

Government of Madras

HOME DEPARTMENT (EDUCATION)

G.O. No. 504, 20th April 1918

University Regulations

Sanctioning certain alterations in the — with a view to lightening the 'Intermediate' course of study in English.

INDEXED

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ORIGINAL

Government of Madras

HOME DEPARTMENT (EDUCATION)

G.O. No. 504, 20th April 1918

University Regulations

Sanctioning certain alterations in the — with a view to lightening the 'Intermediate' course of study in English.

READ—the following paper :—

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

To—the Secretary to Government, Home (Education) Department.

Dated—the 22nd March 1918.

No.—2062.

I have the honour, by direction of the Syndicate, to submit, for the sanction of Government, under section 25 (1) of the Indian Universities Act, 1904, the enclosed alterations in Regulations 178, 183, 181 and 182, relating to the intermediate course of study, which were adopted by the Senate on the recommendation of the Syndicate at its adjourned meeting held on 9th March 1918.

The alterations in Regulations 181 and 182 are formal only. The alterations in Regulations 178 and 183 are intended (a) to lighten the course of study in English by definitely limiting the amount of English literature that may be prescribed for the examination and (b) to provide that, though questions on purely literary criticism or scholarship may appear in the examination papers, such questions shall be optional and no candidate shall be required to answer them. These proposals, originated with the Hon'ble Mr. J. H. Stone, were accepted by the Syndicate and were subsequently discussed and (it is understood) approved unanimously at a meeting of the Board of Studies in English convened for the purpose.

ENCLOSURE

UNIVERSITY OF MADRAS.

*Resolutions adopted by the Senate at its adjourned meeting held on
9th March 1918.*

A. That in Regulation 178, after the words 'prescribed every year' be added the words 'The books prescribed or retained in any year shall not (a) for detailed study be more than a play of Shakespeare, about 1,250 lines of additional verse, and two prose books and (b) for perusal be more than three books. The books prescribed shall be of the same average length and difficulty from year to year.'

B. That in Regulation 183,

(1) after the word '(provided)' be added the word 'and,' and the words 'and writing in passages' be omitted.

(2) at the end of the same paragraph be added the following :—

'The papers in the examination shall be so set that candidates shall be able to get full marks in the examination without answering questions on matters relating to purely literary criticism or scholarship.'

C. That, in Regulation 181, for the words 'has appeared for' in the first line, the words 'has been admitted to' be substituted.

2 No. 504, HOME (EDUCATION), 20TH APRIL 1918

D. That Regulation 182 be amended so as to read as follows:—

'No candidate shall be admitted to the examination until he has been registered. A candidate shall be registered afresh on each occasion on which he presents himself for examination. No candidate shall be registered until he has paid a fee of Rs. 24 for the whole examination, or Rs. 16 for either part.'

F. DEWSBURY,
Registrar.

Order—No. 504, Home (Education), dated 20th April 1918.

Under section 25 (1) of the Indian Universities Act, 1904, the Government sanction the alterations in the University Regulations submitted with the Registrar's letter read above.

(True extract)

R. RAMACHANDRA RAO,
Secretary to Government.

To the Registrar, University of Madras.
 „ Director of Public Instruction.
 Editors' Table.

University Regd.

Home DEPARTMENT.

(End)

Sanctioning contains alterations
in her — with a view to lightening the
'Intermediates' English Coursebook study in English

READ AGAIN G.O. No. _____, dated _____ 191

READ ALSO:—

C. No. 662, From the Regt. of Madras, No. 2062 dated 22.3.1918.

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Notes not to be printed

under section 25(1)

of the Indian Universities
Act, 1904, the Govt. Department
the alterations in the
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Submitted with the Registrar's
Letterhead above.

23/4
 To the Reg. of
 Madras.

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15.4.18.
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Home (Edw.)

6-662/B. 4 and the Univ. of Madras,
2062, d/ 22.3.18.

Subject:- University Regulations

relating to the Intermediate exams.
Regd. Univ. of Madras 22.3.18.

As explained in the
University Registrar's letter, the
aim of the proposed alterations
is to lighten the English course
for the Intermediate exams. In
view of the complaint often
made about the results of these
exams, and recent years the
present proposals may be taken
as a move in the right direction.
Please see slip (7) for the
Senate discussions on the subject.
The file may be forwarded w/o
to the D.P.D. for remarks.

Conc. 662B- 8.4.18.

