

Home (1917) Department.
(Education)

Ordinary SERIES.

G.O. No. 532

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INDEXED

[Despatch Abstract.]

Legislative Council.

Recording notes connected with the resolution on the subject of the establishment of a University and opening of additional colleges in the Telugu districts moved by the Hon'ble Mr. B. Venkatarati Reddy at the meeting of the ——— held on the 7th February 1917.

BACK PAPERS.

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Resolution XI

NOTES.

University and Colleges
in Telugu district

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LOCAL AND MUNICIPAL (LEGISLATIVE) DEPARTMENT.
NOTES CONNECTED WITH RESOLUTION ON MATTERS OF
GENERAL PUBLIC INTEREST.

[SUBJECT.—*Establishment of a University and opening of additional colleges in the
Telugu district.*]

The Hon'ble Mr. B. VENKATAPATI RAJU :—

HOME (EDUCATION) DEPARTMENT.

XI

~~XV~~. This Council recommends

(a) that this Government move the Government of India to establish a
separate University for the Telugu districts after the close of the war ;

(b) that this Government open additional schools and colleges both
literary and professional in the Telugu districts in the meanwhile so far as
funds permit.

Clause (a).—In respect of this clause it may be observed that the Government
have not so far accepted any responsibility for the provision of separate Universities
for the different parts of the province. The Government of India's declaration of
policy in regard to University education
Page 14 of G.O. 394, Educational, 1st May 1913. is set forth in paragraphs 45 to 48 of
their Resolution of 1913. It is stated
therein :—

"The day is probably far distant when India will be able to dispense altogether with the
affiliating University ; but it is necessary to restrict the area over which the affiliating Univer-
sities have control by securing in the first instance a separate University for each of the leading
provinces in India and secondly to create new local teaching and residential Universities within
each of the provinces in harmony with the best modern opinion as to the right road to educa-
tional efficiency. . . . Only by experiment it will be found out what type or types of
Universities are best suited to the different parts of India."

The programme as described in the above extract is gradually being worked up
to. It is also clear from the concluding portion of the above extract that a decision
has not yet been arrived at as to what type or types of Universities are best suited to
the different parts of India as that Government believe that it can be gauged only by
experiment. In the above circumstances it is apprehended that the demand for a
separate Telugu University is premature.

2. In the present resolution the Additional Member is presumably repeating
the demands of the Andhra conference which has periodically passed resolutions on
a multitude of subjects, urging various schemes, few of which come within the range
of practical politics (vide in this connection the resolutions of the second Andhra
conference, especially the fifth one, urging upon the Government the necessity of
establishing a fully equipped University for the Andhra country and also the
Secretary's note thereon recorded in G.O. No. 619, Educational, dated the 12th June
1915.

3. *Collegiate education.*—The only districts in the Presidency that are *not* provided with colleges are Kurnool, Bellary, Cuddapah, Nellore, Chingleput, South Arcot and Rāmnād. The Ceded Districts College recently established at Anantapur is intended to serve the needs of the districts of Kurnool, Bellary and Cuddapah. Nellore, Chingleput and South Arcot are contiguous to Madras, while Rāmnād may for educational matters be treated as part of Madras. Thus facilities now exist in almost all districts for students desiring collegiate education; and the Telugus do not appear to have any genuine grievance in this respect, especially as there are ten * colleges in the Telugu districts.

4. *Secondary and Primary education.*—The following statement shows the percentages of male pupils to male population of school-going age in public secondary and elementary schools:—

District.	Secondary schools.	Elementary schools.
Ganjam (Telugu)	2.88	35.9
Vizagapatam "	2.24	22.7
Gōdāvari "	6.49	36.6
Kistna "	5.24	38.3
Guntūr "	3.83	41.0
Kurnool "	1.85	37.5
Bellary "	1.97	34.5
Anantapur "	1.14	29.7
Cuddapah "	1.61	40.9
Nellore "	2.52	31.0
Madras	32.95	47.6
Chingleput	4.49	37.6
North Arcot	2.24	33.0
Chittoor (Telugu)	2.51	25.2
South Arcot	2.09	36.1
Tanjore	8.46	36.6
Trichinopoly	4.88	29.6
Madura	4.81	30.0
Rāmnād	3.67	33.0
Tinnevely	6.31	46.5
Coimbatore	3.32	27.5
Salem	1.25	22.9
The Nilgiris	4.52	45.0
Malabar	5.04	45.4
South Canara	6.02	35.0
Average for the Presidency	4.23	34.3

As regards secondary education the districts which are below the Presidency average are Ganjam, Vizagapatam, Guntūr, Kurnool, Bellary, Anantapur, Cuddapah, Nellore, Chittoor, North Arcot, South Arcot, Rāmnād, Coimbatore and Salem. In the last-mentioned five districts Tamil is the prevailing language and thus backwardness in respect of secondary education cannot apply solely to the Telugu districts. It will also be seen from the above statement that the Tamil districts of North Arcot, Rāmnād, Madura, Trichinopoly, Coimbatore and Salem have to be considered backward as regards primary education along with the Telugu districts of Nellore, Anantapur, Chittoor and Vizagapatam.

5. *Clause (b).—Policy of Government in opening new schools.*—The responsibility for primary education in rural areas rests with local bodies, but in recent years the Government have been largely subsidising those bodies to enable them to open additional elementary schools. As regards secondary and collegiate education the policy is to rely as far as possible on private enterprise. The Government are now meeting the not cost of seven †

Paragraph 20 of the Resolution of the Government of India, printed on page 7 of G.O. 394, Educational, 1st May 1913.

† (Cuddapah, Kurnool, Bellary, Anantapur, Chittoor, Russellkonda and Purushottapur.)

secondary schools in the Telugu districts.

Paragraph 62, page 18 of G.O. 394, Educational, 1st May 1913.

cause of education. In this connection delivered by Sir Alfred Bourne at the meeting of the Legislative Council on G.O. 1206, Educational, 18th December 1913.

In issuing the Resolution on Educational Policy in 1913 the Government of India appealed to wealthy citizens throughout India to give of their abundance to the following extract from the speech the meeting of the Legislative Council on the 13th November 1913 will be of interest:—

“The other part of the resolution deals with an altogether different matter, namely, that the Government should provide additional educational institutions—collegiate, secondary and primary—in certain localities. . . . We are doing all that we can with the funds we have, to give subsidies to local bodies to open new elementary schools. We have no more funds at the present time to open additional colleges or secondary schools, and even if we had we should very seriously consider in deference to the wishes of the people and in deference to public opinion—we should have very seriously to consider whether they should be opened under Government auspices or whether the money should be devoted to giving aid to private agencies. When we did propose to open a number of secondary schools or to have a number of secondary schools under Government management, the measure was vigorously opposed by the public at large and I was told that we should rather give grants to private agencies.”

As far as funds permit the Government try to improve education in backward tracts, but as Telugu districts cannot as a class be considered backward, it is not clear why they should be given exceptional treatment in the distribution of the funds available.

6. As regards professional colleges and schools it is submitted that there is now G.O. 580, Educational, 26th May 1916. a medical school at Vizagapatam and a training college is to be opened at Rajah-

mundry in July next. The Government have under consideration the question of establishing a mechanical engineering school at Cocanada and a civil engineering school either in Madras or in the Telugu country. The principal professional colleges, viz., Medical, Law and Engineering Colleges, are all at Madras which is central; students from the southern districts do not find it inconvenient to go to Madras for their education and there appears to be no reason why Telugu students should be specially treated and colleges opened exclusively for their benefit. Besides, it is not likely that funds will be forthcoming for some years for opening fresh institutions.

7. As the resolution urges on the Government the adoption of a new policy in educational matters somewhat at variance with the principles laid down by the Government of India, it may, it is submitted, be opposed.

8. Orders are requested whether the resolution should be discussed in Council, whether further information should be called for and as to who should take charge of the resolution.

T.K.—28-1-17.

N.K.—29-1-17.

C. RAMANUJA ACHARYA—29-1-17.

The whole thing is a question of funds. I think that there is room for more Universities in the Presidency, and the demand that one of the Universities should be placed in the Telugu country is not *per se* unreasonable. And as for schools and colleges, literary and professional, we certainly need many more and the Telugu districts should have their share, when there are funds for more educational institutions. The resolution may be received with sympathy; but the Government should not, I think, be committed to any promise in any of these respects.

