

Government of Madras.

EDUCATIONAL DEPARTMENT.

Recd.

Regd.

1912.

Enclosures.

Spare copies.

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G.O. No. 705, 2nd August 1912.

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DESPATCHED

Public Service Notification.

Directing the publication in the *Fort St. George Gazette* of a notification embodying the amendment to the — consequent on the exclusion of plate correctors in the survey office from the operation of article 1 of the Public Service notification.

Government of Madras.

EDUCATIONAL DEPARTMENT.

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G.O. No. 379, 2nd May 1912.

School Final Scheme.

Recording papers relating to the position of Sanskrit in the —.



# BACK PAPERS.

| G.O. | No. | Department. | Date. | G.O. | No. | Department. | Date. |
|------|-----|-------------|-------|------|-----|-------------|-------|
|      |     |             |       |      |     |             |       |

# FURTHER PAPERS

| G.O. | No. | Department. | Date. | G.O. | No. | Department. | Date. |
|------|-----|-------------|-------|------|-----|-------------|-------|
|      |     |             |       |      |     |             |       |

## Government of Madras.

### EDUCATIONAL DEPARTMENT

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G.O. No. 379, 2nd May 1912.

### School Final Scheme.

Recording papers relating to the position of Sanskrit in the—.

## GOVERNMENT OF MADRAS.

## EDUCATIONAL DEPARTMENT.

Read—the following papers:—

## I

## Memorandum No. 397-1, Educational, dated 5th May 1911.

It has recently been represented to Government that the scheme for the award of secondary school-leaving certificates prejudicially affects the study of Sanskrit by the relegation of that subject to the optional group C with the result that owing to limitations of staff it can ordinarily only be taken up in conjunction with history, that combination being adopted with reference to the classification of optional groups prescribed for the intermediate university course. Thus, not only is it impossible for a student with an aptitude for Sanskrit to pursue the study of that language as part of his compulsory course (group B) in a secondary school, but if he is desirous of taking it up as an optional subject, he is practically debarred from combining it with mathematics or science. It is suggested that the objections put forward might be removed by transferring all languages from group C to group B in the school final course. This arrangement, it is urged, would not impose any burden upon those students who did not wish to study Sanskrit, since the language they would take up under group B (as revised) would naturally be their mother tongue, composition and translation in which already forms a part of the compulsory group A. At the same time it would become possible to combine the study of Sanskrit with any of the items remaining in group C, thus removing the present restrictions upon the discretion of students and their guardians in the selection of optional subjects.

2. The Director of Public Instruction is requested to examine this proposal and favour Government with an expression of his views on the matters in issue.

L. DAVIDSON,  
Ag. Secretary to Government.

To the Director of Public Instruction.

## II

Letter—from the Hon'ble Mr. J. H. STONE, M.A., F.R.H.S., Acting Director of Public Instruction.

To—the Secretary to Government, Educational department.

Dated—Madras, the 8th June 1911.

No.—Ref. on Cur. 3097.

I have the honour to submit the following remarks with reference to Memorandum No. 397-1, Educational, dated 5th May 1911.

2. The adoption of the suggestion would bring an element of confusion into the secondary school-leaving certificate scheme which is at present based on clear and easily recognized principles. It would also be an additional burden on all pupils in

schools whether they took up Sanskrit or a vernacular. In the first case all the work spent in Sanskrit would be so much extra except for boys taking it up under C also, and in the second so much as was not immediately concerned with composition and translation under A. It would be a correspondingly additional burden on school staffs. Additional hours of teaching in Sanskrit and the vernaculars would have to be provided. The result might easily be to deter pupils from taking these languages under C at all and lead them to content themselves with the records of school work under B, and thus the object of the scheme to encourage a certain amount of specialization would, so far as these languages are concerned, be defeated. It is also to be feared that the language work under B might prove rather perfunctory. Even when the stimulus of a public examination is present it is well recognized that work with pandits is shirked and the best efforts of inspectors and headmasters would probably fail to make it thorough. At the same time it cannot be denied that the secondary school-leaving certificate scheme does favour the adoption of curricula excluding Sanskrit as is shown by the following statement:—

|           | Candidates registered<br>in the chief Indian<br>languages in the<br>Matriculation of<br>1909. | Candidates registered<br>in the public examination of<br>the secondary school-<br>leaving certificates of<br>1911. |
|-----------|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| Sanskrit  | 1,746                                                                                         | 587                                                                                                                |
| Tamil     | 1,911                                                                                         | 1,185                                                                                                              |
| Telugu    | 1,632                                                                                         | 1,386                                                                                                              |
| Canarese  | 425                                                                                           | 107                                                                                                                |
| Malayalam | 1,397                                                                                         | 548                                                                                                                |
| Arabic    | 8                                                                                             | 1                                                                                                                  |
| Persian   | 36                                                                                            | 12                                                                                                                 |
| Urdu      | 65                                                                                            | 42                                                                                                                 |

It is likely that the falling off in the number taking Sanskrit will be still greater in future years, because when the scheme was introduced there must have been many pupils in schools who had been studying Sanskrit for years and who would find it a convenient subject to take for the secondary school-leaving certificate since it is one of those for group III of the Intermediate. For the reason noted above the tendency to take a vernacular under C is likely to strengthen. Unless therefore Government are prepared to allow Sanskrit to almost disappear from secondary and higher education, something will have to be done.

3. It appears to me that the only thing likely to be effective and at the same time feasible is to assimilate the treatment of languages under the secondary school-leaving certificate scheme to that under the regulations of the University under the Intermediate examination, i.e., to make Sanskrit and other classical and non-Indian vernacular languages alternating with vernacular composition and translation under A.

The obvious objection is that some pupils would obtain leaving certificates which afforded no evidence as to their knowledge of their vernacular. It is not likely, however, that the proportion taking Sanskrit and other non-vernacular languages would be any larger under the secondary school-leaving certificate scheme than under the Matriculation regulations, i.e., less than one-fourth, and experience shows that the able boys on the whole take Sanskrit. It is also to be remembered that up to the third form the medium of instruction is the vernacular and that Sanskrit is taught through it. Under the old system I do not think that the complaint was that educated people did not know their vernaculars so much as that their attention had been so much directed to the archaic forms of the languages that they were unable to make practical use of their knowledge. If my suggestion were adopted, more than three-fourths of the boys passing out of school would have undergone a public examination in vernacular composition and translation. The remaining one-fourth, it may be argued, might under the existing notification be eligible for Government service, but unfit for it because of their deficiencies in the vernacular. I do not think, however, that this aspect of the question needs serious attention. The boys who take Sanskrit will be aiming at a University career and cases of any seeking to enter service on the strength of the secondary school-leaving certificates might be dealt with on their merits. Any rule, such as one requiring a subsequent pass in a vernacular, would, of course, tend to defeat the end in view.



4. The proposed change would also be useful as enabling certain pupils to complete their certificates by an entry under A which they cannot at present get. There are those who have no vernacular or who are necessarily studying in schools in which a vernacular other than their own is taught. Under my scheme these could all take some classical or modern European language. The list of languages under C would not be altered. The standard under A for classical and modern European languages would be such as to make their study as nearly as possible an equivalent for the vernacular composition and translation. Those who wished a record of more specialized knowledge could get it by taking a language under C.

The proposal would entail some addition to the Sanskrit teachers' work, but they would not have more than under the Matriculation course.

### III

*Letter*—from the Hon'ble Mr. J. H. Stone, M.A., F.R.H.S., Acting Director of Public Instruction.

*To*—the Secretary to Government, Educational department.

*Dated*—Madras, the 27th June 1911.

*No.*—Ref. on Cur. 3097.

I regret to find that in my reply Ref. on Cur. No. 3097, dated 8th June 1911, to Educational Department Memorandum No. 397-1, dated 5th May 1911, I attached insufficient importance to the word "transferring" in the memorandum, and discussed the suggestion as though it could be adopted without abolishing the public examination in languages under C.

I believe I was led into this error by the, to me, unthinkable of such an abolition. The public examination in languages under C is necessary to afford evidence of such specialized knowledge as would fit a student for admission to certain options under group III in the course for the Intermediate examination.

Principals of colleges would not in my opinion be justified in accepting the mere record of school work under B as sufficient evidence of such specialized knowledge for two reasons.

In the first place, the differentiation of B and C subjects implies that the former being in practice compulsory for all pupils, shall be treated in a more elementary manner than the latter, so that a student's knowledge of a language treated as a B subject would probably be insufficient for entrance on a University course.

In the second marks given in school are at present very inferior evidence of proficiency to those obtained in a public examination. This I assert on the strength of the reports of Inspectors of Schools as to the limited degree of success so far achieved by headmasters in working the scheme and of an examination of the marks entered for school work by headmasters and those obtained in the public examination. The school work marks often not only fail to discriminate between the boys in a class, none of the marks varying much from the average, but also tend to be so much higher than those of the public examination as to be valueless without the correction afforded by it.

These defects are no more than was anticipated and experience will, I have no doubt, greatly improve the award of marks in school, but I think they will always require the confirmation of a public examination in those subjects which have not on pedagogic grounds been excluded from it.

It is further to be remembered that the University accepted the scheme as it is and should be consulted before such a momentous change as that suggested could be introduced.

The inclusion of languages in both B and C I have discussed in my letter under reference.

### IV

*Letter*—from M.R.Ry. Diwan Bahadur K. KRISHNASWAMI RAO Avargal, C.I.E., Chairman of the Public meeting held in Madras.

*To*—the Chief Secretary to Government.

*Dated*—the 22nd August 1911.

I have the honour to inform you that at a meeting of the teachers and parents and guardians of the students studying in the secondary schools in the City of Madras held yesterday evening at Pachaiyappa's hall, the following resolution was unanimously passed :—

"Resolved that this meeting is of opinion that the place assigned to Sanskrit and the South Indian vernaculars in the school-leaving certificate scheme is calculated to discourage their study, and consider that it is necessary to regroup the subjects as prayed for in the memorial now before the meeting: it further adopts the said memorial, and requests the Chairman, Diwan Bahadur K. Krishnaswami Rao Avargal, C.I.E., to submit the same to His Excellency the Governor of Fort St. George in Council."

In accordance with this resolution I now send the accompanying memorial for submission to His Excellency in Council. The memorial is both numerous and influentially signed; and it is earnestly hoped that it will receive due consideration and that the prayers therein contained will be granted in the best interest of secondary education in South India.

### ENCLOSURES.

(1)

*Memorial*—of the Teachers, Parents and Guardians of the students belonging to the various educational institutions in Madras.  
*To*—His Excellency the Governor of Fort St. George in Council.

**RESPECTFULLY SHOWNETH.**—That the grouping of the subjects for the secondary school-leaving certificate scheme, coupled with the options allowed to the students, operates as a discouragement to the study of the vernaculars of the Presidency and, in an even greater measure, to the study of Sanskrit or Arabic or Persian.

2. That most students, having to choose between these languages and such subjects as mathematics, physics or chemistry, are apt to show no preference for the former, and that these languages will therefore continue to be neglected so long as they are not included in the obligatory portion of the course of study.

3. That your memorialists are informed and have reason to believe that several institutions in the mufassal and one large institution in Madras have ceased to provide for the teaching of these languages and their literatures—an omission which, if allowed to become general, must seriously impair the soundness of our educational system and its capacity to impart well the basic elements of culture and citizenship.

4. That, while the inclusion of vernacular composition and translation in the A group secures some little attention to the vernacular languages, it cannot be and, if any inference may be based on the practice of the schools so far, is not likely to prove a guarantee that the vernacular languages are thereby encouraged to be taught as they should be.

5. That Sanskrit, which does not enjoy even this partial advantage in the present scheme, was brought up at the recent public examination only by about 800 candidates, the number that used to be examined in previous years in that language in the Matriculation examination being about 2,000; and that as the full effect of the new scheme begins to be felt, even this number of 800 is very likely to be materially reduced.

6. That your memorialists, while wishing that Sanskrit and the other classical languages studied in India should receive better recognition in the secondary school-leaving certificate scheme, are convinced that no Indian student should be allowed to neglect altogether his vernacular on the ground that he learns a classical language, and hence consider it necessary to test the knowledge of the vernacular possessed by such students as take up Sanskrit or any other classical language by including in group A translation from such language into their respective mother tongues as an alternative for the vernacular composition and translation in that group. To make sure that this translation test really secures the object kept in view, it should be made known distinctly that, in the valuation of this translation from a classical into a vernacular language, fully as much weight will be attached to the vernacular handwriting and spelling and simplicity and accuracy of expression as to the faithfulness with which the meaning of the original is brought out in the translation.

7. That your memorialists pray that Sanskrit and other classical and foreign languages and the Indian vernaculars may be transferred from group C of the scheme to group A so that their study in the secondary schools may be stimulated to some extent by bestowing on them the prominence which a public examination carries with it.

8. That, if it be feared that the transfer above suggested might make the public examination more heavy or more important than is consistent with the nature of the secondary school-leaving certificate scheme, these languages may be transferred to group B at least, which includes subjects expected ordinarily to be taught in secondary schools.

9. That your memorialists are aware that no subject of study is, in the strict sense of the word, compulsory in the present scheme for the award of secondary school-leaving certificates, and that it is theoretically possible for schools to neglect these languages even when included in group B; but your memorialists are fully persuaded that, should their prayer be granted, the Department of Public Instruction will carry out the policy and intention of Government by exerting its authority and influence in favour of these languages in the same manner as it does in favour of Indian history and elementary science.

10. That your memorialists trust that the change prayed for will not add materially to the burden of the candidate. If, however, it be found to do so in actual practice, your memorialists have no doubt that the School Leaving Certificate Board will, in the light of experience, effect a proportionate lightening of the courses prescribed for the various non-language subjects in group C. For which act of kindness, your Excellency's memorialists will, as in duty bound, ever pray.

(2)

*A list of the names of the more important persons in Madras who have signed the memorial.*

1. Diwan Bahadur K. Krishnaswami Rao Avargal.
2. The Hon'ble Justice P. R. Sundara Aiyar.
3. The Hon'ble Mr. P. S. Sivaswami Aiyar, Advocate-General.
4. Diwan Bahadur P. Rajaratna Mudaliyar Avargal.
5. The Hon'ble Mr. P. Theagaraya Chetti.
6. The Hon'ble Mr. L. A. Govindaraghava Aiyar.
7. The Hon'ble Mr. T. V. Seshagiri Aiyar, B.A., B.L.
8. Rao Bahadur M. Ranga Chariyar, M.A.
9. Diwan Bahadur M. Ramaswami Nayudu Garu.
10. T. R. Ramachandaram Aiyar, B.A., B.L.
11. C. P. Ramaswami Aiyar, B.A., B.L.
12. K. B. Ramaswami Aiyar, M.A., B.L., L.T.
13. M. Krishnama Chariyar, M.A., M.L.
14. S. Otto Schrader, Ph.D.
15. Mahamahopadaya V. Swaminatha Aiyar.

