other branches also, though taken in hand, are never finished. Above all, the students cannot be brought to attend the school with any of the zeal or interest which they ever do manifest for their Arts Colleges.

The reasons of this state of things are not far to seek.

The hours chosen for the teaching work are those of evening, when the student or teacher is least likely to be in the full glow of energy. Exactly the scanty hours devoted by the Indian student to exercise and recuperation are encroached upon. In this matter, we on this side of India have something to learn from the Madras Law College and even from the local Private Law Schools. These latter schools prove by their example that if two hours' daily work is given to the student the LL.B. Course can be pretty satisfactorily finished in a couple of years' time. The hours they choose are morning hours and they are found to inconvenience neither the teachers nor the students, though the former are professional men and the latter are mostly men who have to work all day in Government and private offices for their living. Moreover, the alacrity with which these private classes are attended is very marked though of course the attendance is perfectly voluntary. It is more than suspected that the apparent assiduity of the students in the Government Law School is due to their anxiety to fill in their term than a desire to profit by the lectures—however good they may be. It may therefore be said that two hours' daily work and that by daytime is thus found to be absolute necessary. For efficient teaching, as in that way we shall more than double the time at the teachers' disposal. Naturally, that will mean an increase in the number of the staff of the school.

A few words as to the methods of study to be adopted will not be amiss. The subject of law is so vast that no amount of time will be found to suffice for its teaching, if the lecturer takes up every single proposition of law in succession and attempts to comment on it. That part of the teacher's work is moreover already done for the students in the text-books which are mostly commentaries of the loosely knit Blackstonian type. The lecturer should attempt a judicious selection of important topics, should assign one or more lectures to each topic; give the student a thorough study of each matter—thus raising the subject out of the somewhat dreary level of the running commentaries. The student is brought to see a just division of the subjects in its logical sequence. His mind, distracted by the multiplicity of legal propositions, is trained to group them intelligently around some central ideas.

Along side with this method, the system of lecturing by a direct study of leading cases should be employed—the same method which the reputation both of Harvard College and its great teacher Professor Langdell. I need only add that after a lifetime's experience Sir F. Pollock emphatically pronounces in favour of this system (Law Quarterly Review, October 1895).

In an inaugural lecture delivered in the University of Wales (1901) Mr. Jethro Brown says "the study of case law is the one way to know law. It develops capacity as well as imparts knowledge. It involves the very mental processes which the practice of the profession requires. For, the lawyer in dealing with actual cases has not at his command a perfect code into the rules of which he can fit any possible combination of circumstance. He must work slowly upwards from facts." The Report submitted to the American Bar Association in 1892 says that when the student goes into the Lawyer's office instead of having a system of formulated rules, which had only to be interpreted to fit the facts of the client's case, he is compelled to work painfully and almost blindly over those facts before he can get them into shape to suggest any rule whatever and then to search through a wilderness of other cases repeated in the before he can formulate such a rule for his client as he can propound to the Court. But such study needs a guide, otherwise in the words of Mr. Bryce the student may find himself "rolling about in a mass of cases in the hope that some may stick to him." He needs advice and encouragement. He must not be given "the product of an enquiry without the enquiry that leads to it which would be both unroating and inefficient (Herbert Spencer). Mr. Jethro Brown also draws attention to Locke who says that to have right conceptions, we must bring our understandings to the inflexible nature and unalterable relations of things and not endeavour to bring things to any preconceived ideas of our own. It is thus, he says, that we now postpone the study of grammar to that of language.

When selecting a course of books for the LL.B. examinations, two considerations should be kept in mind. The one is that a degree in law is not the same thing but something higher than a mere license to practise as a Vakil. There should be the same difference between the examinations for a Bachelor of laws and for a Vakil as there exists between the examinations for the degree of M.B. and that for a mere L.R.C.P.'s license in England. The teaching for the former should be more scientific, artistic and systematic. The other thing to be noted is that we have a three years' course and two examinations for the law degree instead of the two years' course and the single examination in the other Universities. We should show that we make a good use of the additional year.

Generally, it may be asserted that the present course set for the first year classes is too monotonous and narrow. Jurisprudence is only one of the subjects to be taught, and yet no less than three separate books are prescribed for it. A knowledge of the history of English law is absolutely necessary; yet no provision is made for its study. The text-books now in use for Roman law are not the best arranged ones. Dr. Hunter, the greatest living English writer on Roman law, says—"The arrangement of texts both in Gins and Justinian resembles nothing so much as a heap of ill-shaped stones thrown out of a waggon. The piling of notes upon the texts makes the confusion worse confounded. As text-books, they labour under two disadvantages. They give much that is of little use to the student of law even from a historical point of view and they are extremely brief exactly on those points where Roman law is most valuable to a student of modern jurisprudence." It is necessary to seek some principle of arrangement to group the miscellaneous details. Mr. Bain observes that a regular and uniform plan in the descriptive arrangement is more than an aid to memory—it is an instrument of investigation. Dr. Holland and Dr. Hunter both recommend a study of select chapters of the Digest. For Indian students the recommendation can be carried out through a study of portions of Dr. Hunter's "Roman Law in the order of a Code" which takes the Digest and the institutes to pieces and then rebuilds them according to the best modern ideas. The best chapters of the book are those on Possession, Equitable contracts, Sale, the Chapter on contracts, status, inheritance, ownership, and patria potestas. As a variety Sohm's Institutes or Lord Mackenzie's Studies on Roman Law may be prescribed, the former the work of an eminent German author who has made a lifetime's study of the Roman system of law, the latter a book which besides giving much historical information shows the student how to divide and set about the study of law and besides "speaks the language of the scholar and the gentleman." All these books provide the student with so much knowledge of the history of Roman law as to render the study of any additional book on the

historical side of the subject superfluous. Sandars' Institutes which have now been in use for forty years are antiquated; instead of recasting the Institutes Sandars adds to them scrappy notes, verbal explanations and short quotations from the Digest, the great Jurists and the Glossators. The unity of conception and all literary merit are thus lost.

A study of English Constitution or Constitutional Law is very necessary as the most developed mechanism of state in modern times cannot be neglected. English Constitutional Law is one of the five main divisions of law a study of which is necessary for the Civil Service studies. Bagehot's book may be recommended as it is taught both at Oxford and in several of the Universities of the United States. But for a just relation of studies it may be replaced in alternate years by portions of Dicey Hallam Stubbs or Taswell Langmead. Objection, however, may be taken to the last work as it has been tinkered up by too many editors. Any such book should be supplemented by a study of legislative power and judicial authority in India as described by Cowell in his Tagore Lectures—a book which is thought so necessary for the Indian Lawyer that it is prescribed in Calcutta, Madras and Allahabad.

The History of law is an all important subject. A distinguished Jurist has observed—"Law and History are two good allies. I would fain have every lawyer a historian. Not the least of the objects at which the work of a University may aim at, with good hopes of accomplishment, is to make such wishes superfluous in the future. Meanwhile trespass in pursuit of knowledge is a thing rather to be encouraged. Professor Stubbs has shown how much we have to learn from the historian." Historical methods of study should, as far as possible, be encouraged that we may keep abreast with the times. The study of Legal History will throw light on and create an interest in every topic of the law. The studies of the student in English History for his B.A. examination will be utilised; for we must collate the relations of studies and not keep them apart as stray unconnected things. The best books on Legal History are those of Pollock and Maitland, Reeves, Carter and White. The last is a small and elegant manual which has very good chapters on "Constitutional Matters", "the Norman Legal System," "Common Law and Equity," and "Criminal Law." Digby's History of Real Property is also well worth prescribing—at any rate the chapters on Feudalism (Chapter 1), on Estates (Chapter 5), Modern Law of Real Property (Chapter 6) and on the History of Wills of Land (Chapter 8).

There remains International Law which after having long been taught in our Law School is now neglected strangely. The subject is indeed the culminating point of all law; and is of engrossing interest in the hands of a writer like Westlake who incidentally treats of "The Rise of British Empire in India from the point of view of International Law" and of "India in relation to Constitutional Law." Mr. Pitt Cobett in an equally small but charming work gives us leading cases in International Law with excellent notes from the works of Hall, Kent and Heffter. A study of International Law enables the student to understand much in History and Politics which without its help would be a mystery to him.

As for the book to be selected as a text-book of Jurisprudence most men agree in the opinion that Markby's book is written from a special point of view; and Holland is unsuitable for us as he is too concise and assumes the existence of an amount of knowledge which we have no reason to expect from the average Indian student. Sir William Rattigan's work is the most recent and is the only one which takes any account of our system of law and so is the most suitable. Austin's work cannot be displaced as it is an excellent example of lawyer like reasoning and even by its imperfect form and argumentative nature introduces us into the workshop of Jurisprudence where we can see its greatest genius at work. But one may be allowed to think that it is a mistake to lay undue stress on the first book which determines the province of Jurisprudence and to neglect his treatment of the Sources, Purposes and Codifications of law in the later books. However the chapters on the Utilitarian Ethics can be safely omitted by the student of Jurisprudence for says Pollock in speaking of works on "Natturrecht," "Austin's second, third and fourth lectures appear to me to have no business where they are. They are not Jurisprudence at all, but Ethics out of place." This they are omitted in several Universities.

Finally to sum up, for the six works on law now taught to the students of the First LL.B. classes one would like to propose Austin, Rattigan, Westlake's International Law, Bagehot's English Constitution, Mackenzie's "Studies in Roman Law" and Cowell's Tagore Lectures. Besides to make the course easier as well as more interesting integral portions of these books and not the whole of them may be taught as the Calcutta University is in the habit of doing.

We now come to the course set for the second examination in law. One of its chief defects is that too many enactments are put in without drawing attention to adequate books in which the student may study their underlying principles. The chief danger to the study of law in a country in which the law is formulated in the shape of a code is least, all the legal learning of the student should be confined to a memorising of strings of sections. It is to discourage cram as far as possible that the Calcutta course omits portions of the Succession Act (Parts 3—5, 30, 31 and 35—40), portions even of the Penal Code and the second Schedule of the Limitation Act. On the other hand, text-books may be prescribed for these portions of legislation, *e.g.*, Henderson's Tagore Lectures for Succession Act (or at any rate its chapters on execution of a Will, its construction, conditional bequests and grant of probate). Instead of prescribing the bare sections of Limitation Act and Easement Act, Mitra's lectures on the subject should be recommended which are models of skill, labour and philosophic generalization. The subject of limitation appears so dry and piecemeal to the beginner that it needs sound help like that to get over his fright caused by this *bête noir*. In Hindu Law some examiners are now fond of leaving the high road built by Mr. J. D. Mayne to all questions out of somewhat old fashioned and ill-arranged books like West and Buhler's Digest. But if these examiners be made clearly to perceive that they are expected to put questions not only on the Hindu Law as it exists now but also in the historical process how it came to be what it is, they will find that they have no need to go out of the way for fresh questions since Mr. Mayne's monumental work is a store-house of learning and history.

In Equity more work remains to be done. Our present course consists of Snell's work, the Trusts Act, the Specific Relief Act and cases from Waite and Tudor. As to the first work so great seems to be the anxiety of Snell's Editors to keep abreast of the law in England that every scrap of English legislation is scrupulously put into the body of the book and the clear definition of principles is obscured in this effort to keep up with the floodtide of legislation. A better book hence and one which has clung to the main principles is Smith's Equity which is besides prescribed for the High Court Vakil's Examination and is much in favour with the profession in England. We here in India study Equity for its principles only. In Specific Relief Act Mr. Nelson's book should be recommended as its treatment is short, pithy and to the point. For, larger commentaries are in danger of obscuring the sense of that clear little Act of 54 sections. It cannot be denied that the Indian student does not mean to nor can he read hundreds of pages of White and Tudor's great work for the sake of a few leading cases. The examiners, knowing this, put questions which can be answered without any particular study of those voluminous tomes. A better course would be to prescribe either the "Students' Leading Cases in Equity" and to question the student thoroughly on them or to set the first three "divisions" of Underhill's work on Trusts and Trustees which will at once include most of the leading cases and serve as a valuable commentary on the Trust Act which is at present studied in its nakedness, and its magnificent generalization of the whole British Law of Trusts in a few sections cannot consequently be properly appreciated. The book is besides a text-book in the Calcutta University.

Coming to the subject of Evidence, the same complaint may be made; for the Act goes over the whole ground of Taylor on Evidence in 167 sections. Most of the Indian Commentaries on the subject are too scrappy and Mr. Amir Ali's great work it will never repay the student to read. Hence Best's work or a part of it must supplement the Evidence Act as the Calcutta University has already resolved. One can only wonder that our LL.B. student in the midst of so much other work is expected to find time to study the two volumes of Smith's Mercantile Law. As a matter of fact students now read the abridgments of Slater and Munro. Mr. Stevens's book short, clear and learned should be recommended and indeed is as much as they have time and energy to read.

The last subject on which I would venture to make any suggestion is that of the Indian Penal Code. The usual commentary supposed to be read on it is that of Mr. Mayne which extends over a thousand pages. This is equal to any three ordinary works on law. Hence either it should be divided into portions for the students' convenience (pages 316—648, 744—764 and 770—863 include most of what is valuable to us) or Mr. Nelson's compact and lucid book which is the text-book in Punjab on the subject should be substituted for it,—always provided that some English book on Criminal Law like Warburton's Leading Cases or some chapters of Sir J. Stephen's Digest should be read along with the Indian books. The first is the most interesting book on the study of Criminal Law ; the second shows as much learning in the illustrations (each of which is based on an English case) as scholarly accuracy in the articles which defines the doctrines. In every branch of law we must go back for inspiration and instruction to English Law. It is the fountain-head from which alone we can derive fresh knowledge, light and guidance.

No. , dated

1902.

From—MR. JAHANGIRSHAH COOVERJEE COYAJEE, Esq., B.A., LL.B., Professor of
Persian, Wilson College,

To—The President and Members, University Educational Commission.

I beg to lay before you, some considerations on Persian students as prosecuted here. It is trite knowledge that the Persian language has not received either at the hands of scholars or educationalists half the attention which Sanskrit has secured. The drastic changes already introduced in the Persian curriculum during the past few years and the long discussions attending them show that competent men are far from regarding our position as regards Persian studies as anything approaching the ideal. For my part, I have only ventured to put together a few of the principles which should underlie a vigorous prosecution of Persian studies. Even when I have discussed incidentally the selection of any particular book, I do not mean to criticise that choice in itself but to illustrate some educational principle which was followed or contravened by the adoption of that book as a text book.

To begin with the beginning, one cannot help thinking that in the schools more time is spent on bad prose than on good poetry, and again that a few hundred lines of the latter learnt by heart will supply the student with poetic images and with a good vocabulary of words. Some mastery will be gained over the Persian idiom, for in every language the idiom is best seen in its poetry.

Looking to the very low courses prescribed for the four School Standards by the Educational Code, it can hardly be said that any very good use is made of the four years spent at schools now. The employment of elementary books with their translations of words written under each line would much facilitate the studies by assisting the memory through association of ideas. Indeed this was the method once successfully employed to teach the Koran (difficult book as it is) to children; or a colloquial grammar like that of Ollendorf may be compiled to facilitate study. Another suitable plan would be to translate into Persian some portions of their Gujrati or English text books so as to give them a great facility for understanding their new text books and to draw their attention to a comparison of the idiom and vocabulary of several languages.

Moreover, there is great monotony in the text books and a monopoly is secured to the time honoured works of Sadi in Schools. But they are not interesting enough to excite curiosity and interest; and though their use was a matter of necessity in former days when books were rare and methods of teaching crude, we may now-a-days conveniently alternate them with such easy and interesting books as Hatim Tai's adventures, Jami's Yusuf Zuleikha, Bahar-i-Danish, portions of the Shahnameh and of Tuzuk-i-Jahangiri Ikhlaq-i-Mohsini, Attar's Pandnameh, and Quaani's Gullistan. Several schools have already done something in the matter but the movement should be made general and as coming from authority. One great advantage secured by rotation of text books is that students who fail in their examinations (and they form a very large percentage) get something new to read for the next year; and at the same time, it certainly cannot be very pleasing to active teachers to have to teach the very same book year after year. A very pressing need is, not to trust Persian grammar to the tender mercies of chance compilers but to have a good one written for the schools, with a good philological introduction (which can be made very interesting indeed) a good chapter on syntax, which is at present very much neglected, and a classified collection of idioms in place of the few random strings of examples we now have. The ideal grammar should be so arranged in smaller and larger types that the same book may be taught to all the school classes and thus secure a fixity of ideas on grammar in the students' mind, besides assisting his memory in remembering the rules by the identity of the place and page where he has so often looked for them. The books' chapters should each be followed by a collection of questions and exercises so as to do away with the modern division, of books on grammar and books of Persian translation and composition. The result of the present seeming division of

labour is that rules of grammar and syntax taught by themselves appear useless to students while the exercises in translation and Persian composition are not supported and generalised by any chain of grammatical rules and reasoning.

Both in the school room and in the examination hall much greater attention should be paid to good translation from Persian into English. Its value in the study of Persian and indeed of English itself cannot be overrated. Sir S. Romilly observes "I translated the classics and endeavoured to form for myself a correct and elegant style. I translated to the whole of the Sallust and a great part of Livy, Tacitus and Cicero." Southey says "I believe, I derived great advantage from the practice of translating the historical books read at the Westminster School," and Lord Brougham relates of Robertson, the historian, that "translations from the classics formed a considerable part of his study. He considered this exercise as well calculated to give an accurate knowledge of our own language by obliging us to weigh the shades of difference between words and phrases."

In the Matriculation examination an undue preponderance is given to grammatical rules as such, somewhat to the neglect of a conscientious study of the classics. The consequences, are anything but desirable. Disregarding all rational considerations, for the students are supposed to be studying Persian not Arabic grammar, many of the compilers on the works on grammar now in use have entered into a disgraceful competition, striving who should supply the largest number of rules drawn from Arabic manuals, and have so sought and found popular patronage. This superiority of importance would never have been gained for the grammatical rules in the students' mind if there was a reasonable number of literary works prescribed for the examination to divert his attention in a healthier direction. As it is, the young student has too great a compass of choice as to his text books and no reliable guide therein. In any case, if such text books cannot be prescribed, let more passages for translation be set in the examination from classical authors to encourage their study. Then again, more question should be put requiring in the student a knowledge of the Persian idioms. We should remember that the pure Persian language has not a very great vocabulary nor yet does it labour under a plethora of grammatical rules, but it is very rich in idioms. I may add that a grammar named the *Lisan-i-Ajam* lately published, under the authority of the Persian Government and admirably written, gives us in a small compass all the analysis of the Persian language of which most of us, not expressly grammarians, stand in need, and it makes the subject of grammar itself interesting by its wealth of poetic illustrations. This book so popular in Persia should be taken by us as our guide herein and may well limit an ambition in that direction. Surely we do not mean to surpass the Persians themselves in the study of their language.

Let any one compare the question papers of the Matriculation examination of the recent years with those of the years when those unrivalled scholars and educationalists the late Professor Hairat and Mr. Rehatsek were examiners and he can see how grammar is being increasingly resorted to for questions in the Matriculation examination. It was the practice of Professor Hairat to put grammatical questions in the B.A. examination but even there it was only one question among several of philology and of translations of English poetry into Persian. Higher authorities than Hairat or Rehatsek, I could not cite in this matter. The Calcutta University has most wisely reserved a fifth paper in their M.A. examination for grammar, prosody, rhetoric and Arabic idiom. On our side we thoroughly soak the student in grammar for the Matriculation and then leave him to dry never troubling him in that matter any more. Let a student here cram a couple of stiff grammars for his Matriculation examination and he is insured from grammatical fatalities for all time to come. A similar complaint may be made about the Persian prosody. It is studied with some hurry and much anxiety for the Previous examination and is then heard of no more.

2. Let it be laid down once for all that difficulty of diction and a foreign idiom are decisive marks of disqualification and should serve to repel not attract selection.

In England we now prefer books written in the pure manly Anglo-Saxon diction to those which are full of stilted Latinisms. An analogous movement

is on foot in Persia where men have come to discover the richness and copiousness of the native idiom. We have but too little time at schools and colleges to teach everything in the Persian literature; but let us devote the little that we have at our disposal to teaching what is most characteristic in that manly and noble literature—its beautiful poetry, high mysticism, and spirited history; and the manipulation of a simple and elegant idiom in its infinite variety to serve these subjects. This aim once attained the student will be so well grounded that he can explore even the most obscure and less important authors, with the sole help of a dictionary; for there is no shame in using a dictionary. But to try to make him master of the dictionary from the first is to disgust him with the whole Persian literature and to generate in him the sentiment of Byron:—

“Then farewell Horace whom I hated so.”

No student of Persian literature can avoid the sad reflection that half the power of its best poets was wasted in eulogising niggardly patrons and princelings. The great poets rated at their real value “these painted things of sabre sway” and were at their wits’ end what virtues to discover in them to praise. Finally they solved the problem by putting together a pompous style laden with metaphors and hyperboles. If only out of our respect for these poets, the larger part of such compositions should be kept in the background; but if we must needs intrude them let the best of them with Anwari at their head be chosen if only for the reason that they can be read with ease; for the odes of Salwan and Urfi are now acknowledged on all hands to be beyond the capacity of students of the B.A. class to study. However high Salwan may rise in his lyric Diwan, his Kasids are devoid of subject matter really poetic. These books are however a characteristic feature of Persian literature and as such they have to be studied. Hence some of them may be set for the M.A. students who are expected to have acquired a general acquaintance with Persian authors. But as I said, Anwari and Faryabi’s are almost the only series of Kasids which can be safely placed in the hands of under-graduates for they are very simple and convey much collateral information.

The epics of Persia especially those of Firdausi and Nizami should always be represented in our curriculum. They contain merits of the dramatic epic and didactic variety of poetry. They are storehouses of national legends, spirit and patriotism, they are the backbone of Persian literature. It would be as easy to dispense with them in Bombay as to dispense with Homer and Virgil in Oxford. Of them or of the chief classics like Hafiz Attar or Rumi, it can never be said that we have read them too long and should not turn to lesser poets. One cannot be too long in contact with such vivifying influences, nor can one exhaust the mental nutrition and inspiration supplied by their matchless genius. In our University Shakespeare and Milton have been read for this half a century now, and yet no one has been found to propose that by this time they have fairly grown stale and that we should turn for new inspiration to the heroics of Blackmore or the plays of Colley Cibber. The galaxy of the dozen or so Persian authors, including Firdausi, Nizami, Khayani Anwari, Hafiz, Roomi, Attar, Amir Khusran, Sanai, Khakani Foryabi and Jami should always shed their happy influence on the student of Persian if he is to succeed in his efforts.

A second-hand philosophy contained in compendia bristling with a strange and repulsive nomenclature can be only of an inferior educational value, especially if the system figuring in it have long since been exploded. Persia possesses indeed a genuine philosophy of her own but that is of the mystic variety and is contained in books like the Nefhat-ul-uns, the Dabistan and the Khish-tab. Above all the mystic poets are the chief fountains of it and so we must regret that we have turned our back on them. A few pages of Roomi are worth far more than these insipid compendia called “Ikhlaqs” in which scholastic ideas have permeated through numerous foreign media and which quote (and ever misquote) Aristotle and Cicero at random. Even of this school, we have not the advantage of studying the best representative, Gizzali. His *Kimia-i-Saadat* would do credit to any country and with its great merit is proportionately easy to read. Nevertheless one or two of these writings may be set in alternate years for M.A. students as was the case some years back.

No reasonable grounds can be assigned why we have been neglecting the study of the history of Persian literature in the B.A. classes. The students of English and Sanskrit literatures are supposed to have read the history of these studies. It alone can unify a study and arouse interest in it especially when our efforts after it are scattered over a number of years. The history of the Persian literature (*vide* Ouseley's Persian poets and the history of Persian literature in the "Literature of World" series) can be made as interesting as any other. These are already good books on this "most fascinating of subjects" (as Dr. Johnson called it) and we have only to create the demand for them to obtain a supply. For the B.A. class only one epoch should be prescribed, while the M.A. students ought to be made to study the whole of it.

It would be desirable to test the Persian style and miscellaneous reading of the students at college by exacting an original piece of composition on some general subject at each examination.

The present fashion of dividing books into aliquot parts for the convenience of students in successive years cannot be upheld; for it is impossible that such arbitrary parts should coincide with the real division of thought in an author's works; while those students to whose lot the first portion falls have to content themselves with studying the introduction and preface with the dedication and beginning of the book. Instead of that, a better arrangement would be to select the best odes or parts of a book and to study them not in their alphabetical order but in the chronological order or that of merit or subject so that the various pieces should throw light on each others meaning. A result of the present system is that at the end of his college career the student finds that he has not followed out the entire line of thought of any writer but has perhaps read only the introductions or the tag ends of books.

Hitherto, there has been no regular scheme according to which the text books in the four University classes are to follow each other in the natural and proper order. At any rate, it is best to have some intelligible principle at the base, to work with some plan rather than get up a series of patch work. The studies should proceed further with a systematic growth in the order of difficulty, each stage leading slowly on to the next higher one by imperceptible gradation. The first-year student should be taught only some of the rich romances like those of Jami and Nizami and some biographical works, so as to create a general interest in the history and literature of Persia. In the next class, we proceed to some lyric poets and to epochs of Persian history and thus take a material progressive step. Later on for the B. A. student Persian books on Indian history, more lyrical poetry, with at least one of the mystic poets, the *facile princeps* of them all, Attar, should be added. Later on I shall state my reasons for so insisting on a study of Indian history through original Persian documents. To the M.A. students, who have to attain a high standard of excellence, may be assigned some Kasaid, the mystic poets, a few philosophical writings (like those of Ghasali whose fame is worldwide and is a matter of history), a complete course of the history of Persian literature, and perhaps some of the better known collections of Epistles, which at this stage may well take the place of a direct teaching of biography. For, by this time, the student has had a grounding in history, political and literary, and in Sufic mysticism. The recognised histories of Asia like Habib Ussiar and Rausat as safa may be taught at this point with great advantage or, in lieu of the epistolary composition, occasionally the study of some of the present-day Persian writers should be prescribed, since the idiom of the older books is no more current coin in the native land of Persian literature.

I shall now propose in greater detail the different sets of books for the successive college years. (1) Those who enter the portals of our University should begin with reading Persian biographies and romances; for these can elevate their imagination, attract attention and impress the Persian cast of literature on their minds. For the former, I need only mention as specimens of a high order, Mirza Mehdis Jahankusha-i-Nadiri, (a history of Nadirshah) portions of Yezdi's Sharfnamah (a history of Tamerlane) Aurangeb's interesting letters, Tuzuk-i-Jahangiri and the Savaneh-i-Umri of Alibazin which, as painting the life of one who was the beau ideal of Oriental Scholarship, presents infinite riches of anecdote, incident and criticism. As the best of romances

I can pick out only Firdausi (for his Yusuf Zulaikhan) Jami, Nizami (for his entire *Khamsa*) Fakrudin Jurjani for his *Wais wa Ramin*. Faseh Jurjane's *Wamik wa Uzra* from among a host of rivals.

2. By this training we shall have prepared the student for appreciating the wealth of Persian lyric poetry like that of Hafiz, of Zuherexdin Faryabi (simple yet elegant) Adib v Sabir (a writer of rather longer, but more thoughtful lyrics) the unrivalled epigrams of Khayyam the odes of Sadi, the almost prophetic force of Hallaj and Maghrabi (known to Europe as Ibn Arabi). His historic curiosity will find scope in Fereshta or Tabari (considered to be the earliest and purest specimens of historical style in Persia), for history fitly follows a study of biography. While biography draws attention to history, history explains biography.

3. Thus equipped, he can appreciate, the subtle compositions of Khakani and Salman's "magic verse" or follow the higher flights of the *Diwan* of Shams-i-Tabriz or Amir Khusro. The didactic poetry of Nasir Khusrao and the mystic charm of Attar will give him insight into the Sufic modes of thought which characteristically tinge the whole literature of Persia. Saib will show him an entirely new and modern development of lyric poetry. While at this stage where he has to read Indian history for his graduation examination, he will be helped to an interpretation of it by his study of the *Mirât-i-Sikandari*, *Tarikh-i-Babar* or the *Sayar-ul-Mutakharin*. His knowledge now grown to respectful dimension he can digest in the light of the history of Persian literature, an epoch of which he will now have to study.

It is unfortunately but too true that compared to a study of modern languages, the study of the older languages is perpetually losing its importance. To keep up a living interest such books should be prescribed as can be shown to have value from other than a mere linguistic point of view. The real history of mediæval Asia and India is yet to seek and its sources are to be found eloquently written in the pages of the Persian history like Tabar or Fershta. For us Indian students there are rich means of such well written histories the *Tarikh-i-Kashmiri*, the *Tarikh-i-Dakan* (which adds much to the history of Deccan as narrated by Fershta), the *Mirât-i-Sikandari* (which illustrates three centuries of the history of Gujrat), portions of the *Ayneeni-Akbari*, the pages or *Abulfazal*, and the *Siyar-ul-Mutakhar* in which a valuable commentary on the early history of British India. It would be too much to enumerate all of these writers; but I may say that this is the way to connect a study, and indeed a system of research in Indian history with the promotion of Persian studies. An enthusiastic interest can this be excited in Persian literature, for the Persian studies are as a matter of fact thought practically useless. By this procedure we will put the college studies in connection with each other. The question may indeed soon come up whether these old languages are to be continued to be taught at all and none will be spared which cannot render a good account of themselves by promoting some such obvious utility.

Let us now see what will have happened in these four years proposed study. Romance in the Previous class has led him on to lyric poetry to be studied in the Intermediate class, and this in its turn passed him on to mystic verse. *Pari passu*, his study of biography has been generalised into the history of Asia and again specialised into the study of Indian history.

4. As I have already said, the M.A. student must show a general acquaintance with the literature of Persia.

So much has been said about specialization of studies that it is best to remember that in an Indian university as now constituted that process can only begin at the M.A. class; for a man must know something of everything before he can learn everything of something. Unfortunately a good many years are wasted in the schools. It may be incidentally mentioned that economy of time may be easily effected in some ways: (1) Too much time is taken up by the purely Vernacular schools, which sacrifice of time is a relic of the old notion that education was to be conducted through the medium of vernaculars. (2) Several subjects, (*e.g.*, arithmetic, history and geography) are therefore taught twice over in the higher classes of Vernacular schools and the lower ones of the Anglo-Vernacular schools. (3) The separation of what is here called the *Pathmala* (exercise of English grammar and idiom) from

English grammar adds to this duplication of studies. (4) In the college years too much of geometry is taught. Because as a mental exercise four books of Euclid taught with proper riders would be sufficient, while in our present system of study the isolated study of trigonometry in the Intermediate class can form no homogeneous part. Sooner or later it must share the fate of its sister study of statics, *i.e.*, it should be handed over to the mathematics group of studies for the B.A. men whose business it is to study such things. The study of physics can be relegated to the schools—for as it is, they are studying to more complicated sciences of mechanics and chemistry; and physics deals with things which are much more common and interesting. In the space thus cleared in the Previous and Intermediate classes all the B.A. compulsory work could be brought in. The B.A. students could then take up special subjects for uninterrupted study; and the men who go up for the M.A. examination may do the higher and research work. The B.A. examination should in that case be made into a serious of tripos examinations as in Cambridge.

If all this cannot be achieved, at any rate the M.A. studies in literature group should be added to and strengthened for it is hardly fit that a man who has studied four small English books and an equal number of Persian ones, should for this very very moderate exertion, be decorated with the greatest degree in Arts our University has got to confer. Our literature M.A. is become a byword and a reproach to us. The M.A. students know this as well as anybody. Most of them take up literature and go up with only one year's study confidently. Their foresight is justified; for while the greater number of them manage to slip through, students of other subjects who took more time to study them meet with results far less happy. That our University which is so jealous of its reputation should let such a state of things be is a matter of surprise. To remedy this, at least for the Persian students, an epoch from Firdausi should be prescribed to him which he has to study both from a linguistic and a historic point of view in the light of modern researches and with the help of such manuals as Rawlinson's. Add to this any one of the mystic poets, Roomi, Sanai, etc., which he is to study thoroughly so as to be able to give a critical account of his author. He should read at least one collection of Epistles like those of Abulfazl or of Jami or of Mirza Mahdi the Munshi of Nadirshah—Persian edition). It would be of the first importance to exact some colloquial mastery of the Persian idiom from him. Here too, room may be made by a judicial system of rotation of studies for the better sort of Ikhlaks and Kasaid.

Some knowledge of the present state of literature in Persia is also absolutely necessary, "For to read only of the past is to be always out of fashion and as uninteresting as an old newspaper." For the present day Persian literature has acquired a style of its own. In the course of four centuries that literature has got rid of involved sentences, verbal puns and its shoals of metaphors and hyperboles. The new writers show a more critical and judicious spirit; though certainly the poetic fire of Iran has greatly relaxed its fiery heat. Still much good poetry is written. I may enumerate here a few of these modern lyric writers. I name only those whose works are very well lithographed and easily obtainable. On the roll of honour stand the names of Yaghmai Jandaki Jaihoon Isfahani, Shaibani, Sharari, Sadik, Bakir Ispahani of Mustak of Kirman, Raji of Ispahan, of the Indalib of Kashan, Mahmud Khan of Desht, Dawar of Shiraz. Many of their compositions are of the most chaste and unobjectionable nature and could safely be put in the hands of the youngest people. Aka Mahamad Jafar surnamed Shola has won undying fame by writing on the old theme of Khusro Shirin with a surprising freshness and invention. Didactic poetry has not been lacking in workers like Mirza Abbulhasan who has taught, not preached, natural theology in his "Salsabil," while Wakar of Shiraz at once makes us love virtue and enjoy the beauties of nature in his "Marghzar." Neither of the royal poets Fathali Shah and Nasirudinhah have been wanting in merit in their literary productions, they evidently knew Babar's advice "The style of Kings should be the King of styles." But before I press the claims of these new aspirants to fame I should mention that even a large number of classical writers have not yet been touched in our colleges; and should certainly be thought of when yearly changes are proposed to be made in the text books.

When the reform is taken in hand, it will be best to begin a study of this fresh and instructive literature from the lowest rung of the collegiate ladder, so as to make the student perceive the differences between the old and new style and idiom. Too much has been done in the way of putting old wine in new bottles. I would name only those of the highest reputation:—Kaāni, Hilali, Nasir Khusro, Ansari, Nasir-i-Tusi and Menuchehr Damghani.

As for histories, I believe I ought to supplement my somewhat short list given above with the following names of books of which some are old, but the most of them are modern.

The Tarikhnamai Danishwaran (Persian edition), the Tarikh-i-Muajam (Persian edition), the Gulzar-i-Asafiya (a history of the Nizams of Hyderabad, published in Bombay), Abulfaraj Isfahani's Tarikh-i-Muluk-i-Arz, the Tarikh-i-Bijapur (Hyderabad edition), the Alamgirnamah (Calcutta edition), the Tarikh-i-Turk-taran-i-Hind (a very complete history beginning with the Mogul period, and bringing us down to the British period. This last is a book written in the purest Persian idiom and is published in Hyderabad), the Tarikh-i-Firozshah (Calcutta edition) and the Tarikh-i-Babari (Bombay edition), and last but not least the Nirangistan (Bombay edition). The Nasikh-ut-tawarikh (Persian edition) is now much esteemed in Persia, and so are two eminently readable and instructive works the Farsnama and the Asar-i-Ajam, the latter of which is written under the patronage of the Persian Crown.

To pass to another subject, it would be difficult to represent to those who have not seen them, the state of the scrappy collections of unconnected poems or rather lines which have been dignified with the name of Persian anthologies. I allude to the Atiskadeh, the Tezkirat-us-Shora and the Jawahir-ul-Ajabb. What, one may ask, would be thought of an English anthology which gave the lives of the poets in the conveniently brief space of from two to ten lines and as samples of their poetic style favoured us with a dozen or two dozen lines taken at hazard from entirely unconnected portions of his works; to make the parallel more complete we must suppose that the compiler adds on at the end some hundreds of very indifferent lines of his own. It will thus be evident that these books cannot by themselves make very suitable text books; but for that reason they need not absolutely be rejected from our curriculum as they can supplement an intelligent study of the history of Persian poetry and indeed do in themselves from tolerable skeleton histories of the subject.

On the subject of anthologies it must be acknowledged that the books prescribed by the Allahbad University cannot be praised too much; they are much like Hale's longer English poems. The extracts given are from the best authors and are large enough to introduce the reader to the general spirit and excellence of the writer. Indeed one may be allowed to think that no harm would be done by bodily adopting such books in Bombay. The system of teaching by such books of extracts may not however be implicitly relied upon; for it fails to form in the student the habits of judging of and selecting literary beauties for himself. Again the habit of reading by dribblets is soon formed and the student ceases to think of his book as an organised and integral system of thought and regards it as a collection of stray, beautiful fragments. He is thereafter constantly attending to these delicate scraps and the usual plain texture of literature has no charms for him. His is the fate of the man who has been fed on delicacies all his life. The method has however many advantage to recommend it; for by it the greatest variety of literary styles can be procured for one's study without taking up too much of his time. Moreover the magnitude of some of the Persian books (mostly of the histories) and the very different values of their parts would recommend the practice as would also a desire to spare the purse of students. The best method is to combine the two systems as is done in Calcutta where selections are prescribed for the lower classes at colleges but entire works are set for the higher examinations.

I would also make some general suggestions.

The examiners in each subject should be appointed for at least five years so that there should be some uniform scale of marks for a number of years. The argument the other way is that younger people should be "given their chance" of becoming examiners; but the fortunes of so many hundreds of

students are in the hands of examiners that a good examiner when found should not be lightly parted with. It should be remembered that examinations are instituted for the good of students and not for giving any "changes" to any set of men who are not students.

Then again, lists should be published of men on the Committees of the Syndicate for selecting books and any suggestions made by any of them should be recorded against their names so as to bring a sense of public responsibility to bear on them. This procedure is already followed in many universities. We might add, that following the example of other universities, ours should see that the books prescribed are to be had in proper numbers and carefully printed.

It would be well also after each examination to give out the highest number of marks and the average number of marks got by examiners in the different sets of second languages; for often honest students are disappointed either through the examiners in their own language turning out particularly niggardly or those in another language turning out prodigal of marks.

Indeed if this system could be extended to each subject and examiner, a wholesome check would be provided on the idiosyncracies of examiners. Besides, the examiners should be required to report on their work making mention of the strong and weak points observed in the examinees of different colleges in their various subjects.

