

GOVERNMENT OF MADRAS

REPORT

OF THE

TAMIL UNIVERSITY COMMITTEE

1927

Evidence—Part I

MADRAS

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1927

EVIDENCE COLLECTED BY THE TAMIL UNIVERSITY COMMITTEE.

PART I.

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PART I
WRITTEN EVIDENCE

**QUESTIONNAIRE ISSUED BY THE TAMIL UNIVERSITY
COMMITTEE AND THE ANSWERS THERETO.**

I
Questionnaire
I

1. (a) What is your view with regard to the need for the establishment of a University for the Tamil districts ?
(b) Do you think the need has in any way been affected by the establishment of the Andhra University ?
2. If you consider the establishment of such a University desirable, please indicate your reasons for it either by pointing out the present defects to be remedied or the special advantages to be secured.
3. How do you think the establishment of a University in the Tamil districts would affect the Madras University ?
4. Do the affiliated institutions of the Madras University suffer from any disabilities and, if so, what are those disabilities ? Do you think such disabilities could be removed by the proposed University ? If so, how ?
5. What name would you suggest for the proposed University ?

II

1. What should be the nature of the proposed University ? Are you in favour of the unitary type, the federal type or the affiliating type of Universities ? What would be the advantages of the particular type you suggest as compared with others ?
2. Would you suggest that there should be more than one University established, or would you be in favour of a type of University which aims at concentration of particular branches of learning at particular centres ?
3. What should be the relation of the colleges spread over the area of the University to each other and to the University ?
4. Are you in favour of the University undertaking teaching, and, if so, in what directions would you suggest that University teaching, as distinct from college teaching, should be undertaken ? Would you have University teachers undertake teaching of advanced courses and supervision of the work of research students ?

5. What facilities are at present available for research work in the colleges in the Tamil districts and do you consider it desirable that the proposed University should undertake research work? If so, in what subjects and at what centres?

III

1. What should be the area over which the University should have jurisdiction?
2. Would you suggest any special measures for bi-lingual districts?
3. In your opinion which is the most suitable centre for the location of the proposed University headquarters? Please give reasons for your choice.
4. What suggestions have you got to offer to the objection that the colleges situated at the seat of the University may receive more favourable treatment or enjoy certain advantages which other colleges may not share in?
5. Do you consider that such objections are really valid?
6. What in your opinion should be the function of the centre or headquarters of the University? Should it be only an administrative centre or should it be an academic centre as well?

V (a)

1. What do you think should be the special aim of the proposed University apart from the general culture which a University is expected to impart?
2. Can you suggest any particular studies, scientific or humanistic, for which the Tamil districts offer special facilities?
3. What do you think of the suggestion that particular centres should concentrate on specializing in certain branches of learning? Do you think it feasible at present and if so, what do you think are the particular subjects which particular centres are best fitted to attempt specialization in?
4. (a) A suggestion has been made that there should be a centre for a Tamil Academy which should specialize in the language, literature, philosophy and religion of the Tamils. Do you approve of this suggestion? If so, which is the place you would suggest as centre?
 (b) Would you be in favour of making that centre the-seat of Oriental studies?
5. What place would you assign to Tamil in the curricula of studies for the University?
6. What is your opinion with regard to the proposal to make the vernacular, the medium of instruction in the University? If you consider it possible would you explain in detail how you would work it out?
7. What are your suggestions to encourage research in the proposed University in Tamil in particular, and in any of the other Oriental languages? What other Oriental languages do you think it necessary for the proposed University to undertake research in?

8. (a) Would you be in favour of the proposed University taking up the training of students in technological studies, e.g., textile industry, coal-gas and fuel industries, metallurgy, colour chemistry, dyeing, leather industry, etc., and giving them degrees and diplomas as in some of the modern universities in the west.
- (b) What are the facilities available at present and at what centres do you think such subjects could be studied?
- (c) Would you suggest any other subjects of like nature which could be encouraged?
9. What are the Faculties which the University should begin with?
10. With a view to prevent the increase in unemployment, it has been suggested that the new University should give every facility for the study of technical subjects for the degree examination, so that while the students acquire a certain amount of knowledge of the humanities they may also be fitted for a profession and have the satisfaction of being graduates. Would you be in favour of such a proposal and if so, what subjects would you suggest for inclusion as optional subjects in the degree courses?
11. What are the possibilities of opening professional colleges in the proposed area, in particular, in Medicine, Engineering, Law? If you consider that there is need for such colleges, where would you locate them?
12. Do you think it is feasible to institute at present a degree in the proposed University with Tamil as the main subject and English as a second language and if so, do you think such a degree could comprise the subjects in the arts course as well as in science?

V (b)

1. What in your opinion should be the main features of the constitution of the proposed University?
2. Are you in favour of having an academic body for consideration of academic questions and an administrative body like the Senate for the general management of the affairs of the University?
3. Are you in favour of the idea of a separate academic body for Oriental studies which would have its headquarters at a particular centre and which would decide on all academic matters pertaining to these languages and particularly Tamil?
4. What should be the relation of the high schools to the proposed University? Are you in favour of the system where the majority of those who enter the University do so by means of the Secondary School-Leaving Certificate? Are you in favour of a special entrance examination conducted by the University?
5. What name would you suggest for the proposed University?

II

**M.R.Ry. K. Natarajan, Editor, "Indian Daily Mail,"
Bombay, dated 21st July 1926.**

In my opinion there is no need for a Tamil University and I consider the establishment of the Andhra University was itself a mistake. The Madras University enjoys a certain prestige for its standards outside the Presidency which it will take many years for the Andhra University or a University in the Tamil districts to achieve. My own idea is that there is no single natural division of the Madras Presidency which can afford in the present industrially backward condition of the Presidency to maintain a fully equipped University of its own. The best results, therefore, can be most easily obtained by pooling the resources of the whole Presidency and concentrating on the development of the existing Madras University. My views on the subject are reflected in the report of the Bombay University Reform Committee issued a few months ago. I shall send you a copy of that report in the next two or three days for the use of your Committee.

III

**M.R.Ry. Diwan Bahadur Sir T. Sadasivier Avargal, Kt.,
B.A., M.L., dated 27th July 1926.**

1. (a) My view is that there is a great need for the establishment of a University for the Tamil districts.

(b) Far from that need having been diminished by the establishment of the Andhra University, the need has been greatly increased.

2. The vernacular languages have been very much neglected for years past. It is impossible to promote true education, and the culture needed for the uplift of India among the masses without making the vernaculars the media for imparting such education and culture. In the days when Macaulay wrote his famous minute, the importance given to the English language was, no doubt, justified; but as my respected friend, Sir R. Venkataratnam (Madras University Vice-Chancellor) stated in a recent speech, the time is now over-ripe for making a change, as true education and true culture (based on eastern traditions but strengthened and vivified by western practical system, original critical research and sense of scientific accuracy and realistic control over nature's forces) have to be spread among the masses also.

I am especially interested in religious culture, which, in my opinion, is the foundation of all other beneficent culture. After Sanskrit and Prakrit ceased to be spoken languages, our saints and sages have unhesitatingly made the vernaculars the media for religious culture among the masses in their respective linguistic areas, without detriment to the religious culture also attainable by a few from the classical Sanskrit religious literature. A Tamil University for evolving true culture of all kinds among the inhabitants of the Tamil districts is, therefore, indispensable.

3. Of course, the establishment of a University in the Tamil districts must affect the Madras University.

5. 'Tamil Districts University' would, in my opinion, be a sufficient and suitable designation.

II

1. I am in favour of the affiliated type. The advantages of this type have been threshed out when the Andhra University was established. I have no additional arguments to adduce.

2. I am in favour of that type which aims at concentration of particular branches of learning at particular centres.

3. The relation of the colleges of the Tamil Districts University to that University may be made similar to the present relation of the colleges of the present Madras University, to the latter, this present relation having been the result of a long course of experience in practical administration.

4. I am in favour of the University undertaking teaching. The University teaching must be in post-graduate advanced courses including the guidance and supervision of the work of the research students.

5. The proposed University ought to undertake research work. Some of the subjects which suggest themselves to my mind are—

(a) Saiva Siddhanta philosophy as found in Tamil and Sanskrit religious literature ;

(b) Sri Vaishnavite philosophy as found in the Tamil Prabbandams, the Vaishnavite Sanskrit works, and the commentaries thereon ;

(c) comparative philology of the Dravidian languages ;

(d) the influence of Sanskrit religious works on the terminology found in Tamil works (including philosophical works) and on the developments of Tamil religious literature and Tamil philosophical works ; and

(e) how the Tamil language has changed from the earliest Sangam times up to now, through Kambar, Arunagirinathar, Thayumanavar, Pattanathu Pillayar, Ramalingaswamiyar, Meenakshisundaram Pillai, Arumuga Navalar, etc.

Kumbakonam might be made the centre for the researches in Saiva Siddhanta philosophy, there being several Saivite maths near there.

Trichinopoly might be made the centre for Sri Vaishnavite philosophy, Srirangam being near there.

If one or two Madras colleges are affiliated to the Tamil University, philological researches can be conducted in the Madras centre.

Researches in other subjects might be carried on in the Madura centre.

III

1. All the Tamil districts, i.e.—

Chingleput	Tanjore	Ramnad
North Arcot	Trichinopoly	Tinnevelly
South Arcot	Madura	Coimbatore and Salem

and whatever schools and colleges in the Madras city which desire to be affiliated to the new Tamil University.

2. Except the Presidency town area, I do not think any of the other districts can be called bi-lingual.

3. I think the headquarters should be in Trichinopoly, the most central town in the area of the Tamil districts, and it seems to have the largest number of educational institutions. And when the new railway on the northern banks of the Coleroon is constructed, even a larger number of students than now will flock to the Trichinopoly centre. It is also reasonably near the Chettinad (the patronage of the Chettis being very necessary for the prosperity and usefulness of the University) and also to the Native State of Pudukkottai which is a Tamil State and which might be expected to extend its patronage to it.

Periodical exchange of professors, the promotion of the scout movement (a cosmopolitan movement), the selection of examiners from the staffs of all the colleges without discrimination and the specialization of particular subjects in particular colleges and periodical Inter-college conferences of Principals and Professors in the whole university area for concerting unified actions in appropriate educational activities are the chief suggestions that occur to my mind, in connexion with mitigating the risk of the probable and more favourable treatment received by the Trichinopoly colleges. But this risk is very small and ought to be faced.

6. The headquarters should be both the administrative as well as the academical centre.

V (a)

1. The special aim should be to have all western scientific knowledge translated into the Tamil vernacular, making free use of Sanskrit words also (botanical, metallurgical and even geological and mathematical terms in the Vedic and other Sanskrit literature being very copious), so that after a certain period, tuition even in western physical and chemical and other sciences may be had even in college classes through the medium of the Tamil vernacular.

2. Ayurvedic medicine, Siddha Vydia medical science, devotional philosophies, Chera, Chola and Pandya civilizations and their rise and fall, the history of the Pallava and Naik dynasties, peculiarities of Pallava and Chola architecture, iconography and phallicism, the history of Conjeeveram, the interactions between the Buddhist, the Jain, the Saivite, the Vaishnavite, the Sakta and the other religious and philosophical cultures in the Tamil land, including the growth of vegetarianism and the decline of the Vedic Karmakandic practices (including animal sacrifices), the causes of the three great Vedantic schools of Sankara, Ramanuja and Madhwa and the school of Srikanta Sivacharya (also claimed to be a school of Vedanta) having sprung up in the south of India: as regards all these subjects, the Tamil districts offer special facilities for their investigation and study.

3. I am clearly of opinion that particular centres should concentrate on specialization in certain branches of learning. I think it is quite feasible at present. Kumbakonam can specialize in Mathematics and Physics, Trichinopoly in Chemistry, Botany and Zoology, Madura in History and Philosophy, without prejudice to the observations made as regards the specialization in particular kinds of other research work.

4. (a) I do not think that a separate Tamil Academy is necessary. I have already stated that Madura may be made the centre for research work in Tamil. Academies breed narrowness. Already there are

certain die-hard Tamil scholars, even among educated men, whose love of Tamil seems to require for its continuity, an intensity of dislike (I would almost say contempt) not only to other Dravidian languages, but even to Sanskrit. The scholars in Madura might specialize in Tamil literature and philosophy; but such specialization should not tend to ingratitude towards other languages and should not lead to such rigidity and fixity of ideas as to make the specialists' minds to become exclusive and to resist adaptation to modern ideas and conditions.

As I said, Madura seems to be the best centre for what I may call the promotion of a fluid culture in the Tamil language, literature, philosophy and religion. So far as philosophy and religion are concerned, Tamil religion and philosophy (whether Saivite or Vaishnavite) cannot be vitally separated from the religious and philosophical ideas found in Sanskrit literature.

(b) As regards the vague expression "Oriental studies", I take it that it includes comparative philology and studies in the history of Tamil Kingdoms, etc. I think that Madras is better fitted for studies in comparative philology, and Kumbakonam for studies in Saiva Siddhanta, while other oriental studies may be confined to the Madura centre.

5. Tamil must be the language for the curricula of studies up to the end of the High School course, English and Sanskrit being made second languages. For the first five or ten years and till the university, by the encouragement of Tamil and Sanskrit scholars, has fixed upon a glossary of terms for scientific studies, teaching in scientific and mathematical subjects in the college classes should be in English. In the University examinations also Tamil culture should be made compulsory.

6. I consider the making of the vernacular the medium of instruction in the university classes also possible after a glossary of terms is prepared in the course of five or ten years, with the help of Tamil scholars like Engineer Mr. Manikka Nayakar and combined Sanskrit and Tamil scholars residing in Ramnad, Kumbakonam, Conjeeveram, Madras, etc. I think the difficulties are very much exaggerated in connexion with the preparation of such a glossary. I think such a glossary might be made a common glossary for the whole of Dravidian India, as it would be helpful even to the Andhra and Karnataka and Malabar Universities (the two latter being likely to come soon). In preparing that glossary, the help of Andhra, Karnataka and Malayalam scholars might also be availed of in the committee appointed to prepare the said glossary, as it is very advisable for obvious reasons that scientific terms should be made common to all these Dravidian Universities. (In Europe, Latin terms were used to promote the object aimed at.)

7. I think it is absolutely necessary that research in Malayalam should be undertaken along with the research in Tamil, old and new. Malayalam written characters and old Malayalam literature are very closely connected with Tamil characters and literature; and the history and development of the one language will throw a huge flood of light on the history and development of the other language. Further, the way in which the Malayalam language, the Malayalam grammar and the Malayalam literature have been developed by the late Rama Varma Koyil Thambiran, Professor Raja Raja Varma, M.A., the living

Vallathole Narayana Menon, called the Rabindranath of Malabar, the late Kumaran Asan, the famous Ezhuthachan and others will give valuable hints on the proper means to be adopted for the further evolution of the Tamil language into a modern language which will be both popular, scientific and philosophical like the modern English language.

8. I am not in favour of the proposed university training students in technological studies. My own opinion is that the Madras University should become a technological university after the large manner in which it is sure to be affected by the creation of the Tamil University, as it has already been by the creation of the Andhra University.

9. The faculties should begin with

- (a) Faculty in Arts,
- (b) Faculties in modern Sciences (three or four divisions).
- (c) Faculty in philology, philosophy, logic and psychology.
- (d) Faculty in history and political economy.

10. Questions of unemployment and of university changes should be kept poles asunder.

11. I think there might be a medical college located in Kumbakonam, an engineering college at Trichinopoly and a law college in Madura.

12. I think it is quite feasible to have a degree with Tamil as the main subject and English as the second language. Such a degree could and should comprise a fair knowledge of Sanskrit also. Studies in the Arts course might comprise certain special philological, historical and philosophical subjects.

V (b)

2. I am against multiplication of bodies. I have some prejudice against academical bodies. One Senate for the general management, with a Syndicate and officers will quite do.

3. I am against a separate academy for oriental studies.

4. I am in favour of a special entrance examination conducted by the university to select those who come to the university course.

5. Same as question 5 in heading I.

IV

**M.R.Ry. Diwan Bahadur R. Ramachandra Rao Avargal,
C.I.E., dated 28th July 1926.**

It is necessary in the first place to define exactly the purpose of an university. If the object be to manufacture a number of scholars passing up to a certain definite standard of knowledge, we do not want an university. A factory—I use the word advisedly—would do. I shall make my meaning plainer. At present for Government service which absorbs the largest number of educated services, even a School Final course is sufficient qualification. So if an appointing authority prefers a B.A. pass, it is only because he wishes to shelve the responsibility of selection to another body and to restrict the field of recruitment for his own ease. When the number of B.A. passes exceeds their absorption in occupations, the minimum standard will be raised to the

M.A. degree qualification—as it has already occurred in Madras City. This function of hall marking standards is so foreign to a real university that it is possible to conceive of private institutions coaching aspirants for service and thereafter selected by a public service examination. I do not at the present moment for other reasons suggest the divorcement of this feature from an Indian University but wish to emphasize that the feature is not an integral part of university functioning.

My idea of a proper university is the concentration therein of persons permeated with the university flavour with the consequent establishment of facilities for research partly for giving work to the savants wedded to science for all life and partly for students to discover their own motive in life. Such a centre of study for study's sake will in the first place attract the best and the most disinterested workers; it will command international respect; it will advance indigenous culture; and most of all it will, sustained as it would be above the maelstroms of daily politics and selfseekings, have a marked effect on all activities and elevate and purify by irresistible magnetism all national life.

Regarding the subjects of research, care should be exercised to select such as have an intimate connexion with local genius and local needs. E.g., Tamil with its ancient history and unexplored past would be an appropriate subject for any university in Southern India. The salaries must be enough to place the workers beyond need but sufficiently low as not to become the attraction instead of love of culture. Nevertheless the cost will be heavy and even on pure financial grounds the multiplication of universities is to be deprecated.