2. The Director of Public Instruction may see the papers on return.

P. RAJAGOPALA ACHARIYAR—30-1-17.

I agree. The Resolution cannot be accepted, but should be criticized sympathetically.

P.

31-1-17.

"I should
prefer to maybe
at this stage
P. 3
31-1-17."

Extract from the Proceedings of an Adjourned Meeting of the Council of the Governor of Fort St. George assembled for the purpose of making Laws and Regulations under the provisions of the Act of Parliament, 5 & 6 Geo. V, Ch. 61

The Council re-assembled at the Council Chamber, Fort St. George, at 11 a.m. on Wednesday, the 7th day of February 1917.

RESOLUTION *RE* ESTABLISHMENT OF A UNIVERSIETY AND OPENING OF ADDITIONAL COLLEGES IN THE TELUGU DISTRICTS.

RESOLUTION RE ESTABLISHMENT OF A UNIVERSITY AND OPENING OF ADDITIONAL COLLEGES IN THE TELUGU DISTRICTS

His Excellency the PRESIDENT:—"May I intimate to the Council that resolutions Nos. XI and XII cover the same ground. Resolution No. XII* is covered by resolution No. XI. I do not think we need have a separate discussion on resolution No. XII."

The Hon'ble Mr. B. VENKATAPATI RAJU:—"Your Excellency, the resolution that I have the honour to move runs as follows:—

'XI. This Council recommends

(a) that this Government move the Government of India to establish a separate University for the Telugu districts after the close of the war;

(b) that this Government open additional schools and colleges both literary and professional in the Telugu districts in the meanwhile, so far as funds permit.'

"My Lord, it is scarcely necessary for me to take an elaborate speech to commend this resolution to the favourable consideration of this Council, for, if there is any question on which there is absolute agreement of opinion among all schools of political thought, it is question of the urgent need for the spread, both in depth and breadth, of education in the country.

"Moreover, the question of the establishment of a University for the Telugu districts is neither a new one hastily conceived, nor suddenly sprung on the public. Many years ago Sir Ananda Gajapati Raj, Maharaja of Vizianagram, was convinced that the question was so ripe for solution and actually selected a site near Vizianagram for the University.

"Sir Harold Stuart, who has just retired from the Civil Service after occupying the Vice-Presidency of this Council, has told us that twenty-five years ago he contemplated the need for a Telugu University as well as a Tamil University. The Andhra Conferences and District Conferences in the Telugu districts have been passing resolutions unanimously during the past four years, praying the Government to establish a University in a convenient centre in the Telugu districts for the spread of education therein.

"The Telugu districts are behind the other districts both in the matter of the spread of education among the masses and the number of those that have received a University education. There are in the Telugu districts 1,650 B.A.'s out of a total for the Presidency of 13,659 or 12 per cent, 320 out of 3,087 B.L.'s, 4 out of 39 M.L.'s, 22 out of 392 L.M.S.'s, and 10 out of 147 B.K.'s. The percentage of literate males in the Telugu districts is 9.8 against 18.5 in the other districts and excluding Madras 16.6 per cent. Of the males literate in English in the Telugu districts we have only 63,826 as against 135,285 in the other districts, excluding Madras with 48,043. Now considering the various kinds of educational institutions we find that there are 3 first-grade colleges in the Telugu districts against 3 in Madras, 6 in the districts other than Telugu, and 4 in the Native States, and 8 second-grade colleges as against 15 in the other districts, excluding 3 in Madras City and 5 in the Native States, 49 high schools as against 103 in the other districts, excluding 17 in Madras and 6 in the Native States. Even with reference to elementary education the Telugu districts have only about 14,424 primary schools with 5 lakhs of students as against 16,719 schools with 7½ lakhs of students in the other districts.

"These figures tell a sad tale of backwardness in the matter of education in the Telugu districts which have an area of 83,000 square miles out of a total of 143,924 square miles for the Presidency and a population of over 17 millions out of 41 millions for the Presidency.

"This backwardness is by no means due to any intellectual or other inferiority of the Telugus. When the British first came to India it was in the Telugu districts that the first factories were established. The Telugu districts pay 340 out of the 730 lakhs of the land revenue of the Presidency. Even in the 18th century the Telugus were considered so important that the Serampore Press first printed the Telugu edition of the Bible in preference to the other South Indian vernaculars. The Telugus are the last indigenous ruling race of South India. The story of Kistna Deva Raya

* Vide pages 478-480 infra.

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(Mr. Venkatapati Raju.)

and the Naiks in Tanjore and Madura cannot fail to show the place occupied by the Telugus in South India, in the not-far-off past. Again, the Telugus represent the latest renaissance of Indian culture under the auspices of the Vizianagram Empire. The Telugus are more forward in various directions—as consider for example the quiet and practical solution of the sea-voyage problem—than any other class in South India.

"What, then, is the cause of this backwardness of the Telugus in Western education? It is clearly due to the avoidance of the East Coast districts in making the railway routes originally. In the south the first railways ran through the rich Tamil districts of the Cauvery delta. So far as the Telugu districts were concerned the connection with Bombay was considered so important that the first railway ran through the arid Ceded Districts and not through the rich Gōdāvari and Kistna delta districts which, by the way, pay nearly a fourth of the whole land revenue. Thus communication with Madras was denied to us for many years and the forward people of the Telugu districts along the coast were placed at a great disadvantage. It was only twenty years ago that the East Coast Railway reached Berhampur and since then the progress of the Telugus has been strikingly rapid in every direction. It would have been considerably more rapid had there been a sufficiently large number of colleges and schools in the Telugu districts. Three first-grade colleges and eight second-grade colleges, two of which are only a year old, are too small a number for a population of 17 millions scattered over an area of 83,000 square miles.

"In his memorable speech at Nandyal in October last, the Hon'ble Sir Alexander Cardew in an exhortation to the students said 'you have to get to try and fit yourselves to occupy the leading posts in your native districts. Wherever I go here, I find that many of the leading men are emigrants from the south and many of the most lucrative fields of labour are occupied by them. It is quite a permissible piece of local patriotism to wish to recover these posts for men of these districts and to show that you are just as fit as any one else to occupy these positions. Every one here should see to it that he at any rate does his share in supplying this want of his native district. I wish you all success in such endeavours.' The only way of supplying the want pointed out by Sir Alexander Cardew is to establish a separate university for the Telugu districts.

"The advantage of establishing universities on a linguistic basis is only too obvious. If any part of India is to be raised in every direction, it can be only by familiarising the great mass of the people with such Western ideas as leave their stamp on their daily lives and this can be done only by popularising these ideas in the vernacular. This means the creation of a separate university for every large community which speaks the same language. Certainly no one can say that a population of 17 millions speaking the same language and proud of the same literature is not sufficiently large to have a university for itself. The Telugus have a strong individuality and a separate university for them would be turned to the best account.

"The University of Madras is an over-grown institution that cannot be expected to do the needful for the Telugus or any other large community, to develop what is most important to develop. There are only six Telugus on the Senate of whom only two are residents of the Telugu districts, and the interests of the most numerous class inhabiting more than half the area of the Presidency require a far larger representation to safeguard their interests.

"Comparing the number of existing universities in the various civilised countries with those we have in India, and those that are in contemplation, an additional university for the Andhras is not one too much. Argentina has 5, Austria 7, Hungary 3, Belgium 4, Chile 2, France 19, Germany 21, Italy 17, the Netherlands 5, Russia 10, Spain 9, Sweden 2, Switzerland 7, the United States of America 13 and smaller States of the size of one of our districts each have a university.

"The only possible arguments anyone can bring against my proposal are the following:—

- (1) The existing Madras University amply meets what demand there is for collegiate education;
- (2) There are not enough colleges in the Telugu districts to justify the creation of a separate university for the Telugu people;

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- (3) The towns in the Telugu districts are not sufficiently big, or highly populated to supply students to the university;
- (4) There are not enough educated people in the Telugu districts to manage the university;
- (5) The cost of establishing a new university in South India would be prohibitive.

"The prevailing illiteracy in the Telugu districts, the general backward condition of education and the fact that there are only 1,618 scholars out of 8,159 studying in college in five Telugu districts and none in the remaining six districts, amply proves the necessity for a separate university.