V

*Memorial*—of the Teachers, Parents and Guardians of the students reading in the various educational institutions in the Madras Presidency.

To—His Excellency the Governor in Council, Fort St. George.

RESPECTFULLY SHOWETH.—That the introduction of the Western system of education in accordance with the now famous minute of Lord Macaulay brought about a notable departure from the indigenous system of education which had prevailed in the country before that time, and opened to the men and women of this ancient land a new world of thought and knowledge not dreamt of before. This peculiarly British boon of English education naturally tended to westernise the youths of our country in their thoughts, and aims and aspirations; and some of these changes in their views and their ways of looking at things were really necessary in the interest of true and comprehensive culture. It should not, however, be overlooked that there have also been certain attendant evils associated with this new system of education. It has had a tendency to make the youth of India feel that they belong to a people without a past, who have no worthy traditions and no elements of national civilisation to hold in esteem. More than even this, they have been led to think that the highest aims and the noblest efforts of their lives should be at once directed to the Europeanisation of all Indian institutions, whether they be social or religious or political; and many of them have accordingly cut themselves away from the old moorings of Indian life and

its time-honored regulations, and have become very warm advocates of sudden social, religious and political changes in the country. However, these tendencies were hitherto kept in check to some extent by the enforced study of the literature of the country as embodied in Sanskrit and in the vernacular languages. It is indeed possible to count a number of learned men among us who carry with them the best Indian traditions of the past and have the full refinement and freedom of thought that modern culture gives. In these men may be seen most markedly that sobriety of calm and deliberate judgment, which is the result of the harmonious combination of Eastern and Western culture and has led them to believe that progress has to be slow and self-evolved and can never be uncognisant of the power of the past. The Government of this country cannot do a more blessed work in the land than to turn out from our schools and colleges large numbers of such men, year after year, who will be peace-loving and thoughtfully constitutional in all their endeavours to achieve national progress and popular advancement.

2. It is with regret submitted that the recent regulations regarding the grouping of subjects for the public examination in connection with the secondary school-leaving certificate scheme have given almost a death-blow to the study of Sanskrit and of the vernacular languages in our secondary schools. The relegation of these languages to group C in the school final scheme has led to their study being neglected almost altogether. The grouping of subjects in the school final scheme has thus given a place of unimportance to Indian languages; and a new generation of students are growing up before our very eyes who are certain to be utter strangers to the best traditions of their own country and who may inaugurate a state of things therein, very undesirable in the interest of the Government and also of the people at large.

3. The changes that have been or may in future be introduced by the University in favour of the study of Indian languages and literatures will be of no avail in improving existing conditions, unless students coming up from high schools are subjected to a course of previous training in these languages. But the grouping of the subjects for the school final examination gives an option to high school pupils to largely avoid these languages. The paucity of students taking up Indian languages for the University course by reason of the school final scheme not favouring it, will, we have no doubt, have a disastrous effect on the general culture of the country and the development of character among the people.

4. It may be said that vernacular translation and composition have been made compulsory subjects of study upon all pupils in secondary schools, and that, consequently, the vernaculars are adequately taken care of. It is humbly submitted that the study of vernacular literature does not at all come within the scope of these subjects. By the study of current prose literature one may acquire ability enough to write a good essay in a vernacular language. But how is this calculated to give the pupil an insight into the ethical and artistic ideals of Indian literature so as to make him feel at home in an atmosphere of pure and high Indian culture. It is the literature of a people which has come down to them from hoary antiquity that enables them to obtain an insight into their past, and gives a well-balanced national impress to their cultivated minds.

5. In the other provinces of India both the University and Government have assigned to the Indian languages a place of prominence which they rightly deserve. We see no reason why in our province alone these languages should receive an uncordial treatment. We look upon the present arrangement in regard to the study of Indian languages as a national misfortune and a source of serious public harm. In some schools and colleges the Indian vernaculars and Sanskrit have been abolished as subjects of instruction; and in other institutions also the desire is becoming obvious to follow the example of these institutions. This, in our humble opinion, is not a state of things that should be allowed to continue any longer. The first step towards remedying the existing evil must begin with a modification of the school final scheme.

6. We, therefore, pray that the languages included in group C of the school final scheme may be transferred from that group to group A, and that those who select a classical language as a subject of study may be permitted to bring up for the public examination translation of a passage in the language selected into their respective

vernaculars, instead of vernacular translation and composition which are made compulsory upon every pupil according to the scheme now in force. The latter of the two changes herein prayed for, will, it may be pointed out, bring the school final scheme into line with the scheme of studies for the Intermediate examination as lately amended with reference to classical languages.

For which act of kindness the memorialist shall, as in duty bound, ever pray.

## VI

*Letter*—from the Hon'ble MOULVI SAHYID MURTUZA SAHIB Bahadur, Chairman of the Public meeting held in the Trichinopoly Town Hall.

*To*—His Excellency the Governor in Council, Fort St. George.  
*Dated*— he 20th September 1911.

MAY IT PLEASE YOUR EXCELLENCY.—As Chairman of the Public meeting of Parents and Guardians held in the Trichinopoly Town Hall on 31st August 1911, I beg leave to forward herewith the memorial adopted by them praying that the optional Indian languages now relegated to group C in the School Final Examination Scheme may be transferred to group A or at least to group B so that their study may be made compulsory in all high schools.

The public meeting was very largely attended by all classes of citizens interested in the education of their children and was addressed by Messrs. the Hon'ble Moulvi Saiyid Murtuza Sahib, T. V. Swaminatha Aiyar, B.A., L.T., A. V. Gopalachariar, M.A., B.L., S. K. Devasikamani, B.A., L.T., C. R. Srinivasa Aiyangar, B.A., M. Venkataswami Nattar, B. V. Krishnaswami Aiyar and M. M. Balakrishna Aiyar.

It was unanimously resolved to submit a memorial on the subject to the Government and a committee consisting of Messrs. the Hon'ble Moulvi Saiyid Murtuza Sahib, T. V. Swaminatha Aiyar, S. K. Devasikamani and M. M. Balakrishna Aiyar was appointed to draw up the memorial and get the same signed and the Chairman was authorised to forward it to Government. The memorial which is submitted herewith has been widely signed by all classes of citizens.

In laying their humble memorial before your Excellency in Council, I beg leave to add that, as the people of all communities—Hindu, Muhammadan or Christian—feel that the present subordinate place given to their vernaculars and classical languages has set a premium for their neglect in schools and will produce a very disastrous effect on the study of those languages, they look up to your Excellency to grant their humble prayer.

## ENCLOSURE.

*Memorial*—of the Parents and Guardians of the students of the various educational institutions in Trichinopoly and Srirangam.

*To*—His Excellency the Governor in Council, Fort St. George.

MAY IT PLEASE YOUR EXCELLENCY.—We, the parents and guardians of the students of the various educational institutions in Trichinopoly and Srirangam, are highly interested in seeing that the youths of this country receive a proper education and beg leave to submit the following memorial to your Excellency and request that our prayer may be granted after due consideration.

2. We beg permission to point out that the recent regulations regarding the grouping of subjects for the public examination in connection with the secondary school-leaving certificate scheme have given almost a death-blow to the study of Sanskrit and of the vernacular languages in our secondary schools. The relegation of these languages to group C in the School Final Scheme has led to their study being neglected altogether.

3. The changes that have been or may in future be introduced by the University in favour of the study of Indian languages and literature will be of no avail in improving existing conditions, unless students coming up from high schools are subjected to a course of previous training in these languages. Further the grouping of subjects for the School Final Examination gives an option to high school pupils to avoid these languages. The paucity of students taking up Indian languages for the University course by reason of the School Final Scheme not favouring them, will, we have no doubt, have a disastrous effect on the general culture of the country.

4. It may be said that vernacular translation and composition have been made compulsory subjects of study upon all pupils in secondary schools, and that consequently the vernaculars are adequately taken care of. It is humbly submitted that the study of vernacular literature does not

come within the scope of these subjects. By the study of current prose literature one may acquire ability enough to write a good essay in a vernacular language. But how is this calculated to give him an insight into the ethical and artistic ideals of Indian literature so as to make him feel at home in an atmosphere of pure and high Indian culture? It is the literature of a people which has come down to them from a hoary antiquity that enables them to obtain an insight into their past and gives a well balanced national leaning to their cultivated minds.

5. In the other provinces of India both the University and the Government have assigned to Indian languages a place of prominence which they rightly deserve. We look upon the present arrangement in regard to the study of Indian languages as a national misfortune. In some schools and colleges vernaculars and Sanskrit have been abolished as subjects of instruction; and in other institutions the desire is becoming obvious to follow their example. This, in our humble opinion, is not a state of things that should be allowed to continue any longer. The first step towards remedying the existing evil must begin with a modification of the School Final Scheme.

6. We therefore beg that the now optional Indian languages may be transferred from group C to group A in the School Final Scheme; should this, however, be found impossible, we pray that they may be transferred at least to group B, so that their study may be made compulsory in all high schools and we also beg that those who select a classical language as a subject of study may be permitted to bring up for the public examination translation of a passage in the language selected into their vernacular instead of vernacular composition which is compulsory according to the scheme now in force. The latter of the two changes will bring the School Final Scheme into line with the scheme of studies for the new Intermediate Examination. For which act of kindness, we, as in duty bound, shall ever pray.

Order—No. 379, Educational, dated 2nd May 1912.

Recorded.

(True Extract.)

T. E. MOIR,  
Ag. Secretary to Government.



NOTES CONNECTED WITH G.O. No. 379, EDUCATIONAL, DATED  
2ND MAY 1912.

[SUBJECT.—*Position of Sanskrit in the scheme for the award of secondary school-leaving certificates.*]

*Memorial*—from the inhabitants of Malabar.

*To*—the Director of Public Instruction.

*Dated*—August 1910.

We the inhabitants of Malabar respectfully beg to bring the following facts to your kind consideration.

We cannot be too grateful to the British Government for its ungrudging endeavour to instil into the minds of the Indian youths all that is best in the system of western education. It is specially gratifying to us that provision has been made for imparting instruction in Sanskrit in our public schools and colleges, as such a step alone is calculated to give our students the advantage of the eastern culture also. While thinking that the new School Final examination is a step in the right direction, we are constrained to point out that it has an unhealthy tendency to discourage the study of Sanskrit. We are sorry to submit that Sanskrit learning has received an unmerited blow in consequence of this new examination. We have no doubt that this innovation is purely accidental, and not intentional. We, therefore, make bold to place the matter before you in the firm hope that you will see your way to redress our grievances by taking such steps as are calculated to give an impetus to the study of Sanskrit. It is perhaps unnecessary to mention here that all that is noblest and best in Indian thought and culture is preserved in this language, and any facility afforded to the Indian youth to acquaint himself with what is best in his own literature would be a great blessing. In view of the above fact, we should have hoped that Sanskrit would be made a compulsory subject; but we are sorry that our hopes are dashed to the ground. Although our B.A. and Intermediate students have the facility to cultivate their knowledge of Sanskrit, according to the new rules, we regret that difficulties have been thrown in the way of our School Final students taking up Sanskrit.

There were a goodly number of Sanskrit students in our high schools before the introduction of the School Final examination. Any student could then take up Sanskrit without prejudice to his other studies. Since the beginning of this year, however, two changes have come over Sanskrit. In the first place, it has been made one of the optional subjects; in the second place, Sanskrit has been grouped with history alone, so that it may be in harmony with the grouping system adopted in the Intermediate examination. And the consequence is that no student taking up science or mathematics is allowed to take up Sanskrit, even if he wishes to do so. This unfortunate state of things is responsible for the dearth of Sanskrit students in our schools. But this is not all. A Sanskrit student has to undergo an examination in the vernacular composition and translation, quite a novel procedure. We are not unmindful of the fact that a good knowledge of the vernacular is a *sine qua non* in the case of

all students alike; but a practical knowledge of the every day vernacular is one thing, and to pass an examination in that subject is quite another thing. Under these circumstances, our students not unnaturally give up Sanskrit in favour of other subjects.

It will thus be seen that far from holding out special inducement to students of Sanskrit in high schools, difficulties have been, of late, thrown in their way, with the result that the classical language of our country is sadly neglected by our students. True there are concessions granted to students of Intermediate classes; but those concessions are of little use when it is remembered that the School Final students are at a disadvantage for want of similar concessions. If the subject should be studied at all, it should be begun in the lower classes. Neglect of Sanskrit in the lower classes is so serious at present that even the concessions granted to Intermediate students lose all their value. We beg to point out with due deference that the concessions granted to Intermediate students might reasonably be extended to the School Final students also. In our humble opinion vernacular composition is an infliction upon a student who has all along devoted his time and attention to the study of his classical language. In the interest of the sacred language of India, we hope that you will see your way to afford every facility to our students taking up Sanskrit. We should not have taken the liberty of addressing you on the subject, if we could make some suitable arrangement to give our students Sanskrit education at home. But organized and systematic instruction can only be had in our public schools. Nor is it possible for every parent to employ a private tutor to coach up his boy at home in Sanskrit.

We think it necessary to add one more fact. At present, Government officials and others who have to go from one district to another take their children with them. Even if they take up Sanskrit they are forced to study the vernacular language of the district. It is rather hard to expect from a student a thorough acquaintance with the new vernacular he has to study in a new high school. It is under the circumstances clear that such students will be put to much hardship and inconvenience. But it will be easy and possible for all schools to introduce Sanskrit so that if Sanskrit translation be substituted for vernacular composition and translation, the difficulty could be overcome. For the students then could manage with Sanskrit in any school in any district. We need hardly submit how difficult it would be for a student of the sixth form to begin a new vernacular. We hope we have said enough to show that the School Final students have a distinct grievance crying for immediate remedy.

In conclusion, we pray that you will be kindly pleased to take the above facts into your kind consideration, and make Sanskrit a compulsory subject, or, at least, replace the new vernacular composition and translation with Sanskrit translation as in the case of the Intermediate examination.

Has this ever come up to Government in any form before?

