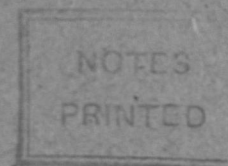


Government of Madras.

HOME DEPARTMENT

(EDUCATION)

G.O. No. 867, 12th August 1916



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Government of Madras.

HOME DEPARTMENT

(EDUCATION)

G.O. No. 867, 12th August 1916

N.P.

ORIGINAL.

University Regulations

Sanctioning certain alterations in the — relating to the History courses for the B.A. Degree Examination

GOVERNMENT OF MADRAS

HOME DEPARTMENT

(Education)

READ—the following papers:—

I

Letter—from F. DEWSBURY, Esq., B.A., LL.B., Registrar, University of Madras.
To—the Secretary to Government, Educational Department.
Dated—Senate House, the 27th March 1916.
No.—2309.

I am directed by the Syndicate to request the sanction of the Government, under section 25 (1) of the Indian Universities Act, 1904, to the enclosed resolutions, adopted by the Senate at its adjourned meeting held on 4th March 1916, relating to the Degree courses in History and Economics.

2. The resolutions numbered (i) (a) and (i) (b) provide for the introduction into the B.A. Degree course of "Political Science" in the place of "Special subjects." By a further resolution the Senate decided that this change should take effect as from the B.A. Degree Examination of 1918; that is to say, so as to modify the course of study to be entered upon by students in July next. The early orders of Government are therefore requested.

3. The resolutions numbered (ii) relate to the B.A. Degree (Honours) courses. As a result of opinion expressed in the Senate that the History of India should be a compulsory subject of study for all Honours students of History, the Board of Studies in History and Economics has been for some time considering the revision of these courses. The changes recommended by the Board were adopted by the Syndicate, and were accepted by the Senate in the form of the resolutions to which sanction is now desired. These changes consist in the main of the substitution of four compulsory general subjects of study for the present choice of three such subjects out of six, and of a reduction in the number of optional special subjects so as to keep the actual number of subjects studied by each student the same as before.

These changes the Senate has resolved should come into force as from the B.A. (Honours) Degree Examination of 1919, that is, from the beginning of the next academic year.

Under regulation 64 protests have been lodged against these resolutions affecting the Honours courses in History and Economics, by M.R.Ry. K. B. Ramanathan Avargal, M.A., B.L., L.T., M.R.Ry. K. V. Rangaswami Ayyangar Avargal, M.A., F.R.H.S., M.R.Ry. C. P. Ramaswami Ayyar Avargal, B.A., B.L., M.R.Ry. K. Ramanuja Achariyar Avargal, B.A., and the Rev. P. Carty, S.J., B.Sc., D.D. Upon these protests the procedure laid down by that regulation is being followed, and in due course the protests and the memorandum prepared in support of the resolutions of the Senate will be forwarded to the Government for consideration.

ENCLOSURE

UNIVERSITY OF MADRAS.

Resolutions adopted by the Senate at its adjourned meeting held on 4th March 1916.

(i) (a) That in regulation 195, under "V. History and Economics" for the words "Two special subjects or books to be prescribed by the Board of Studies from year to year" the words "Political Science" be substituted.

(b) That in regulation 196, in the time-table for group (v) History and Economics, and in regulation 197 for the words "special subjects" the words "Political Science" be substituted.

(ii) (a) That in the regulations for the B.A. (Honours) Degree Examination wherever the words "v—History and Economics" occur the words "v—History, Economics and Politics" be substituted.

(b) That in regulation 207, under "V. History and Economics" for the existing paragraphs (A) and (B) the following paragraphs be substituted:—

"(A) Each of the following subjects:—

- (1) The History of India.
- (2) Constitutional History of Great Britain and Ireland.
- (3) Politics.
- (4) Economics.

(B) Two of the following subjects.

- (1) Economic History—a special subject.
- (2) Politics—a special subject.
- (3) History—a special subject.
- (4) History—a special subject.
- (5) Indian History—a special subject."

(c) That in regulation 208 for the time-table under Branch V, the following be substituted:—

BRANCH V.				
Days.	Hours.	Subjects		Marks.
First day	{ 10—1	Essay		200
	{ 2—5	Indian History—General		200
Second day	{ 10—1	Indian History—Special subject		200
	{ 2—5	Constitutional History of Great Britain and Ireland.		200
Third day	{ 10—1	History—Special subject		200
	{ 2—5	Politics—General		200
Fourth day	{ 10—1	History—Special subject		200
	{ 2—5	Economics		200
Fifth day	{ 10—1	Politics—Special subject		200
	{ 2—5	Economic History—Special subject.		200
Total ...				1,400

II

Memorandum No. 1215-1, Educational, dated the 7th April 1916.

With reference to the letter from the Registrar of the University of Madras, No. 2309, dated the 27th March 1916, the Syndicate is requested to be so good as to forward to the Government at an early date a copy of the protests and of the reply memorandum referred to in the concluding portion of the letter.

P. RAJAGOPALA ACHARIYAR,
Secretary to Government.

To the Registrar, University of Madras.

III

Letter—from F. DEWSBURY, Esq., B.A., LL.B., Registrar, University of Madras.
To—the Secretary to Government, Educational Department.
Dated—Senate House, the 16th June 1916.
No.—4316.

With reference to the last paragraph of my letter No. 2309, dated the 27th March 1916, and in continuation of letter No. 2855, dated the 10th April last, I have the honour, by direction of the Syndicate, to submit under regulation 64 for the consideration and orders of His Excellency the Governor in Council the accompanying protests lodged by Messrs. K. B. Ramanathan, K. V. Rangaswami Ayyangar, C. P. Ramaswami Ayyar and K. Ramanuja Achari and the Rev. P. Carty, S.J., against the resolution of the Senate passed on the 4th March 1916 adopting certain alterations in the Regulations relating to the B.A. (Honours) Degree course in Branch V—History and Economics, and the memorandum in support of the resolution prepared by the Rev. E. M. Macphail and Messrs. H. J. Allen and Ferrand E. Corley, the three members of the Senate duly elected under that regulation for the purpose.

ENCLOSURES.

(1)

University of Madras.

The following protests lodged by Messrs. K. B. Ramanathan, K. V. Rangaswami Ayyangar, C. P. Ramaswami Ayyar and K. Ramanuja Achari and the Rev. P. Carty, s.j., under Regulation 64, against the resolution of the Senate passed at its adjourned meeting held on March 4, 1916, adopting certain alterations in the Regulations relating to the B.A. (Honours) Degree course in Branch V—History and Economics, are in accordance with the same regulation, circulated to each member of the Senate who was present at the meeting with a request that he will record a vote for three members of the Senate to form a committee to prepare a memorandum in support of the resolution. It is requested that the votes may be returned so as to be received by the Registrar not later than the 3rd April 1916.

(By Order)

SENATE HOUSE,
March 24, 1916.

F. DEWSBURY, B.A., LL.B.,
Registrar.

Sub-Enclosures

(i)

From—M.R.Ry. K. B. RAMANATHAN AVARGAL, Fellow of the University of Madras.

To—the Registrar, University of Madras.

Dated—Triplicane, the 8th March 1916.

I have the honour to forward to you the following protest against

(2) the acceptance of the changes in the B.A. (Honours) History course recommended in Agendum X and passed at the Senate meeting held on the 4th instant.

As regards the changes in the History Honours course, Mr. K. V. Rangaswami Ayyangar has well explained in a separate protest how the modifications are not in the best interests of University education. I associate myself with him in all that he urges. I would urge particularly the reasons put forward by representatives of mufassal colleges against these changes: the curtailment of options in the History course, the waste entailed on the colleges in the matter of library and other equipment, and the dragooning of all colleges into one uniform pattern.

(ii)

From—M.R.Ry. K. V. RANGASWAMI AYYANGAR AVARGAL, Fellow of the University of Madras.

To—the Registrar, University of Madras.

Dated—Triplicane, the 10th March 1916.

In continuation of my letter intimating an intention to protest against the decision of the Senate, at its last meeting, on the proposed changes in the Curriculum of Studies in the B.A. Honours course and examination in Branch V, I have the honour to submit herewith a memorandum setting forth the grounds of my protest.

Memorandum.

1. The Senate has approved, by accepting Resolution X (ii) on the Agenda of its last meeting, of certain drastic modifications of the existing Curriculum of Studies in Branch V (History and Economics) of the B.A. Honours Course and examination.

2. The curriculum, now under amendment, was framed about ten years ago, on the recommendation of the Board of Studies concerned, after an exhaustive inquiry, in the course of which the views of even those who were not members of the Board were sought and obtained. The modifications now agreed to by the Senate have been recommended by the present Board of Studies in History and Economics. The Board, however, did not arrive at an unanimous decision, since the members from two out of the three mufassal Honours colleges declared themselves against the opinion of the majority, which consisted of three gentlemen from the two Honours colleges of Madras and the University Professor of Indian History and Archaeology. A Professor of the third Mufassal College,* who is a member of the Board, and who was not able to attend the meeting in question, declared himself against the decision of the Board, during the subsequent discussion of the subject in the Senate.

* Mr. Ramalinga Reddi of the Mahavaja's College, Mysore.

It is good to note the relative strength of the opposed opinions on the matter. Of the five "Honours" colleges, affiliated in History and Economics, members from two colleges (the Presidency College and the Christian College) declared themselves in favour of the changes, while those from the remaining three colleges (those of Mysore, Trichinopoly and Trivandrum) showed how decisively they were against the proposed measure.

3. Though framed about ten years back, the present scheme came into actual operation only in July 1911—less than five years ago—when the first Honours Classes were started in Branch V. Only two batches of students trained up under this scheme have so far appeared for the final examination, and a third set of students will sit for the examination in a few days. In some of the subjects, however, included in the curriculum, and chosen for instruction in some of the affiliated colleges—e.g., historic method with special reference to the documentary study of a selected period of Indian History—no candidates have yet been presented for examination. An important general subject now proposed to be omitted from the course—viz., General European History from A.D. 476—has been up for an examination twice, hitherto. Again, two subjects the Board proposes to omit (British Economic History—General Survey, and Historic Method in relation to the documentary study of a special period of British History) have yet to be elected by any affiliated college, and a third subject—which the Board would retain (viz., Economic History—a special subject)—is in the same position. It can hardly, therefore, be reasonably contended that the existing curriculum has been sufficiently tried and been found wanting, or that the proposed changes are based on adequate experience of teaching or examining under this curriculum.

4. It may be claimed for the curriculum now in force that it indicates the acceptance of the principle that ample facilities for specialization should be provided in the highest Course of Study in Arts (which the "Honours" course is) by allowing of as wide a range of choice, as feasible, in the election of subjects, so as to enable the affiliated colleges to develop on individual lines, without undue rivalry, and to divide among themselves in a natural way the labour of providing suitable instruction in the subjects of the course, in the manner now usual in all good modern universities, colleges, and, for the matter of that, industries also. It is within my personal knowledge that some at least of the authors of the existing course recognized the provision of the necessary scope for this division of labour as a fundamental requisite of a well-planned "Honours" course in History and Economics, especially in view of the fact that our University has yet no separate branches in which History or Economics or Politics would respectively form the main subject of study, to be studied with closely allied subjects.

5. It has also to be noted that the scheme now in force allows of a greater or a less degree of specialization, according as the candidate comes up to the college with the equipment implied by a "Pass" degree or by success in the Intermediate examination. The present course would also permit the graduate, whose ambition is to obtain some training in specialized work and the ordinary M.A. degree at the end of his period of training, to attain his object, without such a monotonous repetition of the previous "Pass" B.A. course and such a comprehensive denial of opportunities for the specialization, as are inevitable if the amended scheme, recently accepted by the Senate, is also sanctioned by the Government.

6. The existing curriculum is also so framed as to facilitate natural expansion of the range of Historic and Economic studies in the University, by the gradual inclusion, as additional options, under the first or the second groups (A or B), of such further subjects or topics of study as future experience shows the use or the need of, and as would naturally fit into an advanced course of History and Economics. In view of its representing the triumph of the principles of restriction and uniformity, it cannot be claimed for the proposed scheme (the Senate's), which seeks to reduce the number of available subjects to choose from to nine from fifteen, that it would also allow of such a natural expansion.

7. The wisdom of the policy involved in the existing course has, it is contended, been fairly vindicated. For, already, within five years of the starting of the first Honours class in Branch V (History, etc.) as many as twelve out of the possible fifteen options in the scheme have been availed of, by the existing five "Honours" Colleges; and, some of the colleges have availed themselves of the chance of moving on individual lines, with the utmost readiness. Further, the reservation of two out of three of the first Chairs founded by the University to the advanced study and research work in Indian Economics and Indian History, along with such proposals as those brought forward some months back, to add to the available options other subjects of study such as those relating to Indian institutional histories, point in the same direction.

What progress has so far been achieved has been materially helped—

(1) by the freedom for specialization given by the existing course, side by side with equal facilities for obtaining, if needed, as an alternative, a good course of general historical education, and

(2) by the omission (now sought to be 'rectified') to force all colleges,—whatever their special history, environment, equipment, objective or needs,—and all students, whatever their previous training or ambitions or destination, to conform to one common and invariable and inflexible standard.

8. An instance may show how the liberty allowed by the curriculum, now being interfered with, has been appreciated by a mufassal college, anxious to develop, as far as possible, in harmony with its general aims and surroundings. A little over two years ago, the institution in which it is my privilege to serve, sought affiliation in 'Honours,' in Branch V. It elected to specialize in Indian History and Economics, and to take up General European History (which is dropped in the proposals now under protest) as the additional or *sixth* subject. The subject of General European History was chosen on the grounds that it would supplement the historical knowledge acquired by the student in the Intermediate course, that no graduate in History (even a 'Pass' B.A.) should be ignorant of the main currents of General History, and that the study of General European History might serve to correct or temper any such tendency to narrowness as might be supposed to be inseparable from a 'Specialized Course.' The two Professors from Madras,* who came as University Inspectors, did not like the scheme on the ground of its not possessing sufficient 'variety and flexibility,' inasmuch as it did 'not provide for the remaining "options" of the Honours course, such as Constitutional History, Politics and periods of Ancient and Modern European History,' and they criticised the Darbar's scheme as 'undesirably restricted from the side of the student and the staff alike.' The Diwan replied at length to these criticisms on behalf of the Travancore State, and, in the course of his remarks he said:—'If specialization is desirable in the Honours courses, I take it that it is neither necessary nor desirable that all colleges should specialize in the same way, nor for the matter of that, could it be necessary that a single college should specialize in several directions in a single subject (i.e., branch). After all, it is natural that a college 'Maintained by an Indian State should prefer to specialize in subjects of such vital importance to it as Indian History and Economics, and I would, on behalf of the Darbar, ask the University to allow us to make the choice contemplated by the regulations. I apprehend, for reasons stated *supra*, no narrowing tendency so far as the students are concerned. In regard to the teachers, I am wholly unable to understand the view that *their* mental horizon will gradually get narrowed and warped by the excessive specialization on Indian History and Economics, aimed at by the college. The apprehension appears to rest on the assumption that the teachers would not read anything more than what they teach!' and, it was further contended, on the same side, that—'If it is a matter of duty to the colleges to compete with one another, not in needless duplications of the same kind of effort, but in trying to supplement the work of one another, and in offering the students of the University as wide a range of subjects of choice for study, as possible, then, assuredly the attempt of the Darbar to add three new subjects to the eight, which alone have been provided by all the existing colleges together, should not be permitted to prejudice the chances of affiliation of the college at Trivandrum'.

9. As other instances tending to the same result, it may be mentioned that the liberty of choice has similarly been availed of by the other mufassal colleges, in order to provide for specialized study of Indian History and Economics, and that, among the proposals before the Board of Studies, in recent times, there have been at least some to *augment* the number of options by the addition of further subjects. These suggestions are grounded on the belief that a gradual widening of the horizon of historical studies in the University must afford increasing facilities for division of labour (in the task of specialization) to the affiliated colleges, and must help materially in enabling the colleges to attain one of the chief aims of a proper University, namely the advancement of knowledge by research—such research as would be possible if suitable opportunities are given to members of the teaching staff of colleges to specialize in particular divisions or topics of study, and reduce their hours of teaching so as to allow of enough time for a fairly thorough study and presentation of his subject by each teacher. A curriculum which would compel a teacher to spend himself over a number of large subjects must exercise a baneful influence not only on the progress of original investigation but even on the maintenance of really good standards of work.

10. To sum up this aspect of the question. It is contended—

(1) that the proposals now recommended by the Senate err against the general trend of academic opinion by unduly restricting or even negating freedom of options, opportunities for specialized study, and liberty for individual variation in the *highest* course of study,

(2) and, that, as such they are reactionary in character and bound to have a depressing effect not merely on the affiliated colleges, which have made beneficial use of the freedom given, but also on the progress of historical studies and work generally, within the limits of the University's jurisdiction.

Out of the *fifteen* subjects in the present curriculum, in which it is optional with students or colleges to choose *six*, *twelve* have already been chosen by the *five* colleges together, and it is now proposed to cut down the number to *nine*.

And, in regard to the incidence of the proposed 'reform,' while only *one* of the *nine* subjects retained (special subject of Economic History) would apparently remain a *new* one, to the colleges at Madras as to those in the mufassal, some of the other retained subjects may have to be taken up in the 'Honours' course, it may be for the first time, by a mufassal institution, and mufassal colleges will have to give up at the same time some subjects (Historic Method in

* Messrs. Mark Hunter and Corley.

relation to Indian History, special subject in Economics, General European History) for which they have been building up suitable and adequate provision, in books, appliances and above all, specialized staff.

11. The contention was made on behalf of the proposed reduction of subjects from fifteen to nine, that the subjects are, even in the existing scheme, variable from year to year, and that, accordingly, no college could plead that it had been taken by surprise, or been unfairly embarrassed, even by changes like those proposed, which do away with two-fifths of the existing number of available subjects. The untenability of this contention will become apparent when the facts are set forth. Though the Board of Studies has, *in theory*, the option to vary the subjects from year to year, yet, as a fact, so far from exercising the liberty, the Board has been content to let the subjects-list originally framed remain unchanged for the first *six* batches of candidates and the first *eight* years of the 'Honours' course (1911-19). If the new scheme had not intervened, it is reasonable to presume that the subjects would remain unchanged for some time longer. This has been the state of affairs, manifestly because it is unreasonable to throw, by frequent shufflings of the courses of study, a burden of work which would prove well nigh insupportable, if proper standards were to be maintained, and because it is always unwise to make exacting demands which might lead to evasion or lowering of standards.

12. A similar line of defence of the proposed changes consists in the attempt to belittle the value of options in study by suggesting that such liberty might lead to colleges or candidates selecting subjects absolutely unrelated to one another. The actual practice of the colleges, so far, shows how ill-founded this apprehension is, and how the affiliated institutions have acted, as responsible teaching always will, in harmony with the educational principle of the appropriate correlation of the subjects chosen to one another, and to the previous and to the future studies of the students concerned.

13. It is significant that a Member of the Board,* who agreed to, if he did not advocate the proposed changes, admitted in the Senate that he would welcome wide options, but now objected to such freedom, because of the *present* rule allowing those who were *not* graduates to take the 'Honours' course. Surely, *this* is an argument for having *two* sides for the 'Honours' course—one with wide options for the graduate, who has already obtained a good grounding in History and Economics in the 'Pass' course and desired to go in for a more specialized course in the 'Honours' classes and the *second* for students coming straight out of the Intermediate to the Honours classes, who might, accordingly, benefit from a general course, much more than from a highly specialized course? Is this an argument for doing away with opportunities for specialization, *altogether*, for the graduate as for the undergraduate?

14. In passing, reference has to be made to another argument brought forward to justify the restrictions now proposed. It was alleged that through immaturity of age the 'Honours' student is not fit to make a wise choice for himself. Surely, it is for the college to choose the subjects, and for the student, or for his guardian, to choose what subjects he should study in the Honours course, in special consideration of his previous record, calibre and destination? Apart from this, is it, *as a matter of fact*, correct to characterize the candidate for an Honours course or examination as so immature as not to make a wise choice for himself, and to necessitate the University doing this work for him? The last calendar gives the average age of an Honours candidate as 21.6 years, and till now, the actual ages have varied between 20 and 28. In consequence of Regulation 169, fixing fifteen completed years as the *minimum* qualifying age for Matriculation, every Honours candidate must *at least* have completed his 20th year of age when he sits for his final examination. In practice this limit is ordinarily exceeded. And, if still it is argued that the age is lower than it should be, it is an argument to raise the age for candidates of *all* branches, and not for Branch V only, since *some* freedom of choice will still continue and will still have to be exercised in the other branches, even if the proposed changes are sanctioned in Branch V, for, there is no reason to assume that candidates seeking admission in Branch V are generally younger than those who are admitted in the other branches? And, students, even those of immature age, have to discriminate not merely between subject and subject, and make a selection, even in such early stages as the School-Leaving Certificate course, but they have often to discriminate between college and college, before deciding where to seek admission. Will it be logical to extend this kind of considerate concession to the students' alleged immaturity by providing for the abolition of variations of individual features between college and college, even if, in the same spirit, it be not urged that all higher instruction should be concentrated in one place and in one or two institutions?

15. Arguments like these, to justify the proposed uniformity, when taken in connection with the practical restriction of the advantages of University lectureships, professorships and library to the institutions of Madras, their staff and students, must tend to confirm the apprehensions of mufassal college or lecturers that the sanction of the present scheme might result in the eventual elimination of the Honours classes in Branch V in the affiliated institutions outside the capital.

* Mr. Corley.

16. There remains yet for consideration another argument which was brought forward* in defence of the proposed change. It was that a wide range involves considerable expenditure in examining, and is, as such, objectionable. To this there is the obvious reply that such a view would negate all the highest examinations, in which the number of candidates is very small. It is conceded that such an argument *may* have validity, if, *before all available options have been availed of*, proposals were made to have further "options." That is not what is in contemplation. If it is equitable to import into this question considerations of economy to the University, it is hardly less just to urge the economic pressure on the colleges, which would have incurred largely in vain, such expenditure (in time, effort and money) in creating the equipment for the four "options" now proposed to be dropped out, by the reduction of the subjects in the course.

17. To pass to other matters of general principle in which the proposed scheme seems to be lacking: it may be conceded by some, if not by all, advocates of the measure that "Honours" studies in History and Economics should consist in much more than the assimilation of the subject matter of large text-books, and that they might very well include some provision for the acquisition of a knowledge of at least the elements of Historic method as well as some practice in the proper use of documents and source-literature generally. The realization of this would imply, as a condition necessarily precedent thereto, the existence of due facilities, including opportunities, in the "Honours" course for documentary study generally, and for the formal study of Historic method in relation to any period of History the sources of which are fairly accessible. If this training in the application of the principles of evidence and the rules of historic synthesis, and a similar training in applying the principles and methods of investigation gathered in a general survey of Economics to the economic problems of our own country and times, are to be acquired with any degree of success in the "Honours" course, then that course must include in its list of subjects Historic method, a special subject of Economics (preferably of Indian Economics), and due scope for the study of periods of History, in the documentary study of which, the students will have almost the same advantage of access to the sources as the teachers. But the exclusion of the special subject of Economics and of Historic method from the list of available selections in the proposed scheme, and the reduction of the number of "options" in group B from three to two, deprive the future 'Honours' candidate of this indispensable equipment of the highest course of study in the University in History and Economics.

