

Home(1917) Department.
Education

Ordinary SERIES.

G.O. No. 538

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INDEXED

[Despatch Abstract.]

Legislative Council Resolution.

Recording papers relating to resolution No.II moved
by the Honourable Mr. A. S. Krishna Rao Pantulu at the meeting
of the Legislative Council held on the 6th February 1917
regarding the study of vernaculars in the School Final Course.

NOTES CONNECTED WITH RESOLUTION ON MATTERS OF
GENERAL PUBLIC INTEREST.

[SUBJECT.—Committee to consider means of improving the study of vernaculars
in secondary schools.]

HOME (EDUCATION) DEPARTMENT.

The Hon'ble Mr. A. S. KRISHNA RAO :—

XXVI. This Council recommends to the Governor in Council to appoint a mixed committee of officials and non-officials to inquire and report upon the best means of improving the study of the vernaculars in the secondary schools in the Presidency.

The question of improving the study of the vernaculars in secondary schools is fully dealt with in the letter of the Director of Public Instruction, No. 8854, dated the 16th June 1914, printed in G.O. No. 1076, Educational, dated the 15th September 1914, and in the notes connected therewith. The course of study in secondary

P.R.—12-11-16. schools is influenced by the regulations under the Secondary School-Leaving Certificate Scheme. Any attempt to alter the course in those schools should therefore affect the scheme.

2. Under this scheme (printed on pages 43 to 46 of the Calendar of the Commissioner for Government Examinations) the subjects of study are divided into three classes, A, B and C, the subjects specified under A and B being compulsory and those under C optional. A public examination is held in the subjects included in the A and C groups; as regards the subjects included in the B group the progress made at school is the only test and there is no public examination in those subjects. Under A group appear (a) English language, (b) Elementary mathematics, and (c) Vernacular composition and translation; and in C are included the vernacular and classical languages. As it now stands the scheme provides for a compulsory public examination in vernacular composition and translation, which practically all who wish to obtain a complete certificate have to take, and for a course of study and an examination therein for those who elect to take up a vernacular or classical language with a view to obtaining special proficiency in it.

Paragraph 3 of Director of Public Instruction's letter on page 2 of G.O. 1076, 15th September 1914.

P.R.—12-11-12.

3. In 1911 memorials signed by influential bodies and individuals were submitted to the Government representing that the relegation of the classical and vernacular languages to the optional group tended to discourage the study of those languages. The following were some of the arguments adduced in the memorials :—

(i) Students having to choose between the languages and such subjects as Mathematics, Physics and Chemistry were apt to show no preference for the former and in consequence the languages continued to be neglected because they were not included in the obligatory portion.

(ii) While the inclusion of vernacular composition and translation in the A group secured some attention to the languages it did not guarantee that the latter were taught as they should be.

(iii) The study of vernacular literature did not come within the scope of the subjects. It was pointed out that by the study of current prose literature one might acquire ability enough to write a good essay in a vernacular language but that would not give the pupil an insight into the ethical and artistic ideals of Indian literature so as to make him feel at home in an atmosphere of pure and high Indian culture.

4. The memorialists accordingly prayed :—

(1) that Sanskrit and other classical and foreign languages and the Indian vernaculars be transferred from the C group to the A group, or

(2) that if the transfer would make the public examination unduly heavy the languages be transferred to the B group at least.

5. The Director of Public Instruction was against the adoption of either of the above suggestions. The reasons against the transfer of the languages to the A group are in paragraph 8 (2) of his letter No. 8854, dated the 16th June 1914, printed on pages 3 and 4 of G.O. No. 1076, Educational, dated the 15th September 1914. The following is an extract therefrom :—

"To make Sanskrit and the vernaculars compulsory in the secondary school-leaving certificate scheme is to go back in effect to the old second language system. I am strongly opposed to this proposal as being retrograde, both because it is of the essence of the secondary school-leaving certificate scheme that no subject should be compulsory, and because the second language system notoriously produced men unable to use their vernaculars for any practical purpose however learned they may have been in archaic forms of the languages."