Holding the above views I consider that the proposed Tamil University is uncalled for—I cannot conceive of knowledge being dubbed as local or lingual. In my opinion even the Andhra University is a mistake and I am afraid will never shake off the contaminating side motives which explain its genesis. It is scarcely necessary for me to answer your questions after the above expression of my views.

V

The Rev. H. A. Popley, dated 31st July 1926.

In reply to your questions I am sending you herewith a note. It does not exactly deal with most of the questions you sent. To my mind another Madras University at Trichinopoly or anywhere else in South India is of very little value, and I am not greatly interested in that kind of thing. That is why I have just taken up this one main point and pressed that. I hope that some of the others will do the same.

Tamil University.

1. I have thought a considerable amount about this matter of the Tamil University, and the principal point I wish to make is one that is hardly covered in any general question unless one can bring it under II-1.

It is this. In my view what we need to-day in South India and probably one may say in the whole of India, is the development of unitary universities on a residential and local basis.

To my mind a university is not a place where people simply acquire knowledge for the sake of a livelihood, or get degrees with a view to professional certificates. It is a meeting ground where men engaged in the pursuit of knowledge for its own sake, as well as for its value to the world and themselves meet together constantly, and in their constant touch with one another help to make the best possible contribution to the growth of knowledge and culture. A university should be a real centre of cultural influence in the whole community. It is not merely a collection of professors or examinations or offices from which degrees are issued, but a body of teachers and students engaged in a common aim, and widening their own thoughts and visions by constant communication with one another. I do not believe that this can be achieved in any real degree except in a unitary university.

India has suffered sufficiently from universities of the Madras type not to desire to increase them any further. The Andhra University began with great ideals and high hopes and it has degenerated into a scramble by every town of any size in the Andhra country to get at least one college. The centre of the university is at present nothing more than an office without any colleges. There is no real university life in this kind of a university. Each centre specializes in some particular department and so the essential idea of the university is really sacrificed for the sake of local patriotism.

I should like to see developing in the Tamil country as elsewhere, universities in different centres which will be compact and unitary, each one developing to the utmost limits of its capacity.

The idea of a distinctive Tamil University does not appeal to me. I think there will have to be a number of Tamil Universities before the ideal can really be worked out. Sectarian universities worked on a linguistic or religious basis seem to me to be opposed to the idea of university culture. There is no doubt that a university established either at Trichinopoly or Madura or Tinnevely would have to develop the Tamil side of its work in order to meet the needs of the country and the place in which it was situated. So to that extent all of these would be Tamil Universities, but they would not be Tamil Universities in any narrow way and there is a danger that we may forget the university ideal in thinking simply of the emphasis on Tamil. I am one of those who have believed always that we should aim at university instruction in the vernacular rather than in English, and so it is not with any feeling of contempt for the vernacular that I make this point.

My plea therefore is that universities should be allowed to develop in the different centres according as those centres are capable of working out that development, and that we should not try to create a new university of the Madras type for a large area in any one of these centres. There is no doubt in my mind that at the present time Trichinopoly is capable of becoming a university centre and every help should be given it to that end; it should not try and mix up this aim with the idea of imposing itself on the whole Tamil country as the Tamil University. It will be the only one until another is developed, and it will be natural for those students who wish to emphasise the Tamil side to go to Trichinopoly, provided of course that its teaching facilities on other sides are adequate. If the university is concentrated in Trichinopoly it will be able to develop a real university life. If

however we bring in the idea of affiliated colleges, all kinds of difficulties at once crop up. The university loses its unitary idea and constant occasions of dissension arise between the colleges in the centre and the colleges outside.

It may be said in objection to this course that there is not sufficient money for the development of such universities. I do not believe this. I believe there is sufficient money for the development of all the universities needed in India. The Madras Government to-day are giving less to university instruction than almost any other Government in India in proportion to their resources. Even the Punjab is giving larger grants than Madras. Even however if this objection were true I have no hesitation in saying that it would be better for the present colleges outside of Trichinopoly to maintain affiliation with Madras and allow the Trichinopoly University to develop to the fullest possible extent on its own lines as a unitary university, than to try and group together all the colleges in the Tamil country under a university centre in Trichinopoly.

I do not think that at present any other centre in the Tamil country is ready for the establishment of a university. I hope that the time will soon come when Madura will wake up to its possibilities and will be able confidently to ask for a similar university.

I believe that in a university in the Tamil country the study of Tamil should be naturally one of the most important things. It should not however stop with the study of Tamil, but should develop the study of the whole of the Dravidian languages. I believe that it is desirable to make provision for the possibility of both examinations and instructions in the vernacular throughout the University. Only in this way will the demand for the necessary text-books arise. The university should set itself to provide text-books required in the vernacular.

With regard to the suggestions in V(a) that different centres should develop distinctive studies. It seems to me that this is altogether against the idea of a university. The aim of a university is to bring together the different departments of knowledge in the one centre so that the students may be able to relate life and knowledge as a whole. I do not believe that it is desirable to try and scatter all these departments over the Tamil districts with a view to giving a sop to particular localities. Each centre should try and develop a real university giving particular emphasis to certain special studies which have special interest in that locality. For example, in Trichinopoly railway engineering will naturally have facilities which other centres will not have, just as textiles and industrial chemistry will have in Madura. A university to-day should aim at the development of the different branches of knowledge including the economic, industrial, philosophic, scientific and so on.

With regard to the name of the university I would call a university established in Trichinopoly, the Trichinopoly University, a university established in Madura, the Madura University and so on. I would not give any other names.

VI

Mr. P. F. Fyson, M.A., Presidency College,
dated 1st August 1926.

I

1. (a) Very desirable.
- (b) Yes, rendered more desirable (and possible).
2. The Madras University is too large. Tamil literature and culture should be studied in its home, and where better Tamil is ordinarily spoken than it is in Madras.
3. Improve it by making a real teaching university more possible.
4. ——— (No reply).
5. Tamil University.

II (i)

1. Affiliated. A unitary University is plainly impossible in a district containing so many first-grade colleges. The federal type with centres specializing in certain branches of study has its advantages but impossible with three centres already doing Mathematics and Physical science and four taking Philosophy and History.
2. At present one only—affiliated type—see answer 1.
3. Affiliated and coequal.
4. Yes but not at present possible in a university of scattered colleges.
5. Certainly the university should encourage research work. I doubt if it can at present undertake it.

III

1. All Tamil districts—in general all Southern India south of Madras exclusive of Malabar and Kanara, Bangalore and Coorg.
2. (No reply).
3. Trichinopoly because a big railway centre and most colleges now there.
- 4-5. None. No.
6. At present administration only. See answer to questions II-4, and III-4.

V (a)

1. (No reply).
2. No.
3. No, see reply to question II (i).
4. (a) } (No reply).
 (b) }
5. Common Colloquial Tamil should be on the same footing as Colloquial English, Classical Tamil occupying quite a subordinate position (except, of course, when studied as a special subject).
6. A vernacular, e.g., Tamil, can never take the place of English as a medium of instruction because it is not flexible enough or rich enough. The attempt to teach in the vernacular will therefore wreck the scheme.

7. (No reply).

8. (a) Yes. (b) (No reply). (c) No reply.

9. Arts, Science, Law, Indian Languages, Agriculture, Medicine, Law and Technology or Applied Science.

10. Yes, provided the course in college, is followed by a course of at least one year in apprenticeship or works—leaving the workshop side of the profession. Exclude Law.

11. (No reply).

12. Only Colloquial 20th and latter part and 19th century English should be required by all except those studying English in a group or branch (see on). There should be no separate degree in Tamil but Tamil (Classical and Modern) should be a special branch or group.

V (i)

1. Syndicate of eight members and Vice-Chancellor. *Academic Council*—limited to teachers. *Senate*—with deliberating powers only. No financial or other control.

2. See No. 1.

3. No.

4. None—the control of schools should not be in the Government Department of Instruction. No. Yes separate Matriculation examinations.

5. Tamil.

VII

Prof. C. V. Raman, M.A., D.Sc., F.R.S.,
dated 31st July 1926.

I consider it would be to the advantage of education in Southern India if the Madras University is relieved of as much as possible of its external affiliating and examining functions and allowed to devote itself to the development of higher study and research at headquarters. At present, I think far too little is being done in Southern India for the promotion of higher learning as distinguished from the manufacture of pass B.A.'s, and this is largely due to the attention of the university being devoted to the routine aspects of educational administration as distinguished from real constructive work of the kind to which the Calcutta University largely devoted itself under the leadership of Sir Asutosh Mookerjee. The concentration of routine administration and the neglect of research at headquarters has the effect that teaching tends more and more to get lifeless and out of touch with the advance of knowledge, and to be unduly dominated by examinations.

The line of advance which I would suggest is the linking together of the group of educational institutions lying within easy reach of the Cauvery Delta (Trichinopoly, Tanjore, Kumbakonam, Mayavaram, Negapatam, Mannargudi and Pudukkottai) into a university of the federal type with headquarters at Trichinopoly. This is a compact and densely populated area with strong educational traditions and, in my opinion, could with advantage be given in a university of its own.

The smallness of the area involved would enable a close contact to be maintained between the colleges concerned and the federal organization. The university could be conducted on the lines most adapted to the cultural and economic interests of the area concerned.

Farther south, perhaps, Madura might be given a small but independent university of the teaching and residential type with a strong bias for Tamil studies which would seek to revive the ancient glories of the Tamil Sangam.

I do not think the formation of the organizations suggested would have a prejudicial effect on the Madras University. Madras, in my opinion, should develop into a University concentrating mainly on higher studies and research, both literary and scientific, aided by a liberal subvention from the Government, and the detachment from its jurisdiction of the majority of the institutions in the distinctively Andhra and Tamil areas in the Presidency should give Madras a real inducement to improve the institutions within the city in order that they should continue to attract the best students from all parts of the Presidency.

VIII

M.R.Ry. T. S. Krishnamurti Avargal, B.A., L.T., District Educational Officer, Chingleput, dated 2nd August 1926.

1. (a) The sooner it is established the better.

(b) Not at all.

2. I know of no other country in the world where University Education is given in a foreign language. Even Graduates have no deep knowledge of English. Knowledge is picked up and assimilated much more rapidly if instruction is given in the mother tongue, the tongue of generation after generation for over 3,000 years. Tamil traditions, Tamil Literature, Tamil Science, Tamil everything, has a (very far) back seat now. Such a thing is no less than a scandal. If Tamil culture, one of the most ancient in the world, is not to die out, the establishment of a Tamil University is a pressing need. Tamil culture is the source of most others in the world, including Greek, Latin and Sanskrit and has not been surpassed, except in the field of material Science, by any later one.

3. Yes: and a good job too that it will.

4. Yes. The answer is obvious. An affiliating university spread over many language areas has patent defects. The colleges in the Presidency town have an undue voice in the management and unfair resources in teaching, etc. The proposed university will partly at least remove such disabilities.

5. What about செந்தமிழ்க்கலாசாலை?

II

1. I don't know what is meant by unitary type and federal type. I certainly don't want an affiliating type. Cambridge would be a good type to copy. I deem it essential that, however, many colleges are required, they should be in one place and there should be teaching available common to all the colleges, and inter-collegiate activities should be

prominent. The advantages of such a type need not be detailed. Look at Oxford, Cambridge, Yale, Harvard, etc.

2. If possible, I should like all branches of learning to be taught in one place. If this is not feasible the Technical branches may be in a separate place.

3. I don't want them spread over a large area. They should be in one place and have an equal voice in the management of university affairs.

4. (i) Yes.

(ii) University professors should be confined to the teaching of honours and research courses and for out of the way subjects (iii)—Yes.

5. (a) Nil.

(b) Yes.

(c) Indian History, Tamil Philology, Tamil Medicine, Tamil Philosophy, etc.

III

1. The smaller the better, I would have several Tamil Universities.

2. Such districts are few. No special measures are necessary.

3. Madura, for choice. It was the seat of the ancient Pandya Capital and the three Sangams. It is a holy city with great scholarly traditions. There is even now a remnant of the Tamil Sangams there. I expect, however, to see in time at least four Tamil Universities.

4. Needs no answer. The example of the Madras Colleges already adverted to is notorious.

5. Of course, I do.

6. It should be both. We don't want a mere ink-slinging centre.

V (a)

1. The special aim is to revive the ancient Tamil culture, which is being slowly done to death by a process of attrition or peaceful penetration by Western culture.

2. Plenty. Literature, Agriculture, Geology, Forestry, History, Medicine, Engineering, etc.

3. Vide answer to II (2) above. Coimbatore may have agriculture and forestry. Some where near Pykara, Hydro-Electrical Engineering. Can't think of any more at present.

4. (a) Yes. Madura, of course.

(b) Certainly.

5. The first place, and a compulsory one.

6 I am in favour of it. In fact, the university is not worth calling Tamil, if the medium of instruction is not that language. I consider it quite possible. Begin from the High School with a set right now, and give instruction in Tamil, right up in Tamil. There will, of course, be some difficulty in the first few years but that can easily be overcome.

7. Endow Chairs. Telugu has already got the Andhra University and not much is to be achieved in Malayalam. Canarese has the Mysore University. Therefore Sanskrit is the only other Oriental language worth considering.

8. (a) Yes. Also petroleum (there is plenty of this in Travancore).

(b) Can't say off hand. But there are heaps of opportunities in South India. Department of Industries will probably give you help.

(c) Yes, petroleum, motor engineering, machinemaking, architecture, toymaking, umbrellas, watches and what not?

9. Tamil, History, Philosophy, Agriculture.

10. Yes. Any or all of the subjects in 8 above.

11. There are all possibilities. Madura.

12. Yes. Yes.

V (b)

1. I am not enamoured of the constitution of the present Madras University or Andhra University. I want some thing much simpler and composed of less heterogeneous elements. I have no cut and dried scheme to offer. I should like some time to work it out.

2. Not necessary. One body may do.

3. Yes.

4. (a) One function of high schools is to prepare pupils for a University Course. But they should have no official relation to the University.

(b) No.

(c) Yes.

5. See answer to I (5) above.

IX

M.R.Ry. Rao Bahadur K. B. Ramanathan, M.A., B.L., L.T.,
dated 5th August 1926.

I

1. (a) & (b) As I construe the Act VII of 1923 the Preamble makes a difference between *constituent* and *affiliated* Colleges, the latter colleges being allowed to have their connection with Madras continued till they are able to set up universities on their own account. The position of the mufassal colleges is similar to that of younger sons in a Hindu family, after the family property has been divided and the eldest son has been assigned the family house, the younger son being on sufferance in the old house till they set up separate houses on their own account.

2 The machinery would be simplified, the council of affiliated colleges would go. The University would be a homogeneous body and it would work better.

3. The Madras University would diminish in strength and revenue perhaps. For some time there would be still the prestige of known achievements, such as they are and boys from the mufassal might still seek admission to Madras colleges in preference to those nearer.

II

1. A federal type with three groups of colleges, Trichinopoly being the centre, Madura and Chidambaram being the ends, for the Tamil area of university education. The unitary would be the best if

funds permit or Carnegies and Rockefellers are forthcoming. The affiliated colleges feel like the children at the gate, not allowed to go into the house.

4. Yes, in reply to the last query : University may confine itself to advanced studies.

5. In Madura possibly Tamil studies may be pursued to the Research standard, as also at Chidambaram.

V (a)

1. The study of Tamil linguistics and Literature would be the speciality. Section II 5. above.

5 & 6. To have the new university worked at all. Tamil would have to be a second language as at present in the Madras University. Even the Andhras who were so eloquent about Telugu have seen the wisdom of accepting the hegemony of English, in their new University.

I expect the general proficiency of the undergraduates in the University in Tamil language and literature would lead a good number to make a specialized study of Tamil in the University. There would be no need for a compulsory second language in the college courses.

7. Sanskrit in relation to the development of Tamil literature and culture.

8. (a) Technical studies are best pursued in places where there are specialised industries and where absorption of students in active industrial pursuits is possible at the end of such studies. I feel doubtful whether technological studies of a University standard are necessary. Railway machinery, silk industry, brass and metal work may be taught in appropriate areas. Trichinopoly, Madura, Kumbakonam are places with special facilities.

9. Science and art faculties—Teaching, Law, Medicine, Engineering—all recognized.

10. I should prefer technological studies to be taken up after the Matriculation at the University and special courses may be organised in technological schools. I am doubtful about the utility of aiming at high University standard of the Birmingham type.

V (b)

2. Yes.

X

The Right Reverend the Bishop of Madras, dated 8th August 1926.

I

1 (1) Madras University having become 'unitary' it is impossible for the mufassal colleges to remain tacked on in an amorphous group and with the consequent loss of prestige. The formation of other University groups is the inevitable corollary of the Madras University Act.

(2) The need has been emphasised by the establishment of the Andhra University which has led the way in this inevitable development. The only alternative would be a complete revision of the Madras University making it 'federal' and practically the Tamil University. But this would be to go back on the ideals of Unitary University in

Madras (where there should be one) and to undo the work of the last five years. Therefore a southern University is necessary for the Tamil country.

2. *Defects* (1)—The anomalous position of the mufassal colleges under the present system, (2) the hampering of development in Madras owing to the necessity of legislating for outside colleges and (3) the consequent falling between the two stools of 'unitary' and 'affiliating' University, (4) the difficulty of developing and controlling the mufassal colleges, (5) the sense of grievance in the mufassal colleges at being relegated to an inferior rank.

Advantages—the development of Madras into a real unitary University unhampered by the affiliated colleges.

3. Entirely beneficially (see 2).

4. Not technically but in practice they have lost prestige: Madras gets the advantages of special lectures and Madras has undue influence in the Senate and Boards.