18. It is also urged that, in the experience of many teachers, more time and effort are needed in teaching and in learning any one of the general subjects (Economics, Politics, British Constitutional History, and General Indian History), than in similar work in any special period or subject. The change now proposed—to increase the number of obligatory general subjects from three to four—must be deemed as overweighing the course since in view of the work an "Honours" student has to do in English during his first year in the class, the time available now for the proper study of the three general and the three special subjects is barely sufficient, notwithstanding the reduction simultaneously of the number of special subjects to be elected from three to two.

19. This is said, of course, on the assumption that the advocates of the new scheme do not contemplate or intend any lowering of the existing standard in the "Honours" course and examination. Even in this respect some apprehension has already been caused by the omission of the words "a general survey of an advanced character," which occurs in the existing curriculum after the titles of the general subjects. It is possible that the expression now exercised has been suggestive of some ambitiousness, if not of immodesty. But, inasmuch as the four general subjects are common both to the new scheme in "Honours" Branch V and the scheme in Branch V (Pass), which has also just been accepted, it is open to ask how the differences in standards in these subjects are to be ascertained, in the absence of the omitted expression referred to above, or of any syllabuses, which might give some idea of the scope and standard of the subjects in the higher course. It is not in the circumstances, unnatural to fear that a confusion of standards between the "Pass" and "Honours" examinations in these subjects would ensue, resulting possibly in a rise in the former along with a fall in the latter. Such a charge has already been made, by "outsiders", against the examinations we have so far had, and it is unlikely that it will fail to gain some strength hereafter if the new curriculum is adopted, as framed, without a clear and precise indication of the difference in the standards in contemplation.

20. Some of the defects, in points of detail, in the proposed scheme may now be indicated. The first in order of magnitude is the suggested omission of General European History. The exclusion of this valuable subject is open to objection not only on the grounds indicated in paragraph 8 supra, but it is now all the more lamentable, since Politics is hereafter to form one of the four obligatory general subjects of group A, and since by a reform effected some months back, the period of Greek History of the most value from the standpoint of a student of ancient politics, viz., the period after the death of Alexander, has been removed from the course in group III of the Intermediate. If Politics is to be studied effectively, it has to be studied along with, or on the basis of a knowledge of general course of European development. It is because there was no satisfactory provision of this kind for the study of Political Science, in the B.A. of the old by-laws, that the subject went out in the revision of the curricula. And, it is because the provision has now been recognized as existing in the present "Pass" course—which provides

* By the Rev. Macphail.

for an outline study of European History after A.D. 476—that in the recent meeting of the Senate the proposal to reintroduce Political Science in the ordinary B.A. course was accepted with unanimity. Politics, even deductive and analytical Politics, can, to quote a familiar criticism, "have no root", without History. It is also conceivable that a study of abstract Politics, apart from its historical setting, may lead to misapplication of political principles and conclusions. And, it is not open to any one who knows the limitations under which the "Honours" students will be working, to postulate that the necessary knowledge of General European History will be acquired privately by the "Honours" students coming up straight from the Intermediate classes.

21. A special feature of the proposed scheme is that, in it, Politics occupies a pre-eminent position in comparison with other subjects. It is true that even in the existing curriculum, a combination of subjects, centering round Politics might be made. But similar selections might be made in pure History, in Indian History, and in Economics also. Hereafter the maximum extent of specialization in Indian History will be represented by two subjects as against at least three in the existing curriculum, and there will be no scope for the study of any special topic or subject of Economics at all. It is not belittling the value, or the fascination, in academic studies, of Politics and British Constitutional History, to urge that, in the special conditions of our times and presidency, the specialised and advanced study of economics and of the General History and the institutions of India have a paramount claim on us, not only as a question of duty but because the immediate work in India for students coming out of the University and for administrators is largely connected with such a study, and, because, if their future career and destination are to be considered in the choice of subjects for their "Honours" study, Economics and Indian History will be indicated as being by far the most important in the course. On these grounds, and in view of the "Honours" Colleges so far having ignored the need to provide for instruction in General Indian History to their students, that, latterly, even those who are confirmed believers in the efficacy of free choice have been obliged to press for such a modification of the liberty as is implied in making Indian History alone compulsory in the course,—following, therein, the analogous practice in more than one great University.

22. It is noteworthy that the attempt to reduce the scope for the study of Indian History and Economics for the "Honours School" is made after the appointment of special University Professors in these subjects, and that the suggestion is contained in the same Agenda-paper with proposals to allot general teaching work to these University Professors.

23. A comparison of the proposed with the existing curriculum would show that, in a sense, the former is superfluous since its nine subjects are included in the fifteen of the latter. The unamended course would have allowed an advocate of the proposed change to have had his way, but if the proposed changes are sanctioned, the converse cannot be postulated. The fact that the incidence of the change will almost exclusively fall on the mufassal colleges, and that the provision that the University Professors should teach "Honours" classes will have the effect of providing for the teaching in the colleges at the capital, by a University officer, of a subject, which these colleges have hitherto omitted to choose (viz., Indian History) must serve, if the decision of the Senate is confirmed by the Government, to intensify the feeling of irritation, which has already found expression in the Senate, against the preference believed to be extended to the metropolitan institutions as compared with the colleges in the mufassal, and, in view of the acceptance, by the mover* of the amendment of Mr. Corley, the proposed changes will, if sanctioned, come into effect immediately before the colleges affected could reasonably be expected—if they have not already made due provision therefor—to adjust themselves to the altered conditions.

24. Such are the points of detail as well as matters of general principle in which the changes accepted by the Senate, appear to err. It is unfortunate that the course of the discussion on the subject may have given an impression that the matter in issue was hardly one of principle, but one of unimportant detail in which a conflict of opinion had resulted between a majority and a recalcitrant minority. It is also unfortunate that the consideration of the question so far, in this Memorandum, has emphasized the respects in which it is claimed that the proposed Curriculum is inferior to the present one; for, it may seem that the protest represents a conservative, if not a reactionary disposition to resist progressive changes in an old Curriculum, which had been tried and found wanting. In view of these circumstances, and of the fact that the Curriculum under protest is of later date than the one it would displace, it is necessary to affirm that mere sequence in time is not a necessary indication of progress, and that the proposed changes are objected to by teachers, who desire improvements in the existing Curriculum no less sincerely and anxiously than the advocates of the amendments and who are unwilling to agree to the suggested modifications chiefly for the reasons set forth in this Memorandum, and also because it is felt that a fuller consideration, such as would have been possible had the earnest requests made in the Senate to remit the matter to the Board of Studies for further deliberation not been impatiently opposed, might have resulted in the framing of a scheme or schemes more widely acceptable than the one just adopted by the Senate and now under protest.

* The Rev. Macphail.

(iii)

From—M.R.Ry. C. P. RAMASWAMI AYYAR AVARGAL, B.A., B.L., Fellow of the University of Madras.

To—the Registrar, University of Madras.

Dated—the 11th March 1916.

With reference to my letter giving notice of my intention to protest against the decision of the Senate in regard to the alterations in the Honours Course in the B.A. Examination (Branch V) I have the honour to inform you that I have perused the memorandum lodged by Mr. K. V. Rangaswami Ayyangar of Tiruvandrum and I adopt the same.

(iv)

From—M.R.Ry. K. RAMANUJA ACHARIYAR AVARGAL, Fellow of the University of Madras.

To—the Registrar, University of Madras.

Dated—the 11th March 1916.

With reference to my letter, dated 6th instant giving notice of my intention to lodge a protest against the decision of the Senate in regard to the alterations in the Honours Course in Branch V, I have the honour to inform you that I have perused the protest which Mr. K. V. Rangaswami Ayyangar of Tiruvandrum has lodged and that I adopt it as my own also as I am in full agreement with the grounds set forth therein.

One point, however, on which I would like to lay special stress is that the fairest course for the Senate would have been to have accepted the proposal to send back the question to the Board of Studies for a further and fuller consideration. This would have been the right course in view of the following facts which came out in the course of the debate:—

(1) There was a clear divergence of expert opinion in the matter as well as a feeling that all aspects of the question had not been adequately considered, though it was stated that the matter had been pending for sometime;

(2) The meeting of the Board of Studies at which these changes were considered was attended only by six members out of the twelve constituting the Board, and of these only four were in favour of the alterations;

(3) No necessity for changing the existing arrangement was made out inasmuch as sufficient experience of its working had not been gained;

(4) The matter was clearly not one of special urgency and nothing could have been lost by taking some more time for consideration.

(v)

From—the Rev. P. CARTY, S.J., Fellow of the University of Madras.

To—the Registrar, University of Madras.

Dated—the 10th March 1916.

I gave notice to the Registrar of my intention to protest against the Resolution passed by the Senate on March 4, 1916, concerning the change of Regulation 207.

I beg to submit:—First, that the new programme tends to do away with the special character of the Honours Course; secondly, that the very laudable desire to foster the study of Indian History in the Honours Course, which has occasioned the present change, can be realized without altering the Honours standard.

(1) That the new programme lowers the standard of the Honours Course is apparent from the fact that while the time allotted for the Course remains the same as before, the range of matter to be studied has been considerably extended. The new programme, it is true, is limited to six subjects, like the present Honours Course; but it sets down four general subjects and only two special subjects, one of the actual special subjects, which requires three or four months' study, being replaced by an additional general subject which occupies normally two years. Now four general subjects of this character constitute a far too extensive course to allow thoroughness of treatment. The Honours Course, I take it, differs from the Pass Course not by the multiplicity of subjects but by the greater thoroughness of the work. The Pass Degree implies a general survey of the historic field; the Honours Course, on the contrary, implies a more exhaustive study of a restricted portion of that field. Specialization is the keynote of the Honours Course. How has this specialization been provided for in the new Curriculum? The new Course is, in a way, as little likely to be specialized as the Pass Course, for it comprises at least as many subjects. This overloading of the programme must inevitably lead to the introduction, into the Honours Course, of mere general surveys substantially similar to those of the Pass Course. And as a consequence we shall either have yearly two sets of papers on the same subjects of more or less the same pass average standard,—a burden on the finances of the University,—or the Honours papers will be set in a standard which the students have no time to prepare for honestly,—a discredit on the fair name of the University.

This difficulty has been felt by the promoters of the new Scheme, to be a possible obstacle to the reintroduction of Politics in the Pass Course: they feared that the standards of the two Courses of Politics would not be kept sufficiently distinct. As a matter of fact the objection applies with equal force to all the subjects common to the two courses.

Moreover it would appear that the proposed change is less the result of a careful inquiry into the subject than the outcome of an immature decision. The Senate had asked that Indian History should be made compulsory in the Honours Course. In answer to that request the Board has extended the scope of the request and has made equally compulsory all the subjects recognised to be equally important; yet no account has meanwhile been taken of the obvious fact that an increase of work necessitates a corresponding increase of time to be devoted to the work. It is true that European History has not been included in the list, because, one may suppose, five general subjects of an advanced character would manifestly have made too heavy a programme. But this measure is itself an additional proof that the entire scheme has not received the consideration which it requires. In fact, when the programme was under discussion, some of those who now agree to drop European History as unnecessary for the Honours Course, pleaded that its importance was such that it should be made part even of the Intermediate Modern History Course. They urged and I think rightly too, that, as other Universities now recognize, British History could not be properly understood unless it was viewed in its European setting. And now they are of opinion that the Honours Course can do without it altogether!

(2) Was any alternative open? Could the Board satisfy the desire of the Senate to make Indian History compulsory for the Honours students without at the same time making other equally important subjects equally compulsory? Some members of the Board seem to have thought it could not: I think the Board could. Two ways suggest themselves for complying with the desires of the Senate. One way—a four years' Course, requiring the B.A. as a preliminary condition for a two years' Honours Course—was proposed to the Board, but was rejected because it was thought (on what seems to me insufficient evidence) that it would adversely affect the interests of the students who have of late been hampered with an additional year at the Law College.

The second way is a three years' Course similar to the one now in force. I have already shown that the new programme is overloaded because it attaches an equal importance to too many subjects. It is not possible to expect that students should in the space of three years become 'advanced students' at the same time in Politics, Economics, Constitutional History and Indian History. Nor is this required. All the subjects comprised in the Honours Course need not,—indeed, should not—reach an Honours standard: no University Course aims at that. Their aim is rather to secure specialization in some particular branch and to be satisfied for the other subjects with a minimum or Pass Degree standard. In accordance with these views I would suggest that a three years' course be maintained; that the Pass Course be taken as the basis of the Honours Course in such a way that, whilst the Honours students have to take up the five general subjects of the Pass Course, they be further required to select any one (or perhaps any two) of them for special advanced study; that a syllabus be prepared for these advanced courses; and that the two special subjects be maintained. Thereby we should possess a course which secures at once the general training of the Pass course and the specialization essential to an Honours course; we should form specialists in the various subjects; we should give the complete general training which the proposition of the Syndicate overlooks when it drops European History; and we should avoid the grave inconvenience of setting University papers without clearly marked standards.

Such are the reasons which make me protest against the reform of the Honours course proposed by the Syndicate, and wish that a scheme with the serious deficiencies I have pointed out may never be allowed to come into force.

(2)

Memorandum prepared by the Committee of three members of the Senate elected under Regulation 64, in reply to the protests lodged by Messrs. K. B. Ramanathan, K. V. Rangaswami Ayyangar, C. P. Ramaswami Ayyar, and K. Ramanuja Achari and the Rev. P. Carty, S. J., against the resolution of the Senate passed at its adjourned meeting held on March 4, 1916, adopting certain alterations in the regulations relating to the B.A. (Honours) Degree course in Branch V—History and Economics.

The protests lodged by Messrs. Ramanathan, Rangaswami Ayyangar, Ramaswami Ayyar and Ramanuja Achari practically resolve themselves into one, since Messrs. Ramanathan, Ramaswami Ayyar and Ramanuja Achari do little more than identify themselves with the remarks of Mr. Rangaswami Ayyangar. There are thus two protests to be answered and even here there is a considerable amount of overlapping. It will perhaps be most convenient to treat Mr. Rangaswami Ayyangar's as the basic protest and to deal with the others as they happen to raise any peculiar points.

In the common ground taken by the several protestants, there are two principal lines of objection urged against the proposals adopted by the Senate—(A) that they are in themselves, for a variety of reasons, mischievous; (B) that they have not received sufficient consideration and that the Syndicate and the Senate have given undue weight to the counsels of a mere section of the Board of Studies.

It will be more convenient to deal with (B) first: it can be disposed of by a mere recital of the facts.

The Honours courses form part of the new regulations which were framed in 1906. Honours classes, however, were not begun till 1911 and the first Honours examination was held in 1914. Even before teaching was begun various members of the Board were of the opinion that far too much option was allowed in the proposed course, and that it was not a good system which made it possible for a student to take Honours in History and Economics without having studied, on the one hand, any history but Economic History, or, on the other, any Economics at all. It was not thought desirable, however, to make any changes before the course had been in working order for a time. Hence when in 1911 one of the members of the Board, Mr. Penn, proposed to make Economics and Constitutional History compulsory, the proposal was negatived. The idea of change was not, however, given up and when in 1913 the question of making Indian History compulsory was raised several members thought that the time had come to revise the Honours course.

At a meeting of the Board held on July 25, 1914, it was resolved that, "as it is desirable to remodel the regulations for the Honours course - Branch V—the Chairman be instructed to circulate recommendations for the purpose." This resolution was carried *nem. con.*, but Mr. Rangaswami Ayyangar wished it to be placed on record that he did not vote.

In accordance with this resolution schemes drawn up by Mr. Allen, Mr. Corley, Mr. Rangaswami Ayyangar, and Father Carty were circulated to the members of the Board with ample time for full consideration of the proposals. None of these is exactly the scheme that was finally adopted.

It was intended that the proposed changes should have been considered at the meeting of the Board in July, 1915, but so much time was spent over other business at that meeting that it was resolved to defer the fuller consideration of the Honours course to another meeting, which was duly held on October 21, 1915. At that meeting seven of the twelve members were present—Mr. Allen, Father Carty, Mr. Corley, Mr. Green, Mr. Krishnaswami Ayyangar, Mr. Macphail and Mr. Rangaswami Ayyangar. Five of the seven were in favour of the scheme approved of by the Senate. Mr. Ramalinga Reddi (who was not present) in his minute on the schemes supported Mr. Rangaswami's scheme, but it may be mentioned that he is Professor of English in the Maharaja's College, Mysore, but Mr. Denham (who was also not present), who is Professor of History in the same college proposed in his minute that five subjects should be made compulsory. Mr. Penn, of the Noble College, Masulipatam (who was also not present), in his minute proposed a scheme almost exactly the same as the one adopted. He and Mr. Dodwell, who was at home at the time when the meeting was held, voted for the approval of the Board's proposals when they came before the Senate.

The following is an extract from the minutes of the meeting held on October 21, 1915:—

"Resumed consideration of the proposed alterations in the B.A. Degree Honours course in History and Economics and of Mr. S. Srinivasa Ayyangar's proposals remitted from the Senate. (a) Mr. Macphail moved that the following four general subjects be made compulsory in the Honours course:—(1) The History of India, (2) Constitutional History of Great Britain and Ireland, (3) Politics, (4) Economics. Father Carty moved as an amendment that it is desirable that the Honours degree should be conferred only upon students who have passed the ordinary B.A. degree examination and that the general subjects should be less numerous. On a division the motion was carried by a majority of five to two, Father Carty and Mr. Rangaswami forming the minority. (i) Macphail then moved that any two of the following subjects be taken as optional subjects:—(1) Economic History—a special subject, (2) Politics—a special subject, (3) History—a special subject, (4) History—a special subject, (5) Indian History—a special subject. This was agreed to by a majority of six to one, Mr. Rangaswami Ayyangar voting against it."

From this it will be seen first that Father Carty wished a change which would have revolutionized the Honours course by confining it to candidates who have already qualified for the ordinary B.A. Degree. With this idea several members of the Board have considerable sympathy, but the old argument, which was used ten years ago when the Honours courses were introduced, that many good students who would be willing to take a three years' Honours course could not face a four years' course was felt to have still greater weight now that the Law course to which many History students go on has been extended to three years. In the opinion of the majority of the Board this was a sufficient reason for rejecting Father Carty's proposal. Secondly, it may be noted that in the selection of optional subjects the majority was six to one, Father Carty voting with the majority.

We have dealt at some length with the history of the matter for two reasons. First, in the Senate, as the protests show, an impression was created that the Board had acted hurriedly and without proper consideration. Father Carty's speech unfortunately was misunderstood by some, and Mr. Rangaswami Ayyangar drew a fancy picture of a hungry Board anxious to get away to breakfast while as a matter of fact the meeting in October at which the Honours courses were considered was held in the afternoon. The members of the Board naturally opposed the proposal to send back for reconsideration a scheme which had already been fully considered and of which the large majority of the Board approved.

Secondly, had there been want of consideration in the Board there would have been some ground for a protest against the action of the Senate in approving of the proposals. When there has been no irregularity of the kind we submit that the opinion of a small minority of a Board of Studies should not be allowed to override the opinion of a large majority backed as it is by the approval of the Senate.

When we turn to (A) the intrinsic objections to the proposed changes, it will be seen that the case against them resolves itself mainly into an airy advocacy of specialization (which they are alleged to prejudice) without any attempt on the part of the protestants to consider the precise value of specialization or its legitimate place in a course of University studies.

The consideration which has largely guided the majority of the Board of Studies, and which doubtless contributed to the decision of the Syndicate and of the Senate in favour of the proposals, is that specialization is only desirable when it proceeds on the basis of a sound general course in the subject in question. This basis is not sufficiently supplied by the existing intermediate course; nor is it guaranteed by the Regulations for the Honours course in History at present in force. Mr. Rangaswami's memorandum, paragraph 7 (1), frankly admits that existing regulations fail to ensure "a good course of general historical education," and Father Carty's proposal, referred to above, that all Honours students should first pass through the ordinary B.A. Course indicates clearly that in his opinion the Intermediate course is an inadequate preparation for specialization.

That the existing regulations would permit a college to pursue what under present conditions cannot but be regarded as an undesirable type of specialization, is not an unreal danger, and it is not unreasonable for the University to seek to guard against it by some more stringent guarantee than the good sense of the colleges concerned. So far as the colleges can be relied on to make such a selection as will provide the general course desired, the result will not greatly differ from what the Senate is endeavouring to secure by regulation. For the examination of 1916 the subjects actually offered by the various colleges are—(A) (1) General Indian History, (2) General Constitutional History of Great Britain and Ireland, (3) General Politics, (4) General Economics, (B) (1) Indian History Period, (2) European History Periods, (3) Politics, special subject, (4) Economics, special subject. It is noteworthy that General European History, which was offered by one college at the two previous examinations, has this year been given up, presumably because it has been found to be an unsuitable subject for an Honours course on account of its unwieldy size—an opinion evidently shared by the majority of the members of the Board of Studies. The Maharaja's College, Trivandrum, has not yet sent up any candidates. It is, therefore, difficult to compare its options with the new course. Indian History, European History and Economics appear from paragraph 8 of Mr. Rangaswami's protest to be in favour at Trivandrum. The new course provides two subjects in each. But in any case the college cannot have gone very far on the path of its "development" or specialization and a change now will affect it less than it would some years later when it might have hardened into a definite mould.

The very large measure in which the colleges have in practice made a selection of subjects that substantially agrees with the course proposed not only justifies that course but disposes of the prejudicial suggestion that there is any idea of "dragooning all colleges into one uniform pattern." On the other hand, the "natural expansion" which Mr. Rangaswami hopefully predicts as possible (paragraph 6) can only be effected by the omission of some of the subjects previously taken, and would be likely, therefore, to produce those aberrations in specialism which the Senate's action is calculated to prevent.