"I shall now discuss these points briefly. It is true that at present there are only three first-grade and eight second-grade colleges in the Telugu districts. This is a very regrettable fact, but one which in my opinion can and ought to be immediately remedied in the interests of the advancement of the Telugu people. To secure this the existing second-grade colleges can at once be turned into first-grade colleges if only the Government would not in the name of efficiency require an impossibly high funded capital to be provided by the management before they are raised to the first-grade. In this country where the wealthier classes have not learnt to divert the stream of charity from religious to educational channels, colleges ought first to be provided before endowments can be secured for developing them in various new directions. I hold it is unreasonable in the present circumstances of the country to say 'first secure an endowment of so many lakhs and then we shall permit a college to be started.' The proper method of encouraging the growth of education is to start colleges with provision for education in such subjects as history, philosophy, oriental languages, the teaching of which does not require any initial outlay, and when these colleges gradually secure the necessary endowments, open science chairs. The high schools in Chicacole, Amalapur, Narasapur, Bezvada, Nellore, Tenali, Cuddapah, Kurnool, Proddatur, Bellary and other places can similarly be made second-grade colleges. If this policy of sympathetic encouragement in the matter of development of colleges be adopted, there is no reason why the proposed university should not start its life, composed of a large number of first and second grade colleges. It might be argued that the towns mentioned above are not large cities and cannot furnish enough students to the colleges proposed. This argument ignores the fact that the bulk of students at our colleges are village-born and bred. India is still and will continue, till its industrial development on modern lines is accomplished, to be a land of villages and hence the non-existence of large cities is no reason why colleges should not be started in our towns. The existing colleges do not meet the demand for collegiate education on account of this very fact that the bulk of our students belong to villages and the great distance of the few existing colleges naturally prevents them from seeking higher education. The argument that there are not enough educated men in the Telugu districts to choose Fellows for the proposed university, need not, I think, be taken seriously. The pick of the professors of Colleges, members of the civil service and of the learned professions are highly enough educated to reserve to sit in the proposed Senate. The only argument that remains to be disposed off is the question of cost. This again depends on the kind of university we contemplate. The Telugu people will be satisfied if the university to be started be merely a copy of the Madras, Bombay and Calcutta universities when they were first started. None of these universities started with a funded capital. They have gradually grown to be what they are now. I am sure if the Andhra University be started on the same lines, it will grow much sooner to the position the older universities have attained.

"Hence the scheme of an Andhra University is quite feasible. All that is wanted is organising the existing colleges and those that would be started soon into a university with a Syndicate and Senate of its own. If this is done there is every prospect of the foundation by the enlightened zamindars who abound in the Telugu districts of endowments of chairs in scientific subjects, such as are a conspicuous feature, of a modern university. The creation of a university will stimulate the generosity of the wealthy Andhras. In my opinion it is a mistake to await offers of endowments before the university is started.

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OF ADDITIONAL COLLEGES IN THE TELUGU DISTRICTS

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"In asking for a separate university the Telugus are not actuated by mere sentiment. They look upon it as the primary means of advancing themselves, and deserves to be placed in the forefront of all reforms necessary for the good of the people.

"I must take this opportunity of expressing the grateful thanks of all Indians to the Government for the great impetus they have given in recent years to education and the vast sums of money they have been devoting for the spread of education. Of course, perfection is not possible in human institutions. Even the Government would admit the existence of many defects in the matter of education. It is hence the duty of the people to co-operate with the Government by pointing out the defects noticed by them and suggest remedies.

"Even in England the greatest men have pronounced that the educational system was in need of revision in various respects. Persons engaged in agriculture, trade and industry should be well educated and scientific knowledge should be improved. Scientists should be patronised and classics should cease to be the *sine qua non* of culture and liberal education as at present.

"To effect any useful reform, of education in India, the peoples' representatives should be taken into the confidence of the Government. The Government should not look upon a university as a department of state. The great educationist Professor Sadler says, 'it is too vital a public interest to be divorced of public supervision, and too intimately private to be the concern of the state alone.' Great changes are needed in our schools and colleges as our present Viceroy has stated recently—changes in what is taught and what is required to be learned.

"Regarding education in England Professor Sadler said 'to discover through discussion and experiment how we may secure the contact, without on the one hand leaving educational scandals uncorrected and educational destitution unrelieved without on the other hand making bureaucracy sovereign in the future developments of our schools is one of the tasks which this country (England) seems now bidden to undertake, both for its own well-being and for the guidance of many other nations. Education is the highest service which the present generation can give to the future.' If such safeguards were found necessary in England where the people have practical control over the Government, it is a tenfold necessity in this country. Sir Charles Aitchison, a former Lieutenant-Governor of the Punjab, who presided over the Public Service Commission of 1836 stated at the inaugural convocation of the Punjab university in 1882—as early as 1865 the proposed university was described as the peoples' own department of public instruction and the popular element has been a distinguishing feature of the project from the beginning and one of the special objects of the university was to associate the learned and influential classes in the Province with the officers of the Government in the promotion and supervision of popular education and to promote the diffusion of European science as far as possible through the medium of vernacular languages.

"The Marquis of Ripon, the ever memorable Viceroy, in his reply on that occasion said that 'there is a great advantage in having educational institutions in a country founded upon different systems and presenting various methods of teaching such as in England, Oxford is for classics, Cambridge for mathematics and Manchester for science-- and emphasised that Indian education will greatly benefit from being largely conducted by natives of India themselves and the leaders of the people should be associated with the Government in their endeavours to progress of education and in the deliberations connected therewith.

"The fact that Indian parents are more vitally interested in the education of their children than the education experts of the Government, cannot be overlooked, as their future is necessarily bound up with the educational policy of the Government, and I emphatically say that to ignore the Indian view in shaping the educational policy of the Government is disastrous to the best interests of the country. Seventeen millions of Andhras plead with one voice that a separate university for the community is a desideratum.

"Even in the recent report of the Public Service Commission, whose halting recommendations have satisfied none, we notice that Sir Murray Hammick, Sir Theodore Morriison, the Hon'ble Mr. Chaubal and Mr. R. Macdonald admitted that the existing universities are not too many for the needs and conveniences of India. In the debate on the Patna University Bill the Hon'ble Pandit Malaviya said that no

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one need be alarmed at the addition of more universities and urged that there was much need for many more universities to be established in order that study in the various branches of knowledge, scientific, general, technical and industrial, may be promoted by them. The Hon'ble Mr. Sarma pleaded for the establishment of universities on a linguistic, in preference to a territorial, basis, and the Hon'ble Mr. V. S. Sastri said he would welcome the establishment of an Andhra university. The Hon'ble Dr. Tej Bahadur Sapru said on the same occasion that he was one of those who believed that the more universities we have in this country the better it is for the country and its future, while the Hon'ble Nawab Syed Ali Chaudhuri also pleaded for more universities. The premier political association of this Presidency simply voiced forth the unanimous desire of the people when in its memorandum submitted to the Hon'ble Sir Sankaran Nayar during his recent visit to Madras it pleaded for two more universities in the Presidency—one for the north and another for the south.

"I submit that no apprehension need exist, that additional universities would lower the standard of education, but would on the other hand by creating a healthy inter-university rivalry bring about higher standards.

"In conclusion I have only to add that the future of the Andhras is indissolubly connected with a university of their own, and any thing short of a university for the Telugu districts would not allow to the fullest possible extent the realisation of their hopes and aspirations.

"I commend the resolution for your acceptance."

The Hon'ble Rao Bahadur V. K. RAMANUJA ACHARIYAR:—"Your Excellency, as a native of the Tamil districts, I beg to second the resolution. I am very glad to see that my Andhra friends are going to manage their own education. I am willing to go further than that and should welcome the day when they may have a separate province of their own, which will be a unit in the Federated States of India."

His Excellency the PRESIDENT:—"Before I call upon the Hon'ble Mr. Stone to reply, I believe that the Hon'ble Mr. Suryanarayana Rao would prefer to move his resolution separately, as it relates not only to Telugu districts but other districts as well."

The Hon'ble Mr. A. SURYANARAYANA RAO PANTULU:—"Yes."

The Hon'ble Mr. J. H. STONE:—"Your Excellency, the best course to adopt in replying to this resolution is to take the case of schools and colleges first and the case of university last. As regards schools, the Honourable mover asks the Government to open additional schools. I presume that the Honourable mover has in mind the secondary schools which are connected almost directly with the collegiate and the university courses. Of course, he is aware that it is the policy of the Government in secondary education not to maintain schools of their own, but to aid schools, maintained by others; and therefore in asking the Government to open new schools in the Telugu districts, he is asking them to exactly reverse their policy. Although I am justified in saying that, as at present advised, they are not disposed to reverse their policy of opening schools, I may point out, however, that the Government have treated the Telugu country particularly well in the matter of schools, because they are paying the net cost of six secondary schools. That, of course, is done because the Government have seen the special needs of the Telugu country for education.