This view is forcibly put in the following extract from a letter addressed by the Rev. Mr. Meston of the Madras Christian College to the Director of Public Instruction in February 1912 :—

"Experience of both the past and the present systems strengthens me in the opinion that any change in the scope of vernacular translation and composition (that is, the vernacular under group A) which would necessitate the reintroduction of the pandit, would be a retrograde step on the ground both of discipline and the content of work. If books were prescribed in this group, as they are in group C, the chances are that translation and composition would receive a minimum of attention, while grammar would be apt to become a drill in technicalities. I do not consider that any change is necessary either in the extent of vernacular study in group A or in the form of public examination in that subject. The most pressing necessity among those who pass through our high schools is ability to write in their own language simply and forcibly and with ordinary folks in view, not the *literati*. The effect of the present scheme on the content of work has also been very beneficial. The books which used to be put in the hands of boys in the high school classes contained many of them high prose, philosophical disquisitions and elaborate verse, which graduates in Tamil and Telugu were unable to give the meaning of. Added to this was a drilling in highly technical points of grammar and a constant appeal to memory work. So long as the Matriculation examination dominated all that was done in school the bondage had to be submitted to. But when the school-leaving certificate scheme was introduced the bonds were broken. That scheme laid down in effect that every school boy should have a good working knowledge of his own language, the English language and elementary mathematics as a *sine qua non*, whatever else he must be instructed in."

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Sir M. Hammick's note on page 5 of notes to G.O. 379, 2nd May 1912.

It will be seen that the proposal to transfer the languages to the A group would add considerably to the burden of the student, especially as the compulsory course is already very heavy.

6. The Director's objections to include the languages in the B group are set out in the following extracts from his letters printed on pages 2 to 4 of G.O. No. 379, Educational, dated the 2nd May 1912 :—

"The adoption of the suggestion would bring an element of confusion into the secondary school-leaving certificate scheme which is at present based on clear and easily recognized principles. It would also be an additional burden on all pupils in schools, whether they took up Sanskrit or a vernacular. In the first case all the work spent in Sanskrit would be so much extra except for boys taking it up under C also, and in the second so much as was not immediately concerned with composition and translation under A. It would be a correspondingly

additional burden on school staffs. Additional hours of teaching in Sanskrit and the vernaculars would have to be provided. The result might easily be to deter pupils from taking these languages under C at all and lead them to content themselves with the records of school work under B, and thus the object of the scheme to encourage a certain amount of specialization would, so far as these languages are concerned, be defeated. It is also to be feared that the language work under B might prove rather perfunctory. Even when the stimulus of a public examination is present, it is well recognized that work with pandits is shirked and the best efforts of inspectors and headmasters would probably fail to make it thorough.

"The public examination in languages under C is necessary to afford evidence of such specialized knowledge as would fit a student for admission to certain options under group III in the course for the Intermediate examination.

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

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

7. In view, however, of the marked decline in the number of pupils studying Sanskrit and the vernaculars in secondary schools and as a compromise between educational idealism and Indian feeling, the Director of Public Instruction in his letter No. 8854, dated the 16th June 1914, proposed to improve the study of languages other than English by—

(i) making Sanskrit and other classical languages and modern European languages in group C alternative with vernacular composition and translation under group A, and

(ii) stiffening the vernacular course under group A by setting text-books and insisting on a modicum of grammar.

The Director considered that the changes suggested by him would impose an additional burden on the students which should be compensated by some lightening of the courses under groups A and B. The proposals were approved by the

P.R.—12-11-16.

Government in G.O. No. 1076, Educational, dated the 15th September 1914, as they furnished the only feasible solution.

8. In May 1915 the Director stated that the lightening of the courses was under the consideration of the Secondary School-leaving Certificate Board. In October 1915 he asked for permission to arrange with the University to prepare suitable text-books for the vernacular course in secondary schools, and this was accorded in G.O. No. 1176, dated the 29th October 1915. He has not yet reported

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to the Government as to whether the syllabuses have been revised and text-books got ready and when the changes approved by the Government in G.O. No. 1076, Educational, dated the 15th September 1914, may be given effect to.