V. K[ISHNASWAMI Aiyar]—19-2-11.

The Honourable Member forwards a copy of a petition addressed to the Director of Public Instruction by some inhabitants of Malabar and enquires whether the matter referred to in the petition has come up to Government in any form before.

2. It is represented in the petition that the new School Final examination (the petitioners apparently mean the scheme for the award of secondary school-leaving certificates) has an unhealthy tendency to discourage the study of Sanskrit and that Sanskrit learning has received an unmerited blow in consequence of that scheme. It is stated that Sanskrit has been made one of the optional subjects of study and that it has been grouped with history alone so that it may be in harmony with the grouping of optional subjects adopted for the Intermediate examination, with the result that students taking up science or mathematics are not allowed to take up Sanskrit, even if they wish to do so. Another obstacle to taking up Sanskrit, according to the petitioners, is that a Sanskrit student is required to undergo a public examination in vernacular composition and translation. In consequence of these

difficulties the petitioners state that the number of Sanskrit students in high schools has fallen. The petitioners therefore request that Sanskrit may be made a compulsory subject or at least the concession granted to Intermediate students of bringing up translation from Sanskrit in lieu of vernacular composition and translation may be extended to candidates for the school-leaving certificates.

3. According to paragraph IV of the scheme for the award of secondary school-leaving certificates "vernacular composition and translation" is one of the subjects in which candidates for the certificate have to undergo a public examination. This subject was included among the subjects specified under the head A in paragraph IV of the scheme on the recommendation of a committee which was appointed to consider and work out the scheme. The committee expressed the opinion that a "working knowledge of the vernacular should be insisted upon" in the case of candidates for the secondary school-leaving examination and further observed as follows:—

"With regard to an Indian vernacular, since we propose that the same vernacular may also be brought up as an optional subject, all that need be insisted upon for all candidates for the certificate is that the examination in it shall include (1) composition and (2) translation into the vernacular of short and simple sentences or passages of English. . . . Another reason, and perhaps the more weighty reason, for including vernacular composition and translation among the subjects to be brought up for the public examination by candidates for secondary school-leaving certificates apparently was that vernacular composition formed at the time one of the compulsory subjects for the Intermediate examination—vide Regulation 178 of the University Regulations.

4. Subsequently in May 1910, it was represented to the Senate of the University that the position of Sanskrit in the course of studies for the Intermediate examination was seriously threatened owing to the unpopularity of group IV as compared with the other optional groups of the Intermediate course, and that it was desirable to restore to the classical and vernacular languages of India as nearly as possible the place they held in the old First-in-Arts examination. The committee which was appointed by the University to report on this suggestion recommended that Regulations 178 (II) and 184 (II) should be amended so as to allow of translation into English from a classical or foreign language being taken as an alternative to the compulsory vernacular composition. The committee further observed as follows:—

"Vernacular composition will now be taught generally in the high schools under the new scheme for school-leaving certificates and the necessity for a course in Vernacular composition is therefore reduced. It is the opinion of the committee that the present compulsory course operates to the decided disadvantage of students desirous of taking the classical languages, the study of which is consequently discouraged."

5. The Senate accepted this recommendation and it was sanctioned by Government (vide G.O. No. 392, Educational, dated 27th May 1910). According to the amended Regulation 178, therefore, a candidate for the Intermediate examination may bring up instead of "vernacular composition", translation into English from one of the classical or foreign languages. This concession appears to have been recommended by the Senate in view mainly of the fact that vernacular composition formed one of the

compulsory subjects of study for the school-leaving certificates. The scheme for the award of school-leaving certificates was instituted as an entrance test for public service and as a final test for young men who were leaving school and who desired to enter a school of professional or technical teaching not connected with the university. The object and scope of the examination in connection with the scheme differ entirely from those of the University Intermediate examination, and it will be observed that stress has always been laid on the importance of the vernacular test prescribed for the former examination.

6. It does not therefore appear that the concession granted in the case of the Intermediate examination may be extended to the candidates for the school-leaving certificates.

7. At the meeting of the Legislative Council held on the 29th November 1910, the Hon'ble Mr. G. Raghava Rao Pantulu asked—

(1) Whether the attention of Government had been drawn to the fact that the number of pupils studying Sanskrit in the high school classes had considerably fallen, and

(2) Whether, in the case of candidates for the secondary school-leaving certificate examination, the Government would permit translation from Sanskrit into a vernacular or English to be brought up as an alternative to vernacular composition and translation.

8. The Government replied that their attention had not been directed to the fall in the number of pupils studying Sanskrit in the high school classes and that they were not prepared, having regard to the object with which the scheme for the award of secondary school-leaving certificates was instituted, to accept the Honourable Member's suggestion and to permit Sanskrit students bringing up translation from Sanskrit in lieu of vernacular composition and translation.

K. RANGASWAMI AIYANGAR—18-3-11.

If any action is to be taken, the Director of Public Instruction will have to be consulted.

G. F. PADDISON—20-3-11.

The petition is addressed to the Director of Public Instruction, who will no doubt address Government if he considers any change desirable.

To the Hon'ble Mr. Krishnaswami Aiyar with reference to his note of the 19th February on the petition through Hon'ble Sir M. Hammick.

L. DAVIDSON—21-3-11.

This file will show my Honourable Colleague that the question of the study of Sanskrit has been continuously before Government for some time. It is a very difficult question, but I am not at all inclined to replace the vernacular composition and translation in the School Final certificate examination by any paper in Sanskrit. We must, I think, insist in the School Final examination on the knowledge of vernacular being made an obligatory subject.

M. H[AMMICK]—22-3-11.

I entirely agree with my Honourable Colleague as regards the retention of vernacular composition and translation in group (A). The request of the petitioners to insert Sanskrit in their place is entirely inadmissible. But the petition proceeds to

deal with two other matters. The petitioners ask that Sanskrit shall be made compulsory. This again cannot, I think, be done. It is, however, another question whether the languages included in group (C) may not be transferred to group (B), so that one of the languages enumerated under the heads (a), (b) and (c) may form part of the compulsory course. Not being included in group (A) or in group (C), the language selected will not form one of the subjects of the public examination under rule VI. This arrangement will ensure a second language being learnt whether it forms the subject of vernacular composition or not. Students that are interested in Sanskrit will in addition to qualifying for the vernacular composition and translation have learnt one of the languages which may be Sanskrit or any other. It seems to me that this re-arrangement may be allowed without prejudice to the scheme of secondary school-leaving certificates. The present position of languages in group (C), where there are many other subjects which may be selected in the alternative, renders it easy for students to overlook Sanskrit altogether. The petitioners also complain that

I do not understand what is meant.

M. H[AMMICK].

Sanskrit has been grouped (apparently in high schools) with history alone. This, I understand, refers to the selection of optional subjects under group (C) for teaching in particular schools, which probably include Government schools. Such a grouping must necessarily tell against students bringing up Sanskrit where they happen to choose any other subjects than the History of England included in group (C). This, I think, is an unnecessary and undesirable fetter upon the discretion of students and their guardians in the selection of optional subjects under group (C). Transfer of the languages to group (B) will overcome the difficulty suggested by the petitioners. I would ask the Director of Public Instruction to report whether, in view to what seems to be the prevalent complaint in the country and the undoubted importance of a knowledge of Sanskrit, the suggestion that I have made may not be adopted. Let the Hon'ble Sir Murray Hammick see again.

V. KRISHNASWAMI AIYAR—23-3-11.

I take it that as matters stood before we instituted this School Final examination Sanskrit formed no portion of the Matriculation examination except as an optional language.

2. I do not understand what is meant when the petitioners say that "Sanskrit has A "been grouped with history alone." What is meant can the office say?

3. My Honourable Colleague suggests that the languages in group (C) may be transferred to group (B). But surely this would mean merely that in the Tamil country a boy would learn English and Tamil. In the Telugu country he would learn English and Telugu. The boy under (A) is bound to take up for examination (a) English and (b) vernacular composition; the school is not likely to encourage learning more than this in the way of languages, and if the language group in (C) was transferred to (B), it would not compel a boy to do more than learn his vernacular. He would not be compelled to learn a classical language and, as he is not to be examined in it, he is not likely to learn it.

4. I do not think, therefore, that the course suggested would lead to any more students taking up Sanskrit than is now the case.

5. In my opinion, for the encouragement of Sanskrit, we must look to the University and not to any manipulation of the School Final examination. Unless a boy is going on beyond the School Final, i.e., is going to go through a University course, I don't think we should do anything to give Sanskrit or any other language a preference. The boy can take Sanskrit now if he wishes, and he will do so if he is going on through the University course and taking there a classical course. Unless he is going to do this, why should we try and suggest to him that he should learn Sanskrit?

6. Our compulsory course already is, I should say, overloaded, and I don't like making any more language instructions compulsory than is now the case. The boy now has to learn English and the vernacular. Surely, unless he is going in for a literary course at the University, that is sufficient.



Before making any reference to the Director of Public Instruction, will the office please note on A above? I want to understand that point first.

M. H[AMMICK]—25-3-11.

With regard to the Honourable Member's query at A above it is submitted that, under the scheme for the award of secondary school-leaving certificates, the subjects of study have been divided into three classes, namely, A, B and C. The subjects specified under heads A and B are those which are ordinarily studied in schools and those specified under head C, the optional subjects. The public examination is held in the subjects classed under head A and any of the subjects under head C.

2. The subjects under the several heads are given below for facility of reference:—

#### A

Elementary mathematics.  
English.\*  
Vernacular composition and translation.\*

\* Great weight will be attached to handwriting and spelling and to simplicity and directness of expression.

#### B

Science.  
Geography.  
History of India.  
Drawing.  
Physical training.  
Domestic Economy and Needle-work (for girls).

#### C

One of the following languages:—

|                         |                                                                                                                            |                                                                                               |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| (a) Classical ...       | <div> <div>Sanskrit.</div> <div>Greek.</div> <div>Latin.</div> </div>                                                      | <div> <div>Arabic.</div> <div>Persian.</div> <div>Hebrew.</div> </div>                        |
| (b) Foreign ...         | <div> <div>French.</div> </div>                                                                                            | <div> <div>German.</div> </div>                                                               |
| (c) Indian vernaculars. | <div> <div>Urdu (Hindustani).</div> <div>Canarese.</div> <div>Tamil.</div> <div>Telugu.</div> <div>Malayalam.</div> </div> | <div> <div>Mahratti.</div> <div>Uriya.</div> <div>Burmese.</div> <div>Sinhalese.</div> </div> |

History of England.  
Algebra and Geometry.  
Practical Mathematics.  
Trigonometry.  
Botany.  
Physics.  
Chemistry.  
Music.  
Agriculture.  
Commercial Practice and Geography.  
Book-keeping and Commercial Arithmetic.  
Short-hand and Type-writing.  
Pencil-writing and Indexing.  
Needle-work and Dress-making.  
Lace-work or any other subject within the secondary school course.

Sanskrit is now classed under head C as one of the several optional subjects which may be brought up by a candidate for the public examination. It is understood that in secondary schools not more than two of the optional subjects are taken up by candidates and that the choice of the optional subjects is made with reference to the

particular optional group which each candidate proposes to take up for the Intermediate course. The optional groups are:—

- i. (a) Mathematics, (b) Physics, (c) Chemistry.
- ii. (a) Natural Science, (b) Physics, (c) Chemistry.

iii. Any three of the following subjects:—

(a) Ancient history, (b) Modern history, (c) Logic, (d) A classical language, (e) A second classical language, or one of the foreign or Indian vernacular languages mentioned in Regulation 174.

3. It will be seen that a candidate who wishes to take up for the Intermediate examination either group (i) (mathematics, physics and chemistry) or group (ii) (natural science, physics and chemistry) will naturally take as optional subjects for secondary school-leaving certificates one or more of the following subjects, namely, algebra and geometry, practical mathematics, trigonometry, botany, physics or chemistry, in preference to Sanskrit, which will be taken up only by candidates who desire to take group (iii) for the Intermediate course. Such students will take up History of England in addition to Sanskrit as they can bring up for the Intermediate examination any one of the following combination of subjects in group (iii):—

There must be a good many more combinations than this.

G. F. PADDISON.

- (1) Ancient history, modern history and a classical language.
- (2) Ancient history, a classical language and a second classical or vernacular language.

It is probably, having regard to this, that the petitioners say that Sanskrit is grouped with history.

K. RANGASWAMI AYYANGAR—13-4-11.

It is not at all clear to me what the petitioners mean.

G. F. PADDISON—15-4-11.

I am afraid I cannot agree to asking the Director of Public Instruction to place the language group into (B). This arrangement was made by Dr. Bourne after most careful considerations and I am very unwilling to see the arrangement altered. If it leads to boys taking up another language besides English and their vernacular, as a rule, I am entirely against it. As it is now the boy who intends to go on to the University and *there* take up a literary course—including Sanskrit—can learn Sanskrit at school and will do so. I object strongly to going further. I object to making any language besides English and the vernacular an ordinary part of the course in every school. There is no reason to my mind why we should compel any boy to learn or any school to teach more than English and vernacular of the boy in the way of languages.

It is no slight change my Honourable Colleague suggests but a radical change in the whole system.

M. H[AMMICK]—18-4-11.

Re-circulated to Hon'ble Mr. Krishnaswami Aiyar.

L. DAVIDSON—19-4-11.

I am afraid my points have not been properly appreciated. One matter to be remembered in connection with this discussion is that the school-leaving certificate is an innovation intended to make secondary education complete in itself without making it merely a step in a course for the University degree. No doubt it was also provided that the course for the school-leaving certificate should not be altogether disconnected with the Intermediate course, but that it ought to be possible for students electing to go through a University course to acquire the preliminary qualifications in the School Final course itself. As the School Final is bound to displace the University Matriculation very largely as it has already done in view to its double advantages of creating a qualification for the public service and also for entering upon an University course, the

grouping of subjects for the School Final course was in a measure adapted to both ends. But the primary object was undoubtedly to provide a complete training for all those who did not elect to enter the portals of the University, within moderate limits.