"Then to come to the question of colleges, the Honourable the mover pointed out that there are ten colleges in the Telugu country, seven of which are what we call second-grade colleges. Of the three first-grade colleges, two are Government colleges—there again, the Government have shown special concern for the needs of the Telugu districts—the college at Rajahmundry, an old established college, and the college at Anantapur, which has only been just opened and which may develop into an institution possibly not inferior to that at Rajahmundry. So that, I do not think that Honourable members have much justification in complaining that the Government have not shown consideration for the needs of the Telugu districts in the matter of Arts colleges. It is also known that the Government have promised to open a training college for teachers at Rajahmundry and I trust that that college will be opened next July. They have also promised to consider favourably the opening of

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an engineering school in the northern districts. There, again, in the matter of professional schools, the Government are not indifferent to the claims of the northern districts.

"I said that I would mention the case of schools and colleges first and then the case of the university, because it is only on the firm basis of a reasonable number of reasonably developed colleges that you can have a university worth the name. I think the honourable mover has shown a good deal of optimism about the materials that exist for the formation of a university. He says that he would advocate, in the first place, that the existing second-grade colleges should be turned into first-grade colleges. He says:

'The existing second-grade colleges can at once be turned into first-grade colleges if only the Government would not, in the name of efficiency, require an impossibly high funded capital to be provided by the management before they are raised to the first grade.'

"I do not know whether the Honourable Member wants to have colleges irrespective of their being efficient or not. Does he really mean that a college is nothing more than a name and that you can make a second-grade college into a first-grade college by calling it so? I do not think that he means that. At the same time, I would ask him to remember that to turn a second-grade college into a first-grade college is not a mere matter of altering the name. He seems to think that it is not a matter for which money is required. He says:

'The proper method of encouraging the growth of education is to start colleges with provision for education in such subjects as history, philosophy, oriental languages, the teaching of which does not require any initial outlay, and when these colleges gradually secure the necessary endowments, open science chairs.'

"He seems to think that the teaching of these subjects does not require any initial outlay. It does require initial outlay for teaching these subjects, though it does not require so much outlay as teaching of physics and chemistry. It is not true that it does not require initial outlay. You must have a decent room to teach in; you must have proper libraries. All these things do require initial outlay. If you are to have a college worth the name, there must be a hostel. The village boys of whom Honourable Members spoke so much, must live in a hostel, whether it is the study of physics or chemistry or history that they take up. An initial outlay of considerable amount is required. I do not say these things in order to discourage the idea of second-grade colleges being raised to first-grade colleges. They should be raised, but it should be done in time and it is a matter of expense. The first thing that the Telugu people, it appears to me, would do well to concentrate their attention upon, is not to raise the number of secondary schools—some of them are in an embryonic condition—into second-grade colleges, but to raise second-grade colleges to first-grade colleges. For that, ultimately you have to find the money. The Government may no doubt help you. You must find the money. If the zamindars of the Northern Circars will come forward and give the money, we shall give our share. I hope you will get the money and these colleges will be raised to first-grade colleges. When this is done then the university for the Telugu districts is in sight. The Government do not by any means wish to put out of the question the creation of a university for the Telugu districts, nor do I pronounce any definite opinion as to the need for multiplying the universities of the Presidency. It may be that universities for the Presidency will have to be multiplied, and if so it is rather obvious to have a division of the Presidency into north and south. Though it seems to me that to have a university for the Telugu people in the northern districts is by no means an unattainable ideal, yet, at the same time, it is not a thing that can be regarded as very immediate. The honourable mover has said that there is plenty of materials for the Senate and the Syndicate of the proposed university. I am bound to differ from him in that. There is not enough material for a university at present in those districts. These colleges require to be strengthened and developed and made something better than they are at present, before there is sufficient material for a university.

"I have spoken about the need for raising second-grade colleges into first-grade colleges. I have mentioned the fact that money will be needed, and I have also stated that the Government will be prepared to give their help. There is another point. There is a possibility of development in the Rajahmundry College and in the Anantapur College. All that, again, means further expenditure on the part of the Government.

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There is room for a considerable amount of expenditure and some amount of time before, in my view, the question of founding a university for the Telugu districts becomes one of practical politics. As I said before, I am instructed to say—the Government do not wish it to be understood that they are unsympathetic in this matter—that your idea of a university for Telugu district is one that is a very far-off ideal.”

The Hon'ble Mr. A. S. KRISHNA RAO:—“Your Excellency, I wish to make a few remarks on this resolution. I must express some gratification at the sympathy which has been evinced though some difficulties have been pointed out in the way of achieving the end, in the immediate future. It is true that the existing colleges and schools in our districts should be strengthened and improved; it is true that, so far as second-grade colleges are concerned, an attempt must be made to raise them into first-grade colleges. But the point now for consideration is whether in view of all the facts that have been pointed out, showing the backwardness of education in these tracts, it is not time for taking steps to improve the education in these parts. We are all thankful that within recent years in one of our northern districts, Anantapur, a college has been opened, and the Hon'ble the Director of Public Instruction has been good enough to tell us that it is even proposed to raise it into a first-grade college.”

The Hon'ble Mr. J. H. STONE (*interrupting*):—“Not at once.”

The Hon'ble Mr. A. S. KRISHNA RAO:—“Yes, not at once; but as early as possible or as early as funds permit. There can be no difference of opinion as regards the main question as to whether it is not desirable to increase the number of existing universities. Though I believe that the Hon'ble Mr. Stone has not stated so in express words, yet there is an indication in his words to show that one university for the whole province is not adequate and that, if only circumstances permit, the number of universities must be increased. Whether you consider the population of this province or the area of this province, whether you compare the population of this province with that of other advanced countries, one university for this province is quite inadequate and an attempt should be made as early as possible to increase the number of universities. I do not wish to take this Council through the past history of the Telugu districts or through the inadequacy of the number of colleges and schools. But I would first impress upon this Council the necessity for increasing the number of universities for the purpose of improving education in all possible ways. That there has been a change in the ideals of the university and that these ideals have been growing, there can be possibly no difference of opinion. It has been advocated on all possible occasions that one of the best solutions of the problem is to increase the number of universities and to make them of a new type altogether. I shall, in this connection, venture to quote from the latest quinquennial report on the progress of education about university reform and the university ideals. On page 42 in paragraph 109, while referring to the reforms introduced into universities in the year 1904, it is observed as follows:—“Those reforms have proved fruitful and have been more than justified. Their limitations were obvious even to those who carried them through. Witnesses before the Commission of 1902 urged the creation of additional universities. This, carried to its logical conclusion the adoption of a system of self-contained local universities, appeared to involve either a multiplication of centres incompatible with efficiency or a concentration which would have left out-lying colleges stranded and would have aroused the strongest opposition. Neither course appeared practical, and (in the words of Mr. Orange) “the principle of the federal university which examines those whom it has not taught received, by the “Act of 1904, a new lease of life.” But, with the rapidly growing interest now evinced in higher education, it was impossible that an ideal abandoned in England and elsewhere should remain unchallenged in India. The quinquennial report from Bengal strikes this note in pointing out that the present type of university can more easily insist upon a uniform standard of attainments among its students but tends to grow too big for efficient control. “A local university,” runs the passage, “is more adaptable to local ideals, and can more easily provide for local requirements.” The numbers are more manageable and allow of greater individual attention to the students on the part of the professors. It can more easily fulfil teaching as well as examining functions. It can more easily be made residential, thus ensuring that

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“the students should come under the influence of the university throughout their college life, and not only in the lecture room. The local university can appeal more strongly to the benevolence of local men. The peculiar danger it is subject to is the tendency to the lowering of university standards, but this can be guarded against by constant watchfulness on the part of Government and public opinion. However much the Indian university may be improved along its present lines, it possesses inherent defects. Effort is dissipated. A concentrated scholastic atmosphere is wanting. A widespread organisation worked from a single centre makes for monotony. Where the university is not an organic whole, it lacks the volume of thought and the resultant originality which strikes out new lines. It tends to become conventional and imitative. And the same spirit is noticeable in its constituent colleges. The President of Magdalen has told us that a university does best work which “finds itself,” which develops its own special advantages, which hears and follows its own inspiring call. Furthermore, the affiliated institutions necessarily vary enormously in efficiency and tone (as a consideration of the comparative cost of educating their students sufficiently shows); and their number and variety make inevitable an adaptation of the standard to the weaker members.”