The file may be sent to him u.o. to note on these points. If the position is explained to the Additional Member, he may perhaps withdraw the resolution.

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9. The Additional Member suggests that a mixed committee of officials and non-officials should be appointed to consider the question. In 1912 the Director of Public Instruction was asked to consult a few leading Indian and English educationalists and the opinions of these gentlemen were in due course considered

Page 23 of notes to G.O. 379, 2nd May 1912.

Pages 24 to 30 *ibid*.

in coming to a decision. Further, several memorials from leading Indians were received by the Government expressing their opinion on the question. It does not appear that a fresh committee should be constituted for this purpose. The resolution has therefore to be opposed.

Pages 5 to 9 of G.O. 379, 2nd May 1912.

I think so.

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

N.K.—10-11-16.

C. RAMANUJA ACHARIYAR—10-11-16.

This is an old question and I think that the resolution should not be agreed to. May I send this u.o. to the Director of Public Instruction?

P. RAJAGOPALA ACHARIYAR—12-11-16.

P[ENTLAND]—13-11-16.

Decided in Council today that the resolution should be opposed and that the Director of Public Instruction should have charge of it. Print up sharp and tell Mr. Stone.

P.R.—14-11-16.

A draft demi-official to the Director of Public Instruction is submitted for approval.

S.K.—14-11-16.

N.K.—14-11-16.

C.R.—14-11-16.

P.R.—14-11-16.

NOTES CONNECTED WITH RESOLUTIONS ON MATTERS OF GENERAL PUBLIC INTEREST.

[For the meeting of the 6th February 1917.]

[SUBJECT.—*Compulsory study of the vernaculars in the school final course.*]

The Hon'ble Mr. A. S. KRISHNA RAO PANTULU :—

II ~~III~~. This Council recommends to the Governor in Council to take early steps to make a detailed and a non-detailed study of the vernaculars compulsory throughout the school final course.

HOME (EDUCATION) DEPARTMENT.

Attention is solicited to notes prepared in connection with a similar resolution which the Additional Member proposed to move at the meeting of the Legislative Council held on the 21st November last but which was kept over for the next meeting. While on the last occasion the Additional Member recommended the appointment of a committee to consider the question of the improvement of the study of vernaculars in secondary schools, he now proposes that the Government should "take early steps to make a detailed and a non-detailed study of the vernaculars compulsory throughout the school final course." Apparently the intention of the Additional Member is that a detailed study of certain text-books and a non-detailed study of certain others in the vernacular languages should be made compulsory for pupils in the fourth fifth, and the sixth forms of secondary schools.

P.R.—23-1-17.

2. The suggestion has often been made that the study of languages should be made compulsory in the school final course. If this should be given effect to, languages which are now under group "C" will have to be brought under the "A" or "B" group in the Secondary School Leaving Certificate Scheme. The objections to these proposals are set out in brief in paragraphs 5 and 6 of the office-note, dated the 10th November 1916. The Government have, however, on the recommendation of the Director of Public Instruction approved certain proposals for the improvement of the study of vernacular and classical languages in the school final course. These are—

- (1) to make Sanskrit and other classical languages and modern European languages in group "C" alternative with vernacular composition and translation under group "A," and
- (2) to stiffen the vernacular course under group "A" by setting text-books and insisting on a modicum of grammar.

3. The first proposal has been made with a view to encourage the study of Sanskrit and other classical languages, while in regard to the second the Director of Public Instruction stated as follows :—

" . . . I may remark that there is much justice in the contention that some

formal study of a language is necessary as a preparation for composition in it. I also sympathise with the idea that school boys ought to know at least a little of the literature of their mother tongue. At the same time I recognise that the alteration will require to be made with great care. The bulk of the text-books set should be of modern prose not to be studied in detail

which would be a direct model for composition. The literature should be confined to passages of literature carefully selected and annotated much as Chaucer and Shakespeare are for English boys, annually published by the department for the sixth form, and to readers drawn up on approved lines for the fourth and fifth forms. Grammar would only be taken up in connection with these texts, and separate marks entered for it, the existing composition and translation paper being left as it is.