5. A University is naturally named by a town. Of towns the most historic name is Madura. But Madura is not, I think, the best centre for the University headquarters (see below). In a federal University (which I advocate) one town can give its name to the whole group (e.g., Durham University with its engineering, etc., at Newcastle). Alternatively such names as Tamilnad or Pandinad suggest themselves. But I incline to a town name.

II

1. I am strongly in favour of a federal University. A so called unitary University would have to include also some affiliated colleges and repeat the mistake of Madras.

An affiliating University is simply an examining body and all opinion is against it. A federal University puts all centres on a level and makes them integral parts of the University. (It may be necessary to allow weak centres to be practically affiliated at first but this would be only temporary). A federal University makes the establishment of new Universities simple when they become necessary: thus part of the organisation for the future is ready to hand.

2. I suggest at present only one University for the South to include (say) Tinnevely, Madura, Tiruvadi, Coimbatore, Trichinopoly, Kumbakonam, and Mannargudi. I would confine special and honour courses, etc., to chosen centres while all centres should deal with the ordinary degrees if they desired.

3. All colleges would be equally constituent members of the University: but University teaching (either by specially appointed university Professors or by specially recognised Professors) in special subjects (Honours and technical branches) should be only at special places, e.g. (these are only illustrations), Tamil at Madura, Sanskrit at Tiruvadi, Science at Trichinopoly, Agriculture at Coimbatore, etc. Each centre would be encouraged to specialise in some branch of learning as the University centre and such specialised branches would not be recognised except in that centre. The Senate would be representative of the whole University. The academic council would represent the

constituent colleges specially the Board of studies would have the specially appointed or recognized teachers in their special subjects a *ex officio* members.

4. Yes: in the special, Honours and technical branches mentioned but not (except by way of specially arranged courses of University lectures) in other subjects. These University teachers would supervise research.

5. The University should of course undertake research work but the only branch peculiar to this University would be Tamil literature and history, using, e.g., the resources of the Tanjore Library.

III

1. Tinnevely, Madura, Ramnad, Trichinopoly, Tanjore and Coimbatore districts.

2. No.

3. Trichinopoly as the most accessible place and the seat of 3 colleges already.

4 & 5. I do not think under the proposed scheme this would be the case.

6. The headquarters would be the administrative centre, residence of Vice-Chancellor and place of meeting of Senate. It would not be an academic centre except for the special subjects which might fall to Trichinopoly and academically would be on a par with the other centres.

V (a)

1. The development of real University life and culture which so far has been only very slightly attained in Indian Universities.

2. Tamil: Sanskrit: certain branches of agriculture and forestry, textile industry.

3. I think at present only specialised study could be confined to special centres and the ordinary degree should be obtainable at all centres.

4. Yes. Madura.

5. The claims of Tiravadi have to be considered. It might be possible to specialise in Tamil at Madura and in Sanskrit, etc., at Tiruvadi.

5 & 6. I believe that instruction in Tamil as well as English would help in F.A. Courses but till the books are available in Tamil higher teaching could not be given in that language. The question of a degree in Tamil Literature should be considered. I doubt whether Tamil should be considered a legitimate substitute for a classical or modern language for Tamil students.

7. It does not seem to me that the proposed University need specialise at present in any other oriental language.

8. I think the University should endeavour to promote study in some technical subjects but I would introduce them slowly beginning with, say, agriculture and forestry and perhaps the textile industry. The subjects chosen should have special relation to their use in the area of the University; thus Coimbatore already has an agricultural College: Madura could probably encourage the textile course.

9. The University should have the faculties already capable of being taught properly in the constituent colleges and add others as it gained experience. It should also consider the present faculties with a view to possible improvements in grouping.

10. Yes, I am generally in favour of this.

I suggest, agriculture and the textile industry to start with.

11. I do not think the University should begin with Professional Colleges in Medicine, Engineering or Law. It is better to have strong Colleges in Madras for these subjects at present.

12. No : not at present.

V (b)

(i) Senate.

(a) Elected by graduates.

(b) Ex officio.

(c) Life members and members elected

(d) By Academic Council.

(e) By constituent Colleges (B. A. 2).
(I. A. 1).

(f) By Headmasters.

(g) Nominations by Chancellor.

I would cut out all representations of Legislative Council, Corporations, District Boards, Municipal bodies. A large Senate simply delays business and introduces all sorts of non-academic considerations.

(ii) Academic Council as in Madras Act.

(iii) Syndicate.

(1) Ex officio including perhaps professors appointed by University.

(2) Elected by Senate.

(3) Elected by Academic Council.

(4) Nominated.

2. Yes : but I should define carefully the relations of Senate, Academic Council and Syndicate. The two latter are not sub-committees of the former.

3. No. I would have a strong board of studies but it should submit its proposals to the academic council like others.

4 I think the University should have its own entrance examination but it would be open to it to decide what examinations, if any, should be recognised as equivalent in whole or in part to its own examination. The more the University can get away from the general system of school education and set up a standard of its own the more likely it is to develop.

Powers of the Senate.—See Madras Act.

Omit 16 (9).

Omit 16 (11) to institute, maintain and manage constituent colleges.

Omit 16 (12).

Omit 16 (13) to institute, maintain and manage hostels.

16 (14) Amend "to lay down general rules with regard to the residence, discipline and general welfare, etc.". 16 (16) omit.

Powers of Syndicate 18 (Madras Act).

Powers of Academic Council as in Madras Act but 24 (a) omit.

Representations.—I would give each B.A. College two representatives on the Senate and each Intermediate College one.

XI

**M.R.Ry. M. S. Purnalingam Pillai, B.A., L.T., Retired
Professor of English, Bishop Heber College, Trichinopoly, dated 8th August 1926.**

I

1. (a) I am of opinion that there is need for the establishment of a University for the Tamil districts.

(b) The establishment of the Andhra University has but accelerated the movement for the establishment of the Tamil University.

2. The reasons for the establishment of the Tamil University are chiefly these: (1) The Madras University has circumscribed its sphere of influence to the city of Madras and its suburbs. (2) Its new aim is to transform itself into a teaching and residential university at an early date. (3) The continuance of the affiliation of the colleges in the mufassal will handicap its progress. (4) The Madras University ought to be cosmopolitan and to encourage all languages spoken by the residents or sojourners in the city of Madras, and it would be unfair on its part to prefer any one language for cultivation and development. (5) No social or political progress is possible if the masses are not educated in and through their mother tongue. (6) The world's history will be imperfect without the history of the Tamil people, the most ancient of the races in the world, whose culture, civilization and cyclic changes lie buried five fathom deep in the classics of the Tamil country. (7) Only a separate university for the Tamil land and its products can adequately explore its material and literary resources.

3. The income of the Madras University from examination fees will fall off, but it is inevitable when the parent has become exclusively self-regarding and let the children make the best for themselves.

4. The new university can have at the start but limited pecuniary resources, and the Government aid to it cannot but be more limited than what the Madras University is enjoying. If the new university should venture on new lines, it would mean more expenditure and the affiliated institutions accustomed to old ways, must adapt themselves to the new requisitions and this adaptation means more investment. Such a disability can be removed by generous philanthropists and by the new university making its way slow and steady but sure.

5. In accordance with the resolution of the Senate of the Madras University in 1923 for more universities on the linguistic basis, and in pursuance of one of the many objects of English education, that is the education of the masses, the language of the masses determines the

name of the proposed university. For the Andhra country there is the Andhra University, and, *pari passu* for the Tamil country, the proposed university must be designated the Tamil University.

II

1. For the present the proposed university should, with its limited pecuniary resources, be of the federal type: the affiliated institutions should enjoy equal rights and privileges without distinction. In that case the university would work harmoniously and well, and all colleges and districts would co-operate for the welfare and rapid development of the unfledged university.

2. For the present one university is enough for the Tamil area. As she grows, she may have her offspring, and dissipation will have its day. The Tamil university must encourage technological studies in colleges and prevent overlapping, unnecessary expenditure, and mutual unhealthy rivalry in a locality.

3. The institutions in the Tamil area should be equals in every respect, and the university office or buildings can at best be their representative council chamber and store-house.

4. Linguistic and historical research can be undertaken with profit. Scientific research will be too costly at the initial stage.

5. At present no college in the mufassal has special facilities for research in any branch of study. The colleges in mountainous districts can take up geology and mining; those in districts where forests abound, forestry; those in districts where particular industries are thriving, industry—cotton, grain cultivation, manufacture, milling, weaving, etc.; and those in districts where different products and industries are available, trade and commerce. The Nilgiris and Salem are mountainous; Coimbatore is noted for its forests; Tanjore is purely agricultural; Trichinopoly, industrial; South Arcot, commercial; Madura dyeing and weaving; Tinnevely and Ramnad are remarkable for their cotton produce.

III

1. No college in the Tamil area should, on no account, be exempted from affiliation with the Tamil University.

2. The bilingual districts are one or two, and in these Tamil is no alien. If the people can or do speak Tamil, though their mother tongue be some other, they must learn Tamil. The sons of birds of passage, of officers and merchants, in the Tamil districts should learn Tamil or should attend colleges elsewhere where their mother tongue is taught.

3. The headquarters of the university should be Trichinopoly, somewhere about the Golden Rock, it being central geographically and in respect of railway communication, and, culturally, next to Madras.

4. It is inevitable that colleges in proximity to the university headquarters will have the advantage of the use of the university library and laboratory for research scholars unless it is restricted.

5. No.

6. It should be mainly administrative and should help linguistic and historic researches.

V (a)

1. The Tamil University should, in addition to general culture, provide for knowledge, agricultural, industrial, commercial, and journalistic and should thereby relieve unemployment and misery.

2. Vide my answer to II (5).

3. Vide do.

4. (a) No Tamil Academy is necessary apart from the Tamil University. Tamil language, literature, philosophy and religion can be learnt and mastered in any college. The study of the history of the Tamil language and literature must be made compulsory.

(b) The translation and publication bureau is more important than the Tamil Academy, and it should be located in the headquarters of the university, as part and parcel of it and subject to its control. The delegation or relegation of oriental studies to particular bodies in particular centres will prove very harmful.

5. Tamil must be the first language and more time devoted to it.

6. The vernacular medium relates to the teaching of optional subjects, for Tamil cannot be taught through English nor English through Tamil. In a decade or so the text-books for the optional subjects should be got ready, as has been done by the Usmania University, and the adoption of the Tamil medium will then be easy.

7. Research scholars strong in Tamil and English should be amply provided for and placed under expert guidance, and the results of their labours published at the end of every year.

8. (a) Vide my answer to V (a).

(b) Vide my answer to II (5).

(c) Vide my answer to V (a).

9. The faculties to begin with are:—Tamil, English, agriculture, commerce, comparative religion, and journalism.

10. Yes. Vide my answer to V (a) 9.

11. No separate colleges are necessary at present. If necessary, medicine may be associated with Madara and the American Mission Hospital there; engineering with Trichinopoly and the Engineering school in it; commerce with South Arcot and Sri Minakshi College in the South Arcot district; law with Tanjore and the Government College at Kumbakonam.

12. No. Diplomas or proficiency certificates may be granted to candidates taking the subjects in the arts course alone.

V (b)

1. The constitution of the university should be wholly democratic, broad-based on people's wishes, composed of educated men, educationists and not merely moneyed men. The municipalities, local boards and unions in each district should conjointly return one or two members by election or rotation to the senate on condition that those bodies pay a certain percentage of their annual gross income and that the individuals returned by them have some prescribed standard of education.

2. Yes.

3. No.

4. The high schools should prepare for the university. The present School Leaving Certificate curriculum should be modified and adapted to the requirements of the university; also, a special entrance examination must be held by the university itself.

5. Vide my answer to I (5).

XII

Rev. W. W. Wallace, M.A., B.D., Principal, American College, Madura, dated 5th August 1926.

I

1. (a) The Madras University is unwieldy. The revised constitution provides for constituent colleges and contemplates the formation of separate universities for the present affiliated colleges. The Madras University does not offer a sufficiently wide curricula of studies and does not provide for technological studies for which there is a great demand, or there soon will be a great demand in India; and, a new university founded on more modern and practical lines is a great desideratum. Let the proposed new university be called a Tamil University, and its aim be also a special training of students in technological studies on the lines of some of the more modern universities in the west.

(b) No.

2. The affiliated colleges do not share in the benefits of university lectures, university library and so forth.

3. It would benefit the Madras University by making it more compact and less expensive.

4. The disabilities under which the affiliated institutions suffer are loss of time in attending to university business on account of too great distance from the centre and too little influence in the control of university affairs—

(a) In the Syndicate.

(b) In the Board of Studies and Examinations.

5. Tamil or Dravida.

II

1. A federal type of university is the most practicable one for the Tamil area.

2. A federal type of university implies that each federated college should develop along some particular lines and should represent the university in those particular lines. There could not therefore very well be more than one university for the Tamil area.

3. Question is answered under I and 2.

4. The university should undertake to carry on advanced research work, but should not undertake regular teaching work which it will more properly do through the federated colleges.

5. It is premature to attempt to answer that question at this stage.

III

1. The Tamil area.
2. No answer.
3. Madura because it has been the centre of ancient learning and is the natural centre of the enthusiastic study of Tamil language and literature. It is not necessary to choose that place in which there may be largest development of higher education at the present time, but rather the centre in which the university will blossom out and develop in the future. There is bound in a federated university to be a number of university centres where the university spirit will grow. Such centres are Trichinopoly, Coimbatore, Tinnevely, Kumbakonam and Chidambaram. If it is to be a distinctively Tamil University, Madura will in the long run do more for the development of it than any other place.
4. The type of federated university will not permit any one centre to have any undue advantage over other centres.
5. Already answered.
6. It should be an administrative centre as well as an academic centre in which the university will be fostered.

V (a)

1. The name of the university itself indicates the special aim and purpose of it.
3. The question may be answered later.
4. (a) Yes.
5. Tamil should be on a par with English in the curricula of studies.
6. I consider it quite possible to make Tamil the medium of instruction in the proposed Tamil University. But I am in very much doubt as to the wisdom of doing so. I am inclined to think at present that to follow the established course of English as the medium of instruction will give the university a wider outlook and aim provided that the study of the Tamil language and literature is made the most prominent feature in this proposed new university and that it be made possible for students to pursue a course of university training through the medium of the vernacular if they wish to do so.
7. May be answered later.
8. (a) Yes, decidedly. See answer 2, I.
(b) May be answered later.
(c) May be answered later.
9. The faculties of Arts, Sciences, History, Philosophy, Economics and Technology.
10. Yes, Textile industry, Leather industry, Dyeing and Metallurgy.
11. Question may be answered later.
12. Yes.

V (b)

1. The constitution of a proposed university should be kept as simple as possible and the governing body should be composed of those who are interested and intimately connected with the university education and should be free from all political influences.

2. One governing body. The senate should control the administrative affairs of the university as well as of academic affairs of the university. There should not be two separate governing bodies in this new university.

3. No. The experts in oriental studies should be well represented on the governing body of the university.

4. The university should prescribe certain definite qualifications for entrance to the university and should regulate the standard of admission to university through some modification of the present Secondary School-Leaving Certificate.

5. Already answered under 1, 5.

XIII

M.R.Ry. P. K. Anantanarayana Ayyar Avargal, M.A., L.T.,
Acting Vice Principal, Teachers' College, Saidapet,
 dated 12th August 1926.

I

I (a). In my opinion adequate need does not at present exist for the establishment of a Tamil University.

Reasons—i. As yet parents and pupils seek university education mainly as a passport to employment. As such the market value of the degree is an important consideration. The degrees of the Madras University are likely to have higher value and command greater respect.

ii. The geographical area under the Madras University is rather large when compared with that of sister universities in Europe and America. This might appeal as a reason for the creation of a fresh university. But what should count in this regard is not the geographical area but the number that seek university education. This number does not appear to me yet too large to be dealt with by Madras and I am not aware that the Madras University is hampered in its work by any excess in the number of its students.

iii. Need for a fresh university may be admitted if by reason of the large area Madras is not able to function effectively. I do admit that Madras is at present neglecting some of the most important functions of a university. But its inability to fulfil these functions is not solely or mainly due to the largeness of the area under its control.

iv. If the new university has assured chances of functioning better its inauguration may be recommended. But it appears to me that the proposed university has no such chances at all. On the other hand it looks more probable that it will function worse.

v. The Madras University has been recently modified. The new Act has not yet been fully worked and its potentialities ascertained

Also the Andhra University is in the forming and its effect on the Madras University is yet uncertain. It is better to wait and see if Madras cannot be adapted to serve the Tamil districts.

vi. Madras University itself is now largely a university for the Tamil districts. No additional university seems therefore to be necessary

I. (b) The establishment of the Andhra University has greatly reduced the need if it existed for a Tamil University. Large number of colleges have been absorbed by the Andhra University and the area under Madras has also been reduced greatly. If an argument for the Tamil University existed on the score that it would encourage Oriental studies more than Madras that argument has also ceased since the Andhra University can do the same now.

2. I do not think that the new university can be made free from the existing defects of the Madras University. Neither can it be made to possess any special advantages which the Madras University does not possess.

3. The creation of a university for the Tamil districts will affect the Madras University very prejudicially. Inadequate finance is one of the causes for the short comings of Madras. And its financial resources will get crippled if another university is started.

From another point of view good may result for Madras if the establishment of a Tamil University would lead to Madras being left with its constituent colleges alone and allowed to develop as a unitary university. But I think it unlikely that this will happen.

4. I am not aware that the affiliated institutions of the Madras University suffer from any serious disabilities at present. It is however possible that when Madras fully develops, the affiliated institutions will encounter some minor difficulties. They however are such as are unavoidable in universities of the affiliating type. I do not therefore think that the affiliated institutions of the new university will escape these disabilities.

5. The name '*Tamil*' University, will do quite well if the main idea underlying the creation of the new university is the provision of a university for the Tamil districts.