“I cannot do better than quote these excellent observations to justify the demand for an increase in the number of universities and to make them local universities. It is always desirable that a university should also be in a certain centre, where a certain language is mainly taught and understood, so that its usefulness might be easily extended and people might come under its beneficent influence. The question of starting a university involves considerable expense. That is why the honourable mover has very cautiously worded the resolution that the Government should take steps not to start a university at once, but that they should move the Government of India to establish a university for the Telugu districts after the close of the war. It is in view of the financial difficulties that he has worded the resolution thus. We know it will take a long time to mature a university; it will mean correspondence between several officials and non-officials; it will take some years to work out a scheme; and even if it is matured, it will take years to form it into a proper shape to be placed before the Government of India. Therefore, the suggestion made by the honourable mover is that a representation should be made to the Government of India to establish a university after the war is over. That is a reasonable request which deserves to be accepted by the Government. In view of the contemplated university, it is necessary that the Government should do all that it is possible to do, to open additional schools and colleges relying also upon private indigenous effort. My honourable friend has stated that he looks to richer men in our own districts, zamindars and others, to improve education in those localities; and I hope that the Government and the people both realizing their responsibility to the best of their capacity, these additional colleges and schools will become an accomplished fact and the university also.”

At this stage the Council adjourned for a short interval and re-assembled at 3 p.m.

The Hon'ble Mr. K. R. V. KRISHNA RAO PANTULU:—“My Lord, I would like to make a few observations in support of this resolution. The honourable mover of this resolution expects that the Government would view this matter with greater sympathy than merely express that they have full sympathy with it as a far-off ideal, an ideal which can be reached at some future distant time. My Lord, the resolution, though not expressly worded, aims at requesting the Government to take some definite action after the war is over, at more propitious times, to move the Government of India for the establishment of a university in the Telugu districts. It has been urged that the colleges that are in existence in the Telugu districts at present—3 first-grade colleges and 8 second-grade colleges—are not enough for the purpose of a separate university and that some of these second-grade colleges will have to be raised to the status of first-grade colleges, while some more second-grade colleges of proper efficiency, with sufficient endowment and proper equipment, should be started before this ideal of having a separate university can be thought of.

“My Lord, this question will have to be viewed from two different standpoints. The establishment of a university, it is believed by several people in the Telugu

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districts, will stimulate local patriotism and induce the people in the Telugu districts to raise and also to improve the status of these second-grade colleges and also encourage them to give larger grants and endowments for the existing institutions and also for founding new colleges. Why should Government insist upon the desirability of having sufficient number of first and second grade colleges for the purpose of establishing a separate university? We hope that the establishment of a separate university for the Telugu districts would encourage the founding of new schools and colleges in the Telugu country. I may, here, my Lord, inform this Council that a university was recently proposed to be established at Patna for the provinces of Behar and Orissa with two colleges in Bankipore and four more colleges outside Bankipore. Here, in the speech of the Hon'ble Sir Sankaran Nayar, it is mentioned that the 'Secretary of State accepted our suggestion, but in view of the financial difficulties which have arisen it is now decided that the Patna portion of the university should be started only on the basis of the two colleges at Patna, that is, the 'Patna College and the Training College for Teachers now in existence. For the 'same reason we are unable to give the full residential facilities recommended by 'the Committee.' That is speaking with reference to the recommendation of the committee for making the Patna University into a full-blown residential university. 'The colleges situated outside Patna, including the Behar National College at 'Bankipore, are treated as external colleges. Outside the neighbourhood of Patna 'there are five colleges in the province of Behar and Orissa—a Government college 'at Cuttack, an aided Mission College at Hazaribagh, two aided colleges at 'Muzaffarpur and Bhagalpur respectively and the Diamond Jubilee College at 'Monghyr.'

"Out of these five colleges, the last college at Monghyr was not found sufficiently strong to be included in the university and so it was excluded. And with the four colleges outside Patna and the two colleges at Patna, the first-grade college and the Teachers' College, with these six colleges, a university was proposed to be established at Patna. My Lord, Patna, as it stands at present, is exactly on the same footing with Rajahmundry which has a first-grade college and is going to have, upon the information given now by the Hon'ble Mr. Stone, a training college this year. If only with a few colleges Patna could have a university of its own separately, I do not feel that the argument that the Telugu districts should have more colleges and more efficient colleges before they can think of having a separate university for themselves can be pressed.

"My Lord, the resolution does not ask the Government to take action immediately, but it recommends that the Government should take this matter into their sympathetic consideration and not view it merely as an ideal that may be reached at some future date, and soon after the termination of the war endeavour their very best to place this matter before the Government of India and take the steps necessary for the establishment of a university for the Telugu districts.

"My Lord, the establishment of a separate university for the Telugu districts is believed to be essential in the interests of the development of the Telugu language. It has been the general desire in this province that the vernaculars should be developed and that the non-language subjects should, as far as possible, be taught in all the high schools and colleges also, if possible, through the media of the vernaculars. However much that hope may appear to be tall talk at present, we hope that it can be realised. And the only way of solving this important question of improving the vernaculars and making the vernaculars the media of instruction in schools and colleges is to have separate universities on linguistic basis. It is also for this purpose that the resolution urges upon the attention of the Government to have a separate university for the Telugu districts.

"My Lord, a separate university for the Telugu districts does not merely help the existing arts colleges, first and second grade, being worked on better and more efficient lines, but also gives greater encouragement for the establishment of other colleges. Besides, there are fears, sure and certain fears, that unless a university is separately established it may not be possible to have technical colleges, medical colleges, engineering colleges, agricultural colleges and so forth—colleges in all sciences. It is also for the purpose of having separate colleges for the development of all these several technical branches of science that a university is urgently looked

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for and desired. I trust, therefore, that your Excellency's Government will not view this merely as a matter only worthy of being bestowed some sympathy upon as an ideal, but would take steps necessary to move the Government of India and bestow greater and far more liberal sympathy in trying to meet the ambitions and hopes of the Telugu people on the terms contained in this resolution. With these words, I heartily support this resolution."

The Hon'ble Rao Bahadur M. RAMACHANDRA RAO PANTULU :—"My Lord, I must, in the first place, express my indebtedness and the indebtedness of my friends, who come from the Telugu districts for the statement which has been made by the Hon'ble Mr. Stone that much more attention is being paid to the needs of the Telugu districts than it had been before. My Lord, I expressly wish to acknowledge that there has been some improvement in that direction. I was charged on previous occasions with being too despondent and too pessimistic in regard to progress in education. I, therefore, take this opportunity to state that some attempt is being made in various directions to tackle with the requirements of education and trust that much more would be done in the near future. At the same time, I must express my dissatisfaction with the general tenor of the reply which has been vouchsafed by the Hon'ble Mr. Stone. The Honourable mover of this resolution did not bring forward this matter merely for the ventilation of an attainable ideal at some future date, but expected that some practical shape would be given to this feeling which, the Government admit, is an attainable ideal some time or another—that is, the demand for the establishment of a university and for meeting the wants of university education in this Presidency. If the Hon'ble Mr. Stone intended to say that the present arrangements in the Telugu districts for university education are satisfactory, I must join issue with him. The point that we have to consider is whether the students coming from the Telugu districts should receive education as far as possible in those districts. I can say this from my experience: When I was reading in Madras in the Presidency College—I was a student of the Hon'ble Mr. Stone—in 1887 there were about ten or twelve students from the districts from which I come, that is, from the Circars. I would ask him to consider that, at the present day, to the best of my information, there are as many as 600 to 700 students residing in Madras and reading in the various colleges. That is one circumstance to be taken into consideration. And the mere fact that there is a college at Rajahmundry and another at Anantapur is not an answer to this state of things. I may also point out to him that on a recent visit to Calcutta and Allahabad I found that nearly 200 students belonging to Madras were pursuing their studies in the various colleges there. We at any rate are quite alive to the great risk which our boys are running in being sent to Calcutta and living in that crowded city. Then again, I am told that Tamil has been recognised as a subject in the curricula of studies in the Calcutta University. It is a commentary upon our educational wants in this Presidency. In Allahabad there are a fairly large number of students from this Presidency pursuing university education. I know that the Medical School at Cuttack contains a number of students from this Presidency, most of them belonging to districts in the north of this Presidency. So that, if the Hon'ble Mr. Stone intended to convey the idea that the present educational wants of the Telugu districts in the matter of university education are being met by the existing arrangements, I must say that I, at any rate, am not of that opinion, and that considerable expansion of university education is one of the most urgent and important needs of the day. Therefore, the question of university education is not merely a question of an ideal that might be reached in the far-off future, but a matter of absolute necessity; and whether that is to be attained in the near future depends entirely upon the efforts which your Excellency's Government should make to convince the Government of India of the necessities in this Presidency.