It must be remembered that this problem of specialization affects not only the colleges that teach but also the students who are taught. However desirable it may be that particular teachers should become specialists in one or other side of the wide range of studies included under History, Politics and Economics, it is not desirable to give the same bent to a large body of students (prospective teachers, lawyers, and Government servants) who do not yet possess the necessary equipment of a general study of history and its kindred subjects. So far as an individual student here and there is qualified to pursue a more specialized course, more particularly in subjects that entail research, the University has now made generous provision for them in the recently created studentships. This provision and the work to be done by the Professors of Indian History and Indian Economics may be expected to foster the growth of an Indian school of historical students specially qualified to grapple with Indian historic or economic problems. It is not necessary or desirable, for this end, to deprive a whole class of students of the opportunity to acquire a general knowledge of History, Politics and Economics in order that one or two of their number and their teachers may follow their special bent. In this connection the "division of labour" among the colleges urged as desirable by Mr. Rangaswami (paragraph 8, etc.) is misleading. Geographical considerations prevent the colleges from offering to students alternative subjects. The student has to choose between the whole course as offered by one college and the whole course as offered by another. Where any college so restricted its course as not to afford a good general training the students of that college must necessarily suffer. For the future of school and college teaching, especially, it is undesirable that the University should bestow the Honours Degree in History on those who are ignorant of (a) British History beyond the Intermediate standard or (b) Indian History or

(c) Economics. Under the regulations which the Senate has amended it was possible for a student to take an Honours Degree without a knowledge of one or all of these subjects. As to Politics, the fourth compulsory subject proposed, the Senate has lately voted its reintroduction to the Pass course; a fortiori would it seem desirable as a subject for Honours.

If due regard is had to the limits of specialization in the teaching of undergraduates and to the actual point reached by those who have just passed the Intermediate Examination we believe the course prescribed under the amended regulation will sufficiently commend itself; and a comparison of the practice of other Universities will further support the same conclusion. Thus for the Bombay B.A. Honours and M.A. in History and for the Allahabad M.A. in History, Politics, Economics and Constitutional History are compulsory subjects.

It remains to answer sundry minor objections to the proposals. Thus it is alleged (1) that the course is unduly political, (2) that the course is overweighted, (3) that the change makes it difficult to distinguish between the Honours and Pass courses, (4) that the change involves injustice to the mufussal colleges. To deal with these seriatim we reply:—

(1) The tradition of the University during the years that Politics has formed part of the History course has been to emphasize the historical and comparative side of Politics, not the abstract. Had Mr. Rangaswami, drawing upon his many years of experience as a member of the Board of Examiners, remembered that fact, he need not have feared lest "a study of abstract politics apart from its historical setting may lead to misapplications of political principles and conclusions." His colleagues on the Board have been quite as much alive as he can be to the danger of abstract politics floating in the air. It is the sense of this that suggests the desirability of including Constitutional History among the compulsory subjects, for there not only an important aspect of British History but the history of institutional growth for a thousand years and upwards can be studied. This should prove of some use in developing sound conclusions on the subject of institutions that are made and institutions that have grown; nor is any one who has dealt faithfully with Stubbs, Maitland, Anson, etc., likely to rise from their study with the idea that the British Constitution is, for either examinational or other purposes, of facile reproduction.

(2) The reply to the charge that the course has been overweighted by the substitution of a general subject for a special one is to be found in the calendar. If regard is had either to the other Honours courses or to the ordinary B.A. Degree course in History it will be seen that by comparison the course proposed is not too heavy for a three years' curriculum for Honours students. The students who take up Honours History are quite equal to other Honours students. Father Carty and Mr. Rangaswami appear to us either to underrate their capacity or to exaggerate the length of time that has to be spent on the preliminary English part of the course. They seem to us also to exaggerate the length of time required for lectures on the general subjects, while Father Carty certainly, in our opinion, underestimates the length of time required for the special subjects. We fail to see how he can obtain the "specialization" he desires if he devotes to a special subject—say the Age of Louis XIV—only "three or four months' study."

(3) The argument that the change makes it difficult to distinguish between the Honours and Pass courses rests on the assumption that identity of subjects calls for identity of treatment. But so far is this from justification that it is possible to impose different standards even on the same questions. It will be the duty of the Board of Examiners to see that a proper distance is kept between the Pass and the Honours; nor in view of the difference in time and in the amount of English studied ought there to be any hesitation in demanding from the Honours student a much higher standard than from the Pass. It may safely be said that there is no intention to lower the value of the Honours Degree. It may be further mentioned that, if the Senate's resolution to introduce Politics into the Pass course is sanctioned by Government, all the existing general subjects except Economic History correspond to subjects in the Pass course. We have not heard that the Examiners on the Honours Board have found it impossible to set suitable papers because papers on the same subject were also being set by the Examiners on the ordinary Board.

(4) The charge that the change involves injustice to the mufussal colleges would be a serious one if true. The analysis already given (page 5) is sufficient to show that there is no undue interference with their liberty of action; and Mr. Rangaswami's plausible appeal for consideration (paragraphs 10 and 11) for what the colleges may have done already in "building up suitable and adequate provision in books, appliances and above all specialized staff" so far as it is not met by the same review depends for its cogency on a fallacious view of the fixity of the present subjects. Mr. Rangaswami does not even quote the facts correctly (paragraph 11). The first "batch" of Honours students were examined in 1914. As it is proposed that candidates in 1919 should come under the regulation as revised, it is evident that only five (not six) batches are to be allowed to take the examination before any change of subjects is made. The specious statement that the Board has been content to let the subject-lists remain unchanged for "the first eight years of the Honours course (1911-19)" is reached only by adding to the above span of five years (1914-18 inclusive) the three years of study undertaken by the first "batch" before any examination could be held. The presumption regarded by Mr. Rangaswami as reasonable that the subjects would have remained unchanged for some time longer is quite

gratuitous. There was a tacit understanding in the Board of Studies that no change should be made for the first few years, but if the more comprehensive changes here under discussion had not intervened it is certain that the Board of Studies would have been asked to make some change in the selection of subjects to take effect at the examination of 1919. For what the argument is worth it may be contended that the amendment of the regulation, by giving a larger measure of fixity to the course, will somewhat reduce the possibility of such hardships as Mr. Rangaswami deprecates. But it is much more important to note, as we have emphasized above, that the University has to consider the interests of the students as well as those of the colleges. If, as we believe, the change is in the interests of education the pecuniary damage to the colleges is of secondary importance. And in what does this damage consist? Mr. Ramanathan's special contribution to the subject gives the answer. He objects to the "waste entailed on the college in the matter of library and other equipment." This contention that a library is "wasted" unless it is being utilized for the purposes of an examination needs no refutation and casts an interesting light on Mr. Ramanathan's conception of the functions of a library. The loss or inconvenience caused to the colleges by changes can easily be exaggerated. At the same time every year that passes would accentuate the difficulty of making any change, if the argument were allowed to prevent or even to arrest the change in contemplation.

In conclusion we submit—

(1) that the proposed change is desirable in the interests of education and of the eventual creation of a *well-based* school of Indian historical and economic studies;

(2) that the thorough discussion given to the proposals in the Board of Studies and ratified by the action of the Syndicate disposes of the charge of undue haste or imperfect consideration; and

(3) that the resolution of the Senate, in confirmation of the action of the Syndicate, is entitled to be regarded as a considered judgment on the question and as such to receive the approval of Government.

E. MONTEITH MACPHAIL.

H. J. ALLEN.

FERRAND E. CORLEY.

IV

Memorandum No. 1215-2, Educational, dated the 21st July 1916.

In continuation of telegram No. 2491-2, dated the 18th July 1916, the Syndicate of the Madras University is informed that under section 25 (1) of the Indian Universities Act, 1904, the Government sanction the alterations in the regulations for the B.A. History "Pass" course submitted with the Registrar's letter No. 2309, dated the 27th March 1916.

2. Separate orders will issue in respect of the alterations proposed in the B.A. History "Honours" course.

P. RAJAGOPALA ACHARIYAR,

Secretary to Government.

To the Registrar, University of Madras.

Order—No. 867, Home (Education), dated the 12th August 1916.

In continuation of Memorandum No. 1215-2, Educational, dated the 21st July 1916, the Syndicate of the Madras University is informed that under section 25 (1) of the Indian Universities Act, 1904, the Government sanction the alterations in the regulations for the B.A. History "Honours" course submitted with the Registrar's letter No. 2309, dated the 27th March 1916.

(True Extract)

P. RAJAGOPALA ACHARIYAR,

Secretary to Government.

To the Registrar, University of Madras.

Copy to the Director of Public Instruction.

Editors' Table.

HOME (EDUCATION) DEPARTMENT

NOTES CONNECTED WITH G.O. No. 867, HOME (EDUCATION),
DATED THE 12TH AUGUST 1916.

[SUBJECT.—*Alterations in the University Regulations.*]

From the Registrar, University of Madras, No. 2309, dated the 27th March 1916.

As it is not possible to deal with the proposed alterations in the Regulations without a copy of the protests and of the reply memorandum referred to in the Registrar's letter, it is for consideration whether the Syndicate may be requested to expedite these. If so, the draft memorandum submitted is for approval.

E.A.V.—5-4-16.

T.K.—5-4-16.

P. RAJAGOPALA ACHARIYAR—6-4-16.

[Memorandum No. 1215-1, Educational, dated the 7th April 1916.]

Demi-official—from the Hon'ble Sir HAROLD STUART, K.C.V.O., K.C.S.I., Member of Council.

To—the Hon'ble Diwan Bahadur P. RAJAGOPALA ACHARIYAR AVARGAL, C.I.E., Secretary to Government, Educational Department.

Dated—Ootacamund, the 2nd May 1916.

I enclose a letter from Professor Gilbert Slater, the greater part of which and its enclosure relate to an educational matter.

ENCLOSURE.

Extract from a letter—from Dr. GILBERT SLATER, M.A., Professor of Indian Economics.

To—the Hon'ble Sir HAROLD STUART, K.C.V.O., K.C.S.I., Member of Council.

Dated—Madras, the 21st April 1916.

Meanwhile with regret I trouble your holiday leisure in another question. The Government has received or will receive a protest against "the acceptance of the changes in the B.A. (Honours) History Course recommended in Agendum X and passed at the Senate meeting held on 4th March." The conditions at that meeting were electrical and it was very difficult to vote on the real merits of questions. I am now very strongly of opinion that these changes, which were only carried by a majority of 37 to 35 against a motion to refer them back to the Board of Studies, should not be accepted by the Government, but should be referred back to the Board of Studies for reconsideration. The enclosed letter which I have sent to the Syndicate will give my reasons; and I believe you will sympathise with them. I have seen Sir John Wallis, and he strongly agrees with this view. He says it would be irregular for the Vice-Chancellor to agitate against the acceptance by the Government of resolutions of the Senate, but that his advice will be clearly given in that direction.

I should be glad if you will kindly advise me whether there are any other steps which I should take to explain my views in the proper quarter. I feel that the University having appointed a Professor of Indian Economics should purely for consistency and common sense, if it is modifying examinations, modify them so as to encourage, not to discourage, economic studies. I think that the Government having made substantial grants to encourage the better study of economics, ought not to allow the University to discourage that study by the remodelling of its educational requirements.

SUB-ENCLOSURE.

Letter—from Dr. GILBERT SLATER, M.A., Professor of Indian Economics.

To—the Registrar, University of Madras.

Dated—Madras, the 19th April 1916.

As a protest has been made against the revised regulations for the B.A. (Honours) examination in Branch V and as this examination is the one which specially concerns my department, I shall be grateful if you will kindly put before the members of the Syndicate a brief expression of my views with regard to the issue raised.

At the Senate meeting I voted in favour of the revised regulations, but with much misgiving. My principal reason for voting for the change was that the present regulations, under which it is possible for a student to get the highest degree of the University in Economics, without even offering a paper or answering a single question in Economics, appeared to me deplorable. On carefully considering the matter since it seems to me that the new regulations are open to other objections of an equally serious character.

One feature of the change agreed to by the Senate is that a certain number of compulsory subjects with some optional subjects are substituted for an extraordinarily wide range of options. It is against the principle involved in this change that the protest has been lodged by some members of the Senate; but so far as I personally am concerned the principle appears to me sound.

The second feature of the change is that the examination under the new regulations will become, not one in History and Economics as its name implies, but in History, Political Science and Economics. Owing to the fact that Constitutional History is an obligatory subject as well as Political Science and Economic History is not an obligatory subject, Political Science is made to take precedence of Economics; and the study of Economics, already made very subordinate to that of History, is pushed still further into the background. It appears to me to be an extraordinary inconsistency that at the very time that the University has appointed an University Professor of Indian Economics, it should carry through changes in the examination which will compel students in Economics to diminish still further the small amount of time which they can spend on the study of Economics. It is either good or bad that the study of Economics should be fostered. If it is good, then the new regulations must be condemned; if it is bad, the University Chair in Indian Economics should not have been created.

I would further deprecate the position given to Political Science in the new regulations for another reason. It is generally admitted that Indian students are too much in the habit of relying upon book reading and the cramming of lecture-notes, rather than on a real and concrete study of the subject by seeking access to facts at first hand. It is possible to improve immensely the teaching of Economics from this point of view, because the facts with which the Science of Economics deals surround both the teacher and the student. But it is completely different with Political Science. To understand Political Science it is necessary to have some real knowledge of the working of at least some governmental institutions. Teachers from England who come up to India almost invariably have left their home country at such an early age that they have had no chance of taking any practical part in the political life of their native country. Indian teachers are at least equally unfitted to understand Political Science. Except therefore in very rare exceptions the teaching of Political Science in the Madras Presidency would necessarily be a case of the blind leading the blind, or, to put the matter without metaphor, of the teaching being in the hands of teachers who have to rely entirely upon book knowledge, the books available being themselves for the most part unpractical, and almost without exception very misleading.

For this reason it would be better to postpone the introduction of Political Science as a compulsory subject for B.A. (Honours) Branch V until the colleges in the Presidency are very much better equipped than they are at present for teaching the subject.

If in spite of these considerations it is still determined to introduce Political Science into the examination for the B.A. (Honours) Degree, Branch V, on a footing of equality with Economics, I would respectfully urge that this should be done by giving the student the alternative of taking his degree in History and Economics or in History and Political Science. The amount of time that is available for students is insufficient for a simultaneous study of three subjects; and the compulsion put upon them to study all three must lead to a superficial smattering.

I would therefore suggest that there should be an Honours Degree Branch V (a) in History and Economics and an Honours Degree Branch V (b) in History and Political Science and that for the former degree students should be examined in Economic Theory, Indian Economics and Economic History, in addition to such other History subjects as may be considered most advisable.

Dr. Slater's communication on pages 1 and 2 ante forwarded by the Hon'ble Sir Harold Stuart deals with alterations passed by the Senate on the 4th March last, relating to the degree courses in History and Economics. The consideration of the proposed alterations is held over pending receipt of the protests lodged by certain members of the Senate and the memorandum of reply thereto promised by the Registrar. Professor Slater's communication may be taken into consideration when the main subject is dealt with. Meanwhile, the file may, it is submitted, lie over. No reply appears to be necessary to Professor Slater's demi-official on page 1 ante.

T.K.—8-5-16.

P. RAJAGOPALA ACHARIYAR—10-5-16.

Ask Registrar demi-officially to expedite the protests and the reply thereto.

P.R.—4-6-16.

A draft demi-official is submitted for approval.

E.A.V.—4-6-16.

C.R.—5-6-16.

P.R.—6-6-16.

Demi-official—from the Hon'ble Diwan Bahadur P. RAJAGOPALA ACHARIYAR Avargal, C.I.E., Secretary to Government, Educational Department.

To—F. DEWSBURY, Esq., B.A., LL.B., Registrar, University of Madras.

Dated—Ootacamund, the 7th June 1916.

No.—1429-1.

With reference to the correspondence ending with your official letter No. 2855, dated the 10th April 1916, regarding certain alterations in the regulations relating to the B. A. (Honours) Degree course in Branch V, History and Economics, I am to ask you to expedite the submission of the protests and the reply memorandum referred to in your letter.

Demi-official—from F. DEWSBURY, Esq., B.A., LL.B., Registrar, University of Madras.

To—the Hon'ble Diwan Bahadur P. RAJAGOPALA ACHARIYAR Avargal, C.I.E., Secretary to Government, Educational Department.

Dated—Kotagiri, the 12th June 1916.

Your demi-official No. 1429-1, Educational, dated the 7th instant, has been forwarded to me here.

The reply memorandum in support of the resolution of the Senate amending the Honours courses in Branch V, History and Economics, is in print. The proofs have been submitted to the Senate Committee at their request for revision, and in all probability the memorandum will be ready for submission to the Government within the next few days.

Submitted that the protests and the reply memorandum promised by Mr. Dewsbury be awaited.

E.A.V.—13-6-16.

P.R.—14-6-16.

From the Registrar, University of Madras, No. 4316, dated the 16th June 1916.

The alterations now proposed in the University Regulations relate to the courses of study for the B.A. "Pass" and "Honours" courses in Branch V, History and Economics.

The resolutions numbered 1 (a) and 1 (b) relate to the alterations in the B.A. "Pass" course; the alterations consist in the introduction of "Political Science" as a subject of study in the place of "Special Subjects." The proposed alterations

under this head seem to be unobjectionable, and may, it is submitted, be at once approved. The Syndicate intend that the alterations should take effect as from the examination of 1918, that is, so as to modify the course of study to be entered upon by students in July next, and they therefore request early orders.

2. The modifications proposed in the B.A. "Honours" course are those comprised in the Senate's resolutions (ii) (a) and (b). The existing curriculum under this head and that proposed are reproduced below for facility of reference:—

Existing curriculum : Regulation 207.

Proposed curriculum.

A candidate shall offer himself for examination in

(A) any three of the following subjects:—

1. Indian History—a general survey of an advanced character.

2. European History—A. D. 476 to A. D. 1878—a general survey of an advanced character.

3. Constitutional History of Great Britain and Ireland—a general survey of an advanced character.

4. Economic History of Great Britain and Ireland—a general survey of an advanced character.

5. Economics—a general survey of an advanced character.

6. Politics—a general survey of an advanced character.

(B) Any three of the following subjects:—

1. Indian History—a special subject

2. History do.

3. Do. do.

4. Do. do.

5. Politics do.

6. Economics do.

7. Economic History do.

8. Elements of Historic method in relation to

(a) a special period of Indian History, or

(b) a special period of British History to be studied from advanced works and authorities.

(c)

(b) that in Regulation 207 under "V.P. History and Economics" for the existing paragraphs (A) and (B), the following paragraphs be substituted:—

(A) Each of the following subjects:—

(1) History of India.

(2) Constitutional History of Great Britain and Ireland.

(3) Politics.

(4) Economics.

(B) Two of the following subjects:—

(1) Economic History—a special subject.

(2) Politics—a special subject.

(3) History—do.

(4) History—do.

(5) Indian History—a special subject.

From the statement above it will be observed that the changes proposed are the substitution of four compulsory general subjects of study for the present choice of three such subjects out of six and a reduction in the number of optional special subjects so as to keep the total number of subjects to be studied the same as before, viz., six. The other changes are consequential. The alterations are intended to come into force as from the B.A. (Honours) Degree examination of 1919, i.e., from the beginning of the next academic year.

3. The alterations affecting the Honours course have evoked a considerable

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" K. V. Rangaswami Ayyangar.

" C. P. Ramaswami Ayyar.

" K. Ramanuja Achariyar.

The Rev. P. Carty. S.J.

†The Rev. E. M. Macphail.

Mr. H. J. Allen.

Mr. F. E. Corley.

amount of opposition and formed the subject of protests by the marginally-noted* members of the Senate. Copies of their protests and the reply memorandum in support of the amendments (prepared by the Committee of the Senate composed of the marginally-noted† members who were selected under Regulation (64) will be found on pages 7 to 18 and 19 to 24, respectively, of the correspondence.

The arguments advanced by the protestants and those urged in reply in support of the amendments are summarized below:—

(a) *General*.—(1) The modifications do not represent the unanimous decision of the Board of Studies; the members of that Board from two out of the three mufassal "Honours" colleges were against them.

(2) The existing curriculum has not been sufficiently tried and found wanting and it cannot therefore be contended that the changes proposed are based on adequate experience of teaching or examining under this curriculum.

(3) While the existing curriculum allows of a greater or less degree of specialisation and facilitates natural expansion of the range of Historic and Economic studies in the University by the gradual addition of such further subjects of study as future experience may indicate, the scheme proposed seeks to reduce the number of available subjects from 15 to 9 and would not allow of such natural expansion. Thus the proposals err against the general trend of academic opinion by unduly restricting—or even negating—freedom of options and opportunities for specialized study and liberty for individual variation in the highest course of study, and as such they are reactionary in character and bound to have a depressing effect not merely on the affiliated colleges which have made beneficial use of the freedom given, but also on the progress of historical studies and work generally.

(b) *Points of detail*.—(1) In the proposed scheme "Politics" occupies a pre-eminent position in comparison with other subjects; the study of "Politics" in the abstract without General European History (which it is proposed to omit) may lead to the misapplication of political principles and conclusions.

(2) The increase proposed in the number of obligatory general subjects from three to four will overweight the course and it would be difficult to distinguish between the "Pass" and the "Honours" course, since the four compulsory subjects of study proposed for the latter are identical with those of the former. Further, the omission of the words "a general survey of an advanced character" which occurs in the existing curriculum may possibly lower the standard of the "Honours" examination and raise that of the "Pass" examination, bringing the former to very much the same level as the latter.

(3) The change involves injustice to the mufassal colleges; for while only one of the nine subjects retained (special subject of Economic History) would remain a new one to the colleges at Madras and in the mufassal, some of the other retained subjects may have to be taken up in the Honours course for the first time by mufassal institutions and mufassal colleges will have to give up at the same time some subjects (historic method in relation to Indian History, special subject in Economics, and General European History) for which they have been building up suitable and adequate provision in books, appliances, and above all, in specialized staff.

(4) The incidence of the change will almost exclusively fall on the mufassal colleges; the provision that the University Professors should teach "Honours" classes will have the effect of providing for the teaching in the Madras Colleges by a University officer, of a subject which these colleges have hitherto omitted to choose; and in the result there would be an intensification of the feeling of irritation which has already found expression in the Senate against the preference believed to be extended to the colleges in Madras as compared with the colleges in the mufassal.

4. The replies of the Senate committee do not seem to meet all the objections satisfactorily.

In regard to the general objections referred to in paragraph 3 (a) supra, the Senate committee point out that the undesirable type of specialisation provided for in the existing curriculum and about which the protestants seem to be very keen is not an unreal danger and that it is not unreasonable for the University to seek to guard against it by some more stringent guarantee than the good sense of the colleges concerned. The Senate committee prove by a recital of facts that the proposals adopted by the Senate have received sufficient consideration by the Board of Studies

and that the opinion of a small minority of that Board should not be allowed to override the opinion of a large majority backed as it is by the approval of the Senate. (It may be observed that the proposal was carried by a majority of 37 against 35.)

The objections in points of detail referred to in paragraphs 3 (b) (1), (2) and (3) ante are dealt with by the Senate committee in paragraphs (1), (2), (3) and (4) on pages 14 and 15 of the correspondence.