The style of teaching at colleges should be distinct from that which in fit for the schools. In England, for example, a classic author like Cæsar would be taught in schools for its language at colleges for its ideas and his tonical treatment. Its motives of writing, structure its geography, chronology, and sources would all be laboriously expanded. But in our colleges our work on Persian classics is mostly of the school variety.

Indeed it cannot well be otherwise. For the Greek and Latin or Sanskrit works are well printed and have scores of good annotated editions. Our Persian books are miserably lithographed and even if any crude notes are attempted, they are such as by their jargon to accumulate rather than to solve difficulties.

It follows thence that the Persian Professors have needlessly to devote their time to minutiae which in books of other languages would be supplied by the printed notes.

It is to be noted that the Bombay Sanskrit series alone can show about 40 very well edited books, while we have none.

There is no good etymological dictionary of the Persian language to be had. Even the recent attempt of Dr. Steingass of Munich is defective. The work should only be undertaken by one who knows Zend, Pehlevi and Arabic well and who is not overawed by the magnitude of the work or by the size to which the work will assuredly grow. This last was Dr. Stringass's difficulty. A dictionary of Persian idioms with their English equivalents is yet to be compiled. No Persian-English dictionary gives quotations to show the use of the words; Vuller's dictionary does supply us with quotations, but it is available only for those who can understand Latin. Mr. Hughes's efforts to bring out a Classical Dictionary of Persian mythology and references is imperfect as giving us only the Islamic allusions and even so his articles are hardly full. Since the Government will not now directly publish educational works I only mention these matters as things which all wish for but not as what I hope for or as what I would venture to suggest.

In closing it would be ungrateful not to acknowledge the services rendered to the cause of Persian study by the authors of the late changes in the Persian course in Bombay. It was their merit to have seen that the system of keeping to only a few books year after a year was leading to stagnation. No first experiment in a entire new selection of books can ever be expected to be perfect; but the principles laid down by them may be applied and extended till we can arrange a rotation of standard books which can afford an agreeable variety of sound mental food to the student. If the lists of authors I have put in for each class appear too long it should be remembered that they are meant to supply a number of such successive changes.

Dated the 1st March 1902.

From—D. G. PADHYE, Esq., M.A., Principal, Gokuldas Tejpal High School, Bombay,
To—The Honourable Mr. Justice N. G. CHANDAVARKAR, B.A., LL.B., Member for
Bombay, University Commission, Bombay.

I HAVE the honour to forward herewith a representation for submission to the University Commission.

I am sorry I could not, owing to indifferant health, submit the same earlier.

If called upon, I shall be happy to give oral evidence on any day you name.

THE UNIVERSITY COMMISSION.

PAPER SUBMITTED BY MR. D. G. PADHYE.*

There can be no doubt that on this side of India too, there is a wide-spread feeling, that the time is come when some decisive steps should be taken to mark a distinct advance, both in regard to the constitution of the University and the sphere of its operations. There is, however, no positive discontent, nor any feeling of keen disappointment in regard to the results, so far achieved. If anything, Bombay is known for its practical good sense, and public opinion here recognizes that the temple of learning must take its time to build. High learning and original research are, no doubt, eminently desirable goals; and no University can justify its existence, which does not, of set purpose, aim at attaining them. They must however take time to spring up and develop. Nor would it have served any good purpose if, in transplanting the system of Western education in India, an attempt had been made to act up to that ideal of a University, which would make it a mere assemblage of learned men, or of teaching institutions aiming principally at the highest achievements in learning. The more modest programme of providing a common test, so as to guide and unify the efforts at education, made in scattered institutions at scattered places, and of aiming primarily at securing a necessary minimum of liberal education, had both its use and justification in the circumstances of the day. Nor have the graduates of the Bombay University been failures, as such, whether from the literary or the moral and political points of view. They are, speaking generally, gentlemen of culture, equipped by their education with a fair degree of those virtues and attainments which make up a good citizen and leader of society. They make good lawyers and doctors, capable servants of Government and sound practical men of business. If the standard has, of late, gone down a bit, the reasons are not far to seek, as will appear hereafter. Society is the richer and more elevated for them. The impression they make on outsiders is generally favourable; and on this side of India, we rarely hear repeated the complaint, so often made in other provinces by Europeans as well as natives, that the *alumni* of the University are mere book-worms, with perverted notions, imbued with vanity but possessing neither a literary nor a moral stamina. Thanks to the ideal bequeathed by men like Sir Alexander Grant and Dr. Wordsworth, the standards of our various University examinations have been high enough; and the party which, in one way or another, seeks to lower them, is still in the minority at least in the Senate of our University.

It is for this reason that we would work out our destinies ourselves. It would not be amiss to refer here to the apprehension, that one result of the present enquiry might be a centralization of University control and the enforcement of a dead uniformity, by mandates coming from quarters out of touch with local traditions and aspirations, and unacquainted with local needs and requirements. Bombay feels that it will lose if its system of University education were to be controlled from outside, or to be assimilated with that of other provinces. It would, however, welcome any help or impetus that may

* Mr. D. G. Padhye, M.A., Principal, Gokuldas Tejpal High School, Bombay, Fellow of the Bombay University, some time acting Professor, Elphinstone College, for eight years a University Examiner in one subject or another, etc., etc.

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come from the Imperial Government for the reform and advance on which it has set its heart. In fact, the appointment of the University Commission could not have anywhere raised greater hopes than in this Presidency.

I suppose I have made it clear that what we, in Bombay, long for is no revolution but reform, no supersession of the existing system but its extension, no rebuilding from the foundation upwards, but the raising up of the structure, so as to ensure the advance for which the past has prepared us. We feel that we should no longer content ourselves with a University which merely examines and grants degrees indicative only of a necessary minimum of liberal education. The time is come, when it should, in addition, directly encourage the pursuit of learning for learning's sake, and foster thereby such growth of high scholarship and original research, as would be the becoming fruit of the general culture, sufficient for ordinary purposes, which, it has been, and must continue to be the means of spreading amongst the people. Such extension of the functions and the activities of the University necessarily requires the co-operation of Government and the general public; and the movement must needs be a many-sided one. And that is why it would be difficult to lay down any definite cut and dry scheme. I, for one, would content myself with making the following suggestions, which, I trust, may well be taken to represent the hopes and aspirations entertained in this direction, at least among the educated classes of this Presidency:—

University Fellowships and Professorships.—Attached to the University and under the direct control of the Senate should be Fellowships and Professorships, tenable for definite periods, the holders being eligible for re-election, the Professors to be recruited from amongst the most renowned *savans* of Europe, and the Fellows, from amongst such *alumni* of the University, as take its highest degrees and show talents and industry of an uncommon order. They should all be specialists, and their duty should be the two-fold one of continuing their own studies, and of giving from time to time the fruits of their labours, at their choice in the form of permanent contributions to literature, and compulsorily in the shape of regular series of lectures, one for post-graduate classes, and the other, for advanced students, still studing for their degrees. The latter could well be held in the long summer and winter vacations, one of which precedes our yearly examination-season, and would therefore enable students from all the colleges in the Presidency to come down to Bombay and receive a finishing stroke, so to say, to the preliminary coaching up, they have received at their respective colleges. These lectures should always be published so as to give their advantage to those who cannot come and stay at Bombay for the purpose. These University Fellows and Professors must, of course, be well paid and debarred from taking any other engagements; and the goal should be to congregate them in one and the same compound, apart from the busy world, and forming a fraternity of their own, devoted to the single service of the Goddess of learning. It would be of advantage to exact bachelorship, at least in the case of Fellows, as a condition precedent to election. The Professors from Europe would, under the scheme recommended, keep Indian Universities in close touch with the progressive West. The Fellows would be the means of direct encouragement of learning for learning's sake amongst the *alumni* of the University; and from amongst the best of them may be recruited our higher educational services. The lecture-series for post-graduate classes would tend to raise the general level of literary taste and attainment, whilst that for the undergraduate classes would produce a closer association between the "affiliated" colleges and wipe away the reproach that our Universities are mere examining bodies, exercising little influence for good on the teaching and the *morale* of those, it examines and grants degrees to. The want of some such active encouragement to the best products of our Universities is probably the most crying grievance of the day. If originality of thought and high scholarship have not yet developed amongst the graduates of our University, the reason necessarily is that our literary classes are proverbially poor, and necessity compels them early to take to business. The literary profession has hardly begun to pay, and amongst those who have wealth and leisure the taste for learning is yet to spring. It must, therefore, be made worth the while of our *alumni* to lead the life of a student, as such, and no half measures would do any

good. Thus, for example, our Wilson Philological lectures are total failures, and the prizes for original essays awarded by the University do not call forth even a competition worth the name. The so-called Daksina Fellowships, we have, are, in reality, scholarships for the M.A. and the LL.B., and hardly deserve the name given.

Funds.—The scheme, of course, requires funds, and these should come, and I hope, will come from our merchant princes and millionaires. But the beginning should be made by Government. Whatever arguments it may be possible to urge in defence of the withdrawal of all Government aid from the University, as is the case with us, there can be hardly two opinions as regards the obligation on Government, in a backward country like India, to actively help such efforts at higher attainments in learning, as University Fellowships and Professorships of the kind, described above, aim at. In India, learning has always had a liberal patronage at the hands of her kings and emperors, both under Native and Mahomedan rule.

Professors at our Colleges.—The very success of an effort of the kind, delineated above, requires the maintenance of a high level of talent and attainment amongst the Professors of our colleges. We have had some excellent Professors, to wit, Sir Alexander Grant, Dr. Wordsworth and Dr. Bhandarkar. The complaint, however, is that whether owing to want of care on the part of those who select, or on account of the fallen rupee, the Professors imported latterly are of a distinctly lower calibre than their predecessors. The evil is aggravated when men whose best years have been spent as Head Masters or Inspectors of Schools, are put temporarily or permanently, in professorial chairs. I am one of those who would always import, for all subjects save oriental languages and perhaps, Mathematics and Philosophy, our Professor from Europe. But the worst European graduate is not better than the best Indian graduate and I would rather have the best Indians as our Professors than the mediocrities so often sent by the India Office. This is the reason why strong objection is to be raised to Government insisting, as they often do, that our Provincial Colleges shall have at least an European Principal, as a condition precedent to a grant-in-aid. The limited resources at the command of some of our Provincial Colleges have thus failed to be utilized to the best advantage. They cannot pay well enough to have a European Principal of first class merit, and on the other hand, what they pay to have one, leaves not enough to secure the best natives for the remaining Professorships. It is an open question whether colleges, with strained means like this, and therefore, poorly manned, had not better, in the interests of liberal education itself, cease to exist. The University may do well to exact a certain standard before it permits colleges to be affiliated to it.

Outside Examiners.—The only influence our University exercises on the colleges affiliated to it is through its examinations and the standard of attainment it enforces through them. The general tests are laid down by the Senate on the recommendation of the Syndicate, and I believe little fault is to be found with either body so far as the fixing of the courses for the various degrees is concerned. The appointment of examiners vests in the Syndicate, and it generally exercises its discretion with due circumspection and wisdom. But, I believe, that the very system of choosing the majority of the examiners from amongst those very persons, whose teaching in their respective colleges is to be tested, is essentially a faulty system, and has often proved a fertile source of reasonable complaint. Almost every Professor has his predilections and his students have a decided advantage in the paper set by him. Apart from this and the possibility of nepotism involved therein, the system, as it obtains, leads to cramming, the students in the various colleges making it a rule to take down and learn by heart the notes dictated in his class by the Professor, who has been appointed an examiner. I do not recommend the total exclusion of all College Professors. That would mark too great a divorce between the teacher and the examiner; and it would not be easy to get competent examiners in sufficient numbers from amongst outsiders. It would, however, be an easy compromise to make it a rule to associate with Professors an equal number of outsiders, and, as far as possible, to appoint the former as examiners in those subjects only which they have not themselves taught at least during the year they are examiners. I would also have the examiners chosen for a definite

number of years, from three to five. This will go far to secure an uniformity of standard and would also make it worth the while of capable outsiders to devote the time and labour necessary to become competent examiners.

Practical proposals.—The suggestions made above may claim the merit of being practical. The highest ideal of a University would surely be an integrally united association, at one and the same place, and in close touch with each other, of the controlling and examining agency and the colleges affiliated to it. The establishment of different Universities at different centres must necessarily be for a long time a dream of the dim and distant future. Even the full development and equipment of our Provincial Colleges must be the work of time. That is why I would, for the present, content myself with attaching higher Professorships and Fellowships, of the kind delineated above, to the University rather than to individual colleges. And out of one ideal University others may spring up and develop, as times advance, into institutions self-subsisting and self-sufficing, as do self-governing colonies out of the mother-country.

The Moral Influence of College life.—In the suggestions made above prominence has been given to what may be called the primarily intellectual side of the question. Of scarcely less importance is the question of the moral influences, like those at Oxford and Cambridge, which may successfully be brought to bear on the development of character, whilst the students are going through the University course. The feeling in Bombay on the question of moral, if not also of religious education, is keen enough; though we are not slow to recognise the potent influence for good which can be successfully exerted on the heart as well as the mind, by instruction at the hands of efficient teachers of exemplary character,—of teachers who by a living and all-pervading interest in their students, can minimise the evils of the policy of strict neutrality enforced by the conditions of India,—of teachers of the calibre of a Grant, a Wordsworth or a Scelby. Much could undoubtedly be done in this direction by developing the system of residency quarters, for the teachers and the taught together, by promoting a closer association between them, by locating colleges at some distance from the busy world, and insisting upon the Principal and the Professors a higher ideal of their duty than that which would confine it merely to the coaching up of the students in the class room for the University examinations. Religious education, as such, cannot be given unless in denominational institutions. But at colleges, at any rate, there are no insuperable difficulties in enforcing a due combination of the right training of the heart with that of the mind. This, it is high time, should now begin.

The constitution of the University.—With the manner in which the affairs of the University are, in fact, managed there is hardly any cause for dissatisfaction, though the feeling in Bombay is that the times have out-grown the constitution, as originally defined by law. It is the personnel of the Senate and the absence of any definite obligations on the Fellows as regards which there is reason to feel greatest dissatisfaction. The number of our Fellows is too large and they form a body too heterogeneous. University Fellowships have been hitherto bestowed upon in the same fashion as other civic honours in the gift of Government, and as a necessary consequence, there are in the Senate gentlemen, worthy in other respects, but with no title to sit on a body entrusted with so responsible a duty as the control of the higher education of the Presidency. So many of them hardly ever attend, unless when a good deal of canvassing is resorted to on questions of a personal character or of a nature raising party feeling. On such occasions the usual absentees muster in unexpected numbers and sometimes help to over-rule and out-vote what otherwise would be the majority of those who can think for themselves and who alone constantly take interest in University affairs. The evil is minimized by the fact that what may be called the honorary and ornamental section of the Senate hardly ever troubles itself with such matters as fixing the standards, etc., and has the good sense to use discrimination enough to elect for the Syndicate only such men as are fitted by education and pursuits for the duty. The system, in itself, however, stands condemned. The obvious reform would be (I) to fix a maximum for the number of Fellows and yearly elect only as many as there may have been vacancies by death or otherwise; (II) to impose conditions enforcing attendance by some such rule as that non-attendance at three consecutive Senate

meetings should involve discontinuance of Fellowship ; (III) and for Government to take care to nominate as Fellows only men of recognized educational status and merit, exception being made always in favour of those who are actively associated with the management of educational institutions, and for obvious reasons, in favour of those who give munificent donations to the University and thus indicate a living interest in the cause of education.

Discrimination in the choice and enforcement of regular attendance, as a necessary condition of continuation of the honour, should prove means sufficient to ensure all that is necessary for a capable Senate. I would, however, have Fellows appointed for life. If anywhere, it is in the management of a University that continuity of policy and life-long interest should be ensured. Let the honour of a Fellowship be made dear ; but let not its dignity be lowered as would inevitably be the case if Fellows could be made and unmade at will.

The Electoral Franchise.—If the choice in nominating Fellows has not always been a happy one, the blame rests almost exclusively with Government. No such complaint can be made as regards the qualifications of those whom the newly created graduate electorate has returned from year to year. The discrimination with which the franchise has been exercised justifies the demand for its extension. And I suppose, a corollary of the withdrawal of all Government grant to the University ought to be to further strengthen the elective element in the Senate. Half the number of new Fellows may well be allowed to be elected, the other half being nominated by Government. The right to elect was at first given to holders of the highest degree in any faculty and to holders of any two degrees. A year ago it was extended to all graduates of over ten years' standing. The electorate has in consequence become too unwieldy. The wider the electorate, the greater the room for canvassing. I would limit the franchise to holders of two degrees of more than ten years' standing and to holders of one degree of more than fifteen years' standing. Men of capacity would then only think it worth while to undergo the trouble and worry of an election.

The Syndicate.—The Syndicate ought to be, in the main, elective, and if the Senate is what it ought to be, it may safely be trusted to choose the fittest men available. But by way of precaution, there may well be some *ex-officio* Syndics, and it seems necessary that the Principals and the Professors of the affiliated colleges and the heads of all schools recognised by the University should have the right of separately electing a definite number of Syndics. Our colleges are at present in general well represented on the Syndicate. But not so the schools ; and this probably is the reason why our Matriculation and School Final standards are so stationary and so rarely revised.

D. G. PADHYE,

Dated Rajkot, the 18th February 1902.

From—D. U. PAREKH, Esq., M. A. (Cantab.), Baristar-at-Law, sometime an acting Professor at Elphinstone College, Bombay, and Examiner in the University of Bombay, and HARJIVAN B. SHUKLA, Esq., B.A., LL.B., sometime Fellow, Deccan College, and Principal, Goculdas Tejpal High School, Bombay,

To—THE HONOURABLE MR. N. G. CHANDAWARKAR, Additional Member, Universities Commission, Bombay.

We have the honour to forward you herewith our letter to the President of the Commission, embodying our suggestions for the improvement of the constitution and working of the Bombay University, and request you to submit it to the Commission if you think the suggestions worthy of their consideration.

Dated

From—D. U. PAREKH, Esq., M.A. (Cantab.), Barristar-at-Law, sometime an acting Professor at Elphinstone College, Bombay, and Examiner in the University of Bombay, and HARJIVAN B. SHUKLA, Esq., B.A., L.L. B., sometime Fellow, Deccan College, and Principal, Goculdas Tejpal High School, Bombay,

To—The President, Universities Commission.

We have the honour to offer the following suggestions for the improvement of the constitution and working of the University of Bombay :—

- (1) That the University should be made a teaching body.
- (2) That there should be two separate courses, one for the *ordinary* B. A. degree and the other for *Honours*.
- (3) That the present Arts colleges and institutions affiliated to the University should be recognized as preparing students for the *ordinary* B. A. degree.
- (4) That the present site and buildings of the University in Bombay should be sold, and that a residential University should be established in their place in Poona somewhere near the Deccan College.
- (5) That Professors of the University and students who are candidates for *Honours* should *reside* within the precincts of the University.
- (6) That candidates for honours will have to pass their Entrance examination for Honours, for which instructions may be provided by colleges affiliated to the University.
- (7) That there should be only three years' course and two examinations for the ordinary B. A. degree.
- (8) That the first examination should be called the Previous Examination, for which a student will be eligible after keeping three terms at a college.
- (9) That the previous examination will comprise the following subjects :—
 - English.
 - Second Language.
 - Mathematics including Trigonometry (*i.e.*, the course prescribed at present for the Previous and Intermediate examinations).
 - Logic.
 - Physics.
 - History.
- (10) That a student will be allowed to appear for the final examination for the B. A. degree after keeping three terms at a college after passing the Previous examination.
- (11) That this examination will comprise the same necessary and voluntary subjects as the present Final examination for the B. A. degree, but the course of studies which is prescribed for them should be somewhat reduced, wherever possible.

- (12) That the foregoing examinations should be held twice a year.
- (13) That the Entrance examination for candidates for Honours will comprise the following subjects :—
- English (the standard should be higher than for the Previous Examination).
- * Vernacular.
- Second Language.
- Mathematics : the same as for the Previous course with the exception of variations, combinations, and binomial theorems.
- History, a special period of Indian and English history.
- (14) That no candidate for Honours shall be allowed to reside at the University before passing his Entrance examination.
- (15) That candidates for Honours shall go through a three years' course at the University after passing the Entrance examination, and will have to pass *only one* examination at the end of the third year.
- (16) That a candidate for Honours shall be allowed to take up one of the following groups of subjects, and shall not be examined in any other subject :—
- Mathematics.
- Languages (a candidate who takes up an Indo-Aryan classical language must also pass in the vernacular of his country).
- Moral Sciences.
- Natural Sciences.
- Law.
- History.
- Mechanical Sciences.
- Agriculture.

The standard prescribed for the present M. A. examination should be adopted wherever possible, else the standard prescribed by the Cambridge University for examinations in various triposes.

- (17) That a candidate passing with Honours in law shall have the LL.B. degree conferred on him.
- (18) That there shall be no separate examination for the LL.B. degree.
- (19) That candidates for degrees in Medicine and Surgery, Civil Engineering, and Agriculture shall have resided at the University and passed with Honours in certain specified subjects and have gone through a course of studies in a recognized institution before appearing for the Final examinations for such degrees.
- (20) That the examiners for Honours shall be authorized to declare candidates, though they may not have deserved Honours, to have acquitted themselves so as to deserve an ordinary degree, or so as to deserve to be excused the Previous examination. Such candidates may be admitted to the B. A. degree without further examination or after passing the Final examination for the ordinary B. A. degree.
- (21) That if a candidate for Honours be prevented by illness or any other sufficient cause from attending part of the examination, the examiners shall be authorized, if such candidate shall have acquitted himself so far with credit, to declare him to have deserved Honours, and such candidate shall be deemed to have obtained Honours in such examination. The examiners shall also be authorized to declare such candidate to have acquitted himself so as to deserve an ordinary degree, or so as to deserve to be excused the previous examination for the ordinary degree.

* A native of India shall alone be required to pass in this paper.

- (22) That candidates for Honours shall be allowed to appear only once in the Honours examination.
- (23) There shall be no examination for the M. A. degree, but that B. A.'s with Honours will be admitted to that degree after 3 years, provided they keep their names on the roll of the University and pay prescribed fees for the degree.
- (24) That professors of the University shall be assisted in their work by lecturers and readers.
- (25) That a sufficient number of tutors should be appointed to watch the progress and conduct of individual students.
- (26) That the professors, readers, and lecturers should deliver in the vacation a University extension series of lectures to the general public, as is being done at Cambridge.
- (27) That there should be different boards for appointing professors, readers, and lecturers of the University and colleges affiliated to it in different subjects.
- (28) That professors of each subject should be appointed by a Board consisting of—
- (1) Two representatives of the person or body who pays for the chair.
 - (2) Two representatives of the University.
 - (3) All professors of the same subject in other Indian Universities.
- (29) Each Board shall be elected every four years.
- (30) That no professor, lecturer, and reader, of the University, and no professor of any one of the colleges affiliated to the University, shall be liable to dismissal except by a resolution of the Senate passed by a majority of the senators on the recommendation of the Syndicate.
- (31) The Senate of the Bombay University shall consist of the Chancellor, the Vice-Chancellor, four Principals of Colleges, six professors of the University, Members of the Council of Bombay, the Chief Justice of His Majesty's Supreme Court of Judicature, the Bishop of Bombay, the Director of Public Instruction, eight other members of the Senate to be elected by the persons on the Electoral Roll published by the Vice-Chancellor. Two of the Principals of Colleges, three of the University professors, and four other members of the Senate shall be elected in every other year by persons whose names are on the Electoral Roll, and they shall hold office for four years.
- (32) The Electoral Roll shall be published each year, and is thenceforth the Electoral Roll for the year then next ensuing. It shall consist of members of the Senate, University professors, readers in University, lecturers, and Principals and professors of different colleges and the graduates of any Indian or English University residing in the Bombay Presidency and having their names upon the University register. Those whose names are removed from the register lose the right of voting, but may recover it by replacing their names on the register and paying all University dues from the time of removal of their names, 180 days being first allowed to elapse after the replacing of the names.
- (33) The office of the Vice-Chancellor shall be annual. The Vice-Chancellor shall be elected by the Senate.
- (34) The Governor of Bombay in Council shall have the power to appoint four members of the Senate, who will hold office for four years, two of them retiring every other year. Vacancies so occurring will be filled up by the Governor in Council.

- (35) The Act of Incorporation of the Bombay University (Act No. XXII of 1857) shall be amended in the light of the foregoing suggestions.
- (36) The annual income of the University will be derived from the following sources:—
- (a) examination fees ;
 - (b) fees of voters who shall be charged each ₹5 per annum ;
 - (c) fees for conferring degrees on successful candidates ;
 - (d) a certain percentage, say 10 per cent., of the fees of all students of colleges affiliated to the University ;
 - (e) fees of students going in for Honours ;
 - (f) an annual grant from Government ;
 - (g) contributions from the Municipality and States maintaining colleges affiliated to the University ;
 - (h) private endowments founding some chairs in the University.

The chief defect in the present system of University education is, in our humble opinion, a lack of genuine taste for learning among its graduates. Only a few of them keep up their studies of the subjects they learnt at the University. This deplorable state of things is due to the fact that our University does not give sufficient scope to our students to acquire proficiency in any one subject. There are too many compulsory subjects, and every student has to go through them. The course prescribed for voluntary subjects is so elementary that the knowledge acquired in such subjects does not fulfil its aim. The University, again, is only an examining body. All students, no matter what their capacities may be, have to pass the same test. This encourages mere cramming. There is not a real University life in our colleges. All students are placed on the same dead level. The brightest and the dullest study side by side. The number of students is too large to allow of any individual attention being paid to them. As the chief aim of almost every student is to pass examinations, there is not that close contact between professors and pupils which takes place when the former find in the latter a sincere and keen taste for learning. There is, again, no connecting link between the pupils of different colleges, though they belong to the same University. There cannot be *esprit de corps* among persons who do not find any meeting place. Nor is there that healthy exchange of ideas between students of different subjects as there would be if they belong to the same teaching University and reside at the same place. When all knowledge is focussed at one place, one cannot help, while studying only one branch of knowledge, feeling the influence and charm of its other branches.

The selection of professors for our colleges is not always happy. We do not find that every subject is taught by a specialist of that subject. Our colleges are, as a rule, equipped with a staff to prepare students for the examination for the ordinary B. A. degree.

We have kept two separate courses of studies to suit students of different capacities.

We think that a teaching University should be located in a quiet place instead of in a busy city like Bombay. It should be also residential. It should be a sort of a little world for our young students. Their minds should not be disturbed by outside influences when they are studying at the University.

We suggest that a sum which may be realized by selling off the present University grounds and buildings may with advantage be utilized in building a suitable residential University in Poona somewhere near the Deccan College.

We have found it necessary to insist on students who are candidates for Honours to acquire such a general knowledge as would prepare them for their several triposes. We have therefore suggested for them a different examination from the Previous examination. We expect from such students a better knowledge of English, as that language is going to be the medium through which they will have to study their subjects. As the future of our vernacular

literature will, in our opinion, depend upon Honours men, we have thought it proper to include vernacular as a subject for the Entrance examination. For this very reason, we have suggested that a candidate who takes up an Indo-Aryan classical language must also pass in the vernacular of his country.

We are of opinion that for students who go in for the ordinary B. A. degree it is not necessary to have four years' course. About ten years ago our University had only three years' course for the B. A. degree. We have therefore advocated the three years' course. The multiplicity of examinations has already been recognized as an evil, and we have therefore suggested that only two examinations shall be held.

For the Honours course we have left it to the option of the student to take up any subject he likes. We believe that no useful object is served by requiring him to pass in several compulsory subjects and acquire a smattering knowledge of one voluntary subject. Such an arrangement has in the past retarded the progress of learning, and would do so if continued. At present the University allows a candidate for the M. A. examination to take up only one subject. But there is no arrangement to teach him that subject. The colleges teach students up to the B. A. course. The M. A. examination has up to this time proved a failure. Without the help of professors, it is almost impossible to acquire a sound knowledge of any subject prescribed for the M. A. examination. We have suggested that the Honours students should acquire proficiency in their several subjects which is now demanded from M. A. students, and that the M. A. degree should be made honorary, as at Oxford and Cambridge. At present candidates for different degrees have to pass some common subjects. Thus the candidates for the L. C. E. examination have to pass some examinations in Mathematics and Science which those for the B. A. examination have also to go through. Candidates for the L. M. & S. examination have also to pass certain subjects which B.Sc. & B. A. students as well as L. C. E. students are required to pass. Colleges preparing students for these different degrees have to maintain a separate staff for teaching these subjects. It will not be necessary to do so if candidates for degrees in Medicine and Surgery, Civil Engineering, and Agriculture have to pass the Honours course. The scheme suggested does not throw any additional burden on such students, as they will not have to study subjects which would be useless to them, *e.g.*, Second Language, English Literature, etc., as we have not kept any compulsory subjects. It will thus be seen that the scheme which we propose would lead to economize the resources of Government in providing separate professors of the same subject from different Government institutions. Students will learn such subjects from University professors.

The Commission is probably aware of the controversy about the Government Law School in Bombay. It is not a full time school, nor are the professors of the school persons who devote their full time to the study of the science of Law, as they are professional gentlemen. We propose that Law should be introduced as one of the subjects for the Honours course, and that those who pass in that subject with Honours will be entitled to the LL.B. degree with the B. A. degree. Such an arrangement is, in our opinion, decidedly better than the present arrangement. We shall not require the Law school then. The money saved thereby will be utilized in maintaining Professors of Law for the University. The students will acquire a better knowledge of Jurisprudence and Law, and we shall obtain a better class of LL.B.'s.

As for appointment of University professors, readers, and lecturers, our object in suggesting the constitution of an Elective Board for the purpose is actuated by a desire to remove all possibility of making a bad selection either owing to inability to judge of the merits of respective candidates or the bias worked by influence or any other means.

We have thought it proper that the University should exercise an efficient control on the colleges affiliated to it. This cannot be exercised in a better way than by its requiring that the staff of each college should be appointed by a Board elected every four years and constituted as shown in the 28th suggestion. The University can also send its professors from time to time to inspect the colleges and report upon their working. As for the constitution of the Senate, besides the *ex-officio* members, we have thought it proper to suggest

the introduction of the elective principle on a broader basis with a view to secure able and energetic senators and to also increase the income of the University. We require voters to contribute an annual sum of Rs 5 each to the University. Thus their right of voting will have a practical value in their eyes. The larger the number of such votes, the better for the University. It will also be seen that these elective members will be in a minority.

We think that the Vice-Chancellor should be elected by the Senate. Those should be the judges of a person's merits who have the best opportunity to judge them.

We are afraid that the cost of maintaining University professors may be so great that it may not be possible to establish all chairs at once. But this need not prevent the Government from starting a teaching University and founding only such chairs as may be possible to do at present. It is not unnatural to expect that, once such University is given a start, wealthy gentlemen of Bombay, charitably disposed, may come forward to found new chairs and help the cause of University education.

In our suggestion No. 36, we have enumerated all sources of income for the University we could think of. We do not think that it is unreasonable to require Municipalities and States maintaining colleges affiliated to the University as well as all the colleges to contribute towards the expenses of the University, as they derive benefit from their affiliation to, and supervision by, the University.

Dated the 3rd February 1902.

From—H. N. ALLEN, Esq., Professor of Physics and Electrical Engineering, College of Science, Poona,

To—The Secretary, Universities Commission.

It is with some diffidence that I write to you asking you to lay my remarks before the Commission. I am only a new arrival in India, but as I have had University experience as a student in England and Germany, and as a teacher in America, what I have to remark with regard to my own particular branch of study may not be without value.

I shall confine myself mainly to Physics and allied subjects.

I appreciate the difficulty in a poor country like India of providing adequate laboratory instruction in Physics to large classes of students, and it will probably be a long time before much can be done in Bombay for Int. Arts students in this direction. My experience as an Examiner at the Bombay University, though brief, has been sufficient to show me that a very great number of students learn the book by heart without understanding it.

I do not see how the University can do much to correct this directly, as such subjects can only be taught in the colleges. It would almost be impossible to arrange for a practical examination for such a mass of students, even if they could be prepared for it. The only thing that can be done at present as far as I can see is for the examiners to set questions which cannot be answered by quotations from the text-book, but which require that the students shall understand what they have read.

I fear that the Science Course of the University is in an unsatisfactory state. The number of candidates for the Int. Science Examination was very small last year, and the number of failures very large in proportion.

No experimental or measuring work is required of the candidates in Physics and a student could pass the so-called Practical Examination who had never touched a piece of apparatus in his life. This last is also true of the optional Physics for the final B.A.

It appears to me that Physics properly taught is peculiarly adapted to the educational requirements of this country.

The close reasoning necessary to arrive at true results, the minute accuracy of measurement required, the acquirement of the habit of attention to minute details, the scrupulous honesty towards oneself at any rate, that is necessary if the work is to succeed, are all of the greatest educational importance. Part of the backwardness of scientific instruction is no doubt due to the absence of any special centre for such instruction. The College of Science is in reality a College of Engineering, and though a little teaching may be done to students of pure science, it is quite outside the regular college course.

If the University can in any way remedy this it will, I consider, be doing very good work. I consider that the University should do everything possible to induce Government to so enlarge the accommodation at the College of Science that work in pure science can be carried on there. I consider that this will be better than founding a separate institution, as to a great extent the same apparatus, laboratories and lectures will be available for both classes of students. I think students should be encouraged to take the degree of B. Sc. after taking B.A.

A student who had passed the B.A., with Chemical Physics as his optional subjects, should, I consider, be allowed to take his B.Sc. Degree by passing in Physics and Mathematics. I consider it very important that subjects should be properly grouped, as students by themselves have no idea what they ought to take in many cases.

If the B.A. Physics were strengthened by the addition of some laboratory work, a student who had been through the course outlined should be in a position to take up some simple research work for the M.A. Degree, in addition to completing his laboratory course.

In many American Universities every candidate for the M.A. Degree is required to present an original thesis containing the results of his investigations and even undergraduates are encouraged to undertake work off the beaten lines. These of course are teaching Universities, and much less importance is attached to examinations than to the general work of the student.

It appears to me that the University might do something in the direction of the organization of existing material for higher education. Each College or group of Colleges in the same city should be able to undertake certain branches and groups of advanced work. For instance, to name the case with which I am most familiar, in Poona the three Colleges ought to be able to undertake the group Mathematics and Physics. I think this should be officially recognized and a University centre formed with University lecturers chosen from the teachers of the different Colleges. The appointments would be honorary, but I think the University should be prepared to assist the Colleges in cases where additional teachers are required to relieve the lecturers of part of their elementary work, and to provide for laboratory assistants, etc.

The University should also provide the necessary library and instrumental equipment for advanced work. The necessary laboratories would, of course, have to be provided by Government or by private benefactors. The care of the buildings might well be left to the colleges.

Dated the 13th March 1902.

From—RAMPEASAD M. MEHTA, Esq., B.A., LL.B., Professor of French, Gujerat College, Ahmedabad,

To—The President, Indian University Commission.

I HAVE the honour to bring to your kind notice the following few points, which I hope will meet with the kind consideration of the members of the Commission.

(1) Some days back Professor Sharp of the Elphinstone Collège, Bombay, remarked that "a man can get a first class in French without being able to write two lines of correct French." This remark, in my humble opinion, is exaggerated and incorrect. For, out of 100 marks (in all examinations except the Previous Examination) 45 marks are assigned purely to French Composition. Now, out of the remaining 55 marks the best student hardly gets more than 40 or 45. Thus it is essentially impossible for a man who cannot write correct French to get a first class (*i.e.*, 60 per cent.). I believe the present test of the French examination is neither too low nor too high.

(2) French has become popular here for the following reasons:—

Many students appear in "Matriculation" with Gujarati as their second language. These students do not take Sanskrit or Latin because they find that these dead languages are too difficult for them and are not very useful in after-life. They do not take Persian because it does not contain extensive and up-to-date literature like French. Besides, the utility of Persian literature is not deemed to be so great as that of the French literature by the non-Mehomedan Communities of this presidency. Thus many students who take up Gujarati in Matriculation take up French as their second language in the college in preference to Sanskrit, Latin and Persian. There have been several instances in which students who had given up all studies for the higher examinations joined our college (leaving off their employments) when they learnt that French was taught in our college. These poor students would never have received the advantages of higher education if French had not been taught in our college.

Some students take up French because they intend to utilise it for their Indian Civil Service and other examinations in Great Britain and Ireland, where Persian does not find any place among the selected subjects and where knowledge of French is very paying to them. Nay, students going up for the Agriculture and Engineering examinations having had to pass the previous examination find it more convenient and useful to take up French.

(3) French is popular on account of its beautiful literature as well as its practical advantages in the medical, mercantile and scientific lines. Indian mercantile firms which have to deal with foreign firms pay handsomely the French-knowing graduates of our University, for their services. Students going up for the Medical and Technical lines find French to be greatly useful to them.

(4) Another remark of Professor Sharp was that "French has become very popular among the students because it is regarded by them as easy." This remark too, in my humble opinion, is not true, because the percentage of failures in French is not in the least less than the percentage of failures in the other second languages. Often the case is quite the contrary. Last year, for instance, in the Matriculation Examination not a single student who took up French in the Ahmedabad centre passed in French. The result in the other centres, though not so disastrous, was also very cutting.

(5) In the English Universities and specially in Cambridge (where there is a special Tripos for French) no distinction is kept between male and female candidates as regards the taking up of French. The same is the case in the other American and European Universities where French is taught in the higher examinations without any distinction of sex. The restriction of the Calcutta University of allowing only the female candidates to take up French looks anomalous. There is no reason why *special* arrangement should be made for female candidates. If any special arrangement is made for the female

candidates, it would have the double disadvantage of lowering such female *graduates* in regard to their abilities,, in the eyes of the public—as well as that of doing injustice to the other male candidates who are precluded from that facility. Only last year two ladies from our college passed their B. A. Examination with Sanskrit and Logic—subjects considered too difficult by Professor Sharp. I believe, therefore, that iff special facility is given to female candidates, it would be simply creating a new anomaly in the history of our University. I believe, besides, that the study of the French language (as well as that of German) is essential for developing originality in the Indian graduates, who are often blamed as mere memory-machines having no originality of thought. In short French is essential to the culture of Indian youths.

UNIVERSITY OF ALLAHABAD.