II

1. As the Tamil districts cover a wide area I do not think that the proposed university can be made to be of the unitary type. It can be of the *federal type*. However it is more probable that in actual working it will reduce to the type of the Madras University.

2. When I am not in favour of the creation of even a single university it goes without saying that I should be opposed to the idea of starting several. Any one part of the Tamil country is like any other part and there does not exist any natural differences for basing the concentration of particular branches of learning at particular places. If any such division is enforced it will be mainly artificial. Such a system will make for some gain to the university in effort and expenditure though the people whom the university serve will have their education made costlier. However I would recommend this plan of concentration at different centres in the hope that thereby better work

would be rendered possible in the centres since more liberal equipment will be possible by avoidance of duplication. Also specialization will be possible for the staff. Then again the federal type of university that will result by this procedure will have fewer administrative difficulties to face as the academic bodies connected with particular branches of learning will get located each in one place.

3. The relation of the colleges to one another and to the university must depend on the character of the university and cannot therefore be foretold. It is however desirable to adjust the relation between the colleges and the university in such manner that very considerable powers of initiative and freedom are ensured to the colleges.

4. I am in favour of the university undertaking teaching to the utmost extent that its working constitution permits. One of the most important functions of a university is to make provision for the teaching of subjects on a very high level. If it is a university of the type owning all the colleges under it, then it may be in direct charge of all the teaching provided. Since this is not likely to be the case what is possible for the university will be to confine itself to post graduate and higher teaching as distinct from ordinary teaching for examination degrees. Ordinary teaching may be left to be done by colleges themselves under the general supervision of the university. University teachers should undertake the teaching of advanced courses and the supervision of the work of research students. Teachers attached to colleges with marked ability should be permitted to function as part time teachers of the university also.

5. I do not think that facilities exist in the colleges of the Tamil districts for research work of a high order. The equipment by way of laboratory and library is decidedly too poor from the point of view of research work and the staff appear to lack the time and inclination for the same. It is desirable that the proposed university should encourage research work as contributing to the world's knowledge is one of the most important of the functions of a university. Further it would be also better if for research the problems chosen are such as have bearing on the welfare and progress of the Tamil country. Beyond mentioning these general views it is not possible to enter into details as regards subjects and centres. This is because the views about the proposed university are nebulous and further research is not a thing that can be invoked and made to flourish by administrative orders. Accordingly the proposed university might begin by encouraging research work by its teachers and students and when in course of time more men with sufficient ability and record of accomplished work appear, they may be liberated from the trammels of routine work and made to fill research chairs.

III

1. Since the university is announced to be for the Tamil districts the area over which it should have jurisdiction should comprise the districts having Tamil for its vernacular.

2. Bi-lingual districts may be placed under the proposed university in the Madras University on consideration of kinship in vernacular, geographical nearness, and the device of the inhabitants.

3. The most suitable centre cannot be decided when the character of the university is unsettled. If it is going to be of the type of the Madras University with constituent and affiliated colleges then a centre situated centrally and having numerousness and variety in its colleges will be most suitable. If it is going to be of the federal type then a fairly important town situated centrally in the area will be good though important colleges may be lacking.

4. The colleges situated at the seat of the university will naturally have certain advantages not shared in by colleges at a distance. This may be undesirable in the view of distant colleges but from the point of view of the university as a whole, this feature is not of a disquieting character.

5. I do not consider such objections valid. The apparent partiality towards colleges in the locality is inevitable and need not in any way impair the efficiency of the university.

6. The functions exercised at the centre will depend on the character of the university. If it is of the affiliating Madras type with constituent and affiliated colleges those at the centre will have to exercise administrative as well as academic functions. If it is largely of the federal type with few affiliated colleges and has different branches of learning concentrated at different centres then at the seat of the university there will be need to exercise mainly administrative functions only.

V (a)

1. A special aim which I would suggest for the proposed university is the equipment of its administration with practical knowledge of some art, craft or home industry. This will enable them to engage themselves in productive labour of some kind. As it is, the products of our university are hanging on employers like the Government for jobs as clerks and teachers. They are utterly unable to employ their time in a useful and lucrative manner. Another aim may be the general education of the masses through popular lectures in the vernacular.

2. I do not think that Tamil districts offer any special facilities for any scientific studies. I do not know about humanistic studies.

3. If particular centres specialize in particular subjects there would be saving in equipment by way of buildings, appliances and staff. Also the equipment provided will be more used and not remain idle as now for a large part of the year. Accordingly there would be economy and saving and this will render more liberal equipment possible. Also the staff will be able to specialize in particular parts of the subject. Therefore the system of allotting particular centres for particular branches of knowledge is good. It is feasible at present though the step will involve some loss and destruction. As there are no natural differences of a striking character between one part and another of the Tamil country the division of centres has to be done artificially. Some guidance in this regard is derivable from the existing equipment and the extent and nature of local interest.

4. (a) I do not approve of this suggestion heartily but I have no objection to acting upon it. Speaking broadly the aims of a university may be generally stated to be (1) acquisition of knowledge

(2) importation and popularization of knowledge and culture and (3) conduct of examinations and conferment of degrees as a hall-mark. But the character of the knowledge which it is for the university to pay most attention to has varied and must vary according to the times and needs of the people whom the university serves. It seems to me that specialization in the Tamil language, literature, philosophy and religion, while patriotic and useful also from a world point of view is not very much suited to the needs of our times. There is a lot of unemployment in the country among the educated as well as among the artizan class. The material needs of a nation demand more attention than sentimental needs. Further there is provision for advanced study of vernacular languages in the Madras University and it is well known to what little extent colleges and pupils have availed it. Also the few that have taken to vernacular studies have done so often because they felt themselves unfitted for other subjects. Accordingly I am afraid that this Tamil academy will not thrive. And we have little justification for expending our slender resources on such a doubtful purpose. If such a step is decided upon I would suggest Madura as a centre for it.

4. (b) It would certainly be an advantage to make that centre also the seat for oriental studies.

5. I would assign to Tamil only the place of a language. The medium of instruction will have to be English. The study of Tamil may be made compulsory up to and inclusive of the B.A. Tamil may also be made an optional subject with the same rank as other optional subjects.

6. My opinion is that in the existing circumstances of the country it is not practicable to make the vernacular the medium of instruction. And this not so much because of the absence of suitable text-books. My chief reason is the fear that there would not be pupils for the colleges. Knowledge of English has a value of its own and until the time arrives when pupils go to colleges mainly for knowledge and training and do not think of the degree as a passport to employment, I think that English will continue to have such a value. And so long as such an inherent value attaches to English I think that pupils will be after it.

7. I do not consider research in language to be of value in the existing state of matters. What resources the university possess should be rather spent in research connected with matters which are of immediate, practical and material importance. I really think that the food problem, proper occupation and vocation, and a living wage are more insistent matters.

8. (a) (b) & (c) I am not very hopeful of our country reaching material prosperity through an industrial regeneration. It does not seem to me that our natural resources are such as would enable us to compete successfully as an industrial nation. Further we have to start along this line rather very late. European and other nations with their smaller population are not able to find occupation for their people on account of the introduction of machinery even though there are such big consumers of their products as India and other Asiatic countries. Supposing that we start industries with the use of machinery, one million shall produce quantities which cannot be marketed. Then again our industrial activities cannot flourish in their infant state unless the state affords protection to the infant industries. We have not been assured

of any such protection and under the circumstances our chances lie more in the direction of the revival and resuscitation of cottage industries which have not been destroyed by the introduction of machinery. There are not many such, however, therefore I would not recommend spending much on Technological institutes of a high class. Technological sections opened and studies encouraged to the extent of helping local artizan classes in the theory and practice of their arts will prove very beneficial. And the subjects and trades taken up must be such as are suitable specially for hard labour.

9. It may begin with the faculties of arts and science and teaching.

10. I do not think that unemployment can be decreased to any material extent by the introduction of technical subjects for the arts courses. This is because there is no demand for more with such training as the industrial activity in the locality is next to nothing. Nevertheless it would be useful to introduce technical studies of a character not too advanced since the present education is largely literary and when scientific too theoretical. Further this side of university work will develop in course of time some local industries and at all events the university can function as a centre for impartation of technical knowledge to workmen and artizans in the various trades. Subjects included must be those that are practical as industries in the locality and such as for which natural facilities exist.

11. The learned professions of law, medicine and engineering are already overcrowded. There are efficient colleges under the Madras and Andhra Universities for these. Further colleges for medicine and engineering will be very expensive. Possibly the cultivation of the indigenous systems of medicine will be feasible.

12. I do not think it feasible. For the present English must hold its place and Tamil can be made only a second language.

V (b)

1.

2. An academic body is essential. The administrative body should be small in numbers. Both kinds of bodies are necessary.

3. I am not in favour of a separate academic body for oriental studies since it is not conducive to efficient or smooth working.

4. At present the High Schools have for their aim the preparation of the pupils for a university course. This should cease. The aim of the High Schools should be the provision of a general and liberal education. The admission to colleges may be left to be done by the Principals according to their discretion. The first year course in the university may be a preparatory one and real admission to the university course at the end of the first year may be regulated by an examination conducted by the university.

5.

XIV

M.R.Ry. K. Sundararaman Avargal, M.A., Kumbakonam,
dated 11th August 1926.

I

1. (a) A university is needed for the Tamil districts, because the Madras University is not one of the kind suited to the present needs and aspirations of the people of South India. This is proved by the fact that the Andhra districts have secured a separate university. The Tamils seek, on similar grounds, to have an institution of their own suited to their requirements.

(b) No.

2 The defects of the present system of education are—

(a) the language of the people is not given a predominant place, and so the natural abilities of educated men get stunted and, in several cases, stifled altogether ;

(b) the education now imparted is not such as to prepare men for all the needs of life ;

(c) most of our educated men, so-called, are unable to shift for themselves and are even playing the part of parasites by becoming supernumeraries in professions already overcrowded,—as pleaders, teachers, doctors, etc ;

(d) their alien education and culture has made them unable to sympathize with the social and economic needs of the people in the rural tracts, or to lend help in improving the present conditions therein.

The advantages waiting to be secured are—

(1) the improvement of agricultural co-operation among labourers, farmers and landowners ;

(2) the preservation and renewal of indigenous arts and crafts, mainly through the adoption of the methods of co-operation.

3. The Madras University would only be affected in the same way as it has been, or will be, by the establishment of the Andhra University.

4. Such disabilities as these affiliated institutions suffer from are chiefly due to want of funds for extending the provision for additional courses of lectures by specialists, for private coaching by tutors so as to supplement what is gained from, or correct what is defective in, the instruction given in the college classes. Such disabilities would soon be removed in the centre where the Tamil University is established, and with greater delay and effort in the places where the affiliated colleges are situated.

5. The university should be named after the city, town or centre where it happens to be located.

II

(1) The university must be unitary in the centre where it is established, and also concede affiliation and representation to colleges outside which seek these privileges.

(2) For the present there is need or scope for one university only, and we must concentrate therein all branches of study and methods of training. Special facilities must also be provided for efficient and practical instruction in those fields of knowledge which could be utilized for life's purposes in localities where there is scope for development in art and industry.

3. Just that relation which exists at present in the Madras University.

4. The University Professors must usually give advanced courses of lectures, and also undertake the supervision of research students;— and the college lecturers must undertake the function of coaches for examinations, both in the public class as at present and also in private to such students as are willing to defray the necessary expenses.

5. Students who wish to engage in post-graduate study and research may be confined at present to South Indian history and antiquities. The Coimbatore Agricultural College must be affiliated to the university and developed so as to serve the cause of agricultural progress in South India on suitable, as well as modern, lines.

III

1. All the Tamilian districts and Malabar, which is practically Tamilian to-day, and originally formed part of the Tamil country.

2. No.

3. Trichinopoly. It occupies a central position in the area for which there is a need and demand for the new university. Further, there are already situated therein three efficient and fairly well-equipped colleges.

4 & 5. The "objection," so-called, is largely imaginary.

The "other colleges" can, if they make the effort, collect funds in order to supply any defects or disadvantages which stand in the way of their efficiency and progress.

6. The headquarters should be both an academic and an administrative centre.

V (a)

In this new university, vocational and practical training should be the main aim. General culture should not be neglected, though kept in strict subordination to the main aim.

2. Tamil literature, arts and archæology.

3. Already to some extent answered under question II (5).

Efforts at concentration may be possible in the centre therein mentioned, and in others where, in the opinion of specialists, facilities exist and practical results are possible of attainment.

4. (a) The Tamil Sangam now at work in Madura is already specializing in this field of study, and may be left to develop on its own lines of advance.

(b) No.

5 & 6. Tamil should be the medium of instruction for all subjects taught in the university, and an obligation should be imposed by the university, at least in the early and infant years of its existence, on

all University Professors that they should write out their lectures in Tamil for revision and publication under its auspices so as they may serve as text-books for the future. Till such text-books become available, some time must be given daily for dictating to students the contents of the Professor's manuscripts. The papers set at the examinations conducted by the University and the answers of the candidates must be also in Tamil. The initial stages of the process would be attended with much strain and stress, but the incidental inconveniences must be borne and can be overcome by resolution and perseverance.

7. Post-graduate study and training must be carried on in Tamil under the superintendence of the University Professors. The University must also conduct a Quarterly Review for publishing the results of researches carried on under its auspices. Further, an association of trained students and of scholars interested in research must be gradually developed so as to form a trusted body of specialists both for co-ordinating the knowledge gained from the unknown and for spreading it especially over the Tamil land.

The University should also promote scholarship and research in Sanskrit, Tibetan and Chinese.

8. (a) Yes.

(b) & (c) Specialists alone can speak with authority on these matters, and they can surely be found as needs arise.

9. (1) Language. (2) Science. (3) Philosophy. (4) History and Economics. (5) Arts and Crafts.

10. Yes. Agriculture, textile industry, colour chemistry and dyeing, metallurgy and leather industry.

11. There is no need at present to start such colleges in the Tamil area. The Madras colleges will do.

12. Yes. The culture and progress of the Tamilians have already immeasurably and perilously declined owing to the present system of education.

V (b)

2. No. A Senate of not more than 50 members—chiefly specialists in various branches of knowledge, science, art and teaching, with a few men practised in the administration of affairs and of law—will be enough for all purposes.

3. No. Such a body—or one which may be easily helped to develop into one such—exists at present in the Tamil Sangam at Madura.

4. The high schools must act as feeders to the University and give the training preparatory to entering it. The secondary school-leaving certificate will quite do as qualification for entering the University. No special entrance examination need be held.

5. The Trichinopoly University.

XV

**A. J. Saunders, Esq. M.A., Ph.D., Professor of Economics,
the American College, Madura.**

In answer to your questionnaire recently received I will limit myself to only those questions in which I am more particularly interested, for on them I have been spending some time and thought.

I

1. The Madras Presidency is too large an area for one University; a second University has now been established in the northern part of the Presidency; I think another University is also required for the southern part of this large area.

2. The reasons that I would advance are Madras is so far away that the distance is an obstacle to the best supervision and control. I think Madras interests and Madras members of the University bodies dominate the institution, and that the mufassal colleges and representatives are not given due consideration. I think also there are enough colleges in the south to warrant the establishment of another University centre.

5. The name I would suggest is 'The Dravida University.'

II

1. I favour an unitary type for the new University, but I am afraid that that is out of the question. I think we shall have to be satisfied with the affiliating type, but I would like to see the federal idea introduced from the very start in the nature of centres devoting themselves to special studies. It is not a question of advantage, but of necessity. We have a number of colleges, separated by many miles, which shall form the University, and so we shall be forced, I think, to the affiliating type, but with centres specializing in various subjects.

4. Here again we are limited by circumstances; I do not think at first that the new University can be a teaching institution; it should aim at that, and may develop into such later on, but at present it will be sufficient to allow the affiliated colleges to do all the teaching. Later on I would be in favour of the University undertaking the teaching of advanced courses, and the supervision of the work of research students.

III

3. I think that Madura is the most suitable centre for the location of the proposed University headquarters, for the following reasons:—

(1) Madura is the most centrally situated city for the whole of Southern India.

(2) It is the home of the Tamil Sangham, which has made Madura a centre of learning for centuries.

(3) Madura has not only a cultural history but also a cultural atmosphere, and that is essential in an University centre.

(4) If heat and health are taken into consideration Madura has an advantage.

For these reasons Madura's claim cannot be overlooked.

6 As I have said above for the present I think the headquarters of the University will simply be an administrative centre; the academic side of the University will have to be developed at the university centres.

V (a)

4. Yes, I approve of University centres; for instance Tanjore, Chidambaram and Kumbakonam may become the centres for agriculture work and research in soils and fertilizers; Trichiapoly may become the centre for engineering and science; Madura certainly should be the centre for a Tamil Academy and Oriental studies specializing in language, history, philosophy, and religion. It may also be the centre of the Medical Department of the University. There are also other subjects which may go to other centres.

5. I am not in favour of the vernacular being the only medium of instruction in the university. My reasons are:

(1) Tamilians, because of their English education, have in the past been able to go into all parts of India, get good positions, and render excellent service. If you limit their command of English you will deny to them this opportunity of seeking positions abroad. The vernacular will provincialize Tamilians, and practically force them to stay in their own country; while an English education broadens them, and makes them citizens of the whole of India as well as the world.

(2) If we make Tamil the medium of instruction we will deny to Malayalam and Urdu-speaking students the privilege of getting their education in British South India.

(3) There is also the question of text books and contacts with a world literature. All the standard works appearing in English will never be translated into Tamil, and without English Tamilians will be denied access to the literature of the world.

(4) Tamil may be a good language and literature of culture, but for commerce it is greatly inferior to English. Take only one illustration, the type-writer. How are you going to make a type-writer for Tamil with its alphabet of 220 letters!