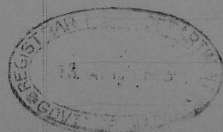
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The alteration may be made.



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For sanction

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Home DEPARTMENT.
CUTTINGS FROM NEWSPAPERS.

1. Name of Paper—

2. Published at—

3. Dated—

UNIVERSITY OF MADRAS.

SENATE MEETING.

SECOND DAY.

The Senate resumed its sitting on Saturday last at 3 p.m. with Sir P. S. Sivaswami Iyer, Vice-Chancellor, in the chair. Sixty-five Fellows were present.

INTER-MEDIATE ENGLISH TEXT BOOKS.
On the recommendation of the Syndicate the Hon'ble Mr. J. H. Stone moved the following alteration in the Regulation That in Regulation 175, after the words 'prescribed every year, be added the words 'The books prescribed or retained in any year shall not (a) for detailed study be more than a play of Shakespeare, about 1250 lines and (b) for perusal be more than three books. The books prescribed shall be of the same average length and difficulty from year to year.

In doing so he said that he did not desire to go into the history of the Intermediate Examination or the causes of the large percentage of failures in recent years. The reason why he had asked the Syndicate to recommend the change proposed was that he thought that the course was susceptible of improvement. If he had heard the complaint that the number of text books in English for the Intermediate course was very large and the suggestion that a reduction in the number of text books would lighten the burden of the students. Questions relating to Literary Criticism encouraged the tendency to cramming. Composition really tested the capacity of a student to write good English. There was also a rumour that special importance was attached to the composition paper and that the students who did not fare well in the composition paper were not passed. He could not say how far that statement might be true. There must be a limit to the test. A student might have a good working knowledge of English but he might not be able to put his thoughts into good English when he began writing the essay. And although he might have a working knowledge of the English language he might fail to satisfy the literary tests or he might not possess the literary bent. In examinations they must leave large allowance to particular bent of mind of students.

He said that he could not support the idea of doing away with the non-detailed set of books. It would be a great mistake to do so. The way in which the questions were set was found fault with by some people. He was of opinion that, when the students were given the option to choose a selected number of questions from a large group of questions, they were confronted with the difficulty in choosing questions. Much time was spent in thinking over too many questions and arriving at the choice questions. The proposal to introduce the translation test was not a satisfactory one. The test was found to be wanting. He said that he was prone to question the wisdom of bringing back a test which was found to be defective. The course of study in the Intermediate examination was laid down as the result of a very careful discussion by people competent to frame such course.

The only change that could be usefully contemplated, was the reduction of the number of text books. The amount of study must have some bearing on the amount of time. Some part of their time was spent in studying poetry and some time in prose. Books too long should not be set and books

too small would be useless. A proper standard must be arrived at by which the course of study might be made easy, profitable and less exacting. The changes proposed would meet the desired end.

The authorities who set the text books would use their discretion and arrive at the right standard.

He then moved that, in Regulation 183 after the word 'provided' be added the word 'and' and the words 'and writing in passages' be omitted, and at the end of the same part be added the following—

The papers in the examination shall be so set that candidates shall be able to get full marks in the examination without answering questions on matters relating to purely literary criticism or scholarship.

He said that these ideas suggested themselves to him after a perusal of the question papers and after going through the instructions given to the examiners for the valuation of the papers. The questions should be straightforward and simple and based on the text books. He discussed with the Board of Studies in English and they unanimously approved of his suggestions. He said that the way in which the examination was conducted was more important than the whole regulations laid down by the University. If they happened to read the instructions to the examiners they would know the object of those instructions. Unfortunately they were marked 'confidential'. Questions intended to test the memory of the students should be carefully avoided. It would be too much to expect a high standard of style in the answer papers of the Intermediate students. The Board of Studies was quite prepared to revise the instructions given to the examiners.

He was of opinion that his suggestions, if carried out, would make the examination less exacting. The chief cause of the large percentage of failures was due to the great latitude given to the heads of colleges in the admission of students into the Intermediate class. It was no doubt a mistake but it was not an ungenerous mistake. The secondary school course was intended to facilitate the improved method of teaching in schools. It was stated that English Grammar should be taught in relation to the study of language. The effect was that the teaching of Grammar was badly neglected in schools and the answer papers of the students were replete with grammatical inaccuracies. He hoped that more attention would be paid to the teaching of Grammar in schools. The changes sought to be introduced were calculated to lighten the burden of the Intermediate students and meet the object of the framers of the course of study in English.