2. Now the question is how does the School Final course effect both the objects. A division is made of the subjects into three groups, A, B and C, A and B being compulsory, while all the subjects in C are optional. It is further provided that the examination for the school-leaving certificate shall not include any of the subjects in B. Thus, training in group A and group B is ensured. Any of the subjects in group C or as many as the student desires may be brought up for the examination for the school-leaving certificate. But it is not obligatory to bring up more than one of them. It is in group C that all the vernacular and classical languages and most of the scientific subjects are placed. It will be competent, therefore, to a student to take up any of the languages or any of the scientific subjects to satisfy the rules. The transfer of languages from group C to group B will not, in my opinion, appreciably add to the burden of any candidate. Vernacular composition and translation being in group A and so compulsory, most students will, if languages are transferred to group B, take up the vernacular for study which they already have to study for the purpose of vernacular composition. To them the vernacular will not be an additional burden. If any one chooses to take up Sanskrit he will have to do it in addition to the vernacular which he should study for composition. This is not imposing Sanskrit as a burden when it is a matter of voluntary choice. As regards the argument that the burden of the School Final course should not be increased, I contend that there is no such increase, more especially when the optional subject in group C may be reduced to a minimum of one unlike the present practice of more than one subject under group C being taken.

3. While thus my suggestion does not impose any additional burden, there is an important consideration to recommend it. The University, no doubt, has provided for languages as one of three alternative courses for the Intermediate examination. But even in the third group, a candidate is required to select only three out of five subjects, two of which only relate to languages. It is thus possible that even in taking the third group, a candidate may omit languages altogether. I am not raising any objection to this arrangement made by the University. But what I wish to point out is that no person with taste for languages is allowed to combine any of the scientific subjects in groups (i) and (ii). Though the University has provided the option of languages in group (iii), the colleges will not admit a student to the language branch of that group unless he has made a study of the language or languages in the School Final course. If the student has no facility for taking up languages in the School Final course, it is no good saying to him that in case he wishes to enter the University an option is given to him to choose languages in one of the Intermediate courses. Any obstacle interposed in the path of the student desirous of qualifying in languages will operate effectually to prevent the study of Sanskrit for the University courses though in name such a study is open to him. I am selecting Sanskrit for reference, because vernacular composition being insisted on both for the School Final and for the Intermediate examinations sufficient provision is made for the vernaculars. The way in which the present School Final scheme practically operates to the detriment of Sanskrit study is that Government schools in arranging for teaching of various subjects specified in group C, have apparently classified the subjects into sub-groups so as to leave languages associated with history alone. This is no necessary part of the School Final scheme or of the grouping of subjects into classes A, B and C. The sub-groups under C appear to have been made with a view to co-ordinate the instruction in the School Final course with the several Intermediate courses. This is an unnecessary, and I think, an undesirable development. There ought to be no objection to languages in group C being linked to Algebra and Geometry or practical Mathematics or Trigonometry or Botany or Physics or Chemistry. This is a change that may well be effected without disturbing the position of languages in group C. The man who has a taste for languages need not be denied even the elementary knowledge of such scientific subjects as Botany, Physics and Chemistry, by the artificial grouping of subjects taught in Government schools with reference to the optional subjects of class C.

4. The transfer, however, of languages from class C to class B will obviate the present difficulties and secure the facility for the study of Sanskrit to those who may be desirous of cultivating its knowledge without imposing it as a burden upon any one.

5. Time was when the study of Sanskrit was stimulated in various ways by extra marks at the Matriculation examination and by special scholarships. That language is not to be placed simply on a par with other classical languages so far as the needs of this Presidency are concerned. It lies at the basis of the culture of all the South India vernaculars. A great part of the vocabulary of Telugu, Malayalam and Canarese is entirely Sanskrit, while even Tamil is largely indebted to it. I do not think there is any warrant for putting back the study of that language at the present day. It is not merely a language for the antiquarian or archaeologist. I doubt whether Dr. Bourne realised or anticipated the exact results that have followed from the relegation of languages to group C. I certainly think that the sub-groups under C adopted for teaching in schools could not have been designed to prejudice the study of Sanskrit, as the result has undoubtedly shown to be the case. I desire a reference to the Director of Public Instruction in order to know whether the sub-groups in C may not be modified so as to prove less of a discouragement to the study of Sanskrit.

6. If my Honourable Colleague is still unable to agree with me, I desire that the file be circulated and the question brought up before the meeting of the Council.

V. K[RISHNASWAMI Aiyar]—20-4-11.

Honourable Member again.

L. DAVIDSON—21-4-11.

I have spoken to my Honourable Colleague on this matter and I have also spoken to the Director of Public Instruction. I was afraid that the proposal would radically alter the secondary school-leaving certificate scheme and have little effect as regards the teaching of Sanskrit. The Director of Public Instruction seems to think it might be possible to insist, in Government schools and Board schools, that boys should be given the opportunity of learning Physics and language, or Science and language. Apparently in schools now the sixth form is divided up into classes or sections to suit the preparation for the Intermediate and so the two sections—one teaching Science and Mathematics, the other History and language go on simultaneously. Without addition to staff, it would probably be difficult for schools to arrange that a boy should learn science and language. However, I quite agree with my Honourable Colleague that it is a matter of regret that a boy who has "a scientific" turn cannot get a chance of learning Sanskrit if he wishes to. But I am afraid as long as the University course is what it is, this will not be possible. If the University course did not specialize so early possible boys might learn Sanskrit at school.

2. It is the same case in England, of course, as regards the classical and modern sides—in most schools I suppose the school curriculum does not permit a boy who is taking up science learning Latin or Greek. A boy must learn History, Latin and Greek, or on the other side he must learn science, mathematics and modern languages. He cannot pick and choose.

3. However, the point may be referred to the Director of Public Instruction as my Honourable Colleague desires in his note above and let us wait for the reply.

M. H[AMMICK]—24-4-11.

A draft memorandum to the Director of Public Instruction is placed below.

C.R.V.—23-4-11.

K. RANGASWAMI Aiyangar—1-5-11.

M. S. MASCARENHAS—2-5-11.

The draft does not give effect to the Honourable Member's wishes and the Director of Public Instruction could hardly appreciate the meaning of it. I have had to dictate an entirely fresh draft, which may issue.

L. DAVIDSON—3-5-11.

[Memorandum No. 397-1, Educational, dated 5th May 1911.]

*From the Director of Public Instruction, dated 8th June 1911, R.C. No. 3097/11.*

The objections urged by the Director of Public Instruction to the proposal to transfer all the languages from group C to group B in the School Final course are—

(1) that the adoption of the suggestion would bring an element of confusion into the school-leaving certificate scheme which is at present based on clear and easily recognized principles, and

(2) that it would be an additional burden on the students and staffs of schools.

2. The Director of Public Instruction deals with these objections in paragraph 2 of his letter. He does not, however, explain how the proposed transfer of languages from group C to group B will lead to confusion. Under the scheme as it now stands it is open to candidates to take up a vernacular or a foreign or classical language as one of their optional subjects and bring it for the public examination. The transfer of languages to B will no doubt render this course impossible, but the languages will become one of the subjects to be ordinarily studied in secondary schools and aspirants for the secondary school-leaving certificates will necessarily have to study during their school course either a vernacular or a classical or foreign language.

3. As regards the argument on the score of additional burden it is obviously the case that the proposal will involve an additional burden on the students and the staffs, as compared with that thrown on them by the scheme as it now stands. But in view of the facts that a second language has been regarded in this Presidency as one of the ordinary subjects of study in secondary schools for more than half a century and that for the Matriculation examination, which the school-leaving certificate is intended to replace, a second language is one of the compulsory subjects, it is not likely that either students or their guardians will regard the change as an additional burden.

*Vide Regulation 174 on page 19 of G.O. No. 841, Educational, dated 27th December 1906.*

As to staffs, it is submitted that all secondary schools in this Presidency have for several years past been invariably provided with vernacular munshis or Sanskrit pandits or both and that it is only on the introduction of the school-leaving certificate scheme in 1910 several of the schools have dispensed with the services of their munshis and pandits. The proposed transfer of languages to group B will only restore the old order of things and is no innovation.

4. The Director of Public Instruction points out that the result of the transfer would be—

(1) to deter pupils from taking Sanskrit or vernaculars under C at all and lead them to content themselves with the records of school work under B;

(2) that the object of the school-leaving certificate scheme to encourage a certain amount of specialization would be defeated so far as these languages are concerned; and

(3) that language work under B might prove rather perfunctory.

It is to be feared that these remarks are the result of a misapprehension of the scope of the present reference, in which it was proposed to transfer *all* languages from group C to group B and not *only* Sanskrit. The Hon'ble Mr. Stone admits, however, that the secondary school-leaving certificate scheme does favour the adoption of

\* Both Malayalam and Canarese seem to fare badly under the new scheme.

M. S. MASCARENHAS—20-6-11.

curricula excluding Sanskrit\* and observes that something will have to be done unless the Government are prepared to allow Sanskrit to almost disappear from secondary and higher education. He accordingly suggests that the best course would be

to assimilate the treatment of languages under the secondary school-leaving certificate scheme to that under the Intermediate examination of the University, that is, to transfer them to group A and to make Sanskrit and other classical and non-Indian vernaculars alternate with vernacular composition. The merits of this proposal are discussed in paragraph 3 of the Director of Public Instruction's letter. An almost similar suggestion was put forward by the Hon'ble Mr. G. Raghava Rao by an interpellation at the meeting of the Legislative Council held on the 29th November 1910, but the Government said that they were not prepared to accept it—*vide* G.O. No. 709, Educational, dated 5th December 1910.

5. Under the School Final scheme in Bombay the vernacular of the candidate is a compulsory subject, while the candidate may take up as his optional subjects (and he can take only one such subject) a classical language. In Allahabad a classical language alternately with science, is one of the compulsory subjects in addition to the candidate's vernacular.

*Vide the Hon'ble Sir George Forbes' note on page 32 of the notes to G.O. No. 427, Educational, dated 21st July 1909.*

6. The proposal of the Director of Public Instruction goes much farther than that indicated in the reference made to him. While it is extremely desirable to encourage the study of Sanskrit or other classical language by offering opportunities for candidates in secondary schools to study them if they choose, it seems to be unnecessary to make it a compulsory subject for the public examination. It may well be left to the school authorities to develop the teaching of the languages in the manner best suited to local conditions and it is perhaps not expedient to enforce the adoption of a uniform standard and a fixed syllabus which would inevitably result from the institution of a written examination common to the whole Presidency. It was for similar reasons that "Science" which was first included under group A in the school-leaving certificate scheme was subsequently relegated to group B. Please see G.O. No. 8, Educational, dated 6th January 1910, and the notes connected therewith.

K. RANGASWAMI AYYANGAR—20-6-11.

M. S. MASCARENHAS—20-6-11.

The Director of Public Instruction seems to have misunderstood the reference. The idea was to transfer all languages to group B and to leave none in C. Better point this out to him.

2. His alternative proposal for the encouragement of Sanskrit is open to obvious objection.

3. Issue the demi-official below to Director of Public Instruction.

L. DAVIDSON—21-6-11.

*Demi-official from the Hon'ble Mr. L. Davidson, I.C.S., Acting Secretary to Government, Educational Department, to the Hon'ble Mr. J. H. Stone, Acting Director of Public Instruction, dated Ootacamund, 21st June 1911, No. 1352-1.*

Please look at the enclosed papers again. From paragraph 2 of your letter of the 8th instant, I think you have misunderstood the nature of the suggestion under consideration. It was that all languages should be transferred from group C to group B; in other words, a candidate for the secondary school-leaving certificate would be compelled to take up vernacular composition and translation under group A and also one language under group B either classical, foreign or vernacular. Languages would not come under the category of optional subjects in group C at all. Does not your letter require some revision?

*Demi-official from the Hon'ble Mr. J. H. Stone, Acting Director of Public Instruction, to the Hon'ble Mr. L. Davidson, I.C.S., Acting Secretary to Government, Educational Department, dated Ootacamund, the 23rd June 1911.*

Many thanks for your demi-official of the 21st.



I have drafted another letter on the subject dealing with the proposed exclusion of languages from C subjects, which I have sent down to be typed and you will receive it shortly.

Await receipt.

L. DAVIDSON—24-6-11.

*From the Director of Public Instruction, R.C. No. 3097/11,  
dated 27th June 1911.*

The Director of Public Instruction's further communication has been received and is added to the file.

2. The Director of Public Instruction's objection to the proposed transfer of the languages from list C to list B is that there will be no public examination in the languages with the result that students would be unfitted for taking up the study of languages under group III in the course for the Intermediate examination. He gives two reasons for this view; firstly, that the differentiation of the subjects under B and C implies that the former being in practice compulsory for all pupils shall be treated in a more "elementary manner" than the subjects included in list C, so that a student's knowledge of a language treated as B subject would probably be insufficient for entrance on a University course; and secondly, that marks given in schools are at present very inferior evidence of proficiency to those obtained in a public examination.

3. The Director of Public Instruction's first argument seems to proceed on the assumption that only subjects which are brought up for the public examination would receive adequate attention in schools and the rest would be treated only in an elementary manner. There is, however, nothing in the scheme itself or in the report of the committee which sat on it to show that this was intended. On the other hand, the main object of the scheme was to prevent a public examination from dominating the school work and it seems to be necessary to see that in the practical working of the scheme this object is not frustrated.

4. As regards the Director's second argument, it was anticipated when the scheme was introduced that there would be laxity in the award of marks in schools and provision was made in the scheme for rectifying it by a process of moderation. This laxity will not endure long and is bound to disappear in course of time and it is therefore submitted that it need not stand in the way of any desirable reform.

5. Another objection raised by the Director of Public Instruction is that the University accepted the scheme as it is and such a momentous change as the one now proposed should not be made without consulting it. There is no objection to consulting the University before any change is decided on, but it will be observed that when the Government ordered the transfer of science from list A to list B the University was not consulted and no objection has subsequently been raised by the University to that transfer.

T.K.—3-7-11.

K. RANGASWAMI AIYANGAR—3-7-11.

If it is decided to proceed further in the matter I think the University ought to be consulted. Practically speaking, I imagine there is no question that the public

examination in group C does ensure a higher standard of proficiency and that the school marks in group B even when moderated furnish less guarantee of the pupils' attainments.

L. DAVIDSON—4-7-11.

It is obvious to me that a proposal to abolish the language group in C and transfer it to B must be considered by the University before it is carried out.

2. The acceptance of this secondary leaving certificate as a certificate for admission to the University course was agreed to by the University on the understanding that the examination and marking of results in those subjects under group C was part of the scheme. The examination of the certificate given shows at once in the case of those boys who have taken up languages—what amount of proficiency has been attained by the boy at a public examination. The head of college can thus judge whether or not a boy is likely to be able to benefit from the college course in languages and prove himself sufficiently efficient as to have a good chance of passing the University Intermediate and the degree examination afterwards.

3. If languages are removed from C and put into group B, this public examination is abolished and the heads of colleges will only have the school marks to go upon. The University authorities in these circumstances would be quite justified in refusing to recognise the certificate as any qualification to enable the holder of it to go through the University course.