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MR. J. G. JENNINGS, PROFESSOR OF ENGLISH, MUIR COLLEGE,
ALLAHABAD.

Dated Muir Central College, Allahabad, the 17th February 1902.

From—J. G. JENNINGS, Esq., Professor of English, Muir Central College,

To—The Director of Public Instruction, North-Western Provinces and Oudh.

In answer to your circular letter, dated Allahabad, February 14th, on the subject of the forthcoming visit of its Universities Commission to Allahabad, I have the honour to reply that, though undesirous of making any verbal statement before the Commission, I deem it my duty to express on this occasion my deep conviction—held now for years and unshaken by constant re-examination—that the origin of the chief faults of our Indian Universities lies in the principle of decentralisation upon which they all are based, and that so long as our Universities remain decentralised Universities, they must remain merely nominally Universities and radically defective both in design and in performance. I am of opinion that centralisation alone can *render them capable of being teaching, and not merely examining, bodies.*

In the Allahabad University each of the 18 or 20 institutions affiliated up to the B. A. Standard attempts to impart independently of all the rest a University education. Yet in no one of these institutions is there or can there ever be a sufficient number of lecturers and tutors to cover the courses as they should be covered in a University. No real specialisation is possible, for the most part, to the "Professors," most of whom have to teach many subjects to many classes; nor have they the time to give anything like due attention to that individual or tutorial supervision which is one of the most pressing needs of our students.

If these 18 or 20 institutions—or rather their upper sections (above the Intermediate classes), with its senior half of each staff—were together in one centre, mutually aiding each other by an inter-collegiate system of lectures in which the staff of each college assisted, there would be, without any increase in the number of "Professors" or lecturers now engaged in these Provinces, a genuine possibility of specialisation, and so great an economy of time by the organisation of the labour of lecturing that each member of every staff would have, if not sufficient at least very considerably increased, leisure at his disposal for the individual teaching of a manageably small number of pupils committed to his charge as tutor. At present no college assists any other, but each works in jealous isolation, and consequently in an uneconomical manner, and with a maimed effort. Through *an Inter-collegiate system of lecturing* the University would become, and through it alone can it become, really a teaching, as distinguished from a merely examining, body.

I am well aware that a sudden revolution, a violent uprooting of established colleges with all their vested interests, is undesirable; nor do I advocate any violence, with its consequence of widespread discontent. But I do advocate the setting up, or the encouragement, in each of our five University towns, of a centripetal force, from the action of which centralisation may follow, naturally and gradually, completing itself only when the educational condition of the country shall be ready. I advocate the encouragement of the Inter-collegiate system of lecturing in each of these five centres, and where necessary the formation of new colleges in any weak centre, such as Allahabad. Such colleges might very happily be founded by different sects, or caste, or localities. Any college founded at the centre by a community should have an exclusive right to the University students of its particular sect, caste, or locality, reading in that centre, and (to balance this) no right to any others; and in all cases when coincidence of caste and locality led to disputed claims, the decision should be in favour of the college founded the earlier. In Allahabad, for instance, I would gladly see affilia'ed up to the highest standard a Christian

College, a Muhammadan College, a Kayasth College, in addition to the Government College—as well as others founded in course of time by different communities, such as possibly the Mahrattas of Central India, or other patriotic castes or towns or Native States. The Government College buildings in Allahabad would form an appropriate nucleus for the University or Inter-collegiate lecture halls, laboratories, libraries, and so on. I believe that when once some three or four colleges were gathered together here, working by the Inter-collegiate system, a sufficient centripetal force would have been set up, and that the attraction of the centre would prove more and more irresistible, and that in the end, at however distant a time, the complete centralisation of the University would be secured.

Ultimately, when each community had established its institution in the centre, and students of every creed or caste were provided for, the Government would find the necessity for a Government College to have ceased. Maintaining then no college, it could limit itself to the general supervision of the University and to the maintenance of Government Professors (not College "Professors" but University Professors) of the chief branches of learning, specialists upholding a really high standard and exempt of knowledge and achievement.

There are two other points which I should like here to touch, but very briefly, concerning *the courses of study now prescribed* in our University. The position of English *Literature* in our courses is often and vehemently attacked. In my opinion it is undesirable that English *Literature* should be compulsory for the B. A. examination; and still more undesirable that those students who wish to offer it for the B. A. examination should not have it at their option to do so. I consider that it would be advantageous if the *European* section of our *History* course were allowed as an alternative to English *Literature*, candidates of course being still allowed to offer both if they chose.

As regards the frequently discussed *Honours Courses*, I believe that in our University the only practicable way of establishing these, in English or in any other subject, is to divide the M. A. two years course (after the model of the D. Sc. examinations) into two courses, each of one year, either section to be offered as an Honours B. A. course after the ordinary B. A.

Statement submitted to the Universities Commission, 1902.

It is my conviction—held now for years and unshaken by constant re-consideration—that the origin of the chief faults of our Indian Universities is the principle of decentralization upon which they all are based, and that so long as these institutions remain decentralized Universities, they must remain merely nominally Universities and radically defective both in design and in performance. I am of opinion that *centralization alone can render them capable of being teaching, and not merely examining, bodies.*

In the Allahabad University each of the 17 institutions affiliated up to the B. A. standard attempts to impart independently of all the rest a University education. Yet, in no one of these institutions is there or can there ever be a sufficient number of lecturers and tutors to cover the courses as they should be covered in a University. No real specialization is possible, for the most part, to the “Professors,” most of whom have to teach many subjects to many classes; nor have they the time to give anything like due attention to that individual or tutorial supervision which is one of the most pressing needs of our students. If these 17 institutions—or rather their upper sections (above the Intermediate classes), with the senior half of each staff—were together in one centre, mutually aiding each other by an inter-collegiate system of lectures in which the staff of each College assisted, there would be, without any increase in the number of “Professors” or lecturers now engaged in these Provinces, not only a genuine possibility of specialisation, but also so great an economy of time by the organisation of the labour of lecturing that each member of every staff would have, if not sufficient, at least very considerably increased, leisure at his disposal for the individual teaching of a manageably small number of pupils committed to his charge as tutor. At present no College assists any other, but each works in jealous isolation, and consequently in an uneconomical manner, and with a maimed effort. Through an *Inter-Collegiate system of lecturing* the University would become, and through it alone can it become, really a teaching, as distinguished from a merely examining, body.

A University indeed can teach in two ways: firstly, through *a small body of Professors*, in the European sense, men of acknowledged eminence in their particular branches of study; and secondly, through *an Inter-Collegiate system of lectures*. But though a Professoriat of eminent specialists gives dignity, and is essential to a University in any full sense of the term, it can appeal by its instruction directly only to an extremely small proportion of the students. The majority of these must depend almost exclusively upon a system of instruction less dignified and more laborious, without which there can be for them practically no University teaching.

I am well aware that a sudden revolution, a violent uprooting of established Colleges with all their vested interests, is undesirable; nor do I advocate any violence, with its consequence of widespread discontent. But I

do advocate the setting up, or the encouragement, in each of our five University towns, of a centripetal force, from the action of which centralisation may follow, naturally and gradually, completing itself only when the educational condition of the country shall be ready. I advocate the encouragement of the Inter-Collegiate system of lecturing in each of these five centres and, where necessary, the formation of new Colleges in any weak centre, such as Allahabad. And just as I would have the *the sphere of influence* of each of our Universities clearly defined, so I would have the sphere of influence of each College defined, at least for the present and until an adequate number of Colleges at the centre had become sufficiently endowed to be free from all fear of undue competition and the dangers of under-selling. Such *protected Colleges* might very well be maintained by different sects, or castes, or localities. Any College thus founded at the centre by a community should have an exclusive right to the University students of its particular sect, caste, or locality, reading in that centre, and (to balance this) no right to any others; and in all cases in which coincidence of caste and locality led to disputed claims, the decision should be in favour of the College founded the earlier. In Allahabad, for instance, I would gladly see affiliated up to the highest standard in the near future a Christian College, a Muhammadan College, a Kayasth College, in addition to the Government College—as well as others, founded in course of time by different communities, such as possibly the Mahrattas of Central India, or other patriotic castes or towns or native states. The Government College buildings in Allahabad would form an appropriate nucleus for the University or Inter-Collegiate lecture-halls, laboratories, libraries, and so on. I believe that when once some three or four Colleges were gathered together here, working by the inter-collegiate system, a sufficient centripetal force would have been set up, and that the attraction of the centre would prove more and more irresistible, and that in the end, at however distant a time, the complete centralisation of the University would be secured.

Ultimately, when each community had established its institution in the centre, and students of every creed or caste were provided for, the Government would find the necessity for a Government College to have ceased. Maintaining then no College it could limit itself to a general supervision of the University and to the maintenance of Government Professors (not College “Professors”, but *University Professors*) of the chief branches of learning, specialists upholding a really high standard and example of knowledge and achievement.

This slow centripetal movement might, in my opinion, be assisted by a cautious measure of disaffiliation of Colleges inadequately staffed. I should be glad to see strict rules laid down for the guidance of Syndicates, as to *the proper numbers and qualifications of lecturers upon the College staffs*—so many and of such and such academic distinction to prepare students for the Intermediate Examination, so many more and of such and such qualifications for the B. A., and again so many more for each subject in which a College ventured to teach for the M. A. degree.

There are two other points which I should like here to touch, but very briefly, concerning *the courses of study now prescribed* in our University.

The position of English *Literature* in our courses is often and vehemently attacked. In my opinion it is undesirable that English Literature should be compulsory for the B. A. Examination ; and still more undesirable that those students who wish to offer it for the B. A. Examination should not have it at their option to do so. I consider that it would be advantageous if the *European* Section of our *History* Course were allowed as an alternative to English Literature, candidates of course being still allowed to offer both if they chose.

As regards the frequently discussed *Honours Courses*, I believe that in our University the only practicable way of establishing these, in English or in any other subject, is to divide the M. A. 2 years' course (after the model of the 1st and 2nd D. Sc. examinations) into two courses, each of 1 year, either section to be offered as an Honours B. A. Course after the ordinary B. A.

J. G. JENNINGS,

Professor of English, Muir Central College.

Allahabad, April 9th, 1902.

MEMORANDUM

SUBMITTED TO THE
UNIVERSITIES COMMISSION, 1902,

BY

MATT. B. CAMERON, M. A., (GLASG.) B. Sc. (LOND.),

Fellow of Allahabad University;

PROFESSOR,
CANNING COLLEGE,
LUCKNOW.

22nd February 1902.

To

T. C. LEWIS, Esq.,
Director of Public Instruction, N.-W. P. and Oudh,
Local Commissioner for the University of Allahabad
upon the Universities Commission, 1902.

SIR,

In compliance with your request I have the honour to submit to you the following memorandum for the consideration of the Universities Commission.

My experience of University work in India has all been in connection with the University of Allahabad, and thus it is that the special topics mentioned in the Circular from the Director of Public Instruction, as those upon which the Government of India desired to take advice, are hardly the topics that have suggested themselves most strongly to me when realising the defects of our University Education and thinking upon the best way of remedying them.

Under its Act the University of Allahabad already possesses powers enabling it, as opportunity arises, to extend its functions and become a teaching body. The opportunity has not yet arisen, but the possession of these powers is a valuable privilege and seems to be necessary to enable the University to adapt itself spontaneously to the changed environment it seeks to create by its own activity. Whether and to what extent an extension of the functions of the older Universities is desirable, are questions which fall to them to decide. They may fairly claim the power to carry into effect their decisions in this regard as a power which is necessary to enable them to discharge fully the responsibility laid upon them by Government—the care of the Higher Education of India.

Another topic mentioned, the closer supervision by the University over its Affiliated Colleges, loses its urgency in these Provinces because the Allahabad University does exercise a very real control over its undergraduates by means of its Rules for Affiliation and especially by means of its inter-College Rules. The latter are well worth the attention of the older Universities. They are supplemented by the efforts of individual Colleges to provide suitable Boarding Houses or to exercise some sort of supervision over licensed lodgings. There is perhaps a defect in the Rules for Affiliation in Allahabad University, in the want of any specified time for the Revision of Affiliation formerly granted. Some such Rule, as exists in the Universities of Madras and Calcutta, might be useful. That the authorities of Allahabad University are alive to the importance of the subject may be seen from the set of new Bye-laws for the Affiliation of Colleges in Science, which appears for the first time in the Calendar of 1901-1902.

With regard to the election of Fellows, the Allahabad University seems to be in a more fortunate position than the older Universities. The joint system of nomination by Government and election by the Senate works fairly well. Under the University Act, however, voting by Proxy is allowed in the election of Fellows, and this perhaps makes underground operations more possible than is desirable. No interest would be imperilled if this exception to the usual method of voting in the Senate were removed. Again, if every new Fellow held office only for a term of years after which he had to submit himself for re-election, it is difficult to see that any great disadvantage would result, while there would be a very positive advantage in the existence of a constant reminder that a Fellowship was a call to active service and co-operation in the work of the University. With these qualifications, I believe the system under which the Senate of Allahabad University is constituted, to be well-suited to present circumstances in India.

Upon the last of the topics suggested in the Director of Public Instruction's Circular, I have also very little to say. The complaint against the University Examinations is not a new complaint against Examinations, and I do not know that a comparison of the Examination papers of our University with those of any University in Great Britain would reveal the existence of any special facilities for the crammed answer. The Examination that cannot be crammed for has yet to be invented. The Regulations for the Examinations of our University shew that the authorities are alive to the danger and take what precautions they can to circumvent the crammer. If the complaint referred to has really any special force in India, the onus of blame does not fall upon University Regulations or courses of study. The chief subject of all our Arts Examinations is English Literature, and yet English Literature (at any rate, as prescribed in the courses of Allahabad University where we ignore—perhaps too much—dates and biographies and word histories) is the last subject which, if I were a crammer, I should like to choose for the purposes of my art. I should prefer History or Chemistry or Political Economy, some subject well-defined in its limits and full of facts which by patent devices could be strung together and packed into the mind for the occasion of the Examination.

The onus of what extra blame there is in India must fall upon the Professors in the Colleges or upon the students themselves. Either the former are peculiarly liable to lower their Educational aims, or the latter find it peculiarly difficult to rise to the conception of what true study is. It will not be a matter of surprise that I prefer to believe the second alternative and to hold that the chief root of all that is unsatisfactory in our University Education lies in the inadequate preparation of the students who enter our Colleges.

I pass therefore to what seems to me the vital question in regard to the improvement of University Education, how to improve the material with which our College system has to deal, how to improve the work done in the Schools and more especially in the Secondary Schools.

We may labour at improving; the edifice of College Education as much as we please, we may decorate it and white-wash it, make its rooms larger and more convenient—add to its accommodation—put in a stay here, a prop there, wherever a weak spot is detected, but all our work will be in vain unless we see to it that the foundation is adequate and firm enough to bear the weight of what we wish to put upon it. That foundation is the work done in the Secondary Schools, and, believing as I do, that the superstructure is too heavy for it—that the College Education is inadequately prepared for in the Schools, I may be pardoned if I devote the main part of what I have to say upon the subject of University Reform, to the consideration of this inadequacy, or rather of the means by which it may be met.

Of the fact itself, that the work of the Schools is an inadequate preparation for the work of the College, I do not intend to say much; for few perhaps will question it. The evidence for it lies partly in the results of the Entrance and School Final Examinations. The following table is interesting.

Table shewing percentage of candidates passing the Entrance and School Final Examinations compared with the percentage passing the Intermediate two years afterwards.

Entrance and School Final.	Per cent.	Intermediate.	Increase or Decrease.
1889	54	1891	—11
1890	44	1892	—13
1891	37	1893	+12
1892	40	1894	+2
1893	42	1895	—7
1894	35	1896	+7
1895	31	1897	+11
1896	40	1898	—10
1897	55	1899	—6
1898	38	1900	—9
1899	56	1901	—19

I do not appeal to these figures for any very definite conclusion as I am fully aware of the many factors that lie behind and complicate the results. But I think they sufficiently indicate that a pass of about 38%* of their candidates is a fair measurement of what the Schools can do in these Examinations. If more are allowed to pass, the percentage in the corresponding Intermediate Examination drops, and if fewer are allowed to pass, the percentage in the corresponding Intermediate Examination

*For purposes of comparison it may be noted that the average pass in the London Matriculation during the six years 1892-1897 (the only years for which I happen to have the figures by me) was 49.6%—this with a large crowd of miscellaneous prepared candidates and a stricter, more efficient examination.

rises. Yet the pass marks in three of the required subjects are only one-fourth of the possible. In these circumstances, even assuming that the Examiners in the Entrance and School Final Examinations mark the answer-books with sufficient strictness (experience in College work does not lead one to think that they err on the other side) these results can hardly be taken to be satisfactory. If the pass marks were raised to a more reasonable standard, there is good reason to suppose that a considerable number of those who pass in the III Division and who form, on an average, 42.5% of the whole number passing, would disappear from the list, and the figures would then demonstrate more strikingly the fact that the work of the Schools furnishes an inadequate basis for the work of the College. I am confining my attention to Allahabad University. If I had considered the results of the Entrance or Matriculation Examinations in the older Universities, I should probably have got numerical evidence of a more striking character, to shew the inadequacy of the work done in the Schools. The Calendar of Madras for 1895-96 happens to lie before me, and in it I find that only 22.1% passed the Matriculation Examination of that year.

But apart from figures, my impression, gathered from the six and a half years' experience I have had of teaching in a College, is that a number of the students seem to be in a state of bewilderment from the beginning of their College career to the end. They try to do the daily work of the class diligently enough, but having the very vaguest idea of what is expected of them and of how they are to set about it and being perplexed to find that mere memory work does not avail them much, they make little or no headway. They are not necessarily III Division Entrance students. On the contrary, some I have known have passed the Entrance in the I Division. These have generally been very young students, and the observation of their case was one of the reasons which helped to convince me strongly of the necessity of the 16-year rule. Even of the bulk of the Entrance-passed students, it is my impression that they take the whole of their two years' course for the Intermediate before they get quite into line with College methods and College work.

The question of questions, then, in the Reform of Higher Education in India is how to improve the work of the Schools. The material in the Schools is good enough. The boys are intelligent, and in eagerness to get on and in desire to apply themselves, are not inferior to School-boys anywhere, but vastly superior to many I have known in other places. The teachers as a class I believe to be as eager for the progress of their scholars and as diligent in their profession as teachers are anywhere, and I should be sorry indeed to be understood as conveying any reflection upon the work of any one of them in what I have said above. So far from despising their work I am often surprised at its quality when I reflect upon the limitations under which it is done, and it was with the keenest pleasure that I met not long ago a retired Head Master of these Provinces for whom I had conceived a great respect as, year after year, there came from his School to Canning College students of the kind that any College would be proud to have.

In considering how the work of the Schools can be improved, I shall treat separately of the two Agents that are directly within the reach of improvement by Government action—the Teacher and the Inspector. I do not forget the third Agent—the child himself, and the fact that his home-training and surroundings all have their influence in furthering or hindering the quality of the work done in the schools, and this to a larger extent than is probably realised by most. But the forces outside the School-room, that shape the child, lie beyond the range of Decrees of Council and I dismiss them with a mere mention, remembering, however, that they are being slowly modified for the better, and that every educational reform is hastening the process and guiding it more surely to its end.

The usual remedy proposed for improving the teacher is to increase his salary. I have every sympathy with this ; but, as practical counsel for immediate use, it seems to me weak in two respects. In the first place it is not very clear where the money for any substantial and general increase is to come from. The matter is one of ways and means, and it may be assumed that, so far from wishing to grind down salaries to the lowest, the Government will keep steadily in mind the claims of the most poorly paid teachers to a considerable share of any increase that may be available in the funds allotted to education. I understand that something has already been done in this direction.

But to give a man some rupees a month more does not necessarily improve his teaching power much. It is true enough that better salaries will attract better men into the profession, but that is rather poor comfort for those who are already there, and even to the disinterested friend of education, the reform thus brought about, will be but slow, as gradually the inferior men drop out and are replaced by better. At the same time it has to be remembered that the rate of action and degree of effectiveness in a reform of this kind depend very much upon the relative changes going on at the same time in the remuneration paid for other kinds of work.

I am not questioning at all the desirability of raising the salaries of teachers, especially those of the most poorly paid teachers. There is no question here. They must be raised if we want better work ; but when and how much the increase should be are matters for experts in practical administration to say, as they take into consideration the funds that can be found, the relation of this part of the expenditure on education to the other parts and the general economic questions involved. My point here is simply that, for a satisfactory answer to the question, how can the work of the Secondary Schools be improved, we must look elsewhere than to the raising of the salaries of the teachers.

A more promising attempt at the solution of the problem is the establishment of Normal Schools and Training Colleges and the strong preference shown by Government to teachers who have passed through the courses of these institutions. I have not the detailed knowledge that would enable me to say much about them, nor would criticism of

them be very relevant here. What defects they have will, I am sure, be remedied in time, and their efficiency will increase from year to year. There is thus a steady stream of teachers, more or less trained, passing out into the Schools, and their influence is bound, in time, to have its effect in raising the quality of the work done.

But here again the process is the very slow one of gradual displacement, and I am convinced that the present circumstances in India are such that it becomes so slow and uncertain as to make one despair of its ever accomplishing much, unless the Training College is to be supplemented by some other means.

It is easy to expect too much from training a teacher. There is no profession more beset by the nightmare of Drudgery, and it would probably grieve the hearts of our Principals of Training Colleges were they to visit some of their former students and find how the art in which they had so carefully drilled them had got frittered down by the wear and tear of the daily routine. From many cases met in my own personal experience in Scotland I know that this is so, and yet there they have Educational Institutes scattered over the length and breadth of the land labouring to keep alive the professional spirit as well as numberless societies of one kind or another to keep men from stagnation.

Consider the influences at work upon a trained teacher here. Even on the most favourable assumption of his being a fair student, one who had no serious difficulty in passing his Intermediate Examination or getting his B. A. Degree, his studies have had too few real points of contact with his life, for us to expect them to have as much permanent influence upon him as corresponding studies might be expected to leave upon an English student. His resisting power to the drudgery of his profession must be similarly less. Again, the general information possessed even by the good students of our Colleges is lamentably little. However well-instructed in the branches of knowledge he has studied, he may be even ludicrously ignorant of what has not come directly in his way.

In Britain there is an amount of information, as it were, in the air and breathed in by a man in ordinary social intercourse. It is a sort of atmosphere, fostering the growth of culture in a healthy, all-round development. If we look at what exists corresponding to this in the social surroundings of teachers in India, we find a mass of opinions and beliefs which, if not actively hostile to the spirit of the College studies, is at least so far removed from it, that the latter must remain a very artificial production indeed. Forced growths are always delicate in their constitution, and therefore it may again be concluded that less resisting power to the drudgery of the profession is to be expected in the teachers of India.

Then the untrained men of the old School are still present in sufficient numbers to help the trained teacher further in forgetting his training. The trained men are intended to be a sort of leaven introduced

to leaven the whole mass, but such is the size of the mass and so strong are the counteracting influences in the present early state of the development of education in India, that it is extremely doubtful if the leaven can be expected to survive at all.

I contend therefore that in these special circumstances of the present educational situation in India, there is urgent need for some method of supplementing the work of the Training Colleges if that work is not to go for nothing and be practically lost. If the case only of the teachers in Secondary Schools be considered (and it is their case which directly concerns the improvement of College education) a solution of the difficulty seems to be not impossible. The problem, it should be noted, is how to lift the teacher out of the routine, to keep him intellectually alive and fresh, to make him remember his training if he has had it, if he has not, to give him some ideas on the subject.

The plan I beg to suggest is simply this—the establishment of annual courses of instruction for teachers, lasting for six weeks, at such centres throughout the Provinces as shall be found practicable

In these Provinces there is a slack period in the Colleges for about a month every year after the Second and Fourth Year Classes have sent up their applications for the University Examinations. Taking into account along with this the time occupied by the Intermediate and B. A. Examinations, there is a period of six weeks during which the College Professors have the necessary leisure to take up the work of such a special course as is suggested. At the same time the Schools have sent up their candidates for the Entrance and School Final Examinations, and are practically marking time, waiting for the results. One or two teachers could well be spared without much dislocation of the Time-table. At this time then an Annual Teacher's course could conveniently enough be organised. It is worth noting too that if the University Examinations continue to be held at the dates they are held this year, the season is one eminently suitable for good, hard study.

The course should comprise instruction in, at most, *four* branches of study.

The following strike me as very suitable: (1) School Method; (2) Psychology (applied to education); (3) Physiography; (4) some special Science subject, such as Chemistry or Physics (treated for the most part practically).

The inducements to apply for leave to attend such a course should be sufficient to make every teacher eager to avail himself of the privilege. They should be—

- (1) The grant of a sufficient maintenance allowance to each teacher selected for attendance.
- (2) The grant of travelling expenses for one return journey between the teacher's home and the centre of instruction.

- (3) The issue of a special certificate or the endorsement upon his present certificate of the fact that he has attended such a course and has been classified in one of two or three divisions according to the work done there. It might be made known that such special certificate or endorsement would form a material item in the claims of a teacher to promotion in his profession.

The cost of working such a scheme would not be excessive. I suggest the following figures with the greatest diffidence and only to give a rough idea of how it would work out. I take as the basis of my calculation the supposition that the class in any one centre consists of thirty teachers. Taking a fair maintenance allowance as eight annas per day, this for 42 days and 30 persons comes to Rs. 630. I take Rs. 5 as the average return fare. In some cases it will be nothing at all, in others perhaps considerably more than this, but Rs. 5 as an average cannot be very far out. Under this head the expense will be Rs. 150. Allow general expenses at the centre to be Rs. 200. The largest item will be for the lecturers. Four are required, and I reckon them at Rs. 500 each, or Rs. 2,000 in all. The total is then Rs. 2,980 per centre. If three centres were established in these Provinces, say, at Allahabad, Lucknow and Agra, the total cost would be Rs. 8,940 or less than the first year's salary of an officer of the Indian Educational Service. For this sum ninety teachers actually engaged in the work of their profession would have been banded together under circumstances that should stimulate them to renewed activity. It would be easy to enlarge upon the benefits, direct and indirect, that might be expected from an association of teachers from various schools gathered together for the purpose of study, but they are perhaps sufficiently obvious, and I fear to tax the patience of the Commission.

I shall only add that the one claim to an invitation to attend these courses should be the fact that the teacher is engaged in the work of preparing classes for the Entrance or Matriculation Examination of the University. The teachers of Sanskrit and Persian should be excepted unless their general qualifications are such as would enable them to profit by the same studies as the others take up. The work of making up the classes from the applicants should be done by the Inspectors of Schools with due regard to an even disposition of the favour amongst the Schools of different classes and localities, together with some slighter regard to the character of the work done by the teachers in their Schools. No preference should be given to teachers in Government Schools. There are probably about 250 or 3000 teachers in these Provinces with the necessary qualification, and with three centres such as I have indicated above, the whole number could be reached every three years.

I may remark that something like these courses has been in actual operation for many years at the Royal College of Science in South Kensington. To improve the quality of Science teaching throughout the country, Circulars are issued every year to all the teachers engaged

in conducting Science classes, stating the number of courses to be formed, and inviting the teachers to make application for such as they may happen to be qualified to attend. A month or two afterwards, those selected receive a notice stating that they are to present themselves at the Royal College of Science upon a certain day, and laying down the conditions of regular attendance and diligent application to study, upon which the travelling expenses and maintenance allowance will be paid at the end of the course. These classes are very popular with the teachers, and the only difficulty is to distribute the privilege sufficiently. I do not know upon what principles the selection is made, but, as far as my knowledge of its operation extends, it does not seem to be according to the qualifications of the applicants; nor indeed is there any great reason why it should be so. There is no Examination at the end of the course; but the students are classed according to the character of the work they have done in the laboratories.

This is the idea which I have ventured to think capable of being adapted to the very different circumstances in India. As a means of improving the work of the Secondary Schools, it seems to me more direct and immediate in its operation than any other. It is not too costly, and is capable of having its operations extended as funds will allow. It commits the Educational Department to no regular drain upon its resources if the experiment be found upon trial to be too difficult to work. As an act of grace upon the part of the Government, it creates no claim, and its withdrawal or refusal would infringe no right. But I am convinced that, once fairly established, it would be found to work so well that it would come to be regarded as one of the most hopeful branches of the work of the Educational Department.

Having dwelt at such length upon the answer to the first part of the problem how to improve the work of the Schools, I am almost afraid to enter upon the consideration of the second part, the part relating to Inspection. There is the less reason for my treating of this part at length, since I am not dealing with the general problem in its full extent, but only in so far as it relates to Secondary Schools. Some consideration of the question of Inspection is however called for, bearing, as it does, directly upon the improvement even of Secondary Schools and the supply of better equipped students for the Colleges.

To be as brief as possible, I shall condense my remarks into the mere expression of three doubts: (a) a doubt whether, in the N.-W. P. and Oudh especially, a due balance has been maintained between that portion of the total funds available from Provincial Revenues, devoted to the furtherance of College education and the portion devoted to the work of Inspection.

I have gone for information on this head to General Table IV in the annual reports of the Directors of Public Instruction, and I have added the amounts noted as allocated from Public Funds for Collegiate Education to the amounts, also from Public Funds, spent upon Scholarships in Colleges. With this I have compared the total sum spent upon

Inspection, so far as it is taken from Public Funds, *i. e.*, from Provincial Revenues, Local Funds, and Municipal Funds. If the amount so spent upon Collegiate Education be taken as 100, the following numbers* show the relative amounts spent upon Inspection:—Madras 91, the Panjab 96, Bengal 112, Bombay 113, Central Provinces 281, North-Western Provinces and Oudh 58. I am aware that rather more than half of the money spent upon Collegiate Education in these Provinces goes to support Roorkee College, which, as a sort of Cooper's Hill in India, is organised upon a much more expensive scale than merely Provincial requirements would call for; but it would not be fair to deduct the whole amount spent upon Roorkee from the amount spent upon Collegiate Education, on the ground that its inclusion gives the North-Western Provinces and Oudh a disadvantage in the above comparison. A considerable sum would have had to be spent in the provision of an Engineering College suited to the needs of the Province, and it should be remembered that if the North-Western Provinces and Oudh educates Public Works men for the other Provinces of India, she, in turn, is indebted both to Bengal and especially to the Panjab for the full medical training of her students. It seems to me, therefore, that after all due allowances are made, enough of the very exceptional position of the North-Western Provinces and Oudh in the above list remains to warrant, at least, the doubt I have expressed.

(*b*). My second doubt is whether, in an Inspection, the emphasis falls upon the right place. Do the Inspectors inspect the teaching or simply attempt, more or less hurriedly, to sound the shallow depths of the learning? Is it a practice to hear the teachers do some lesson in the ordinary course? These questions are suggested by what information I have obtained on this subject, as well as by the knowledge that the certificate granted to a trained teacher is a final certificate, and has not, like the certificates of trained teachers in Britain, room for endorsements from year to year, giving the Inspector's verdict upon his teaching and its results as far as they can be judged.

(*c*). The third doubt is whether more could not be done to see that Assistant Inspectors, Deputy Inspectors, and Sub-Deputy Inspectors are properly qualified for the work of Inspection. The question is not merely one of money, but of ability to teach, or, at least, to understand what good teaching means. Would not the courses of instructions suggested above be suitable to many of them, or even more specific instruction, to keep them from forgetting that the Inspector is not the natural foe of the teacher, but his fellow-worker towards a common end? This doubt is suggested by what I conceive to be the practical effects upon an individual of Inspection routine, of report writing and office work.

I trust that I shall be pardoned for making these apparent excursions away from University Education. It is not that I am fully satisfied with things as they are, in University arrangements; but because I feel strongly that all well-meant efforts at University Reform may result in

* See Table in Appendix.

only the more pitiable failure unless there enter into our Colleges students who are better prepared for student's work. The foundation must be strong enough for the superstructure, and I do not think it is.

It may be noticed that I have not touched at all upon one of the topics suggested in the Circular from the Director of Public Instruction, where it said that it seems desirable that the courses of study now prescribed should be passed under review, and that the standards accepted in different Universities should be carefully compared.

I pass from this altogether, not because there is nothing to be said upon it nor because enquiry in this direction is likely to be barren of results, but because it seems questionable how far a levelling up 'ab extra' of the courses of the various Universities would be practically beneficial. The Universities of India are far enough apart to possess separate individualities, and it may be just as well to let these individualities develop as they are doing in response to the actual circumstances in which each finds itself. The courses of study and the standards exacted are some of the forms in which their individuality finds expression. These may have become defective through defects in the constitution of the University, but then it is the constitution that needs to be cured. The case has not surely gone so far that surgical treatment is necessary. Judging from my short experience of Allahabad University, the last advice needed by the Senate is to look after its courses and standards, for these seem always in a state of being discussed.

I conclude with an apology for the length to which these remarks have run.

I have the honor to be,

Sir,

Your most obedient servant,

MATT. B. CAMERON.

Appendix.

(TO ILLUSTRATE PAGE 10.)

Table compiled from (General Table IV in the Annual Reports for 1900-01 by the Directors of Public Instruction in the Various Provinces.									
	A				B				Relative value of B to A (A=100)
	AMOUNT FROM PUBLIC FUNDS SPENT UPON UNIVERSITY EDUCATION.				AMOUNT FROM PUBLIC FUNDS SPENT UPON INSPECTION.				
	From Provincial Revenue.	From District Funds.	From Municipal Funds.	Total.	From Provincial Revenue	From District Funds.	From Municipal Funds.	Total.	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
MADRAS ...	C. 4,36,463 D. 19,541	...	1,727	...	2,99,764	1,00,373	15,134		
	4,56,004	...	1,727	4,57,731	...	...	...	4,15,271	91
PANJAB ...	C. 1,35,146 * 9,891 D. 19,821	3,212 2,653	8,098 2,319	...	1,55,316	17,187	1,406		
	1,64,858	5,865	10,417	1,81,140	...	...	...	1,73,909	96
BENGAL ...	C. 4,73,987 D. 1,07,051	3,432	558	...	3,57,815	3,00,554	3,502		
	5,86,038	3,432	558	5,90,028	...	...	...	6,61,871	112
BOMBAY ...	C. 1,70,695 D. 11,975	6,450	9,024	...	2,16,497	1,918	5,226		
	1,82,670	6,450	9,024	1,98,144	...	...	...	2,23,641	113
CENTRAL PROVINCES	C. 23,262 D. 5,369	...	1,500	...	83,300	1,227			
	28,631	...	1,500	30,131	...	...	...	84,527	281
N. W. P. AND OUDH ...	C. 4,11,983 D. 11,763	1,625 107	5,093 960	...	1,12,321	1,39,932			
	4,23,746	1,732	6,053	4,31,531	...	...	...	2,52,253	58

* Upon University. C=Amounts spent upon Collegiate Education ; D= Amounts spent upon Scholarships in Colleges.

Notes on Hostels.

- I. *Their need*—I think that Hostels are needed,
- (1) To provide adequate moral discipline in out-of-College hours ;
 - (2) To create the social life and atmosphere, and esprit-de-corps, without which a University education must be deficient ;
 - (3) To supply religious teaching and influence.
- Government should therefore require all students, unless under exceptional circumstances, to reside in licensed Hostels.

II. *Such Hostels should in my opinion be voluntary, not Government institutions.*

- (1.) The ordinary staff of Colleges is already overworked. If the supervision of a Hostel is merely to be an additional part of the duties of an ordinary Professor, the Hostel can never get the personal attention and thought needed. But in a voluntary Hostel the life and interests of the Hostel are the first care of the staff ; and not a mere superadded burden.
- (2) Only in non-Government institutions can religious teaching be secured.
- (3) This was the origin of Oxford and Cambridge Colleges. It should be the business of the *University to teach*. The primary work of the *Hostel* should be all that side of education which is not comprehended under instruction and preparation for examinations. The first interest of the Hostel staff will be the *life* and *character* of their men—their physical development, social life and moral tone. In these matters a Hostel staff stands largely in loco parentis. In addition, the private tuition of the students, and the giving of such lectures as the staff may have leisure for, may well come within the scope of a fully-equipped Hostel.

Government in my opinion should therefore rather encourage voluntary enterprise in the establishment of Hostels, than seek to establish Hostels of their own.

III. *Relation of such Hostels to the University.*

The University would appoint a Hostels' Board for the licensing and regulation of Hostels. No Hostel should be licensed in which there is not adequate provision for efficient resident superintendence.

IV. *Relation of voluntary and aided Hostels to Colleges.*

Principals of Colleges would be, ex-officio, visitors of Hostels in which any of their students reside, with the right to inspect such Hostels at any time, and to report thereon to the licensing board. They could forbid residence in any local Hostel of any student of their own College. Expulsion from one Hostel would not necessarily carry with it exclusion from other local Hostels, unless countersigned by the Principal of the College of which the student is a member. A system of transfer certificates should be arranged.

V. *Reason for the licensing of such Hostels by the University rather than the Colleges.*

- (1) There will often be more than one College in one place, especially if there is to be a Teaching University. It is unlikely that each several College will be able to provide a complete system of (Hindu, Christian, Mussalman, etc.) Hostels, each adequately equipped. Superintendence is the crucial matter; and it would be practically impossible for each College to supply two or three efficient Hostel Superintendents.
- (2) Each Hostel would contain students of different Colleges; but joint control of one Hostel by a number of Colleges would be impossible.
- (3) This is to follow the method which has created Oxford and Cambridge.

VI. *Relation of Hostels to a Teaching University.*

A Teaching University is being demanded by many. It would lie outside my province to pronounce any opinion on the desirability or otherwise of Teaching Universities. But, if a Teaching University is to be our goal, we may ask on what lines is such a University to be constituted and what are to be its component units.