(5) It seems to me that English has got too much of a hold in India to-day to ask it now to take a secondary place. English is fast becoming the universal language of the world; for South India to use a vernacular will be taking a backward step. I do not think the people want Tamil as their chief language in education. It is the experience of the American College that for several years the number of students taking vernacular studies has been decreasing year by year.

(6) What India need to-day is a great unifying force in her social life. History and nationality cannot do it; religion separates people; no Indian language is universal in the country. But English, a foreign tongue, is the only universal medium of expression in the country. Now, it seems to me rather than ask that language to take a secondary place it ought to be emphasized and extended as much and as quickly as possible. There is no question but that English is the universal language of India, and as such it ought to be maintained.

Now, in all this talk about English I do not wish for one moment to disparage the fullest study of Tamil. I believe firmly that all Indian students should study their own vernaculars. Then the question comes of course what place shall Tamil occupy in the new University. I advocate a bi-lingual system. Let the new University allow instruction to be given and the examinations taken in either of the two languages—Tamil

and English. Both languages will be on a par, and both compulsory subjects of study. There are matters of detail that will have to be carefully worked out, but I see great advantages in the bi-lingual system, which will preserve the Tamil vernacular, and also give the many and great advantages of English to South India.

XVI

M.R.Ry. P. T. Srinivasa Ayyangar.

I

1 (a). There is certainly a need for the establishment of a University for the Tamil districts.

(b) The need has been accentuated by the establishment of the Andhra University. The separation of the Andhras from the Tamils has made it possible for the latter to work a University of their own according to their needs and capabilities.

2. The present defects to be remedied are—

(1) the neglect of Tamil studies and lack of development of Tamil literature,

(2) the want of development of the Tamil language and of the spread of modern knowledge among the Tamils,

(3) the unsuitability of present methods of teaching for the purpose of the development of the industries suited to the Tamil country. The advantages would be the remedying of these defects.

3. The Madras University would be disastrously affected so far as its finances would be concerned; but so far as the legitimate work of a University is concerned, viz, acting as a centre of research work and higher studies, the Madras University stands to gain immensely by the excision from it of mufassal colleges, which act as a drag on it.

4. Yes, decidedly. They are treated as Cinderellas. Compared with the constituent colleges, they are Pariahs with diminished rights, privileges and influence in the conduct of the University. Equal to the Madras colleges as several of the mufassal colleges are, in equipment, qualifications of staff and excellence of work done, they are yet strangers in their own house. These disabilities will be removed if all the mufassal colleges are given equal privileges in the running of the proposed University.

5. The Tamil University.

II

1. The federal type of university will alone suit existing conditions. Unlike a unitary university it will serve the needs of the whole of the Tamil country; unlike an affiliating type of University, the colleges will be intimately associated with university work.

2. I am at present, for one university for the whole province with provision for concentration at particular places of special work suited to those places, which will lead to the formation of unitary universities for specialized work in those places.

3. They should all have equal status so far as the University is concerned.

4. This question may be taken up for solution after the University has begun to function.

5. There are plenty of facilities but I want them to be exploited by the Tamil University after it is formed.

III

1 & 2. All the Tamil districts. The portions of districts where a language other than Tamil is predominant may be brought under the jurisdiction of universities which provide instruction in those languages, but the bulk of students in such portion of districts will, I think, prefer to join the Tamil university. After all I think this question does not require solution now. Except in Madras, colleges, bilingual on any large scale do not exist now.

3. Trichinopoly. Because there are four colleges, besides a training college, working there. Moreover its central position and its historical importance on the capital of the largest ancient Tamil monarchy justify the choice of Trichinopoly as the headquarters of the proposed Tamil university. The portion of the Tamil country with Trichinopoly as centre and within a radius of 100 miles from it includes almost all the ancient temples of South India and all the sites of the Temple-Universities which were the seats of mediæval Indian culture.

4, 5. This will depend on the by-laws of the proposed University. If those by-laws are carefully framed and if all the colleges of the proposed university are made constituent colleges, the objection will become pointless.

6. Purely administrative. The academic centres will be many and their importance will depend on the kind of work they do.

V (a)

1. Vide answer to questions 1 and 2 below.

2 (a) Geology and mining, (b) Forestry, (c) Hydraulic Engineering, (d) Stone architecture, (e) Indigenous medicine, (f) Archæology, (g) History of Indian culture from the birth of man up to modern times, (h) Tamil Poetry, (i) History of religion (in India), etc.

3. This may be left to the discretion of the local authorities of particular colleges.

4. (a) I think that there may be more than one centre of Tamil academics, e.g., Tinnevely, Madura, Trichinopoly, Chidambaram. Special centres for the study of South Indian religions may be opened where there are mutts.

(b) Unnecessary to answer.

5. Ultimately Tamil ought to be the dominant language in the proposed university. The university should be so organized that it will become so in the course of five or ten years.

6. Perfectly possible even now, if proper men were selected as Professors, but it ought to be very easy after five or ten years if the University is organized so as to bring this about. A bureau of scholars

is established to produce Tamil works on modern knowledge and the university arranges to publish those books in five or ten years' time.

7. The University may restrict its attention to Tamil and Sanskrit at present. The study of Telugu, Kanarese, Malayalam, Tulu and Kui will come in only as auxiliary to the investigation of the comparative grammar of South Indian languages.

8. Certainly. But I am not competent to answer this question in detail.

9, 10, & 11. I am in favour of a 'technical side' in addition to the 'culture side' of the university but am not competent to answer these questions in detail. My answers can at best be 'doctrinaire' ones.

- 12. Vide answers to questions 5 and 6 above.

V (b)

1. Already answered.
2. No.
3. No.
4. I am in favour of a complete separation of the administration and organization of secondary education from that of University studies.
5. Already answered.

XVII

Mrs. K. Sathianathan, 12th August 1926.

I

1. (a) The Tamil University is desirable under certain conditions.

II

1. It should be for the special study of Tamil, and for Tamil research.

2. I am in favour of a type of university, which aims at concentration of particular branches of learning at particular centres.

3. They should be on the Oxford or Cambridge standard, a number of colleges near each other, some specializing in special sciences, research, etc. Inter-collegiate lectures at one or other of the colleges, which all the college students should attend. The outside colleges to be affiliated.

4. It should undertake specialized research lectures; also be the centre of special teaching for women.

III

3. Madura or Kumbakonam or Tinnevely, as being the centres of large Tamil districts.

V (a)

1. The special aim should be to see that Tamil ideals are not violated. The studies should be shaped in conformity with Tamil literature. Tamil is a Dravidian language, and not a dialect of Sanskrit.

2. Anthropology, the economic aspect of population, agriculture, rural reconstruction, gentleman-farming, etc.

3. This may be possible later, each centre specializing in that branch for which it has the best facilities; e.g., the Mahratta library at Tanjore gives special facilities of study of that literature.

6. The demand will create the supply. Encourage texts in Tamil by scholarships, and by using the books as text-books. Tamil can be the medium for arts, etc., but not for sciences and mathematics. Hence Tamil should be the first language for Arts.

8. (a) Yes, in theory, just as in Cambridge, etc. After the degree there can be a year of experience outside, as a period of apprenticeship.

(c) Agriculture, engineering, veterinary work, rural reconstruction, etc.

10. Yes. Banking, Accountancy, Forestry, Commerce, Athletics and compulsory military training.

V (b)

2. Yes.

3. Yes.

4. The high schools should be related more than now by scholarships, if there is money enough. No special entrance examination. There should be scholarships of different colleges offered in the school.

N.B.—In such a university, the number of colleges should be grouped together to give a corporate university life. Athletics and games should not be in the background as now, but be made one of the ties to bind students of colleges together. Efforts should be made in other ways to increase the ties, such as the formation of inter-collegiate clubs, competitions, feeding, badge of university like cap and gown. Everything should be done to make the student feel himself as one apart from the populace, because he belongs to one proud body corporate.

As for women, they should be given facilities for taking every degree a man can take. At the same time, optional subjects should be provided for them, such as domestic economy, house-keeping, horticulture, music, the fine arts, needlework, etc. There should be colleges enough, in enough places, to absorb all the natural and available material among women. All such colleges to be affiliated to the central body.

XVIII

M.R.Ry. S. S. Bharati Avargal, M.A., B.L., High Court
Vakil, Maninagaram, Madura.

I

1. (a) I am of opinion that there is real need and abundant scope for at least one university, if not more, for the Tamil territory.

(b) The demand for an appropriate institution for promoting higher culture among the Tamils has been, if anything only accentuated by the establishment of the Andhra University.

2. (a) A special university for the cultural advancement of the Tamils is not only desirable, but is in my opinion even highly necessary and the reasons are not far to seek.

The Madras University, like her sister universities in British India, grew out of the original attempts of an alien autocracy primarily to provide for the special requirements of and to facilitate its government of the country. Although the decision of the early British bureaucrats to give English education to the sons of the soil brought in its wake some of the inevitable advantages incidental to that education, and although men like Macaulay waxed warm in a self-complacent mood over the rulers' altruism in admitting the philosophic other-worldly heathens of India even to the threshold of the Hall of their material sciences and practical politics, we cannot ignore that the primary purpose, which prompted the early English rulers to take this momentous decision and launch out courses of English education for Indians in the headquarters of their proconsuls was more to fit out men for their administrative machinery than to preserve and promote the cultural advancement of the races under their rule.

It is nothing unnatural in the then conditions of our country; nor need we churlishly refuse to recognize the disinterested efforts of many a subsequent individual great English educationist gradually to develop the original secondary English schools into universities that have since sprung up in the several Indian cities. Nay we may even gratefully acknowledge the great benefits that we have received in course of time from our contact and growing acquaintance with the Western scholasticism which surely has leavened to some extent our cultural notions and enlarged our academic vision and outlook. Yet the fact remains that the Madras University being primarily the outcome of conditions, and the natural product of circumstances which have now ceased to exist, it is not quite suitable to the cultural needs, nor capable of meeting the academic requirements of the Tamils with their ancient civilization and racial refinements of pre-historic origin and historic growth.

(b) The main defects in the existing university are that it trains pupils to be efficient Government servants, limits their outlook and ambition to the emoluments, honours, and advancement within the ambit of official service, and unfits them to face crises, run risks, or take the initiative on large questions of supreme moment in life. The system of education requires and develops the memory power to a high degree, but depresses and stifles originality and imagination, and leaves no zeal for research in the average graduates. It looks more to the many minutiae of the courses of studies in its several faculties more with the view of their utility to the students in their immediate practical life, rather than inspires and enthuses them in the pursuit of culture on a higher plane for its own sake. It caters more to the needs of the professional and public careers, and so concentrates greater attention on the details of the several courses in their lower planes, but fails to call forth the best in the boys to make them stalwarts in the world of culture. Its intimate connexion with and constant and continuous control by the executive makes the university more a department of the Government to subserve its purposes and conform to its own needs, notions and code, than an independent academic organism functioning in its sphere mainly for the cultural advancement of the people at large. The lack of independence and prestige in the university is least calculated to encourage or promote the same in its

graduates in their larger life. The natural and not uncommon friction between the advanced academicians of the Indian State Universities and the power-intoxicated Bureaucrats of the Government, who often sit tight over the department of education, react on the academic life and cultural issues of the universities. Even the carefully chosen courses of studies in the few common faculties of most of our universities are more suitable for undergraduates or at the most for more baccalaureate diplomas and degrees, than to the advanced research and cultural courses that ought to characterize the real university education.

It is to remedy these grave defects and to secure a free academic atmosphere surcharged with real enthusiasm for education, and instinct with genuine cultural ambition, that a new university is needed in the Tamil area.

3. The establishment of a new university or universities in the Tamil districts may only entail a curtailment in the jurisdiction area of the Madras University. Otherwise the effect may even be beneficial in the long run by the results of their mutual reactions on one another.

4. The affiliated mufassal institutions of the present reconstituted Madras University certainly suffer many a disability, which may be gathered from the frequent complaints made by their authorities. They are unable, for instance, to share all the privileges and benefits enjoyed by the constituent colleges at the headquarters, such as the expensive university lectures, use of the university professors, and the presiding duties of the several examining boards. Unitary residential universities alone could and would obviate them.

5. I would prefer to call the new universities by the names of the places of their establishment, unless the pressure of public opinion would want to name any of them as "The Tamil University", which may possibly raise up remonstrances from other quarters.

II

1. I am for founding new universities of the unitary type. Nevertheless the first Tamil University may combine, as a passing phase in its transitional stage, a few features also of the other types, only till the institutions in other Tamil centres affiliated to or associated in federation with the new university may become separate universities themselves.

The advantages of a unitary university over those of other types are too well known to require reiteration here. But this much may be said that it is with unitary types of universities alone, advanced academic culture of a high order combined with great originality and independent thoughts is compatible, and can advantageously be aimed at and nurtured. Such alone are consonant also with the ancient cultural traditions of our country.

2. Frankly I should favour as many universities springing up and flourishing in Tamilaham, as there may be need and scope for. However for the present as a practical man, I recommend the immediate starting of at least one university at an appropriate central place in the Tamil Nad, which may also aim at concentration of some

special branches of studies at other affiliated or federally associated particular centres under its jurisdiction best suited for them.

3. The colleges at the headquarters will of course be all equal members and working partners of the university; in fact, they should form the several limbs of the academic organism, doing the diverse functions that should sum up the life of the university. But the affiliated colleges in other centres should be independent institutions recognizing their federation with the university. They should be left to control their own finances, make their own appointments of members of the teaching staff and govern their students as they in their own corporate wisdom determine. In short, they should be autonomous units, capable of developing into universities themselves if and when the demand arises and resources permit. But till this consummation takes place, they should be so connected with the university as to be entirely influenced in their academic activities by the whole university, in whose chief governing body they may also be represented. The connexion should be so adequately intimate as to make them all feel the inspiration and the sense of relationship which will be born of association with the large body of the central university; both academic and administrative. The course of studies in all these institutions should conform to the curricula laid down for the university degrees in the several faculties for which they may be respectively affiliated; but the board of studies which first frames the curricula should also include representatives of these associated colleges.

4. The new university should not be a merely examining body, but must of course undertake to teach and train up both for the baccalaureate degrees and diplomas and the post-graduate courses and honours. If there be more than one college in the university, I would then suggest that the constituent colleges should be asked to specialize only in particular branches of studies and to work in harmonious collaboration with each other to make for the corporate university life. By this alone we could spare the expensive and unnecessary duplication of laboratories, libraries, scientific apparatus and the teaching staff. This will conduce as much to economize in men, money and materials, as also to avoid unhealthy frictions and petty jealousies and scrambles for privileges between the several colleges. The chief functions of the individual colleges of the university should be mainly tutorial; and the professors of the diverse faculties lecturing and working in the different colleges should be either directly appointed by the university, or at least be recognized as university professors though appointed and paid by the colleges they work in.

5. The historic cities in Tamilaham offer no less facilities for higher university research works than our metropolis. The colleges in Madura for instance in collaboration with the Tamil Sangam and the Sanskrit Pataśālas, which may be made academies for higher studies, may with advantage undertake and carry on research works in Tamil and Sanskrit studies in all their diverse branches and aspects—linguistic, literary, historic and religio-philosophical. Faculties should also be provided for research works in select scientific and industrial and agricultural departments of knowledge. The industrial, agricultural and Indian pharmaceutical chemistry, dye-making, and such other kindred subjects are sure to find a more congenial atmosphere in a place

like Madura than even in Madras. As I am for unitary residential universities, I do not here discuss the particular possibilities and special facilities of the different centres in Tamilaham for researches in diverse subjects.

III

1. The new universities should not aspire for unlimited or even extensive areas for their jurisdiction. Save to the extent of association with the affiliated colleges elsewhere till they break off to bloom into separate universities in the fulness of time, the jurisdiction of a new university should be limited to where it chooses to be located or thereabouts.

2. There is little room for difficulty in Tamilaham on account of bilingualism, as in the main it consists of contiguous Tamil areas. Any appreciable border tracts occupied by non-Tamil speaking people could best be left under the ægis of the Madras University, or be allowed to join any separate university formed for their own respective language areas. They may be given the option to create a university of their own, or remain with the existing one in Madras, or join with or profit by any other university of their choice for the special advancement of their own language and culture.

3. Personally I would suggest Madura as the most suitable centre for the new Tamil University. History, sentiment, present possibilities, and future scope all alike to point to Madura as the supremely suitable place. Objections which may be raised against other places like Trichinopoly, Tanjore, Kumbakonam or Chidambaram will lose force in reference to Madura. No parochial patriotism nor geographical or financial consideration could cavil at the choice of Madura. In any event, I cannot think of any other place in the Tamil Nad now as having better claims or offering greater facilities for starting and maintaining a great Tamil University.

4, 5 & 6. I have anticipated and answered these questions in dealing with Part II of this questionnaire. My answers to questions 1 to 3 in that part in particular virtually cover and solve the points raised herein.

V (a)

1. The proposed university must of course strive to impart the highest general culture as every true university should. Its special aim, if any, in addition to this general duty should be so to originate, organize and co-ordinate its courses of studies as to provide opportunity and facilities to help the freest expansion and noblest expression of our national genius, as well as to emphasize the fruitful efflorescence of the true Tamil culture. The university's constant care and earnest efforts should ever be directed to give such education as will accelerate and reinforce the solidarity and preserve, accentuate and promote the highest æsthetic, ethical and cultural advantages of the Tamil race in harmony with and in furtherance of the national progress. It should also aim as much at helping the conservation and development of all the resources of Tamilaham, as at calling forth and improving the talents of the Tamilians so as to attain the highest self-expression for themselves and also to be able to make large and valuable contribution to the national progress in India.