However, I still can see no advantage in the proposed change.

4. I understand that the sixth forms in schools are now divided as a rule into two sections—one teaching science and the vernacular and mathematics and the other, history and classical languages. The boy therefore who takes up science and mathematics cannot as a rule learn a classical language. As I have said this rule seems to me unavoidable and is very much the arrangement in a European school, where the modern side does not teach a classical language.

It has been decided that at the sixth form in schools this specialization must begin and as this has been decided I am afraid it is impossible to try and induce the study of Sanskrit in the way proposed.

5. If the University would insist on a classical language being brought up at the Intermediate examination the difficulty would be surmounted; but the opinion that specialization must begin before the examination has prevailed and the result must follow that only those who desire to complete their education in the classical languages will study them in the sixth form of a public school and others will drop all study of language as soon as possible.

6. If we put languages into group B, I don't suppose one boy will read them who does not read them now and the only thing we shall have done is that we shall have got rid of the test of a public examination in the case of the boys who do read these languages. We do not surely want this result.

7. I would really sooner, I think, see the alternative proposed by the Director, viz., that we should order that under group A, a boy must either bring up (1) the vernacular composition or (2) Sanskrit or a classical or a non-Indian vernacular language.

The danger of doing this would be that Eurasian and European boys would never study the vernacular at all. They would bring up Latin, French or English, while the Indian boy who was learning Sanskrit would probably find it much easier to bring up vernacular composition and translation in Tamil rather than Sanskrit, in which it would probably be much more difficult to get the required number of marks. In the end we should have done nothing to encourage Sanskrit and we should have done something towards reducing the little impetus we have given towards the study of the vernacular. I am not in favour of this course.

8. Another reason for not putting the group of languages now in C into B is that Inspectors will then consider it their business to see that schools provide what they

consider proper facilities for the study of that language. The subjects in group B are those subjects which every school is supposed to teach. But every school cannot possibly be supposed to teach the subjects in the language group in C and for that reason they were put into group C. Logically it is quite proper they should be there.

9. It seems to me that we cannot get over this difficulty as to Sanskrit, unless we are prepared to say that every boy in a public school should learn this language, just as every boy in England who goes up to the University must know Latin and until quite recently Greek. We are not prepared to say that, and this being so, we must make Sanskrit as it is an optional subject for public examination and leave it to those who are interested in maintaining the study of the language to do so by private endowments and other means. I regret myself that the study of Sanskrit is dying out, but I am afraid the other strenuous demands of modern education make it unavoidable that it should be so.

10. I am still against changing the grouping for the leaving certificates and would leave things as they are.

M. H[AMMICK]—5-7-11.

There were two alternative suggestions made by me, the first of them being the more important. I asked for languages being transferred from group C to group B. The objection of the Director of Public Instruction seems to be that not being an examination subject, the standard of teaching in languages would be lower than the requirements of the University for admission to the third alternative group in the Intermediate course. This appears to me to be an entire misconception. Composition in the vernacular and translation from and into the vernacular being compulsory in group A, it is impossible to conceive that the teaching of the vernacular in group B would

But would they not be different vernaculars that taken under group A and that under group B?

J. N. A[TKINSON].

Nobody would do that.

V. K[RISHNASWAMI Aiyar].

take up that language in the third alternative group of the Intermediate course. The Director of Public Instruction also forgets that the School Final was not invented as a stage towards the University. As the Matriculation examination still retains its place and the School Final qualifies for entrance into the University subject only to the pleasure of the heads of colleges and to any rules of the Syndicate, it seems hardly worth while to consider the suitability of my suggestion to the requirements of the University. If there is, however, anything in the Director of Public Instruction's contention that the Senate should have an opportunity of expressing its opinion on it, I have no objection to its being invited to express its opinion.

2. Both the Director of Public Instruction and my Honourable Colleague are agreed that if the present system continues it will sound the death knell of Sanskrit study in the Presidency. Such a result is much to be regretted. I do not agree with my Honourable Colleague that the position of Sanskrit with reference to the vernacular languages of this Presidency is exactly on the same footing as that of Greek or Latin in relation to modern English. Sanskrit is the basis of the vocabulary, the literature and the genius of nearly all the South Indian vernaculars and also of the culture and civilisation of the people. What is of equal importance is the fact that much of the history and archaeology of Southern India, if not of all India, can only be studied by the research scholar with the aid of Sanskrit. What the University has done with reference to specialisation has largely reduced Sanskrit study in extension; and if the result of the School Final scheme is admittedly to banish Sanskrit from the high schools, hundreds of pandits to whom there was a ready means of living will have lost the one remaining pecuniary incentive to Sanskrit scholarship. I think it, therefore, of the utmost importance that some effort should be made in some measure to retain the place which Sanskrit has hitherto had in the school curriculum.

3. If my Honourable Colleagues do not agree to this very desirable change, I am prepared to support the recommendation of the Director of Public Instruction that Sanskrit translation or more generally the translation from or into a classical language be inserted in group A as an alternative to vernacular composition and translation. I agree with him that this modification will only affect less than a fourth of the School Final candidates—boys who would probably go up to the University and would be in a position to avail themselves of the alternative to vernacular composition prescribed for the Intermediate course.

4. My second suggestion was, though it was a less important alternative, that in group C itself, languages may not be linked solely to history in the teaching

given in high schools. If arrangements can be made, and in my opinion they ought to be, to group languages with science or mathematics in the provision made for teaching, languages are not likely to be at such a discount as they are or will be in the choice of subjects out of the C group by the School Final candidates. This is a mere matter of departmental regulation so far as Government schools are concerned. Unfortunately, from the reference made to the Director of Public Instruction, he does not appear to have been asked about this suggestion. I can see no insuperable difficulty in the way of its acceptance. If my Honourable Colleagues are opposed to my first suggestion, I would strongly press upon them the desirability of acceding to this smaller alternative.

5. As I entertain strong views on the questions above discussed, I should like the file to be circulated.

V. K[RISHNASWAMI Aiyar]—6-7-11.

Print the notes and currents as a preliminary to circulation.

L. DAVIDSON—7-7-11.

The papers have been printed and are submitted.

T.K.—18-7-11.

K. RANGASWAMI Aiyangar—19-7-11.

Honourable Member (Educational) for perusal before circulation to other Honourable Members.

L. DAVIDSON—19-7-11.

The more the matter is discussed the better. I should like before final decision is taken to have Dr. Bourne's views. He really is the author of the Final School certificate scheme and he better than any one else can tell us what the result of these different changes which are proposed will be.

M. H[AMMICK]—22-7-11.

L. DAVIDSON—24-7-11.

I am very much in sympathy with the desire to prevent the study of Sanskrit being neglected. At the same time I don't see how we can shut our eyes to the fact—

which in my opinion is a fact—that in the present materialistic age Sanskrit is not

necessary for success in any of the ordinary

avocations of life. The study of Sanskrit seems to me to stand very much in the same position as, say, the study of music in England. A small proportion of the people make their living by it; to abandon its teaching altogether would, on many grounds, religious, artistic, scholastic, sentimental, be an unthinkable calamity. But for the material prosperity of ninety-nine hundredths

of the population it is not required. Ought we not then to make provision and encouragement for its teaching apart from rather than along with the provision made for teaching and for testing the knowledge of those who are candidates for the public service?

2. I give my opinion with utmost diffidence, but incline to think that the Hon'ble Mr. Krishnaswami Aiyar's proposal is not the proper way to encourage the study of Sanskrit. I don't think it should be made a compulsory subject for the school-leaving certificate, by transfer from group C to B.

Not at all. It would only be an alternative with one or other of the vernaculars in group B.

V. K[ISHNASWAMI AIYAR]—15-8-11.

But I would be very glad to consider other schemes for encouraging the study of Sanskrit.

3. I do not object to Mr. Krishnaswami Aiyar's alternative proposal set out in paragraph 4 of his note on page 15, if it be practicable to give effect to it.

4. I agree with Sir M. Hamnack that we ought to have Dr. Bourne's views.

J. N. A[TKINSON]—31-7-11.

It seems clear that under our new scheme of granting secondary school-leaving certificates the study of Sanskrit is being practically extinguished except in the case of boys who intend to take up the subject in their University course.

2. I quite think that the study of Sanskrit or some classical language is generally desirable as part of secondary education. The question is: "*How is it to be encouraged?*"

3. The objections to the Hon'ble Mr. Krishnaswami Aiyar's first suggestion to transfer the classical languages from "C" to "B" in the scheme seem to be weighty.

4. The Hon'ble Mr. Krishnaswami Aiyar's second suggestion that the study of classical languages should not be linked solely to history in the teaching given in high schools would probably not be really carried out unless the University allowed a classical language to be taken with any of the groups for the Intermediate course, but this would be contrary to the principle that specialization should begin in the Intermediate course.

5. Another alteration suggested is that "classical and non-Indian vernacular languages should be included under "A" in the scheme for the award of secondary school-leaving certificates as an alternative to the vernacular". (I don't quite understand what is meant by a "non-Indian vernacular language." How can a native of India take up a "non-Indian vernacular language"? If it is non-Indian, it cannot possibly be vernacular so far as Indians are concerned! I suppose "foreign" is meant!) This suggestion has the disadvantage that those who take up a classical language would then neglect their vernacular, and Europeans and Eurasians would perhaps not touch any vernacular but take Latin or Greek.

6. Another method would be to leave subjects under "B" and "C" of the scheme as they are and add to "A" as a compulsory subject for examination in addition to the three subjects already included under "A" "Composition and Translation in one of the classical\* or foreign languages enumerated in (a) and (b) of C group."

\* Non-Brahman boys would properly object to this.

V. K[ISHNASWAMI AIYAR]—15-8-11.

7. If this would be too great a demand we might limit it to translation from and into one classical or foreign language (optional for girls) enumerated in (a) and (b) of group C; the translation being "of short and simple sentences or passages" (Cf. paragraph 21 of the Committee's report, page 4 of G.O. No. 510, Educational, dated 9th July 1908).

8. If this were sanctioned then probably Hindu boys would ordinarily take Sanskrit, Muhammadan boys Arabic or Persian; I

Not non-Brahmans.  
V. K[ISHNASWAMI AIYAR]—15-8-11.  
I am inclined to think that this would be popular with most Muhammadan parents as well as with Hindu parents; European and Eurasian boys would probably take Greek, Latin, French or German.

9. It may be noted that science was first included by Government under "A", but subsequently put under "B" owing to the disadvantage of having one examination in the subject for the whole Presidency. This disadvantage would not apply to examination in a language.

10. The question arises whether this addition to the curriculum would make the course too great a strain for the ordinary boy. I am not sure that it would. I invite attention to paragraph 24 of the Committee's report in this connection (page 4 of G.O. No. 510, Educational, dated 9th July 1908). If, however, the Educational authorities consider that the strain would be too great, I should be inclined to transfer "drawing" from "B" to "C", thus including "drawing" among the optional subjects. I think that for most boys an elementary knowledge of a classical or foreign language would be more useful and afford better training than "drawing" as it is taught in the schools here. From what I have seen the teaching of drawing in the schools of this country to-day is a sheer waste of time.

11. In any case I am unwilling that we should commit ourselves to any change until we have heard Dr. Bourne's view.

A. L[AWLEY]—11-8-11.

L. DAVIDSON—12-8-11.

I think the best plan will be to let Dr. Bourne have these notes when he arrives and let us have his opinion.

M. H[AMMICK]—14-8-11.

Very well.

V. K[ISHNASWAMI AIYAR]—15-8-11.

Print and return to me.

L. DAVIDSON—16-8-11.

*Demi-official from the Hon'ble Mr. T. V. Seshagiri Aiyar, to the Hon'ble Mr. L. Davidson, Acting Secretary to Government, Educational Department, dated the 14th August 1911.*

I understand the Government is about to consider amendments to the School Final scheme which experience has shown to be necessary. A public meeting to consider the question of the position of the vernaculars and of Sanskrit in that scheme is to be held next Monday, the 21st instant, at which a memorial on the subject is likely to be adopted. I would, therefore, request you to see that the subject is not disposed of before the views of the public are before the Government. I may assure you that the matter is being hurried through and that the Government will be addressed early next week.



*Demi-official from the Hon'ble Mr. V. Krishnaswami Aiyar, Member of Council, to the Hon'ble Mr. L. Davidson, I.C.S., Acting Secretary to Government, Educational Department, dated Ootacamund, the 17th August 1911.*

With reference to the file concerning the place of Sanskrit in the school final, I would like it to be brought up in Council if His Excellency has no objection. I rather think that there is some misapprehension on the part of my Colleagues on some points which may be cleared up in oral discussion.

Put up with the notes when printed.

L. DAVIDSON—17-8-11.

The notes have been printed and are submitted. The memorial referred to in the demi-official from the Hon'ble Mr. Seshagiri Aiyar on page 17 *supra* has been received and is added to the file. Copies of another printed memorial on the same subject have been received from various places in the presidency and they are also added to the file.

T.K.—8-9-11.

The request contained in the memorials is that the languages included in group C of the School Final scheme may be transferred to group A or to group B and that those who select a classical language as a subject of study may be permitted to bring up for the public examination translation of a passage in the language selected into their respective vernaculars instead of vernacular translation and composition which are now compulsory on every candidate. These points have been considered in

the notes *supra*. Please see also the \*No. Cur. 4358/11, dated 28th June 1911. Director of Public Instruction's letter \* in the linked file in which he proposes to amend group C of the School Final scheme paragraph IV by omitting the words "one of" occurring at the beginning of group C. The alteration proposed by the Director of Public Instruction will, however, be unnecessary, if the languages are transferred from group C to group A or to group B.

K. RANGASWAMI AITANGAR—8-9-11.

This memorial may appropriately be considered together with the general question which the Hon'ble Mr. Krishnaswami Aiyar desires should be discussed in Council. The Honourable Member would probably like to see it and the linked file before printed copies are circulated for Council.

L. DAVIDSON—10-9-11.

Thanks. I have no objection to discussing the matter in Council.

M. H[AMMICK]—13-9-11.

Secretary—

The notes have been printed and are submitted for perusal before circulation under Council Rule 6 (d).