A strong Teaching University postulates the presence in one centre of a group of institutions with a system of Inter-Collegiate lectures. But there cannot well be two competing Government Colleges in one centre; and it is at least doubtful whether any one place, at least in these Provinces, can support more than, *at most*, two fully organised Colleges, Government or voluntary, of the present type. Further the very genius and identity of a non-residential College of the present type, and the uniting link between its students, is that the students are restricted to that College for their lectures. But an Inter-Collegiate system destroys all this. What remains of the individual College but a staff of lecturers, lecturing indifferently to the students of their own and other Colleges? The individual student looks to no man or place as his head or home. If I mistake not, it is the absence of any but non-residential Colleges which is in many places the greatest obstacle in the way of the creation of a Teaching University. It is a far more serious reason than that of difference

of fees. If you are to have a Teaching University the College must have some other *basis* than that of lectures. For these are, ex-hypothesi, to be Inter-Collegiate. And the most rigid form of "protection" and "determination of spheres of influence" of the different Colleges will not meet this difficulty; while any form of protection would inevitably tend to militate against the enterprise and efficiency of the protected College. Were any one institution to have assured to it *e.g.* all the Hindu students of that centre, a most powerful stimulus to progress and enterprise would be gone. Secure from all fear of competition in its monopoly of all the students of that community, it would rapidly tend to stagnate into bare compliance with the minimum required by the University. Not "protected," but "residential" Colleges seem the answer to the difficulty. Residence under a common roof constitutes a new and far more powerful individuality for a College; and where such residence is the uniting link, the freest interchange of lectures is possible.

Indeed, the weakness of the present system would seem to lie precisely in the requirement that each affiliated College shall, as regards its teaching, be an isolated unit, complete in itself. This has two results. It checks the growth of Colleges, for no College may attempt anything unless it presume to undertake the whole. And it means comparative inefficiency of teaching in each several isolated College. What is wanted, then, is a group of institutions, no one of them strong enough to stand alone, or presuming to apply for affiliation on the ground that it can shew a staff supposed to be capable of undertaking the whole education of its students; but jointly contributing to the formation of a strong teaching Society or University.

What is, on this supposition, to be the character of such institutions and what the unit of the University? The answer would seem to be, residential Colleges after the Oxford and Cambridge type, each of them with an identity of its own constituted by a common residential life, but none attempting to undertake the whole education of their students. How is such a type of College to be produced? Oxford and Cambridge history would shew that the Hostel must be its germ. Originally the Oxford College undertook no teaching. That was provided by the University. The College was a Society of men living together under a common rule. By degrees they supplemented University lectures with teaching of their own, but never professed to have a staff capable of undertaking the whole teaching of their men. Or the College would have constituted itself a University. *Here* we got our type, not in the Indian College which may be said practically to essay the work of a University. Only it may be possible to anticipate the process of centuries by providing that Hostels, on contributing to the Inter-Collegiate Society of lecturers a given number of lecturers of stated grade, might be affiliated as residential Colleges. For it is readily conceivable that a Hostel, which was quite unable to provide a complete system of lectures such as to justify its affiliation as a College of the old order, might yet be well able to provide two or three lecturers of high ability. Such a system would tend to foster the growth of institutions of the kind required in one centre. There is room for many such institutions where there can only be one or two Colleges of the existing type.

To take an example. Here in Allahabad (and Agra is not very different) there will in the immediate future be at least 5 Hostels—a Hindu Hostel, a Mussalman Hostel, a Kayastha Hostel and two general Hostels. Brahman, Bengali and Maratha Hostels may follow. Thus the religious divisions of India, supposed to militate against residential Colleges, may be turned to foster them, while the presence of some general Hostels would prevent that monopoly which must militate against efficiency. (Moreover it is only in such *general* Hostels that any real effort can be made to combine in a common College life those who are separated by the religious and other divisions of India.) If the prospect were put before these Hostels of affiliation as residential Colleges on condition of supplying a given number of lecturers of the required grade, they might quickly respond. There would thus be provided a considerable number of lecturers, lecturing on an Inter-Collegiate system (if need be in the University building) regulated by the University, to supplement the work of the staff of Muir College, the latter perhaps filling Professorial chairs. There would thus be room for far greater specialisation of teaching.

In brief, the teaching University would provide a number of professorial chairs, and would regulate the system of Inter-Collegiate lectures. The Inter-Collegiate lecturing Society would be composed of the University professors, and lecturers supplied by the several affiliated residential Colleges. A Teaching University, thus constituted, might possibly be realised. But if the unit of the University is to be, as at present, a College with a complete Teaching Staff of its own, and the requisite condition of a Teaching University is to be the presence in one centre of several such Colleges, the day of the Teaching University would seem to be still far enough off. On the other hand, any attempt to foster the growth of residential Colleges of the needed type by a system of delimited spheres of influence and protection must mean decay of the institutions protected into listless and unprogressive inefficiency.

THE AMERICAN PRESBYTERIAN MISSION;

Allahabad, 9th April 1902.

To

THE UNIVERSITIES' COMMISSION.

GENTLEMEN,—We think it not unfitting, in connection with your inquiries into educational conditions and problems in the United Provinces, to lay before you, as having a possible bearing upon the situation, a statement of the plans which are taking shape in connection with the opening of College classes by the American Presbyterian Mission, in connection with the Jumna High School, Allahabad. Feeling that something additional to the present courses is needed in order to prepare students to become leaders in the economic development of India, we propose to supplement the training of the brain by the training of the eye and hand.

The plan in so far as developed is as follows:—

- (1) The regular College courses as in existing institutions.
- (2) Alternative courses in connection with both High School and College
The alternative course in connection with the High School may be described as a Manual Training or Manual Culture Course. This course will combine, with literary and scientific work of the High School standard, the mastery of tools, materials and methods. The alternative College course may be described as the Applied Science Department or the Department of Technology.

In order to carry out these plans two special men are now being sought out, and will be sent to the institution by the Honourable John Wanamaker, Ex-Postmaster-General, U. S. A., who is much interested in this development. The details of the undertaking will be worked out under the guidance of the specialists on their arrival. Others will of course be added to the general and special staff as need arises.

With reference to these plans we would beg to present to you, as representatives of the Government, the following remarks:—

- (1) We recognise that it will take time to overcome the inertia and the prejudice which exist in India against the use of the hand and eye in the way proposed. We believe, however, that the welfare of the people will be promoted by overcoming these things and hence we ask the hearty co-operation of Government in our carrying out of our plans.
- (2) We believe that the initial step towards solving the problem is to show that students who take Manual Culture can do as good literary and scientific work as those who do not, and can at the same time prepare themselves for positions in the world which are not overcrowded.
- (3) We believe that it is essential to success in this undertaking that the two kinds of courses should be made available side by side so that adequate opportunity may be given to overcome the prejudice already referred to.

Finally, we would make two requests:—

- (1) That Government, on the principle of encouraging private enterprise, will open the way for the new courses.
- (2) That, on the same principle, your report will leave the way open for us to develop our work to such standards in all the existing courses as we are prepared to finance and competently man,

We have the honour, etc.,

ARTHUR H. EWING.

J. J. LUCAS.

BABU MADHU PERSHAD, EDITOR, "KHICHRI SAMACHAR,"
MIRZAPUR.

I have a great pleasure in acknowledging the receipt of your No. 295-D., Home Department, dated 27th March 1902, and subsequently a printed note, together with a letter No. G.-24, dated Allahabad, the 1st April 1902, from T. C. Lewis, Esq., M.A., Director of Public Instruction, United Provinces of Agra and Oudh, and in reply to them I herewith most submissively submit my written statement for the benefit of the public before your honour and request you that these may be taken in your valuable report as a written evidence of mine from Mirzapore.

2. In the city of Benares there are several private *Patshalas* of religious teaching which are not included in the present system of University. They teach *Vedus*, *Vedunts*, *Nya*, *Dharmshustras*, *Astrology*, *Baiduk*, etc. The most famous of those *Patshalas* are--

1. Of the Maharaja of *Jamboo*.
2. Of the Maharaja of *Durbhanga*.
3. Of Sri *Bishedhanand's* *Patshala*.
4. Of *Babu Amardas'* *Patshala*.
5. There are many private *Patshalas*.

These *Patshalas* are free of charge. The students get their food and clothes, etc., some in *Patshala's* fund of *Rajas* and *Maharajas* and some in *Cheturus* and private sources as a *Dharmart*. There is also a similar *Patshala* in *Ajodhya* of *Babu Gurchuranlal Upudhya* of *Mirzapore*. Formerly it was in a great flourishing state, but now diminishing owing to the family skirmishes since four or five years. The system of teaching *Mahajunee* which is called *Muria Achul*, a corrupt of *Nagaree* character in private *Patshalas* in the cities of United Provinces of Agra and Oudh are so much useful for keeping the merchandize business by *Mahajuns*. They teach the way of keeping the accounts of *Bahee*, *Khata*, etc. They have no concern to the University system. The teachers get their pay from each boy's father : some pay 0-2-0 a month, some 0-4-0 according to their *haisiyet*. During the festival of *Nagpunchami* and *Borkuchant* or *Danduchant* the teachers get presents from the fathers of the students. No sort of help ever given by the Government and in my opinion Government should give help to these *Patshalas* of Benares as well as to *Mahajunee* schools.

3. Regarding this point I would say that three-fourths of the bodies who obtained their degrees in Honor and one-fourth of those recognized teachers of the colleges under the control of the Allahabad University should be selected for the post of the professors and lecturers. It would be a great expedient to offer such posts half to the degree-holders of the Oxford and Cambridge Universities and half to those of local.

The universities of India should be teaching University like the London University.

4. As to this point I would suggest that all the universities of India be kept on equal footing and there should not be any distinctions among the products of the different universities. To avoid hardship any school may be given its free option to have his school affiliated under any system of university.

5. I would say regarding this point that Fellows of the Universities should be exceeded and changed every three years, and election should be made by the public, so that the public may not have any complaints regarding the system of the University.

6. Regarding this point I would like to say that the Syndicate should be constituted by the Senate as in the Calcutta University. In the case of Allahabad University the grievances of the other colleges and small schools than *Muir Central* and *Queen's College* are not adequately represented, so the number fixed is not suitable and it should be increased ; one at least should be taken from each district. The election should be made by the public.

7. Regarding this point I would suggest that the system of Calcutta University should be adopted in Allahabad University too.

8. Of course the University of Allahabad should be empowered to confer M. A. or other suitable degrees on recognised teachers like Oxford and Cambridge University.

9. There is one thing of great importance to say on this point, *viz.*, no age whatsoever should be fixed for the Entrance or Matriculation Examination. The system of fixing age tends to great injustice and hardship to the Indians.

10. On this subject I like to say that great attention should be given especially to the following subjects: English, Sanskrit, Arabic, Persian and Theology. In teaching Higher Mathematics there is nothing but waste of time. The standard of this subject has too highly been raised in the lower classes which is quite difficult for the Indian boys to comprehend. This system is generally establishing the idea of Government not giving high education to Indian and teaching especially those things which practically do not cultivate the minds of the Indians, but teaching them only merchandise business.

The teaching of English is now begun from 4th class which is the greatest harm to the boys. It should be from beginning of the 1st class as it was before in the 10th class.

The option changes of course of subjects of schools is most injurious to the students, that is the waste of money as well as not properly finished the course by which reading the boys have no ability in them. The Text Committee so appointed in general always approve the books of those authors to whom they have some in concern. As soon as the standard became in use and the authors got benefit in selling their books subsequently another books of other authors be adopted by the Text Committee on the same subject. These complaints of the public should be removed by the Universities Commission as they deem it proper.

11. As to this point I must say that the time of examination of the Allahabad University is not generally suitable and not convenient to the candidates. Examination days should be in the month of December or January during the cold weather. Generally the grace marks are allowed to those students who are the favourites of the Principals of the colleges who are the Fellows of the Universities. There are so many holidays in schools and colleges, that is, summer vacation holiday of six weeks, it should be reduced. By which this long vacation both the students and teachers have no time to look their books, etc., and they forget what they have read previously.

The promotion of teachers should be according to their merit, but not in seniority of service. There must be some examination of teachers like the system of Deputy Collectors and Assistant Surgeons of hospitals' rules in promotion to the higher grade of salary, after passing the prescribed final examination in the subjects.

A school of theology should be opened to promote the competent study of religions.

12. Regarding this point I would suggest that Registrar and staff should be the honest men. The examination papers must be printed in some foreign countries like London, etc., so that the papers have not been known to the teachers as well as to the students. Surely in this point there is a great blame and on many occasions the papers have been stolen. The system of Calcutta University should be adopted in Allahabad University too.

13. The number of colleges are small, it should be increased according to the locality and population.

The question of scale of fees is very important. The limit of fees have been raised too high which results that many good boys who may cut figure in the world are debarred from receiving high education for mere want of money. The scale of schooling fees and colleges should not be more than as follows:—

						Rs. A.
Entrance Class	...	...	...	...	...	0 8
F. A. Class	...	...	...	...	...	1 0
B. A. Class	...	...	...	...	...	2 0
M. A. Class	...	...	...	...	...	3 0

The fees of the school lower classes should not be more than four annas or two annas in English classes.

The admission fees for the University Examination of Allahabad should be reduced, like other Universities of India in the same scale

The system of teaching the boys in *Halkabundi* village school is beyond the requirements. In these schools free education without any sort of fees be given to the village students, especially in *Agricultures, Revenue, Rents* and in small way of keeping their accounts of zamindarees, etc.

The Tehsili School should be allowed to teach up to vernacular Middle class course on a low fees of two or one anna.

The class of student should be generally constituted of high caste men, that is, *Brahmans, Chatree, Bais*. There is no necessity of giving education to mean classes such as of *Shudras* caste, viz, *Chamars, Domes, Dharkars, Teli, Dhobies, Puri*, education to new classes are generally found injurious to country as well as to Government. A fixed limit should be adopted that such class of men should not go beyond certain limit. Teachers who are appointed should be a man of good moral character and generally of high caste and firm in religious views. Provisions for physical and moral welfare of students should decidedly be made.

The buildings of schools, etc., should be outside of the city, so that the students have an opportunity of taking good air in walk, etc.

In many schools teaching staffs are not so competent so as to teach their students properly, and this is the special cause of failing the students in examinations and have no ability in the subjects. Owing to the mean castes some teacher's conduct are so abrupt and corrupted that they themselves fell in debauchery state and by seeing their conditions the students also guide in them. Hence the teachers of schools of such high caste and firm in their religious views so the conduct of students be not ruined.

The governing body of the schools must be under the control of Director of Public Instruction of United Provinces of Agra and Oudh, and also under the supervision of the Collector, i.e., Chairman of the District Board. Endowments are generally ruined. It means that endowments which are made for some special purpose are not generally allowed to continue and their objects are changed in contributing to further endowments to educations by the public. For instance, some endowments of Rs. 35,000 on behalf of the residents of Mirzapore were made in the subscription; high school Mirzapore now Government zilla school for teaching *Sanskrit, Arabic* and *Mahajanee* from the interest of the above principal money.

Now the teaching of *Mahajanee* from zilla school has been stopped and discontinued, and the pay of the Mahajanee teacher of Rs. 10 be allotted to the English teacher of zilla school. This sort of working is wounding the feelings of the public of Mirzapore. For this a special request is made that the Honorable President and Members of the Universities Commission will be good enough to enquire from the Director of Public Instruction of North-Western Provinces and Oudh why he discontinued in Mahajanee teaching from the zilla school Mirzapore against the will of the men who gave endowments. For this very purpose the *Mahajans* of Mirzapore had contributed money for keeping *Mahajanee Patshala* in the zilla school of Mirzapore for the benefit of the poor public of Mirzapore who receive education free of charge. So since five or six years it has been stopped. The Universities Commission should order to reopen the Mahajanee Patshala in zilla school Mirzapore after enquiry from the Director of Public Instruction, United Provinces of Agra and Oudh.

Government should increase in aiding the private school as well as Jubilee Mission Schools in giving aid, etc. The artificial school or carpentry school should also be opened for carpenters, blacksmiths, etc., and of low class caste men.

Nowadays there is a great difficulty in obtaining the Government service even many B. A. and F. A. students are wandering from door to door of Government offices for posts, but none provide according to their merit. People say that the expenses which have occurred in teaching throughout, etc., up to B. A. class

of his sons if they carry their own business they can pass their life with comfortably in home, but these boys cannot get high posts after passing the high education and obtaining degrees of Universities. Many students have suicided themselves when they failed in examinations and not obtaining good service.

The Commission should take such proper steps so as to provide posts to the students of holding degrees, etc. The pay of many B.As. is nowadays acting as a Naib Tehsildar on Rs. 50 or 40 a month after long recommendation by the Collectors of the Districts to which they have some kind of favour on the services of their fathers, etc. In the nominal sense somewhere industry and art schools are going to be opened by the teachers openly they say that the income of such schools be allotted amongst the benefit of school boys, but on the other hand they get benefit for their own pocket and very little profit by name be given to the students.

Some art and industry schools must be opened on behalf of the Government in these Provinces, as the Commission suggest. I therefore submit my this written statement according to your order as aforesaid, and request the favour of your honor that kindly take them into your kind and favourable consideration.

N.B.—Owing to the short of time I could not be able to gather more informations, but whatever I gather I submit them for your honour's kind consideration, etc. Hoping to be excused for the trouble, and request the favour of its acknowledgment.

VIDYA PRACHARINI SABHA, BENARES.

Resolutions of the Vidya Pracharini Sabha passed at a general meeting held on the 31st March 1902 respecting the necessary reforms of the Indian Universities.

I.

Resolved that—

- (1) The rules regarding the age limit in the Entrance and the School Final Examinations should be cancelled.
- (2) The text-books should be very carefully selected. Particular attention in selection of the books should be given to their worth. There is a general cry that a good deal of favouritism prevails in the Text-book Committees.
- (3) In the Entrance Examination the Hindi and the Urdu should form the subjects of examination as the Persian, the Arabic and the other languages are.
- (4) The suggestions of the late Honourable Justice Mr. Ranade that the failures of an examination should be examined only in the subjects they were not passed and not again and again in all the subjects deserve consideration.
- (5) The law examinations of one and all grades should be under the control of the Local University and the private colleges be freely allowed to have law classes in them.
- (6) The University ought not to be an examining body, but a teaching one as well. The Indian Universities ought to be modeled on the form of the Universities in the Western countries.
- (7) The members of the Senate should be really deserving men, and these men should be selected or elected as such members who know and understand what the University is.
- (8) In those parts of India where the Universities are and there the engineering and the medical colleges carry on their business independently they should be affiliated to them, and examination of the students of these colleges be conducted like those of other educational institutions subordinate to the Universities.
- (9) The first examination in Arts or the Intermediate Examination should be abolished.
- (10) Any person who has passed the Entrance or the School Final Examination whether he be a regular student of a college, or a teacher or an educational officer or one having no connection at all with the Education Department be allowed to go up after the lapse of three years from the date of his passing the Entrance or the School Final Examination for the B.A. Examination and after passing the latter examination after one year for the M.A. Examination.
- (11) The standard of text-books of the Entrance and the School Final Examination should be raised and be made equal to the Matriculation Examination of the London University.
- (12) The Universities ought to encourage the opening of the private colleges and to give them facilities in affiliation.
- (13) The stipendiary and full-time Registrars should be appointed.
- (14) The text-books of all the Universities should be the same.
- (15) With an object that there be fair field and no favour the examiners should not be selected from the schools and colleges of the local University. They should always be taken from the foreign Universities such as for the Allahabad University the examiners be selected from Bombay and so on.

- (16) The examinees' names should not be written on the answer books by them. The roll number will be sufficient.
- (17) The number of examiners should be sufficient, so that the answer papers be carefully and patiently examined.
- (18) The answer papers of an unsuccessful candidate be re-examined in case the Principal or the Head Master recommends such a re-examination and in case of a private candidate his answer papers be re-examined if he pays half of the fee fixed for the examination he went up.
- (19) Pass marks in each and every subject should be one-fourth of the full marks. A candidate should be passed by obtaining pass marks only and not by obtaining a certain number of aggregate marks; and
- (20) The language of the questions should be as intelligible as practicable.

11.

That the above be submitted to the Secretary of the Universities Commission with a forwarding letter of the Sabha.

J. YOMA APUN,
President,
Vidya Pracharini Sabha, Benares.

MR. T. CUTHBERTSON-JONES, OFFICIATING PRINCIPAL, AGRA
COLLEGE.

16th February 1902.

SIR,—With reference to your circular, dated 4th February 1902, on the subject of the Indian Universities' Commission, I have the honour to submit the following brief statement of my views, for which I claim no exceptional merit or consideration.

1. I would strongly deprecate any attempt to concentrate the various colleges affiliated to the Allahabad University in one centre. I do not see how endowments for the purpose of advancing education in particular districts (*e.g.*, the Agra College endowment) could be diverted to a new centre. Moreover, it would be extremely inconvenient for students from all parts of the North-Western Provinces and Oudh to reside in one centre irrespective of its distance from their homes and relatives. I would add that the advantages under present conditions of assembling all the students of the university in one town seem to be very doubtful, both with regard to the maintenance of proper discipline, and in the interests of morality.

2. Education by means of class, or caste, institutions seems to be especially suited to the needs of Indian universities. Only in such institutions can a proper *esprit de corps* be cultivated. What is very urgently needed is an institution which might accomplish for the better class Hindus (*e.g.*, Brahmins, Pandits, Jats, Rajputs, etc.) what is being done for Mahommedans at Aligarh.

Similarly, the work of the Kayastha Pathshala in Allahabad might be enlarged and developed, and the Vaish and other trading classes might be encouraged to form an institution of their own.

3. A most essential feature of Indian University reform is the establishment and maintenance of properly equipped boarding-houses.

In connection with the Agra College we have six boarding-houses containing in all about one hundred boarders. Each boarding-house is under the control of a senior student, or monitor, who is responsible for the cleanliness and obedience to regulations of the inmates, and presents a weekly report to the Superintendent of the Boarding-houses, who reports to me on Saturday in time for my weekly inspection of the boarding-houses on Sunday.

The Superintendent also inspects each boarding-house daily. There are also several caste boarding-houses in Agra for College students, containing in all considerably over one hundred students.

4. Athletics should, I think, form a very important part of university training. I find the school and university tournaments most useful in stimulating and fostering an interest in games among my students, and it seems desirable that the university should take more cognisance of this most important aspect of university life.

At the same time the creation of a class of semi-professional athletes, wandering from college to college, and often leading irregular lives, is to be deplored. No cricketer should have his name on the books of more than one college at the same time.

5. With regard to the courses of study I should like to point out that one fact seems to be very generally lost sight of—that the majority of our university students have to do almost all their reading in what is to them practically a foreign language. I do not know which feeling is uppermost in my mind—admiration for the patience shown by students in striving to assimilate such a heterogeneous mass of book learning in a foreign tongue, or regret that so much industry and zeal should be wasted.

I may say that I refer especially to English and History, which subjects I have been endeavouring for some years to teach to B. A. and M. A. classes.

For example, for the B. A. examination in History the following books are prescribed: Freeman's "Short Sketch of European History," Guizot's "History of Civilisation in Europe," Bryce's "Holy Roman Empire," Secley's "Growth of British Policy," as well as Lyall's "Warren Hastings" and Strachey's "Rohilla War."

The absurdity of such a course for boys, who cannot understand a page of it without assistance, is, in my opinion, in no way lessened by the fact that students almost invariably "pass" in History.

As regards the study of English it seems to me that far too many text-books are set for the B. A. and M. A. examinations. In the case of the latter examination the multiplication of text-books apparently defeats its own object, the questions being often of a character and standard resembling those set at the Entrance Examination.

It seems to me that in teaching English two objects should be kept in view:—

- (1) Ability to speak and write English correctly and idiomatically.
- (2) A careful and critical study of *a very few works* by standard authors.

I omitted to mention in its proper place a matter which is of pressing importance—the danger to the eyesight of students caused by their reading late at night in badly lit rooms. This is a matter which might be taken up by the managers of boarding-houses.

In submitting the above brief notes I desire merely to express my views on a few points in connection with University education, but I have no intention of bringing any of them before the Commission unless requested to do so.

27th February 1902.

SIR,—With reference to your circular, dated 4th February 1902, on the subject of the Education Commission, and in continuation of the brief summary of my views and proposals already sent, I have the honour to make the following additional proposals and suggestions.

1. Uniform fees should be charged at all institutions affiliated to the University, so as to prevent underselling among colleges.
2. The work done by the Training College at Allahabad should be extended, so that ultimately none but trained teachers might be employed in Government or aided schools.
3. An Honours Course for the B. A. degree would be impracticable. In most colleges the professional staff is numerically inadequate to teach Honours Courses. Moreover the examination for the M. A. degree seems to remove the necessity for Honours Courses. Should "Honours Courses" be adopted, these should not take the place of, but be supplementary to, a four years' college course.
4. In the absence of any special inducement it is very improbable that students would be found willing to attend university lectures delivered without reference to any examination.
5. Every affiliated college should be subject to inspection by a Board of Visitors appointed by the University, which should make compliance with the recommendations of the Board a condition of continued affiliation. But each principal of an affiliated college should have the right to appeal to the Senate against any decision of the Board, the members of which should possess unimpeachable authority and experience in educational matters, and should not be drawn entirely from one school of educational thought.

SUPPLEMENTARY NOTES

ON

UNIVERSITY MATTERS

BY

MR. T. CUTHBERTSON-JONES.

Notes on University Matters, with special reference to the Agra College.

1. The proposed Teaching University. Centralization of University teaching at Allahabad.

While it might be a good thing to make the Allahabad University a teaching one, the practical difficulties seem to be insurmountable. As to the concentration of the various colleges in Allahabad, it would be impossible to transfer large endowments intended by the donors for the educational benefit of particular districts, to the support of a Teaching University in Allahabad. The Agra College, for example, has endowments yielding a yearly revenue of about Rs. 27,000, which should be devoted to the cause of education *in Agra*, and not elsewhere.

Further I desire to protest against certain proposals brought before the Commission by the Vice-Chancellor of the Allahabad University, which would have the effect of transferring the Science, Law and M.A. Departments to Allahabad.

Some students take up Science for the B.A. degree, others do not. So that if the teaching of science were concentrated at Allahabad, some B.A. students would remain in Agra, others would proceed to an "Agra Hostel" in Allahabad, with the result that a double staff of teachers would be required for English and other subjects.

Again, the Agra College has a large and well equipped laboratory with an efficient Professor of Chemistry, who last year received special praise from Government for the efficiency of his Science teaching.

The sum of Rs. 4,000 has just been spent on gas and water apparatus for the laboratory. If Science teaching were to be transferred to Allahabad, all the money spent by the College authorities in fitting up and maintaining a good laboratory would be wasted.

With reference to the proposed transfer of all Law classes to Allahabad, it has yet to be proved that the Agra College Law class is in any way inferior to that at Allahabad. We have about fifty Law students, who have the advantage of being taught by a Professor, who gives his whole time to the work, and the College students were more successful at the last L.L.B. examination than the Allahabad students.

The transfer of the M.A. classes to Allahabad would not only reduce the Agra College from the position of a first grade college to that of a second grade one, but would operate prejudicially upon our Law class, in as much as students, after passing the B.A. examination, frequently take up the M.A. and the L.L.B. work together.

Moreover the Agra College has for many years been most successful in preparing students for the M.A. examination, and there seems to be no reason why its M.A. classes should be transferred to the care of possibly inferior University Lecturers in Allahabad. I say "inferior" advisedly because the subject which the great majority of students take up for the M.A. is English, which it requires years of Indian experience to teach satisfactorily to Indian students. Young and brilliant University Lecturers fresh from English Universities, would almost inevitably talk over the heads of their audience.

2. *Boarding houses and hostels*—I recommend most strongly that each Boarding house, in return for a small Government grant sufficient to pay for the services of a properly qualified Indian Superintendent, should be subject to Government inspection, and placed under the control of the Principal of the local College.

In Agra in addition to six College Hostels, there are five Caste Boarding-houses. The Caste Boarding-houses, accommodating about 130 boarders, represent every degree of efficiency, from excellent management, down to almost complete neglect.

3. *Underselling*.—The Indian student shows a tendency to go to the cheapest College, and trusts to good luck to pass his examinations.

I give below a comparison between the scale of fees charged at the Agra College (which being in receipt of a Government grant-in-aid has to conform to Government regulations about fees), and the Unaided College of St. John's—

	<i>Agra College.</i>	<i>St. John's College, Agra.</i>
	Fee.	Fee.
M.A. Class	Rs. 9 per mensem.	Rs. 5-8-0 per mensem.
B.A. Class	Rs. 7-8-0 per mensem.	Rs. 4-8-0 per mensem.
F.A. Class	Rs. 6 per mensem.	Rs. 3-8-0 per mensem.

when it is added that at the Gwalior, Jodhpur and Jeypur Colleges, education is free, it will be readily seen how unfair is the competition to which an aided institution like the Agra College is exposed.

4. *Athletics*.—With reference to athletics, I should like to see the University subsidise the Annual University Tournament—a most useful means of stimulating a healthy rivalry in games and manly exercises among our students, but one which will languish and die in the absence of pecuniary support.

5. *University Courses and Examinations*.—With reference to these much discussed questions I wish only to suggest one or two general principles:—

- (a) With regard to the subject of English, it should never be forgotten that we are teaching students in what is to most of them practically a foreign language, and that therefore it is most unwise to set *lengthy* courses either in English Literature or History.
- (b) Cramming cannot be eliminated in India any more than at home, but much may be done to reduce it:—
 - (i) by the setting of questions calculated to test the intelligence and reasoning power of the student rather than his memory;
 - (ii) by doing without specified text books as far as possible. The University could in many cases indicate a standard of attainment without prescribing text books.

T. CUTHBERTSON-JONES,

9th April 1902.

Agra College.

A N S W E R S
TO
"NOTE OF POINTS TO BE CONSIDERED BY THE UNIVERSITY COMMISSION"
FROM
The Managing Committee and Staff
OF THE
CENTRAL HINDU COLLEGE, BENARES.

Answers to "Note of Points to be considered by the University Commission."

3. It is not desirable, in view of the immense area to be covered, that the Universities should become teaching bodies, so far as the ordinary degrees are concerned ; but it would be advantageous for them to undertake the teaching of post-graduate courses, such courses being beyond the resources of the separate Colleges.

4. No local limit should be placed upon the right to affiliate Colleges, and there should be no objection to a College being affiliated to more Universities than one. The frequent transfers of Government Officers from one district to another cause such limitations to affect injuriously the education of their sons.

5. The original Senates appear to have been more wisely constituted than the present ones. The maximum number of 150 members would suffice— $\frac{1}{3}$ to be appointed by Government ; $\frac{1}{3}$ to be heads of First Grade Colleges ; $\frac{1}{3}$ to be elected by holders of degrees above the B.A. or by B.A.'s of 10 or more years' standing.

6. If any legal difficulty has arisen as regards the validity of the actions of the Syndicates, in the absence of any statutory basis, then such basis may be provided ; otherwise it is unnecessary. The Syndicate should be appointed entirely by the Senate, with the exception of the Director of Public Instruction in the Province, who should be a member *ex-officio*. The minimum number of the Syndicate should be 15, the maximum 21. The Syndicate should represent adequately the interests of the Government, and of the affiliated Colleges.

7. The Faculties and Boards of Studies are not at present equal to the duties assigned to them, as is shown by the unsuitable text books set and subsequently withdrawn. They should consist only of experts in their respective departments, and practical teachers should be consulted on the courses set and the books prescribed.

8. A careful register of Graduates should be formed, and provision made for keeping it up to date.

Honorary doctorates may be granted to eminent men, but the conferring of other honorary degrees is not advisable.

9. Under Allahabad University no discretion is allowed as to the granting of certificates, provided the student be of decent character and has made up his attendances. While there are objections to this system, it is considered that, on the whole, its advantages outweigh its disadvantages.

Common Debating Societies and Athletic Tournaments, bringing men of different Colleges together, are recommended.

No age limit should be fixed for the Matriculation.

10. The statement of ill-preparedness in English for the College course is, unfortunately, well founded. The remedy lies in minimising cram by prescribing few text books, and by setting more translations and more unseen passages.

A knowledge of Greek and Latin is unnecessary here, in view of the fact that Samskrit and Arabic are the basis, in India, of a liberal education.

Samskrit, in the Devanagri character, or Arabic, should be compulsory.

Vernaculars should be mastered in the School, and not introduced into Colleges.

Mathematics' course is satisfactory.

Physics and Chemistry are generally taught very imperfectly. The course should be made more practical, and a practical examination should be held.

Geology should be taught, and Botany, wherever practicable.

Biology should be omitted, so long as vivisectional experiments are given in the text books.

Books on History are not well chosen at present.

There is no demand for a School of Theology, and religious teaching should be left to the religious communities to introduce into their Colleges and Schools.

11. It is desirable that the standards of examination should be, as nearly as possible, uniform in the various Universities.

Questions should test the general knowledge of the candidate in the subject in which he is examined, rather than his knowledge of particular books, thus discouraging cramming.

Examiners should be selected, as far as possible, from Colleges affiliated to other Universities than that to which the candidates belong.

13. Disaffiliation should only be made after the expiry of a year after a warning has been given, and then only by a three-fourths vote of the whole Senate.

It is very desirable that the Universities should interest themselves in all matters affecting the physical and intellectual value of the education given in affiliated Colleges. But unaided Colleges should not be fettered with regard to the scale of fees, the communities from which they may draw their students, the religious and moral education they give, and other similar matters. No cast-iron system should be enforced, in view of the immense variety of needs which have to be met in India, and the fact that large numbers of the most intelligent classes are extremely poor.

Combined lectures are not recommended, as they would be likely to injure the *esprit de corps* of the Colleges.

FOR THE MANAGING COMMITTEE,

BHAGAVAN DAS,

Assistant Secretary.

M. MUSHTAK HUSAIN OF AMROHA.

It is a general complaint that most of our graduates spoil their health for the sake of their study. Their mind, body and eyesight become weak and injured by assiduous reading. The University education does not infuse energy and spirit in them. Very few of them appear capable of creditably succeeding in life. All this is due to the defective education called cramming.

The chief defect is this that a candidate who fails in a subject is regarded by the University as an unsuccessful candidate in those subjects also in which he has shown conspicuous merit. He has to prepare himself again in which he had creditably passed. This system badly affects the mind of the candidates. I have often found such candidates becoming discouraged and losing spirit. For this very reason they give up the study altogether. This system should be abolished. It should be at the option of the candidates to take all subjects together or one after another. The unsuccessful candidates ought to be re-examined in those subjects only in which they had come short. The candidates who will prepare one subject after another will prove more able than those who will like to be examined in all the subjects at once. The mind and physical constitution of the former will not be injured by taking different subjects at different times. If they will devote greater part of their age they themselves will be responsible.

2. Another defect in the system of education which encourages cramming is the introduction of numerous subjects in the classes below B.A. Numerous subjects for classes below B.A. The number of the subjects should be increased in accordance with the progress of the students but here the case is reverse. It is a general complaint against our University that the intermediate course is heavier than that of B.A. and the course of M.A. is easier than that of B.A. There are five subjects for intermediate while for B.A. there are only three subjects. The result of this is that many students remain entangled in the intermediate. As regards intermediate my opinion is that it should be abolished and four years course should be proposed for B.A. and the Principals of the colleges be authorized to hold annual departmental examinations and the 4th examination should be conducted by the University.

3. The most objectionable point in the system of education is one which induces students to commit such subjects to memory the study of which requires the application of understanding. History in my opinion, is not a subject fit for learning by heart. To commit History to memory without understanding it is to spoil its goodness. The historical facts are worthy of reading with interest; and the conclusion drawn from them should form the subject of our thoughts and reflection. The most important duty of a teacher in connection with history is to make his pupils accustomed to attend earnestly to the conclusions drawn from those facts. But I regretfully find that the mistake of an examiner sometimes compels students to learn History like Geography by heart. It should not be suitable on the part of a good examiner to introduce too many names of personages and dates in the History paper. I quote the following question put in the History paper 1901 of the intermediate examination section C. question 5, page 512 "enumerate in order and with dates the chief events in the administration of the Marquis of Hastings."

When a candidate will be required to enumerate all the chief events of the administration of a Viceroy not only in order but also with dates he will be encouraged to commit history one page after another to memory.

4. The first course of Mathematics for the intermediate has given much convenience and comfort to those who take 1st and 2nd group in the intermediate class. Still that course needs reduction in Algebra. Its difficult parts should be removed which are of no use to them in their future life.

The geometry is a thing which develops mind, it should be retained in the first course. There is nothing in geometry to learn by heart with the exception of few definitions and enunciations.

5. The Government may fix any age limit it may think proper for the admission of candidates into its service but to provide some age limit for admitting students into college seems unnecessary. A diligent and intelligent boy may acquire competent knowledge to pass the Entrance examination before completing the 16th year of his age, provided he begins the study in proper early age. Our histories of old times show that some of the Ullamas (scholars) who in the time they lived were pride and honour to their community and country, successfully completed their studies at or about the age of 12. The rise of such distinguished persons in a community or nation is always a source of pride and honour. To prevent a nation from acquiring such glory seems by no means proper. I have heard persons complaining that the 16 years age limit does not allow them to attend the Entrance examination and thus their knowledge and time both suffer.

6. A residential university may undoubtedly impart better education to the students than the present scattered colleges. The principle of setting such colleges apart which have adequate materials for the teaching of the special subjects of study is also a very useful one, but looking to the poverty of the people such a scheme, if made compulsory, will prove injurious to the country. Many poor will be deprived of the benefit they are deriving from the colleges near their houses. It must be the duty of the Syndicate of the University to satisfy affiliation possess necessary material fulfil the conditions required for affiliation.

7. I am a trustee of the Mohammadan Anglo-Oriental College, Aligarh, whence the idea of founding a Mohammadan University took its origin. My statement about it may be regarded as my personal view. By proposing such a University we do not mean to establish a Mohammadan University in every Indian Province. The fact is that all the Mohammadans of India now feel interested in the Mohammadan College and it is required now to found a particular University for the Mohammadans which may fulfil their requirements. It does not seem necessary to have dozen of colleges affiliated, but a suitable number of Mohammadan students in the College classes and adequate and satisfactory supply of materials required for the teaching of the course which the University may propose would in my opinion be enough to justify the establishment of such University. The College of Unjuman Himayat Islam, Lahore, the Islamia College of Bombay and Karachi and other national institutions may be affiliated to the Mohammadan University. The time of placing the question of turning the Mohammadan Anglo-Oriental College, Aligarh, into a University before the Government cannot be foretold. It is said that in the case of Mohammadans getting permission to found their own University the other communities will also demand separate Universities for them. As to this point I may say that the founding of the Universities on the principles of self-help should not be objected to.