5. In this connection attention is solicited to Dr. Slater's letter to the University Registrar on page 2 ante. He is of opinion that the examination under the proposed regulations will be not one in History and Economics as its name implies but in History, Political Science and Economics, and that owing to the fact that Economic History is not an obligatory subject, the study of Economics which is already made subordinate to History is pushed still further into the background. He considers it to be an extraordinary inconsistency that at the very time that the University has appointed an University Professor of Indian Economics, it should carry through changes in the examination which will compel students in Economics to diminish the small amount of time spent by them on the study of Economics. He also deprecates the position given to Political Science in the proposed scheme and would postpone its introduction as a compulsory subject until the colleges are very much better equipped than they are at present for teaching that subject. If it is nevertheless determined to introduce Political Science, he suggests that there should be an "Honours" degree in Branch V (A)—History and Economics—and in Branch V (B)—History and Political Science—and that for the former students should be examined in Economic Theory, Indian Economics and Economic History in addition to other subjects in History.

6. Attention is also solicited to the remarks of the Director of Public Instruction in his u.o. note on page 3 of G.O. No. 365, Educational, dated the 27th March 1916, in regard to the concentration of University teaching work in Madras to the neglect of the mufassal colleges which "do not directly share equally with the Madras colleges in the advantages of this kind of University development." This point has been referred to with a certain degree of alarm by M.R.Ky. Rangaswami Ayyangar in paragraph 15 of his memorandum.

7. Submitted that the file may be forwarded u.o. to the Director of Public Instruction for favour of very early remarks (vide the last sentence of his u.o. note referred to in paragraph 6 ante).

E.A.V.—23-6-16.

T.K.—23-6-16.

To the Director of Public Instruction.

P. RAJAGOPALA ACHARIYAR—25-6-16.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION.

The arguments of undue haste and want of consideration are sufficiently met by the reply to the protests. The majority in the Board of Studies was not negligible. A unanimous decision would of course have been preferable, but this will never be attained. As regards colleges taking "Honours" they were two against two. The real opposition came from Trivandrum. There is little in Father Carty's protest except the proposal dealt with below to change the whole system of "Honours" courses and examinations. The Senate majority was narrow, but with the present constitution of that body it must be narrow. It is unfortunately the fact that the merits of matters discussed there weigh less than party.

The History "Honours" course was practically framed by Mr. Lepper of Trivandrum. It got through the Syndicate and Senate when the University was reorganized ten years ago, mainly because everybody was so tired of controversy as

to be glad to let anything through, but it has never been regarded as satisfactory by

This is an important point.

P.R.—5-7-16.

many people competent to form an opinion about it. It rests on a wrong conception of the meaning of an "Honours" course, treating it as though its object were to encourage research, whereas this belongs to postgraduate work and is beyond the powers of young men in the middle of their graduate course. Moreover, the whole theory of giving "Honours" is that the men of the same year are compared as regards ability and industry with one another. Consequently the examination should be as far as possible of the same standard for all. The large number of options in the present course makes this ideal very difficult of attainment. It is also the case that there is a possibility that colleges will not make a selection from the optional courses that will give their students a sufficiently wide historical training to make fruitful any research work they might afterwards take up. On these general grounds I think the Senate was right in approving the proposed alterations; they make for uniformity of standard and are against premature specialisation.

They are criticised in detail on various grounds, and I will take first the points raised by Dr. Slater. I have discussed the question with him and Mr. Allen, who represents the views of the majority in the Board of Studies that framed the new regulations. I entirely agree that more weight ought to be given in the new courses to Economics, especially Indian Economics. I also am strongly in favour of

I think so too.

P.R.—5-7-16.

Dr. Slater's suggestion to divide the course into two, History and Politics, and History and Economics, but I do not think it is advisable to press this change till better times, as it would involve material strengthening of college staffs. In the Presidency College, for instance, a Professor of Economics would be wanted and probably also an Assistant Professor. Meanwhile Mr. Allen is prepared, if the regulations in question are approved, to propose to the Board the addition of another optional subject to the list—Indian Economics. This would enable a student to take three economic subjects out of six, i.e., the four compulsory subjects including Economics, and Economic History and Indian Economics. I place a letter from Dr. Slater below which explains the position as agreed to by him and Mr. Allen. It will be observed that this meets also one objection of the protestants—the dropping from the optional list of a special subject in Economics.

The complaint originating from Trivandrum that the new course narrows the range of studies unduly, means, I think, that sufficient importance is not given to Indian History, and in particular that the elements of historic method in relation to a special period of Indian History is omitted. I cannot see how a special period

Quite so.

P.R.—5-7-16.

Another important point.

P.R.—5-7-16.

of Indian History, or indeed any historical subject, can be treated without some insight being afforded into the elements of historic method. I think that as regards this Trivandrum can go on using in connection with B-V. in the new course all the Indian History material it has collected, whether of men or books. It will further be observed that under the new course, if modified as Dr. Slater desires, a student will be able to take three Indian subjects out of a total of six.

As regards the exclusion of European History, I am sure the Senate is right. The subject is too vast for "Honours" examination purposes even if, as the University appears to think, it can be profitably treated in outline in the "Pass"

course. The argument that a knowledge of it is necessary for a study of "Politics" is well met by the reply to the protests. The days of an abstract Aristotelian treatment of politics are over. The subject is now dealt with historically and is itself a vehicle for imparting a knowledge of the broader aspects of History. The books that colleges now possess on European History will be wanted for Politics so that here again the complaint of waste is groundless.

P.R.—5-7-16.

I am in sympathy with Father Carty's desire to make the "Honours" course succeed the "Pass" course except that there would then be no reason to call it an "Honours" course, but there does not seem sufficient reason to treat History differently in this matter from the other subjects. If a general change were mooted, it would have my support. Of course it is quite possible to teach the same subject to a higher standard in "Honours" classes than in "Pass" classes. In all subjects the work in the two classes covers partly the same ground, and the fact that "History" is somewhat ill defined, offering a very large range of choice of subjects, is not really any reason why we should seek to keep in it the "Pass" and "Honours" courses distinct. Father Carty is moreover hardly consistent; he wants to have European History in both "Pass" and "Honours" courses and so to diminish the difference between the two.

P.R.—5-7-16.

In my note at M, I admit that the Madras have an advantage over the mufassal colleges. I regard this as inevitable; the system of University Professors alone would make it so, though I hope that by visits from these Professors and the delivery of courses in the mufassal colleges something will be done to ease the situation. The professorial system is not however the only cause of the advantage, but the other causes due to Madras being the centre of University as of other activity in the Presidency are equally inevitable. I think the mufassal colleges might with profit study the fable of the belly and the members as well as that of the dog in the manger which Mr. Macphail only anticipated me in mentioning in the Senate.

I now turn to the practical results of Government refusing to approve these regulations. In the first place Indian History will not be a compulsory subject and the executive of the University will be under no obligation to make it so. The protestants will therefore have defeated a specific intention of the Senate. Even if the Syndicate directs the Board of Studies to frame new proposals, there is no probability that they will differ substantially from the present ones. The

The Government have really no means of coercing the Board of Studies.

P.R.—5-7-16.

party of the protestants have put forth all their strength, the other party has something in reserve, they can rely on the support of some of the members of the Board of Studies who have hitherto not taken part in the proceedings. Mr. Allen mentions two, I could add at least one more.

If, however, Government are prepared to approve the resolutions, I think there is sufficient in what I have written above to prove that, if Dr. Slater's compromise is adopted, the mufassal colleges will have much less to complain of than they now think, and perhaps Government might in so many words advise the adoption of this compromise or might say that they understand that there is an intention to propose

the addition to the list of optional subjects of "Indian Economics" and that if this is accepted, some of the objections urged against the new History course in "Honours" will be met.

J. H. STONE—27-6-16.

Demi-official—from Dr. GILBERT SLATER, M.A., Professor of Indian Economics.
To—the Hon'ble Mr. J. H. STONE, C.I.E., M.A., F.R.H.S., Director of Public Instruction.

Dated—Coonoor, the 24th May 1916.

It occurs to me that it will be convenient for you to have my summary in writing of the conclusions which I understand to have been reached in our conference on Monday, so far as they affect me:—

(a) I understand that Allen and Macphail are willing to support energetically the addition of *Indian Economics* to the optional subjects for Honours Branch V, this addition to be effective at the same time as the coming into operation of the new regulations under discussion.

(b) I understand that Allen and Macphail will support the publication of a syllabus and list of recommended books for the *Economics* examination, that such syllabus and list be drawn up by myself, that they will not support without what they consider very strong reasons any alterations in my syllabus to which I object.

(c) I, on my part, express my opinion that, in the event of the Board of Studies following the lead which I understand will be given to it by Allen and Macphail as per (a) and (b), the new regulations are an improvement, from my point of view, to the old, and I am prepared to accept them temporarily, in view of the difficulties to colleges in improving their staffs at the present time. I hereby authorise you to convey this expression of opinion to Sir Harold Stuart, Mr. Rajagopala Acharyar and Mr. Moir, to whom I have previously expressed the opinion that the burking of Indian Economics in the new regulations made it advisable that they should be sent back by the Government for reconsideration.

(d) I remain, at present, of the opinion that it would be better to give the students in Branch V the alternative of a more thorough course of study in *History and Economics* or *History and Politics* instead of combining *History, Economics and Politics* in one scheme of examinations compulsory on all students in honours Branch V. With further knowledge of the students and colleges I may change this opinion; but if not, I hold myself at liberty to press for this alteration at any time when the practical difficulties pointed out by Mr. Allen, and recognised by you, no longer appear to be formidable. But I do not, at present, if the new regulations be approved by the Government, intend to support any movement for going back to the old regulations or to something like them.

(e) I do not consider that my position in the University will be satisfactory until I am appointed a Member of the Board of Examiners in History and Economics. I do not want either to set papers or to mark them. But I think it is highly desirable that I should have the opportunity of revising the papers set in Economics. And I cannot see why there should be the slightest hesitation in appointing me.

EDUCATIONAL DEPARTMENT.

The Director identifies himself with the views of the majority in the Board of Studies and supports the proposed changes. In his note (pages 6 to 9 ante) he deals with all the objections raised to the revised regulations in the protests. As regards the objection raised by Dr. Slater, that the new regulations tend more to discourage than encourage the study of Economics, he states that he has since discussed the matter with Dr. Slater and proposes the acceptance of a compromise suggested by Dr. Slater himself. Dr. Slater originally wanted that there should be two degrees in History "Honours", viz., one in "History and Economics" and the other in "History and Political Science". But in view of the practical difficulties it may involve by way of necessitating additional staff to colleges (page 7 ante), Dr. Slater will for the present rest content if an addition of "Indian Economics" to the group of optional subjects is approved by the Board of Studies and a syllabus and a list of books recommended for the Economic examination are published by the Board.

At the conclusion of his note Mr. Stone accordingly suggests the remitting*

* Though this word has not actually been used of the whole question as regards the "Honours" course to the Senate with an advice to accept the compromise promised.

It is for consideration whether the course may be adopted. It seems to be the most feasible solution of the question.

The resolution, so far as it relates to the "Pass" course, may be immediately accepted—please see paragraph 1 of office-note on page 3 *supra*.

The Hon'ble Sir P. S. Sivaswami Ayyar has expressed a desire to see this file while under disposal.

E.A.V.—1-7-16.

C.R.—1-7-16.

I have perused this correspondence with some care and I have no hesitation in expressing my entire concurrence with Mr. Stone in the views which he has expressed. Absolute unanimity we probably never shall have in matters like these: and I think that it will be a serious responsibility for the Government to take to veto—in what after all is a technical matter—the recommendations of experts, or at any rate the majority of experts. The recommendations may therefore be approved in their entirety. It may be left to the Director of Public Instruction and Mr. Allen to move the Senate, in due course to add "Indian Economics" to the list of optional subjects.

P. RAJAGOPALA ACHARIYAR—5-7-16.

P[ENTLAND]—6-7-16.

No objection has been taken to the alterations made in the History course for the pass degree and there is no question for consideration in regard to these alterations, which must be approved.

2. The alterations in the honours course have excited much controversy and have called forth several protests and a reply by a Senate Committee in support of the opinion of the majority. I have also gone through the arguments on both sides very carefully and have considered the Director of Public Instruction's note. I am unable to adopt the attitude of unqualified and unconditional approval which the Secretary recommends. It is unnecessary to go over the whole field of controversy, and I will confine my remarks to the few points which require to be considered with reference to the conclusions I have arrived at. Personally I am inclined to agree with Dr. Gilbert Slater that the History branch should be bifurcated into (a) History and Economics and (b) History and Politics. But in view of the practical difficulties referred to by Mr. Stone, such bifurcation is probably inexpedient at the present moment. One very desirable result of this bifurcation would be to reduce the number of obligatory subjects to three.

3. Even at present, it would be possible and desirable to reduce the burden of four obligatory general subjects by relegating Politics to the list of optional subjects. The only argument in favour of the inclusion of Politics is that, as it has been introduced as a subject for the Pass course, it should be *a fortiori* desirable as a subject for the Honours course. This argument overlooks the fact that the course of study contemplated with reference to each of these subjects for the Honours degree is of a much more advanced character. If the argument that the obligatory course for the Honours degree should comprise every subject included in the course for the pass degree is valid, the list of obligatory subjects now proposed for the Honours course should be extended by the inclusion of "General European History".

4. The weakest point in the case of the majority is the reduction of the list of optional subjects. The arguments of the majority are all directed against the dangers of too early and too narrow specialization. The undesirability of bestowing the Honours Degree on those who are ignorant of British History beyond the Intermediate standard or of Indian History or of Economics may be conceded. In so far as the very wide latitude of choice now allowed permits a student to reject any of these subjects, reasonable objection may be taken to the present course. But when the necessary level of knowledge in a number of general subjects has been secured by prescribing four obligatory subjects, it is difficult to understand why the number of optional subjects from which two have to be chosen should be cut down. As a matter of fact, there is not a single argument worth the name for the curtailment of the optional list. Dr. Gilbert Slater pressed for the inclusion of Indian Economics, and his proposal has been accepted by Messrs. Allen and Macphail in the *entente*

cordiale arrived at between them. I would advise the Senate to add to the list the subject of "Elements of Historic method in relation to a special period of History" which forms item 8 in the present optional list. If these two subjects are added, the objections of the Protestants will be met to a large extent. The inclusion of these two additional subjects will not affect any college which does not wish to take them up. On the other hand, it will benefit the Trivandrum College, which has been specializing in these subjects.

5. The Regulations now proposed by the Senate are open to serious objection in that they propose to bring the changes into operation at once from the beginning of the academical year 1916-1917 and do not give any time to institutions like the Maharaja's College at Trivandrum to adjust themselves to the changes. It may be all very well for the Presidency and the Christian Colleges which have perhaps been teaching these identical obligatory subjects to conform to the new Regulations. But it is hardly fair to other colleges which have framed their courses differently under the present Regulations. No great harm will be done by postponing the operation of the new Regulations for a year, so that they may affect only the Honours Degree examination of 1920.

6. To sum up, I would tell the Senate that, while approving of the policy of guarding against too early and narrow specialization by prescribing a certain number of obligatory subjects, we should like to see the number reduced to three by the relegation of Politics to the optional group,

that the subjects of "Indian Economics" and "Elements of Historical method in relation to a period of History" should be added to the optional group, and

that the operation of the rules should be postponed for a year so as to affect only the students who join the Honours class in 1917-1918.

P. S. SIVASWAMI AYYAR—9-7-16.

Telegram—from the Registrar, University of Madras.

To—the Secretary to Government, Educational Department.

Dated—Madras, the 7th July 1916.

Kindly state for information Syndicate probable date orders upon this office letter 2309, dated 27th March last, submitting amendments pass B.A. History course. Colleges reopened requiring instructions.

The file relating to alterations in the B.A. History course was circulated to His Excellency the Governor and the Hon'ble Sir P. S. Sivaswami Ayyar, K.C.S.I., C.I.E., on the 6th instant and is now understood to be with the latter.

2. For orders whether the present telegram may be sent to the Honourable Member for perusal.

E.A.V.—8-7-16.

C.R.—8-7-16.

Please telephone Private Secretary to His Excellency the Governor and enquire if His Excellency has passed orders; and if he has, please telephone to the Hon'ble Sir P. S. Sivaswami Ayyar and say that Syndicate have wired for urgent orders and the reasons given by them.

P. RAJAGOPALA ACHARIYAR—8-7-16.

Submitted that as directed above telephonic messages were despatched to the Private Secretary to His Excellency the Governor and the Hon'ble Sir P. S. Sivaswami Ayyar.

2. It has just been ascertained that the Honourable Member handed over the file to His Excellency at Government House yesterday and that the file is now with His Excellency.

E.A.V.—10-7-16.

C.R.—10-7-16.

Wire to the Registrar that the matter is under consideration. These papers should go into the main file when it comes back from circulation.

P. RAJAGOPALA ACHARIYAR—10-7-16.

The following telegram to the University Registrar is for approval :—

“No. 2491-1. Your telegram. Amendments B.A. History course. Matter “is under consideration.”

E.A.V.—10-7-16.

C.R.—10-7-16.

As personally directed by the Secretary, the following telegram to the Registrar of the University is submitted for approval :—

“No. 2491-2. Reference your letter 2309, 27th March last. Alterations in “the regulations for B.A. History pass course sanctioned. The changes proposed in “the Honours course still under consideration and may take some time to dispose “of.”

E.A.V.—18-7-16.

C.R.—18-7-16.

P.R.—18-7-16.

There are differences among experts, i.e., the Syndicate and also the Board of Studies : in the discussion of which it has not been usual for Government to intervene. And after considering Sir Sivaswami Ayyar's suggestions, I cannot advise Government to intervene now. The division of the Honours History course is at present impracticable, as Dr. Slater agrees : while the arrangement made with him will result in the inclusion of Indian Economics as an optional subject. There is no difference of opinion in regard to the Pass alterations and as the Honours changes are to come into force as from the B.A. Honours Degree examination of 1919, for which the three years course has only just begun, I would leave the question of notice to the University authorities. I agree with the Secretary.

P[ENTLAND]—19-7-16.

A draft memorandum informing the Syndicate that the Government approve the alterations proposed in respect of the B.A. History “Pass” course and that separate orders will issue in respect of those relating to the “Honours” course is submitted for approval. After the issue of the memorandum the file will again be submitted for action with reference to His Excellency's orders above.

E.A.V.—20-7-16.

C.R.—20-7-16.

Issue the memorandum and resubmit the file sharp.

P.R.—21-7-16.

[Memorandum No. 1215-2, Educational, dated the 21st July 1916.]

The memorandum has issued and the file is resubmitted.

E.A.V.—22-7-16.

C.R.—22-7-16.

Hon'ble Sir P. S. Sivaswami Ayyar.

P.R.—22-7-16.

Please circulate to my other Colleagues.

P. S. S[IVASWAMI AYYAR]—24-7-16.

Hon'ble Sir Alexander Cardew.

Hon'ble Sir Harold Stuart.

P.R.—25-7-16.

Section 25 of the Act says : “The Senate, with the sanction of the Government, may from time to time make regulations . . . for the courses of study to be followed by candidates for any University examination.” The function of the Government under this section seems thus to be either to sanction, or to withhold sanction from, the regulations made by the Senate. No one, I understand, advocates the retention of the present regulations for the Honours course, which certainly seem to be open to criticism, and it seems to be generally agreed that the revised regulations now submitted for sanction by the University are a move in the right direction and an improvement on the existing regulations. But the Hon'ble Sir Sivaswami Ayyar proposes that, while approving of the policy of the revised regulations, we should suggest certain further modifications. I am not certain whether my Honourable Colleague proposes to sanction the revised regulations, coupling our sanction with certain suggestions, or to refuse sanction to the revised regulations until the further modifications are introduced. I should be decidedly opposed to the latter course, because there seems a generally held view that the revised regulations are better than the present regulations and it would thus be a mistake to refuse to allow this improvement to go forward merely because it does not seem to achieve perfection. The other course, i.e., of suggesting certain further improvements, seems rather outside our functions. Those suggestions can be brought forward in the appropriate University forum by those who advocate them. The matter, as His Excellency has observed, involves differences between experts, and I doubt whether it is altogether advisable for the Government to intervene, especially as these educational disputes seem to generate so much heat and to be debated, as the Director of Public Instruction tells us, more on party lines than on their merits. By merely sanctioning the revised regulations, we take no side in the controversy, and as the revised regulations are generally admitted to remove reasonable grounds of objection in the present course, it would seem clearly best to give sanction. I would therefore take that course. The date of introduction is clearly a detail for the University rather than for us.

A. G. C[ARDEW]—26-7-16.

I agree with His Excellency and Sir Alexander Cardew as to the action to be taken. My view is that our intervention should be limited to matters of first-rate importance and even that should be rare. It is expedient to give the Senate the widest possible powers and thus enforce its responsibility for the administration of University affairs.

H. A. S[TUART]—26-7-16.

P.S.—Since writing the above, I have received a letter from Professor Gilbert Slater from which I extract the following :—

“You will be glad to hear that on Saturday morning I got the Board of Studies in Economics and History to resolve unanimously to recommend to the next Senate meeting that “Economics, a special subject” be added to the options for the B.A. Honours (Branch V). After all the controversy we had, and after Stone's interview with Allen and myself, I think Macphail ought to have moved this as Chairman and Allen to have supported it. Allen did not turn up, and Macphail did not even put it on the agenda. When I moved it, therefore, there was naturally a protest that so important a question should not be sprung upon the Board without notice. I had therefore to give some account of the circumstances as a justification for insisting on pressing the question to a vote. Then I got the unanimous vote in the affirmative.”

H. A. S[TUART]—26-7-16.

Hon'ble Sir P. S. Sivaswami Ayyar.

His Excellency.

P. RAJAGOPALA ACHARIYAR—27-7-16.

I am sorry I am unable to agree with my Honourable Colleagues. What I meant to suggest was not that we should veto the regulations but that while according sanction to the regulations we should make certain suggestions to the Senate. I do not consider this to be outside our functions nor do I agree that we can only accept or

17

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Arrangement
above approved as
revised.
20.11.16 18
In
rule

GOVERNMENT OF MADRAS
HOME DEPARTMENT
(Education)

READ—the following papers:—

I

Letter—from F. DEWSBURY, Esq., B.A., LL.B., Registrar, University of Madras.
To—the Secretary to Government, Educational Department.
Dated—Senate House, the 27th March 1916.
No.—2309.

I am directed by the Syndicate to request the sanction of the Government, under section 25 (1) of the Indian Universities Act, 1904, to the enclosed resolutions, adopted by the Senate at its adjourned meeting held on 4th March 1916, relating to the Degree courses in History and Economics.

2. The resolutions numbered (i) (a) and (i) (b) provide for the introduction into the B.A. Degree course of "Political Science" in the place of "Special subjects." By a further resolution the Senate decided that this change should take effect as from the B.A. Degree Examination of 1918; that is to say, so as to modify the course of study to be entered upon by students in July next. The early orders of Government are therefore requested.