"My Lord, ideals of university education have entirely changed since the war. The Hon'ble Mr. Stone is perfectly aware of the change of feeling in Great Britain about the state of university education and its bearing on the present grave situation in scientific and technical matters in Great Britain. Your Excellency is aware that only recently Lord Haldane reviewing the whole educational situation stated that, so far as English university education is concerned, it is in a deplorable condition. In England 18,000 scholars and in Scotland 7,790 students each year entered the university and he characterised this as a most deplorable state of things and his words on that occasion are quite apt and applicable to your Excellency's

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Government on the present occasion. He said : ' A great responsibility would rest on our rulers if they did not take the lead in availing of that vast reservoir of undiscovered talent which might contain men and women who would raise the 'genius of the country in every walk of life.' The last 'Times Educational Supplement' which has been received a few days ago contains proposals for the reform of education. The labour programme has been elaborated in a most extraordinary degree, and if any of us had done something of the same nature in this country we would be considered to be revolutionaries in education who know nothing about our wants, and unpractical and revolutionary idealists. The proposals put forward by this party to Mr. Fisher—who is Minister of Education and was connected with the Sheffield University—were : ' That free provision should be made for all who reach 'this (the university) standard, adequate maintenance grants being given where 'financial circumstances require them, and further that until such time as free 'university education is provided, the number of scholarships, the value of each 'scholarship, and the method of selection should be such that no student should be 'debarred by financial circumstances from becoming an undergraduate. That 'greater facilities should be provided whereby men and women able to profit by a 'special period of study at a university should be enabled to do so without an extra 'examination. That all universities and university colleges conforming to Board of 'Education requirements should receive from the State such grants-in-aid as will 'enable them to be efficiently staffed and equipped. That it should be a condition 'of payment of State grants-in-aid to universities and university colleges that they 'should make adequate provision for university tutorial classes. That since an 'essential part of the work of university lies in affording facilities for the advance- 'ment of knowledge, more adequate provision should be made for scientific and 'literary research conducted with this object,' and so on. Therefore, the question of education and university education is entirely changed in Great Britain. In India, simultaneously, new ideals of university reform have sprung up and a new university movement is working its way and evidences of it are to be found in the proposals for the establishment of a large number of universities in Northern India. Are this Government to keep quiet and tell us 'Let the zamindars come forward with money and we shall see what is to be done'? I admit that there should be, as has been pointed out by the Hon'ble Mr. Stone, a reasonable development of existing colleges; but I have not heard from him anything to show—as to what he proposes to do to attain this reasonable development of existing colleges and to satisfy these needs.

"My Lord, the Patna University Bill has just now been introduced at this time of war; the Dacca University has advanced a stage; Sir Harcourt Butler is busy developing a scheme for a university in Burma and then again the proposals for the establishment of a university in Nagpur are in an advanced stage; and the Government of India are actively considering the extension of university education even at this time of anxiety. More than all, the Public Services Commission has made various recommendations and the extent to which it is possible to give effect to them—though it is an unsatisfactory document—depends on the number of colleges for technical and scientific education which are to be established for service requirements which are to be met in India hereafter. I ask if this is not the time when a representation should go to the Government of India. If we sleep over this matter just now, if this is not done now, I do not know whether we have any chance of getting anything in the shape of extension of university education for the next ten or fifteen years. The whole question is what is the action which your Excellency's Government would take in regard to the extension of university education under these circumstances.

"The last argument that I should urge is that the time has come when ideals of university education in this country have to undergo a revision. There is the question of the vernaculars. There is the question of the linguistic studies and how these are to be readjusted. We believe that the establishment of a university for the Telugu people and also one, if I may say so, for the Tamil country to meet the needs of the Tamil people would be the right way in which this matter may be approached. From all these circumstances I feel that the statement of the Hon'ble Mr. Stone that this is merely an attainable ideal at some future time does not take stock of the existing situation; and I, therefore, submit that your Excellency's Government

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should take up this matter and examine this question and make such representation as is necessary to give effect to this resolution. I, therefore, urge strongly that a representation should go to the Government of India."

The Hon'ble the Rev. G. PITTENDRIGH :—"Your Excellency, I wish in the first place to say that I sympathise with the aim of the mover of this resolution, although in so saying I may incur the displeasure of my friend the Hon'ble Mr. Krishna Rao. I wish to emphasise the fact that I am in sympathy with the aim, and I do so because I am afraid that I shall be compelled to record my vote against the resolution. You will observe there are two points in it. The first is in connection with the establishment of a university and the second is the creation of schools and colleges. With regard to the first point, my sympathy is with them in their aim. But with regard to the second I am entirely opposed. Now my reason for not actively supporting the first part of the resolution is not simply a question of funds. I recognise, of course, that this is a singularly inopportune time to urge an expensive scheme at a time, when colleges cannot get all the support that they ought to get. My chief objection to it is the method that has been adopted in urging the Government to proceed at once with the establishment of a Telugu university. I think myself that the day will come, and it may be comparatively soon, when the Telugu university will be established. But it seems to me that the only correct method should be to approach the existing university and see if there is a larger scheme of devolution possible when the whole scheme might be considered. I am in favour, as far as I can see at present, of the breaking up of the present university into sections, if possible a section in the south, a section in the north, the remaining being in Madras. But that is a matter which should be considered by the Madras University; and we are going a little too rapidly when we urge upon the Government to establish a Telugu university before the University of Madras has had an opportunity of considering this matter. That is my main reason for objecting to it. It seems to me that some day the University itself will approve of an arrangement whereby there may be a Telugu university. I think it is very natural for the Telugus to wish to have an institution of that kind amongst them. I should certainly not oppose it. But I think the proper method would be to wait until the university had an opportunity of considering a larger scheme of devolution than simply the creation of one section.

"Now, with regard to the second part of the resolution, I am distinctly opposed to it, as it requests the Government to establish a number of Government colleges and schools. I have pointed out to this Council more than once that there is a certain logical inconsistency in individual members appealing for the establishment of Government schools and colleges in the Presidency. Only a few years ago, two or three years ago, there was practically a unanimous opposition to the establishment of model Government secondary schools, because of the expense; and yet when a particular district is concerned, members advocate the establishment of just such colleges and schools. I have pointed out to the Council before that Government education costs the Government just ten times the amount for every student that he costs the Government in aided institutions. That applies both to Government colleges and Government secondary schools. It is on that ground chiefly that I consider the proposal to establish a number of Government secondary schools and colleges as damaging to the interests of education generally. There are other arguments which I need not go into. On that ground, it seems to me, I am bound to oppose the resolution. For these two reasons, I am unable to give my support to this resolution, although I think the day will come when a larger scheme of devolution may be proposed by the University of Madras which will, in a large measure, meet the wishes of the Andhra community."

The Hon'ble Rao Bahadur M. RAMACHANDRA RAO PANTULU :—"I wish to move an amendment."

His Excellency the PRESIDENT :—"The Honourable gentleman has already spoken. Could not another Member move it?"

The Hon'ble Mr. A. SURYANARAYANA RAO PANTULU :—"With regard to this resolution, your Excellency, I wish to say a few words, coming as I do from an Andhra country. The old university was established 57 years ago. I wish to know

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how many colleges we had when that university was started. The request we are now making is a humble request. We only ask for an examining university for the present and nothing else. I do not think that an examining university would require so much money to start with. The fees that are paid by the students, I think, will, in course of time, meet the expense that has to be incurred for the establishment of the university. With regard to the number of colleges that we have, I think that is a sufficiently good number to start with. I do not think that very much has been spent by Government for education in Telugu districts. The Maharaja's College at Vizianagram has been started by the Maharaja and no aid is at all given to that college. The Maharaja of Bobbili has started a high school and nothing is paid to it. Mr. A. V. Narasinga Rao's College, the Kallikote College and other colleges have been started with large endowments and the Government are giving some aid which is not very much. What we Andhras feel is that, though we consist of 17 millions, we have not got our own university and that sufficient encouragement is not given to us Andhras. The several conferences that we are holding and the several resolutions passed thereat will show to your Excellency that there is a unanimous opinion among the Andhras that we require a university to improve us in the social scale along with the Tamilians.