8. The high rate of fees for the Entrance and other college classes prevent many a student from acquiring higher education. The present heavy amount of fees is more troublesome to the boarders in general and to those of Mohammadan Anglo-Oriental College, Aligarh, in particular, where they have to pay for the rooms they live in, besides other expenses they incur on larger scale. They feel this heavy burden more keenly. I have personal knowledge of the fact that the increased expenses of education have forced many boys of the respectable families to ask for assistance from other persons. I do not mean to propose a general reduction in the scale of fees, but I mean to say that some favour should be shown to penniless and the poor. Government allows 5 per cent free and 5 per cent. half rate scholars which means that the proportion of the rich to the poor in the opinion of the Government, is the same as 90 to 10, which is evidently wrong. Sufficient reduction should be made for the poor. Suitable difference should also be made in the tuition fee of the Boarders and that of the day scholars. Some of our rulers sometimes doubt whether or not the boys, who cannot afford to pay their tuition fees, are really in need of higher education. The cause of this doubt is that they do not possess full knowledge of the social classification

prevailing in the Indian respectable families of Hindoos and Mohammadans. There is no classification in our country according to the degrees of wealth. The wealth and poverty affect the individuals in their private affairs. For instance a poor and a rich person of a community on the occasion of marriage and other family ceremonies are regarded as members of equal position and inter-marriages take place among them. A relative of a Sub-Judge and a Deputy Collector may be a peon, or a box bearer in some Court, but as soon as the son of the peon who has no other national defect than poverty, begins to earn money by means of Pledership or Government service no distinction is to be observed between him and the Deputy Collector or the Sub-Judge. The hereditary poverty of a person checks him from making progress and securing the honourable position in his community. It is urgently needed in this country to adopt every possible means for the education of the poor and respectable families in order that they may make their social position safe. The enhancement of the tuition expenses will prevent the poor and the respectable boys from getting higher education and will make them half-dead in the course of their life; and no course of improvement will be left open to them. Group after group of the respectable families will by degrees fall in the ditch of degradation and this should not be the result of the education policy of the Government.

9. The Directors of Public Instruction have two powers—(1) The power of The appointment of a Committee to assist the Directors. the appointment, dismissal and transfer of the teachers and the control over the working of the schools. (2) The power of fixing of fees and the text books.

I have nothing to say about the 1st point, but as to 2nd point I propose that a committee of non-official members should be appointed to assist the Directors.

The Directors will take the written opinion of the members before passing any order or placing anything before the Government for approval. I mean to say the Directors must take the opinion of the proposed committee while exercising their 2nd power. The members will help the Directors in education matters. There is no such committee in the United Provinces of Agra and Oudh. The work of the office will be increased, but it will add to the excellence of the work. It seems proper to consult sensible persons of the country in education matters before passing any order.

10. After continuous and successive efforts for some years I succeeded in Religious instruction. getting a scheme for religious instruction sanctioned by the Government. I have the honour to enclose the following documents connected with that scheme.

(1) A scheme for the introduction of religious instruction in Government Schools and Colleges, dated Nani Tal, 29th May 1894.

(2) Circular No. 13 of 1896, dated 8th September 1896, on my submitting the scheme the Government called upon the education officers to furnish their opinion regarding this scheme. The next year the honourable A. Cadell, the then Acting Lieutenant-Governor of these provinces, after receiving the reports allowed to give a trial to the religious instruction in the High school of Amroha where I live. There are both Hindus and Mohammadans in this school. The Mohammadans have two sects Shias and Sunnis. The Sunnis made arrangements for religious instruction of their children in the school. The Government after the expiration of six months called upon the Head Master to report the result of religious instruction. I had the honour to see that report. The Head Master acknowledged in the report that religious instruction did not affect the 2nd language of the students who were reading Theology and it produced no religious quarrels among the students of different denominations. On the receipt of this report our late Lieutenant-Governor Sir A. P. MacDonnell sanctioned the scheme for the United Provinces, as the circular will show. In accordance with the terms of the circular religious instruction was introduced in the Amroha High school. The Sunni Mohammadans of Shahjahanpur have also arranged to introduce it in the school of that place.

There is no other scheme, in my opinion, for the instruction of Theology more suitable than one which I have proposed. The good points of this scheme are that it places no responsibility upon the Government and that it is not solely for the Mohammadans and that every religious community is entitled to make arrangements for religious instruction of its members. But the past experience proves that the responsibility of erecting a separate class room placed upon the shoulders of the community desiring religious instructions is an obstacle to the introduction of it in every city and town. The responsibility of the erection of a room for the above purpose should also fall upon the officers who are responsible of providing other class rooms. The inhabitants of other towns have not yet derived any advantage from it on account of there being no rooms available for the purpose. We, the people of Amroha, were fortunate enough to get a mosque within the easy reach of the Amroha High school and at Shahjahanpur they have got a room in the school building. I have mentioned full particulars in the scheme I need not recapitulate them here. I have proved in the scheme that it is impossible to give religious instruction in private houses before or after the school time.

DATED AMROHA;

The 16th April 1902.

MUSHTAK HUSAN.

STATEMENT
OF
NAWAB MOHSIN-UL-MULK, BAHADUR,
Hon'y. Secretary, of the M. A.-O. College, Aligarh.
SUBMITTED TO
THE UNIVERSITIES COMMISSION.

ALTHOUGH, it is generally recognised that the country owes the Government a deep debt of gratitude for its generous policy of conferring on its subjects the benefits of education, it is felt, at the same time, that the system of education adopted by the Universities is defective and unsatisfactory. It would be useless to enlarge on this point. I must say, however, that our thanks are due to the present Viceroy for having taken cognisance of the general complaint. The complaint is not new and has on previous occasions been voiced by a distinguished educationist like the late Sir Syed Ahmed. Writing on the subject he remarked :—"The University does not concern itself with the true abilities of its students or with their moral training. It simply has to do with the answers to the questions set; and I wonder, how far the examiners try to find out the real merits of their examinees while allotting marks. Such being the case, the Colleges have no other alternative but that of preparing their pupils by cramming them up for the examinations. The University possesses absolute control over the education of the whole country and it rests with it whether the education given is of good or bad quality. The Colleges, which are under it, have no powers and if any, the means in their hands are small and of no great consequence."

I have to the best of my ability tried to analyse the general complaint. It appears to me that the general dissatisfaction, to

which I have referred is chiefly based on the following grounds :—

Firstly, the multiplicity of subjects:—It is often said, and it is no doubt true, that the Indian universities have failed to produce an appreciable number of scholars—men distinguished for attainments or research in any particular department of literature or science. This is, in my opinion, due to the fact that our students are taught a little of too many subjects instead of being well grounded in any of them. It is the multiplicity of subjects, through which has been fostered the habit of cram, which spoils the intellect and prevents the creation of a genuine taste for knowledge.

Take for instance the case of the Intermediate Examination for which there are five subjects, and in each of which a certain fixed number of marks must be obtained for a pass. These subjects are so different in their nature that it is impossible for a student to fix his attention upon any one of them or to gain proficiency in any particular department of his educational course. And, since the specialized study of one of the subjects does not compensate for the deficiency in the others, the students are compelled to place themselves upon a lower level of equality in all their subjects. So that each student exerts his brains over the subject which he finds himself most deficient in and for which he has the least natural aptitude and liking. The result of such a system is that hundreds of our students are constrained to waste their powers and are kept back from obtaining true education. Hence, if in the Intermediate class, three instead of five subjects were laid down, and a certain choice given in the matter of their selection, the quality of education would be improved and the specialization of studies made possible and easy.

Our next complaint relates to the system of examination. It is said that the examinations are unnecessarily strict, but a greater evil is the absence of system and of a stable standard of merit, as betrayed by fluctuations in the percentage of passes.

Multiplicity of subjects.

System of Examinations.

The annual percentage of passes in the Calcutta University Entrance Examination, which I have been able to obtain for a few years only, is subjoined :—

Year.					Per cent.
1883	...	...	...	...	50
1885	...	...	...	...	34
1886	...	...	...	...	30
1887	...	...	...	...	66
1888	...	...	...	...	44
1889	...	...	...	...	24

A table showing the percentage of passes in the Entrance, F. A. and L.L. B. Examinations of the Allahabad University for a few years may also be given as below :—

Year.	Entrance.	F. A.	L. L. B.
1889	54	45	50
1890	44	55	44
1891	37	43	36
1892	40	31	46
1893	42	52	49
1895	31	33	31
1896	40	39	23
1897	55	41	21
1898	38	27	24
1899	56	48	27
1900	42	28	13
1901	43	37	...

It is evident from this schedule, that,

- (a) In the Entrance of the Calcutta University the percentage of one year is 66 while that of another only 24.
- (b) In the F. A. the percentage has gone down from 55 in one year to 27 in another.
- (c) In the L.L. B. the fluctuations are more disappointing still. It will be found that while the passes in 1889 were 50 per cent ; in the year 1900 they have gone down to 13 per cent. only.

The moral to be derived from these fluctuations is obvious. In my opinion it clearly points to the necessity of putting a restraint on the individual discretion of examiners by providing a central and so far as possible permanent supervising authority.

There is another matter of great importance connected with the examinations. If a student fails, be that even in one subject only, he is compelled to appear again in all the subjects for a pass. This rule is so severe and harmful that it is surprising to find it enforced and kept on. The effect of it is nothing short of a whole year's loss to the young student, who has to undergo the further unprofitable task of reading over again the subjects in which he had once already acquired proficiency.

My third contention is, that the present system of instruction in the second language does not produce good results. I know a good many M.-A's, who have taken their degrees in Arabic or Persian without having acquired any appreciable knowledge of these languages. They can neither converse fluently nor write out a good piece of composition in any of the languages.

I would attribute this state of things to the fact that examinations do not search out real merit; *secondly* that enough care is not always exercised in the matter of selecting text books, *thirdly* (this is the most important of all,) that the best available teachers are not engaged. In places where professors are able and possessed of literary merit good results are often obtained. I know a number of professors and students who fall under the foregoing category.

To remove the defects mentioned above, I think it would be desirable to form a special consultative committees and to ask the help of outsiders who are not members of the University, and yet who may be rightly held as authorities in this matter. I may remark in passing that the public is already inspired with a strong hope that the education in the second languages will be reformed, since the present University Commission has for one of its members a person like the Hon'ble

**System of instruction
in the second lan-
guage.**

Mr. Syed Hossain Bilgrami, who is as renowned for his Arabic and Persian learning as he is distinguished for his superior attainments in the English literature.

Religious and moral training.

I now come to religious and moral training.—It is a matter of great satisfaction that it is now being recognised that religious and moral training is indispensable to a sound system of education. But, in this connection, there are difficulties which are peculiar to India.

Every body admits, that in a country consisting of so many religions and sects differing from each other in thoughts, manners, and customs, it is impossible for the Government to provide for religious and moral instruction which shall suit the needs of all classes and sections of its subjects. Hence, moral and religious education is a need which every nation or community ought to supply for itself after its own taste and liking; and the Government can only help indirectly according to its old line of policy.

There are some communities which have begun to think of supplying this necessity. But, it is not easy to arrange, for religious and moral instruction of the right kind. It requires great ability, experience, and far-sightedness. I shall revert to this point later on.

**Hostels.
Establishment of—**

Another matter, on which great stress is being laid at present, is the establishment of Hostels. I consider it to be a move in the right direction. At the same time I am doubtful whether the difficulties of managing Hostels can be fully realised without practical experience.

If the conception of a boarding-house be merely that of a collection of boys lodged in a set of rooms, provided with food, and looked after nominally by a superintendent, or a board of managers, it must be a very poor conception indeed. Such an institution had better be called an inn rather than a boarding-house.

In the light of an experience of twenty-five years, I may say that the establishment of a boarding-house is not only a difficult, but also in some cases a risky undertaking. I have visit-

ed many boarding-houses in various parts of India. I found most of these located in bad situations. The houses are so narrow and dark that light and ventilation are hardly sufficient there.

There are others which are well built and situated in suitable localities. But what is their real condition? There is no attempt at regulating the boarders' lives after school hours, and no special arrangement for forming their characters.

The boarders do not enjoy the privilege of intercourse with their teachers. There is no arrangement for moral and religious instruction; and supervision is very often quite ineffective.

Not only did these boarding-houses create a bad impression upon my own mind, but some of the boarders, themselves, told me that the place where they lived was not, properly speaking, a boarding-house but a mere *serai*. They said, that the rules of the boarding-house simply existed on paper, and not in actual practice; that the managers and members of the superintending committee were only nominal, and did not inspect the place for months and months together; and, that they were compelled to reside there because by living near the college or school they would be saved the trouble of coming from the city.

Considering that the matter is a most important one it may not be out of place to mention the essential features of a good Boarding-House. To begin with it should be in the hands of experienced persons—people acquainted with the objects of the Boarding system and the methods of attaining them. Sanitation, medical attendance, supply of wholesome food stuff, games and physical exercise:—these are some of the requirements which will have to be carefully provided for if a Boarding-House is to fulfil its objects. The establishment of societies and clubs, should also engage our attention, for it is well known that these exercise considerable and a most wholesome influence on the students' character.

Taken separately these may appear to be small matters of detail, but details are of the utmost importance in Boarding management. They constitute the lever which raises the character of our students and marks them out from people who are not fortunate enough to have been brought up in well ordered homes or hostels.

The details which have to be attended to in managing a Boarding-house worth the name are, however, intimately connected with the home life and social and religious system of the communities concerned. That being the case, it would I think, be very difficult for the Government, to undertake the management of large hostels. Being Government institutions these hostels would, of course, be open to all communities alike ; and this feature would greatly enhance the ordinary difficulties of regulating the lives and habits of young Indians through the intervention of Government officers. In my opinion, the Government cannot, and in all probability will not, undertake the responsibilities, which must devolve on the managers of such Boarding-houses.

I have heard of some hostels in Bengal, which the Government have tried to work through Committees. But these establishments are said to have altogether failed to fulfil the desired objects.

The difficulties in the way of Government management being what they are it is highly probable, that the desire for the extension of the Boarding system, which has taken such a hold on the public mind, will result in an increase of what may be termed national institutions. I shall, therefore, offer a few suggestions which may be useful in the management of such establishments.

These institutions may fall under two different categories :—

- i. Institutions which are carried on by a staff of Indian gentlemen.
- ii. Institutions which are worked by a mixed staff of Europeans and Indians.

Now I do not wish to disparage Indian talent. But, I doubt, whether the Colleges falling under the first category would, for a long time to come produce men of the requisite type, men equipped with liberal education and sound training. I may not be a good judge of the wants of other communities ; but I am quite sure, that the Mahomedan community cannot do without the help of European scholars from Cambridge and Oxford.

Now, as regards institutions falling under the second category. Let us suppose (as is actually the case in some instances) that the power of the purse and chief control is vested in a Board of Management or of Trustees, consisting of Indian gentlemen. In this case it is highly probable that the Indian gentlemen entrusted with supreme control would evince a not unnatural desire to exercise personal supervision over the Boarding ; while, the European professors, in their turn, would urge that they could not undertake to influence the character of their students if Boarding management were taken out of their hands. This state of things will give rise to differences, which might be further accentuated by the fact of the employers being Indians while the employes are Europeans. The best way of preventing complications, is to demarcate the spheres of action, so that each section of the institution's well-wishers may render it the service which it is best fitted to perform.

Now, my idea is, that though there may be learned and able men, very few Indian gentlemen have practical experience of the inner working of large hostels. It is, therefore, desirable that the management of Boarding-Houses should be left in the hands of the European staff. We should entrust the work to European members of the staff not only because they only have the requisite experience and skill, but also, because it will never do to separate moral training from mental education. But, while expressing this opinion, I wish to say that before putting them in charge of such institutions we should

see that our European principal, and his European assistants, are men of the right type. They should have genuine sympathy with our aims and objects, should treat our boys as they would their own children, should carry out our rules and their dealings with the Trustees and Indians generally, should be characterised with courtesy. But, while the executive business of the Boarding should be made over to European officers, there are many other duties which should and, in fact, could be performed by Indian gentlemen, only. However good natured and willing a European professor may be we cannot expect him to look to the religious and spiritual training of our boys. He can neither be expected to foster and develop national feeling or characteristics. These and similar functions which have a bearing on our national life or religious, can best be performed only by a member of our own community be he a Hindu or a Mussulman.

For this reason in a Mahomedan institution I would place an enlightened Mahomedan between the European professor and his Mussulman students. It is by utilising European and native talent, alike, that the best results can be achieved. It is only by these means that we can produce a body of men who should be characterised by the culture and practical energy of the west, while retaining the religions and manners of the east.

Now as to the Trustees or Board of Indian gentlemen. I am far from advocating a policy of inactivity. However hard working and patriotic they may be they will find that their duties are heavy enough for them. It will be for them to collect subscriptions; to supervise disbursements of funds; and to see that their European and native officers discharge their duties properly. Beyond this, they need not go. If the Board desired to take upon themselves the heterogeneous functions of the Engineer, the Principal, the Professor, the School-Master and the Governor of the Boarding-House, the inevi-

table result would be that, in the first place, they would find no time left to do their proper duties; and secondly, in the event of their overstepping their own sphere, they would cause discontent and discouragement.

Public interest in hostels being what it is, the practical working of a large Boarding-house like our own cannot be uninteresting to the reader. I shall, therefore, give a few details as to our system of working the residential system.

The head of the executive department is the Honorary Secretary of the Trustees but the practical work of keeping order and regulating life in the Boarding-house is carried on by a European Principal and a European Provost. These gentlemen, who have fully identified themselves with our cause, are supported by an efficient staff of Mahomedans; consisting of a Dean, a Proctor, and a large number of Sub-Proctors and some of the Trustees, residing in or about Aligarh, work on Committees, in which members of the staff also have seats. Apart from questions of discipline, nearly all matters of importance come up before the Committees, and are settled by the Trustees and staff acting in mutual co-operation.

Our residential quarters are divided into a number of quadrangles, and there are a few detached Bungalows which afford special facilities to any non-Mussulman students who may care to join. Boys under 14, have a quadrangle to themselves, it having been built to suit the requirements of the closer supervision necessary in their case.

All boarders are required to attend the mosque for prayers and to dine together at least in the evening. At present, there are 417 boarders; of whom 74 are under 14, and these are not accompanied by any relations.

Now, apart from any other causes which may be operating in our favour, the chief reason why

• System of working
the residential Board-
ing-house system

we have been working smoothly enough is that we have to deal with one community only; and that, a community characterised by absence of prejudices, in respect of ordinary functions of life, eating, drinking and living.

But, in spite of the favourable circumstance referred to, we have to face many difficulties; and heavy as our expenditure is, we shall have to raise it before these difficulties can be coped with. I have referred to the difficulties, because, I think they are not fully appreciated. In my own mind, however, they occupy a large space. I admit, that when I think of the difficulties which we have surmounted and which we have still to face—difficulties connected with finance as well as practical management—grave doubts arise in my mind, as to the feasibility of establishing hostels of the proper type in sufficient numbers.

Expense

It is obvious that the establishment of hostels and similar proposals all tend in one direction, *i. e.*, the improvement of the quality of education. This is no doubt most desirable, but we should remember that a large proportion of our students are recruited from classes which are comparatively poor. Even, such parents as are fairly well off, are not accustomed to spend largely on the education of their children. That being the case it is, in my opinion, very doubtful whether well-ordered hostels, which must necessarily be expensive will attract students in large numbers. Of Mahomedans, at all events I can speak with confidence. The nobility, and other wealthy classes are still so apathetic, that in considering educational matters they might be left out altogether. The rest of the Mahomedans, it is well known, are generally too poor to incur heavy expenses on education, and even when this is not the case, there is a marked reluctance to spend money on accessories which are not essential for success in the examinations. All they desire is that their boys may pass, and consequently the College which secures the highest percentage of passes is the

best in their estimation. In most cases they neither care for Boarding-houses nor appreciate their advantages.

The case of the M. A.-O. College, which attracts students in such numbers, is a special one. It has taken us 28 years of very hard work to convince the Mahomedans that the investment is worth making, and the experiment worth trying.

The minimum expenses of a boarder in a good Boarding-house would be Rs. 20, and in most cases Rs. 30, per mensem. This amount is exceedingly small in comparison with what is spent in Europe, but Indian parents consider it to be exceptionally large. How heavily it would press on many Mahomedan parents, is known to us from experience in our own College.

There are at present about 300 boarders, belonging to school classes, who bear their own expenses. But in the College classes, there are many students who are unable to pay their fees without assistance, in the shape of wazifas. These scholarships, aggregate between Rs. 6,000 and 7,000 per annum, and but for this assistance, half, perhaps, more than half, of the College class students would be compelled to discontinue their studies.

There is a desire in certain quarters to make residence in a Boarding, a *sine qua non* for every student. In my opinion this would be inadvisable. It would lead to increase of expenditure and would, thus, place education beyond the reach of a very considerable number of students.

Such a proposal is sure to be very unpopular, and the public would look upon it as a device for retarding the spread of education.

I am equally opposed to the idea of placing all Boarding-houses under the authority of the University. The Trustees, and supporters of a Boarding-house, like that at Aligarh, would not consent to its being controlled either by the University or the Government. But apart from

**Should residence in
hostel be compulsory ?**

**Should University
have authority over
all hostels.**

particular cases it is not in my opinion proper for the Government, or the University, to make itself responsible for the management of Boarding-houses. The College is simply for education. On the other hand a Boarding house is meant for general instruction and training, which would be incomplete without moral and religious education. The latter, is not only necessary, but to separate it from general instruction would be to take the life from the body. In state Boardings the Government, can neither incur the expenses of religious instruction for all communities, nor can it arrange and control it. All the Government can do in this direction is to give permission and afford facilities to the local leaders of the public to arrange for such instruction. The Director of Public Instruction in these Provinces, has permitted such arrangements in his Circular No. 13 of 1896.

Religious instruction

As religious instruction is attracting considerable attention I wish to make it the subject of special comment. My remarks will, however, apply chiefly to Mahomedans.

Religious instruction may consist either of a complete course or it may be only elementary. To combine, a complete course of theology with the University education, is impracticable.

The University cannot be reproached for it, as no such combination was attempted even when Mahomedans had their own Colleges. The instruction then imparted was of two kinds. It comprised either philosophy and science (*maqool*) or Theology (*manqool*). More attention was paid to the former, the corner stone of the well-known Nizamia system, which included only as much religious education as was absolutely necessary.

It is feasible to impart religious education on the Nizamia system, in Government or aided Schools, *i. e.* to give just as much of it as is necessary for ordinary purposes of life. But, it is of utmost importance, that the preceptors should be people of the proper type. Great care should be taken in the selection of these teachers, and

the books they are to teach, in order that the students may be prevented from becoming irreligious, on the one hand, and bigotted, narrow-minded, on the other. Every religion has divines of two different types *i. e.* those who preach toleration, teach lessons of brotherly love and union, and, those who propagate bigotry, narrow-mindedness, and ill-feeling. Instruction under persons of one type, will tend to create virtue, and spirit of fraternity, among mankind. On the other hand, the instruction founded upon prejudice, and narrow-mindedness, cannot fail to produce evil results. Religious instruction, may, on the whole, be compared to a compound which contains both poison and elixir, and the life or death of those who use it will depend on the ingredient which they take in.

In the M. A. O. College, as is well-known, we have made religious instruction both for Shias and Sunnis, an integral part of our education. We prefer to lay stress on the principles of morality, rather than on the details of ritual. In our religious instruction, we teach our students that the essentials of religion are to help those related to us ; to show compassion and kindness to all the creatures of God ; to cultivate gentleness, modesty, and courtesy ; and to curb anger and pride. Then we teach, what our duties are towards God ; the duties of one Mahomedan towards another, and of a man to his neighbour, whatever his religion, and our right behaviour towards the other nations, with whom we live. We teach, the excellence of truth, and its various kinds—truth of the heart, truth of the tongue, truth of our intentions, truth of our promises, and truth of our actions.

I am glad to say that our efforts have met with success. The great difference which exists everywhere between the Shias and Sunnis, is conspicuous in our College, by its absence. Mahomedans of all sects live, dine, and play together in perfect unity of brotherhood, and, what is even more remarkable, they offer their prayers in the same Mosque in their own respective ways. The

students of our College have friendly relations with Hindus also. The difference of religion does not stand in the way of union.

Mahomedan University

In the end I only wish to say one thing more. It is this, that the present Universities are quite unsuited to meet the peculiar necessities of us Mahomedans; nor, do we think, that they can be even made to do so after their remodelling and reform. This question has been continually before us. It has been considered and discussed for the last thirty years, and the opinion which the late Sir Syed Ahmad, held and which his followers still strongly hold, is that our needs can never be supplied so long as we continue to be dependent upon the Universities, not controlled by us. We, therefore, wish to take the responsibility of educating our people upon ourselves. For the full information of the Education Commission, as to the necessity of a Mahomedan University, its nature and objects, as well as our plan of forming it, I beg to submit a copy of the report of the Committee formed in 1872, to promote and spread education among Mahomedans, and a copy of the Hon'ble Mr. Syed Mahmud's scheme of 1872, together with some other important papers, connected with the movement.

We cannot say when we shall be in a position to make a formal application to the Government. It may be that like Sir Syed Ahmad, we may also pass away leaving the object of our endeavours unattained. But, we are nevertheless firm in our belief, that the establishment of a Mahomedan University, which shall be national rather than sectarian is an urgent necessity; and we are encouraged by the hope that as the small school originally established has grown into a grand College, so, there will come a day, when the College also will expand itself into a University.

MOHSIN-UL-MULK.

III.—ALLAHABAD.

HONORARY SECRETARY, MUHAMMADAN ANGLO-ORIENTAL COLLEGE,
ALIGARH, TRUSTEES.

OBJECTION TO THE CENTRALIZATION OF LAW CLASSES.

While your honourable Commission was sitting at Allahabad a proposal was made to it for establishing a Central College there for the study of Law, the present law classes in other colleges of the Allahabad University being done away with. This proposal will very seriously affect the welfare of all the colleges concerned, and especially that of the College at Aligarh: and we desire, therefore, to submit to you some considerations which seem to render such a change inadvisable.

- (a) It is obvious that the abolition of the law class in a College deprives it of many students, and so diminishes its funds and lessens its power for good. And this effect will be far-reaching: for students prefer to study from the first in the place where their studies can be carried through to the conclusion they desire. Those, therefore, who intend to adopt the legal profession will, if they can, go to Allahabad not simply for law-classes but for the whole of their University career.
- (b) On the other hand, many students who now look forward to useful and honourable work in the legal profession will have to give up that hope if residence at Allahabad is made a necessary preliminary. Allahabad is not central as regards the United Provinces, nor is it cheap to live in: students will be burdened with serious travelling expenses, at the same time that their food and lodging will cost more than it does now. Those only, if this proposal is carried out, can hope to become lawyers who either live in Allahabad or are rich enough to afford easily the extra expense; and we submit that residential or pecuniary qualifications should not be allowed such weight in determining any man's legal capabilities. Mr. Justice Knox in his evidence seemed to contemplate that this difficulty might be overcome by the awarding of scholarships to students from the outside towns: "the Professor," he said, "might have 50 or 60 students instead of 9 or 10, and the cost might be equalized to individuals by the aid of scholarships." But, unless lecture fees are much raised, the amount so obtained for distribution in scholarships would be insignificant; and from what other source can scholarship funds be obtained?
- (c) The proposal is supported by allegations that the colleges at present have no proper arrangements for giving a sound and thorough education in law, while the existing system of law lectures is said to be defective. It would surely be fair to point out these defects and give time for their remedy before proceeding to so drastic a cure as abolition. In this matter we desire to make plain the position of the M. A. O. College. We have hitherto tried at least not to fall behind the standard of the Muir Central College. Till recently, that College had one Professor of Law delivering 72 lectures a year to his classes. We have also had one Professor, a barrister of recognized ability, who delivered to his classes at least 90 lectures a year. Recently the Muir College strengthened its staff by the addition of two lecturers in law, and we have done the same; so that our law staff now consists of Professor Sahibzada Aftab Ahmad Khan, B. A. (Cantab.), Barrister-at-Law, and two lecturers, Maulvi Bahadur Ali, M. A., M. B., and Sheikh Abdullah, B. A., LL. B., both Vakils of the High Court. Further more, we are ready to go on improving our arrangements

for education in law to meet the requirements of any reasonable standard that may be fixed ; and we have already authorized the Principal of this College, who is now on leave in England, to secure if possible the services of an English Barrister who would devote his whole time to the work. We therefore submit that the allegations above mentioned do not apply to this college and form no argument for the abolition of the law-classes here.

- (d) But we wish further to urge on you the special claims of the M. A. O. College for consideration. It is the only college in the United Provinces which makes a distinctive feature of the residential system. We desire that our students shall have the advantage of that continual personal contact with their teachers and each other which is so essential a feature of genuine University training, so desirable and yet so rare a feature of Indian University life. We believe that they are obtaining this advantage and deriving great benefit from it ; that from it, indeed, comes that honorable position of Aligarh students to which Mr. Lewis, the Director of Public Instruction, referred in his evidence before you. Now our capabilities for good depend largely on our revenue, and therefore on the numbers of our students ; so that by abolishing our law-class you will both lessen our power of doing good work and remove many students, at a critical time in their life, from the influence of surroundings which have hitherto been an acknowledged benefit to them. And it is to be noticed that an injury done to the M. A. O. College is not merely of local importance. If our capacity for good is lessened, Mahomedans all over India are affected, for our students are drawn from every province of the Indian Empire.
- (e) We therefore beg that your honourable Commission will take into consideration the arguments we have here put forward, and will not be easily persuaded to endorse a proposal so mischievous to our welfare and so little necessitated by existing circumstances.

M. A. O. COLLEGE ;
ALIGARH,
The 3rd May 1902. }

MOHSIN-UL-MULK,
Honorary Secretary,
M. A. O. College, Trustees,
Aligarh.

ALLAHABAD III.

Dated Cawnpore, the 30th April 1902.

From—The REVD. A. CROSTHWAITE, B A., Honorary Secretary, the Missionary Educational Union of the United Provinces of Agra and Oudh,

To—The Secretary, the Universities' Commission, Simla.

I have the honour to forward to you a copy of a Resolution passed by the Missionary Educational Union of the United Provinces of Agra and Oudh at a meeting held at Agra on the 18th instant, with the request that you will place it before the Universities' Commission.

The Resolution is given below.

Resolution passed at the meeting of the Missionary Educational Union of the United Provinces of Agra and Oudh, held at Agra on April 18th, 1902.

RESOLVED—

That this Union desires to place on record its very strong protest against the present system of teacher-examinerships prevailing in the Allahabad University.

In as much as—

- (a) It cannot but be a gain to a student to have an examiner acquainted with the peculiarities of his style, and
- (b) familiarity with the examiner's method and emphasis in teaching undoubtedly gives an advantage to his own students not possessed by those of other institutions.

That to overcome these difficulties, the Union would suggest that some arrangements be made with other Indian Universities by which, through the interchange of examinerships, the necessity of teachers' examining in their own subjects, and, amongst others, their own pupils, be obviated.

That a copy of this Resolution be forwarded to the Universities' Commission.

**MR. THEODORE MORISON, PRINCIPAL, MUHAMMADAN ANGLO-ORIENTAL
COLLEGE, ALIGARH.**

In the evidence given before the University Commission at Allahabad a question was asked concerning the Muhammadan University which we hope may some day be founded in Aligarh, and I fear the impression has got abroad that that scheme originally put forward by the late Theodore Beck has been dropped. This is a mistake, the Directors of the Aligarh College and the Muhammadan community in general are as anxious as ever to raise the Muhammadan College to the status of a University. The question has been kept prominently before the Muhammadan community and has been the principal subject debated at the last four Muhammadan Educational conferences, held, respectively, in Lahore, Calcutta, Rampur and Madras; but we have not brought it to the notice of Government because we are aware that many years must elapse before we are in a position to ask for a charter. The arguments in favour of such a University seem, however, to me as strong as ever and I venture to recapitulate them lest the Commission should arrive at conclusions which would make the creation of such a University impossible in the future.

The Commission will almost certainly have been convinced that our Indian Universities suffer from the want of co-operation among the Colleges and that the cure for some at least of the evils from which we are suffering would be found in the concentration of the Colleges of one University in one or two localities. Lucknow, Benares, Allahabad and Aligarh are all complaining that they have to teach concurrently in four centres what could very well be taught in by one College if all the students were assembled in the same town, and among the teaching fellows of the University there is, I think, a general wish that we should economise our forces by concentration and the consequently possible division of labour. But the practical difficulty lies in originating a centripetal tendency which would determine the students towards a given centre. It is clear that there is no such tendency at work at the present moment and the growth of the Allahabad University has been synonymous with the multiplication of educational centres. Except by the unpopular exercise of supreme authority I do not see how the people are to be made to concentrate for educational purposes in one locality as long as our University is conducted on the present lines. It is clear that parents will not send their sons away from home for the sake of better teaching; the success of second rate Colleges serving particular towns effectually disposes of that illusion. The only force that I can see capable of generating this centripetal tendency among the people is religious or denominational (gaumi) zeal. We see to-day that Muhammadans will come from Burma or Baluchistan or Madras to read in the Muhammadan College in Aligarh and I have little doubt that the same will shortly be true of the Hindu College in Benares. Thus there are already indications of a natural determination of scholars towards one or two educational centres selected by the people themselves and not by Government and I would ask the Commission not to legislate in such a way as to make a redistribution of our educational forces upon these lines impossible in the future. I do not think that it would be impossible to create real teaching and residential Universities if a fresh grouping were permitted in accordance with the sympathies of the people.

Denominational Universities are of course out of fashion in Europe, but I fail to see what practical evils are feared from them in India. The obvious arguments against denominational Universities in England or Europe are (1) that they foster the narrow prejudices of a sect which it is desired to merge in the common nationality; and (2) that they may interfere with the freedom of conscience by imposing oppressive religious tests, but it is not clear that these constitute very serious dangers in India.

With regard to the first objection it might be enough to say that the present system which allows of denominational Colleges exposes us to exactly the same dangers as a denominational University. The student educated at a denominational College like the Muhammadan Anglo-Oriental College in Aligarh or the

Central Hindu College in Benares or the Kayasth Patshala does not really come into contact with students of another race or religion for all that he is an undergraduate of the undenominational University of Allahabad, his association with them is limited to the juxtaposition of his name to theirs in the Government Gazette which publishes the result of the examinations. Bhagwan Das of Benares and Muhammad Abdullah of Aligarh are officially returned as undergraduates of the same University, but in practice each is unaware of the other's existence, so that if there is evil in denominational Universities the present system while avoiding the name gives it us all.

But my own belief is that denominational Colleges do not breed intolerance or sectarian bitterness; such feelings I think are strongest in Colleges in which Hindus and Muhammadans are in something like equal numbers and in which Hindu and Muhammadan parties exist in consequence. In Aligarh on the contrary there is a particularly friendly predisposition towards the Hindu College of Benares and the Aligarh boys spontaneously collected for the College a small subscription among themselves.

The second objection to denominational Colleges is even less applicable to Indian conditions. A denominational University need impose no objectionable religious test in India because the religious status of every man is recognized by law. The Universities would not interfere with the liberty of conscience to any greater extent than the Civil law.

The evils of denominational Universities would therefore appear to be much smaller in India than in Europe and such a distribution of our educational forces would secure undeniable advantages which it seems hopeless to expect from the present system.

The promoters of the Muhammadan University scheme wish to make residence in the University quadrangles compulsory on all undergraduates and they do not desire to affiliate any institutions outside the University town. They would desire to have these conditions embodied in the charter and this would make it easy to insist upon all denominational Universities that might afterwards come into being conforming to the same conditions.

The advantages which such a system of University education would secure will be obvious to the Commission; they might be summarised under these heads—

- (1) Economy and organization of teaching power.
- (2) Unity of aim and uniformity of standard throughout the University.
- (3) Residence of students in properly regulated Boarding Houses with the consequent stimulus to intellectual activity, the growth of *esprit de corps* and the intimate association of teachers and pupils.
- (4) The solution of the difficulty of religious education.

I am inclined to lay great stress upon this last advantage, because I think the need for some religious education is very great and I cannot believe that the question will ever be adequately dealt with in our existing secular Universities. As soon, however, as higher education is handed over to the different denominations each of them will set to work to provide a religious education for members of their own community. I am convinced that one of the first acts of a Muhammadan Senate would be to create a Faculty of Theology, and I cannot imagine anything more beneficial to the Muhammadan community at large. The course in Muhammadan Theology would certainly be taken by very few students, not probably by so many as now read for the B. Sc. of the Allahabad University; but the creation of a good school of Muhammadan Divinity would be of enormous benefit both to the community and the students. At present, it is generally recognized that such a school does not exist throughout the Islamic world; the teaching of the schools of Mecca or of the Azhar University in Cairo is known to be as unsatisfactory as that of Deoband. The Faculty of Theology would give the best men the opportunity, which they are looking for, of remodelling

the religious education of their community in an authoritative way. At present the enlightened leaders of the community are wholly out of sympathy with the existing theological schools and they would be powerless to reorganize them even if they cared to. But there is hardly a man of influence in the Musalman community who does not desire the teaching of a sober and rational Islamic theology and if the Faculty of Theology were constituted I believe the best elements of Muhammadan society would combine to settle this question upon a satisfactory basis.

THEODORE MORISON,

9th May 1902.

UNIVERSITY OF THE PUNJAB.

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From - within

Punjab.

Note by the Reverend H. D. Griswold, M.A., Ph. D., Professor of
Philosophy and History, Forman Christian College, Lahore.

1.—Distinction between 'Pass' Courses and 'Honours' Courses.

IT seems to me that it would be unwise to introduce such a distinction, and that for the following reasons:—

(1) This distinction has not been widely recognized as useful. So far as I know, it has been adopted only in the Universities of Great Britain and in some of the Universities of the colonies and dependencies of Great Britain. Its purpose in the British Universities seems to have been to provide a plan whereby the sons of the wealthy and titled might by taking a 'Pass' course enjoy the benefits of University life and culture without the necessity of very rigorous effort, while the comparatively few ambitious and brilliant students, especially if poor, would read for honours. This separation between unambitious students, whether brilliant or dull, and ambitious students has not been widely adopted in the Universities of the world, although it is in harmony with the traditions of Oxford and Cambridge.

(2) In the undergraduate courses the less brilliant students need the stimulus of the presence of more brilliant men in the same classes and lectures. To separate the two classes would be detrimental to the best interests of the less brilliant or the less ambitious class. A naturally able student may be lazy. He needs the stimulus of equally clever men who are industrious in order to be incited to do his best.

(3) Such a division as is involved in the distinction between 'Pass' and 'Honours' courses would greatly increase the labour and expense of any particular College without any corresponding benefit except to the comparatively small number of students who are fitted to take an 'Honours' course.