3. The resolutions numbered (ii) relate to the B.A. Degree (Honours) courses. As a result of opinion expressed in the Senate that the History of India should be a compulsory subject of study for all Honours students of History, the Board of Studies in History and Economics has been for some time considering the revision of these courses. The changes recommended by the Board were adopted by the Syndicate, and were accepted by the Senate in the form of the resolutions to which sanction is now desired. These changes consist in the main of the substitution of four compulsory general subjects of study for the present choice of three such subjects out of six, and of a reduction in the number of optional special subjects so as to keep the actual number of subjects studied by each student the same as before.

These changes the Senate has resolved should come into force as from the B.A. (Honours) Degree Examination of 1919, that is, from the beginning of the next academic year.

Under regulation 64 protests have been lodged against these resolutions affecting the Honours courses in History and Economics, by M.R.Ry. K. B. Ramanathan Avargal, M.A., B.L., L.T., M.R.Ry. K. V. Rangaswami Ayyangar Avargal, M.A., F.R.H.S., M.R.Ry. C. P. Ramaswami Ayyar Avargal, B.A., B.L., M.R.Ry. K. Ramanuja Achariyar Avargal, B.A., and the Rev. P. Carty, S.J., B.S.C., D.D. Upon these protests the procedure laid down by that regulation is being followed, and in due course the protests and the memorandum prepared in support of the resolutions of the Senate will be forwarded to the Government for consideration.

ENCLOSURE.
UNIVERSITY OF MADRAS.

Resolutions adopted by the Senate at its adjourned meeting held on 4th March 1916.

(i) (a) That in regulation 195, under "V. History and Economics" for the words "Two special subjects or books to be prescribed by the Board of Studies from year to year" the words "Political Science" be substituted.

(b) That in regulation 196, in the time-table for group (v) History and Economics, and in regulation 197 for the words "special subjects" the words "Political Science" be substituted.

(ii) (a) That in the regulations for the B.A. (Honours) Degree Examination wherever the words "v—History and Economics" occur the words "v—History, Economics and Politics" be substituted.

(b) That in regulation 207, under "V. History and Economics" for the existing paragraphs (A) and (B) the following paragraphs be substituted:—

(A) Each of the following subjects:—

- (1) The History of India.
- (2) Constitutional History of Great Britain and Ireland.
- (3) Politics.
- (4) Economics.

(B) Two of the following subjects.

- (1) Economic History—a special subject.
- (2) Politics—a special subject.
- (3) History—a special subject.
- (4) History—a special subject.
- (5) Indian History—a special subject.

(c) That in regulation 208 for the time-table under Branch V, the following be substituted:—

		BRANCH V.			
Days.	Hours.	Subjects.		Marks.	
First day	10—1	Essay	...	...	200
	2—5	Indian History—General	...	...	200
Second day	10—1	Indian History—Special subject	...	...	200
	2—5	Constitutional History of Great Britain and Ireland.	...	...	200
Third day	10—1	History—Special subject	...	...	200
	2—5	Politics—General	...	...	200
Fourth day	10—1	History—Special subject	...	...	200
	2—5	Economics	...	...	200
Fifth day	10—1	Politics—Special subject	...	...	200
	2—5	Economic History—Special subject.	...	...	200
Total				...	1,400

II

Memorandum No. 1215-1, Educational, dated 7th April 1916.

With reference to the letter from the Registrar of the University of Madras, No. 2309, dated the 27th March 1916, the Syndicate is requested to be so good as to forward to the Government at an early date a copy of the protests and of the reply memorandum referred to in the concluding portion of the letter.

P. RAJAGOPALA ACHARIYAR,
Secretary to Government.

To the Registrar, University of Madras.

III

Letter—from F. DEWSBURY, Esq., B.A., LL.B., Registrar, University of Madras.

To—the Secretary to Government, Educational Department.

Dated—Senate House, the 16th June 1916.

No.—4316.

With reference to the last paragraph of my letter No. 2309, dated the 27th March 1916, and in continuation of letter No. 2855, dated the 10th April last, I have the honour, by direction of the Syndicate, to submit under regulation 64 for the

4 No. 867, HOME (EDUCATION), 12TH AUGUST 1916
consideration and orders of His Excellency the Governor in Council the accompanying protests lodged by Messrs. K. B. Ramanathan, K. V. Rangaswami Ayyangar, C. P. Ramaswami Ayyar and K. Ramanuja Achari and the Rev. P. Carty, s.j., against the resolution of the Senate passed on the 4th March 1916 adopting certain alterations in the Regulations relating to the B.A. (Honours) Degree course in Branch V—History and Economics, and the memorandum in support of the resolution prepared by the Rev. E. M. Macphail and Messrs. H. J. Allen and Ferrand E. Corley, the three members of the Senate duly elected under that regulation for the purpose.

ENCLOSURES.

(i)
University of Madras.

The following protests lodged by Messrs. K. B. Ramanathan, K. V. Rangaswami Ayyangar, C. P. Ramaswami Ayyar and K. Ramanuja Achari and the Rev. P. Carty, s.j., under Regulation 64, against the resolution of the Senate passed at its adjourned meeting held on March 4, 1916, adopting certain alterations in the Regulations relating to the B.A. (Honours) Degree course in Branch V—History and Economics, are in accordance with the same regulation, circulated to each member of the Senate who was present at the meeting with a request that he will record a vote for three members of the Senate to form a committee to prepare a memorandum in support of the Resolution. It is requested that the votes may be returned so as to be received by the Registrar not later than the 3rd April 1916.

(By Order)

SENATE HOUSE,
March 24, 1916.

F. DEWSBURY, B.A., LL.B.,
Registrar.

(ii)

From—M.R.Ry. K. B. RAMANATHAN AVARGAL, Fellow of the University of Madras.

To—the Registrar, University of Madras.

Dated—Triplicane, the 8th March 1916..

I have the honour to forward to you the following protest against

(2) the acceptance of the changes in the B.A. (Honours) History course recommended in Agendum X and passed at the Senate meeting held on the 4th instant.

As regards the changes in the History Honours course, Mr. K. V. Rangaswami Ayyangar has well explained in a separate protest how the modifications are not in the best interests of University education. I associate myself with him in all that he urges. I would urge particularly the reasons put forward by representatives of mufassal colleges against these changes: the curtailment of options in the History course, the waste entailed on the colleges in the matter of library and other equipment, and the dragooning of all colleges into one uniform pattern.

(iii)

From - M.R.Ry. K. V. RANGASWAMI AYYANGAR AVARGAL, Fellow of the University of Madras.

To—the Registrar, University of Madras.

Dated—Triplicane, the 10th March 1916.

In continuation of my letter intimating an intention to protest against the decision of the Senate, at its last meeting, on the proposed changes in the Curriculum of Studies in the B.A. Honours course and examination in Branch V, I have the honour to submit herewith a memorandum setting forth the grounds of my protest.

Memorandum.

1. The Senate has approved, by accepting Resolution X (ii) on the Agenda of its last meeting, of certain drastic modifications of the existing Curriculum of Studies in Branch V (History and Economics) of the B.A. Honours Course and examination.

2. The curriculum, now under amendment, was framed about ten years ago, on the recommendation of the Board of Studies concerned, after an exhaustive inquiry, in the course of which the views of even those who were not members of the Board were sought and obtained. The modifications now agreed to by the Senate have been recommended by the present Board of Studies in History and Economics. The Board, however, did not arrive at an unanimous decision, since the members from two out of the three mufassal Honours colleges declared themselves against the opinion of the majority, which consisted of three gentlemen from the two Honours colleges of Madras and the University Professor of Indian History and Archaeology.

A Professor of the third Mufassal College,* who is a member of the Board, and who was not able to attend the meeting in question, declared himself against the decision of the Board, during the subsequent discussion of the subject in the Senate.

It is good to note the relative strength of the opposed opinions on the matter. Of the five "Honours" colleges, affiliated in History and Economics, members from two colleges (the Presidency College and the Christian College) declared themselves in favour of the changes, while those from the remaining three colleges (those of Mysore, Trichinopoly and Trivandrum) showed how decisively they were against the proposed measure.

3. Though framed about ten years back, the present scheme came into actual operation only in July 1911—less than five years ago—when the first Honours Classes were started in Branch V. Only two batches of students trained up under this scheme have so far appeared for the final examination, and a third set of students will sit for the examination in a few days. In some of the subjects, however, included in the curriculum, and chosen for instruction in some of the affiliated colleges—e.g., historic method with special reference to the documentary study of a selected period of Indian History—no candidates have yet been presented for examination. An important general subject now proposed to be omitted from the course—viz., General European History from A.D. 476—has been up for an examination twice, hitherto. Again, two subjects the Board proposes to omit (British Economic History—General Survey, and Historic Method in relation to the documentary study of a special period of British History) have yet to be elected by any affiliated college, and a third subject—which the Board would retain (viz., Economic History—a special subject)—is in the same position. It can hardly, therefore, be reasonably contended that the existing curriculum has been sufficiently tried and been found wanting, or that the proposed changes are based on adequate experience of teaching or examining under this curriculum.

4. It may be claimed for the curriculum now in force that it indicates the acceptance of the principle that ample facilities for specialization should be provided in the highest Course of Study in Arts (which the "Honours" course is) by allowing of as wide a range of choice, as feasible, in the election of subjects, so as to enable the affiliated colleges to develop on individual lines, without undue rivalry, and to divide among themselves in a natural way the labour of providing suitable instruction in the subjects of the course, in the manner now usual in all good modern universities, colleges, and, for the matter of that, industries also. It is within my personal knowledge that some at least of the authors of the existing course recognized the provision of the necessary scope for this division of labour as a fundamental requisite of a well-planned "Honours" course in History and Economics, especially in view of the fact that our University has yet no separate branches in which History or Economics or Politics would respectively form the main subject of study, to be studied with closely allied subjects.

5. It has also to be noted that the scheme now in force allows of a greater or a less degree of specialization, according as the candidate comes up to the college with the equipment implied by a "Pass" degree or by success in the Intermediate examination. The present course would also permit the graduate, whose ambition is to obtain some training in specialized work and the ordinary M.A. degree at the end of his period of training, to attain his object, without such a monotonous repetition of the previous "Pass" B.A. course and such a comprehensive denial of opportunities for the specialization, as are inevitable if the amended scheme, recently accepted by the Senate, is also sanctioned by the Government.

6. The existing curriculum is also so framed as to facilitate natural expansion of the range of Historic and Economic studies in the University, by the gradual inclusion, as additional options, under the first or the second groups (A or B), of such further subjects or topics of study as future experience shows the use or the need of, and as would naturally fit into an advanced course of History and Economics. In view of its representing the triumph of the principles of restriction and uniformity, it cannot be claimed for the proposed scheme (the Senate's), which seeks to reduce the number of available subjects to choose from to nine from fifteen, that it would also allow of such a natural expansion.

7. The wisdom of the policy involved in the existing course has, it is contended, been fairly vindicated. For, already, within five years of the starting of the first Honours class in Branch V (History, etc.) as many as twelve out of the possible fifteen options in the scheme have been availed of, by the existing five "Honours" Colleges; and, some of the colleges have availed themselves of the chance of moving on individual lines, with the utmost readiness. Further, the reservation of two out of three of the first Chairs founded by the University to the advanced study and research work in Indian Economics and Indian History, along with such proposals as those brought forward some months back, to add to the available options other subjects of study such as those relating to Indian institutional histories, point in the same direction.

* Mr. Ramalinga Reddi of the Maharaja's College, Mysore.

What progress has so far been achieved has been materially helped—

(1) by the freedom for specialization given by the existing course, side by side with equal facilities for obtaining, if needed, as an alternative, a good course of general historical education, and

(2) by the omission (now sought to be 'rectified') to force all colleges,—whatever their special history, environment, equipment, objective or needs,—and all students, whatever their previous training or ambitions or destination, to conform to one common and invariable and inflexible standard.

8. An instance may show how the liberty allowed by the curriculum, now being interfered with, has been appreciated by a mufassal college, anxious to develop, as far as possible, in harmony with its general aims and surroundings. A little over two years ago, the institution in which it is my privilege to serve, sought affiliation in 'Honours,' in Branch V. It elected to specialize in Indian History and Economics, and to take up General European History (which is dropped in the proposals now under protest) as the additional or *sixth* subject. The subject of General European History was chosen on the grounds that it would supplement the historical knowledge acquired by the student in the Intermediate course, that no graduate in History (even a 'Pass' B.A.) should be ignorant of the main currents of General History, and that the study of General European History might serve to correct or temper any such tendency to narrowness as might be supposed to be inseparable from a 'Specialized Course.' The two Professors from Madras,* who came as University Inspectors, did not like the scheme on the ground of its not possessing sufficient 'variety and flexibility,' inasmuch as it did 'not provide for the remaining "options" of the Honours course, such as Constitutional History, Politics and periods of Ancient and Modern European History,' and they criticised the Darbar's scheme as 'undesirably restricted from the side of the student and the staff alike.' The Diwan replied at length to these criticisms on behalf of the Travancore State, and, in the course of his remarks he said:—'If specialization is desirable in the Honours courses, I take it that it is neither necessary nor desirable that all colleges should specialize in the same way, nor for the matter of that, could it be necessary that a single college should specialize in several directions in a single subject (i.e., branch). After all, it is natural that a college 'Maintained by an Indian State should prefer to specialize in subjects of such vital importance to it as Indian History and Economics, and I would, on behalf of the Darbar, ask the University to allow us to make the choice contemplated by the regulations. I apprehend, for reasons stated *supra*, no narrowing tendency so far as the students are concerned. In regard to the teachers, I am wholly unable to understand the view that their mental horizon will gradually get narrowed and warped by the excessive specialization on Indian History and Economics, aimed at by the college. The apprehension appears to rest on the assumption that the teachers would not read anything more than what they teach! and, it was further contended, on the same side, that—'If it is a matter of duty to the colleges to compete with one another, not in needless duplications of the same kind of effort, but in trying to supplement the work of one another, and in offering the students of the University as wide a range of subjects of choice for study, as possible, then, assuredly the attempt of the Darbar to add three new subjects to the eight, which alone have been provided by all the existing colleges together, should not be permitted to prejudice the chances of affiliation of the college at Trivandrum.'

9. As other instances tending to the same result, it may be mentioned that the liberty of choice has similarly been availed of by the other mufassal colleges, in order to provide for specialized study of Indian History and Economics, and that, among the proposals before the Board of Studies, in recent times, there have been at least some to *augment* the number of options by the addition of further subjects. These suggestions are grounded on the belief that a gradual widening of the horizon of historical studies in the University must afford increasing facilities for division of labour (in the task of specialization) to the affiliated colleges, and must help materially in enabling the colleges to attain one of the chief aims of a proper University, namely the advancement of knowledge by research—such research as would be possible if suitable opportunities are given to members of the teaching staff of colleges to specialize in particular divisions or topics of study, and reduce their hours of teaching so as to allow of enough time for a fairly thorough study and presentation of his subject by each teacher. A curriculum which would compel a teacher to spend himself over a number of large subjects must exercise a baneful influence not only on the progress of original investigation but even on the maintenance of really good standards of work.

10. To sum up this aspect of the question. It is contended—

(1) that the proposals now recommended by the Senate err against the general trend of academic opinion by unduly restricting or even negating freedom of options, opportunities for specialized study, and liberty for individual variation in the *highest* course of study.

* Messrs. Mark Hunter and Corley.

(2) and, that, as such they are reactionary in character and bound to have a depressing effect not merely on the affiliated colleges, which have made beneficial use of the freedom given, but also on the progress of historical studies and work generally, within the limits of the University's jurisdiction.

Out of the fifteen subjects in the present curriculum, in which it is optional with students or colleges to choose six, twelve have already been chosen by the five colleges together, and it is now proposed to cut down the number to nine.

And, in regard to the incidence of the proposed 'reform,' while only one of the nine subjects retained (special subject of Economic History) would apparently remain a new one, to the colleges at Madras as to those in the mofussil, some of the other retained subjects may have to be taken up in the 'Honours' course, it may be for the first time, by a mofussil institution, and mofussil colleges will have to give up at the same time some subjects (Historic Method in relation to Indian History, special subject in Economics, General European History) for which they have been building up suitable and adequate provision, in books, appliances, and above all, specialized staff.

11. The contention was made on behalf of the proposed reduction of subjects from fifteen to nine, that the subjects are, even in the existing scheme, variable from year to year, and that, accordingly, no college could plead that it had been taken by surprise, or been unfairly embarrassed, even by changes like those proposed, which do away with two-fifths of the existing number of available subjects. The untenability of this contention will become apparent when the facts are set forth. Though the Board of Studies has, in theory, the option to vary the subjects from year to year, yet, as a fact, so far from exercising the liberty, the Board has been content to let the subjects-list originally framed remain unchanged for the first six batches of candidates and the first eight years of the 'Honours' course (1911-19). If the new scheme had not intervened, it is reasonable to presume that the subjects would remain unchanged for some time longer. This has been the state of affairs, manifestly because it is unreasonable to throw, by frequent shufflings of the courses of study, a burden of work which would prove well nigh insupportable, if proper standards were to be maintained, and because it is always unwise to make exacting demands which might lead to evasion or lowering of standards.

12. A similar line of defence of the proposed changes consists in the attempt to belittle the value of options in study by suggesting that such liberty might lead to colleges or candidates selecting subjects absolutely unrelated to one another. The actual practice of the colleges, so far, shows how ill-founded this apprehension is, and how the affiliated institutions have acted, as responsible teaching always will, in harmony with the educational principle of the appropriate correlation of the subjects chosen to one another, and to the previous and to the future studies of the students concerned.

13. It is significant that a Member of the Board, * who agreed to, if he did not advocate the proposed changes, admitted in the Senate that he would welcome wide options, but now objected to such freedom, because of the present rule allowing those who were not graduates to take the 'Honours' course. Surely, this is an argument for having two sides for the 'Honours' course—one with wide options for the graduate, who has already obtained a good grounding in History and Economics in the 'Pass' Course and desired to go in for a more specialized course in the 'Honours' classes and the second for students coming straight out of the Intermediate to the Honours classes, who might, accordingly, benefit from a general course, much more than from a highly specialized course? Is this an argument for doing away with opportunities for specialization, altogether, for the graduate as for the undergraduate?

14. In passing, reference has to be made to another argument brought forward to justify the restrictions now proposed. It was alleged that through immaturity of age the 'Honours' student is not fit to make a wise choice for himself. Surely, it is for the college to choose the subjects, and for the student, or for his guardian, to choose what subjects he should study in the Honours course, in special consideration of his previous record, calibre and destination? Apart from this, is it, as a matter of fact, correct to characterize the candidate for an Honours course or examination as so immature as not to make a wise choice for himself, and to necessitate the University doing this work for him? The last calendar gives the average age of an Honours candidate as 21.6 years, and till now, the actual ages have varied between 20 and 28. In consequence of Regulation 169, fixing fifteen completed years as the minimum qualifying age for Matriculation, every Honours candidate must at least have completed his 20th year of age when he sits for his final examination. In practice this limit is ordinarily exceeded. And, if still it is argued that the age is lower than it should be, it is an argument to raise the age for candidates of all branches, and not for Branch V only, since some freedom of choice will still continue and will still have to be exercised in the other branches, even if the proposed changes are sanctioned in Branch V, for, there is no reason to assume that candidates seeking admission in Branch V are generally younger than those who are admitted in the other branches? And,

students, even those of immature age, have to discriminate not merely between subject and subject, and make a selection, even in such early stages as the School-Leaving Certificate course, but they have often to discriminate between college and college, before deciding where to seek admission. Will it be logical to extend this kind of considerate concession to the students' alleged immaturity by providing for the abolition of variations of individual features between college and college, even if, in the same spirit, it be not urged that all higher instruction should be concentrated in one place and in one or two institutions?

15. Arguments like these, to justify the proposed uniformity, when taken in connection with the practical restriction of the advantages of University lectureships, professorships and library to the institutions of Madras, their staff and students, must tend to confirm the apprehensions of mufassal college or lecturers that the sanction of the present scheme might result in the eventual elimination of the Honours classes in Branch V in the affiliated institutions outside the capital.

16. There remains yet for consideration another argument which was brought forward * in defence of the proposed change. It was that a wide range involves considerable expenditure in examining, and is, as such, objectionable. To this there is the obvious reply that such a view would negative all the highest examinations, in which the number of candidates is very small. It is conceded that such an argument may have validity, if, before all available options have been availed of, proposals were made to have further "options." That is not what is in contemplation. If it is equitable to import into this question considerations of economy to the University, it is hardly less just to urge the economic pressure on the colleges, which would have incurred largely in vain, such expenditure (in time, effort and money) in creating the equipment for the four "options" now proposed to be dropped out, by the reduction of the subjects in the course.

17. To pass to other matters of general principle in which the proposed scheme seems to be lacking: it may be conceded by some, if not by all, advocates of the measure that "Honours" studies in History and Economics should consist in much more than the assimilation of the subject matter of large text-books, and that they might very well include some provision for the acquisition of a knowledge of at least the elements of Historic method as well as some practice in the proper use of documents and source-literature generally. The realization of this would imply, as a condition necessarily precedent thereto, the existence of due facilities, including opportunities, in the "Honours" course for documentary study generally, and for the formal study of Historic method in relation to any period of History the sources of which are fairly accessible. If this training in the application of the principles of evidence and the rules of historic synthesis, and a similar training in applying the principles and methods of investigation gathered in a general survey of Economics to the economic problems of our own country and times, are to be acquired with any degree of success in the "Honours" course, then that course must include in its list of subjects Historic method, a special subject of Economics (preferably of Indian Economics), and due scope for the study of periods of History, in the documentary study of which, the students will have almost the same advantage of access to the sources as the teachers. But the exclusion of the special subject of Economics and of Historic method from the list of available selections in the proposed scheme, and the reduction of the number of "options" in group B from three to two, deprive the future 'Honours' candidate of this indispensable equipment of the highest course of study in the University in History and Economics.

18. It is also urged that, in the experience of many teachers, more time and effort are needed in teaching and in learning any one of the general subjects (Economics, Politics, British Constitutional History, and General Indian History), than in similar work in any special period or subject. The change now proposed—to increase the number of obligatory general subjects from three to four—must be deemed as outweighing the course since in view of the work an "Honours" student has to do in English during his first year in the class, the time available now for the proper study of the three general and the three special subjects is barely sufficient, notwithstanding the reduction simultaneously of the number of special subjects to be elected from three to two.

19. This is said, of course, on the assumption that the advocates of the new scheme do not contemplate or intend any lowering of the existing standard in the "Honours" course and examination. Even in this respect some apprehension has already been caused by the omission of the words "a general survey of an advanced character," which occurs in the existing curriculum after the titles of the general subjects. It is possible that the expression now exercised has been suggestive of some ambitiousness, if not of immodesty. But, inasmuch as the four general subjects are common both to the new scheme in "Honours" Branch V and the scheme in Branch V (Pass), which has also just been accepted, it is open to ask how the differences in standards in these subjects are to be ascertained, in the absence of the omitted expression referred to above, or of any syllabuses, which might give some idea of the scope and standard of the subjects in the higher course. It is not in the circumstances, unnatural to fear that a confusion

of standards between the "Pass" and "Honours" examinations in these subjects would ensure resulting possibly in a rise in the former along with a fall in the latter. Such a charge has already been made, by "outsiders", against the examinations we have so far had, and it is unlikely that it will fail to gain some strength hereafter if the new curriculum is adopted, as framed, without a clear and precise indication of the difference in the standards in contemplation.