"The course in vernacular languages under group "C" would include these texts so that there would be one paper common to groups "A" and "C." This would simplify teaching arrangements and would, so far as it went, be an inducement to take up languages under group "C."

From the above it will be seen that when the alterations approved in G.O. No. 1076, Educational, dated the 15th September 1914, are given effect to, all those pupils who do not take up the study of Sanskrit or other classical languages in group "C" will compulsorily have to take up the detailed study of a text-book and the non-detailed study of a few others in one of the vernacular languages to help them in composition. The introduction of these changes is, however, contingent on some lightening of the courses under groups "A" and "B" and the detailed proposals promised by the Director of Public Instruction in this regard have not yet been submitted to Government.

P.R.—23-1-17.

4. From the wording of the resolution it is not clear what the Additional Member actually aims at. In English, text-books are prescribed, of some of which a detailed knowledge is required. The scope of examination in that language is set out in the following extract:—

"There shall be two papers set upon the English language: one paper of two-and-a-half hours' duration which shall be mainly upon the prescribed texts, and shall be designed to test the candidate's proficiency in composition and his knowledge of grammar and idiom; and one paper of two-and-a-half hours' duration, which shall consist of (a) composition and paraphrase not based on the texts, and (b) conversion, expansion, and condensation of sentences. Some of the exercises in the second paper shall be based on the texts. Paraphrase shall be treated as a test of the candidate's power to understand and give the general meaning of passages of prose or poetry."

It will add a very heavy burden.

P.R.—23-1-17.

If the Additional Member desires that the above scheme of examination should be adopted in respect of the vernaculars also, the suggested arrangement will add unduly to the burden of the students and will have to be opposed.

On the other hand, if the Additional Member's desire is merely to procure the reading of a few literary selections in the vernaculars by the students during their school final course, the Government have already approved the introduction of necessary changes and the Additional Member may well be asked to withdraw the resolution.

5. Orders are requested as to whether the resolution should be discussed in Council, whether further particulars should be called for and who should be in charge of it.

The Director of Public Instruction.

P[ENTLAND]—25-1-17.

N.K.—23-1-17.

C. RAMANUJA ACHARIAR—23-1-17.

Why has not the Director of Public Instruction sent up the detailed proposals called for in September 1914? Has he been reminded? and has he reported any particular difficulty?

P. RAJAGOPALA ACHARIYAR—23-1-17.

P[ENTLAND]—25-1-17.

With reference to the Secretary's queries on the previous page it is submitted that the Director of Public Instruction was reminded on four occasions, viz., on the 2nd November and the 4th December 1914 and on the 23rd January and the 7th May 1915. In his letter, dated the 22nd May 1915, he reported that the lightening of the courses under groups A and B of the Secondary School Leaving Certificate Scheme was under the consideration of the Board for the award of the certificates and that he would address Government again after the revised syllabuses were ready and text-books had been drawn up. In October 1915 he asked for permission to arrange with the University to prepare suitable text-books for the vernacular course in secondary schools, and this was accorded in G.O. No. 1176, Educational, dated the 29th October 1915. In the report on Public Instruction in this Presidency for the year 1914-15, the Director stated that the proposals for improving the study of languages had not been given effect to during the year as the revision of syllabuses under certain subjects and the drawing up of text-books under vernacular were still under the consideration of the School Leaving Certificate Board. In his report for the year 1915-16 recently received he has stated that the changes in the Secondary School-Leaving Certificate scheme referred to in the last year's report "were not brought into effect during the year as the revision of the syllabuses and the arrangements for text-books in vernacular were not completed by the Board during the year".

S.K.—24-1-17.

N.K.—24-1-17.