(4) If all who read,

for honours should be sent to one particular College where alone provision is made for the teaching of 'Honours' courses, a severe blow would be struck at the efficiency and dignity of all other Colleges throughout the province, which teach the same subjects.

II.—The higher degrees.

There are, it seems to me, several defects in the University regulations concerning the courses leading to the M. A. degree: (1) It is a two years' course as prescribed by the University, but nearly always students take their examination after one year. Two years' residence and study in some College centre ought, in my opinion, to be insisted on. (2) There is in general inadequate equipment for giving instruction to M. A. candidates. This might perhaps be partly remedied by a system of co-operation between different Colleges in one place as in Lahore. The University also might do something by way of providing specialists in at least one or two subjects. No subject, in my opinion, needs the trained specialist so much as History and Political Economy, if the candidate for the M. A. degree in History is to be adequately prepared. It is not facts that the advanced student of history needs so much as a grasp of historical method and the power to conduct historical research on critical principles. This power can best be acquired by bringing students into living contact with an historical specialist who is himself actually engaged in research. The critical investigation of a special period or of a special historical problem would furnish the best training for the purpose. In nothing is the Indian mind so deficient as in the historic sense, witness the lack of history in Indian literature. This defect can be remedied not by the study of history as a memory-exercise, but only through such practical work as involves a training in the principles of historic evidence. There is very much work of this sort to be done in India. A work on Political Economy with Indian conditions in mind is yet to be written. An economic history of India somewhat after the manner of Cunningham's book on "The Growth of English Industry and Commerce" is also a desideratum. A specialist in History and Political Economy, if possessed of an adequate grasp of the languages and

literature of India, might help to supply these needs and at the same time give advanced students an invaluable training by associating them with him in his researches.

III.—The question of Examinations.

There is an impression abroad that the system of examinations in the Indian Universities encourages "cram." In my opinion there is truth in this charge. At the same time, it has been greatly exaggerated. There is probably no more encouragement to cram in the Indian Colleges because of University examinations than there is in the Gymnasiums of Germany. Undergraduate students ought to get an accurate acquaintance with their subjects, call it 'cram' or what you will. But the method of examination ought to be somewhat different in the case of post-graduate students reading for higher degrees. If the teachers, *e.g.*, of M. A. English, could form a committee of examination and be given reasonable liberty, it would, in my opinion, be an improvement. This would be practicable if residence were made compulsory for the M. A. degree and if no College were permitted to prepare students for the higher degrees, unless, either alone or in conjunction with other Colleges in the same town, its equipment and staff reach a certain standard. But this involves the question of affiliation rules. In my opinion a thesis or dissertation on some theme connected with the special course of the student might well form a part of the course and be presented finally as a part of the examination. This would be the best test of the candidate's judgment, power of thought, and literary expression. In this way, the emphasis would be placed on the cultivation of something else besides memory.

IV.—The question of a Teaching University.

It does not seem to me to be wise for Government to enlarge the teaching functions of the Punjab University, except along the line of technical and professional training and along the line of equipment for training candidates for advanced degrees. The Punjab University already has under its care a Law College and an Oriental College. To this extent it is already a "Teaching University." It might also look forward to the founding of a School of History and Political Economy, a School of Mechanic Arts and a School of Agriculture. It is to me very doubtful whether University instruction as opposed to College instruction would be more efficient in the undergraduate courses, and certainly the cost

INDIAN UNIVERSITIES COMMISSION, 1902.

Punjab.

Note by the Right Revd. G. A. Lefroy, D.D., Bishop of Lahore.

I WILL put down quite briefly those of the subjects which seem to me of the greatest importance:—

- (1) The securing, in some way, of more effective, positive moral teaching in our Colleges. The results of the present system I believe to be, in many aspects, negative and disintegrating to a sad degree.
- (2) The improved constitution of the Senate, so that Fellowships shall not be given simply by way of compliment, but be restricted to persons interested in education and with the necessary qualifications for taking an intelligent part in the management of the University.
- (3) If it were possible to develop, under due control and with proper safeguards, the Boarding House system, which fosters so much *esprit de corps* as well as securing for the students much more quiet and uninterrupted opportunities for work, I think the gain would be very great. The evils which have arisen in Calcutta, and other of the older centres, from the concentrating in the town of large numbers of pupils, independent of any Boarding House system or proper moral control, are notorious and terrible. *Every* effort should be made to escape them. The Boarding House question is, however, one of

extreme difficulty, and I am not at all sure that much can be done except in Missionary Colleges, where there are men ready to give themselves to the students at all hours and thoroughly make friends of them.

- (4) Stricter rules of affiliation.
- (5) I should be glad to see some hygiene included in the list of subjects for teaching. Dealing as we are with a country where the most deplorable ignorance of the rudimentary laws of health prevails, I think our curriculum of studies should recognise this in a way and to a degree which would be wholly needless at home.

I recognise of course the very high importance of many of the other subjects noted for consideration, but these are the ones that come especially home to my own mind.

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Punjab.

**Note by the Revd. A. C. Clarke, M. A. (Cambridge), Principal
of the Church Mission College, Amritsar.**

It has been suggested that some steps should be taken to alter the character of the University of this Province and to add teaching to its functions.

While in full sympathy with the proposal in general, I think there are real objections to it in the particular case of Indian education. My reasons are as following:—

The moral and ethical side of education requires special emphasis in the India of to-day. As has frequently been pointed out by high officials in Government service, what we should look for as the outcome of the education we supply India with is not well-instructed Bábús, but honest and trustworthy men, men of principle, who can be depended upon as law-abiding citizens and loyal servants of the State.

One great factor in the production and cultivation of character is personal influence, and in any scheme of University education the value of the personal equation must not be ignored.

This, I fear, may take place if the reform proposed is carried out. For, given the Punjab University becomes a teaching body, lectures in certain subjects will, I take it, be thrown open to the different Colleges situated in a given place. Students will then, with their Principal's consent, elect which lectures they will attend, and should the lectures they select be at outside Colleges will for certain hours in the day leave their own College. The result of this must inevitably be the weakening of those ties which bind them to their own College, and of the influence their Professors exert on them.

I admit there are many methods of exerting an influence on students, but one of the strongest and most effective is through being in direct and constant, almost permanent, contact with them, and their inner life and thoughts can hardly better be influenced and moulded by Professors than in the lecture-room.

Personally I should be extremely sorry if my opportunities of bringing my personal influence to bear on the boys were in this way curtailed.

INDIAN UNIVERSITIES COMMISSION, 1902.

Punjab.

Note by the Revd. George Waugh, M. A., B. D. (Edinburgh),
Principal of the Scotch Mission College, Sialkot.

I HAVE the honor to make the following suggestions for the improvement of the University system :—

1. The courses of reading for the University Examinations should be shortened, but the percentage of marks required for passing should be raised. The result of this would be more thorough knowledge, and graduates of a better stamp.

2. In the examination for degrees some general questions, on the subjects fixed, should be set not directly taken from the prescribed text-books. This would discourage cram, encourage general reading, and result in better mental culture.

3. In the High School and in the Arts Course in Colleges languages should not occupy such an important place. More prominence should be given to Science and Logic.

4. In the appointment of examiners care should be taken to secure conscientious and patient men rather than brilliant scholars, as the candidates are so numerous, and much time is necessary for proper work.

5. The length of time allotted to the Middle School Examination should be greatly shortened. All the compulsory subjects should be overtaken in three days at the most.

6. Some check might be put upon affiliated Colleges which give additional advantages to scholarship-holders.

7. A better system of Discharge Certificates is necessary.

INDIAN UNIVERSITIES COMMISSION, 1902.

Wm. Waring

Punjab.

No. 1230 G., dated Lahore, 27th March 1902.

From—M. L. WARING, Esquire, C. S., Registrar, Chief Court, Punjab,

To—The Director of Public Instruction, Punjab.

WITH reference to letter No. 514, dated the 11th March 1902, from the Vice-Chancellor of the Punjab University, forwarding a note of the points to be considered by the University Commission, I am desired to forward, for the consideration of the Commission, a copy of Memoranda recorded by the Hon'ble Judges of this Court.

Memoranda recorded by the Hon'ble Judges of the Chief Court, Punjab.

THE difference between this University and the Allahabad University, as far as Judges are concerned, is that here Judges are *ex-officio* Fellows, while in the Allahabad University they are all appointed by the Chancellor or elected. All are Fellows.

A. H. S. REID,

14th March 1902.

Judge

I DO not wish to give evidence before the Commission.

A. H. S. REID,

14th March 1902.

Judge.

I HAVE received a separate communication from Mr. Bell, and have expressed my readiness to be examined by the Commission. I am also going to send a memorandum of my views beforehand.

As regards the question of *ex-officio* Fellows, I agree with the Vice-Chancellor that they are too many, and that at present there is no good reason why the old practice should be maintained. Many of the *ex-officio* Fellows take little interest in the affairs of the University, and some hardly ever attend its meetings.

The Judges of the Chief Court and the Financial Commissioner must, however, be well represented in the Senate, as they have intimate connection with the branch of law, and are deeply interested in the law examinations.

The local legal profession, constituted by the successful students of the law department of the University, is practically under the control of the Judges and the Financial Commissioner, and it is necessary, in order that they might work in harmony with the University, that they should take part in the deliberations of the Law Faculty and Syndicate.

The Accountant-General has definite functions in the University, and it is proper that he should be a member, and so should the Director of Public Instruction. The Principals of the Lahore Government and Medical Colleges ought to be members also. As regards the rest there is no such necessity.

P. C. CHATTERJI,

14th March 1902. Judge.

I THINK the list of *ex-officio* Fellows is too long, and that it is not necessary for all the Judges to be *ex-officio* Fellows. A proportion, say half, of the Judges should be *ex-officio* Fellows, and the Judges should say which of their body should represent the Court.

W. O. CLARK,

17th March 1902. Chief Judge.

I THINK the number of *ex-officio* Fellows should be reduced.

F. A. ROBERTSON,

18th March 1902. Judge.

I AGREE with the Hon'ble Chief Judge. I have no evidence to offer.

R. L. HARRIS,

18th March 1902. Judge.

I THINK all the Judges should be Fellows *ex-officio*; perhaps it is not necessary to make Additional Judges Fellows also.

J. A. ANDERSON,

18th March 1902. Judge.

INDIAN UNIVERSITIES COMMISSION, 1902.

Punjab.

Note by Rai Bahadur K. P. Roy, M.A., B.L. (Calcutta), Pleader,
High Court.

IN my opinion it is desirable that University should be a teaching body. It means a good deal of expenditure. I am inclined to think that the Government in initiating the movement must have already taken this element into consideration. The further difficulty exists in the present state of Colleges, as they are scattered over different places and are differently constituted. This difficulty is no doubt formidable at present, but time and money will surmount it. A beginning ought to be made now, for if this opportunity is lost it may not come within a reasonable distance of time.

The University with its affiliated Colleges ought to be at a respectable distance from a busy and populous city. There it will enjoy fresh life and be free from temptations.

The Professors and teachers should be competent men *who have mastered the art of imparting education*. These gentlemen, whether European or Native, should study the national life of Indians and should train up Indian students on national basis. A tutor or Professor should have a reasonable number of students under him and ought to be held responsible for their educational career. There should be perfect accord and sympathy between Professors, teachers and students. Any racial difference should be altogether forgotten. Their points of contact should be more enlarged and more frequent.

The Boarding-Houses of Colleges should be under careful, sympathetic and healthy supervision. The students should be trained to respect and love their teachers and Professors and to show them obedience in every way; while the students should be looked upon as their sons by their teachers and Professors whose anxiety for their welfare should be manifested in every direction.

The out-door sports and exercises ought to be made attractive to the students, though care should be taken that the same may not monopolize their whole attention and operate to injury of study. The students, whether in study or physical exercises, should be taught self reliance.

I think it is desirable that there should be moral teaching for students, but considering different religions prevailing in India any such attempt may do more injury than good. If proper care be bestowed on the selection of Professors and teachers their examples and sayings will amply supply the want

I think the Senate of the Punjab University is rather unwieldy. The numbers should be reduced to 60. The *ex-officio* members should cease to exist. The Rais members who come in by way of compliment and do not understand the system of University education can be very well spared. The missionary and educational members should have a fair representation and no more. They should not be allowed to monopolize the power with the European members nominated by the Government. The educated Punjabis ought to be more in number in the Senate than they are now, either by nomination or election. They have the greatest interest at stake. They are well fitted to take intelligent action. Some persons who are men of learning, experience and broad views may be nominated to the Senate. The official element should not be allowed to preponderate.

The Syndicate here as elsewhere have usurped the power of the Senate. This should be remedied. It can be remedied by placing the Syndicate on a statutory basis or by allowing the Senate as a body to elect members for the Syndicate or by making the Syndicate an academical body by some other method. It appears that nearly the same members form the Syndicate and so they have been gradually acquiring the feeling of right of permanency.

The graduates of certain standing and on certain conditions should be given the power to elect Fellows of the University. A register of graduates up to date ought to be kept up, and the privilege of election in the way indicated

above be given to them on a small annual fee. The elected members ought to be at least half if not more of the full number of Fellows. In the nomination of members the sole consideration should be competency of the members and no racial difference should be allowed to have any share.

I think the tenure of Fellowship should be limited to five years and should be liable to forfeiture on account of consecutive absence for six months. But the members retiring will be eligible for re-election or nomination.

The members of the Senate ought to be fairly distributed into different Faculties and Board of Studies. Some of them may be allowed to remain outside them. The quorum of Faculties and of Boards of Studies ought to be raised, and certainly as regards Oriental, Arts and Law. The Board of Study should be encouraged to consult specialists. The Senate should appoint Examiners.

As the cramming begins in School, attempt should be made to stop it there. The best way to stop it is to see that good and competent teachers are appointed in Schools. It is a delicate task to draw out the powers of a boy and to make him learn for himself. The test of examination should be to discover how far the boy has learnt self-culture, and not cramming. The cramming or improvement of memory ought not to be altogether discouraged, as in its reasonable form it is a great help to education as well as to learn foreign languages.

I think that the Matriculation Examination may be allowed to stand till the scheme of teaching Universities is complete. I think the Matriculation test ought to be reduced and not raised. There should be text-books of English in this examination. There should be no age limit.

The post-graduates ought to be provided with scholarships to carry on researches. This will prevent the determined and eminent graduates from being lost in the multitude after having attained honours in the Universities. They may further be provided with posts in Government service.

There should be a good library and laboratory.

It is desirable that there should be a list of recognized Professors and teachers, but it is not necessary at present that it should be adopted in all its severity. It will suffice at present if the University lays down the standard of their qualifications and enforce it by periodical supervision.

I think it is necessary that there should be moderators or some such scheme to prevent vagaries in questions at examinations.

I am clearly of opinion that there should be examination of students in the few subjects they have failed, within a year. It is a great hardship to call upon them to pass another examination in all the subjects in the following year.

I think the test of one University should be accepted by the other, as otherwise it works to the injury of students.

h. m. - witness

Punjab.

Note by Rai Bahadur Lala Sagar Chand, B. A. (Calcutta), retired
Inspector of Schools.

Suggestions for the University Commission.

I.—On the power of conferring Honorary Degrees.—The power of conferring honorary degrees on individuals which has been given to the Punjab University by Section 16 of the Act of Incorporation might occasionally be exercised in favour of Indians. Hitherto these degrees have been bestowed on non-Indians exclusively—mostly on Patrons of the University, or on its Chancellors or Vice-Chancellors. The Patron is the Viceroy, and it is right that the University should pay its homage to the representative of the Sovereign. The Chancellor and the Vice-Chancellor render important services to the University, and the degrees bestowed on them are the offerings of gratitude. But the other individuals similarly honoured have also been non-Indians. I do not mean to insinuate by this that they were undeserving of the distinction. On the contrary, none were ever more worthy. But merit in Indians should also be recognised, and that our countrymen are not altogether devoid of it, is shown by the fact that recently two residents of Delhi have had the degree of LL. D. conferred on them by the University of Edinburgh. This would not only be a graceful act on the part of the University, but would greatly tend to promote the study of the Eastern Classical languages and literature, one of the special objects for which the University was established.

It may not be out of place to mention here that the Bombay University has since its incorporation in September 1857 exercised its power of conferring an honorary degree in favour of only four gentlemen, while the Madras University has conferred such a distinction on one individual only, the Reverend Dr. Millar.

II.—On Section 5, Act of Incorporation.—Section 5, Act of Incorporation requires amendment. At present if a

Vice-Chancellor has to leave India temporarily during the term of his office no officiating successor can be appointed to him. This has led to irregularity, and it does not look well that the University itself should set an example of breaking the law.

III.—Election of Fellows.—The power of electing Fellows has been given to the Senate by the University Act, but it has long been practically deprived of it. The reason, I believe, is that the power was, in some instances, not wisely exercised, the Fellows being influenced in their choice by the solicitations of the candidates and their friends. The punishment was, it seems to me, too drastic. The object of preventing the election of not duly qualified men might easily be secured without overriding the law, inasmuch as the Act makes elections subject to the approval of the Chancellor, who has therefore simply to withhold his sanction in the case of ineligible persons. Or the academic qualifications for a Fellowship might be laid down in the Rules and Regulations, which as rendering direct official interference needless seems clearly the better course.

The power of electing Fellows should, in my opinion, be restored to the Senate, with proper safeguards against its abuse.

(2) Graduates of the University should also be given the right of electing some Fellows. I have no fear that they would make a wrong use of the privilege. They might, for the present, be allowed to elect one Fellow annually.

IV.—Discussion of certain questions relating to the constitution of the Senate.—Three questions call for consideration here—

- (a) Should there be a maximum limit for the Senate?
- (b) What should be the qualifications for a Fellowship?
- (c) Should a Fellowship be terminable or permanent?

Question (a).

(2) The object of settling a limit to the growth of deliberative assemblies is that they may not become unwieldy, and so interfere with the despatch of

business. This mischief is averted in the case of our Senate by the fact of the Fellows being scattered over the whole province. As a rule, it is only the fellows who reside in or near Lahore who have attended Senate meetings in the past, and who are likely to attend them in future.

This, it may be said, makes the Mufassil Fellows practically non-entities. But, in the first place, every Fellow belongs to some Faculty or other; most Fellows indeed to more Faculties than one. Every Fellow, therefore, has it in his power to influence the deliberations of his Faculty or Faculties either by giving his personal attendance and vote at its or their meetings, or by stating his views in writing on the questions to be discussed, and transmitting them to the Registrar. He can thus both originate measures, as well as express his opinion on what is already before the Faculties. This is not a mere supposition. Instances have occurred in which Mufassil Fellows have by correspondence influenced the views both of the Syndicate and the Faculties to which they belong.

In the second place, all proposals having for their object the making of Statutes, Rules and Regulations under Section 18 of the University Act have to be submitted to every Fellow, resident in India, for opinion, before the same can be submitted to the Senate.

In the third place, no matter relating to any Faculty can be disposed of by the Syndicate, without being first referred to that Faculty for opinion, thus giving its members a fresh opportunity of having their say upon the matter, if it is one falling under Section 18 of the University Act.

Finally, Fellows can vote by proxy at meetings of the Senate.

These provisions give all Fellows, whether living at the capital or in the Mufassil, a potent voice in the Councils of the University, if they choose to exercise their rights, and they can scarcely under the circumstances be called non-entities.

Not only is no limit required for the Senate to prevent its meetings becoming unwieldy (such a result being already impossible), but there is, as far as I am aware, no evidence of there ever having been any desire anywhere to go on increasing its numbers unduly. During the 20 years the University has been in existence, the numerical strength of our Senate has remained practically stationary, it having 135 Fellows now, including the *ex-officios*, against 123 originally. Thus the great majority of the nominations made since 1882, the year of the University's birth, have had for aim merely to fill up the gaps caused by death and retirement.

Moreover, there is an advantage in having no maximum limit, as it enables a specially qualified man, whenever available, to be added to the Senate at once, without his having to wait for a vacancy.

Those who say that the Senate should not consist of more than 30 or 40 members should show what great advantage would result from it, which we have not now.

Question (b).

(3) As to the qualifications for a Fellowship, it is provided in Section 6 of the Act of Incorporation that the following persons shall be Fellows :—

- (a) Every person who has held the office of Chancellor.
- (b) All persons holding for the time being such offices under Government as may from time to time be notified.
- (c) Persons whom the Chancellor may appoint by name, as being eminent benefactors of the University or promoters of the movement in favour of the Punjab University College, or persons distinguished in Literature, Science, or Art, or for zeal in the cause of education.
- (d) Persons elected by the Senate with the approval of the Chancellor.
- (e) Representatives of such Native States as may be notified.

Each of these provisions may now be examined to see if it opens the door to any class of persons to whom objection can be taken, or keeps out any whose presence on the Senate is desirable. This is specially requisite as it has been said that in the appointment of Fellows in the Indian Universities educational qualifications are little regarded.

Now condition (a) is not open to objection on this score, though it seems to be of no practical value whatever. The Chancellor being the Head of the Local Government, he can only cease to be Chancellor when he ceases to be Lieutenant-Governor, and retires to England, and from that distance he can do little good to the University. No such provision, it may be added, is found in the Acts constituting the Calcutta and Madras Universities.

Condition (b) relates to *ex-officio* Fellows. Now it is certainly desirable that Government should be adequately represented on the Senate, and the selection of officers for the purpose seems on the whole very appropriate. But the list given includes the Accountant-General, two Commissioners, three Deputy Commissioners, and the Chief Secretary to Government, and it does not appear on what grounds these officers have been chosen. There appears no special fitness in their case. I would in place of these six officers substitute the Chief Commissioner and the Judicial Commissioner of the new Frontier Province, the Commissioner of Pesháwar, and the Assistant Inspector of Schools of the Frontier Province, and abolish the remaining two *ex-officio* Fellowships.

I propose the substitution on the ground that the Frontier Province is unrepresented on the Senate, while it prepares boys for the examinations of the Punjab University having no University of its own.

The Chief Secretary to the Local Government was, it may be added, not a Fellow until 1900.

Provision (c) includes first eminent benefactors of the University, and promoters of the movement in favour of the Punjab University College. Here there is an opening for men of little or no education to get into the Senate. But I see no reason why a Fellowship should

not be conferred on an unlearned man, if he satisfies the condition prescribed. In no deliberative assembly does every member take a special interest in its affairs, or has the capacity for suggestion. Even among men of the same qualifications, some are prevented by indolence or indifference from exercising the power of thought.

The important inquiry, therefore, in criticising the constitution of such assemblies is whether there is provision, under the rules, for a sufficient number of duly qualified men to get into them. If so, that is enough. But in the case of men of the class in question it can never be said that they feel no interest in the affairs of the University, their interest in it is measured by the magnitude of their services.

The latter part of rule (c) provides for the appointment of men eminent for their learning or for zeal in the cause of education. Here there is ample room for placing on the Senate men of the class desired by the reformers, and if we examine the list of our Fellows, it will be found that a sufficient number of persons, able to give a right direction to the operations of the University, has, under this rule, been put upon the Senate.

I now come to rule (d). The number of elected Fellows is, I believe, very small, as the Senate's power of electing members has long been in abeyance. Here there is certainly room for unfit persons occasionally to get in, and, as stated previously, it was, probably, the injudicious exercise of the power in some instances that led to its suspension. This door to favouritism should be closed by the academic qualifications for a Fellowship being clearly laid down.

Provision (e) calls for no remark. The Native States whose representatives are, by this rule, given seats on the Senate contributed materially to the funds of the University, and their representatives are rightly appointed Fellows.

I think, therefore, the complaint that in the appointment of Fellows in Indian Universities educational qualifications do not receive due recognition is groundless so far as the Punjab is concerned.

These, however, are not the only considerations which should guide us in making such appointments, and our law very properly recognises. At the same time, as already admitted, there is under one rule an opening for unqualified men to enter, and measures should be taken to stop this.

Question (c).

(4) The last question proposed for consideration in connection with the subject of the constitution of the Senate is whether Fellowships should be terminable or permanent. My answer to this may be gathered from what has been said in reply to the first question regarding a maximum limit to the Senate. In my opinion Fellowships need not be terminable. Instead of making them terminable let notices of Faculty meetings contain full details of the Agenda, with the reasons for each proposal, to enable Mufassil members to submit suggestions on the points to be considered by their respective Faculties.

The same plan should be observed in issuing notices of Syndicate meetings.

I may add that this reform was suggested to the Syndicate long ago, but no heed was paid to the suggestion.

V.—The Syndicate.—Our Syndicate exclusive of the Vice-Chancellor consists of 20 members distributed as follows :—

Arts Faculty, 5 ; Oriental, 5 ; Law, 3 ; Science, 3 ; Medical, 3 ; Engineering, 1.

The Syndicates of other Universities are smaller. But I do not think that our Syndicate should, for that reason, be reduced, considering the number of our Faculties, and that no Faculty has an excessive representation on the Syndicate. Nor does it, in my opinion, need enlarging, as all interests seem adequately represented.

The method of appointing Syndics is as follows :—Each Faculty, some time before the month of November every year, chooses its representatives for the year following ; and their election is confirmed by the Senate at a meeting held in that month.

This, as stated, seems unobjectionable ; but no rules are laid down how the election of Syndics in the Faculties is to

be conducted ; and as a consequence, the procedure has often been adopted of proposing from the chair the re-election *en bloc* of the outgoing Syndics. This has prevented the election of new members, especially when the chair at these meetings has been occupied by the Vice-Chancellor, who being generally a high official, people fear to oppose him. The matter was brought to the notice of the Syndicate in 1897, but its reply was that it did not think it advisable to fetter by any rules the choice of the Faculties, as if any body desired this, as if the object of the suggestions made on the occasion was not to secure freedom of choice to the Faculties in a greater degree than was possible under the existing conditions.

It seems to me that the procedure to be observed at the election of Syndics should be clearly defined. Especially the practice of proposing from the chair the re-election of the old Syndics should be forbidden ; and the voting at the election should be by ballot, and not by a show of hands. This is especially needed to save members the unpleasant necessity of voting openly against their friends, should duty require it, and to give freedom of choice to those who hold subordinate positions in the service of the University, and who, under an open system of voting, naturally hesitate to vote against the nominees of their superiors.

The Director of Public Instruction, the Principals of the major Arts Colleges in Lahore, and the Principal of the Medical College might be *ex-officio* Syndics.

Note.—If the constitution of the Syndicate is entirely re-modelled, care should be taken that it does not become sectarian.

INDIAN UNIVERSITIES COMMISSION, 1902.

Punjab.

Note by M. Crosse, Esquire, M. A. (Cantab.), Inspector of Schools, Lahore Circle, and Inspector of European Schools, Punjab.

THE following points deserve consideration :—

(a) The admission of scholars to the University Examinations from institutions not observing Inter-School Rules. Unless the University supports the Department in this matter, the latter can have no control over discipline.

I suggest—

(1) that schools sending in candidates as *School candidates* be compelled to observe Inter-School Rules ;

(2) that scholars from schools not observing Inter-School Rules and private candidates be made to pay double fees.

(b) The question of optional subjects in the Entrance.

(1) At present the University permits *one* optional subject to be taken up, but does not demand a pass in that subject. The effect of this is, that boys and in many cases teachers neglect the teaching of important school subjects on the ground that, being optional, they do not matter.

I think a pass should be demanded in the optional subject taken.

(c) Text-books in English.

The University does not prescribe fixed text-books. The consequence is that the courses fixed for schools are not read with that care and thoroughness they should be, and frequently too little is read, with the result that boys on joining Colleges have not been trained in that accurate and systematic study of the language which is so essential to sound scholarship, and so they are unable to do themselves or their Professors justice when compelled to study fixed books. I suggest, therefore, that text-books be prescribed.

INDIAN UNIVERSITIES COMMISSION, 1902.

Punjab.

Note by Lala Sheo Lal, B. A. (Calcutta), Inspector of Schools,
Mooltan Circle.

1. *Teaching Universities.*—I am not in favour of a Teaching University ; and the Oriental College attached to our Provincial University does not seem, in respect of its utility, to have justified its cost.

2. *Sphere of Influence.*—No University should have a sphere of influence, and no local limit should be placed upon the right to affiliate Colleges.

3. *Constitution: The Senate.*—It would seem expedient to give the Senate a more definite constitution by limiting the number, by prescribing the qualifications of persons to be appointed, and by providing that Fellowships shall be vacated by non-attendance at meetings.

The tenure of Fellowships should be changed by making them terminable after every five years.

At the Senate meetings the Syndicate's proposals should not be adopted as a matter of course without being discussed.

4. *The Syndicate.*—The number of syndics at Lahore as at present fixed is not suitable ; the Aided and Unaided Colleges are not adequately represented, and those in certain Native States not at all.

The Syndicate should also be terminable.

5. *Faculties and Board of Studies.*—Every Fellow must be assigned to one or more Faculties ; recognized Professors and Graduates with Honours in the special subject of the Faculty should be added ; and when Fellows are elected, the election should be by Faculties, not by the general body of graduates.

6. *Graduates.*—I would not empower Universities to confer the M. A. or other suitable degree on recognized teachers who come from other Universities ; and would not allow a B. A. to become an M.A. in Persian or History in which subjects the M. A. Examination should be abolished.

7. *University Teaching.*—To improve the knowledge of English of the under-graduates so as to make them profit by the lectures they attend in Colleges the minimum pass marks in that subject in the Entrance and F. A. Examinations should be raised to 40 per cent.

Compulsory religious education, or provision for a School of Theology, seems to me impracticable in a country like India which is full of innumerable sects and creeds. Article 453 of the Education Code, however, allows, under certain restrictions, religious instruction being given in any Board School in the Punjab out of school hours ; and nothing more than that can or should, I think, be done in this Province, in this respect, at present.

8. *Examinations.*—I would abolish the Middle School Examination. In the Entrance Examination I would make Science compulsory and History and Geography optional ; and replace General Geography by Commercial Geography.

As far as possible, the Standard Examinations of the various Universities should be uniform ; and before appointing any Teacher or District Inspector as an Examiner the Inspector should be asked confidentially if he has any objection to such an appointment. And no Vernacular Teacher ought to be allowed to be an Assistant Superintendent at a University Examination as already suggested, in some degree, in the case of the Punjab, with reference to Punjab Government (Education Department) Under-Secretary's Circular No. 17, dated 12th October, 1889, in Director of Public Instruction's Circular No. 6, dated 2nd March, 1897, which, I do not think, is strictly attended to.

Male Teachers' Certificate Examinations and the Middle Standard Examination of European Schools should also be held by the University.

9. *Affiliated Colleges.*—In these Colleges I would urge the introduction of moral training as a special subject. The improvement and extension of institutions under private managers should be principally taken care of.

The proposed visits, by the Commission, or Sub-Committees of the Commission, to a certain number of Colleges should, I think, include also a visit to the Sádiq-Egerton College, Baháwalpur State, in the interests of sound education in such Colleges.

INDIAN UNIVERSITIES COMMISSION, 1902.

Punjab.

Note by Lala Nand Kishor, B. A. (Calcutta), Inspector of Schools, Jullundur Circle.

3. *Teaching Universities.*—I think it is altogether impracticable that the Universities may also be teaching bodies, as it will be very difficult for them to keep up a staff of Professors or Lecturers.

In one or two branches, such as Law, Medicine and Engineering, which are centralized in one place only, namely, the seat of the University, it will be possible to appoint Lecturers, and in those branches only the University may be a teaching as well as an examining body.

It is not expedient to make a list of recognized Teachers or Professors, as it will greatly hamper the work of Colleges of humble means and aims, as they will not be able to secure their services; but the lowest academical qualification for a Lecturer or Professor must be fixed by the University as a condition of affiliation, in order that men of low qualification and of no educational worth may not be able to find their way into Colleges as teachers, as is the case in several High and Middle Schools under private management in the Province.

4. *Spheres of Influence.*—Each University should have a sphere of influence and a local limit to affiliate Colleges, as it will be difficult for another University to keep an eye on the staff and discipline of a College situated at a distance in another part of the country. Besides, if a College fails to get an affiliation in the local University, it may get it somewhere else which will not be consistent with the rules of discipline. But the standards of examinations of all Universities must be the same, and a graduate or undergraduate of one University ought to have all the privileges he enjoys in all the other Universities.

5. *Constitution: the Senate.*—In my opinion it is useless to have a very large Senate. The number should be limited and the qualifications prescribed. All the members must be literary men, and men of influence also. The Fellowships should not be vacated by non-attendance at meetings, as such a rule will give preference and a chance to local men only, but the tenure of office may be limited to a number of years.

8. *Graduates.*—There is no harm if the University is empowered to confer the M. A. or other suitable degree on recognized teachers who come from other Universities.

9. *Students of the University.*—I am of opinion that when a student has attended a certain percentage of lectures in a College, say 75 per cent., he must have a right to demand a certificate from the College and to be sent up for the examination. Now sometimes certificates are too easily granted and sometimes unnecessarily withheld. In the same way a certain percentage, say 50 per cent. attendance at the lectures of a session, must be the necessary condition for granting a certificate for a College at its discretion.

11. *Examinations.*—Efforts must be made to keep always in view a uniformity of standard by the selection of well qualified examiners. At present sometimes the standard is too stiff and sometimes too easy, and therefore the results generally for each year considerably vary, although the institutions sending and preparing candidates continue as efficient as ever.

12. *Registrar and Staff.*—Yes, the Registrar should be a whole-time officer, and his staff good and efficient, and I think this is the case in our local University.

13. *Affiliated Colleges.*—The rules of affiliation should be so framed that none but efficient Colleges should enjoy the privilege, and the maintenance of future efficiency should also be secured by means of a periodical inspection either by the Education Department or members of the Senate.

With the exception of Government institutions under the same management, it is impossible to secure in India either combined lectures or forms of co-operation in two or more Colleges in the same place.

Punjab.

Note by Lala Kedar Nath, Head Master of the Municipal Board
High School, Jullundur City.

1. It has been the custom in Indian Universities to examine an unsuccessful candidate in the subjects in which he has passed as well as in those in which he has failed each time he goes up to the examination. This would seem to be a hardship to students going up for standard examinations, the passing of which is a *sine qua non* for public employment and for receiving professional education in Technical Colleges. The practice prevents candidates from confining their attention to the subject or subjects in which they are specially weak.

To obviate the too often serious hardship entailed on pupils of Schools and Colleges by the rule in question, it would appear to be necessary to permit plucked candidates to appear at subsequent examinations only in the subjects in which they have failed.

2. The Punjab University admits to the Entrance Examination every one who is able to produce what is called a certificate of good character. No certificate of qualifications is required. Nor has it been considered necessary that a student must pass the Middle School Examination before being allowed to appear for Matriculation. It is not cared in the least whether there is any possible chance of a candidate's passing the examination. The natural result is that students who have left school from a Middle Class, and who have not been studying since either at school or at home, are admitted to the Entrance Examination as private candidates without producing any certificate of qualifications. Such students appearing for the Punjab Matriculation from the North-Western Provinces and Oudh can now be counted, not by tens, but by hundreds. Most of these appear at the Delhi centre of the Entrance Examination.

I should beg leave to suggest, therefore, that all private candidates for the Entrance be required to submit a certificate to the effect that there is a reasonable hope of their passing the examination.

3. It has been noticed that the standard of examinations of the Punjab University has not been uniform or nearly so from year to year. There have been great and sudden fluctuations in this respect. The public naturally desire a remedy for this defect.

4. It would be advantageous to fix a course of reading in English for the Entrance Examination of the local University.

5. The candidates for the Entrance Examination might advantageously be required to explain passages from the English text-book or elsewhere *in English*, instead of being asked to translate them *into the Vernacular*. This would place English on a better footing in our educational institutions.

6. The paper (*b*) in English in the Entrance Examination of the Punjab University need not be compulsory.

7. The maximum marks in each compulsory subject should be equal.

8. The Examiners for the Entrance Examination should be required to point out the chief defects observed by them in the answers of the candidates in the various subjects, and the University to publish these for the information of the schools concerned.

INDIAN UNIVERSITIES COMMISSION, 1902.

Punjab.

Note on the Engineering Class of the Punjab University by Percy Brown, Esquire, A. R. C. A., Principal of the Mayo School of Art and Curator of the Central Museum, Lahore.

IN 1872 His Highness the Mahárája of Patiala gave to the Senate Rs. 15,000 to found the Patiala-Mayo Readership to be awarded to a deserving student with a knowledge of English or Arabic or Sanskrit or who could translate these languages into English.

In 1873 the Senate opened an Engineering, and Surveying Class and it was then arranged that the Patiala-Mayo Reader should be a selected man qualified to teach this class. Since then the Mayo-Patiala Reader has been the Engineering Master in charge of the Punjab University Engineering Class. In 1889 this class was transferred from the Oriental College to the Mayo School of Art, since which time it has been supervised by the Principal of that institution.

Students who have passed the Entrance Examination of the Punjab or Calcutta University are eligible for admission on a monthly payment of Re. 1.

The course extends over two years, and the final examination is held by the University and is equivalent to the "Sub-overseer" Examination held at the Engineering College, Roorkee.

The average daily attendance for the past five years has been—

1897.	1898.	1899.	1900.	1901.
17	29	41	43	52

The number of students who have
Examination re- sults. passed the examination
 during the last five
 years has been--

1897, 7 out of 7; 1898, 3 out of 7;
 1899, 18 out of 22; 1900, 10 out
 of 20; 1901, 7 out of 18.

Practically every student who passes
Employment. the examination obtains
 employment, the average
 salary being Rs. 40.

The majority of these young men quali-
 fy as Sub-Overseers, but any who succeed
 in obtaining more than three quarters of
 the marks in the University Examination
 usually obtain employment as Overseers.

The number of applications for ad-
 mission to this class is increasing rapidly
 and the demand for young men who
 have received the University certificate
 continues to be steady.

The students who attend are usually
 inhabitants of places like Gujranwala,
 Jullundur, Gujrat and places of a like dis-
 tance from Lahore, and they say that they
 cannot afford the extra living expenses
 at Roorkee which is, moreover, far away
 from their homes.

Personally I do not consider the two
Improved Course. years course long
 enough to enable these
 men to get a really sound knowledge of
 the work that is expected of them.

They join, many of them, without
 ever having had a pencil in their
 hands and in two years' time are turned
 out as draftsmen. To some of them the
 drawings for the Public Works Depart-
 ment are entrusted, and frequently in
 time they have not a little to do with
 the designing of buildings erected by
 the Government.