"With regard to the suggestion of the Hon'ble the Rev. Mr. Pittendrigh that the present university may be able to deal with this question, what we submit is, if it is necessary that the question should be referred to the university, it may be so done. I understand that the amendment which the Hon'ble Mr. Ramachandra Rao wishes to propose is that the matter might be referred to the Senate of the Madras University, if necessary. If the Hon'ble Mr. Ramachandra Rao cannot move the amendment, I move it for him and say that the question may be referred to the Senate in order to get their opinion. The Senate, as it stands, is not sufficiently representative; we have not a sufficient number of Andhras, Telugus, to represent our interests; and that is why we insist upon having our own university. And if it is absolutely necessary that the question should go before the Madras University before a final opinion is given, I request that the Government be pleased to take that step before further action is taken in the matter. With these words, I commend the resolution to your Excellency's Government."

The Hon'ble Mr. P. SIVA RAO :—"Your Excellency, I shall not detain the Council long. On behalf of the three districts I represent, I give my whole-hearted support to this resolution. I just wish to make a few remarks with reference to the Hon'ble Mr. Pittendrigh's observations. He thinks that this is a most inopportune time for bringing forward such a resolution. The honourable mover of the proposition has taken care to word it so as to obviate this objection—"the Government of India to establish a separate university for the Telugu districts after the close of the war." Another objection was taken that the university should be consulted in the matter. I fail to see how the University of Madras has got any voice in the matter. When they proposed to establish a separate university for Patna, I do not think that they ever consulted the wishes of the Calcutta University. If at all any such step is necessary, the Government should themselves consult the Senate and ascertain their views before submitting their views to the Government of India. I do not believe that that is such an insuperable objection in our way.

"I wish only to add that the cry for more universities is very general. Everywhere there is a talk of more universities in the air, and it also seems to be conceded that there is room for more universities in this Presidency, and it does not require any elaborate argument on my part to convince the Government that the Presidency is a very large one and that one university cannot cope with the educational requirements of the whole of the Presidency. That being conceded, the Hon'ble Mr. Stone seems to admit that it is an excellent ideal and I do not think he said that it is too far off an ideal to be negligible in importance. He said that the time would come—I think there seems to be some glorious uncertainty about this time. When that time would come, we do not know. Then he said there was not enough material to go upon. There seems to be a difference of opinion between the Honourable mover and the Hon'ble Mr. Stone. The Honourable mover thinks that the starting of a university would be stimulating educational work. There is some truth in it. The Hon'ble Mr. Stone seems to think that before you start a university you must be satisfied that there are enough number of educational institutions justifying

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OF ADDITIONAL COLLEGES IN THE TELUGU DISTRICTS

7TH FEBRUARY 1917.] (Mr. Siva Rao ; Mr. Suryanarayanamurti Nayudu ;
Mr. Sadasiva Bhat ; Mr. Ranga Achariyar ; the
President ; Mr. Stone ; Mr. Venkatapati Raju.)

such a step. The Hon'ble Mr. K. R. V. Krishna Rao quoted from the discussion in the Imperial Legislative Council that the Patna University was proposed to be started on the basis of two colleges. We have three first-grade colleges and eight second-grade colleges, and in the near future the Hon'ble Mr. Stone held out the hope that one or two will be raised to the status of first-grade colleges. In these circumstances, I think it is time for us to think of a separate university to be located in the north. From the number of Convocation speeches we have heard, we find that one eminent person, I mean Sir Harold Stuart, a retired Member of our Executive Council, suggested that there should be in the immediate future two universities, one in the north and one in the south, and that if one is to be established in the north the appropriate place would be Rajahmundry. There are 13 Telugu districts in the Presidency and the Telugu-speaking people are very well justified in asking for it. Earnest attempts, I hope, will be made in this direction."

The Hon'ble Rao Bahadur K. SURYANARAYANAMURTI NAYUDU :—"Your Excellency, I beg to propose an amendment to this resolution. To the resolution I propose to add: 'And that as a preliminary measure the Senate of the Madras University be requested to consider and report upon the question.' It can be added to the resolution as it stands."

The Hon'ble Mr. K. SADASIVA BHAT :—"I beg to second the amendment."

The Hon'ble Mr. T. RANGA ACHARIYAR :—"Does it refer to both sections (a) and (b) or (a) alone?"

His Excellency the PRESIDENT :—"I take it that it refers to the whole resolution. I will call upon the Hon'ble Mr. Venkatapati Raju to reply."

The Hon'ble Mr. J. H. STONE :—"Was that amendment accepted?"

His Excellency the PRESIDENT :—"No. I propose to put it. Most of the Honourable members have spoken. Will the Honourable mover speak?"

The Hon'ble Mr. B. VENKATAPATI RAJU :—"Am I to address on the whole resolution or with reference to the amendment?"

His Excellency the PRESIDENT :—"The Honourable gentleman has a right of reply to the whole resolution."

The Hon'ble Mr. B. VENKATAPATI RAJU :—"Your Excellency, I would first of all express my thankfulness for the observations of the Government. The Hon'ble Mr. Stone stated that he viewed my resolution with sympathy. But what I expect and what I earnestly urge is not mere expression of sympathy, but some tangible action to be taken in order to give effect to that sympathy. The objection taken by the Hon'ble the Rev. Mr. Pittendrigh is that the Senate should be consulted. The second objection is that the Government should not be asked to start any school or college. In spite of the expression of view by the Hon'ble the Rev. Mr. Pittendrigh Government are starting schools and colleges because they know, because they think that it is the duty of Government to increase education among the backward communities; and in places where there are no facilities for education it is the duty of the Government to start technical schools and colleges which are not generally started by private agencies. Therefore, the mere objection that Government should not start schools and colleges is not a satisfactory objection to be considered seriously. The other objection is that the Senate has to be consulted. To meet that view a suggestion was made by the Hon'ble Mr. M. Ramachandra Rao which is embodied in the amendment of the Hon'ble Mr. Suryanarayanamurti Nayudu seconded by the Hon'ble Mr. Bhat, that it might be referred to the Senate. So far as I am concerned, I have no objection to have that amendment being taken along with my resolution. I do not oppose it. It may be taken with my resolution. One circumstance I have to mention is this. No explanation has been offered why these 17 million people can produce only 1,650 graduates; why out of a total of 13,659 graduates in this Presidency there are only 1,650 graduates in the Telugu country, no explanation is offered. Something must be wrong somewhere and no explanation is offered. In order to meet this difficulty, in order to raise the Telugu districts to the level of other parts of the country this resolution was moved. The Hon'ble Mr. Stone says 'Of course we will start more universities, if you come forward with large

(*Mr. Venkatapati Raju; the President; Mr. Stone.*) [7TH FEBRUARY 1917.]

endowments. As a matter of fact, there is great backwardness in this part of the country. To meet that, some steps should be taken by the Government. Therefore, I appeal to your Excellency to see that some step is taken in order to improve the condition of the large part of the Telugu districts which contains a large population. With these words, I once more commend this resolution for the acceptance of the Government."

His Excellency the PRESIDENT:—"We can add these words. The Honourable gentleman has no objection to their being added. The Hon'ble Mr. Stone can reply. The resolution as amended will read: (a) that this Government move the Government of India to establish a separate university for the Telugu districts after the close of the war; (b) that this Government open additional schools and colleges both literary and professional in the Telugu districts in the meanwhile so far as funds permit. And as a preliminary measure the Senate of the Madras University be requested to consider and report upon the question."