20. Some of the defects, in points of detail, in the proposed scheme may now be indicated. The first in order of magnitude is the suggested omission of General European History. The exclusion of this valuable subject is open to objection not only on the grounds indicated in paragraph 8 supra, but it is now all the more lamentable, since Politics is hereafter to form one of the four *obligatory* general subjects of group A, and since by a reform effected some months back, the period of Greek History of the most value from the standpoint of a student of ancient politics, viz., the period after the death of Alexander, has been removed from the course in group III of the Intermediate. If Politics is to be studied effectively, it has to be studied along with, or on the basis of a knowledge of general course of European development. It is because there was no satisfactory provision of this kind for the study of Political Science, in the B.A. of the old by-laws, that the subject went out in the revision of the curricula. And, it is because the provision has now been recognized as existing in the present "Pass" course—which provides for an outline study of European History after A.D. 476—that in the recent meeting of the Senate the proposal to reintroduce Political Science in the ordinary B.A. course was accepted with unanimity. Politics, even deductive and analytical Politics, can, to quote a familiar criticism, "have no root", without History. It is also conceivable that a study of abstract Politics, apart from its historical setting, may lead to misapplication of political principles and conclusions. And, it is not open to any one who knows the limitations under which the "Honours" students will be working, to postulate that the necessary knowledge of General European History will be acquired privately by the "Honours" students coming up straight from the Intermediate classes.

21. A special feature of the proposed scheme is that, in it, Politics occupies a pre-eminent position in comparison with other subjects. It is true that even in the existing curriculum, a combination of subjects, centering round Politics might be made. But similar selections might be made in pure History, in Indian History, and in Economics also. Hereafter the maximum extent of specialization in Indian History will be represented by two subjects as against at least three in the existing curriculum, and there will be no scope for the study of any special topic or subject of Economics at all. It is not belittling the value, or the fascination, in academic studies, of Politics and British Constitutional History, to urge that, in the special conditions of our times and presidency, the specialised and advanced study of economics and of the General History and the institutions of India have a paramount claim on us, not only as a question of duty but because the immediate work in India for students coming out of the University and for administrators is largely connected with such a study, and, because, if their future career and destination are to be considered in the choice of subjects for their "Honours" study, Economics and Indian History will be indicated as being by far the most important in the course. On these grounds, and in view of the "Honours" Colleges so far having ignored the need to provide for instruction in General Indian History to their students, that, latterly, even those who are confirmed believers in the efficacy of free choice have been obliged to press for such a modification of the liberty as is implied in making Indian History alone compulsory in the course,—following, therein, the analogous practice in more than one great University.

22. It is noteworthy that the attempt to reduce the scope for the study of Indian History and Economics for the "Honours School" is made after the appointment of special University Professors in those subjects, and that the suggestion is contained in the same Agenda-paper with proposals to allot general teaching work to these University Professors.

23. A comparison of the proposed with the existing curriculum would show that, in a sense, the former is *superfluous* since its nine subjects are included in the fifteen of the latter. The unamended course would have allowed an advocate of the proposed change to have had his way, but if the proposed changes are sanctioned, the converse cannot be postulated. The fact that the incidence of the change will almost exclusively fall on the mufassal colleges, and that the provision that the University Professors should teach "Honours" classes will have the effect of providing for the teaching in the colleges at the capital, by a University officer, of a subject, which these colleges have hitherto omitted to choose (viz., Indian History) must serve, if the decision of the Senate is confirmed by the Government, to intensify the feeling of irritation, which has already found expression in the Senate, against the preference believed to be extended to the metropolitan institutions as compared with the colleges in the mufassal, and, in view of the acceptance, by the mover* of the amendment of Mr. Corley, the proposed changes will, if sanctioned, come into effect immediately before the colleges affected could reasonably be expected—if they have not already made due provision therefor—to adjust themselves to the altered conditions.

* The Rev. Macphail.

24. Such are the points of detail as well as matters of general principle in which the changes accepted by the Senate, appear to err. It is unfortunate that the course of the discussion on the subject may have given an impression that the matter in issue was hardly one of principle, but one of unimportant detail in which a conflict of opinion had resulted between a majority and a recalcitrant minority. It is also unfortunate that the consideration of the question so far, in this Memorandum, has emphasized the respects in which it is claimed that the proposed Curriculum is inferior to the present one; for, it may seem that the protest represents a conservative, if not a reactionary disposition to resist progressive changes in an old Curriculum, which had been tried and found wanting. In view of these circumstances, and of the fact that the Curriculum under protest is of later date than the one it would displace, it is necessary to affirm that mere sequence in time is not a necessary indication of progress, and that the proposed changes are objected to by teachers, who desire improvements in the existing Curriculum no less sincerely and anxiously than the advocates of the amendments and who are unwilling to agree to the suggested modifications chiefly for the reasons set forth in this Memorandum, and also because it is felt that a fuller consideration, such as would have been possible had the earnest requests made in the Senate to remit the matter to the Board of Studies for further deliberation not been impatiently opposed, might have resulted in the framing of a scheme or schemes more widely acceptable than the one just adopted by the Senate and now under protest.

(iv)

From—M.R.Ry. C. P. RAMASWAMI AYYAR Avargal, B.A., B.L., Fellow of the University of Madras.

To—the Registrar, University of Madras.

Dated—the 11th March 1916.

With reference to my letter giving notice of my intention to protest against the decision of the Senate in regard to the alterations in the Honours Course in the B.A. Examination (Branch V) I have the honour to inform you that I have perused the memorandum lodged by Mr. K. V. Rangaswami Ayyangar of Tiruvandrum and I adopt the same.

(v)

From—M.R.Ry. K. RAMANUJA ACHARIYAR Avargal, Fellow of the University of Madras.

To—the Registrar, University of Madras.

Dated—the 11th March 1916.

With reference to my letter, dated 6th instant giving notice of my intention to lodge a protest against the decision of the Senate in regard to the alterations in the Honours Course in Branch V, I have the honour to inform you that I have perused the protest which Mr. K. V. Rangaswami Ayyangar of Tiruvandrum has lodged and that I adopt it as my own also as I am in full agreement with the grounds set forth therein.

One point, however, on which I would like to lay special stress is that the fairest course for the Senate would have been to have accepted the proposal to send back the question to the Board of Studies for a further and fuller consideration. This would have been the right course in view of the following facts which came out in the course of the debate:—

(1) There was a clear divergence of expert opinion in the matter as well as a feeling that all aspects of the question had not been adequately considered, though it was stated that the matter had been pending for sometime;

(2) The meeting of the Board of Studies at which these changes were considered was attended only by six members out of the twelve constituting the Board, and of these only four were in favour of the alterations;

(3) No necessity for changing the existing arrangement was made out inasmuch as sufficient experience of its working had not been gained;

(4) The matter was clearly not one of special urgency and nothing could have been lost by taking some more time for consideration.

(vi)

From—the Rev. P. CARTY, S.J., Fellow of the University of Madras.

To—the Registrar, University of Madras.

Dated—the 10th March 1916.

I gave notice to the Registrar of my intention to protest against the Resolution passed by the Senate on March 4, 1916, concerning the change of Regulation 207.

I beg to submit:—First, that the new programme tends to do away with the special character of the Honours Course; secondly, that the very laudable desire to foster the study of Indian History in the Honours Course, which has occasioned the present change, can be realized without altering the Honours standard.

(1) That the new programme lowers the standard of the Honours Course is apparent from the fact that while the time allotted for the Course remains the same as before, the range of matter to be studied has been considerably extended. The new programme, it is true, is limited to six subjects, like the present Honours Course; but it sets down four general subjects and only two special subjects, one of the actual special subjects, which requires three or four months' study, being replaced by an additional general subject which occupies normally two years. Now four general subjects of this character constitute a far too extensive course to allow thoroughness of treatment. The Honours Course, I take it, differs from the Pass Course not by the multiplicity of subjects but by the greater thoroughness of the work. The Pass Degree implies a general survey of the historic field; the Honours Course, on the contrary, implies a more exhaustive study of a restricted portion of that field. Specialization is the keynote of the Honours Course. How has this specialization been provided for in the new Curriculum? The new Course is, in a way, as little likely to be specialized as the Pass Course, for it comprises at least as many subjects. This overloading of the programme must inevitably lead to the introduction, into the Honours Course, of mere general surveys substantially similar to those of the Pass Course. And as a consequence we shall either have yearly two sets of papers on the same subjects of more or less the same pass average standard,—a burden on the finances of the University,—or the Honours papers will be set in a standard which the students have no time to prepare for honestly,—a discredit on the fair name of the University.

This difficulty has been felt by the promoters of the new Scheme, to be a possible obstacle to the reintroduction of Politics in the Pass Course: they feared that the standards of the two Courses of Politics would not be kept sufficiently distinct. As a matter of fact the objection applies with equal force to all the subjects common to the two courses.

Moreover it would appear that the proposed change is less the result of a careful inquiry into the subject than the outcome of an immature decision. The Senate had asked that Indian History should be made compulsory in the Honours Course. In answer to that request the Board has extended the scope of the request and has made equally compulsory all the subjects recognised to be equally important; yet no account has meanwhile been taken of the obvious fact that an increase of work necessitates a corresponding increase of time to be devoted to the work. It is true that European History has not been included in the list, because, one may suppose, five general subjects of an advanced character would manifestly have made too heavy a programme. But this measure is itself an additional proof that the entire scheme has not received the consideration which it requires. In fact, when the programme was under discussion, some of those who now agree to drop European History as unnecessary for the Honours Course, pleaded that its importance was such that it should be made part even of the Intermediate Modern History Course. They urged and I think rightly too, that, as other Universities now recognize, British History could not be properly understood unless it was viewed in its European setting. And now they are of opinion that the Honours Course can do without it altogether!

(2) Was any alternative open? Could the Board satisfy the desire of the Senate to make Indian History compulsory for the Honours students without at the same time making other equally important subjects equally compulsory? Some members of the Board seem to have thought it could not: I think the Board could. Two ways suggest themselves for complying with the desires of the Senate. One way—a four years' Course, requiring the B.A. as a preliminary condition for a two years' Honours Course—was proposed to the Board, but was rejected because it was thought (on what seems to me insufficient evidence) that it would adversely affect the interests of the students who have of late been hampered with an additional year at the Law College.

The second way is a three years' Course similar to the one now in force. I have already shown that the new programme is overloaded because it attaches an equal importance to too many subjects. It is not possible to expect that students should in the space of three years become 'advanced students' at the same time in Politics, Economics, Constitutional History and Indian History. Nor is this required. All the subjects comprised in the Honours Course need not,—indeed, should not—reach an Honours standard: no University Course aims at that. Their aim is rather to secure specialization in some particular branch and to be satisfied for the other subjects with a minimum or Pass Degree standard. In accordance with these views I would suggest that a three years' course be maintained; that the Pass Course be taken as the basis of the Honours Course in such a way that, whilst the Honours students have to take up the five general subjects of the Pass Course, they be further required to select any one (or

Such are the reasons which make me protest against the reform of the Honours course proposed by the Syndicate, and wish that a scheme with the serious deficiencies I have pointed out may never be allowed to come into force.

(vii)

In the common ground taken by the several protestants, there are two principal lines of objection urged against the proposals adopted by the Senate—(A) that they are in themselves, for a variety of reasons, mischievous; (B) that they have not received sufficient consideration and that the Syndicate and the Senate have given undue weight to the counsels of a mere section of the Board of Studies.

The Honours courses form part of the new regulations which were framed in 1906. Honours classes, however, were not begun till 1911 and the first Honours examination was held in 1914. Even before teaching was begun various members of the Board were of the opinion that far too much option was allowed in the proposed course, and that it was not a good system which made it possible for a student to take Honours in History and Economics without having studied, on the one hand, any history but Economic History, or, on the other, any Economics at all. It was not thought desirable, however, to make any changes before the course had been in working order for a time. Hence when in 1911 one of the members of the Board, Mr. Penn, proposed to make Economics and Constitutional History compulsory, the proposal was negatived. The idea of change was not, however, given up and when in 1913 the question of making Indian History compulsory was raised several members thought that the time had come to revise the Honours course.

In accordance with this resolution schemes drawn up by Mr. Allen, Mr. Corley, Mr. Rangaswami Ayyangar, and Father Carty were circulated to the members of the Board with ample time for full consideration of the proposals. None of these is exactly the scheme that was finally adopted.

It was intended that the proposed changes should have been considered at the meeting of the Board in July, 1915, but so much time was spent over other business at that meeting that it was resolved to defer the fuller consideration of the Honours course to another meeting, which was duly held on October 21, 1915. At that meeting seven of the twelve members were present—Mr. Allen, Father Carty, Mr. Corley, Mr. Green, Mr. Krishnaswami Ayyangar, Mr. Macphail and Mr. Rangaswami Ayyangar. Five of the seven were in favour of the scheme approved of by the Senate. Mr. Ramalinga Reddi (who was not present) in his minute on the schemes supported Mr. Rangaswami's scheme, but it may be mentioned that he is Professor of English in the Maharaja's College, Mysore, but Mr. Denham (who was also not present), who is Professor of History in the same college proposed in his minute that five subjects should be made compulsory. Mr. Penn, of the Noble College, Masulipatam (who was also not present), in his minute proposed a scheme almost exactly the same as the one adopted. He and Mr. Dodwell, who was at home at the time when the meeting was held, voted for the approval of the Board's proposals when they came before the Senate.

The following is an extract from the minutes of the meeting held on October 21, 1915:—

"Resumed consideration of the proposed alterations in the B.A. Degree Honours course in History and Economics and of Mr. S. Srinivasa Ayyangar's proposals remitted from the Senate. (a) Mr. Macphail moved that the following four general subjects be made compulsory in the Honours course:—(1) The History of India, (2) Constitutional History of Great Britain and Ireland, (3) Politics, (4) Economics. Father Carty moved as an amendment that it is desirable that the Honours degree should be conferred only upon students who have passed the ordinary B.A. degree examination and that the general subjects should be less numerous. On a division the motion was carried by a majority of five to two, Father Carty and Mr. Rangaswami forming the minority. (b) Macphail then moved that any two of the following subjects be taken as optional subjects:—(1) Economic History—a special subject, (2) Politics—a special subject, (3) History—a special subject, (4) History—a special subject, (5) Indian History—a special subject. This was agreed to by a majority of six to one, Mr. Rangaswami Ayyangar voting against it."

From this it will be seen first that Father Carty wished a change which would have revolutionized the Honours course by confining it to candidates who have already qualified for the ordinary B.A. Degree. With this idea several members of the Board have considerable sympathy, but the old argument, which was used ten years ago when the Honours courses were introduced, that many good students who would be willing to take a three years' Honours course could not face a four years' course was felt to have still greater weight now that the Law course to which many History students go on has been extended to three years. In the opinion of the majority of the Board this was a sufficient reason for rejecting Father Carty's proposal. Secondly, it may be noted that in the selection of optional subjects the majority was six to one, Father Carty voting with the majority.

We have dealt at some length with the history of the matter for two reasons. First, in the Senate, as the protests show, an impression was created that the Board had acted hurriedly and without proper consideration. Father Carty's speech unfortunately was misunderstood by some, and Mr. Rangaswami Ayyangar drew a fancy picture of a hungry Board anxious to get away to breakfast while as a matter of fact the meeting in October at which the Honours courses were considered was held in the afternoon. The members of the Board naturally opposed the proposal to send back for reconsideration a scheme which had already been fully considered and of which the large majority of the Board approved.

Secondly, had there been want of consideration in the Board there would have been some ground for a protest against the action of the Senate in approving of the proposals. When there has been no irregularity of the kind we submit that the opinion of a small minority of a Board of Studies should not be allowed to override the opinion of a large majority backed as it is by the approval of the Senate.

When we turn to (A) the intrinsic objections to the proposed changes, it will be seen that the case against them resolves itself mainly into an airy advocacy of specialization (which they are alleged to prejudice) without any attempt on the part of the protestants to consider the precise value of specialization or its legitimate place in a course of University studies.

The consideration which has largely guided the majority of the Board of Studies, and which doubtless contributed to the decision of the Syndicate and of the Senate in favour of the proposals, is that specialization is only desirable when it proceeds on the basis of a sound general course in the subject in question. This basis is not sufficiently supplied by the existing Intermediate course; nor is it guaranteed by the Regulations for the Honours course in History at present in force. Mr. Rangaswami's memorandum, paragraph 7 (1), frankly admits that existing regulations fail to ensure 'a good course of general historical education,' and Father Carty's proposal, referred to above, that all Honours students should first pass through the ordinary B.A. Course indicates clearly that in his opinion the Intermediate course is an inadequate preparation for specialization.

That the existing regulations would permit a college to pursue what under present conditions cannot but be regarded as an undesirable type of specialization, is not an unreal danger, and it is not unreasonable for the University to seek to guard against it by some more stringent guarantee than the good sense of the colleges concerned. So far as the colleges can be relied on to make such a selection as will provide the general course desired, the result will not greatly differ from what the Senate is endeavouring to secure by regulation. For the examination of 1916 the subjects actually offered by the various colleges are—(A) (1) General Indian History, (2) General Constitutional History of Great Britain and Ireland, (3) General Politics, (4) General Economics, (B) (1) Indian History Period, (2) European History Periods, (3) Politics, special subject, (4) Economics, special subject. It is noteworthy that General European History, which was offered by one college at the two previous examinations, has this year been given up, presumably because it has been found to be an unsuitable subject for an Honours course on account of its unwieldy size—an opinion evidently shared by the majority

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of the members of the Board of Studies. The Maharaja's College, Trivandrum, has not yet sent up any candidates. It is, therefore, difficult to compare its options with the new course. Indian History, European History and Economics appear from paragraph 8 of Mr. Rangaswami's protest to be in favour at Trivandrum. The new course provides two subjects in each. But in any case the college cannot have gone very far on the path of its "development" or specialization and a change now will affect it less than it would some years later when it might have hardened into a definite mould.

The very large measure in which the colleges have in practice made a selection of subjects that substantially agrees with the course proposed not only justifies that course but disposes of the prejudicial suggestion that there is any idea of 'dragooning' all colleges into one uniform pattern. On the other hand, the "natural expansion" which Mr. Rangaswami hopefully predicts as possible (paragraph 6) can only be effected by the omission of some of the subjects previously taken, and would be likely, therefore, to produce those aberrations in specialism, which the Senate's action is calculated to prevent.

It must be remembered that this problem of specialization affects not only the colleges that teach but also the students who are taught. However desirable it may be that particular teachers should become specialists in one or other side of the wide range of studies included under History, Politics and Economics, it is not desirable to give the same bent to a large body of students (prospective teachers, lawyers, and Government servants) who do not yet possess the necessary equipment of a general study of history and its kindred subjects. So far as an individual student here and there is qualified to pursue a more specialized course, more particularly in subjects that entail research, the University has now made generous provision for them in the recently created studentships. This provision and the work to be done by the Professors of Indian History and Indian Economics may be expected to foster the growth of an Indian school of historical students specially qualified to grapple with Indian historic or economic problems. It is not necessary or desirable, for this end, to deprive a whole class of students of the opportunity to acquire a general knowledge of History, Politics and Economics in order that one or two of their number and their teachers may follow their special bent. In this connection the "division of labour" among the colleges urged as desirable by Mr. Rangaswami (paragraph 8, etc.) is misleading. Geographical considerations prevent the colleges from offering to students alternative subjects. The student has to choose between the whole course as offered by one college and the whole course as offered by another. Where any college so restricted its course as not to afford a good general training the students of that college must necessarily suffer. For the future of school and college teaching, especially, it is undesirable that the University should bestow the Honours Degree in History on those who are ignorant of (a) British History beyond the Intermediate standard or (b) Indian History or (c) Economics. Under the regulations which the Senate has amended it was possible for a student to take an Honours Degree without a knowledge of one or all of these subjects. As to Politics, the fourth compulsory subject proposed, the Senate has lately voted its reintroduction to the Pass course; a fortiori would it seem desirable as a subject for Honours.

If due regard is had to the limits of specialization in the teaching of undergraduates and to the actual point reached by those who have just passed the Intermediate Examination we believe the course prescribed under the amended regulation will sufficiently commend itself; and a comparison of the practice of other Universities will further support the same conclusion. Thus for the Bombay B.A. Honours and M.A. in History and for the Allahabad M.A. in History, Politics, Economics and Constitutional History are compulsory subjects.

It remains to answer sundry minor objections to the proposals. Thus it is alleged (1) that the course is unduly political, (2) that the course is overweighted, (3) that the change makes it difficult to distinguish between the Honours and Pass courses, (4) that the change involves injustice to the mufassal colleges. To deal with these seriatim we reply:—

(1) The tradition of the University during the years that Politics has formed part of the History course has been to emphasize the historical and comparative side of Politics, not the abstract. Had Mr. Rangaswami, drawing upon his many years of experience as a member of the Board of Examiners, remembered that fact, he need not have feared lest "a study of abstract politics apart from its historical setting may lead to misapplications of political principles and conclusions." His colleagues on the Board have been quite as much alive as he can be to the danger of abstract politics floating in the air. It is the sense of this that suggests the desirability of including Constitutional History among the compulsory subjects, for there not only an important aspect of British History but the history of institutional growth for a thousand years and upwards can be studied. This should prove of some use in developing sound conclusions on the subject of institutions that are made and institutions that have grown; nor is any one who has dealt faithfully with Stubbs, Maitland, Anson, etc., likely to rise from their study with the idea that the British Constitution is, for either examinational or other purposes, of facile reproduction.

(2) The reply to the charge that the course has been overweighted by the substitution of a general subject for a special one is to be found in the calendar. If regard is had either to the other Honours courses or to the ordinary B.A. Degree course in History it will be seen that by comparison the course proposed is not too heavy for a three years' curriculum for Honours students. The students who take up Honours History are quite equal to other Honours students. Father Carty and Mr. Rangaswami appear to us either to underrate their capacity or to exaggerate the length of time that has to be spent on the preliminary English part of the course. They seem to us also to exaggerate the length of time required for lectures on the general subjects, while Father Carty certainly, in our opinion, underestimates the length of time required for the special subjects. We fail to see how he can obtain the "specialization" he desires if he devotes to a special subject—say the Age of Louis XIV—only "three or four months' study."