2. This question is covered by my answer to question No. 5 of Part II of this questionnaire.

3. Vide my answers to questions Nos. 2 and 3 of Part II above.

4. (a) This question would not arise unless the proposal for a new university were to be shelved and the demand for it silenced with opening or adopting a mere academy in its place. As a real Tamil University will include and will also be more than a Tamil academy, there is no special need for the latter in addition to the former. But a new university in one centre like Trichinopoly may have an adjunct of a Tamil academy at another like Madura. I confess I do not take kindly to the suggestion of a mere Tamil academy, as I am a whole hogger wanting a larger Tamil University in and for the Tamilaham.

(b) Any Tamil academy or university may and in my view always should combine oriental studies with great and mutual advantages.

5. Tamil will of course have the place of honour in any university in the Tamil area, if it were meant for the cultural advancement of the Tamils. Tamil should be the primary and compulsory subject for the Tamils, except for those who go in for specialization or seek degrees in other branches or faculties for advanced studies.

6. Tamil should be the medium of instruction in all universities in Tamilaham. When later born and less advanced languages in India successfully contend for this privilege, Tamil's claims or capacity to serve to impart knowledge to her children cannot be reasonably resisted. Bengali, whose recognition as a cultivated tongue is not even a century old, is found fit enough to enshrine and embalm all the latest scientific discoveries of Sir J. C. Bose with all their technique and without detriment to their universal importance. Foreign savants are not now averse to draw largely on the youthful Bengali for the inestimable treasures of Bose's science and the sweet ecstasies of Tagore's poetry. The Andhras have recently extorted from the alien autocracy the credentials in favour of their language. The Magyars of Hungary, boldly breaking through the common academic convention in vogue in all the contemporary universities of their empire, dispensed with the perfected and time-hallowed Latin, spurned the advanced German, and patriotically planted their semi-barbaric tongue in their university of Budapest years ago; and all the foreign critics, who originally scoffed at their patriotic venture, lavish their praises on the success of their university, which is now second to none in the Middle and Eastern Europe in prestige and credit as a seat of the highest university education. Tamil grammar was perfected at least two thousand years ago; and has now a literature and grammar claiming almost equality with those in Sanskrit. It is equalled by few, and surpassed by no other Indian language. If still there were any doubting Thomases who question the fitness of Tamil to be a medium of education in a Tamil University, I would invite their attention to the recent opening of Tamil chairs in the oldest British Universities, taking rank with those of the respected and classic languages of the world. Those should be hard indeed to convince, who despite all these facts would yet argue against Tamil. In the proposed new university, I would start with Tamil as the medium of instructions first in all the school courses, next in those of the undergraduates, gradually working

up to the highest degrees in all the faculties of the University save those in languages other than Tamil.

The pace will be limited only by the time required to translate into or secure in Tamil text-books for the several courses of studies, which operation should be immediately undertaken and vigorously pushed through by the university for its own credit.

7. Sanskrit is the only other oriental language that the new university can immediately tack on, and may with advantage and without serious impediments tackle. The best way to encourage real research in Tamil and other sister oriental languages is to organize and support advance-post-graduate courses in the respective languages in all their branches and aspects of studies, linguistic, literary, philosophical and historic: scholarships and honorariums with degrees and diplomas of honours should be offered to attract and encourage research workers. Prizes for original theses should be liberally awarded, and the deserving contributions should be made the basis of further research by being made the accepted texts for the higher scholastic courses. Scope and sphere for the best and most original scholars should gradually be found and extended in the country and its Government.

8. (a) If and when the means permit, I would favour the university encouraging and regulating select technological studies by giving licentiate and baccalaureate diplomas and degrees to the deserving students trained in the great technological schools run by or affiliated to itself.

(b) Salem, Trichinopoly, Dindigul, Madura and Tinnevely afford good facilities for one or more of the several technological studies that Tamilaham has immediately need for, and with the requisite materials and scope for which the respective districts and surrounding territories abound.

9. Arts including Tamil and Sanskrit and English languages, history, philosophy, and mathematics, sciences such as chemistry, physics, biology including physiology, botany and geology, medicine, civil and mechanical engineering, and law would be the necessary faculties in, and would ordinarily meet the requirements of, the new Tamil University to start with.

10. While I am as anxious as others to solve problems of unemployment, I confess I cannot bring myself to mix up academic culture and technological training for the Tamil sons and daughters on the same terms. It may perhaps give a cheap satisfaction to the professional and technical craftsmen to lavish degrees on them and call them all graduates. But then its effect will be directly to discount and depreciate the value of the university education and the degrees it may confer. While I am for encouraging technical education in all possible ways and to the utmost limits of the State and private resources, I should jealously guard against all indiscriminate efforts to mix it up with scholastic courses which would inevitably lower the standard of the academic education, and discredit the whole university. The latter should, by the constant discoveries and continuous expositions of the eternal truths and the laws of nature by its research scholars, aim to help and enrich the field for the technical education in the country; and the many crafts and arts in their turn should look up to and stand

by the universities with generous sympathies, great respect and conscious pride. The utmost I would allow the university to do is to undertake to supervise and inspire the works in the technical and technological institutions that may be affiliated to it, to guide and advise them in framing the curricula—at least on the theoretical side of the instructions therein—and to encourage and enthuse such institutions by giving some licenciata or even baccalaureate diplomas in some select and appropriate courses and branches of studies therein; but the university should carefully preserve its individuality, and must never lose itself by getting merged in, or being mixed with, a mere technical institute.

11. Medicine, engineering and law can well thrive in any university in Tamilaham. There is both need and great scope for these faculties in the universities for the Tamil people. I would commend Madura as a pre-eminently fit place for the promotion of these branches of studies as well as for the location of the first Tamil University itself.

12. My previous answers to questions 4 to 7 of this part, given above, partially traverse the ground covered by this question.

Not only it is and should be feasible, but it is also essentially and eminently desirable for the university proposed for the Tamil area to institute and confer the highest degrees for attainments in Tamil studies even without English being a necessary auxiliary subject. It should be perfectly possible before long for its degree examinations comprising all the subjects in the arts as well as the science faculties. English may be made a compulsory second language up to a certain standard, if desired, and in some branches of the university curricula; and there may be an English chair for purely advanced studies in the English language and literature for such as may choose them for their degree courses. The new university should not boycott or ignore English altogether; but its chief aim should be to gradually and steadily work up to make Tamil alone suffice to acquire the highest available knowledge and education the university can provide for any degree in any faculty.

V (b)

1. The constitution-making is best left to a select sub-committee of university experts, to be moulded and shaped so as to best suit the nature and purpose, as well as the requirements and resources of the new university as may be determined finally; and can well afford to wait until after all the other necessary preliminaries and more essential matters are decided on and put under way. I may, however, give here a bare outline of a constitution, just to serve as a working basis for the constructive discussion of any committee that may finally sit to frame and draft a constitution.

I would suggest an efficient, fairly compact, and influential senate, having elected representatives of all the faculties of, and also of the affiliated colleges, if any, in federal association with the university, should be the ultimate authority for the general management of all affairs of the university. A rector, elected by all the fellows, or by all the registered graduates, should virtually be the head of the university, and the president of the senate, which should not be a mere titular authority or ornamental body, nor too large and unwieldy to

effectively exercise its control and supervision. The Government may also have some effective but no dominant voice in the senate of the university. The several faculties may elect and work under their respective Deans, with adequate autonomy in their own spheres. The senate may have separate standing committees immediately to supervise, and also to advise and help the senate in the management of all the university affairs, both academic and administrative. The academic committee may co-operate with and control the different faculties in settling up and working the academic affairs, both to stimulate and promote the work of the respective branches, and also to co-ordinate and harmonize their work a view to the general advancement of the culture of the university. The academic committee of the senate may co-opt representatives of the faculties, if and when necessary, in settling questions of importance concerning particular faculties. The provincial governor may be the chancellor to preside over convocations; and either the governor or the viceroy may be made a visitor with some powers of inspection and limited intervention as much for purposes of improvements and cheque, as also to emphasize that the university has nothing hostile to nor anything to conceal from the Government of the day. The university authorities however ought to be as democratic as possible, and should have absolute autonomy unhampered by the administrative or political exigencies, policies or dictations of the Government executive.

2. I am against all dualism. The management of all academic as well as administrative affairs of the university should vest in one final supreme authority to avoid frictions and ensure harmony both in the policies and working of the university. Of course there may and will also naturally be standing sub-committees of this supreme authority for effective control and supervision of the different branches of work. But there should be no room for possible dualism in the final authority.

3. There may be no harm in having a separate academic body, if desired, for oriental studies including Tamil; but in view of my scheme and programme to co-ordinate and harmonize all studies in the university to conform to the national genius and also to conduce to the highest cultural advancement of the Tamils, I think there will be no special need for any such separate organization of the kind suggested in this question.

4. The university may or may not have organic control over the several high schools, which may form the recruiting field for the university to draft its students from. Their management and supervision may be left entirely to the education department of the Government, or to the local boards, or even to private organizations. But the university should prescribe subjects for an entrance examination, the passing of which or of examinations of other constituted academic authorities, recognized to be equivalent for its own entrance examination, should be insisted upon as a condition precedent for admission into the university. The present secondary school-leaving certificate system is very inadequate, unsatisfactory and in some ways even blameworthy. I am emphatically in favour of a special entrance examination (like the old Madras Matriculation or the present London Matrio) to be conducted by the university regularly for its own recruitment.

5. For reply to this, vide my answer to the identical question—No. 5 of the Part I above.

XIX

The Tanjore District Teachers' Guild, dated 12th
August 1926

I

1. (a), (b) & 2. There is no use of instituting a university of the type the Madras University has been till now. We are for starting teaching and residential universities of the type of Oxford and Cambridge with a rich academic atmosphere and with emphasis laid on technological subjects and the pursuit of Tamil studies. Such universities will necessarily have to be more than one.

3. If more universities of the type recommended by us are started, Madras providing for the needs of the Madras area will function more efficiently.

4. University life in mufassal stations is very inadequately realized at present. If our recommendation is carried out, the want may be remedied.

5. Each university is to be named after the town or city where it is instituted.

II

1. We are in favour of the unitary type as it will facilitate concentration of resources.

2. We are for particular universities specialising in particular branches of learning.

3. The different colleges in the university area will form constituent members of the university.

4. Yes. We would have university teaching as distinct from college teaching. The university teacher will deliver lectures of an advanced character independent of examination requirements and supervise the research work of students.

5. The facilities now available for research work are meagre. But they may be developed, such research work being considered a necessary part of university life. Thus provision for higher research in Tamil studies, weaving and dyeing, motor industry may be made at Madura, agriculture, metal industry and humanities at Kumbakonam, commerce, science and engineering at Trichinopoly.

III

1. The jurisdiction of each University is to be limited by the limits of the town in which it is instituted.

2, 3, 4, 5 & 6. These questions do not arise if our recommendations are accepted.

V (a)

1. Answered in I (1).

2. Kumbakonam offers special facilities for the three systems of Indian philosophy, agriculture and metal industries, Ayurvedic and Siddha system of medicine; Madura for Tamil studies, Saiva Siddhanta philosophy, weaving and dyeing, motor industry, the Indian systems of medicine; and Trichinopoly for sciences and engineering.

3. Already answered.

4. (a) Yes. Madura is the proper centre for locating the academy.

(b) It should be a centre for Tamil only.

5. Tamil or Sanskrit in the alternative should be a compulsory second language. Tamil must be made the medium of instruction in High Schools.

6. The ideal is desirable. But it is not feasible for a decade. With a view to reach the ideal we would suggest that Universities should encourage publication of books on scientific and other subjects.

7. The Kumbakonam University may undertake Research work in Sanskrit.

8. (a) Yes.

(b) & (c) Already answered.

9. All Universities may begin with the Arts and Sciences while some of these having special facilities may also have faculties in Agriculture, Engineering, Medicine, Law, etc.

10. Yes. We would suggest the following subjects for inclusion in the degree courses :—

Commerce, Journalism, Agriculture, Engineering, Banking and Accountancy, Actuarial Science, etc.

11. Already answered.

12. Yes. Possible with some special Arts and Science subjects included, such as, Indian Philosophy, Indian systems of Medicine and Astronomy.

V (b)

1. Constitution of the University shall be on the model of the Oxford and Cambridge Universities.

4. The University should have its own Entrance Examination to which, ordinarily, those who have gone through a complete course in a recognized High School will be admitted.

5. Already answered.

XX

**James H. Cousins, D. Lit., Principal, Brahma Vidya Ashrama,
Adyar, Madras, dated 11th August 1926.**

I

1. (a) I think it is urgently needed.

(b) No. No more than the establishment of a University in France would affect one in Spain.

2. The establishment of Universities in the various cultural areas is needed in order to give the "Vernacular" cultures their proper place and emphasis; and to lead to the decentralisation which will reduce cultural domination from outside—which produces intellectual aridity and a false cosmopolitanism. This does not mean the exclusion of external influences—only their reduction to their proper value.

3. For good, I should think. Anyhow, the question is not Madras University, but the special needs of the Tamil people.

4. The affiliated institutions of the Madras University suffer from the Un-Indian tendencies of the University, its bad curriculum and equally bad examination system. If the proposed Tamil University cannot better the Madras University, it should remain in limbo. Its aim should be the educating of Tamils to express the full riches of their own culture; to co-ordinate their culture with Indian culture as a whole; and to fit themselves to serve humanity through India and the Tamil Nadu. Fixed principles should be—an atmosphere of religious (not sectarian) devotion, mother tongue and mother culture, physical culture, citizenship, art and beauty. Hindi for inter-Indian purpose, and English for inter-national purposes.

5. The Tamil University.

II

1. As there are, within the Tamil cultural area, certain distinctive cultural variations, it is probable that the affiliating type would best serve the purpose of cultural co-ordination which is better than a mechanical unification.

2. One university, but with discretion as to the adaptation of its colleges to local possibilities.

3. A vital sympathetic relationship maintained through regular interchange of experience and opinion.

4. Affiliated colleges teaching up to B.A., and the Central University giving post-graduate courses, Honours courses, and research work.

III

4. Answer to II 3 is related to this. There can be exchange lecture courses between colleges.

V (a)

1. See answer to I 4.

4. (a) These should be normal constituents of the curriculum; but higher specialisation in Honours, Post-graduate and research courses could be given in the Central University.

4. (b) A general survey should be given in each college, and advanced studies as in 4 (a).

5. All over the place, except where impossible, or educationally wrong as in the study of a foreign literature.

6. In principle, the vernacular should be the medium of instruction. In practice there may be modifications—but the question indicates the topsy-turvydom of Indian education. In an English University, ask—"Should the English language be the medium of instruction in this English University?" and you will get the answer that an Indian should give to the same question in his own linguistic area.

8. (a) Emphatically Yes—and I would put agriculture and art crafts first and second on the list—not implied in a mere "etc."—since they are fundamental needs, for lack of which India is suffering lamentably.

10. Yes.

XXI

**Mr. George Joseph, M.A., Bar.-at-Law, Madura,
dated 12th August 1926.**

1. (a) My view is that there is overwhelming need for a Tamil University. I am not interested in a university for the Tamil districts. The reason is plain. If it is a true university, it will serve a higher purpose than the needs of the Tamil or any other districts. It will be a centre of learning, culture and research. The University will, according to its strength and the measure of its approximation to the Ideal University, draw men and women from the ends of the earth. A localised parochial university is a contradiction in terms.

(b) Not at all.

2. For the Tamil University, I want an institution in which a Tamilian can, through his language, get to the bounds of existent knowledge and co-relate it to the idiom of current speech and experience. Learned Tamilians (scholars and experts), will no doubt know other languages and be in touch with work done in different countries; but the pass graduate will not necessarily be cut off from the currents of the world, merely because he happens to know only his language. The average graduate of a university in Europe or America is not a linguist, does not know a modern language; but he can be in intelligent contact with everything that happens in the world—action, science, literature, achievement. But the Tamilian is not in that position to-day. A Tamilian, who professes to the outlook of a university man, has to be a master of English; else he does not count. On the other hand, men who have devoted whole lifetimes to the mastery of Tamil learning are written down for ignoramuses. This, I believe, is an evil which goes to the root. Tamil must be restored to its rightful place; it must be a flexible, potent weapon of knowledge, universal in scope and aspiration.

3. The University of Madras will not be affected at all except for the better. There will be no competition between the two, they will be fulfilling diverse ends.

4. I do not know about the disabilities of the affiliated institutions. But the Tamil University of my motion will not help to solve such difficulties.

5. I would prefer the name "Tamil Sangam". I like the name because of ancient memories. My dream is that we might recapture some of their forgotten spirit.

II

1. I am in favour of a unitary type of university. There should be no complications to harass the institution in the plain, tremendous necessary business of opening up knowledge to Tamilians. Federation presupposes existing autonomous institutions; but there are none such. Affiliation is the peculiar monster born out of Indian conditions and governed by the necessity of getting sufficient English-knowing clerks and assistants for European officials. Such political commitments should be avoided, if the Tamil University is to have a chance. It is not a question of advantages; the primary consideration is that of ineluctable necessity—the building up of an institution where all kinds of knowledge will be imparted to Tamilians.

2. One university will be good enough for me, as long as it subserves the object I have defined. As for the latter alternative, my instinct is against it, because of the evil tradition of affiliation; but if the University finds by experience that such experiments should be tried, I shall leave it liberty to do so.

3. As to the question of "area", see what I have to say in answer to III. I should leave the Colleges well alone, in their present relations to the University of Madras.

4. If the University does not teach, it will be nothing at all. I would have professors do the work of university professors all the world over—they will teach what they know. If the rarer ability is in them to supervise the work of research, students will come and add to the knowledge of the world. But you cannot get such men merely by advertising for them and offering high salaries.

5. At present there is none. To ask whether the proposed University "should undertake research work" is perilously like foolishness. Research work will be done, if there is capacity for it; else it will not. Anyway you cannot legislate for it in advance; the way of the creative spirit is uncharitable.