K. RANGASWAMI AITANGAR—20-9-11.

I have been studying and discussing these papers further and incline to the view that the movement for change in the school final arrangements derives support—

(a) from the scholar who seeks to revive or retain interest in Sanskrit as a classical language,

(b) from the devout Hindu who is animated with the same desire because Sanskrit is so intimately connected with his religion,

(c) from the high school students, who, prior to the promulgation of the school final scheme, had been reading Sanskrit in order to take it up for the Matriculation, and

(d) from high school students who "funk" vernacular composition because an essay cannot be written without original brain-work.

2. *Composition* in Sanskrit is not prescribed even for the Intermediate examination.

L. DAVIDSON—21-9-11.

To A. G. Bourne, Esq., D.Sc., F.R.S., C.I.E., Director of Public Instruction, u.o. for favour of opinion on the major issues involved with special reference to the plan finally proposed by Mr. Stone and the Hon'ble Mr. Krishnaswami Aiyar's suggestion to transfer the language group from C to B, retaining vernacular composition and translation in A.

2. Besides discussing whether the latter plan necessarily involves any general addition to the work of secondary school-boys, Dr. Bourne is requested to examine the question whether such a transfer is likely to lead to any additional outlay from provincial funds.

L. DAVIDSON—7-11-11.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION.

Students, and many others, want a change merely because, as stated in the original petition, they consider vernacular composition to be an infliction. There are, however, others again who deal with a really important matter—the growing neglect of Sanskrit (and the vernaculars). The result has been various proposals to alter the secondary school-leaving certificate scheme.

2. Inducement to study Sanskrit (or indeed any particular subject) should be something outside the scheme. English finds its prominent place in the scheme not to secure that prominence, but because (i) outside inducements exist to make it almost essential and (ii) because in the higher stages of education, our system and the literature available make it the only feasible medium of instruction in most other subjects.

A certain amount of number work (called elementary mathematics) is grouped with English on the theory that it absolutely must form part of everybody's secondary education, and a certain amount of vernacular is added because that is considered of equal importance in this country and to this extent, but to this extent only, the scheme in itself does dominate the school course.

\* 3. I am myself opposed to any change.

4. I proceed, however, to discuss what seems the most feasible change and for brevity use the terms A subjects, B subjects and C subjects and start off with the general theory of the grouping.

A and B subjects are those which in the circumstances ought ordinarily (I exclude for instance girls' schools) to form part of every secondary school course. A full course ought to include also some of the C subjects.

The main feature of the scheme is a system of school-marks, but there is a public examination to check these school-marks and secure, if possible, some standard common to the various schools.

Certain subjects do not lend themselves to a public examination conducted through the medium of English (in most cases a foreign language) common to a number of schools and embracing very large numbers of candidates (so that the answer papers

have to be valued by a number of assistant examiners). The results of such an examination tend to give an erroneous impression as to the candidates' knowledge; the experience of the Matriculation has been that the questions either involve mere memory work or, in the attempt to make them rational, degenerate into conundrums. These subjects form group B; the difficulty of securing a fair examination in them is the *raison d'être* for the group and there is no reason whatever to treat languages in this way.

Language (other than English) is therefore at present distributed between A and C. If any change is made it should be in this distribution and it may be premised that any change in regard to Sanskrit would in practice affect no non-Brahman.

One objection to the proposed wholesale transfer of "second" language from C

By taking Latin or French,

A.G.B.

to A is that it would leave it open to Eurasians and Europeans to neglect the vernacular, another that it would add considerably to the work.

5. If it be decided to do something for Sanskrit, the simplest course would be to allow Sanskrit as alternative to vernacular composition and translation in A.

6. If something is to be done for the vernaculars also, I should advise making Sanskrit alternative as above and "stiffening" the vernacular as it stands at present in A. This could be done by adding grammar. This would indirectly necessitate in most cases pandit teaching and would insure the retention as a rule of pandits in the school. If this be done it would be well to exempt all except caste-Hindus (natives of this Presidency) from the grammar portion. The language to be studied should remain as heretofore Tamil, Telugu, Canarese, Malayalam, Uriya or Urdu adding "or Sanskrit."

This latter change would certainly add something to the work of the caste-Hindu secondary school-boy, but I contemplate a lower standard than that now expected under group C.

It would be in itself a small change of degree and not one of principle and it would seem quite superfluous to consult the University about it.

The words "or Sanskrit" would be added to the notification and a footnote might state that some grammatical knowledge would be required in the case of caste-Hindus. The amount of this knowledge would be indicated under "Courses of study," see Calendar, Commissioner for Government Examinations, 1911-12, page 54. The language portion of the C group would remain untouched and would represent a higher standard of attainments than under A but not higher than at present. The certificates might probably remain unaltered.

7. Some notice would be required in regard to such a change. Sanskrit as an alternative might come into force at the examination in 1913, but vernacular grammar should not do so until 1915 (*i.e.*, three complete school years hence).

8. I am asked about additional outlay from provincial funds. The examination would be slightly more expensive and grants to, at any rate, some secondary schools might rise on account of extra pandit staff.

9. Lastly, a question has been raised in the file as to the actual practice now in vogue in schools of limiting the choice of subjects studied by pupils; this is not a necessary result of the leaving certificate scheme, and except in so far as the choice is dominated by the University Intermediate course, is mainly a question of economy in the matter of staff.

In the few secondary schools managed by Government we could doubtless arrange for wider choice given the necessary additions to the staff, but it is obvious that the time-table might easily become very complicated and in practice certain options only could be conveniently arranged.

A. G. BOURNE—21-11-11.

(At the request of the Hon'ble M.R.Ry. V. Krishnaswami Aiyar, I have placed a copy of the question paper in vernacular composition and translation in the file.)

A. G. BOURNE.

## SECONDARY SCHOOL-LEAVING CERTIFICATE.

PUBLIC EXAMINATION, 1911.

Subject.—VERNAICULAR COMPOSITION AND TRANSLATION.

Time.—Two and a half hours.

[N.B.—The vernacular composition should be in simple, modern, idiomatic prose. Full freedom will be allowed in regard to style.]

I. Write a short essay on one of the following:—

- (a) The railway as an agent of civilization.
- (b) The physical and moral advantages of sports and games.
- (c) Prevention is better than cure.

II. Write a short account of any two of the following:—

- (a) The bamboo and its uses.
- (b) Any work of public utility which you have seen.
- (c) A sea-fight—a description of which you have read.
- (d) The adventure of Ulysses with the Cyclops.

III. Translate (N.B. A free and not a literal translation is required):—

A certain king, as he was once hunting, met with an old man planting some coconut trees.

"What a fool this old man is," said the king to his companion; "he acts as if he were still a youth and would enjoy the fruit of these trees."

As his companions likewise laughed at the old man, the king went up to him and asked how old he was.

"Above eighty years, Sir," was the answer; "but God be praised, still as healthy as one of thirty."

"How long then do you expect still to live?" continued the king, "that you at such an age still plant young trees, which bear fruit so late? Why do you take such useless trouble?"

"Sir," answered the old man, "I am content with having planted the trees, without caring whether I or another enjoy the fruit of them. It is right that we do as our fathers did. They planted trees, the fruit of which we eat; as we have enjoyed the labour of our fathers, why should we be more envious of our posterity than our fathers were of us? I think that the son should pluck what the father may not enjoy."

The liberal king, pleased with this answer, gave the man a handful of golden coins.

"Who can now say," continued the lively old man, "that I have worked in vain to-day, since the young trees which I have just been planting bear such rich fruit the very first day?"

EDUCATIONAL DEPARTMENT.

The papers have been printed and are re-submitted.

2. It will be seen from Dr. Bourne's reply that he is not for any change. He considers that the inducements to study Sanskrit should be something outside the scheme.

Paragraph 3, page 19 ante.

Paragraph 2, page 19 ante.

3. He does not advocate Sanskrit or, for the matter of that, languages being transferred from group C to group B for the following reason. Certain subjects do not lend themselves to a public examination, and if an examination is held in such subjects the results of the examination tend to give an erroneous impression of the candidates' knowledge as the questions either involve mere memory work or, in the attempt to make them rational, degenerate into conundrums. These are the subjects in group B. Language should not be treated in this way and is therefore distributed between groups A and C, and if any change is necessary it should be in this distribution.

Pages 19 and 20 ante.

4. If it is decided to do something for Sanskrit, the simplest course, Dr. Bourne suggests, is to allow Sanskrit as alternative to vernacular composition and translation in group A and, if something is to be done for the vernaculars also, to stiffen vernacular composition and translation by adding grammar in the case of caste-Hindus only, leaving the language portion of group C untouched. This, Dr. Bourne says, would add to the work of the secondary school-boy; but it is not likely to be very much.

Paragraph 5, page 20 ante.

Paragraph 6, page 20 ante.

5. As for additional expenditure from provincial funds, the cost of the public examination would slightly increase as additional papers will have to be set and valued, and Dr. Bourne also considers that the grants to some of the secondary schools might rise on account of extra pandit staff which would be necessitated by the proposal. The extra expenditure is, however, not likely to be very heavy.

R. SUNDARAM AIYAR—2-12-11.

As Financial or rather Chief Secretary raised the question of extra expense, advantage had better be taken of Honourable Member's absence at Delhi to send the file to Financial for perusal of the Director of Public Instruction's paragraph 8. The case will doubtless come up in Council again in January after Honourable Member has seen and considered Dr. Bourne's note.

L. DAVIDSON—4-12-11.

To the Financial Department.

#### FINANCIAL DEPARTMENT.

The Director of Public Instruction states that if Sanskrit is allowed as an alternative to vernacular composition and translation, there will be additional outlay on provincial funds in that (1) the examination would be slightly more expensive,

Paragraph 5, page 20 ante.

Paragraph 8, page 20 ante.

and (2) grants to, at any rate, some secondary schools might rise on account of extra pandit staff. But the exact additional liability cannot be gauged at present. The item may, however, be noted in the claims register.

2. The file may be returned to Educational.

S.D.S.—11-12-11.

Keep for Chief Secretary's perusal after return from Delhi.

C. REILLY—13-12-11.

We can offer no opinion at present on the financial aspects of the scheme because we are not told what the extra cost will be—even approximately.

H. A. STUART—30-12-11.

To the Educational Department.

#### EDUCATIONAL DEPARTMENT.

The file may now be submitted to Honourable Member.

R. SUNDARAM AIYAR—4-1-12.

Yes.

L. DAVIDSON—6-1-12.

Dr. Bourne is opposed to any change and the Hon'ble Mr. Krishnaswami Aiyar was, I understand, the only Member of Government who was keenly desirous of altering present arrangements.

The case should presumably come up in Council again or be circulated, and action will be taken accordingly, the file being printed up when Honourable Member has recorded his views.

L. DAVIDSON—6-1-12.

I have talked with Dr. Bourne on this matter and I understand from him that he has changed his opinion somewhat, and is not at all sure now that we should not do something for Sanskrit. On the other hand, Dr. Bourne tells me that Indian opinion is divided on the matter and a considerable section do not desire to see a revival of the old pandits in our schools.

I have always favoured any course which would help Sanskrit from extinction as a school subject, but I objected to the proposal to put Sanskrit into class B, because I believe it would be ineffective and unduly hard on some schools.

I do not like Dr. Bourne's suggestion that *only* caste-Hindus should learn grammar and be examined in it. He thinks and probably he knows that *panchamas* could never do the grammar of the vernacular.

I am inclined myself not to stiffen the vernacular, but simply to add Sanskrit as an alternative to the "Vernacular composition and translation" in A. Probably few boys would take Sanskrit, but if they wished to do so they could do so. It would make very little change in the scheme and could be carried out at once. It would, to some extent, satisfy the memorialists.

There is a considerable body of opinion that a change is advisable and we must not treat the subject as if it was a fad of the late Mr. Krishnaswami Aiyar. It is much more than that.

The finance of the scheme need not be considered. Any additional expense can be met from the Educational budget and it will be a trifle.

A I think the file should go back u.o. to Dr. Bourne and I think if he can consult a few leading Indian and English educationalists and let us have their opinions on the matter, it might perhaps help us.

We shall probably be asked about this in Legislative Council. We can say that the matter is under consideration.

M. H[AMMICK]—11-1-12.

Print these additional notes *before* sending the file back to Dr. Bourne. We may want to refer to them and should have spare copies.

L. DAVIDSON—12-1-12.

The notes have been printed. The file may now go to the Director of Public Instruction u.o. with reference to A *supra*.

R. SUNDARAM AIYAR—19-1-12.

To the Director of Public Instruction.

L. DAVIDSON—20-1-12.

#### OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION.

*Demi-official*—from the Hon'ble Dr. A. G. BOURNE, D.Sc., F.R.S., C.I.E., Director of Public Instruction, Madras.

To—certain educationalists in the Madras Presidency.

Dated—30th January 1912.

The present scheme for the award of secondary school-leaving certificates lays no special emphasis upon the study of Sanskrit and reduces the amount of vernacular expected to a minimum, at any rate the result of the scheme combined with the action of the University has been to discourage the study of Sanskrit and that of vernacular literature and has tended to extinguish the pandit.

It has been proposed to make Sanskrit an alternative to vernacular composition and translation in the group of subjects that includes also English and elementary mathematics and which it is thought would ordinarily form part of every secondary school course and which would be examined upon at the public examination.

It may be assumed that with rare exceptions the selection of Sanskrit would be confined to Brahmins and that such students as select Sanskrit would be likely to possess a fair knowledge of their own vernacular.

It has been proposed in the second place to enlarge the vernacular course in the same group so as to include some vernacular literature and grammar. To this latter proposal is appended the suggestion to confine this work to caste-Hindus and exclude from the necessity for this *extra* study of the vernacular Europeans, Eurasians, Muhammadans and Panchamas.

I shall be obliged if you will favour me with your opinion on these proposals at an early date.



## Replies.

(i)

*Demi-official*—from the Revd. D. DOWNIE, D.D., Treasurer, American Baptist Mission, Nellore.

To—the Hon'ble Dr. A. G. BOURNE, D.Sc., F.R.S., C.I.E., Director of Public Instruction, Madras.

Dated—3rd February 1912.

In reply to your letter of the 30th ultimo, I would approve of almost any change that would improve the study of Sanskrit, provided it did not interfere with the study of the vernaculars. But I should be afraid that the change you suggest would have just that effect. As you suggest, the students that would take up Sanskrit would be largely Brahmins and they are just the ones who would be prone to neglect their own vernacular. You may speak to even a moderately educated Brahmin in never so good Tamil or Telugu and he will invariably reply in English. Hence I would not favour making Sanskrit an "alternative for vernacular composition and translation," but would be glad if it could somehow be added, or substituted for something else other than the vernaculars. A thorough knowledge of one's own native tongue is, in my opinion, of the first importance.