Mr. R. Littlehills seconded the motion.
Mr. C. P. Ramaswamy Iyer asked the Vice-Chancellor whether the resolutions of Mr. Satham would go if Mr. Stone's motion was carried.

The Vice-Chancellor remarked that the portion of Mr. Satham's resolution covered by the recommendations of Mr. Stone would be rejected if Mr. Stone's motion was carried.

Mr. Ramalinga Reddi said that Mr. Stone's motion was quite different in its nature and scope from Mr. Satham's resolution.

Rev. Quinn wished to know if any member of the house could introduce a resolution contemplating the rejection of the course of study prescribed.

The Vice-Chancellor remarked that it was competent for any Fellow to bring any resolution before the Senate and that Mr. Satham's resolution was quite in order. Rev. Quinn asked the Vice-Chancellor if it was open to any layman to protest against the introduction of such a resolution. The Vice-Chan-

DEPARTMENT.

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cellor remarked that it was open to any man to oppose any motion before the house if he thought that it would not be in the best interests of the University. Mr. C. P. Ramaswamy Iyer moved that the debate on the motion of Mr. Stone might be adjourned to such time as would see the termination of the discussion of the resolutions 21 and 22 of Mr. Statham. The Vice-Chancellor ruled the motion of Mr. C. P. Ramaswamy Iyer out of order.

AN AMENDMENT.

Mr. R. Swaminatha Iyer moved the following amendment:—

In the collocation 'three books' insert the word 'prose' between 'three' and 'books.'

In doing so he said that the study of prose works would better conduce to writing good English than the study of poetry. Mr. K. Ramamuju Chari seconded the amendment.

Mr. Mark Hunter opposed the amendment and said it was a matter to be left to the Board of Studies to select easy text books. Macaulay's *Lays of Ancient Rome* and Scott's *Lord of the Isles* could not be said to be difficult poetical selections. The discretion should be left entirely to the Board of Studies. The amendment did not aim at rendering the course easier. Easy poems must be read by students. Poetry trained the intellect and improved the imagination. If Mr. Swaminatha Iyer should eliminate poetry as something frivolous it was a different matter.

Mr. Goudrey said that the amendment would certainly lessen the burden of students. Further, prose books afforded better models for composition than poetical works. One of the ways by which students learnt to write good English was by reading good prose. The discretion should not be wholly left to the Board of Studies. At least two of the three books should be prose.

Mr. Venkata Ranga Rao said that some years ago the President of the Board of Studies in Telugu recommended three books for non-detailed study. One of them was a poetical selection. The Syndicate rejected it on the ground that poetical works would not be so conducive to good writing of Telugu composition as prose.

Mr. Stone pointed out that the analogy was rather strained and said that the relationships between English poetry and prose was of a different kind from that between Telugu prose and poetry.

Mr. A. Rungaswamy Iyengar said that the range of knowledge of students was widened more by the study of prose than by the study of poetry.

Mr. Justice Coutts Trotter said that the training of the mind and the development of the imaginative faculty were more important than the accumulation of facts. The former could be acquired only by the study of poetry. The greatness and genius English literature lay more in poetry than in prose. If they kept out poetry they would be shutting out the door of the chief avenue for the training of the mind.

Mr. Justice P. V. Srinagiri Iyer said that he was of opinion that the Indian students required some training with regard to poetry whatever might be the nature of the piece selected. Indian students read prose more easily than poetry.

Mr. Statham said that the underlying idea of prescribing the non-detailed texts was to enable students to write good English and not to get at the genius or greatness of English literature as was pointed out by Mr. Justice Coutts Trotter.

Rev. Quinn said that he was in favour of poetry. He even would like to have Shakespeare's plays among the non-detailed text books. Some modern books which are specimens of good English spoken and written at the present time might

be prescribed for detailed studies. They should have more of non-detailed study than detailed study. He was of opinion that the study of Shakespeare and other English poets would spread the knowledge of English literature more than the study of prose.

Mr. A. C. Prasadharthihara Iyer said that the study of prose would enable a student to write good English and that seemed to him to be the chief object of the non-detailed texts.

Rev. A. Gardiner said that the study of poetry would lead to more intimate acquaintance with English literature. Easy poems might be prescribed for the non-detailed study and students would find it easy and profitable to read by themselves without any teaching.

The amendment was put to vote and lost. Mr. A. Rungaswamy Iyengar's amendment was not passed.