III

I shall answer the questions in this part together. The whole category of notions "area" "jurisdiction" "districts" in connexion with a university is an abomination to my mind. A university does not exist for any area, Tamil, Andhra or other. It exists for the whole world. The accident that this particular University will be in the Tamilnad, makes it primarily the concern of the Tamilians. But there is a wider meaning. If the University does first-class work, it will cease to be a university for the Tamils, but it will not cease to be a Tamil University. The world will come to it, and learn from it on its own terms, in its language. I am not so mad as to imagine that all the peoples of the earth will learn Tamil; but the scholars and experts in the subjects of our best work will learn Tamil and come to us. I have no manner of doubt about it. Mendeleef's expounding the periodic law in Russian instead of in French, made it necessary for the Chemists of the world to learn the language. Mendeleef is nearer us in point of time; but the case of Germany is the true classic. A hundred years ago, the German tongue of to-day with its unrivalled wealth of scientific and technical terms did not exist. French was the language of culture. It was only after the great German Universities began to do their work in German that the learning of that language became an accomplishment of every scholar professing to do pre-eminent work. I should therefore expect the Tamil University to organise itself and carry on its academic work without bothering itself with geographical phrases and limitations. The University should be an academic centre first and last; all its administrative functions should subservise the basic purpose. Colleges and subordinate foundations will come into being, but that is not an objective with which a University need preoccupy itself in the hour of its own birth. The choice of a university centre is difficult; but there are only two places possible—Srirangam, because of the river; and Madure because of its history and of the ancient Sangama.

V (a)

1. The special aim of the University should be to fill up a vacuum to impart knowledge to Tamilians. The spread and saturation of knowledge (the work of a generation) will make it possible for Tamilians through their University to contribute to the intellectual wealth of the globe. That is, however, a thing of the future. The present clamant need is for an institution which will enable Tamilians to get into touch with universal knowledge and world-consciousness of themselves.

2 to 5. I would leave these questions to be decided by the University itself in reference to the men and money it can get at.

6. If the medium of instruction is not Tamil from A to Z, I shall do without the University altogether. It would be a mere duplication of the existing bodies and such a process will be disastrous. The question whether it is possible is irrelevant. It is necessary and necessity knows no law. I should merely instruct the professors and lecturers to speak in Tamil. If there should be no text books in the language, I would ask the professors to do without them and to make their expositions all the fuller and clearer. As a matter of fact, text books have no place in University teaching. If necessary, I should instruct the University to prepare text books on lines similar to those adopted by the Osmania University.

7. It will be for the University to decide what they will do; but if I had my way, I would work out the following programme of work in the preliminary years. I would have a series of able men to translate into Tamil the classical works of the world. It is not text books I have in view, but the classics in all subjects in all languages—humanities, science, metaphysics, theology, ethics, mathematics—the books that have shaped human thought and made and unmade history. As far as English, Indian languages and French are concerned, the work can be put on hand straightway: learned Tamilians from British India and Pondicherry can be had without difficulty. For other European languages, Chinese and Japanese, the University should send out proper men to learn those languages and make their classics available in Tamil. The fact that those works can now be had in English is irrelevant. Tamil translations of English versions will be worse than useless. What is more, looking at the outside world through English spectacles has made our minds lopsided. I somehow feel that there must be several foreign classics, which are unavailable to us, merely because the Englishman's mind is not interested in them. The insularity of the Englishman is notorious. There is no point of natural contact of intellect between the Englishman and the Tamilian. If the above programme is steadily adhered to for fifteen years, I am confident that the horizon of the Tamilian mind will be immeasurably widened. A period of renaissance will set in. What the translation of Greek words in the fifteenth century did to Europe, the translation of the world's literature will do for Tamilnad. It will be a time of pure resurgence. It will be a release of the mind.

8 to 12. I shall have these things, but not now. If we started framing curricula with technical and practical ends in view, we should simply duplicate the existing institutions. Our minds are set, and what

I conceive as the primary need is that our habit of thought and reflection should be unset. It is the freedom of mind we want, regardless of political doctrine and necessities. The process will be gradual, but swelling and irresistible when it comes. In the meanwhile, all we can do is to concentrate on the degrees in art and pure science, everything being done in Tamil. English will be there as a language, as there will be French and the Indian languages straightway—German, Italian and Chinese coming in their time. I should take the following for a specimen curriculum for the Arts degree:—Sanskrit or Arabic, English, History, Mathematics, Physical science, Ethics, Logic and Metaphysics—a hundred hours of work in each of them in class. Do all this in Tamil and stick to it till the men put under this training are in a position to indicate the new specializations—professional Colleges, Industrial and Agricultural research and all the rest.

V (b)

4. I should leave secondary education to the State. The University should have its own Matriculation examination which should be independent of the School-leaving certificate. The High Schools and the University can in theory have no official relationship: but when the University rises in strength and prestige, the High Schools will find that they cannot afford to ignore the University.

XXII

M.R.Ry. K. Rama Ayyangar Avargal, B.A., B.L.,
dated 14th August 1926.

I have not been able, amidst heavy work, to devote sufficient time to work out the details relating to your questionnaire. However, as I feel I should not fail to take advantage of the opportunity to let the Committee know the line of my thoughts in the matter, I briefly send up my answers below. I shall be glad if any opportunity is available after November next to express my further opinion, to devote further time to the matter.

I

1. (a) I think there is a need for a university for the Tamil districts, if the University is established on correct lines.

(b) The establishment of the Andhra University strengthens the argument for establishing a Tamil University. The area of jurisdiction of the present Madras University strengthens it further.

2. The Madras University Act limits the area of its activities to about nine miles of Madras. If the other parts of the Presidency can also be benefited by it, it is only at its pleasure. Teaching universities as far as possible should be located in all important centres. As this portion of the presidency has been the seat of many various learning, establishing an university there will conduce to diffuse knowledge in various directions and will help the growth of thought and literature.

3. Madras University is not likely to be much affected by the establishment of an university in the Tamil district. On the other

hand, the districts around Madras will contribute great scholars and fellows whose worth may not be fully felt when the Tamil districts also form part of the same.

4. The disabilities are many. I may mention amongst others the want of intimate knowledge of the conditions of the Tamil districts among the members of the Madras University. The wider the area from which the senators come, the lesser will be the accuracy with which special questions affecting smaller areas will be considered by the Senate. The curricula, the qualifications of the staff, nature of the studies, the utility to the public, the use of the University to its best effect by the co-ordinative demand and supply under each head of education, all these questions will be better looked after by an University in the south for the Tamil districts.

5. 'Tamil Nada University.'

II

1. I should like that the nature of the University is decided in consultation with the Unemployment Committee, which has been recently constituted by the Government. The University should be of a federal type, each branch of it taking up one kind of education and making it efficient and useful for all students within its area who will take up learning of that type. Branches for each type may be started in suitable centres and a teaching staff in the University centres might carry on the whole work for each type. I think the advantage of my proposal will be to make University education useful and beneficial, and not waste it by merely manufacturing a set of educated men who will be let loose on the public without a definite aim or course of action.

2. This is answered by my answer to the previous question. I should be in favour of a University which aims at concentration of particular branches of learning at suitable centres.

3. The colleges will have to be suitably located. Of the same type of colleges there may be more than one. The University shall have lecturing staff which will co-ordinate the work of each staff of colleges and their teachers to the course of study prescribed. The governing body of the University shall be represented by members of each type who shall be their heads and guide the education of the several types of colleges and the University to serve the best interests of the departments.

4. I have answered partly by the previous answers. In addition I would suggest that research students must be given research work even while in colleges and should be allowed to continue their research in the University centres. Teachers that I have pointed out at the central places must co-ordinate to the work of several types and give instructions in the courses of learning.

5. There is very little scope of research work for the colleges in the Tamil districts. But courses of study may be easily formed so that research work may be started in the districts. Madura, Tinnevely, Trichinopoly, Coimbatore may well afford scope of research work being started. Research in Railway mechanism, electricity, ancient literature and science and philosophy may be started at Madura and Trichinopoly.

III

1. The University may have jurisdiction over an area covered by the five Tamil districts.

2. No.

3. Madura. For many reasons this is the best. It has been the ancient seat of learning. Tamil, Sanskrit, music have all institutions in it which can well be utilized by the University. As it is also the headquarters of the Ramnad district, it is likely to be patronized by all. The scope for future progress is great there. Trichinopoly has had some advantage before in that it has had two first-grade colleges, and three recently. But Madura will be a greater centre with the Dindigul-Pollachi Railway line opened and all other facilities considered.

4. This may be avoided by the proper form for the constitution of the University.

5. No.

6. As I have already said, it should do both functions.

I am not answering 5-a or 5-b as I have no time. I shall send my answers to them later if time is allowed.

XXIII

Miss R. E. Howard, Principal, Sarah Tucker College,
Palamcottah.

I

(a) It does not seem to me that the need is established.

4. We have never suffered from any.

V (a)

4. (a) There may be something in this. Madura.

(b) I suppose so.

6. It seems to me it would be very narrowing in its effects.

12. No.

As the colleges for women in Madras are ably staffed and conducted and as our local second-grade colleges work in close connexion with the above, I think that to connect our women's colleges with any other centre than Madras will be to cut us off from our chief source of inspection and guidance with no countervailing advantage.

XXIV

M.R.Ry. P. A. Ganesa Ayyar Avargal, B.A., L.T.,
St. Joseph's College, Trichinopoly, dated
14th August 1926.

I

1. (a) I think that the time has come for the establishment of a university for the Tamil area.

(b) On the one hand, now that the Andhras have a university of their own and have thereby left the Madras University, the need for a

Tamil University may not seem pressing. But the spirit of rivalry is aroused in the people of the Tamil districts and a large majority of them do desire to have a university. It is always prudent to respect the sentiments of the people; and so on the other hand the need is felt more keenly now.

2. I would therefore be for the establishment of such a university as soon as possible, the reasons being :—

(i) the Madras University Act of 1923 makes a striking difference between constituent and affiliated Colleges, and the latter are looked upon as though they were inferior;

(ii) the Academic Council which is supreme in academic matters is largely composed of men of the constituent colleges;

(iii) the number of candidates examined by the Madras University is so large that one has to doubt whether uniformity is possible in valuation of answer books; and

(vi) Mufassal boys are really handicapped, having to labour under many disadvantages, by doing their practical examinations in science subjects in Madras.

3. The Madras University would then concentrate its attention to a few colleges and would be able to do more teaching and research work. Financially, however, it would be poorer; but then the Government should and would come forward to supplement its resources.

4. In addition to the defects mentioned in answer to question 2 above, there is the fact of mufassal colleges not having the benefit of hearing the lectures of the learned university professors in their own places.

These disabilities can be removed if, in establishing a new university for the Tamil districts, care is taken not to reproduce a poor copy of the Madras University.

5. I would suggest the name of 'the Tamil Districts University' or 'the Tamil Area University' for the proposed university.

II

1. For the time being, the proposed university should be of the 'federal type'.

The unitary type cannot at present be thought of, for such a large area cannot be covered by a single university of the unitary type and the question of finance is in the way of establishing more than one university.

The affiliated type is out of the question: for the lesson learnt from the Madras University cannot be ignored.

2. The establishment of more than one should be left to be settled by time. At present particular branches of studies may be taken up at particular places.

3. The relation of colleges to colleges should be one of equality, and inter-collegiate lectures, sports, and social amenities can be arranged by colleges in one and the same centre. The university shall have an administrative control over this, giving no special privileges to any one college over the other. Again for some years to come the university should be only an examining body.

4. At present I am not for the university undertaking teaching.
5. I am not sure if any college in the Tamil area is fit to take up any research work at present. But as years pass on, the following subjects can be taken up at the following centres:—
 - (i) Tamil language, etc., at Madura and Chidambaram,
 - (ii) Science,—Physics and Chemistry—Trichinopoly and Chidambaram.
 - (iii) History—Trichinopoly.
 - (iv) Mathematics—Kumbakonam.
 - (v) Sanskrit language, etc.—Trichinopoly and Chidambaram.

III

1. All the districts where Tamil is the chief spoken-tongue.
2. No.
3. Trichinopoly is the most suitable centre. For (i) it is the best educational centre next to Madras in the Presidency, having three first grade colleges, a second grade college for women, an engineering school, a training section for L.T's, etc., (ii) It is almost at the centre of the Tamil area, (iii). It is comparatively a very healthy place. Academic atmosphere is more in evidence there than elsewhere.
4. This objection cannot hold water so long as the university is of the federated type.
5. No.
6. The headquarters should exercise the function of administration and nothing else.

XXV

**M. R. Ry. P. A. Subrahmanya Ayyar Avargal, M.A., Lecturer
in English, Sri Minakshi College, Chidambaram,
dated 14th August 1926.**

I

1. There is need.
2. Yes ; somewhat and indirectly.
3. (1) The reformed University of Madras cannot realize the programme detailed in its preamble, unless it functions only for a ten-mile radius round Madras. In fact, read between the lines, the University Act of 1923 seems to reveal the idea of its authors to the effect that the affiliated colleges are the one set of things *not* wanted.
- (2) The affiliated colleges are now getting a decidedly step-motherly treatment from the university.
- (3) If University-Reform on healthy lines is contemplated at any time in the future by the Tamil districts, the people of these districts are then sure to feel a great difficulty in persuading the university to leave off its old rut and fall in with their progressive views and aspirations.

4. It ordinarily may not. But it depends. If the University for the Tamil districts were formed, and run, on lines of real progress and profit, I should not be surprised to see it operate in the direction of rendering the clientele of the Madras University thinner and thinner every year, for some years.

5. The affiliated colleges have great disabilities. Their interests are almost clean ignored. Details on this point can be given only *via voce*. The proposed university will certainly remove these disabilities, provided it is not slavishly modelled on the Madras University.

If it is located in Chidambaram it will have to be called the Chidambaram University; if at Trichinopoly, then the Trichinopoly University, and like that.

II

1. I should like to leave terms like "Federal" and "Unitary," to faddists, and propose a university of the description given below:—

The university has its offices, its Senate House, etc., say in Chidambaram. It may have colleges belonging or attached to it all over the Tamil-speaking area. The Chidambaram College may specialise in and develop and foster the study of certain specified branches of learning like Sanskrit, History and Philosophy. Trichinopoly may foster the exact sciences, and Madura, Tamil and History and Philosophy. The question will have to be decided by local conditions and facilities.

2. Yes. The second part of the question has been already answered under question 1 above.

3. They must all be on a level. They are the several limbs of the university; each discharging its function. No regard must be paid to questions of relative importance.

4. I would recommend the establishment of a University College, undertaking instruction in as many branches as possible, all on a high level of efficiency. It is not necessary that it should be established in the same place as the university-offices.

5. There seem to be no facilities at present. In fact, this question has never, so far, been made to be present in their minds. It is quite desirable that it should be undertaken.

III

1. At present the whole Tamil area. As newer universities are established, the area will become less and less.

2. No answer to offer.

3. Chidambaram; failing it, Trichinopoly. In Chidambaram, private philanthropy has already done a good deal in the way of establishing a great academy. Chidambaram has earned a title to being a university seat, Trichinopoly too has claims. It has an atmosphere distinctly literary. It is an old seat of education.

4. My answer to question 1 under II answers this question also.

5. I do. I shall substantiate my answer, *via voce* if given a chance.

6. According to the scheme proposed in my answer to question 1 under II, the centre of the university means only "the official centre." There will be, according to that scheme, as many "academic centres" as there are places with colleges teaching particular branches of study

V (a)

All these questions require detailed answers connected with the details of university-formation. As it will make the present communication swell into a treatise, if answers to these questions are attempted here, I put off answering to a personal meeting and discussion.

V (b)

1. It is to be composed of Boards of Studies—supreme authorities in matters academical. (Details to be given *visa voce*). The Senate shall have general management and shall find its executive in an Executive Committee of some of its own members.

2. No separate academical body like the 'Academic Council' of the present Madras University. My answer to question 1 above is calculated, I trust, to make the position clear.

3. Under my scheme, this question does not arise.

4. The examination for the Secondary School-Leaving Certificate is unsatisfactory. An entrance examination is certainly needed.

5. Answered already as question 5 under I.

XXVI

**M.R.Ry. P. S. Ramakrishna Ayyar Avargal, M.A., L.T.,
Professor of History, Maharaja's College, Ernaculam
and Member, the Council of Affiliated Colleges,
dated 12th August 1926.**

1. (a) Now that the Madras University has been re-organized as a teaching and residential university confined to an area within a radius of ten miles from Fort St. George, with a view to foster and develop an academic life and corporate unity in the colleges as well as in the university, the establishment of separate universities at suitable mufassal centres has become inevitable. The connexion of the mufassal colleges with the Madras University is intended to be, and can at best be, but a temporary phenomenon. If the Madras University is to realise the objects for which it has been reconstituted, the jurisdiction of the university must certainly be confined to a limited area. With the mufassal colleges hanging on to it, the university cannot be expected to make satisfactory progress along the lines contemplated in the Act. For the healthy progress and dissemination of higher education in this Presidency, the break-up of the Madras University into a number of separate universities or, in other words, the concentration of the resources for higher teaching and research in different centres in the mufassal, is desirable. In addition it may also be observed that the establishment of the proposed university is fully justified by the great progress that university education has made in the Tamil districts.

The Andhra University is now a *fait accompli*. The report of the Travancore University Committee is pending with the Government of Travancore whose orders may be expected at no distant date. The need for a Tamil University cannot be denied and the movement that has been started in this connexion is none too early.

(b) Not at all. In fact the need has only been made more manifest by the establishment of the Andhra University. The needs of the Andhra Desa will be catered to by the Andhra University: those of the Tamil Nadu can be met only by a Tamil University.

2. The following are some of the special advantages to be secured by the establishment of such a university:—

(a) One of the results of the proposed measure will be the *concentration of the resources* for higher teaching and research in one or more centres in the Tamil Nadu. This will conduce to greater efficiency of education combined with greater economy of resources.