To the first part of the second proposition I see no objection, but I see no reason for excluding Muhammadans or Panchamas. If these classes are to rise in the social scale, it is just as important that they should have a thorough knowledge of their respective vernaculars as for the Brahmins.

I have consulted several educational men and I believe I have correctly expressed their views on this subject.

(ii)

*Demi-official*—from the Revd. E. MONTEITH MACPHER, M.A., B.D., Christian College, Madras.

To—the Hon'ble Dr. A. G. BOURNE, D.Sc., F.R.S., C.I.E., Director of Public Instruction, Madras.

Dated—Madras, 5th February 1912.

I am in receipt of your letter of 30th January asking my opinion on some proposed changes in the school curriculum. I am not so well acquainted as I used to be with that curriculum, but I am strongly of opinion from what I know of it that the present system is a great improvement on the old. It is certainly most desirable that children should have a good knowledge of their mother tongue, but for years it has seemed to me that they are much more likely to acquire such a knowledge from their class teachers than from pandits who, however learned they may be, exercise no control over their pupils and who seem able to impart very little of their own knowledge to those whom they teach. I used to find when I was Superintendent of our school department that the presence of the pandits was most prejudicial to good discipline. My own observation also confirmed what I often heard from Indian teachers as to the little value—to put it mildly—of the work done by the boys in the pandit's classes. I found that graduate teachers who had been studying their vernaculars with pandits for at least ten years, and who had passed the University examinations in their vernaculars were not considered competent to teach the vernaculars to school boys, though considered fit to teach all other subjects.

With regard to the proposal as to Sanskrit I think it is very important to notice that all proposals to make Sanskrit an alternative to the vernacular are proposals to discourage the study of the vernacular. I do not think that it can be assumed that "such students as select Sanskrit would be likely to possess a fair knowledge of their own vernacular." I have found in the Sixth Form a very clever boy—a Tamil Brahmin—utterly unable to read an easy piece of Tamil, simply because during most of his secondary school career he had been studying Sanskrit and not Tamil. The study of Sanskrit as an extra subject should be encouraged if possible, but the boy who studies Sanskrit should not be allowed to make that a substitute for the knowledge of his own vernacular.

With regard to the proposal to enlarge the vernacular course by the inclusion of some vernacular literature and grammar, I would say that if this means the bringing back of the pandits and their methods of teaching into the schools I think that it would be a misfortune. From what I have said you will easily understand that I consider it would be sacrificing the welfare of the boys to the interests of the pandits. The value of the teaching of formal grammar is perhaps underestimated now-a-days, but the evils connected with such teaching which have led to the present attitude of educational experts are, I believe, found in their most intense form in the pandit method of teaching.

I may add with regard to the proposal as to the limitation of the knowledge of grammar to caste-Hindus that I do not consider it to be desirable that a boy's course of study at school should be determined by the caste to which he belongs.

(iii)

*Demi-official*—from the Revd. J. D. W. SEWELL, S.J., Hotel Spencer, Madras.

To—the Hon'ble Dr. A. G. BOURNE, D.Sc., F.R.S., C.I.E., Director of Public Instruction, Madras.

Dated—the 6th February 1912.

Your demi-official No. 14 of 30th January 1912. You say (1) that no special emphasis is laid by the scheme for the award of secondary-school leaving certificates upon the study of Sanskrit, (2) that the amount of vernacular expected is reduced to a minimum: that the consequence has been—

- (a) to discourage the study of Sanskrit and vernacular literature of any kind;
- (b) to extinguish the pandit.

In the report sent by the committee which met at Ootacamund in May 1908, the principle was laid down in paragraph 12 that "one of the main objects of any change proposed in the present system is to prevent public examinations from dominating the school work." Paragraph 17 states that "in theory, if the examination is not to dominate the school course no subject should be compulsory" but "in practice" it was considered that of subjects "which will and should be studied in every secondary school there are some in which the attainment of a definite standard by all pupils may reasonably be tested at a public examination"; and these resolved themselves into group A, elementary mathematics, English, vernacular composition and science. It is further stated that the "question of the inclusion of a modern Indian language gave rise to much discussion" and was thrown out, it being considered that "a working knowledge of a vernacular should be insisted upon" in its place.

It is now said that the result has been (1) to discourage the study of Sanskrit and the vernaculars and (2) to extinguish the pandit.

I have frequently heard the first of these objections urged but, as it has always seemed to me, without sufficient reason. The scheme placed Sanskrit and the vernaculars in group C, and has consequently left these subjects open to all. It rests therefore with parents to decide what subjects in group C their sons shall take up, and yet it is these very people and their supporters who contend that the study of these languages is discouraged. If they consider the study of these languages important, there is nothing to prevent their requiring that their sons shall study them. Their not having done so points in my mind to their not considering these studies important.

As regards the second objection, I have always considered that the extinction of pandits as teachers of these languages can only be regarded as an advantage to education. There is ample inducement for a critical study of these languages held out to the pandit class in the Oriental Titles Examination of the University, and when a body of men who have succeeded in these examinations has been formed, it is hoped we may have a class of pandits who are fitted to teach these languages on modern methods.

It seems to me therefore that the proposals contained in paragraphs 2 and 3 of your letter would be calculated to insert the thin end of a wedge which would end in removing one of the best features of the School Leaving Certificate scheme, viz, the doing away with subjects for examination which would tend to dominate school work.

The vernacular composition and translation is limited to a practical working knowledge of the colloquial vernaculars and excludes vernacular literature and grammar which the discussion on the subject at Ootacamund tended to show were neither practical nor educationally an advantage.

Past experience has left on my mind the impression that a study of Sanskrit does not by any means permit of the assumption that students of Sanskrit "would be likely to possess a fair knowledge of their own vernacular."

As regards the proposal in your third paragraph, it would impose an additional subject as compulsory without securing that it would impart the "working knowledge of the vernacular" in question, which I understood from the discussion at Ootacamund to require a distinct and special study. I think also that you would speedily have a petition from the Muhammadans to include Arabic and Urdu in group A.

I am therefore not in favour of the proposed amendments to the School-Leaving Certificate examination.

(iv)

*Demi-official*—from M.R.Ry. DIWAN Bahadur V. RAGHAVA CHARLU, Saidapet.

To—the Hon'ble Dr. A. G. BOURNE, D.Sc., F.R.S., C.I.E., Director of Public Instruction, Madras.

Dated—the 6th February 1912.

In reply to your demi-official No. 14 of the 30th ultimo, I beg to state that I cordially support the proposal to improve the position of the vernaculars and Sanskrit in the course of studies prescribed for the Secondary School-Leaving Certificates examination. I am strongly of

opinion that this step is urgently called for as much in the interests of the students themselves as for the preservation from extinction of the class of pandits who are the repositories of our ancient learning.

2. The second proposal to enlarge the vernacular course in group A by including in it some vernacular literature and grammar is a step in the right direction. This implies the removal of all Indian vernaculars from group C, leaving only the classical (a) and foreign (b) languages to remain in it.

3. The first proposal to make Sanskrit an alternative to the vernacular in group A, however does not appear to me desirable for several reasons, nor can I agree with the assumption that "such students as select Sanskrit would be likely to possess a fair knowledge of their own vernacular." In my opinion, there should be no alternative whatever to the compulsory study of a vernacular in group A, except in the case of those whose mother tongue is non-Indian language and Sanskrit should under no circumstances be allowed to supersede the study of a vernacular especially in this Presidency where the vernaculars are of Dravidian origin. I would therefore propose that, while all Indian vernaculars are made compulsory and included in group A and their course is enlarged by adding literature and grammar, Sanskrit should be allowed to remain where it is in group C, along with the other classical and foreign languages. This suggestion, though it may be objected to by a few superficial observers as putting back the study of Sanskrit among Hindu students, will, on the other hand, tend to increase the number of students taking up that language. Whereas according to the first proposal contained in your letter and even as the course stands at present, a student who takes up Sanskrit cannot also take up a vernacular and *vice versa*, the adoption of my suggestion will enable many students who take up a vernacular (it must be remembered that a large majority of them go in for a vernacular) to take up Sanskrit also as an optional language, and those few who would take up Sanskrit according to the scheme proposed in your letter would still be able to do so, but as an optional language and would, in addition, be benefited by being able to read a little vernacular also with it.

4. The School-Leaving Certificates examination enables those who hold this certificate on the one hand to put an end to their studies and to take up service, and on the other to read for the higher University Examinations. It is therefore necessary that the course of studies prescribed for this examination should be such as to be useful to both these classes of students. It cannot be denied that a sound knowledge of a vernacular is of far more practical value to one who takes up service than a perfunctory knowledge of Sanskrit (as candidates who pass this examination cannot be expected to possess any sound knowledge) without also possessing a good knowledge of vernacular. Again in the case of those who wish to read for the B.A. Examination and to take up languages for their optional subject, they have to take up two languages, of which one should be a classical language already studied in the intermediate course. This means in practice that such students have to study two languages (one classical and one vernacular) in the intermediate course itself. Now, a man who has no previous knowledge of even the elements of Sanskrit, cannot be expected to take it up all at once in the Intermediate course, with a view to enable him to take up languages for the B.A. Examination. Therefore, in order to remove this hardship and the practical impossibility of people wishing to take up Indian languages for the B.A. Examination, it is very necessary that the course of studies of the Secondary School-Leaving Certificates examination should be so arranged as to enable candidates to take up a classical language in addition to their vernacular and I am of opinion that this can only be done by accepting the suggestions made by me.

5. I have consulted the Telugu, Canarese and Malayalam Translators to Government in this matter and they are in entire accord with my views.

(v)

*Demi-official*—from the Hon'ble Mr. Justice ABDUR RAHIM, Aziz Bagh, Madras.  
To—the Hon'ble Dr. A. G. BOURNE, D.Sc., F.R.S., C.I.E., Director of Public Instruction, Madras.  
Dated—the 7th February 1912.

With reference to your demi-official No. 14, I have no opinion to express on the proposals contained therein.

(vi)

*Demi-official*—from Sir V. C. DESIKACHARI, Kt., "Padma Vilas" Luz, Mysapore.  
To—the Hon'ble Dr. A. G. BOURNE, D.Sc., F.R.S., C.I.E., Director of Public Instruction, Madras.  
Dated—the 10th February 1912.

I have your demi-official No. 14, dated 30th January 1912, and I must say I am unable to accept as correct the assumption made in paragraph 1 thereof, viz., that the result of the present scheme for the award of Secondary School-Leaving Certificate combined with the action of the

University has been to discourage the study of Sanskrit and of vernacular literature; though I am unable to affirm or deny that it has tended to extinguish the pandits. It is true that the scheme does not specially encourage the study of Sanskrit and that of vernacular literature. Personally I shall not, in the least, feel sorry if it has really tended to extinguish the pandits, even though I may be considered unpatriotic by some of my friends. But I do protest against the attempt to give undue prominence to Sanskrit or any vernacular in the existing scheme for the award of Secondary School-Leaving Certificates for the sake of keeping alive the pandits.

Apart from the merits, if any, of the proposal under consideration, I am of opinion that the existing scheme has not yet had a fair trial given to it. After many years of hard struggle the Matriculation examination, which was for a long time, considered the only universal passport for anything and everything, has, luckily for the younger generation, been deprived of much of its undue importance and has been practically superseded by the existing scheme, which, I consider, is a vast improvement on the old state of things. I only trust that you will strongly oppose the changes now sought to be introduced before the existing scheme has had a fair trial, say, for at least ten years.

Turning to the merits of the present proposals I am unable to see any merits in them. I should like to know if the proposal is to make Sanskrit composition and translation an alternative to vernacular composition and translation in the A group. If this be the proposal I feel sure that very few students, even among the Brahmins, will take up Sanskrit as composition in that language is much more difficult than composition in any vernacular. But if the proposal is simply to make Sanskrit translation alone as an alternative to vernacular composition and translation, I believe it will be handicapping the study of vernaculars, because many students may, in order to avoid vernacular composition, take up Sanskrit. I cannot concede that Brahmin students, who take up Sanskrit, are likely to possess a fair knowledge of their own vernaculars any more than non-Brahmin students. However I would even submit to Sanskrit being made an alternative to vernacular composition and translation in the existing A group. But I should like to oppose strongly any attempt to enlarge the vernacular course in the group of subjects (that includes also English and elementary mathematics) by adding some vernacular literature and grammar. It will be adding to the troubles of the students by substantially increasing the load which it was the object of the now existing scheme to reduce. Once we introduce literature and grammar, the examiners would naturally expect the same standard of proficiency in the vernaculars which examiners in English require, with the result that the same amount of labour and attention that are devoted to the study of the English language would be required for the study of the vernaculars also. The scheme will then impose an increased task on students of having to study two languages, viz., English and a vernacular, and to acquire equal proficiency in both, and this, in addition to the elementary mathematics, included in group A to say nothing of the optional subjects in groups B and C. Under such a system vernacular will cease to be a second language and should rank in importance equally with English. I don't know if it would be practicable, as the number of hours of study in the school will have to be increased so as to devote an equal number of hours to English and a vernacular. Every Hindu student—he be a Brahmin or not—learns at home—as a matter of course—to speak well in one vernacular, and in most cases he learns also to write tolerably well in that vernacular, without troubling himself with grammar or literature. The existing scheme, which includes vernacular composition and translation, answers very well for all practical purposes. Those parents and guardians, who are anxious that their sons and wards should learn vernacular grammar and literature, can even now get all they want by selecting a vernacular from the C group of the existing scheme as an optional subject without seeking to inflict and enforce their views universally upon all students. The present agitation for a change seems to me as unreasonable as the cry for compulsory religious instruction—often confounded with moral instruction—being introduced in public schools where children professing different religions are studying.

On the whole I am against any change for the present and I sincerely hope that the existing scheme will be given a fair trial for some years at least.

(vii)

*Demi-official*—from the Revd. W. MESTON, M.A., B.D., Madras Christian College School.  
To—the Hon'ble Dr. A. G. BOURNE, D.Sc., F.R.S., C.I.E., Director of Public Instruction, Madras.  
Dated—13th February 1912.

I thank you for your letter of the 30th January and in reply should like to submit the following as my opinion on the proposals contained in it:—

(1) I cannot but think, in the first place, that it is a pity that such far-reaching changes should be contemplated at this stage of the School-Leaving Certificate scheme. That scheme has not yet been in operation for quite two years. During that period schools have required all their time and resources to adapt themselves to the new conditions. The result over all, as far as



I have seen and heard, has been most beneficial not only for Forms IV to VI but for the whole of the secondary school curriculum. But if the scheme itself is to be essentially altered in its grouping of subjects before a single three years' school record has been completed there will be not only an added strain on teachers and managers but a danger that the fluctuations of the scheme will bulk more largely in thought than its benefits.