(3) The argument that the change makes it difficult to distinguish between the Honours and Pass courses rests on the assumption that identity of subjects calls for identity of treatment. But so far is this from justification that it is possible to impose different standards even on the same questions. It will be the duty of the Board of Examiners to see that a proper distance is kept between the Pass and the Honours; nor in view of the difference in time and in the amount of English studied ought there to be any hesitation in demanding from the Honours student a much higher standard than from the Pass. It may safely be said that there is no intention to lower the value of the Honours Degree. It may be further mentioned that, if the Senate's resolution to introduce Politics into the Pass course is sanctioned by Government, all the existing general subjects except Economic History correspond to subjects in the Pass course. We have not heard that the Examiners on the Honours Board have found it impossible to set suitable papers because papers on the same subject were also being set by the Examiners on the ordinary Board.

(4) The charge that the change involves injustice to the mufussal colleges would be a serious one if true. The analysis already given (page 3) is sufficient to show that there is no undue interference with their liberty of action; and Mr. Rangaswami's plausible appeal for consideration (paragraphs 10 and 11) for what the colleges may have done already in "building up suitable and adequate provision in books, appliances and above all specialized staff" so far as it is not met by the same review depends for its cogency on a fallacious view of the fixity of the present subjects. Mr. Rangaswami does not even quote the facts correctly (paragraph 14). The first "batch" of Honours students were examined in 1914. As it is proposed that candidates in 1919 should come under the regulation as revised, it is evident that only five (not six) batches are to be allowed to take the examination before any change of subjects is made. The specious statement that the Board has been content to let the subject-lists remain unchanged for "the first eight years of the Honours course (1911-19)" is reached only by adding to the above span of five years (1914-18 inclusive) the three years of study undertaken by the first "batch" before any examination could be held. The presumption regarded by Mr. Rangaswami as reasonable that the subjects would have remained unchanged for some time longer is quite gratuitous. There was a tacit understanding in the Board of Studies that no change should be made for the first few years, but if the more comprehensive changes here under discussion had not intervened it is certain that the Board of Studies would have been asked to make some change in the selection of subjects to take effect at the examination of 1919. For what the argument is worth it may be contended that the amendment of the regulation, by giving a larger measure of fixity to the course, will somewhat reduce the possibility of such hardships as Mr. Rangaswami deprecates. But it is much more important to note, as we have emphasized above, that the University has to consider the interests of the students as well as those of the colleges. If, as we believe, the change is in the interests of education the pecuniary damage to the colleges is of secondary importance. And in what does this damage consist? Mr. Ramanathan's special contribution to the subject gives the answer. He objects to the "waste entailed on the college in the matter of library and other equipment." This contention that a library is "wasted" unless it is being utilized for the purposes of an examination needs no refutation and casts an interesting light on Mr. Ramanathan's conception of the functions of a library. The loss or inconvenience caused to the colleges by changes can easily be exaggerated. At the same time every year that passes would accentuate the difficulty of making any change, if the argument were allowed to prevent or even to arrest the change in contemplation.

In conclusion we submit—

- (1) that the proposed change is desirable in the interests of education and of the eventual creation of a well-based school of Indian historical and economic studies;
- (2) that the thorough discussion given to the proposals in the Board of Studies and ratified by the action of the Syndicate disposes of the charge of undue haste or imperfect consideration; and
- (3) that the resolution of the Senate, in confirmation of the action of the Syndicate, is entitled to be regarded as a considered judgment on the question and as such to receive the approval of Government.

E. MONTEITH MACPHERL.
H. J. ALLEN.
FERRAND E. CORLEY.

IV

Memorandum No. 1215-2, Educational, dated 21st July 1916.

In continuation of telegram No. 2491-2, dated the 18th July 1916, the Syndicate of the Madras University is informed that under section 25 (1) of the Indian Universities Act, 1904, the Government sanction the alterations in the regulations for the B.A. History "Pass" course submitted with the Registrar's letter No. 2309, dated the 27th March 1916.

2. Separate orders will issue in respect of the alterations proposed in the B.A. History "Honours" course.

P. RAJAGOPALA ACHARIYAR,
Secretary to Government.

To the Registrar, University of Madras.

Order—No. 867, Home (Education), dated 12th August 1916.

In continuation of Memorandum No. 1215-2, Educational, dated the 21st July 1916, the Syndicate of the Madras University is informed that under section 25 (1) of the Indian Universities Act, 1904, the Government sanction the alterations in the regulations for the B.A. History "Honours" course submitted with the Registrar's letter No. 2309, dated the 27th March 1916.

(True Extract)

P. RAJAGOPALA ACHARIYAR,
Secretary to Government.

To the Registrar, University of Madras.

Copy to the Director of Public Instruction.

Editors' Table.

(EDUCATION)

G.O. No. 867, 12th August 1916
University Regulations

Sanctioning certain alterations in the — relating to the History courses for the B.A. Degree Examination.

RECEIVED
12 AUGUST 1916
H. MONTAGU
H. J. LAL
H. J. LAL

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13/11
 For approval
 22 NOV 1916
 MADRAS
 20.11.16
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HOME (EDUCATION) DEPARTMENT.
 NOTES CONNECTED WITH G.O. No. 867, HOME (EDUCATION),
 DATED 12TH AUGUST 1916

[SUBJECT.—Alterations in the University Regulations.]

From the Registrar, University of Madras, No. 2309, dated the 27th March 1916.

As it is not possible to deal with the proposed alterations in the Regulations without a copy of the protests and of the reply memorandum referred to in the Registrar's letter, it is for consideration whether the Syndicate may be requested to expedite these. If so, the draft memorandum submitted is for approval.

E.A.V.—5-4-16.

T.K.—5-4-16.

P. RAJAGOPALA ACHARIYAR—6-4-16.

[Memorandum No. 1215-1, Educational, dated the 7th April 1916.]

Demi-official—from the Hon'ble Sir HAROLD STUART, K.C.S.I., K.C.V.O., Member in Council.

To—the Hon'ble Diwan Bahadur P. RAJAGOPALA ACHARIYAR Avargal, C.I.E., Secretary to Government, Educational Department.

Dated—Ootacamund, the 2nd May 1916.

I enclose a letter from Professor Gilbert Slater, the greater part of which and its enclosure relate to an educational matter.

ENCLOSURE.

Extract from a letter—from Dr. GILBERT SLATER, M.A., Professor of Indian Economics.

To—the Hon'ble Sir HAROLD STUART, K.C.V.O., K.C.S.I., Member of Council.

Dated—Madras, the 21st April 1916.

Meanwhile with regret I trouble your holiday leisure in another question. The Government has received or will receive a protest against "the acceptance of the changes in the B.A. (Honours) History Course recommended in Agendum X and passed at the Senate meeting held on 4th March." The conditions at that meeting were electrical and it was very difficult to vote on the real merits of questions. I am now very strongly of opinion that these changes, which were only carried by a majority of 37 to 35 against a motion to refer them back to the Board of Studies, should not be accepted by the Government, but should be referred back to the Board of Studies for reconsideration. The enclosed letter which I have sent to the Syndicate will give my reasons; and I believe you will sympathise with them. I have seen Sir John Wallis, and he strongly agrees with this view. He says it would be irregular for the Vice-Chancellor to agitate against the acceptance by the Government of resolutions of the Senate, but that his advice will be clearly given in that direction.

I should be glad if you will kindly advise me whether there are any other steps which I should take to explain my views in the proper quarter. I feel that the University having appointed a Professor of Indian Economics should purely for consistency and common sense, if it is modifying examinations, modify them so as to encourage, not to discourage, economic studies. I think that the Government having made substantial grants to encourage the better study of economics, ought not to allow the University to discourage that study by the remodelling of its educational requirements.

No. 867, Home (Education), 12th August 1916

IV

Memorandum No. 1215-1, Educational, dated the 7th April 1916.
 In continuation of telegram No. 2431-2, dated the 18th July 1916, the Syndicate of the Madras University is informed that under section 25 (1) of the Indian Universities Act, 1904, the Government sanctioned the alterations in the regulations for the B.A. History "Pass" course submitted with the Registrar's letter No. 2309, dated the 27th March 1916.

Separate orders will issue in respect of the alterations proposed in the B.A. History "Honours" course.

P. RAJAGOPALA ACHARIYAR,
 Secretary to Government.

To the Registrar, University of Madras.

Order—No. 867, Home (Education), dated 12th August 1916.
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(This Extract)
 P. RAJAGOPALA ACHARIYAR,
 Secretary to Government.

To the Registrar, University of Madras.

Copy to the Director of Public Instruction,
 Madras, Tamil.

G.O. No. 867, 12th August 1916
 EDUCATION

Sanctioning certain alterations in the — relating to the History course for the B.A. Degree Examination.

CV

Letter—from Dr. GILBERT SLATER, M.A., Professor of Indian Economics.
To—the Registrar, University of Madras.

Dated—the 19th April 1916.

As a protest has been made against the revised regulations for the B.A. (Honours) examination in Branch V and as this examination is the one which specially concerns my department, I shall be grateful if you will kindly put before the members of the Syndicate a brief expression of my views with regard to the issue raised.

At the Senate meeting I voted in favour of the revised regulations, but with much misgiving. My principal reason for voting for the change was that the present regulations, under which it is possible for a student to get the highest degree of the University in Economics, without even offering a paper or answering a single question in Economics, appeared to me deplorable. On carefully considering the matter since it seems to me that the new regulations are open to other objections of an equally serious character.

One feature of the change agreed to by the Senate is that a certain number of compulsory subjects with some optional subjects are substituted for an extraordinarily wide range of options. It is against the principle involved in this change that the protest has been lodged by some members of the Senate; but so far as I personally am concerned the principle appears to me sound.

The second feature of the change is that the examination under the new regulations will become, not one in History and Economics as its name implies, but in History, Political Science and Economics. Owing to the fact that Constitutional History is an obligatory subject as well as Political Science and Economic History is not an obligatory subject, Political Science is made to take precedence of Economics; and the study of Economics, already made very subordinate to that of History, is pushed still further into the background. It appears to me to be an extraordinary inconsistency that at the very time that the University has appointed an University Professor of Indian Economics, it should carry through changes in the examination which will compel students in Economics to diminish still further the small amount of time which they can spend on the study of Economics. It is either good or bad that the study of Economics should be fostered. If it is good, then the new regulations must be condemned; if it is bad, the University Chair in Indian Economics should not have been created.

I would further deprecate the position given to Political Science in the new regulations for another reason. It is generally admitted that Indian students are too much in the habit of relying upon book reading and the cramming of lecture-notes, rather than on a real and concrete study of the subject by seeking access to facts at first hand. It is possible to improve immensely the teaching of Economics from this point of view, because the facts with which the Science of Economics deals surround both the teacher and the student. But it is completely different with Political Science. To understand Political Science it is necessary to have some real knowledge of the working of at least some governmental institutions. Teachers from England who come up to India almost invariably have left their home country at such an early age that they have had no chance of taking any practical part in the political life of their native country. Indian teachers are at least equally unfitted to understand Political Science. Except therefore in very rare exceptions the teaching of Political Science in the Madras Presidency would necessarily be a case of the blind leading the blind, or, to put the matter without metaphor, of the teaching being in the hands of teachers who have to rely entirely upon book knowledge, the books available being themselves for the most part unpractical, and almost without exception very misleading.

For this reason it would be better to postpone the introduction of Political Science as a compulsory subject for B.A. (Honours) Branch V until the colleges in the Presidency are very much better equipped than they are at present for teaching the subject.

If in spite of these considerations it is still determined to introduce Political Science into the examination for the B.A. (Honours) Degree, Branch V, on a footing of equality with Economics, I would respectfully urge that this should be done by giving the student the alternative of taking his degree in History and Economics or in History and Political Science. The amount of time that is available for students is in sufficient for a simultaneous study of three subjects; and the compulsion put upon them to study all three must lead to a superficial smattering.

I would therefore suggest that there should be an Honours Degree Branch V (a) in History and Economics and an Honours Degree Branch V (b) in History and Political Science and that for the former degree students should be examined in Economic Theory, Indian Economics and Economic History, in addition to such other History subjects as may be considered most advisable.

3 NOTES TO G.O. No. 867, HOME (EDUCATION), 12TH AUGUST 1916

Dr. Slater's communication on pages 1 and 2 ante forwarded by the Hon'ble Sir Harold Stuart deals with alterations passed by the Senate on the 4th March last, relating to the degree courses in History and Economics. The consideration of the proposed alterations is held over pending receipt of the protests lodged by certain members of the Senate and the memorandum of reply thereto promised by the Registrar. Professor Slater's communication may be taken into consideration when the main subject is dealt with. Meanwhile, the file may, it is submitted, lie over. No reply appears to be necessary to Professor Slater's demi-official on page ante.

T.K.—8-5-16.

P. RAJAGOPALA ACHARIYAR.—10-5-16.

Ask Registrar demi-officially to expedite the protests and the reply thereto.

P.R.—4-6-16.

A draft demi-official is submitted for approval.

P.R.—6-6-16.

E.A.V.—4-6-16.

C.R.—5-6-16.

Demi-official—from the Hon'ble Diwan Bahadur P. RAJAGOPALA ACHARIYAR Avargal, C.I.E., Secretary to Government, (Educational) Department.

To—F. DEWSBURY, Esq., B.A., LL.B., Registrar, University of Madras.

Dated—Ootacamund, the 7th June 1916.

No.—1429-1.

With reference to the correspondence ending with your official letter No. 2855, dated the 10th April 1916, regarding certain alterations in the regulations relating to the B. A. (Honours) Degree course in Branch V, History and Economics, I am to ask you to expedite the submission of the protests and the reply memorandum referred to in your letter.

Demi-official—from F. DEWSBURY, Esq., B.A., LL.B., Registrar, University of Madras.

To—the Hon'ble Diwan Bahadur P. RAJAGOPALA ACHARIYAR Avargal, C.I.E., Secretary to Government, (Educational) Department.

Dated—Kotagiri, the 12th June 1916.

Your demi-official No. 1429-1, Educational, dated 7th instant, has been forwarded to me here.

The reply memorandum in support of the resolution of the Senate amending the Honours courses in Branch V, History and Economics is in print. The proofs have been submitted to the Senate Committee at their request for revision, and in all probability the memorandum will be ready for submission to the Government within the next few days.

Submitted that the protests and the reply memorandum promised by Mr. Dewsbury be awaited.

E.A.V.—13-6-16.

P.R.—14-6-16.

From the Registrar, University of Madras, No. 4316, dated the 16th June 1916.

The alterations now proposed in the University Regulations relate to the courses of study for the B.A. "Pass" and "Honours" courses in Branch V, History and Economics.

The resolutions numbered 1 (a) and 1 (b) relate to the alterations in the B.A. "Pass" course; the alterations consist in the introduction of "Political Science" as a subject of study in the place of "Special Subjects." The proposed alterations under this head seem to be unobjectionable, and may, it is submitted, be at once approved. The Syndicate intend that the alterations should take effect as from the examination of 1918, that is, so as to modify the course of study to be entered upon by students in July next, and they therefore request early orders.

2. The modifications proposed in the B.A. "Honours" course are those comprised in the Senate's resolutions (ii) (a) and (b) (page 3 of the current file). The existing curriculum under this head and that proposed are reproduced below for facility of reference:—

Existing curriculum : Regulation 207.

Proposed curriculum (page 3 current file)---

A candidate shall offer himself for examination in

(A) any three of the following subjects:—

1. Indian History—a general survey of an advanced character.

2. European History,—A. D. 476 to A. D. 1878—a general survey of an advanced character.

3. Constitutional History of Great Britain and Ireland.—a general survey of an advanced character.

4. Economic History of Great Britain and Ireland—a general survey of an advanced character.

5. Economics—a general survey of an advanced character.

6. Politics—a general survey of an advanced character.

(B) Any three of the following subjects:—

1. Indian History—a special subject.

2. History do.

3. Do. do.

4. Do. do.

5. Politics do.

6. Economics do.

7. Economic History do.

8. Elements of Historic method in relation to

(a) a special period of Indian History, or

(b) a special period of British History to be studied from advanced works and authorities.

(c)

(b) that in Regulation 207 under "V" History and Economics" for the existing paragraphs (A) and (B), the following paragraphs be substituted:—

(A) Each of the following subjects:—

(1) History of India.

(2) Constitutional History of Great Britain and Ireland.

(3) Politics.

(4) Economics.

(B) Two of the following subjects:—

(1) Economic History—a special subject.

(2) Politics—a special subject.

(3) History—do.

(4) History—do.

(5) Indian History—a special subject.

From the statement above it will be observed that the changes proposed are the substitution of four compulsory general subjects of study for the present choice of three such subjects out of six and a reduction in the number of optional special subjects so as to keep the total number of subjects to be studied the same as before, viz., six. The other changes are consequential. The alterations are intended to come into force as from the B.A. (Honours) Degree examination of 1919, i.e., from the beginning of the next academic year.

3. The alterations affecting the Honours course have evoked a considerable amount of opposition and formed the subject of protests by the marginally noted *members of the Senate. Copies of their protests and the reply memorandum in support of the amendments (prepared by the Committee of the Senate composed of the marginally noted †members who were selected under Regulation, 64) will be found on pages 7 to 18 and 19 to 24, respectively, of the current file.

*M.R.Ry. K. B. Ramanathan.
" K. V. Rangaswami Ayyangar.
" C. P. Ramaswami Ayyar.
" K. Ramanuja Achariyar.
The Rev. P. Carty. s. j.

†The Rev. E. M. Macphail.
Mr. H. J. Allen.
Mr. F. E. Corley.

The arguments advanced by the protestants and those urged in reply in support of the amendments are summarized below :—

(a) *General*.—(1) The modifications do not represent the unanimous decision of the Board of Studies; the members of that Board from two out of the three mufassal "Honours" colleges were against them.

(2) The existing curriculum has not been sufficiently tried and found wanting and it cannot therefore be contended that the changes proposed are based on adequate experience of teaching or examining under this curriculum.

(3) While the existing curriculum allows of a greater or less degree of specialisation and facilitates natural expansion of the range of Historic and Economic studies in the University by the gradual addition of such further subjects of study as future experience may indicate, the scheme proposed seeks to reduce the number of available subjects from 15 to 9 and would not allow of such natural expansion. Thus the proposals err against the general trend of academic opinion by unduly restricting—or even negating—freedom of options and opportunities for specialized study and liberty for individual variation in the highest course of study, and as such they are reactionary in character and bound to have a depressing effect not merely on the affiliated colleges which have made beneficial use of the freedom given, but also on the progress of historical studies and work generally.

(b) *Points of detail*.—(1) In the proposed scheme "Politics" occupies a pre-eminent position in comparison with other subjects; the study of "Politics" in the abstract without General European History (which it is proposed to omit) may lead to the misapplication of political principles and conclusions.

(2) The increase proposed in the number of obligatory general subjects from three to four will overweight the course and it would be difficult to distinguish between the "Pass" and the "Honours" course, since the four compulsory subjects of study proposed for the latter are identical with those of the former. Further, the omission of the words "a general survey of an advanced character" which occurs in the existing curriculum may possibly lower the standard of the "Honours" examination and raise that of the "Pass" examination, bringing the former to very much the same level as the latter.

(3) The change involves injustice to the mufassal colleges; for while only one of the nine subjects retained (special subject of Economic History) would remain a new one to the colleges at Madras and in the mufassal, some of the other retained subjects may have to be taken up in the Honours course for the first time by mufassal institutions and mufassal colleges will have to give up at the same time some subjects (historic method in relation to Indian History, special subject in Economics, and General European History) for which they have been building up suitable and adequate provision in books, appliances, and above all, in specialized staff.

(4) The incidence of the change will almost exclusively fall on the mufassal colleges; the provision that the University Professors should teach "Honours" classes will have the effect of providing for the teaching in the Madras Colleges by a University officer, of a subject which these colleges have hitherto omitted to choose; and in the result there would be an intensification of the feeling of irritation which has already found expression in the Senate against the preference believed to be extended to the colleges in Madras as compared with the colleges in the mufassal.

4. The replies of the Senate committee do not seem to meet all the objections satisfactorily.

In regard to the general objections referred to in paragraph 3 (a) supra, the Senate committee point out that the undesirable type of specialisation provided for in the existing curriculum and about which the protestants seem to be very keen is not an unreal danger and that it is not unreasonable for the University to seek to guard against it by some more stringent guarantee than the good sense of the colleges

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6. NOTES to G.O. No. 867, HOME (EDUCATION), 12TH AUGUST 1916 concerned. The Senate committee prove by a recital of facts that the proposals adopted by the Senate have received sufficient consideration by the Board of Studies and that the opinion of a small minority of that Board should not be allowed to override the opinion of a large majority backed as it is by the approval of the Senate. (It may be observed that the proposal was carried by a majority of 37 against 35.)

The objections in points of detail referred to in paragraphs 3 (b) (1), (2) and (3) ante are dealt with by the Senate committee in paragraphs (1), (2), (3) and (4) on pages 22 to 23 of the current file.

5. In this connection attention is solicited to Dr. Slater's letter to the University Registrar on pages 5 to 7 ante. He is of opinion that the examination under the proposed regulations will be not one in History and Economics as its name implies but in History, Political Science and Economics, and that owing to the fact that Economic History is not an obligatory subject, the study of Economics which is already made subordinate to History is pushed still further into the background. He considers it to be an extraordinary inconsistency that at the very time that the University has appointed an University Professor of Indian Economics, it should carry through changes in the examination which will compel students in Economics to diminish the small amount of time spent by them on the study of Economics. He also deprecates the position given to Political Science in the proposed scheme and would postpone its introduction as a compulsory subject until the colleges are very much better equipped than they are at present for teaching that subject. If it is nevertheless determined to introduce Political Science, he suggests that there should be an "Honours" degree in Branch V (A)—History and Economics—and in Branch V (B)—History and Political Science—and that for the former students should be examined in Economic Theory, Indian Economics and Economic History in addition to other subjects in History.

6. Attention is also solicited to the remarks of the Director of Public Instruction in his u.o. note on page 3 of G.O. No. 365, Educational, dated the 27th March 1916, in regard to the concentration of University teaching work in Madras to the neglect of the mufassal colleges which "do not directly share equally with the Madras colleges in the advantages of this kind of University development." This point has been referred to with a certain degree of alarm by M.R.Ry. Rangaswami Ayyangar in paragraph 15 of his memorandum.

7. Submitted that the file may be forwarded u.o. to the Director of Public Instruction for favour of very early remarks (vide the last sentence of his u.o. note referred to in paragraph 6 ante).

E.A.V.—23-6-16.

T.K.—23-6-16.

To the Director of Public Instruction.

P. RAJAGOPALA ACHARIYAR—25-6-16.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION.

The arguments of undue haste and want of consideration are sufficiently met by the reply to the protests. The majority in the Board of Studies was not negligible. A unanimous decision would of course have been preferable, but this will never be attained. As regards colleges taking "Honours" they were two against two. The real opposition came from Trivandrum. There is little in Father Carty's protest except the proposal dealt with below to change the whole system of "Honours" courses and examinations. The Senate majority was narrow, but with the present constitution of that body it must be narrow. It is unfortunately the fact that the merits of matters discussed there weigh less than party.