C. RAMANUJA ACHARIYAR—24-1-17.

The position may be explained to the Additional Member who will probably withdraw the resolution. If he persists in it, we have no other alternative but to oppose the resolution. The Director of Public Instruction may see the papers when he is back from Delhi.

P. RAJAGOPALA ACHARIYAR—24-1-17.

P[ENTLAND]—26-1-17.

To the Director of Public Instruction u.o.

P.R.—27-1-17.

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No 25 & 5. 2. 17

What is done does not quite meet
the trouble between movements because
by taking a chemical language (usually
Sanskrit) under C are to be used
the vernacular paper under A - there are
other questions pending about the
S.S. L.C. scheme and my wish is to
send up a revised scheme embodying
all changes that seem to be necessary
He ought to be satisfied with the 4th and 10th I can
fine.

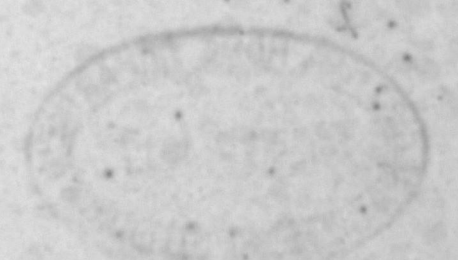
2. 11.17.



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2nd meeting
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1.1.23

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Extract from the Proceedings of a 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 assembled at the Council Chamber, Fort St. George, at 11 a.m. on Tuesday, the 6th day of February 1917.

RESOLUTION RE STUDY OF VERNACULARS IN THE SCHOOL FINAL COURSE.

The Hon'ble Mr. A. S. KRISHNA RAO PANTULU moved the following resolution:—

"II. This Council recommends to the Governor in Council to take early steps to make a detailed and non-detailed study of the vernaculars compulsory throughout the school final course."

In doing so he said:—"Your Excellency, I have the honour to move the resolution standing in my name. I hope and trust sincerely that this will meet with a much better fate than its predecessor. I think it will not be smothered, as the last, without our coming to a final decision after a three hours' debate. So far as this resolution is concerned, I do not think it is necessary for me to take up the time of the Council for a considerable length of time to satisfy any about the urgent necessity and desirability of making a detailed and non-detailed study of the vernaculars, including the study of text-books, compulsory throughout the school final course. The matter, I am aware, has been under the consideration of the Government for some years and the Government are also aware that there is a strong feeling in the country as to the desirability of improving the knowledge of the study of the vernaculars. This resolution consists only of one of the various reforms to be effected before one can make headway in imparting real education to the people of this country. I have confidence that some thing will be done as early as possible to improve the study of the vernaculars, because I noticed that in the conference held the other day His Excellency Lord Chelmsford expressed his strong desire to improve the study of the vernaculars and even to make it the medium of instruction after obtaining the necessary information and after consulting the Local Governments concerned. So far as this aspect of it is concerned the path to it is beset with difficulties and there are several measures we have yet to take before we can achieve that object. So far as this resolution is concerned, it only suggests that the present system under which the study of text-books is not made compulsory in the school final

RESOLUTION RE STUDY OF VERNACULARS IN THE SCHOOL
FINAL COURSE

(Mr. A. S. Krishna Rao.)

[6TH FEBRUARY 1917.]

course is not a satisfactory system. Those of us who passed the old Matriculation will remember that we had to study some text-books—some with interest and some without interest—and that it did help us in acquiring some real knowledge of the vernaculars. According to the present system of Secondary School-Leaving Certificates we find that in group A they have only to study the compulsory subjects, namely, Elementary Mathematics, English, Vernacular Composition and Translation, and the detailed study of the vernacular languages has been relegated as an optional subject under group C, leaving it to the candidates to choose the subject according to their discretion. And what is the knowledge which is expected of one who has to pass in Vernacular Composition and Translation, which is no doubt a compulsory subject, under group A? This is all that is prescribed—Translation from English to one of the following vernaculars:—Canarese, Tamil, Telugu, Malayalam and Urdu. The vernacular composition should be simply modern idiomatic prose. Naturally freedom will be allowed in regard to idiomatic prose. With these restrictions and limitations, we can hardly expect any student who feels himself called upon to pass the examination in vernacular translation or vernacular composition to study it as a language, though it is open to students to equip themselves better by making a better study of that language.