The Hon'ble Mr. J. H. STONE:—"Your Excellency, there are many points which I would like to take up in this discussion, but I shall confine myself to some of them. In the first place, it appears to me that there has been some difference of opinion as to the kind of university which the supporters of the resolution would like to have. The Hon'ble Mr. K. R. V. Krishna Rao read a long extract. The extract he read referred to a local university such as would generally be called residential, like the one started at Benares and which is the type that it is proposed to establish at Rangoon, Bankipore and other places. But the university which I understand most of the Honourable members wish to see established is, as the Hon'ble Mr. Suryanarayana Rao says, an examining university—a university which would be local only in the sense that it would meet the needs of a smaller tract of country than that which the Madras University meets. If the people of the Telugu districts were to come up and say 'Please make Rajahmundry a residential university,' the problem would be an entirely different one. I do not say whether it would be easier or more difficult of solution. But what I understand is that they ask really for an examining university, that is to say, the abilities and experiences of the colleges of all these districts should, so to speak, be clubbed together in order that their united wisdom might devise certain examinations which would test the abilities of the Telugu districts in a manner somewhat different from the way in which they are tested by the Madras University. Well, I think the Andhra university—a Telugu university, or some arrangement of that kind, must of imperative necessity be a university testing the boys of the Telugu districts as stringently as boys of the other districts are tested by the University of Madras. When I see Honourable members getting up and saying that the object of this university is to increase the number of Telugu graduates, I doubt whether my ideal of the Andhra university is the same as their own. If by establishing the Andhra university the Honourable members have in their minds some kind of university which would provide degrees cheap, they may take it from me that the Government of India will not be asked to assist in realizing their ideal."

"Then with regard to what has been said by the Hon'ble Mr. Ramachandra Rao as to my having seemed to suggest that university arrangements or college arrangements in Telugu districts are at present satisfactory, I certainly did not suggest that they were satisfactory. On the contrary, I ventured to tender a little piece of advice for the Telugu districts as to how they might improve these, and I ventured to advise them to set to work to get their second-grade colleges raised to the level of first-grade colleges. If I were satisfied with the state of things, I think I should have hardly taken the trouble to tender that advice, especially as it has been received with great disfavour. I think it must be clear to anybody who looks at this thing dispassionately that we cannot, the Government cannot, be expected to go to the Government of India and say 'Please let us have a university for the Telugu districts'. As things are at present, we must necessarily wait until there are more colleges or at any rate more colleges of higher grade. Here I may remark that second-grade colleges have nothing to do with a university at all. You cannot say there are ten colleges to form a university. We have got only three with the possible addition of a training college, which I hope will soon be established. Therefore, we have not so large a number of colleges. Then again Patna is no analogy at all, because there you are dealing with a Provincial Government proposing to found a residential university; you are turning a Government college into a residential university."

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That is quite a different thing from creating a university in the province of the kind in which the Telugu university ought to be. So I am afraid I cannot add anything further with advantage. I would once more say that the Government are not able to accept this resolution even as amended. It was never in anybody's mind that the Madras University would not be consulted. The Government are not able to accept the resolution even as amended; and I think the reason might be shortly given in the fact that they would not be able to convince the Government of India that the Telugu districts are at present ripe for an independent university."

His Excellency the PRESIDENT:—"I do not feel much confidence in making any appeal to the Honourable gentlemen who are interested in this question to modify their attitude in regard to it. But I would ask them to consider whether this is a timely moment for urging this question. They have acknowledged generously the recent efforts made by this Government to increase the general facilities for education in Telugu districts. Nobody who knows the facts can deny that there has been in recent years a genuine effort to bring the Telugu districts up to the level of other districts in regard to the facilities for education. Such efforts must be gradual. You cannot create an educational machinery in five minutes. It must be accompanied with provision for the training of teachers, putting up buildings and so forth, and the adjustment of territories to different educational centres. It has been generously acknowledged in this debate that the recent efforts of Government have produced a marked improvement in the Telugu districts generally in these respects. A candid examination of the facts will show that really the Telugu districts cannot be said to be unduly handicapped with the rest of the Presidency in these respects. Those who made this acknowledgment then proceeded to show that perfection has not yet been reached. That we readily admit. Public education in England was quoted as an analogy. Strong language has been used, strong criticism has been made in the last two years of the system of education in Great Britain. But these criticisms are made for consumption in Great Britain by those knowing facts and who can apply those criticisms in proper proportions. I submit such criticisms transferred altogether from their relations to the facts are not really apposite, are not really relevant to our discussions here. Now, it is quite natural that the representatives of the Telugu districts want to press for greater advancement and greater progress in education. I welcome it. I am delighted to see it. It is the last thing I should like that there should be any atrophy in any part of the districts in the matter of education. Let them press forward suggestions, and by all means let them urge Government to perfect their system, and help every genuine effort towards real, true education. Standards of education, ideals of education must change as time goes on. There are always different points of view. Let us take all the lively, active, genuine interest we can in education; and no one, I am sure, will be more glad to welcome that than the Director of Public Instruction, because it will be a support to him in all his efforts to expend public money to the greatest possible advantage."

"While we have every sympathy with the desire for more and better university education, when we go beyond that general statement, the debate has disclosed more than one serious difference of opinion, some of which the Hon'ble Mr. Stone has pointed out. The truth is this is a most general statement of aims and ideals. The Honourable mover, I know, and other gentlemen have said in the debate that they want something to be done. Now, I ask any candid member of the Council to read for himself this resolution and say whether it is really a practical programme at the present time. Not only do you want a separate university but you want additional schools and colleges, literary and professional, a programme which I do not know how many years it would take to carry out. I think some of us will not be able to see it completed. And we are asked to adopt this resolution at this particular moment. I fear this Council will stultify itself if it goes to the Government of India with such a resolution at the present time. I honestly do not believe that it will advance the cause which it has at heart, because the Government of India will not, I should think, be very much disposed to take the view that such a demand as this is a demand which has been considered, which has been properly examined, has been properly weighed by those who were responsible for it and that they have really gone into the subject. That is the only justification to be offered for the opposition of the Government of Madras. By your own admission, in recent years the Government of Madras have helped to the utmost the requirements of the Telugu parts of the country as of other parts. There"

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(The President ; Mr. Venkatapati Raju.)

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is no justification in the existing position of the Government of Madras to press for the greatest possible extension of university education in any part of the Presidency. And to go to the Government of India at a time when the Government of India and the whole Empire must be pressed for resources, to go with this which can hardly be called a modest request, is to court unfavourable criticism. I will not put it more strongly. In the interests of education, university education, I cannot believe that it is wise to do so. Nor can I think it is appropriate to refer the proposal to the Senate of the University of Madras because they would feel exactly the same difficulty as we do ourselves at such a time as this. Sympathising as I do with every genuine effort to increase the facilities for education in every part of the Presidency, and acknowledging the sincere desire of the Honourable Members who moved, seconded and supported the resolution,—I feel quite certain that they are sincere in their desire to do the best they can for their part of the country,—I do not doubt that for one moment,—I share their enthusiasm for education,—I doubt very much whether the cause will be materially advanced by our assenting to such an omnibus programme being remitted for the consideration either to the Government of India or to the Madras University. A system of education for the millions of this Presidency can only be built up slowly. Without disrespect to those who have taken part in this debate, I venture to claim that the educational arguments put forward by the Director of Public Instruction have really not been adequately examined. The system is healthy, I believe it is growing, we are meeting it wherever possible on the lines referred to. The question is one of time and funds. Time and funds permitting, I sincerely trust that the Presidency will be better equipped in respect of university education than it is at this particular time. I have complete confidence in the Government ; there is a genuine desire in the Government which is evidenced in this Council, that that thing should be done. I most respectfully suggest to the Honourable gentleman that this object has really been gained by this very general debate, and the question may very well be deferred to a more opportune time."

The Hon'ble Mr. B. VENKATAPATI RAJU:—"After hearing your Excellency's remarks on this point I withdraw the motion."

His Excellency the PRESIDENT:—"If that is the general feeling,—I do not press my views—I shall allow it to be withdrawn."

With the permission of His Excellency the President, the resolution was withdrawn.

R. A. GRAHAM,
Acting Secretary to Govt., L. & M. (Legislative) Dept.

NOTES.

Page 22.

An extract of the discussions on this resolution at the meeting of the Legislative Council has been added to the file. As no action has hitherto taken the papers may, it is submitted, be

no. 532 of 26.4.17.
Recorded

Legislative Council

copy notes connected

to the resolution on the

subject of the establishment

of a University and

opening of additional

colleges in the Telugu

districts moved by the

Hon. B. Venkatapati Raju

at the meeting of the

Council on the 7th Feb 1917.

26.4.17

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