The History "Honours" course was practically framed by Mr. Lepper of Trivandrum. It got through the Syndicate and Senate when the University was reorganized ten years ago, mainly because everybody was so tired of controversy as

to be glad to let anything through, but it has never been regarded as satisfactory by

many people competent to form an opinion about it. It rests on a wrong conception of the meaning of an "honours" course, treating it as though its object were to encourage research, whereas this belongs to postgraduate work and is beyond the powers of young men in the middle of their graduate course. Moreover, the

This is an important point.

P.R.—5-7-16.

whole theory of giving "honours" is that the men of the same year are compared as regards ability and industry with one another. Consequently the examination should be as far as possible of the same standard for all. The large number of options in the present course makes this ideal very difficult of attainment. It is also the case that there is a possibility that colleges will not make a selection from the optional courses that will give their students a sufficiently wide historical training to make fruitful any research work they might afterwards take up. On these general grounds I think the Senate was right in approving the proposed alterations; they make for uniformity of standard and are against premature specialisation.

They are criticised in detail on various grounds, and I will take first the points raised by Dr. Slater. I have discussed the question with him and Mr. Allen, who represents the views of the majority in the Board of Studies that framed the new regulations. I entirely agree that more weight ought to be given in the new courses to Economics, especially Indian Economics. I also am strongly in favour of

Dr. Slater's suggestion to divide the course into two, History and Politics, and History and Economics, but I do not think it is advisable to press this change till better times, as it would involve material strengthening of college staffs.

I think so too.

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In the Presidency College, for instance, a Professor of Economics would be wanted and probably also an Assistant Professor. Meanwhile Mr. Allen is prepared, if the regulations in question are approved, to propose to the Board the addition of another optional subject to the list—Indian Economics. This would enable a student to take three economic subjects out of six, i.e., the four compulsory subjects including Economics, and Economic History and Indian Economics. I place a letter from Dr. Slater below which explains the position as agreed to by him and Mr. Allen. It will be observed that this meets also one objection of the protestants—the dropping from the optional list of a special subject in Economics.

The complaint originating from Trivandrum that the new course narrows the range of studies unduly, means, I think, that sufficient importance is not given to Indian History, and in particular that the elements of historic method in relation to a special period of Indian History is omitted. I cannot see how a special period

of Indian History, or indeed any historical subject, can be treated without some insight being afforded into the elements of historic method. I think that as regards this Trivandrum can go on using in connection with B-V. in the new course all the Indian History material it has collected, whether of men or books. It will further be observed that under the new course, if modified as Dr. Slater desires, a student will be able to take three Indian subjects out of a total of six.

Quite so.

P.R.—5-7-16.

Another important point.

P.R.—5-7-16.

P.R.—5-7-16.

As regards the exclusion of European History, I am sure the Senate is right. The subject is too vast for "Honours" examination purposes even if, as the University appears to think, it can be profitably treated in outline in the "Pass"

course. The argument that a knowledge of it is necessary for a study of "Politics" is well met by the reply to the protests. The days of an abstract Aristotelian treatment of politics are over. The subject is now dealt with historically and is

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itself a vehicle for imparting a knowledge of the broader aspects of History. The books that colleges now possess on European History will be wanted for Politics so that here again the complaint of waste is groundless.

I am in sympathy with Father Carty's desire to make the "Honours" course succeed the "Pass" course except that there would then be no reason to call it an "Honours" course, but there does not seem sufficient reason to treat History differently in this matter from the other subjects. If a general change were mooted,

P.R.—5-7-16.

it would have my support. Of course it is quite possible to teach the same subject to a higher standard in "Honours" classes than in "Pass" classes. In all subjects the work in the two classes covers partly the same ground, and the fact that "History" is somewhat ill defined, offering a very large range of choice of subjects, is not really any reason why we should seek to keep in it the "Pass" and "Honours" courses

distinct. Father Carty is moreover hardly consistent; he wants to have European History in both "Pass" and "Honours" courses and so to diminish the difference between the two.

In [my note at M, I admit that the Madras have an advantage over the mufassal colleges. I regard this as inevitable; the system of University Professors alone would make it so, though

I hope that by visits from these Professors and the delivery of courses in the mufassal colleges something will be done to ease the situation. The professorial system is not however the only cause of the advantage, but the other causes due to Madras being the centre of University as of other activity in the Presidency are equally inevitable. I think the mufassal colleges might with profit study the fable of the belly and the members as well as that of the dog in the manger which Mr. Macphail only anticipated me in mentioning in the Senate.

I now turn to the practical results of Government refusing to approve these regulations. In the first place Indian History will not be a compulsory subject and the executive of the University will be under no obligation to make it so. The protestants will therefore have defeated a specific intention of the Senate. Even if the Syndicate directs the Board of Studies to frame new proposals, there is no probability that they will differ substantially from the present ones. The

The Government have really no means of coercing the Board of Studies.

P.R.—5-7-16.

party of the protestants have put forth all their strength, the other party has something in reserve, they can rely on the support of some of the members of the Board of Studies who have hitherto not taken part in the proceedings. Mr. Allen mentions two, I could add at least one more.

If, however, Government are prepared to approve the resolutions, I think there is sufficient in what I have written above to prove that, if Dr. Slater's compromise is adopted, the mufassal colleges will have much less to complain of than they now think, and perhaps Government might in so many words advise the adoption of this compromise or might say that they understand that there is an intention to propose the addition to the list of optional subjects of "Indian Economics" and that if this is accepted, some of the objections urged against the new History course in "Honours" will be met.

J. H. STONE—27-6-16.

Demi-official—from Dr. G. SLATER, M.A., Professor of Indian Economics.
To—the Hon'ble Mr. J. H. STONE, C.I.E., M.A., F.R.H.S., Director of Public Instruction.

Dated—Coonoor, the 24th May 1916.

It occurs to me that it will be convenient for you to have my summary in writing of the conclusions which I understand to have been reached in our conference on Monday, so far as they affect me:—

(a) I understand that Allen and Macphail are willing to support energetically the addition of *Indian Economics* to the optional subjects for Honours Branch V, this addition to be effective at the same time as the coming into operation of the new regulations under discussion.

(b) I understand that Allen and Macphail will support the publication of a syllabus and list of recommended books for the *Economics* examination. That such syllabus and list be drawn up by myself. That they will not support without what they consider very strong reasons any alterations in my syllabus to which I object.

(c) I, on my part, express my opinion that, in the event of the Board of Studies following the lead which I understand will be given to it by Allen and Macphail as per (a) and (b), the new regulations are an improvement, from my point of view, to the old, and I am prepared to accept them temporarily, in view of the difficulties to colleges in improving their staffs at the present time. I hereby authorise you to convey this expression of opinion to Sir Harold Stuart, Mr. Rajagopala Achariyar and Mr. Moir, to whom I have previously expressed the opinion that the curking of Indian Economics in the new regulations made it advisable that they should be sent back by the Government for reconsideration.

(d) I remain, at present, of the opinion that it would be better to give the students in Branch V the alternative of a more thorough course of study in *History and Economics* or *History and Politics* instead of combining *History, Economics and Politics* in one scheme of examinations compulsory on all students in honours Branch V. With further knowledge of the students and colleges I may change this opinion; but if not, I hold myself at liberty to press for this alteration at any time when the practical difficulties pointed out by Mr. Allen, and recognised by you, no longer appear to be formidable. But I do not, at present, if the new regulations be approved by the Government, intend to support any movement for going back to the old regulations as to something like them.

(e) I do not consider that my position in the University will be satisfactory until I am appointed a Member of the Board of Examiners in History and Economics. I do not want either to set papers or to mark them. But I think it is highly desirable that I should have the opportunity of revising the papers set in Economics. And I cannot see why there should be the slightest hesitation in appointing me.

EDUCATIONAL DEPARTMENT.

The Director identifies himself with the views of the majority in the Board of Studies and supports the proposed changes. In his note (pages 6 to 9 ante) he deals with all the objections raised to the revised regulations in the protests. As regards the objection raised by Dr. Slater, that the new regulations tend more to discourage than encourage the study of Economics, he states that he has since discussed the matter with Dr. Slater and proposes the acceptance of a compromise suggested by Dr. Slater himself. Dr. Slater originally wanted that there should be two degrees in History "Honours", viz., one in "History and Economics" and the other in

"History and Political Science". But in view of the practical difficulties it may involve by way of necessitating additional staff to colleges (page 4 ante), Dr. Slater will for the present rest content if an addition of "Indian Economics" to the group of optional subjects is approved by the Board of Studies and a syllabus and a list of books recommended for the Economic examination are published by the Board.

At the conclusion of his note Mr. Stone accordingly suggests the remitting* of the whole question as regards the "Honours" course to the Senate with an advice to accept the compromise promised. It is for consideration whether the course may be adopted. It seems to be the most feasible solution of the question.

The resolution, so far as it relates to the "Pass" course, may be immediately accepted—please see paragraph 1 of office-note on page 4 supra.

The Hon'ble Sir P. S. Sivaswami Ayyar has expressed a desire to see this file while under disposal.

E.A.V.—1-7-16.

C.R.—1-7-16.

I have perused this correspondence with some care and I have no hesitation in expressing my entire concurrence with Mr. Stone in the views which he has expressed. Absolute unanimity we probably never shall have in matters like these: and I think that it will be a serious responsibility for the Government to take to veto—in what after all is a technical matter—the recommendations of experts, or at any rate the majority of experts. The recommendations may therefore be approved in their entirety. It may be left to the Director of Public Instruction and Mr. Allen to move the Senate, in due course to add "Indian Economics" to the list of optional subjects.

P. RAJAGOPALA ACHARIYAR—5-7-16.

P[ENTLAND]—6-7-16.

No objection has been taken to the alterations made in the History course for the pass degree and there is no question for consideration in regard to these alterations, which must be approved.

2. The alterations in the honours course have excited much controversy and have called forth several protests and a reply by a Senate Committee in support of the opinion of the majority. I have also gone through the arguments on both sides very carefully and have considered the Director of Public Instruction's note. I am unable to adopt the attitude of unqualified and unconditional approval which the Secretary recommends. It is unnecessary to go over the whole field of controversy, and I will confine my remarks to the few points which require to be considered with reference to the conclusions I have arrived at. Personally I am inclined to agree with Dr. Gilbert Slater that the History branch should be bifurcated into (a) History and Economics and (b) History and Politics. But in view of the practical difficulties referred to by Mr. Stone, such bifurcation is probably inexpedient at the present moment. One very desirable result of this bifurcation would be to reduce the number of obligatory subjects to three.

3. Even at present, it would be possible and desirable to reduce the burden of four obligatory general subjects by relegating Politics to the list of optional subjects. The only argument in favour of the inclusion of Politics is that, as it has been introduced as a subject for the Pass course, it should be a *fortiori* desirable as a subject for the Honours course. This argument overlooks the fact that the course of study contemplated with reference to each of these subjects for the Honours degree is of a much more advanced character. If the argument that the obligatory course for the Honours degree should comprise every subject included in the course for the pass degree is valid, the list of obligatory subjects now proposed for the Honours course should be extended by the inclusion of "General European History".

4. The weakest point in the case of the majority is the reduction of the list of optional subjects. The arguments of the majority are all directed against the dangers of too early and too narrow specialization. The undesirability of bestowing the Honours Degree on those who are ignorant of British History beyond the Intermediate standard or of Indian History or of Economics may be conceded. In so far as the very wide latitude of choice now allowed permits a student to reject any of these subjects, reasonable objection may be taken to the present course. But when the necessary level of knowledge in a number of general subjects has been secured by prescribing four obligatory subjects, it is difficult to understand why the number of optional subjects from which two have to be chosen should be cut down. As a matter of fact, there is not a single argument worth the name for the curtailment of the optional list. Dr. Gilbert Slater pressed for the inclusion of Indian Economics, and his proposal has been accepted by Messrs. Allen and Macphail in the *estente cordiale* arrived at between them. I would advise the Senate to add to the list the subject of "Elements of Historic method in relation to a special period of History" which forms item 8 in the present optional list. If these two subjects are added, the objections of the Protestants will be met to a large extent. The inclusion of these two additional subjects will not affect any college which does not wish to take them up. On the other hand, it will benefit the Trivandrum College, which has been specializing in these subjects.

5. The Regulations now proposed by the Senate are open to serious objection in that they propose to bring the changes into operation at once from the beginning of the academical year 1916-1917 and do not give any time to institutions like the Maharaja's College at Trivandrum to adjust themselves to the changes. It may be all very well for the Presidency and the Christian Colleges which have perhaps been teaching these identical obligatory subjects to conform to the new Regulations. But it is hardly fair to other colleges which have framed their courses differently under the present Regulations. No great harm will be done by postponing the operation of the new Regulations for a year, so that they may affect only the Honours Degree examination of 1920.

6. To sum up, I would tell the Senate that, while approving of the policy of guarding against too early and narrow specialization by prescribing a certain number of obligatory subjects, we should like to see the number reduced to three by the relegation of Politics to the optional group,

that the subjects of "Indian Economics" and "Elements of Historical method in relation to a period of History" should be added to the optional group, and

that the operation of the rules should be postponed for a year so as to affect only the students who join the Honours class in 1917-1918.

P. S. S[IVASWAMI AYYAR]—9-7-16.

Telegram—from the Registrar, University of Madras.

To—the Secretary to Government, Educational Department.

Dated—Madras, the 7th July 1916.

Kindly state for information Syndicate probable date. Orders upon this office letter 2309, dated 27th March last, submitting amendments pass B.A. History course. Colleges reopened requiring instructions.

The file relating to alterations in the B.A. History course was circulated to His Excellency the Governor and the Hon'ble Sir P. S. Sivaswami Ayyar, K.C.S.I., C.I.E., on the 6th instant in box 5 and is now understood to be with the latter.

2. For orders whether the present telegram may be sent to the Honourable Member for perusal.

E.A.V.—8-7-16.

C.R.—8-7-16.

Please telephone Private Secretary to His Excellency the Governor and enquire if His Excellency has passed orders; and if he has, please telephone to the Hon'ble Sir P. S. Sivaswami Ayyar and say that Syndicate have wired for urgent orders and and the reasons given by them.

P. RAJAGOPALA ACHARIYAR—8-7-16.

Submitted that as directed above telephonic messages were despatched to the Private Secretary to His Excellency the Governor and the Hon'ble Sir P. S. Sivaswami Ayyar—vide slip (T).

2. It has just been ascertained that the Honourable Member handed over the file to His Excellency at Government House yesterday and that the file is now with His Excellency.

E.A.V.—10-7-16.

C.R.—10-7-16.

Wire to the Registrar that the matter is under consideration. These papers should go into the main file when it comes back from circulation.

P.R.—10-7-16.

The following telegram to the University Registrar is for approval:—

"No. 2491-1. Your telegram. Amendments B.A. History course. Matter "is under consideration."

E.A.V.—10-7-16.

C.R.—10-7-16.

As personally directed by the Secretary, the following telegram to the Registrar of the University is submitted for approval:—

"No. 2491-2. Reference your letter 2309, 27th March last. Alterations in "the regulations for B.A. History pass course sanctioned. The changes proposed in "the Honours course still under consideration and may take some time to dispose "of."

E.A.V.—18-7-16.

C.R.—18-7-16.

P.R.—18-7-16.

These are differences among experts, i.e., the Syndicate and also the Board of Studies: in the discussion of which it has not been usual for Government to intervene. And after considering Sir Sivaswami Ayyar's suggestions, I cannot advise Government to intervene now. The division of the Honours History course is at present impracticable, as Dr. Slater agrees: while the arrangement made with him will result in the inclusion of Indian Economics as an optional subject. There is no difference of opinion in regard to the Pass alterations and as (see page 13 of the notes file) the Honours changes are to come into force as from the B.A. Honours Degree examination of 1919, for which the three years course has only just begun, I would leave the question of notice to the University authorities. I agree with the Secretary.

P[ENTLAND]—19-7-16.

A draft memorandum informing the Syndicate that the Government approve the alterations proposed in respect of the B.A. History "Pass" course and that separate orders will issue in respect of those relating to the "Honours" course is submitted for approval. After the issue of the memorandum the file will again be submitted for action with reference to His Excellency's orders above.

E.A.V.—20-7-16.

C.R.—20-7-16.

Issue the memorandum and resubmit the file sharp.

P.R.—21-7-16.

[Memorandum No. 1215-2, Educational, dated 21st July 1916.]

The memorandum has issued and the file is resubmitted.

E.A.V.—22-7-16.

C.R.—22-7-16.

Hon'ble Sir P. S. Sivaswami Ayyar.

P.R.—22-7-16.

Please circulate to my other Colleagues.

P. S. S[IVASWAMI AYYAR]—24-7-16.

Hon'ble Sir Alexandar Cardew.

Hon'ble Sir Harold Stuart.

P. RAJAGOPALA ACHARIYAR—25-7-16.

Section 25 of the Act says: "The Senate, with the sanction of the Government, may from time to time make regulations . . . for the courses of study to be followed by candidates for any University examination." The function of the Government under this section seems thus to be either to sanction, or to withhold sanction from, the regulations made by the Senate. No one, I understand, advocates the retention of the present regulations for the Honours course, which certainly seem to be open to criticism, and it seems to be generally agreed that the revised regulations now submitted for sanction by the University are a move in the right direction and an improvement on the existing regulations. But the Hon'ble Sir Sivaswami Ayyar proposes that, while approving of the policy of the revised regulations, we should suggest certain further modifications. I am not certain whether my Honourable Colleague proposes to sanction the revised regulations, coupling our sanction with certain suggestions, or to refuse sanction to the revised regulations until the further modifications are introduced. I should be decidedly opposed to the latter course, because there seems a generally held view that the revised regulations are better than the present regulations and it would thus be a mistake to refuse to allow this improvement to go forward merely because it does not seem to achieve perfection. The other course, i.e., of suggesting certain further improvements, seems rather outside our functions. Those suggestions can be brought forward in the appropriate University forum by those who advocate them. The matter, as His Excellency has observed, involves differences between experts, and I doubt whether it is altogether advisable for the Government to intervene, especially as these educational disputes seem to generate so much heat and to be debated, as the Director of Public Instruction tells us, more on party lines than on their merits. By merely sanctioning the revised regulations, we take no side in the controversy, and as the revised regulations are generally admitted to remove reasonable grounds of objection in the present course, it would seem clearly best to give sanction. I would therefore take that course. The date of introduction is clearly a detail for the University rather than for us.

A. G. C[ARDEW]—26-7-16.

I agree with His Excellency and Sir Alexander Cardew as to the action to be taken. My view is that our intervention should be limited to matters of first-rate importance and even that should be rare. It is expedient to give the Senate the widest possible powers and thus enforce its responsibility for the administration of University affairs.

H. A. S[TUART]—26-7-16.

P.S.—Since writing the above, I have received a letter from Professor Gilbert Slater from which I extract the following:—

"You will be glad to hear that on Saturday morning I got the Board of Studies in Economics and History to resolve unanimously to recommend to the next Senate meeting that "Economics, a special subject" be added to the options for the B.A. Honours (Branch V). After all the controversy we had, and after Stone's interview with Allen and myself, I think Macphail ought to have moved this as Chairman and Allen to have supported it. Allen did not turn up, and Macphail did not even put it on the agenda. When I moved it, therefore, there was naturally a protest that so important a question should not be sprung upon the Board without notice. I had therefore to give some account of the circumstances as a justification for insisting on pressing the question to a vote. Then I got the unanimous vote in the affirmative."

H. A. S[TUART]—26-7-16.

Hon'ble Sir P. S. Sivaswami Ayyar.

His Excellency.

P.R.—27-7-16.

I am sorry I am unable to agree with my Honourable Colleagues. What I meant to suggest was not that we should veto the regulations but that while according sanction to the regulations we should make certain suggestions to the Senate. I do not

consider this to be outside our functions nor do I agree that we can only accept or reject the recommendation. This last question, however, need not be now considered. I think that by declining to form or express an opinion on matters of difference submitted to us, we are abdicating our functions.

As I observed before, the memorandum in support of the Senate resolution gives no reasons whatever for curtailment of the optional list in the (B) subjects. Mr. Stone himself suggested that Government might in so many words advise the

See the last paragraph of his note, pages 24 and 25 ante. addition of "Indian Economics" in the B list of subjects. This shows that there is nothing out of the way or improper in making a suggestion to the Senate.

P. S. S[IVASWAMI AYYAR]—28-7-16.

I still think that we should make the suggestion to the Senate that as there do not seem to be any strong grounds for curtailing the list of B subjects, the subjects of "Indian Economics" and "Elements of historic method in relation to a special period of history" might at least be added to the B list so as to obviate grounds for complaint.

I hope His Excellency may be able to see his way to accept this suggestion at least.

I press this point; the proposed regulation will affect the Trivandrum College by preventing it from taking up a subject for which it has shown a preference in the past.

P. S. S[IVASWAMI AYYAR]—28-7-16.

I regret to be unable to agree with Sir Sivaswami Ayyar in this matter; but after careful reconsideration and having in view the opinions of Sir Harold Stuart and Sir Alexander Cardew, I remain of the opinion already expressed that Government have in the past acted wisely in refraining from intervention in discussions of this nature: and that I cannot advise such intervention now. On all grounds it would seem to me impolitic.

P[ENTLAND]—6-8-16.

Seen.

P. S. S[IVASWAMI AYYAR]—8-8-16.

A draft order sanctioning the alterations in the B. A. History "Honours" course is submitted for approval.

E.A.V.—10-8-16.

N.K.—11-8-16.

C. RAMANUJA ACHARIYAR—12-8-16.

P. RAJAGOPALA ACHARIYAR—12-8-16.

[G.O. No. 867, Home (Education), dated the 12th August 1916.]

I have issued the Government Order sanctioning the changes in the B.A. History "Honours" course. I beg to bring to notice that the resolution of the Senate is to bring these changes into operation with effect from the beginning of the University year 1916-17—please see page 2 of the current file. As the University year has already commenced and over a month's teaching has also been given—presumably under the old course—it would, I fear, greatly irritate the opponents of the changes now sanctioned if the University should be so unwise as to bring them into operation (practically with retrospective effect) from the beginning of the current University year. May I write demi-officially to the Registrar suggesting that it would be well if the changes are introduced with effect from the beginning of the University year 1917-18?

P.R.—14-8-16.

His Excellency understands that the introduction of the changes has been deferred to 1917-18.

T. E. MOIR—31-10-16.

Hon'ble Sir P. S. Sivaswami Ayyar for perusal.

P.R.—1-11-16.

P. S. S[IVASWAMI AYYAR]—2-11-16.

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University Regulations

Sanctioning certain alterations in the regulations of the University Council for the B. A. Degree

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