Mr. Ramalinga Reddy, speaking on the original proposition, said that he appreciated very much the moderating influence of the Hon'ble Mr. Stone on the English section of the house. He (speaker) was of opinion that a high standard of style should not be expected of the Intermediate students. Their one object should be to get trained to write in accurate English. Literary gloss and high degree of diction could be acquired by a vast study and the Intermediate course did not anticipate the acquisition of such capacity by students in a short space of two years. Specialisation in English could be done by students who desired to take an English for their B.A. or B.Sc. Course. The large percentage of failure was due to a high standard expected of the Intermediate students and the vagaries of the examiners.

Mr. Mark Hunter said that Mr. Ramalinga Reddy was not justified in making the remarks he did with reference to the causes of failure in the Intermediate examinations. He was not in possession of facts and he was never an Examiner in English and he could not therefore speak with a certain amount of intimate knowledge on the subject. The speaker strongly protested against the statement of Mr. Reddy.

Even the Hon'ble Mr. Stone was somewhat unfair to the examiners in English in his reference to the nature of the questions set in the examination. The Board of Studies had prescribed the text books. Questions were carefully framed and based on a critical study of the text books prescribed. Some of the questions happened to be of a critical or literary nature simply because the text book prescribed allowed such questions. It had never been the intention of examiners in English to be unduly harsh or unfair to the students. He (speaker) showed the question paper which was highly criticised, to Professor Elton and he (Mr. Elton) was of opinion that the paper contained only fair questions and they conformed to the standard expected of the Intermediate students.

Mr. C. P. Ramaswamy Iyer said that he hoped that they had emerged from the torpid zone they were led into by Mr. Hunter.

Mr. Hunter interferred and said that Mr. Ramalinga Reddy did not let that led them into it.

Mr. Ramaswamy Iyer continuing said that it had been pointed out that the Intermediate course was very difficult and that something must be done to remove unnecessary difficulties and hardships. The bridge between the School First course and the Intermediate course was rather too large or wide. He hoped that it would be well for the house to consider the usefulness of concentrating their attention to arrive at a standard, fit and proper, for the Intermediate course in English. The main object should be that

CUTTINGS FROM NEWSPAPERS.

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the students should be tested with regard to their working knowledge in English and not with references to their style, literary taste or critical faculty.

Mr. G. A. Natesan said that it was high time that they should lessen the rigour of the examination by lightening the curriculum of studies.

Mr. Davine (of Enniscullam) said that the chief difficulty lay in the large number of text books which the students were required to study. Mr. Statham's resolutions were revolutionary in character. Questions requiring critical faculty in students tended to encourage cramming, e. g. a tendency which they unanimously condemned. The criticism offered by students was not their own but they were borrowed bodily from the well known critics of English literature or taken wholesale from the notes given by their professors.

It was reported by the College Commission that in a particular college the boys had no text book at all. They had only the notes given by their professor. He was of opinion and he hoped that opinion would be shared by all the principals of colleges and English professors, that by the reduction of the number of text books the standard of efficiency would not be lowered but on the other hand the burden of the students would be greatly lightened.

Mr. K. B. Ramasathan said that it would amount to a going back, if they should accept Mr. Statham's proposals. His proposals were revolutionary. He (speaker) would accept Mr. Stone's proposals as a remedy for the evils existing. He was also of opinion that the work in the lower classes should be such as to make the students going into the collegiate classes quite fit for the standard.

Mr. Statham protested against Mr. Stone's observation that the large percentage of failure was due to indiscreet admission by the principals of colleges. The increase in the number of students in the Intermediate classes was mainly due to the great progress of secondary education in recent years and not all to the indiscreet admission of the principals.

Mr. Stone's proposals were accepted by a very large majority.

Mr. R. Swamatha Iyer and Mr. G. A. Natesan withdrew their amendments.

Mr. Stone then moved that, in Regulation 181 for the words 'has appeared for' in the first line, the words 'has been admitted to be substituted.

That Regulation 182 be amended so as to read as follows:--

'No candidate shall be admitted to the examination until he has been registered. A candidate shall be registered afresh on each occasion on which he presents himself for examination. No candidate shall be registered until he has paid a fee of Rs. 24 for the whole examination, or Rs. 16 for either part.'

Mr. R. Littlehales seconded the motion and it was carried.

6.4.18

G.O. No. 504, dated 20.4.1918.

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