“Even the figures about the School-Leaving Examination would disclose that there are very few who have taken advantage of the system by which they can choose it as an optional subject. Is it not therefore time, if only we are satisfied that it is desirable that it should be taught as any other subject, that a change should be introduced in the system? I am aware that one of the objections that would be urged against this will be: however desirable the study of vernaculars is it might disturb the existing curriculum, it might throw additional strain upon the students appearing for the School Final Examination and therefore it might be postponed for some time. I would ask in all seriousness whether the study of one's own language is not as important as some other optional subjects regarding which he is expected to have a rudimentary knowledge in the initial stages of his high school career. Is it unreasonable to ask that, without impairing his English knowledge—nobody suggests it—without reducing the standard of English that is expected of him, there may be some adjustment of the curriculum so as to enable him to devote equal attention, at all events as equally as possible to his study of English as the first language? It may be recollected that, so far as the accepted policy of the Government is concerned, it is stated that the study of vernaculars is regarded as a compulsory subject. I find that in answer to a resolution which was moved in the Imperial Legislative Council to make the vernaculars the media of instruction, Sir Harcourt Butler stated:

“It is the accepted policy—the policy accepted for many years and last expressed in the resolution on educational policy in 1904—that vernacular should be the medium of instruction for boys up to 13 years of age, and that vernacular should be a compulsory subject after that age during the whole of the school course.”

“I wish to pause here for a moment and ask whether it would be carrying out that policy which states that the vernaculars should be a compulsory subject if only he is required to pass the prescribed test in Vernacular Composition and Translation, as is done at present. I venture to suggest that it does not satisfy the requirements of the case and that some thing must be done to enable the student to acquire a proper knowledge of the vernaculars in the school course. A resolution on these lines was attempted to be moved about three years ago at a meeting held on 2nd April 1914 by the Hon'ble Mr. B. Narasimheswara Sarma. The resolution was then withdrawn. It was suggested that a detailed study of classical languages or vernacular, including the study of texts, might be compulsory. The Hon'ble Mr. Stone then replied:

“I can say this. I am prepared to recommend that there shall be some study of text-books in the vernacular languages. That particular point has been practically settled.”

“It is nearly three years and I believe some thing must be done to make a proper study of the text-books compulsory throughout the school final course. At this stage, I do not think it necessary to say anything more in support of the resolution. The resolution speaks for itself and everyone is satisfied that there is a real feeling

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in the country for improving the study of vernaculars. We find libraries started for vernaculars and in conferences it is being insisted that people who know English must speak in the vernaculars. There is a general desire that people should speak in the vernaculars. There is a general feeling throughout the country that the vernaculars should be improved. Unless at least an initial step is taken, no improvement can be made. With these remarks I commend the resolution to the Council.”

The Hon'ble the RAJA OF RAMNAD:—“I beg to second the resolution so ably moved by my Hon'ble friend Mr. A. S. Krishna Rao. It is needless for me to reiterate all that he has said or to add any remarks of my own. This subject is one of paramount importance, and the fact that such distinguished statesmen as His Excellency Lord Chelmsford, Lord Hardinge, and eminent scholars like Nawab Saiyid Hussain Belgrami have advocated the imperative necessity of giving due consideration to vernacular studies, places the question beyond the pale of controversy. Government in recent times have shown great interest in the educational advancement of this country, and it will indeed be a sad mistake if the vernaculars of the country do not receive that measure of support which they are, by their antiquity and greatness, entitled to receive. If the Government are really anxious to educate the masses, nothing better can be done than to encourage the study of vernaculars. And the resolution which my Hon'ble friend Mr. Krishna Rao has placed before this Council is a simple request, and it suggests nothing which is either impracticable or would require any deliberation, but is only a request which would be accepted on all sides as a very reasonable one. Of course, I am one of those who earnestly wish that anything that is done to the study of vernaculars ought, in no way, to impair the soundness of English education, but making vernaculars compulsory in the School Final course, I submit, can, under no circumstances, be feared to produce such a result.”