On this very scanty preliminary edu-
 cation the engineers and architects of the
 future are being trained, and an extension
 of the course to three years and the study
 of architecture and freehand appears
 necessary.

This will mean that the control of the
Control. Engineering Class must
 still be part of the work
 of the School of Art. I know of no
 other institution that could be respon-
 sible for this part of the Engineer's
 training.

The accompanying note was the result of a meeting arranged between the Executive Engineer and myself when details of this class were discussed. The matter was not carried further, as this officer almost immediately left the district.

In November last Rái Bahádur J.ála Ganga Rám, Executive Engineer, Provincial Division, Lahore, recommended the following changes in the statute of the University :—

(a) In paragraph 7 instead of Lower Division and Upper Division, 2nd Division and 1st Division be introduced.

(b) The final examination should be totally abolished, as we have neither the staff for instruction nor means for holding examination. Moreover, we feel that no private student, however clever, can pass a technical examination befitting him for the rank of Assistant Engineer without going through the regular college course. If these recommendations are concurred in, paragraph 10 should be erased and paragraph 11 be modified accordingly, so as to state merely that the certificate of the First Examination in Civil Engineering will be considered equivalent to the Roorkee College certificate for Lower Subordinates of the Public Works Department.

(c) No objection to special certificates being granted to say "with special qualifications of (i) a Draughtsman and Estimator, (ii) a Surveyor." The former to be given to one who obtains $\frac{3}{4}$ ths marks in estimating and drawing and the latter to one who obtains $\frac{2}{3}$ rds marks in Surveying and Drawing.

(2) He recommends further that the University course of studies should be assimilated to that in vogue at the Roorkee College both with respect to syllabus as well as standard.

(3) A teacher on a pay of Rs. 80 rising to Rs. 100 should be obtained from the Public Works Department (services being obtained on loan) and keep a lien on his appointment in the Public Works Department.

This teacher to teach the subjects of Engineering and Surveying.

(4) The present man to remain Assistant Teacher and to continue to get his pay as Mayo-Patiála Reader.

(5) The scholarships to be abolished.

(6) Fee to be raised to Rs. 2 per mensem, half of which should be given to the School of Arts for contingencies.

(7) Examination fee to be raised to Rs. 25 instead of Rs. 16.

(8) The School of Arts should be fitted up with surveying instruments, drawing boards, T. squares, &c., for which an allotment of Rs. 1,000 is required.

INDIAN UNIVERSITIES COMMISSION 1902.

Punjab.

Note by P. S. Allen, Esquire, M. A. (Oxford), late Professor of History, Government College, Lahore.

1. A scheme for a teaching University does not seem to me likely to be successful. University Professors, as distinguished from College tutors, are designed for the prosecution of research and for the very highest teaching in their particular subjects; and their pupils should be, not the undergraduates, but the College tutors, who look to them for guidance and information as to the continual growth and extension of each subject, as a result of study. In the Punjab at present there is practically nothing in the way of research; and until there is something of a *learning* public in the University apart from the undergraduates University teachers are not wanted.

Also, unless the whole system of rules for service under the University is revised, the University could not undertake to employ skilled labour upon any large scale; a body of amateurs with inadequate business experience is not competent to deal rightly with questions affecting the claims of its servants or its own credit as an employer of labour, unless the conditions of its service are more definitely specified than they are at present.

2. The institution of a University Entrance Examination, as apart from a Schools Final Examination, is an excellent proposal to enable the University standard to be raised without putting the schools into a difficulty.

3. To have a three-years course for the B. A., instead of four, and to remove the Intermediate seems to me dangerous. The English Universities adopted the principle of dividing the course into parts, because it was found that with the examinations far distant, it was difficult

to find an adequate incentive for the undergraduate to work during his early terms. The Intermediate Examination should aim at examining on *half* the work of the course, and at leaving *part* behind; instead of being merely a less difficult examination than the final.

4. The proposal for an undergraduates' Fellow seems to me undesirable. There is an instance of apparently democratic government in the Oxford proctors (and Cambridge), who were originally representatives elected by the Arts Faculty and gradually acquired irresistible influence in the government of the whole University; but this character has long passed away and they are now in no sense representative of the undergraduates. So long as the *status pupillaris* lasts, it seems to me wrong to encourage undergraduates to the expression of opinions on matters in which they are keenly interested, but on which they are not competent to form sound judgments.

5. For inter-collegiate lectures there is plenty of room—in the B. A. and M. A. teaching. The number of teachers is necessarily small and their efficiency would be greatly increased, if they could divide the ground to be covered, instead of each one attempting to deal with the whole. I think this system would require uniformity of fees: though I am inclined to think that the diversity of fees, if retained, might urge the Colleges to a rivalry in making themselves attractive, principally by the care taken of their pupils by their tutors, which would be beneficial to all. This would need to be backed up by a strong system of affiliation rules, which would make it difficult or practically impossible for students to bounce to and fro between the Colleges according to their passing caprices.

6. To turn to questions affecting the Government College alone, I think it would be a thousand pities to get rid of pupils altogether, and let it become a merely lecturing institution. In all education the most important side seems to me to be the moral; what a nation requires in its teachers is (1) that they should be strong, vigorous, highminded men, capable of moulding the characters of their pupils by example, and withal intelligent enough to know their own ignorance; and that they should be

learned is only the *second* consideration. Beck's reiteration, that the College tutor is the first Englishman that the Indian boy meets, dwells constantly with me. I am sure it is of the utmost importance that the Government College should continue to act as a sphere of personal contact between Englishmen and young India; important for the stability of the British Raj, and important in a far larger sense for the welfare of India.

7. But learning, though second, is a good second. Standards of education depend inevitably upon the highest; and it is impossible to expect a mediocre level of general education, if the highest education obtainable is little above this level. There are plenty of students in the Province capable of profiting by a good education if they could get it. But at present the Government is wasting much of the money spent on maintaining a high-class staff in the Government College, by making men who are capable of good teaching waste their time on mere pass-work.

To make the Government College more efficient, the numbers should be limited to 100 or at most 120, so long as there are only four Englishmen on the staff. There should be some Entrance Examination, either managed by the College or the University, to ensure the exclusion of sheer duffers; though, with the strong class-divisions that still survive in India, it would be well to make room for a certain number of boys of good position analogous to the gentleman commoners of former days in English Universities. The students should all be resident in the Boarding House; with perhaps an exception for Ruling Chiefs of importance and their heirs. The English Professors should be domiciled near the College; and a system of tutorial supervision should be devised in addition to lectures given, the aim being to promote as much intercourse as possible between Professors and students.

8. To enable the Professors to know their subjects and lecture with the grasp and clearness and certainty that only knowledge can give, the vacations must be increased and in particular *the hot weather term must be reduced in length*. It is sometimes urged that any such extension would be rejected by the

Secretary of State and the Home Government. 30 years ago, when education in India was only beginning, a high standard of teaching could not be expected and short vacations were all that was required; but, with a demand for really advanced education in India the conditions must be changed. In India the opposition to such extension of vacations seems to be based on an idea that it is a mark of virility and good service to spend as much time as possible in the plains during the summer. Such work in the plains is not impossible where the duties to be performed have a practical interest in themselves, promote physical activity and often excite by urgency. But to carry on mere brain-work, with no other stimulus but that applied by the individual sense of duty, is infinitely difficult during a Lahore summer: and Professors ought to be enabled to do their work of learning in the hills. To mitigate the length of the summer vacations ensuing from the proposed change, a system of reading parties might be devised without much difficulty, which would enable some of the students to remain within touch of their tutors during part of the vacation.

It is worth while to point out that the Government College has not been fortunate in retaining its Professors for some years back; and there is good reason to hope that more continuity and greater length of service might be secured, if irksome and unnecessary restrictions could be removed from a service which to many men would otherwise be very attractive.

Punjab.

Note by Lala Jiya Ram, M. A. (Punjab), Assistant Professor,
Government College, Lahore.

MEMO.

I.

University education generally proceeds independently of school education ; and school education, without regard to University curriculum.

University differs from University in important particulars ; and the Department of Public Instruction in one province is often ignorant of the doings of the Department of Public Instruction in a neighbouring province.

The result is unsatisfactory. There is a good deal of overlapping of functions—unnecessary repetition—several undesirable gaps—an obvious want of continuity between the school and the college—attended with waste on the one hand, and starvation on the other.

What is wanted is the united wisdom and experience of the educational experts in India to bear on the educational policy and problems of the country. Bring the Universities and the Government Department of Public Instruction into closer touch. Make the Universities move in concert. Constitute the several Directors of Public Instruction into a standing Board of Education ; and insist on their meeting at least once a year to discuss and settle important matters.

Private enterprise is to be encouraged ; but it has to be guided and brought into line with the general aims and methods of education accepted and approved for the whole country. Private enterprise has to be *aided, assisted and looked after*. To leave it alone to struggle for itself is to place it in obvious disadvantage, which is neither fair to the organizers of such enterprise nor to the community at large.

II.

The educational destinies of the country should be placed in the hands of educational experts. A University Senate should represent the combined scholarship, science, intellect and public spirit of the East and the West. It should consist of persons fully posted in the theory and practice of education and best able to discern and serve the educational interests of the country. Not of men exclusively or preponderatingly of radical views on social, moral, religious or economic reform ; not exclusively or preponderatingly of men of an extremely conservative type of mind, belittling all modern progress and professing a desire to fly back to the ideas and practices of a primitive

age; not exclusively or preponderatingly of men who are devoting themselves to the good of this community or that, regardless of the interests of others ; nor again of those who are easily turned off their line of march by the obstinate opposition of some wilful personage or by the clamour of an irresponsible multitude : but of steady, sober, wise and impartial men, capable of formulating a far-reaching and well-balanced scheme, and of giving effect to it in a spirit of enlightened benevolence.

The strength of the Senate should be determined with strict reference to the number and requirements of the faculties. In my opinion the active strength of the several faculties of the Punjab University should never be allowed to fall below :—

- 25 Orientalists for the Oriental Faculty.
- 25 Art-ists " " Arts "
- 25 Lawyers " " Law "
- 25 Medic-ists " " Medical "
- 25 Scientists and Engineers for the Science and Engineering Faculties combined.

This would give us a Senate of 125. Let the members be really capable and desirous of serving on two or more faculties, and utilise them accordingly ; but no good purpose is served by allotting members to more faculties than one, simply out of deference to their high position or influence.

The Syndicate should be a statutory body. It is already so in the Punjab University. It consists of twenty members, contributed by the various faculties in clearly defined proportions. It is fairly representative of the various *classes* of colleges in the Punjab. Mufassil colleges are not represented *individually*.

I do not find the Khalsa Dewan or the Khalsa College, Amritsar, represented adequately on the Senate or the Syndicate. The great bulk of the Hindu community of the Punjab is of the orthodox type. Theirs is an important body of Punjab public opinion and aspirations that call for representation on the Senate. Their dissatisfaction with the existing arrangements in Government, Mission, Arya and other colleges, has embodied itself in the establishment of the Central Hindu College at Benares and the Hindu College at Delhi : they are about to start a college of their own at Lahore. It is obviously necessary that colleges of this class should be directly represented on the Senate and the Syndicate ; for, otherwise they are in danger of being looked down upon and injured by their go-ahead critics. In order to provide for the representation of these varied and important interests, the strength of the Syndicate may be augmented to 25.

Fellowships should be made terminable by :—

1. Removal by Government, on conviction in a Criminal Court, and for conduct unworthy of an academician.
2. Resignation by the holder, when owing to old age, accident, continued ill-health, long absence actual or contemplated from the territorial jurisdiction of the University, or other cause, he is unable or unwilling to render regular and efficient service to the University.

Fellowships for a term of years seem to me to be objectionable on several grounds. Some really good men might never seek the honour, for fear of being turned out in case of disagreement with the more influential fellows. Some might prize the honour so far as to care more for the good-will of those with whom rested their re-election or re-appointment than for a sturdy and independent expression of an opinion honestly arrived at though not in agreement with the views of others. The institution of such fellowships is sure to foster a good deal of cringing and canvassing ; and to diminish the importance attached to fellowships at present.

Fellowships should be complimentary, but complimentary only of the holders' personal fitness and willingness to take part in the business of the University. A number of donors of the old Punjab University College are fellows of the Punjab University. In my opinion every one of them who cannot personally attend meetings and take part in their deliberations should cease to be a fellow ; but should have the right to nominate some one else who can in person so attend and make himself useful.

III.

Does a Teaching University necessarily mean a University which has the provision of lecture-rooms, theatres, museums, laboratories, gymnasia, professors, servants, etc., etc., in its own hands ? Can any Indian University, with the present wide sweep of its operations, guarantee to supply the tools, instruments and agents of education of a uniformly excellent quality in sufficient quantity for any length of time ? Would University professors reside at the seat of the University, attracting thereto students from all parts of the country and providing thereat everything necessary for their physical, moral and intellectual advancement, or will they go out to reside or tour in

the Mufassil, dragging along with them their chemical and physical laboratories? The magnitude alone of the task would baffle the boldest undertaker. Where would the Universities find the necessary funds? Might not senators and syndics make mistakes in the selection of men and materials? Might not Universities, like commercial corporations, be influenced by considerations of cheapness and thrift? Do those Indian Universities which undertake to teach certain subjects in institutions organized by themselves provide for those institutions teachers and other things of the best available description? The Law College maintained by the Punjab University has always been one of its vulnerable points; even the Oriental College has not been able to secure the services of a sufficient number of Orientalists of the proper order. The examiners for the Middle School Examination conducted by the Punjab University are paid at the absurdly low rate of *six pice* for every answer paper examined.

In my estimation, every Indian University is already a Teaching University in some measure. The University prescribes the subjects and courses of study for all colleges sending up candidates for examination. The character of the teaching is largely moulded by the quality of the examinations. The senate and syndicate consist mainly of men who are actually engaged in teaching the courses and subjects they prescribe. I do not believe any Indian University will be able to provide on the whole better professors than those now employed by Government or Mission Colleges. Where then does the question of a Teaching University, different from the ordinary Indian University, arise? Mainly, in my opinion, in connection with private candidates and insufficiently and imperfectly manned colleges. The remedy is simple, and well within the reach of the University. Do not admit private candidates to your examinations, except under very special circumstances; and do not allow any college to send up candidates for examination, that does not fulfil certain conditions of teaching and organization. Make proper rules of affiliation; provide in these rules for proper teaching; and work the rules vigorously. The idea is abroad that rules of affiliation are meant to circumscribe the freedom of private institutions. It is an unhappy idea, but it has to be borne in mind by those who are entrusted with the making and passing of such rules. For this purpose it seems desirable to make the rules as obviously reasonable as possible. When the rules have been finally passed, they ought to be applied as rigorously as possible to all classes of colleges. If the senate appoints a body to see to the regular and proper enforcement of

these rules, the body should represent the views not of one class or interest, but of all.

Rules of affiliation need not attach much importance to rates of fees charged in private colleges,* so long as they provide for the qualifications of teachers and the other essentials of a sound education. It ought to be possible for public-spirited but properly qualified Indian graduates to take up the profession of teaching with the object of giving a free or at any rate cheap education to their countrymen. I should not at all enquire whether or not they charged any fee for their services, so long as I was satisfied that there was nothing wrong with the training imparted by them. I should like, however, to add that the employment of a properly qualified Englishman to teach English to the highest classes, should be a *sine qua non* of affiliation. The formation of a list of recognised teachers is a task of great difficulty and delicacy. Will not the same purpose be served by prescribing the qualifications of teachers for all grades of work ?

There is a part of teaching and other work which the University may and ought to undertake in right earnest. Most colleges can manage to teach students up to the B. A. standard; but the M. A. course in Science, Philosophy and History is beyond the reach of many. So also is the teaching for the Doctor's Degree and research work. Why does not the University undertake this most legitimate part of its work ? The teaching of Oriental languages and literatures, and of Oriental philosophy is left in the hands of poorly paid and partially qualified teachers. Here is another matter which the University could set right without much difficulty. Organize the Oriental College of the Punjab University on more definite lines with a proper professorial staff and let it be thrown open to all Arts Colleges. The University should provide a good library, and astronomical instruments of its own.

Inter-college jealousies prevent our colleges from co-operating in all things and developing *esprit de corps*. But the University could do something to minimise these jealousies and pettinesses. Could not the University organize a club or institute of professors, where they could meet to exchange ideas and amenities and recreate themselves ? Such a club or institute would be of untold value in devising and executing schemes of bringing together the

* The question of reducing the rates of fees in schools and colleges under Government control is earnestly commended to the attention of the Commission. High rates charged in Government and Aided Institutions are directly responsible for the rapidity with which inferior colleges and schools are springing up all over the country to the great detriment of sound education.

students of the various local colleges. Something I am sure could also be done for Mufassil colleges. The Vice-Chancellor and Fellows might hold yearly or half-yearly soirees and invite as guests from local and outstation colleges a certain number of professors and students.

The P. U. S. T. is a fruitful germ, and might do more good than it is doing at present if carefully looked after. Many of the members of the Delhi cricket team spoke bitterly of the arrangements in connection with the last tournament; and one professor of a local college, which collectively is a model of courtesy and fairness, spoke on the same occasion in most disrespectful terms of the influence unduly acquired and unfairly exercised in the arrangements by another local college. Such things ought to put every one on their guard, against all possibility of being misunderstood. Heads of colleges might be encouraged to invite professors and students of other colleges to their clubs, to their "old boys' unions", to friendly tennis matches, and so on.

Boarding Houses and Hostels are an important plank in the college platform. The system requires to be extended, and the arrangements for the supervision to be completely overhauled.

IV.

If properly qualified persons were appointed as fellows, with strict reference to the requirements of the several faculties, there would be no occasion for any faculty going abegging for strength outside the body of responsible fellows. It would then be not only possible but imperative to assign each fellow to some one or more faculties.

I like the idea that the faculties themselves should recommend people for fellowships from among graduates in their special subjects.

A list of graduates kept up to date would be very useful for this purpose; but when the general body of graduates is put forward as fit to elect fellows, I begin to have several misgivings. In my estimation nothing could be more incongruous than for a majority consisting of graduates in Arts and Oriental Learning to dispose of the rival claims of two equally matched lawyers or engineers. Even if it were possible to break up the general body into sections representing each a separate faculty, a good deal would be left to chance, to intrigue, to wire-pulling, unless each graduate knew intimately every other member of his section, and were absolutely uninfluenced by extra-academical and non-utilitarian considerations. Is every graduate, because he is a graduate, and before

he has shewn his interest in and grasp of educational problems, to have the right of voting in a matter of such importance? Is it enough to say graduates of five, seven or ten years' standing, which might only mean so many years of drifting away from University life and academical concerns? I desire to see graduates take an ever-increasing part in public business, but under proper safeguards and limitations.

V.

It is true that many students begin their University Course without sufficient knowledge of English to profit by the lectures they attend.

Perhaps college professors and lecturers ask too much. They do so most certainly, if they expect that students should be able at once or very soon to follow them closely and easily when they are lecturing on such technical subjects as Trigonometry, Conics, Logic, Psychology, Ethics, Metaphysics, Chemistry, Biology and Economics, especially if these subjects happen to be entirely unfamiliar to the students. They *are* new to all students on their entrance into the University; and they may be new even after two or three years of attendance at college. For what is Philosophy to a third year student but a new and unfamiliar subject, if he takes it up for the first time after passing his F. A. or Intermediate examination? What wonder if such a student, in the midst of others who have been learning Philosophy from the time of their entrance, should seem particularly dull and deficient in English and a drag on the progress of the class as a whole? I pity the professor whose third year class contains several such neophytes. He will probably be blaming the students for deficiency in English. I should sympathise with him to some extent; but I would ask him to have a little patience and to remember that, from the peculiar circumstances of the case, every professor in our colleges is a teacher of English first and of his special subject afterwards.

Having said this much on behalf of the student, I am free to admit that High Schools ought to give us better English than they are giving us at present. Examinations alone will not secure it. The English test in the Punjab Entrance Examination is, I believe, as good as in any other Indian University. Our chief reliance is on a paper of translation from the vernacular into English, combined with essay-writing and letter-writing. Many who pass the examination turn out good students; but there is a considerable proportion of those who get through by *memorising letters and essays that they themselves or their teachers think are likely to be set at the next examination.* What

we really want is, not examinations devised on extraordinarily clever and stiff lines, but competent teachers and competent teaching. At the time I passed my Entrance Examination, the first, second and third masters of the Delhi District School were all Europeans. They and the native masters of those days were well paid; had pensionary rights; and rose in process of time to high offices in the Department and outside. At present even the best school is not manned so well as that. Teachers in M. B. Schools are poorly paid. They have no pensions or offices to look forward to. In private schools the position and prospects of teachers are exceedingly unsatisfactory. In Departmental and Board Schools better teachers should be secured on better and more attractive terms. Private schools should not be aided, affiliated or recognised unless they come up to a certain standard of efficiency and stability.

INDIAN UNIVERSITIES COMMISSION, 1902.

Punjab.

Note by Lala Diali Ram, B. A. (Punjab), Director of Public Instruction, Patiala State.

I HAD an earnest desire to appear before the University Commission and to lay before it my suggestions as a representative of the Educational Department of the State. But seeing that the time the Commission has set apart to examine the Punjab witnesses is so short, I have thought it better to submit a written statement of my views for its consideration. In what follows I give expression to what I have learned from more than 15 years' experience as a Professor. My suggestions and remarks touch the constitution and the working of the Punjab University and the Colleges affiliated to it. I take up and discuss the following points:—

1. Is the Punjab University a teaching or merely an examining body?
2. If it be desirable to turn it into a regular teaching body, how far it is expedient and practicable.
3. The constitution of the Senate.
4. The character of examinations, their evils and shortcomings.
5. The defects of teaching in the schools and colleges.
6. Is religious or theological education necessary?
7. Is it desirable that the University should have a control over the staff and the working of the colleges affiliated to it?
8. Is any age limit necessary for the students appearing in the Entrance Examination?

9. How to improve the moral tone of the student community and to make provision for their physical and moral welfare.

10. The scale of fees in the college.

11. The sphere of University.

1. The Punjab University may claim to be a teaching University only in so far as it professes to maintain a Law College and an Oriental School and College, to which there are some readerships and translatorships also attached.

About the former, I can say only this much that its existence only lately was considered to be a farce: the attendance and the teaching therein were simply nominal. The students were given no legal training there, but had simply to meet once or twice a week for half an hour or so in the evening, have their attendance marked, and then disperse. The so-called college or school was an attendance-taking institution and nothing more. The lecturers did not care whence their pupils came and where they went after the roll-call was over, and in some cases after a few notes were read out to them from a copy. No doubt it is preferable to have a separate Law College to having classes attached to different colleges, but it should have a constitution designed to keep a high degree of discipline, have its own whole-time Principal and lecturers, giving regular legal training for certain hours every day, to make arrangements for the physical and the moral training of the young recipients of law. Steps have been recently taken to place the Law College on a better footing as regards the arrangements for teaching and accommodation of the students, but nothing has been practically done as yet. The University should either maintain a good and regular Law College, with a competent, hence a well-paid, staff, or simply hold examinations and confer degrees, as the other sister Universities do. It is no use spending so much money to no purpose. As regards the curtailment of courses, and the high percentage required of the students, I leave it for better hands to say.

The most important duty imposed upon the Punjab University by statute was the improvement and extension of vernacular

literature in the Province. To serve this purpose the University started and maintained the Oriental College. But, to use the words of Sir Mackworth Young, late Lieutenant-Governor of the Punjab, the University (or the College) has done very little in this respect. The general complaint is that the Oriental College has served none of the objects—the improvement of vernacular literature, the diffusion of western sciences through the vernaculars of the province, and to promote and enlarge the study of the eastern classical languages—for which it was started. The annual cost of the institution is above Rs. 32,000, and this sum has been spent for over 30 years, during which period it has turned out some Maulvís and Shástrís, who, from the modern educational point of view, can't serve any useful purpose. From my personal experience I can say that it is really very difficult to encourage the study of pure oriental languages, as there are no wordly temptations or allurements for their acquirement. The Patiála State too maintains a costly Oriental College in its various branches. It costs the State Rs. 4,152, but the results (excepting the work it has done on the Arts side) it has produced during more than quarter of a century of its existence is anything but satisfactory. During the past ten years, *i.e.* 1892—1901, only 27 students have come out successful in the various Sanskrit, Arabic, Persian and Gurmukhi Titles Examinations. The total number on the rolls at present is 35, mostly stipendiaries, and in the pure Arabic section, with all the efforts of the teaching staff, and the inducement of stipends and scholarships, there has been no student on the rolls for the last 7 or 8 years. In the Sanskrit section there are only 21 students, whilst there are 6 teachers. From all this it is quite apparent that it is very difficult, rather unnatural, to promote the study of pure eastern languages, the work being quite against the inclinations of the people. From the modern point of view, therefore, in my opinion, it is not worth while to keep up such an institution. These oriental scholars, if such as are turned out by our Oriental College may properly be so called, can't be expected to promote the cause of education in any way, nor to serve the Education Department in a satisfactory manner. All the objects of the

Oriental College may, in my opinion, be secured by the adoption of the following measures :—

- (a) Setting apart some scholarships—to be styled oriental scholarships—for such students who take up the Honours courses in Sanskrit and Arabic in the University Arts Examinations.
- (b) Attaching special chairs of Sanskrit and Arabic to the Government College or the Central Training College.
- (c) Publishing, under the patronage of the University, original works in vernaculars or translations of books in western sciences into the vernacular languages of the province by hope of rewards and purchase of copies.
- (d) Providing attractions for high scholarship in the eastern languages by throwing open the readerships and translatorships attached to the University to those who, along with western languages, have, after reading most of the standard authors, got special attainments in Sanskrit or Arabic.

2. To me it seems to be inexpedient and financially impracticable to have a regular teaching University in the Province. As an alternative, chairs of certain subjects—sciences in particular—under the auspices of the University, may be attached to the Government College and the lectures delivered there, and the laboratory (well equipped no doubt) may be open to the students and the Professors of all the colleges on payment of nominal fees. These chairs should be offered to specialists in the subjects, whose business should be chiefly research (practical), rather than to those who know simply how to teach. It would certainly be advantageous, pecuniarily speaking, to prepare a body of learned Indians at home by giving them State scholarships. Means might be devised to make arrangements for post-graduate education practical, not theoretical.

3. The Punjab University Senate requires improvement not so much as regards the number composing it as the methods followed in its constitution

and in the election of Fellows. The Fellowships are conferred mostly by way of compliment on those who can't, and are never expected to, take any active interest in the cause of education and affairs of the University. The principle of nomination and selection of Senators should be, that there be all workers, no drones. Hence, in future, Fellowships should be confined to those, and only those, who are directly or indirectly connected with education, have distinguished themselves in the University examinations, or have otherwise shown high literary attainments. Persons of the Ráís class, who are mostly marked by their absence, or are known to follow a certain leader in taking up their hands, should be honorary members of the Senate. Only such men should be taken in as have leisure and inclination for the work, can freely give their personal opinion, and benefit the cause of education by their valuable advice. Fellowships ought to be made terminable; habitual non-attendance in meetings and established indifference to University work should be considered to be sufficient reason for the withdrawal of Fellowship. A certain number of Fellowships should be left open for the graduates of ten years' standing. They must be allowed the franchise of election. The Senate should always act in conjunction with the educational authorities of the Province. The Educational Departments of the different Native States should be represented in the Senate to watch their interests. With the improvement of the Senate, insisting on educational qualifications, that of the Syndicate is sure and certain. The Registrar and his Assistant should be whole-time officers, but they should be allowed no votes in the deliberations of the Senate. The rules of appointing a Registrar and his Assistant and the emoluments granted to them should be such as to secure the best possible men for the work,—honest, conscientious, and above suspicion in every way.

4. The Middle School Examination should be stopped. But if its continuance be considered to be necessary, it must in future be conducted by the Educational Department. There should be a Board of Moderators to examine all the question papers before they are sent to the press. Model papers in each subject should be prepared by experts—Professors of distinguished College career—to be sent to the examiners.

There should not be too many examiners of papers, otherwise the standard shall vary. The examiners should be appointed at least one year before the date of examination. Such and only such men should be appointed as examiners as are expected to spare sufficient time for the work. The amount of remuneration allowed should be decent to secure good men. In framing questions due regard should be paid to the time allotted for answering them. Questions should be set from different parts of the book, not only from a certain portion of it. The standards of examinations of the different Indian Universities should, as far as possible, be made identical. Sending up of unprepared candidates should be checked as far as possible, as it tends to reduce the standard of examination, affects the percentage of passes, and wastes the time of the examiners. For this purpose the Principals of the Colleges should be asked to certify in the case of each candidate that in his opinion there is reasonable prospect of his passing the examination he is sent up for. The papers in English should be very carefully prepared and examined. A paper on essay writing and composition should be given the utmost possible prominence. Gross mistakes in grammar should never be left unchecked. In each subject the examiner should see that the examinee has a fair knowledge of English. It is not teaching so much as examining which may be held responsible for the spread of cramming, the main evil of the present-day education. The first and the third year departmental or college house examinations to decide promotion, and the second and the fourth year test examinations should be re-started.

5. The method of teaching followed in the schools and the colleges is the first thing which requires attention at the hands of the Commissioners. It is difficult to realise the despair of the Professors when they are brought into contact with a large and motley class of first year students with very limited ideas and a poor knowledge of English. The reason is that the teaching of the schools is very defective. The teachers think that the ability of a student is to be measured by what he can cram into his memory. Too much stress is laid on book-knowledge, the students are allowed to cram up the words of the book, without

understanding the sense, and they escape through the examination by reproducing the very words, with the result that the University Examinations are no more considered to be a test of a man's intellectual equipment. Instruction, and not education, is considered to be the aim of all teaching. To check all this no books should be prescribed in any subject; only the syllabuses or the points to be taught should be given. The dictating of notes in the class should be disallowed. No text-book of English should be prescribed in the Entrance Examination. Professors ought to go on lecturing to the class, and the students should be asked to bring the subject-matter of the day's lecture reproduced in their own words next day. Remembering the notes given by Professors cultivates the memory rather than the intellect. The method of teaching history and mathematics in schools and colleges is mechanical, simply to serve the purposes of examinations. Progress in mathematics is hampered by the substitution of memory and imitation for understanding. Principles must be considered to be more important than methods and formulæ. But the reverse is the case in our schools and colleges. Definitions and Propositions of Euclid are learnt verbatim, formulæ are allowed to be learnt and used without understanding. Methods of doing sums are justified solely by the consideration that the answer comes right. History is taught like parrots—a method calculated to stunt rather than develop the mental powers. History must not be taught like a text-book, but in a way which may create love for peace and a spirit of healthy patriotism in the students and make them loyal citizens and useful members of society, which is the chief aim of history teaching. This subject is generally considered to be a dry one by the student community, for which the method is to be blamed a good deal.

Europeans, as a rule, make better Professors than natives, particularly in English. But in other subjects the latter have their own advantages. They can enter better into the spirit of their students, know and grasp their difficulties at once. I believe natives are more successful as Professors, even in English, than Europeans in the F. A. Classes. But the best native

scholars, under the present circumstances of low pay and poor prospects, are naturally attracted away to more lucrative professions, and never care to join the educational line. In the case of European Professors only such should be selected as know the vernacular of the students they have to teach. As a rule, students should be given more exercises in essay writing and dictation.

Language and number have, heretofore, been the beginning and end of education in the schools. To these I would like to be added music and drawing. The former to be begun from the Primary and to be continued to the College classes. Commercial and clerical classes must be attached to the High Schools.

Quality rather than quantity must be the chief aim of all education; hence all the subjects need not be provided in every college. Particular colleges should offer special facilities for the teaching of particular subjects.

6. No religious education should be introduced in the school or college curriculum. It is not only inadvisable, but is detrimental to the interests of education, and not free from political dangers, I should say. Unless you have Professors of no religion you cannot have a neutral school of Theology. For Comparative Theology books may be prescribed in the B. A. and M. A. courses of Philosophy.

7. The University should have no control over the staff or the internal administration of any college. No artificial checks should be put in the way of affiliation. If any college is not well-equipped, students being the best judges, for their own interests will at once leave.

I am not in favour of the preparation of a list of recognised teachers by the University, as it seems to be inexpedient and impracticable and may lead to jobbery one day, I am afraid.

8. No age limit ought to be prescribed for candidates for the Entrance Examination. The courses may be remodelled and the number of subjects reduced.

9. To make of the pupil a good citizen, he must be given mental, moral and physical training. In and out of

school or college teacher should care much more to create a healthy moral tone in the students. "All education is, in fact, manners." This fundamental principle should be firmly fixed in the minds of students. The teacher must habitually inculcate and impress it and require them to show it in action. Teacher's labour ought not to be confined almost exclusively to the four walls of the lecture-room; beyond the college hours the students and Professors must meet in informal meetings, where the former may be encouraged to exchange thoughts freely; they should join the students in the meetings of the Debating Clubs, meet them on the play-grounds, and partake in their picnics and parties; so that the latter by contact may gain from their superior culture and character. But I know teachers, nay Professors, who think it to be their sole duty to teach a few pages of a certain book without caring to know even the names of the students, or to look at them.

Good Moral Readers should be specially prepared for the school classes. The University may satisfy itself as to the following points before affiliating any college :—

- (1) The sanitary and moral surroundings of any college.
- (2) Provision for sports.
- (3) The provision for well managed and well supervised boarding houses or hostels for the students, in which arrangements should be made to exercise a moral influence over them. For Mofussil students residence in the boarding house may be made compulsory.

All the colleges must be required to send up their teams to compete in the University Athletic Tournament.

The Professors and students of different colleges must every now and then meet in friendly meetings. A College association may be formed with the Principal of the Government College as the President and the teaching staff and the students of different colleges as members. Such meetings are sure to produce a healthy spirit of emulation in the Professors and the students.

10. The existing scale of fees in the Government and the Aided Colleges is too high. The Private Colleges should not be forced to levy a certain amount of fees: this should be left to their discretion.

11. Each University should, in affiliating colleges, work in its own sphere. They may continue admitting (under the existing rules of special permission of the Syndicate) candidates who have passed the examinations of other recognised Universities.

PATIALA:

The 10th April 1902. }

Punjab.

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**Note on the Punjab University as a Teaching Body by the
Hon'ble Rai Bahadur Madan Gopal, M. A. (Calcutta),
Barrister-at-Law.**

It would serve no useful purpose to trace the history of the controversy which reigned in the thirties between the supporters of Oriental learning on the one hand, and the advocates of English education on the other. This discussion was set at rest in favour of the latter by Lord Macaulay's celebrated minute, which was adopted by Lord William Bentinck's Government in its Resolution of March 1835. It was decided that English education was the superior medium of instruction; that instruction through the Vernacular would be far more confined and less effectual; that English alone was the key which would open a world of new ideas and new thoughts, and that, in addition, it would have the desirable effect of assimilating the English and the Indians; of enabling the English to look into the conduct and details of public business much more expeditiously and effectively. The Panjab was at this time under the *régime* of Maharaja Ranjit Singh. When after the troubles of the Mutiny the attention of Government was drawn to the education of the people of the new Province, two Colleges were established in 1864—one at Lahore, and the other at Delhi. The first Principal of the Lahore College was Dr. G. W. Leitner, who had before his appointment served as Interpreter in the Crimean War, and held the office of Assistant Teacher of Arabic in King's College, London. In 1865 he founded the Anjuman-i-Panjab with the object of reviving the study of ancient Oriental learning and of diffusing useful knowledge through the medium of the Vernaculars. He put no mask on his dislike of English education, but whilst he was powerless to stop its ~~advantage~~, he insiduously broke its back by urging *advance* that national feeling and the requirements of the country had been completely ignored under the system of State education that prevailed and that indigenous educational seminaries had perished. To a strong personality, a great capacity for winning over weak and indolent men to his view of things, unceasing industry and application to the cause which he embraced, Dr. Leitner combined great influence with the Executive authorities; and when he appeared time after time with well-dressed Raïses as his followers, and urged his views as theirs, the ramparts of opposition were overthrown and the path made clear for him. The movement for an Oriental University was started with the object of arresting the progressive state of decay in Oriental languages and to create a Vernacular literature. He strongly urged that the number of learned Maulavis and Pandits then existing was very limited, and the circle of learning, even among those who still devoted themselves to it, considerably contracted, and he aimed at the revival of letters by giving encouragement in stipends and scholarships to members of literary families—thus giving an incentive to study and literary exertions. Sir Donald McLeod, who was then the Lieutenant-Governor of the Province, did not go quite as far as Dr. Leitner. He thought that with the extension of English education, the facilities for transfusing into the languages of the country the knowledge, literature and science of the West had practically increased, but unless some specific action be taken and some really effective stimulus applied the process will be slow. He therefore advocated the diffusion of useful knowledge through the medium of the Vernacular by encouraging the translation of works of literature and science—in short, to create and extend a Vernacular literature. It was not his intention, nor of Sir Charles Aitchison, Mr. Arthur Brandreth and other English administrators of the time, who helped in the foundation and success of the movement, to establish a seminary which would help to load the minds of youth with grammatical niceties and metaphysical distinctions, of little or no practical use to the possessors or to the community. They aimed at something very different. To use the words of Sir Donald: "What is aimed at is to promote the study of Oriental languages in a systematic, enlightened and critical manner. Proficiency in Arabic or Sanskrit combined with a *thorough* acquaintance with English shall be a *necessary* condition for obtaining the highest honours of the Institution." And, again, "without a large admixture and infusion of European literature and science with Oriental studies the object in view will not be attained." So that what Sir Donald and the English Committee advocated was the revival of ancient learning and the perfection of the Vernaculars, not at the expense of an English education but with it, and, as it were, under its auspices, enabling the latter to cure the imperfections and deficiencies of the former. It was in pursuance of these views that the Government of India sanctioned the establishment of the Lahore University College; and the special objects of the College were specified to be—

- (1) To promote the diffusion of European science, as far as possible, through the medium of the Vernacular languages of the Panjab, and the improvement and extension of Vernacular literature generally;
- (2) To afford encouragement to the *enlightened* study of Eastern Classical languages and literature; and

- (3) To associate the learned and influential classes of the Province with the officers of Government in the promotion and supervision of popular education.