(2) To pass from this general point which, however, is a matter of practical and not merely theoretical importance to schools, I should now like to touch on the teaching of vernaculars which at present prevails. My conviction is that a really good working knowledge is now and for the first time being imparted to the pupils of our High schools. This is the opinion of teachers of longstanding whom I have consulted. The Tamil and Telugu, for instance, in this school are now taught not by pandits but by graduate and professionally qualified teachers who are acquainted with the other studies of the boys and who are able to correlate the vernacular and English work. The effect of this both on discipline and content of work is most marked.

(3) The effect on discipline is patent. There is no need for me to dwell on the effect of pandits in a school. Their inability in general to maintain order was as obvious to a visitor as to a headmaster. Even before the School-Leaving Certificate scheme came into force we had begun, in the interests of the pupils, a system of gradually substituting class teachers for pandits in vernacular work. When the scheme was established it gave to us the opportunity of employing none but the regular staff in the teaching of Tamil and Telugu. The result of this system on discipline has been most noticeable and beneficial.

(4) The effect of the present scheme on the content of work has also been very beneficial. The books which used to be put into the hands of boys in the high school classes contained, many of them, high prose, philosophical disquisitions and elaborate verse which graduates (in Tamil and Telugu) were unable to give the meaning of. Added to this was a drilling in highly technical points of grammar and a constant appeal to memory work. So long as the Matriculation examination dominated all that was done in school the bondage had to be submitted to. But when the School-Leaving Certificate scheme was introduced the bonds were broken. That scheme laid it down in effect that every school-boy should have a good-working knowledge of his own language, the English language and elementary mathematics as a *sine qua non*, whatever else he must be instructed in. The requisites for his own language were stated to be composition and translation. It is true that these might be conceived of in a narrow and perfunctory sense, but teachers who were anxious to get the most and not the least out of the scheme regarded them in no such circumscribed manner. Those, with whom I have talked over the matter, agree in the position that composition and translation cannot be imparted without the reading of vernacular books and attention to practical grammar. In this school, *e.g.*, vernacular composition and translation includes the reading of selections from both classical and modern prose and poetry and instruction in grammar through the medium of composition and reading. A regard to the real practical use of the boy's own language has directed the reading: and that it is possible to have and keep ever in view this practical end seems to me the great merit of the present scheme.

(5) Experience of both the past and present systems strengthens me in the opinion that any change in the scope of vernacular translation and composition (*i.e.*, vernacular under group A) which would necessitate the re-introduction of the pandits would be a retrograde step on the ground both of discipline and the content of work. If books were prescribed in this group as they are in group C, the chances are that translation and composition would receive a minimum of attention, while grammar would be apt to become a drill in technicalities. I do not consider that any change is necessary either in the extent of vernacular study in group A or in the form of the public examination in that subject. The most pressing necessity among those who pass through our high schools is ability to write in their own language simply and forcibly, and with ordinary folks in view not the *literati*. I think this end would be secured if Inspectors insisted, as the Inspector of the Fourth Circle does, that grammar and reading require careful attention, and that without them accurate, clear and well-informed composition is impossible.

(6) All that I have said above is sufficient to show how much I should regret any proposal which would make it possible for a boy to go through any form, and most of all forms IV, V and VI, without doing a scrap at his own vernacular. One of the great advantages of the present scheme is just this—that every boy is bound to work at his mother tongue with a view to use it effectively, intelligently and accurately. In a country like India the need for this does not require to be dwelt upon. If, however, Sanskrit is transferred from group C to group A, and there made an alternative, the change will be equivalent to excluding the pupil who takes advantage of this course from the very study which it is of the highest moment that he should pursue. I have made various enquiries as to whether it would be safe to assume that those who take up Sanskrit will be well grounded in their own language. The answer invariably has been that it would not be safe to make this assumption. Certainly no colour has been lent to the assumption in this school by the work either of pupils who studied Sanskrit under the old system or of those who now study it in addition to their own vernacular. I consider that the interests of Sanskrit are best conserved by its being kept in the place which it at present occupies in the School-Leaving Certificate scheme. The claims of the living language are too great to be sacrificed in any degree to the claims of a classical language. As matters at present stand, Sanskrit can easily be studied in combination with the other subjects of the school course. This has been rendered

possible by the choice of subjects now offered and the lightening of the school course compared with what it was three or four years ago. To my mind the new conditions give to Sanskrit a better chance of real study than before. It now ranks with say, Physical Science or the History of England and receives the same attention as these subjects. Where it does not in actual practice receive this attention, the fault certainly does not lie with the system.

(7) I can hardly believe that any change will be made in the school curriculum which will involve differentiation between caste and caste. Frequently Muhammadans and Christians are among the best pupils in Tamil classes, and Sanskrit talent is in no wise restricted to the Brahmin. This would admit of not a little expansion, but there is no call for that. The principle involved in this part of the proposals, as these are stated, is so obviously opposed to all that education has tried to do, in the way of binding together the various classes of the community, that protest against it goes without saying in the name of sound learning.

(8) To sum up, my opinion is (a) that it is inadvisable at the present time to introduce any far-reaching change into the high school course which the school-leaving certificate scheme has so recently established: (b) that the return of the pandits to their old place in the school course would be a retrograde step: (c) that the present position of the vernaculars under group A has the great recommendation of making pupils study and employ with freedom the living language: (d) that the insertion of any requirement for literature and grammar in group A is unnecessary, as the Inspectors can deal most satisfactorily with that matter: (e) that the introduction of Sanskrit in group A, even as an alternative, would be to the detriment of the vernacular: (f) that the present system by its provision for the vernaculars under group A and for Sanskrit and the advanced study of the vernaculars under group C, gives to both vernacular and classical studies their proper place: and (g) that any proposal which would emphasise the difference between caste and caste is not made in the interests of sound education.

It has been such a pleasure to watch the practical working of the School-Leaving Certificate scheme and to see its benefits in the attendance, attention, quality of work and interest in study of the boys, that the proposals, to which you refer and which seem to me to fail to advance that scheme, have led me into a fuller treatment than is perhaps advisable. In that case I trust you will excuse the length of this letter.

(viii)

Demi-official—from M.R.Ey. V. SWAMINATHA AIYAR Avargal, Tamil Pandit, Presidency College.

To—the Hon'ble Dr. A. G. BOURNE, D.Sc., F.R.S., C.I.E., Director of Public Instruction, Madras.

Dated—Tiruvattarapuram, the 24th February 1912.

In reply to your demi-official letter No. 14, dated the 5th instant, I venture to offer the following remarks on the proposals made therein for the encouragement of the study of Sanskrit and of vernacular literature.

2. It is a well known canon of education that since men think primarily in their own vernacular, they should cultivate a thorough acquaintance of it both for purposes of self-knowledge and instruction to others. It cannot be said however that our students possess this qualification. I have been noticing with regret for some time past that the study of our vernaculars has been steadily on the wane. Students are becoming more and more unable to converse in the vernacular with clearness and precision on ordinary topics with those unacquainted with English, nor can they express themselves clearly in writing. As a result they are often found deficient in respectable behaviour towards their elders. They are out of touch with real life and lack in worldly experience and wisdom. Their knowledge of the national customs, traditions and ideals is vague and superficial with the result that they frequently shock and pain their parents and well-wishers by wilful violations of propriety and by the adoption of alien habits, dress and opinions.

Many parents of our young students and many prominent gentlemen of the present day have drawn my attention to this undesirable state of things. Some of the students themselves have admitted to me that their inadequate knowledge of vernacular literature deters them in a measure from freely mixing with their kith and kin and also remarked that the present curriculum of studies is little adapted to remedy the evil.

3. The proposal to enlarge the vernacular course with some literature is a move in the right direction. To give effect to the proposal, it would be necessary to revert to the system which obtained until a few years ago and prescribe a graduated series of text-books suited to each form. For this purpose typical extracts should be selected from the best *kavyas*, histories and ethical works and edited with just so much of grammatical notes as may be necessary to elucidate the text.

4. The suggestion that the vernacular course should be confined to caste-Hindus is also good and is in consonance with the principle that those whose duty as well as inclination is to study their vernacular should be encouraged in every way to do so while those castes to whom the language is alien and who would therefore feel it an irksome task to study it should not be compelled to take up the study.



5. Under the present proposal those who take up Sanskrit will have nothing to do with their vernacular during the entire course of their studies. As however the vernacular is the pandit's medium of giving instruction in Sanskrit, the student will have a fair knowledge of the vernacular as well and this seems sufficient.

(ix)

*Demi-official*—from the Hon'ble Mr. Justice P. R. SUNDARA Aiyar, "Sree Bhag", The Luz, Mysapore.

*To*—the Hon'ble Dr. A. G. BOURNE, D.Sc., F.R.S., C.I.E., Director of Public Instruction, Madras.

*Dated*—the 15th March 1912.

I am in receipt of your demi-official No. 14, dated 30th January 1912, asking me to state my view with regard to the question of the position that the Sanskrit and the vernacular languages should occupy in the scheme of studies for the secondary school-leaving certificate. I am quite convinced that very inadequate attention has been paid to the study both of Sanskrit and of the vernaculars in the present scheme. I also believe that the scheme has already had disastrous results on the study of those languages. I think it is the duty of the State to ensure on the part of students completing their secondary education a fair knowledge of one of the vernacular languages or of Sanskrit. A knowledge of the latter language, I need hardly say, would be of great value in the study of the vernaculars of the Presidency, particularly those other than Tamil. Some knowledge of vernacular literature and grammar should be insisted on. I have always been at a loss to understand why this was not done when the scheme was settled. The result of the present scheme is likely to result in very serious neglect of both Sanskrit and the vernaculars. I do not think that vernacular composition and translation alone would be adequate. Besides, the teaching of some text-books would be necessary for giving instruction in composition and translation. It would be highly useful to impart the teaching in the text-books in the manner in which literature is taught, instead of doing it perfunctorily as is likely to be the case when they are regarded as necessary only for translation and composition. I have no objection to confining this extra study to those who are not Europeans and Eurasians. I do not think Panchamas should be excluded, and I doubt the advisability of excluding Muhammadans most of whom follow the study of a vernacular.

I do not think that the change suggested will materially increase the strain on the pupils. If it should be considered that it would, I have no hesitation in saying that Sanskrit and the vernaculars should be included at least in group B. My own opinion, however, is that they should be included in group A.

I regret the delay in sending this reply.

(x)

*Demi-official*—from M.R.Ry. S. KUPPESWAMI SASTRI Avargal, Principal, Sanskrit College, Tiruvadi.

*To*—the Hon'ble Dr. A. G. BOURNE, D.Sc., F.R.S., C.I.E., Director of Public Instruction, Madras.

*Dated*—the 3rd April 1912.

No.—37.

With reference to your demi-official No. 14, dated 30th January 1912, I have the honour to report as follows.

2. I think that making Sanskrit an alternative to vernacular composition and translation in the group of subjects that includes also English and elementary mathematics is the most feasible and convenient thing that can be done under the present circumstances, without any necessity to face the risk of dislocating the existing state of things regarding the Secondary School-Leaving Certificate scheme. Some headmasters of high schools with whom I have had an opportunity to discuss the proposals contained in your demi-official apprehend that these proposals will interfere with the simplicity of the group in which it is now proposed to include Sanskrit; but I find that their apprehension in this direction, far from being based upon any good reason, proceeds from an inadequate recognition of the necessity and desirability of giving a sufficiently prominent place in the School-Leaving Certificate scheme to the study of Sanskrit and vernacular literature.

3. As proposed in paragraph 3 of your demi-official it appears to me necessary to enlarge the vernacular course in the group of subjects that includes also English and elementary mathematics. But I cannot adequately appreciate the reason for exempting from the necessity for the proposed extra study of the vernaculars, Europeans, Eurasians, Muhammadans and Panchamas. I am strongly in favour of subjecting Europeans, Eurasians, Muhammadans and Panchamas also to the necessity for the study of vernacular literature or Sanskrit for the reason that they will thereby have greater facilities for satisfactorily doing what they may have to do in their official and social interrelations with caste-Hindus.

4. I earnestly hope that the proposed addition of Sanskrit as an alternative and the proposed enlargement of the vernacular course in the group of subjects including English and elementary mathematics would not fail to stimulate to a considerable extent the study of Sanskrit and Indian vernaculars in secondary schools.

# OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION.

I have consulted a few leading Indian and English Educationalists as directed and some others.

My letter and the replies thereto are added to the file. There is obviously no general consensus of opinion.

The position has been much changed by the University consenting to reconsider the position of Indian languages in its general courses of study. I think that no action should be taken until the University has come to a decision.

If the colleges give greater prominence to these languages the schools will follow suit and there will be no necessity to limit the freedom which is the essence of the School-Leaving Certificate scheme.

If on the other hand the University reject any proposals for change it will be time enough to take action and then I should (1) make Sanskrit alternative with "vernacular composition and translation" and (2) modify the course of study in this latter subject.

It is at present laid down that "the vernacular composition should be in simple modern idiomatic prose" (page 54 of the calendar, Commission for Government Examinations, 1911-12). I should have text-books prescribed and state that the composition would have to be based upon these texts, including questions of grammar.

A. G. BOURNE—23-4-12.

To the Educational Department.

# EDUCATIONAL DEPARTMENT.

Submitted for perusal. Dr. Bourne urges that action should be deferred until the decision of the University as to the Indian languages. This may be accepted. It seems to me however that there is a fairly weighty consensus of opinion against Dr. Bourne's proposals suggested for adoption should the University not move. I cannot see that there is any strong case for making Sanskrit an alternative compulsory and even if that is done I sincerely hope that the teaching of the vernaculars will not be thrown back on the pandits and based on the study of works which no more represent the living idiomatic vernaculars and indeed much less than Chaucer does modern English. The vernaculars are living tongues and the study of them as dead or classical languages seems to me entirely out of place in our secondary schools. These proposals seem to me indeed retrograde.

T. E. MOIR—28-4-12.

I am much impressed by Mr. Meston's and Father Sewell's opinions. We had better make no change at present and these papers may be "recorded."

M. H[AMMICK]—1-5-12.

T. E. MOIR—2-5-12.

[G.O. No. 379, Educational, dated 2nd May 1912.]

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