The Hon'ble Mr. J. H. STONE:—“Your Excellency, I think, before stating what the Government intend to do in this matter, I should like to say a word or two about the existing state of things. In the first place, the Hon'ble Mr. Krishna Rao rather underestimates the number of boys who, in schools, take these vernaculars as what he called (C) subject and specialise to some extent in them. In 1914, 1,200 boys took Tamil and 1,151 took Telugu. The number has certainly increased since the year 1914. We had more last year than in the previous year. Another point that I should like to make is: I think he also undervalues the value of the translation and composition paper and the instruction which is given in schools with a view to the preparation for that paper. He mentioned that it was necessary that in district conferences and assemblies gentlemen should be able to address the meeting in vernaculars. I cannot think that any one who has gone through a school course and has passed in the examination in translation and composition would not be able to make a speech in his own language. What he might not be able to do is to write with precision and to understand the more difficult classics in that language. As for making use of that language for practical purposes it seems to me that our paper in translation and composition must be of extremely great value in that direction. I mention these things in justice to the department; and as a matter of fact the Government have already sanctioned proposals for doing very much what the Honourable Member is now asking the Government to do.

“The matter was very exhaustively discussed about two or three years ago and various schemes were propounded for meeting the objections raised against the inadequacy of our vernacular courses. Another point was brought strongly to the notice of the Government, namely, that the classical languages, particularly Sanskrit, were being neglected under the Secondary School scheme. To meet these objections and difficulties I proposed that in the first place Sanskrit and other classical languages and modern European languages forming group C should be alternative with the vernacular composition under group A. If anybody took up Sanskrit he might be excused vernacular translation and composition. This is not an unmixed blessing; it was proposed simply and solely to encourage the study of Sanskrit, because it was noticed that the study of Sanskrit was even more neglected than the study of the vernaculars. Secondly, the proposal has been made to stiffen the vernaculars under group A, to prescribe text-books and insist upon a minimum of grammar. At present no text-books need be used under group A, which is intended to test pupil's

RESOLUTION RE STUDY OF VERNACULARS IN THE SCHOOL FINAL COURSE

(Mr. Stone; Mr. A. S. Krishna Rao.) [6TH FEBRUARY 1917.]

the vernaculars compulsory. Moreover, from what I have said, it will be clear that some boys will be relieved of the study of vernaculars—i.e., those who take up Sanskrit and other classical languages in the last three years of their school course. If what I have explained as being about to be done is done, exactly what the Honourable member has asked for will not be done. I claim we are going as far as possible in the direction which the Honourable member desires, but we have taken into consideration just as much the desire for the greater study of Sanskrit as the desire for greater attention to be paid to vernaculars. This scheme which I put up a year or two ago before the Government was devised in order to meet both the desires. It is really very much the old Matriculation system. In the old Matriculation there was a second language which might be Sanskrit. In the old Matriculation, a man could go through the course without paying any attention to the vernaculars at any rate in the three higher classes. In the earlier classes he gave a good deal of attention to his vernaculars. People sometimes talk of the three high school classes as if they were the whole high school course. The first eight years a child is taught in the vernacular. I have in my mind to try and improve the study in the first, second and third forms, where the study is wholly in vernacular. That is the time, I think, when most attention ought to be paid to it. I am quite prepared to say that it is in my mind to systematize and improve the work in these three forms. That will have an important effect on the vernacular study of the students in the school course. The Honourable member may very well withdraw the resolution without in any way feeling that the Government are opposed to it."

The Hon'ble Mr. A. S. KRISHNA RAO PANTULU:—"My Lord, the statement of the Hon'ble Mr. Stone is very satisfactory and I do not think it necessary to press the resolution. I beg to withdraw it."

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

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

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