While these were the special objects of the Institution, it was at the same time declared that every encouragement would be afforded to the study of the English language and literature; and in all subjects which cannot be completely taught in the Vernacular, the English language would be regarded as the medium of instruction and examination. In pursuance of these views, the Panjab University College entered upon its existence. As a College it was allowed to grant diplomas and certificates, but not degrees. The theory underlying the foundation of the Institution was good, but the small educated class that then existed in the Province looked with grave misgivings on the utility of the proposal and doubted whether it would be rightly worked. It was felt by them that the study of the Classical languages, though valuable for the rich stores of information contained in their literature, was really a check on the diffusion of knowledge,—real, practical, useful knowledge,—which the nations of Europe had carried to a degree of perfection that had raised them above the inhabitants of other parts of the world. They were of opinion that India could not be raised by inducing young men to consume a dozen years of the most valuable period of their lives in acquiring the niceties of grammar or the recondite doctrines of metaphysics. They were for discouraging such frivolous learning which had the effect of keeping the people in ignorance of real knowledge. Being, however, in a small minority, they thought it was hopeless to press their sentiments on the notice of Government.

Under these circumstances, with the ostensible object of teaching the Oriental languages upon *modern principles*, the Oriental College was established in 1870. When the Lahore University College was incorporated as a University in 1882, its distinguishing object, as compared with the older Universities, was declared to be that it was to be a teaching body and not merely an examining one. Its teaching functions are confined to the Oriental College and the Law School. Let us now examine what has been done during the last thirty-two years—more than a generation in the life of a people—to realize the hopes and aspirations of its founders in this distinguishing matter.

It must not be forgotten that Lahore was at no time in the history of Oriental Literature one of the places famous for its Pandits or Maulavis. It did not possess the renown of Benares in Sanskrit learning, nor had it ever enjoyed the fame of Delhi, Deoband or Agra in Arabic scholarship. It was, however, hoped that, being the capital of the Province, people from all parts would be attracted to it. To a certain extent this has proved true. Students have come, but simply because the means of subsistence have been placed within their reach. The College established here is *ironically* called the *Rotial* College, because students resort to it for their *rotí*, and unlike Arts Colleges, which are resorted to for the sake of the learning that is imparted in them and where students pay high fees for that learning, the Oriental College is filled with pupils who attend it because handsome stipends are offered and no fees exacted. The nominal fees which are shown in the accounts consist of small amounts, which are deducted from the monthly stipends paid to the students. During the last 32 years the Oriental College has swallowed about twelve lakhs of rupees. With what results?

- (1) Has it been successful in furthering a critical and systematic study of the Classical languages? Have new methods of teaching—new facilities for acquisition of knowledge—been devised or suggested?
- (2) Has the College sent out *alumni* in the Indian world who have secured a name and fame by their linguistic acquirements; who have shed lustre on their *Alma Mater*; who are looked up to with respect and esteem by teachers in indigenous institutions in towns in Upper India?
- (3) Have the students of this College shown that they have usefully employed their time by writing original works showing research in the domain of Oriental studies or even valuable *compilations*?
- (4) Have any efforts been made to translate works of European science and literature into the Vernacular?
- (5) Have the passed students distinguished themselves in any branch in life? Have they proved that they are capable of giving such instruction as would be useful to their pupils in after life, as would rectify and improve their habits and morals, acquaint them with the known truths of nature and science, and engender in them nobility of principles and elevation of idea?
- (6) Have they shown any scholarly activity at all, beyond serving as Masters in Anglo-Vernacular Schools?

- (7) Has the College been successful in instilling in the minds of the Panjabis a desire to pursue Oriental knowledge in the same way and to the same extent as Arts Colleges do, and have done, with regard to English education, *without the bribe of stipends and scholarships?* The fact is that out of 72 students in the College, over 50 receive handsome stipends, and more than half of those in the school are supported by bounty. It is thus manifest that a very large number attend this Institution because they find their bread provided for them on easy terms. The policy of feeding these hungry mouths seems to be very questionable. As regards the proficiency and learning of the students of this College, one remark may be made by way of example—that, notwithstanding the fact that the Institution has been in existence for 32 years, yet whenever the office of Head Pandit or Head Maulavi has fallen vacant, the authorities have been compelled to go outside in search of a suitable teacher. The Institution itself has failed to supply the requisition.

I have put a number of questions *supra*, and it is by answers to them that the utility and existence of the Oriental College can be justified. I say, without fear of contradiction, that the answers to all the questions must be in the negative; and as far as my information goes, I am in a position to say that there is very little to show for the large outlay that has been made. In point of fact the income that is made from Arts Examinations has been in times past, and is now, devoted to keeping and maintaining this useless Institution. The University starves its Examiners, or gives small dolefuls to them; is unable, for want of funds, to do anything by way of patronising Vernacular literature; is perfectly helpless in the matter of awarding authors; and, generally, has not done anything to create and extend a Vernacular literature. As regards the thorough worthlessness of the College, one test will suffice. Stop the stipends and scholarships, the bribes and the bounties, and to-morrow the students will cease to attend, the benches will be found empty and the teachers without students, and the teachers themselves will fail to find livelihood elsewhere.

This is the evil. What is the remedy? What was aimed at was the *enlightened* study of Oriental languages after modern methods. This can only be available to students who have a thorough acquaintance with English. Only graduates in Arts having the advantage of sitting at the feet of English Professors in Languages, Science and Arts are competent to extend and improve the Vernaculars and to critically study Oriental languages. All our efforts should be directed towards encouraging them, and not this ignorant and beggarly class that now pampers on money rightfully belonging to others and of which they are robbed. I say that it is only graduates in Arts that can do anything useful. It is they only that are competent to discriminate and propagate the science of the West among the people, that can take a prominent lead in the future progress of the nation by placing facilities for acquiring European knowledge by means of translations of original works, of lectures delivered and essays read before European Societies and literary bodies, and stimulating inquiries in India and helping European Societies in their valuable investigations. It is only they who can polish up the treasures of the East. It is they who know English and have cultivated it strenuously that can make themselves useful—only they have access to the richest stores of modern thought and knowledge, and it is they alone that can combine the East and the West and create a literature which is the need of the land. The fact is that the original objects and aims of the Panjab University have been forgotten, and vast sums of money simply squandered on unworthy and useless objects.

So far as to one of the functions of the Panjab University as a teaching body. Let us now take a bird's-eye view of the Law School—the only other Institution maintained by it. So long as Dr. Leitner was at the helm of affairs, this Institution received very scant treatment. When Sir William Rattigan was appointed Vice-Chancellor he increased the number of teachers, and during the Hon'ble Mr. Tupper's incumbency the school has been raised to the status of a College and a European Principal imported from England. But the study of law is now at a discount. Young men find that the field is so congested that there is not room for more, and consequently the attendance at Law lectures is falling off. I think, instead of having permanent teachers, or *quasi-permanent* as is now the case, it would be a better plan to advertise for lecturers on given and specified subjects, as is done at Calcutta in connection with Tagore Lectures. Say, for example, 24 lectures were required on Contracts. An award of Rs. 2,000 or Rs. 2,500 should be offered to the best qualified of any applicants who may offer themselves for the office—the selection being made from the specimen-lectures that they would be required to submit, and on other grounds. In this way we could secure better tuition. At the end of the course, these lectures should be printed at the expense of the University and be of use ever afterwards. This would have a double affect—substantial and useful teaching—and less expense. During the last 32 years lecturers have come and gone, leaving nothing substantial behind. Not a single series of lectures has been found good enough to be published; indeed, some seriously doubt whether lectures are delivered at all, or any trouble taken to facilitate the work of students by collecting materials from various authors and reports and presenting it in a compendious form.

While maintaining a Law College at Lahore, the University practically arrests and cramps the study of law by persistently refusing the Mofussil Colleges to open Law classes for the benefit of their students. In every other Province every College has its Law class. The Panjab University makes a monopoly of the teaching of law and will not allow a Law class to be opened elsewhere. Rivalry and competition, which often prove very wholesome, are choked out altogether, and students from long distances have to come to Lahore to pursue their legal studies. In this the University has shown a narrow-mindedness, which is not much to its credit.

These two distinguishing features of the Panjab University being eliminated, in all other respects it runs in the same groove as the other Indian Universities. Like them, it holds examinations and grants degrees in Arts, Law, Science, Medicine and Oriental learning. It is in connection with its distinguishing features that it has been my aim to invite attention to it; and I shall consider myself amply rewarded if this article will arouse discussion and tend to establish the University on the lines which its founders had in view.

Punjab.

Note by Lala Lal Chand, M. A. (Calcutta), Pleader, Chief Court, Punjab,
and President of the Managing Committee of the Daya Nand

Anglo-Vedic College, Lahore.

Suggestions on points to be considered by the Universities' Commission.

1. TEACHING UNIVERSITIES.

The Punjab University is already a teaching University to some extent. It organises teaching provisions for two institutions, viz., the Oriental College and the Law School. I have personal experience of the Law School having acted there as Assistant Law Lecturer for over 18 years. My own experience is that the connection of the University with the Law School so far as any direct influence is concerned is only nominal. The University appoints teachers, disburses their pays, receives fees and annually prescribes the courses of studies. All this might equally be done by a private or government institution with the exception of prescribing courses of studies, a function which really appertains to the University as an examining body. Latterly, a greater supervision is exercised over the Law School by the appointment of a Law School Sub-committee under the Law Faculty. But even now hardly any change towards the exercise of any special influence as a teaching University is perceptible.

From the nature of the things it cannot be expected that the members of the Law School Sub-committee who are otherwise fully engaged can take any more direct interest beyond attending meetings of the Sub-committee when convened by the Secretary. Nor I think would it be of much use if they took more interest and intermeddled with the internal work and arrangements of the Law School.

In my opinion the whole thing depends upon the staff and if a competent staff were to constitute itself into a Board and hold its meetings regularly at some intervals to consider the effect of measures and the changes required from time to time, some beneficial results might possibly ensue. I consider, therefore, that so far as the Law School is concerned the Punjab University as a teaching institution has not produced any special results beyond what might have been the case if the Law School had been a Government or a private Institution.

On the other hand, I think it would be more useful and preferable if the Affiliated Colleges were allowed to maintain Law classes, as I believe is the case in other Provinces, but subject to the condition that the teachers appointed be such as are recognized and approved of by the University. I would therefore limit the teaching function of the Punjab University so far as Law School is concerned to the power to recognize and approve of the teachers employed. This arrangement I apprehend would also solve some of the difficulties now experienced in connection with a whole time attendance at ^{the} Law School and several other cognate matters. Under the arrangement proposed the teaching of law would form a branch of the College instruction in the same way as any other special subject and thus on the whole a healthier and better influence would be exercised over the students and their studies.

(2) I have no personal experience as regards the Oriental College beyond what is attained by my position as a Fellow of the Punjab University.

The Oriental College has so far an advantage over the Law School that the Registrar of the University is also the Principal of the College but it is difficult to say that the University as a body has exercised any special influence over the Oriental College as a teaching institution. The Oriental College and the Govt. Arts College both carry on their work in the same building, the one embodies and represents the teaching function of the University, the other is subject to the University only for examination purposes, yet it cannot be maintained that the Oriental College any way has produced better educational results than the Government College even making due allowance for the difference in the subjects of the studies. The comparison would, I believe, be more favourable to the Government College than the Oriental College.

With such experience then of the teaching functions of the Punjab University both as regards the Law School and the Oriental College, it can

hardly be maintained that the sphere of the Punjab University as a teaching University should be extended to the Arts Colleges. It would rather require to be curtailed than extended.

Moreover, a good majority of the Arts Colleges in the Province, aided as well as unaided, are more or less connected with religious Institutions and were founded with the special object of promoting and fostering religious and philosophical classical literature. The teachers of these Institutions are appointed not solely on considerations of academical distinctions or of having received special training for the art of teaching, but also with due regard to their position and character as religious teachers and moral preceptors. They would be largely out of place in any scheme for constituting the University as a teaching University with fixed rules as regards qualifications and remunerations of teachers. It would, therefore, unnecessarily and prejudicially interfere with the legitimate scope and operations of all such institutions, if the teaching functions of the University were to be extended to the Arts Colleges either by appointing teachers and lecturers or by providing that instruction in the Colleges should be received only from teachers appointed by the University.

But while I consider that the University should not enter on any competition with Government and private Institutions so far as pre-graduate instruction is concerned, I think the University would very usefully employ its teaching functions if it were to provide for a higher class of instruction for the M. A. degree in subjects other than the classical languages, and were to establish Fellowships for a limited period for special study in any of those subjects after obtaining the M. A. degree. These are matters beyond the capability and scope of private institutions and one Government Institution can hardly make adequate provisions for all the different subjects. The University would confer a real boon on the country if it were to employ its resources in this direction either exclusively or by way of supplementing the Government provisions in the matter.

2. SPHERES OF INFLUENCE.

It seems advisable to place territorial limits upon the right to affiliate Colleges in order to maintain discipline as well as to prevent preparations for a double course of study, which in the long run is detrimental both to the mental and physical aptitude of the students. But where the degrees conferred by a University be different, no territorial restrictions ought to intervene. For instance the Punjab University might examine students from the United Provinces of Agra and Oudh for Oriental degrees and not for the Arts and Law degrees.

3. CONSTITUTION OF THE SENATE.

The constitution of the Punjab University Senate is enacted by Section 9 of the Act of Incorporation. Section 6 clauses (a) (b) (c) and (d) provide for the nomination and election of fellows. Nominations have hitherto been made under clauses (a) and (b). The actual provisions of these clauses seem to be faultless, but it cannot be said that their wording and spirit has generally been kept in view in making the nominations. Hence has followed the result that some of the gentlemen nominated under these clauses have never been even once present at the meetings of the Senate or have otherwise helped the University.

Clause (c) relates to elections by the Senate, but this provision has remained in abeyance for several years back.

Clause (d) refers to the representatives of such Native States as may be specified by the Local Government.

On the whole I think clauses (a) (b) and (c) should remain intact but clause (d), as at present enacted, should be repealed and in lieu thereof two new clauses (d) and (e) be substituted and added, giving the right of election to the Affiliated Colleges and Graduates of certain standing.

The scheme that I would thus propose would be as follows—

Total number of Fellows both nominated and elected	150.
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To be nominated by Local Government under clauses (a) and (b)—100.	
To be elected by the Senate under clause (c)	30.
To be elected by the Affiliated Colleges	10.

To be elected by graduates of ten years' standing in the case of B. A.'s and five years' standing for M. A.'s 10.

Any vacancy occurring under any of these clauses to be filled under the same clause. The nominees and elected under clauses (a), (b) and (c) to hold office for life, subject to removal under section 8, while those elected under clauses (d) and (e) to hold office for five years being re-eligible for election.

No other qualifications and limitations require to be imposed.

4. THE SYNDICATE.

The number fixed at present for the Punjab University Syndicate seems to be suitable, but some provision might be made for securing a proper representation of the Affiliated Colleges in the Syndicate.

5. FACULTIES AND BOARDS OF STUDIES.

The present rule by which every Fellow is assigned to a Faculty should remain. This is necessary in order to keep alive their interest in the University affairs. But the Faculties should be split up into Sub-Committees for the various subjects of Examinations so that there be a separate Sub-Committee for each subject. The Faculties may with advantage consult, on occasions, the recognised teachers and graduates of whom a list should be maintained, but it is not necessary to go any further. Boards of studies, as now constituted, are unnecessary. Their powers should be exercised by the Faculties or Sub-Committees of the Faculties constituted from time to time.

6. GRADUATES.

A Register be kept as suggested.

7. STUDENTS OF THE UNIVERSITY.

Very much cannot be achieved in the direction of fostering genuine University life even in the great towns for the simple reason that the spheres of influence and jurisdictions of the Universities here in India are too extensive to create any genuine and active desire to belong to one University rather than the other. All the Universities are modelled on a uniform pattern with very little to distinguish one from the other excepting the territorial limits, and these are too vast to create any sentiment of unification. It seems hardly possible to foster a genuine University life in the students without some incentive to make them feel that they are parts and parcels of an Institute which has some distinguishing feature of its own to attract attention and sentiment.

Something, however, might be done in this direction by having a common University Lecture-room for occasional elucidation on some interesting and novel subject of philosophy, science or literature.

Instituting tournaments for physical games is another step in the same direction and so also if a common University Club for discussion and debate on scientific and literary subjects and occasional recreations were established. Another method would be to award prizes for competition in essay-writing among the Affiliated Colleges.

8. UNIVERSITY TEACHING.

I have already expressed my opinion that the University, ~~although~~ ^a mere examining body, does not exercise any special influence over the teaching conducted in the Colleges.

The teaching in the Colleges is, however, most directly affected by the courses of studies prescribed by the University for the various examinations. In fact as far as teaching is concerned the Colleges perform only a subordinate function.

They are tied down by the courses prescribed and if the results are not satisfactory it is due as much to the defective teaching of the College Staff as to the unsuitable courses prescribed by the University. The result, however, of the present system is not so bad as it is sometimes painted to be, though it admits of considerable improvements.

But the improvements, in my opinion, would not be made by raising the pass percentage or prescribing more difficult text books. All such attempts would, I think, result in retarding the general educational progress of the country by deteriorating both physical and mental development. As in the case of weak patients health and vigour can not be restored or improved by prescribing and administering large doses or complicate medicines, similarly the educational talents of any people can't be improved by raising high the standard of pass or prescribing more work than can be easily and properly digested and assimilated.

The standards for pass, as now prescribed, are sufficiently high and require no further increase or extension. But the true way to improvement lies, in my opinion, in making careful selection of Text books and limiting their numbers.

It is a question of some difficulty as to whether any Text books should be prescribed at all and if so by whom *viz* whether by the University authorities or should be left at the option of the Principals and heads of the institutions. But there seems to be no doubt that considering the present limited educational qualifications of the people of this country, the results would be wholly unsatisfactory, if not disastrous, if no Text books were prescribed at any rate for the lower examinations.

The Punjab University tried this experiment for a time but has had gradually to abandon it as not suited to the circumstances of the country.

According to the existing Regulations of the Punjab University, no Text books are prescribed in English for the Entrance Examination, though Text books are prescribed for the higher examinations including the M. A., degree, and yet it can not be said that the Entrance passes here are any way better than their compeers elsewhere. In my opinion the want of Text books in English for the Entrance standard is the real cause why the students, as is complained, who pass the Entrance examination do not possess sufficient knowledge of English to profit by the lectures in the Colleges. The Regulations for the Entrance examination prescribe written papers for translation and composition. Since some time it is compulsory to pass in the composition paper. But the remedy so applied for raising the standard of knowledge of English in a student appearing in the Entrance examination is only superficial. Students who have been trained by teachers to make translations and to write English composition more or less correctly do not possess the necessary training to understand and grasp properly the standard authors whose works are prescribed for the higher examinations, nor have they the capacity to follow intelligently the lectures delivered on such subjects as History and Philosophy.

In my opinion the true remedy lies in prescribing select Text books. As a matter of fact, Text books are prescribed for the Classical languages, and there appears to be no reason why a different policy be adopted in this respect as regards the English language. By reading the works of standard authors, a better and deeper knowledge of the English language would be acquired than can be obtained by mere exercises in translation. At any rate, I apprehend that the students would by this method be better trained for the work they have to go through during the College career.

But I am further of opinion that the Text books prescribed should be of limited dimensions.

It is a great mistake detrimental to the acquisition of deep and sound knowledge to prescribe too many Text books which the student is hardly able to skim through in the course of two years ordinarily allowed for preparation.

I am strongly convinced that the greater the time spent on studying a limited portion, the better is the result. It trains a habit of concentration of attention and leaves more lasting impressions as regards both sense and style than if a larger quantity were to be run through hurriedly.

The evils of cram would also be greatly checked, if not altogether obviated, if the task set before a student be but of a limited quantity suited to his mental capacity and power of digestion. In such cases the mind would act freely and at ease, without being crippled by the weight and force of anxious solicitude and hurry to run through a large quantity of work.

As an antidote for the present evil consequences of education, both physical and mental, I would, therefore, propose that Text books be prescribed for Languages, History, and Philosophy through out from the Entrance to the M. A. Examination but their number and class should be so limited and varied as to allow students of ordinary talents to grasp their sense and style without undergoing unusual and extraordinary effort. Some of the remarks made here apply even with greater force to Sanskrit as a subject of examination. From a variety of circumstances not necessary to mention, the knowledge of Sanskrit, speaking generally, is at a low ebb in this province, and to make matters worse there is no teaching in Sanskrit worth the name till after passing the Middle School Examination. And yet it is expected that students who practically begin their study of Sanskrit after the Middle School examination shall be able to study and understand the Rigveda in the course of four years just after passing the Intermediate examination. For portions of Rigveda are prescribed in the B. A. Examination as a Text book in addition to some other difficult works on poetry and prose.

It is true that students do manage to pass, but this is done simply by dint of translations and commentaries which are committed to memory. The result is that graduates pass out of the Colleges with a very poor knowledge of Sanskrit even much worse than their knowledge of the English Language.

And as if to make the poverty of knowledge still more poor no proper knowledge of the Sanskrit Grammar is insisted upon in any examination as if it is possible to learn Sanskrit without a proper and thorough study of its grammar.

Further, in prescribing the courses care is taken to make the students acquainted with general literature, but so far as Sanskrit philosophy is concerned wherein lie deep buried its richest treasures, it is passed over as not worth the attention. No wonder, then, that the students do not feel any attraction for maintaining and improving their knowledge of Sanskrit in after-life, when nothing is really done during the College career to cultivate a taste for it.

The number of subjects as at present prescribed by the Punjab University is, in my opinion, fair and errs rather on the side of smallness than excess. I think it would be more useful if the number of Text books prescribed for the English language in the B. A. examination were reduced by half and another subject such as History or Philosophy added as a compulsory subject at least for the A course.

11. EXAMINATIONS.

The appointment of examiners in the Punjab rests with the Syndicate. But practically this work is done by standing Sub-Committees whose nominations are usually sanctioned by the Syndicate. Practically, therefore, the appointment of examiners rests with the Sub-Committees. There is no objection to this procedure, though it seems desirable that occasionally changes be made in the personnel of the Sub-Committees to prevent stagnation and monotony.

In case the same members continue there would be less chance for effecting changes in the examiners, a step that seems desirable to take occasionally.

As regards the examiners appointed for the higher examinations, the usual practice is to appoint examiners from outside the Province. This is so far good.

Model question papers are prepared by the University as guides to the examiners for setting question papers and this is all that can in my opinion be safely done in this direction.

The appointment of moderators is not feasible here, and might militate against the practice of appointing examiners from outside. It is altogether unsuited to the limited educational progress in this province, and, if followed, will result in more harm than good.

The looking over papers is checked here by appointing Head examiners where more than one examiner is appointed to look over the answer papers but in other cases the whole thing rests with the examiners. There is no check so far if an examiner performs his duty carelessly or perfunctorily as might occasionally happen.

It is a most difficult question in connection with the whole system of examinations how to obviate any chance of injustice to the examinees by the neglect or carelessness of the examiners. Obviously the final valuation of the papers must rest with the examiner who is chosen for the purpose, and it would be altogether demoralising if students who failed were to be permitted to challenge the results and ask for re-examination.

Still to obviate all chances of injustice as far as possible it is, I think, the duty of the University to devise some means to remedy the evil where it be, and I think it would only be just if a provision were made authorising the Syndicate or the Faculty on a complaint made by the Principal of a College supported by the professors concerned in the particular subject, to look into the papers of a failed candidate for the purpose, if it thinks fit, of remitting them to the examiner for re-examination.

I fully believe that no such complaint or reference would ordinarily be made by the Principal of a College, unless there were very substantial grounds to support it, and in nine cases out of ten he would considerably hesitate to make the reference at all in the interests of his own prestige and of his College.

The method suggested here is not altogether new or an innovation. The Board of Studies has occasionally in cases of generally bad results in a particular paper remitted papers to the examiners for re-examination and, unless I am mistaken, on one or two occasions even on requests of private individuals answer papers were looked over to see if the complaint was well-founded. The suggestion I make only formulates a regular provision under certain restricted conditions, and in conformity with the practice already acted upon to some extent in the University. It would form but a supplementary provision to the rule already adopted by the University that the papers of a student who passes in the aggregate but fails by five marks in a compulsory subject should be sent to the examiner for re-examination.

This rule is alleged to cause delay in publishing the results and to throw extra work on the office and the examiner sometimes even fruitlessly. I would, therefore, suggest that on the whole it would be better to award grace marks in cases provided for by this rule. Without meaning any disparagement to the examiners, and I myself have acted as an examiner for several years in the Preliminary Law examination, I feel bound to say that in subjects like Languages, Philosophy, History and Law, it is hardly possible to value a paper so correctly, and exactly as not to admit of a difference of five marks on the whole paper. I think, therefore, that it is really good grace and justice to allow a student to pass when he has failed by five marks in one subject and has passed in the aggregate.

The necessity for giving grace marks on re-examining the papers in certain cases can, however, be avoided, if students who fail in one compulsory subject and pass in the aggregate are allowed to re-appear next year for examination in that subject only. There are certain difficulties connected with the practical carrying out of this proposal, but these, in my opinion, are

not insuperable and it is hardly necessary to refer to them in any detail as long as the principle itself is not accepted. But whether one remedy be adopted or the other there is no question that something has to be done to avoid the results of undue severity, carelessness or a perfunctory performance of his duties by the examiner where there be such cases. It would probably be said that the proposals suggested by me *viz.* the re-examination of papers, the grant of grace marks &c. all tend towards making it easier to pass the examinations and to lower the value of the University degrees. I admit the former but am not prepared to admit the latter proposition. There is really no absolute and fixed standard in the world whereby the value of the University degrees in all countries and under all circumstances can be determined. As a matter of fact the educational standards of the different countries differ from each other widely, and must differ according to the level of civilisation reached and the peculiar requirements of each country. There can thus be no comparison whatever between the educational standard of a highly civilised European country and a country which is just emerging from a state of barbarism or whose course of civilization has run on for centuries back in an entirely different line. It is a grave mistake therefore to judge the value of the University degrees by any fixed standard or by a comparison or reference to its nature or value in the European countries. Unless I am misinformed, the standards for testing education are not uniform even in the whole of Europe. Much less can it be expected that there should exist any uniformity in this respect between the test as applied in England and as it prevails in India. I would go even further and state that the test cannot be uniform even in the different Provinces of India, for the simple reason that they did not each and all start on their educational careers at the same time and with equal equipment for maintaining and carrying on the race.

I am, therefore, strongly convinced that it is entirely a mistaken policy to attempt to raise standards in order to approach an ideal which is only imaginary and which is entirely unsuited. It is true that the degrees conferred by the Indian Universities bear the same name as the English degrees but this is a uniformity only in name, otherwise the courses prescribed and the education given is widely different in the two countries and must be different owing to the divergence in the nature and state of civilisation. It cannot therefore be maintained that the value of the University degrees would be necessarily lowered if it is made easy to pass the examinations, there being hardly any fixed standard or test for making comparisons or for taking levels.

On the other hand, as compared with illiterate and ignorant masses in the country, a B. A. even though he passes more easily than at present would decidedly have a certain appreciable value. Nor would the numerical increase in passes any way affect the standard of valuation. If it has not done so in Europe and America there is no reason that it would do so in India.

But looking at the question from another point of view, what is the value at present attached to a student who has obtained the B. A. degree. I am not acquainted with the circumstances of the other Provinces but speaking for my own a B. A. here is considered usually as qualified to receive a salary of Rs. 30 p. m. to start with, and I need not say that the majority of them never expect to rise above 60 or 70 during their whole service, even under favourable circumstances. This is undoubtedly the practical test for judging the value of the University degrees in the market and I might as well say with confidence that if the tests are made easier still, or students are passed by grace marks or by re-examination of papers under certain well-defined conditions, there is no likelihood of a fall in the price. I believe the lowest end of the wheel has already been reached and any such change would raise the value and not lower it.

But assuming for the sake of a argument that the value does fall if the measures proposed are adopted (which as I contend would not really be the case) then the simple question is which of the two states of things is more preferable and desirable. There can be no doubt that the present system has

not worked satisfactorily as regards the physical and mental development of the students, leaving aside for a moment the moral faculties.

I have attended the University Convocation^h for several years and one single thing which has uniformly and forcibly attracted my attention there has been the emaciated and care-worn faces of the large majority of the candidates who receive their degrees from the hands of the Chancellor.

The standards might still be raised to reach the ideal value and maintain the University prestige, although in the process both mind and body were to be ground down and paralysed rendering them totally incapable to exhibit any energy or force of action in after-life.

But, as I have said, the question is whether it is at all a preferable and desirable state of things.

Is it desirable to have a few emaciated and care-worn graduates incapable to achieve anything in after-life, their faculties having already been paralysed by pressure of work, or is it not more preferable to have a large number with less knowledge perhaps but greater capability and resources of energy to develop and work out the problems of life and perform their duties as citizens.

I, therefore, suggest that in case it is found that the standards at present demanded for acquiring the academical honours and degrees are not suited to the existing state of intellectual and moral development of the large majority of the candidates in this country, and have worked more harm than good physically, intellectually, and morally as I believe is the case, to some extent, then the best and wisest policy would be to abandon the ideal standard, to prescribe one more suited to the existing circumstances and level of civilisation to give it a trial for some period, and when by gradual assimilation the digestive power of the nation is strengthened and improved then to gradually prescribe higher standards until the ideal is finally reached.

I will finish with a few words on behalf of the unaided Institutions in connection with the Affiliation rules.

The unaided institutions have sprung up from a general desire to extend the benefits of education to classes which cannot avail themselves of the government and aided institutions owing to the high scale of fees enforced there, and with a special object to cultivate, improve and enforce the studies of classical languages and vernaculars. Their success and failure obviously depends on the attitude adopted towards them by the Government and the University. A benevolent and sympathetic treatment would strengthen and improve them. On the other hand, any measures adopted opposed to or in any disregard to their requirements would weaken them and render their existence entirely doubtful and problematical. It is undoubtedly true and cannot be questioned that the mere circumstance of their being unaided in funds ought not to make them immune from all rules of discipline and give free license to do any thing at option. This would not be maintainable even in their own interests. But, while admitting that the unaided institutions should be equally subjected to rules necessary to maintain harmonious relations with aided and Government institutions and should strictly observe the general principles which nourish sound education wherever its seeds are planted, there would still remain a considerable latitude and range for independence of work in matters special and which do not necessarily concern the University or the Government. Any interference on such domains is likely to prove harmful and throw back the cause of education for a considerable distance. For instance, in matters relating to internal management, regulation of fees, appointment of teachers, special courses of studies, qualification and salaries of teachers, arrangements of lectures, the style of building, arrangements for locating boarders, arrangements for physical exercises, supervision of classes and teachers and several other matters of the same kind, any undue severity observed or very hard and fast rules laid down would tend only to hamper and impede the work of the unaided institutions rather than improve its tone

There is no objection to framing rules as regards some of these matters and enforcing their observation, but the rules should be conceived in a liberal spirit with a proper regard for the limited means at the disposal of the unaided institutions which, it may be mentioned, are supplemented to a large extent by the spirit of self-sacrifice and the earnestness of a desire to do good to their fellow countrymen. As I have already remarked, there is a considerable latitude between a desire to enforce proper discipline and elementary rules of education in order to prevent unaided institutions from degrading themselves and the whole educational machinery of the country of which they form a part, and a desire to act as strict disciplinarians irrespective of any regard for means and methods and the limited resources at the disposal of the unaided Institutions.

The question here again is the same as in the case of prescribing standards for examinations. As in one case standards should be prescribed not from the point of view of an imaginary ideal but with due regard to the limited educational talents and qualifications of the people for whom they are prescribed, so in the other cases rules of discipline should not be laid down as if dealing with richly endowed Institutions in England or some other affluent and highly civilised country, but with a due and proper attention to the limited means and capacity of the unaided Institutions which have to follow them. The former policy would dwarf the unaided Institutions as it has dwarfed the mind and the body of the people, the latter would inspire and invigorate them and prepare them for accepting the higher ideal of discipline in a befitting and suitable manner.

I would, therefore, suggest that rules of affiliation should be framed but in a liberal spirit, without bringing any undue pressure on the work and resources of unaided Institutions and with as little interference with their internal management, qualifications and salaries of teachers, regulation of fees and some other similar matters, as may be possible.

There is one matter in which the unaided institutions specially suffer under the present regime and that is the courses prescribed for classical languages. It is the special object of the unaided institutions to foster the study of classical languages in combination with an enlightened study of the English language, as is in fact the professed object of the Punjab University itself.

But they feel impeded in their progress towards this end by the courses prescribed by the University. It would be a decided step in the right direction if, in framing the courses of studies for the classical languages, the unaided institutions were consulted and a greater regard paid to their suggestions. I imagine it would be quite feasible to frame a scheme of studies for the classical languages suited generally to the requirements of the country, or to prescribe an alternative course suited to the special requirements of the unaided institutions, without any deviation from the true standard or the standard required.

LAL CHAND,

Fellow of the Punjab University.

INDIAN UNIVERSITIES COMMISSION, 1902.

Punjab.

Note by the Revd. Dr. H. U. Weitbrecht, Ph.D., Fellow of the Punjab University.

*Connection of the Punjab University
with the promotion of Vernacular
Literature.*

I VENTURE to offer some remarks for the consideration of the Commission on a subject which was prominently referred to by our late Chancellor in his address at the last Convocation of the Punjab University. Sir W. Mackworth Young reminded us that "the improvement and extension of vernacular literature generally' is one of the objects for which the Punjab University exists," and he lamented that in this respect it had done very little. The regret must surely be shared by us all, and one cannot but feel the hope that the labours of the University Commission may lead, among other results, to the removal of this reproach.

I need not labour the point that "the improvement and extension of vernacular literature" is not merely a desirable object of the work of a University, but its chief end. The Universities of the Renaissance in Europe did much when they gave us the original writings of the Greeks, and the Latin works of an Erasmus or a Thomas More. But they did more when they stimulated the literary activity which produced the vernacular writings of a Shakespeare or a Luther, and started the movement which made the student independent of a dead or a foreign tongue. Great as must be the importance of English in Indian University education for generations to come, the end towards which it is working is that the people of India may have the treasures of Western knowledge and imagination presented to them in the current coin of their own tongues.

The question is rather, what practical measures can an Indian University, our own in particular, now take to forward this object of its existence.

The task is simplified for us in the Punjab in that, for practical purposes, we have to deal with one vernacular only, that is, Urdu. It is already the language of education, administration and commerce throughout the Province (as well as far beyond its borders), and while the other languages of the country have their value as vehicles of knowledge, we must, for the present, be content to influence them mainly through their favoured sister.

Another advantage in the selection of Urdu lies in the fact of its diffusion through a tract outside this Province, and far exceeding it in extent and population. If the political Punjab includes Delhi, the original home of Urdu, the United Provinces contain Lucknow, its other chief habitation, and the larger proportion of those to whom Urdu is a mother tongue. Whatever may be done by the Punjab University to raise the level of Urdu literature will, we may hope, be taken up and carried on in the sister University of the United Provinces.

In 1898 (the last year for which I have been able to obtain the Publication Returns of the Government of India) the registered publications (excluding bilingual works) in Bengali numbered 987, in English 1,105, and in Urdu 1,112. Of these last 1 was published in Madras, 14 in Bombay, 38 in Bengal, 454 in the United Provinces, and 605 in the Punjab. This is sufficient to show what is the importance of Urdu literature, and what an interest this University has in the matter.

What can the University do to promote the growth and raise the standard of vernacular literature?

1. The University has already lecturers on certain subjects. A competent lecturer on the Urdu language and literature would not be a person impossible to find. His subject is one which would naturally interest not a few, and the creation of a professorial chair or lectureship of this kind would help to make the Punjab University the centre of a real school of Urdu literature. The professor or lecturer must, of course, be not only an acknowledged Urdu *litterateur*, but also a man of good English education, for English is beginning to permeate Urdu, and the extent of this influence needs healthy regulation by means of good standards. Besides this one great object of Urdu literature in the present and future must

be to bring home to the people, in a form not merely intelligible, but acceptable, the substance of English literature and science. Not that we can expect it at once to rise to the heights of Shakespeare, or attain the profundity of Darwin, but if it will begin (as it has) by popularising the substance of Western literature and science, it will in due time evolve a completer presentment of them on its own lines.

2. While the University continues to give the best possible training in English literature or law, or in science as presented by English scholars, *it ought to add to its standard of qualification for degrees the assurance that a man can explain what he has learned with accuracy of thought and correctness of expression in his own mother tongue.* Whatever little weight my opinion may have, I desire to throw it emphatically into the scale in favour of this alteration. At present there is not only no guarantee, but no provision at all made that the graduate may be able to communicate the fruits of his scholarship to people of his own proper speech. If some of them do so notwithstanding, it is to their credit, and the fact shows how much more such literary activity we might hope for if some qualification for it were demanded by our academic tests. In other words, I would advocate that each of the three higher examinations should include the test of *a vernacular essay upon one of the subjects which have been studied in English.* If it be urged that this would over-weight the already long list of subjects, then I would reply: *Let us lessen the English subject sufficiently to give reasonable time to prepare for a test in the vernacular reproduction of them.* In giving the higher education we are trustees, not for a class, but for the people at large, and the great test of the real value of the imported gold of higher knowledge that we bestow upon them is the readiness with which they can change it into the smaller currency that the ordinary reader can take and pass on.

3. In the Punjab University we have a system of degrees of Oriental Learning, among them one that may be given *honoris causa*. About three years ago the University of Edinburgh conferred the degree of LL.D. on an Oriental scholar of Delhi (Khán Bahádúr Maulvi Ziyá-ud-dín Khán), but I can remember

no instance of our University doing the like for Indians who have laid themselves out to promote the cause of vernacular literature. So far we have proved the truth of the proverb that a prophet hath no honour in his own country. I believe that there are authors among us now whose work well deserves recognition at the hands of the University, and I would urge that it be made a special point before each Convocation to enquire whether there be not some worthy recipient of an Oriental degree, among Urdu authors within or without the Province. If the degree of D. O. L. be considered too great a distinction to bestow except in rare cases, might not the University apply for powers to bestow in special cases that of M. A. as the English Universities sometimes do, *honoris causa*? I am not unmindful that such bestowals might sometimes offer occasion for undesirable efforts on the part of would-be recipients. But, if as we are led to hope, the constitution of our Senates be modified, this difficulty should not be a great one, and I am convinced that the honour done to the cause of vernacular literature would be an encouragement to the recipients of it and a stimulus to others to follow in their steps.