(b) At the university centre or centres to be established, we may expect to see the development of a healthy academic life, a corporate spirit, an *esprit de corps*, the best university ideals of culture, that are now so lacking in our colleges and in the university. I lay stress on the concentration of resources referred to in (a). The present system under which the colleges doing university work are scattered, isolated and self-sufficing has little to recommend it, in the interests either of efficiency or of economy.

(c) As a result of the proposed university we may expect to see special encouragement given to Tamil language and literature, to Tamil culture and learning, nay to oriental studies generally. In spite of their supreme importance, these studies are accorded but a step-motherly treatment in our universities to-day. Even in the case of subjects like History, Economics, Philosophy, Ethnology, Anthropology, etc., they may with advantage be studied with special reference to South India.

3. (a) The geographical area of the Madras University will be restricted.

(b) Its income will be reduced as a result of the separation from it of the colleges situated in the Tamil districts. At the same time, there will also be a reduction in several items of its expenditure such as the conduct of examinations, remuneration to examiners, travelling allowance to members of University Bodies, etc. I am not however certain that the reduction in expenditure will correspond to the reduction in income. It is probable that the establishment of the proposed university may entail some financial loss on the Madras University.

4. Yes.

(a) The University Library is located in Madras. The proposed university laboratories for sciences are also to be located there. While these would be of great advantage to the students and teachers of the Madras Colleges, they would be of little benefit to the students and teachers of mufassal colleges, in spite of the arrangements now proposed to be made for the extension of the use of the university library to the mufassal centres.

(b) The lectures of the university teaching staff are delivered mainly in Madras so that the affiliated institutions of the mufassal derive little benefit from them.

(c) In the case of the special university lectures, by distinguished scholars, Indian and foreign, that are occasionally arranged by the university, they are also delivered in Madras so that the colleges and the cultured public of Madras alone can be expected to benefit directly by them.

These and other disabilities can be removed to some extent, if not entirely, in the case of the proposed university if the following suggestions were to be adopted.

If there is to be only one university centre in the proposed university and all the institutions doing university work were to be concentrated there, the disabilities noted above cannot arise.

Provided there be a few university centres—as, under the circumstances, must be expected—special arrangements will have to be made to obviate, as far as possible, these and other disabilities in the case of any institution.

(1) As regards the University Library—wherever it be located—arrangements should be made to have its use extended in ample measure, to all university centres equally.

(2) As regards the University Laboratories, museums, etc., they should be established mainly with a view to higher teaching and research work, not carried on in the colleges and they should be kept open to the qualified students of all the colleges, without distinction.

(3) As regards the university teaching staff—they should be made to deliver courses of lectures in all the university centres equally, either on certain courses of studies prescribed by the university or on the results of their original work.

(4) Even in the case of special university lectures, arrangements should be made, as far as possible, to have them delivered in all the centres, or at least in some of them, so as to render it possible for all the students of the university to attend these lectures, if they so desire.

(5) It would be desirable, if it were practicable, to hold the meetings of the University Bodies—at least the convocation of the university—in all the centres, by turns so that the staff and students, nay the cultured public, of each centre—may have opportunities of coming into contact with the best scholars and savants of the university, at least occasionally.

5. The Tamil Nadu University.

II

1. The affiliating type of universities is a relic of the past and is being discarded everywhere. Under the conditions of the Tamil Nadu, with its many centres of higher university education, the unitary type is impracticable, in spite of its unique advantages and attractions. Under the circumstances, therefore, the federal type with a few university centres is the one that appears to me most desirable for the proposed university. An advantage of this type is that it will secure a

position of equal prestige and influence to all the institutions of the university. They will all be equally represented in the various bodies of the university and be enabled to play an equal part in moulding and directing the university policy. The federal type will thus be an improvement on the affiliating type under which the affiliated institutions lead, so to speak, a submerged existence, with no part or lot in the working of the university. It will also be an improvement on the unitary type inasmuch as most of the existing institutions, instead of suffering extinction, will be allowed to continue and that with enhanced prestige and influence and with a brighter future as the nuclei of future universities. The federal type is the one recommended by the Travancore University Committee for the proposed Kerala University.

2. There should be only one university but within its area it may be necessary to have a few concentration centres of university work.

I am not very particular about the concentration of particular branches of learning in particular centres, although it may be necessitated to a certain extent; but I am very particular about the concentration of the colleges doing university work at particular centres. This alone will render possible a system of inter-collegiate co-operation which is so desirable in the interests of efficiency and economy; such a concentration is essential for the development of an academic life, a cultural atmosphere and a corporate spirit in the university. The students of the different colleges at each centre will thus be enabled to rub shoulders with one another and to come under the stimulus of the best teachers of the centre. A spirit of *esprit de corps*, of healthy emulation, of comradeship and co-operation, equally in work and play, will thus be fostered and cultivated in each university centre. Suppose that a system of inter-collegiate co-operation is established among the various colleges at Trichinopoly. Who can doubt that it will be a vast improvement on the present system under which, each college entirely depends upon itself and the students of the different colleges are shut up so to speak, in water-tight compartments with little freedom or opportunity for mutual intercourse.

3. There will be full and free co-operation among the colleges of each university centre in the matter of teaching, examinations, sports, etc. The colleges may be managed by different bodies; still it may not be difficult, by mutual adjustment and understanding, to secure co-operation among them and that, in the highest and best interests of university education.

In view of the federal type of university organization proposed by me, the various colleges will enjoy adequate representation in university bodies and adequate participation in university work.

4. I am in favour of the university undertaking teaching work. It should be supplementary to, and distinct from, the teaching work in colleges and be conducted in the following directions:—

(a) The conduct of post-graduate courses of an advanced character in arts and science (as is done by the Calcutta University) and the maintenance of the necessary libraries, laboratories, museums, etc. The character and programme of the courses will be determined by the funds available and the special requirements—if any, of the Tamil districts. The courses will be open to the best students of all the colleges of the university.

(b) The conduct of original research by the university professors themselves and the training of students in research work. This indeed, is a very important function. The highest function of every university worth the name is, in fact, the promotion of advanced learning and research and this function should not be lost sight of by the proposed Tamil University.

(c) The promotion of Tamil and Sanskritic studies and the maintenance, if necessary, of a special academy or institute for the purpose. This needs no comment.

5. At present there are hardly any facilities available in the colleges themselves for research work. It is however highly desirable that the proposed university should undertake research work in arts and science subjects, with special reference to South India, wherever possible as well as in the departments of Tamil and Sanskritic learning.

A special *Post-graduate and Research Institute* will have to be started and maintained by the university, preferably, at the university headquarters.

III

1. The area should comprise all the Tamil districts of the Presidency.

2. Bilingual districts should also be included within the jurisdiction of the university, provided the Tamil language preponderates there, that is, is spoken by a majority of the population. In the case of these districts, however, provision should be made by the university, for students to take up either language at their option.

3. In my opinion, Trichinopoly is the most suitable centre for the location of the headquarters of the proposed university. The following are my reasons:—

(a) Trichinopoly is the most advanced centre of higher education in the Tamil districts, with three first-grade colleges, one women's college, and one training college to boast of. As the most important university centre in the Tamil area, it will be deemed to have the best claim for the location of the university headquarters.

(b) It enjoys a more or less central position in the Tamil Nadu, is easily accessible by rail and is tolerably healthy.

(c) Besides its importance in modern times, in more ways than one, it has also a long and storied past and is invested with the halo of historic antiquity and tradition.

4. A number of suggestions has already been made in the course of my answer to I—Q (iv).

5. It cannot be denied that there is some force in the objections; hence proper remedies will have to be taken with a view to obviate—as far as possible—the necessity for such objections.

6. (a) It should be an *administrative centre*. The Senate House, the university offices, the university press, etc., must be located there. Meetings of the university bodies and the annual convocations will ordinarily be held there.

(b) It should be an *academic centre* as well. The post-graduate and research courses in arts and sciences may appropriately be located there.

V (7)

1. In addition to the imparting of general culture, the following should be some of the special aims of the proposed university :—

(a) The promotion of oriental studies (especially Tamil).

(b) The study and investigation of modern subjects—humanistic and scientific—with the special reference to South India.

2. The following are some of the studies for which the Tamil Nadu offers special facilities :—

History—Sociology—Economics—Ethnology—Anthropology—Botany—Zoology, etc. (all, with special reference to South India).

3. A certain degree of specialization in the direction indicated already exists and it may be recognized in the organization of the proposed university. Thus it will be found that the Agricultural and Forestry Colleges are located in Coimbatore, and that two Tamil Colleges and one Sanskrit College are located at Chidambaram which, in common with Madura, will have the best claims for the location of oriental studies. If there is to be an Engineering College, Trichinopoly will be the best centre for it, being a big railway centre with the workshop of the South Indian Railway Company located therein. Kumbakonam, long known as the Cambridge of South India, may appropriately be made to specialize in mathematical studies.

4. (a) Yes, Chidambaram or Madura—preferably, the latter in view of its long connexion, in the past, with the famous Tamil Sangham.

(b) Yes.

5. Tamil will be a compulsory second language in the Intermediate, and B.A. courses. It will also be one of the subjects for the post-graduate courses.

6. Under present conditions, it is impossible to make Tamil the medium of instruction in the university. But that should be kept as the goal in view and the necessary steps be taken to render conditions favourable, as early as possible, for the vernacularization of the university studies. The most urgent and important step to be taken in this direction is the appointment of a competent Board or Committee (as has been done in the case of the Osmania University) for the creation of adequate and advanced literature in Tamil in the several subjects—arts and science—of the university course. The enrichment of vernacular literature is to be brought about not only by means of original productions but also by means of translations from English and other literatures. Unless in course of time the respective positions of Tamil and English were reversed in the curricula of university studies, there can be no future for Tamil language and literature. What English is in an English university, Tamil must be in a Tamil university. This may be but a dream—a very remote possibility at present, but it must be the strenuous and noble endeavour of the university to convert the dream into a reality as early as practicable.

7. No special suggestions to offer.

9. Arts—Science—Teaching—Law—Agriculture—Forestry—Oriental studies (Tamil and Sanskrit).

11. There may be no urgent need for the opening of Colleges in Medicine, Engineering and Law. The necessity will however arise in course of time. Even in the very beginning, however, a Law College may be opened since it may not entail much expense. The college will also afford some necessary relief to the much congested Law College in Madras

I would suggest Trichinopoly or Madura as the centre for the Law College, Tanjore as the centre for the Medical College since there is already a medical school there which may be gradually developed into a college, and Trichinopoly as the centre for the Engineering College.

V (b)

2. Yes.

3. Yes.

4. There may be no necessity for any special university entrance examination. But it may be necessary for the university to lay down the conditions of eligibility for university courses. It is not all secondary school leaving certificate holders that will be found fit for a university course but only a proportion of them. It will be for the university to determine the standard of fitness.

5. The Tamil Nadu University.

XXVII

**M.R.Ry. T. Srinivasa Mudaliyar, B.A., B.L., Municipal
Chairman, Erode, dated 14th August 1926.**

I

*[Replies to questions relating to the establishment of a university
for the Tamil districts.]*

1. (a) The establishment of a university for the Tamil districts is a crying need of the hour. There is the necessary material, and qualified persons are available to work the scheme. Especially in these days of rapid advance in education—both primary and secondary—it is but proper that there must be a central authority to co-ordinate their activities with a set purpose in view—the development of the Tamil national culture. The proposed university will serve to educate the boys coming out of the large number of high schools.

(b) No. The establishment of the Andhra University has only given an impetus to the movement for the establishment of a university for the Tamil districts.

2. I consider a Tamil university desirable for the following reasons and for the following special advantages that will accrue from the establishment of such a university. In the Tamil university the ever present nightmare of annual examinations should be removed. The final examination of the year should not be the sole test of a candidate's fitness for promotion. Consideration should be given for the student's general progress during the year. The university, in short, should not be a mere examining body turning out a certain number of graduates every year. There should be greater association and personal contact between the teachers and the taught. There should be a more

reasonable, analytical and practical way of teaching the student, instead of the cram method that is obtaining now consequent on the notes dictating system that prevails at present. The university should develop its industrial, commercial and agricultural branches and should prescribe courses of study which would give the students the necessary training to carry on village reconstruction through co-operative societies, improved agriculture, and model farm colonies. Vocational training and technical education should receive the utmost attention from the university.

3. It would not affect the Madras University adversely; on the other hand, it would considerably ease the congestion of work in the university and help to develop it into an unitary and residential university, with all its accompanying advantages to the students and the teachers like the famous Universities of Oxford and Cambridge.

4. There has been a general complaint always that the affiliated institutions in the mufassal have been given a stepmotherly treatment when compared with the Madras Colleges in the matter of examinership, status and control of the University. The Madras University by the very conglomerate nature of the affiliated colleges could not mete out a uniform treatment to them. But the proposed University could remove that defect, because it would be more composite and there would be greater points of contact among the affiliated colleges in the proposed University than before.

5. Tamil University.

II

1. To begin with, owing to the vast area of the Tamil Nadu I am in favour of the federal type with possibilities of its developing into the unitary type later on.

2. I am in favour of a type of university which aims at concentration of particular branches of learning at particular centres. (*E.g.*) Kumbakonam can be allowed to specialize in Mathematics and Madura in Tamil literature and archæology and so on.

3. The colleges should be the component parts of the university; should work harmoniously to realize the university ideal and allow their activities to be co-ordinated by the university without murmur. There should be a friendly feeling between the colleges instead of the present feeling of envy and rancour. These colleges should also be made to realize that they are complementing each other in diffusing knowledge and making researches into the realms of thought and helping to form a harmonious whole—the university ideal.

4. I am in favour of the university undertaking teaching in the sense of university lectures and university extension lectures—which is obtaining abroad, more especially in England. Yes. They should however, be mere monitors and guides helping to draw out the students instead of forcing their ideas on them.

5. Facilities nil. The proposed university may not be in a position to take up the work straightaway, but it should find a place in the scheme and when necessary funds are secured facilities may be given, for there is no dearth of students with the necessary intellectual equipment and genius to carry on research. To begin with, research in

Mathematics may be begun at Kumbakonam and research in Indian History may be begun at Madura, Trichinopoly, Tinnevely and Coimbatore and in Tamil literature at Madura.

III

1. All the Tamil districts.
2. In bilingual districts we could give an option in their second language.
3. Trichinopoly, preferably a suburb a few miles away from the town, central and easily accessible on all sides. A growing town. Industrial education easy, because of South Indian Railway Workshop and other industrial concerns and the river Cauvery. Scope for agricultural and rural reconstruction centres.
4. This is inevitable until a unitary type of university is established ; but such favours and advantages may be shared through a policy of rotation by each college alike.
5. Such objections are more sentimental than otherwise. Yet the ground for such objections should be removed as far as it lies with the authorities to do so.
6. It should be both.

IV (a)

1. The special aim should be not only to encourage research in Tamil literature and spread the glory of this ancient language over the world and gain for it its rightful place among the classic languages of the world but to popularize scientific subjects by getting standard works translated into Tamil. The splendour of diction and wealth of ideas of great poets like Kambar, Ottakoothar, Pugalenthi and others should be popularized and made accessible to all. (There should be an agency for the propagation of this literature on the model of the Christian Literature Society.) The suggested Tamil Academy should specialize in the language, literature, philosophy and religion of the Tamils. With a view to stimulate and foster the creative faculty among the Tamilians the academy should encourage research work not only in the realms of ancient history and literature of the south but in the more practical spheres of science and industries.

2. See answer to II, question 2.

3. Do. do.

4. (a) Yes. What place can be more appropriate than Madura, the seat of the ancient Tamil Saugham and the historic capital of the Pandiyas ?

(b) Yes.

5. It should be the medium of instruction and should be a compulsory subject in the university classes also.

6. This can be left to experts like Mr. P. V. M. Naicker and others to decide. If a Text Book Translation Committee is appointed we can easily translate the most important books into the language and we can incorporate the technical words into our language as they have done in Japan.

7. We can offer prizes for original contributions made as a result of research in the field of Tamil language, literature, philosophy and religion.

8. (a) Yes.

(b) Trichinopoly Golden Rock Workshop, South Indian Railway, will offer scope for training in mechanical branches. Textile industry can be taught with ease at Madura, Tuticorin and Coimbatore. Leather industry at Dindigul and Trichinopoly.

(c) Dairy farming and poultry farming may also be added with advantage.

9. Arts, Law, Medicine and Agriculture.

10. Textile industry, coal gas and fuel industries, metallurgy, colour chemistry, dyeing, leather industry, may be included in optional subjects.

11. There is immense possibility and scope for the establishment of such colleges. A medical college may be established at Tanjore, an engineering college at Madura or Tanjore and a law college at Trichinopoly.

12. It is not feasible just now. Till the necessary text-books are prepared we can't go on with Tamil as the main subject.

V (b)

1. There should be proportionate representation in the Academic Council and Senate of the University.

2. Yes.

3. Yes.

4. S.S.L.C. will do. I am in favour of the special entrance examination if you can reduce a year in the High School course.

5. Answered already under I (5).

XXVIII

M.R.Ry. M. Venkataswami, Head Tamil Pandit, Bishop Heber College, Trichinopoly, dated 14th August 1926.

I

(a) The number of uneducated people is very large in the Tamil districts. The Madras University has not been able to spread education among the masses. It is necessary for the development of the Tamil language, history, culture and for the diffusion of knowledge amongst the illiterate (more especially among women) that a separate university be established.

The Tamil language is an ancient language and full of beauty. This was known and appreciated by the kings of the Tamil country—the Cheras, Cholas and Pandyas who were the patrons of art and literature. Not only this—the Tamil Nadu was famous in other ways—trade, agriculture, industries. Since the decline and fall of these dynasties Tamil has lost its high place.

With the advent of English as the "lingua franca" of India, this has become accentuated.

For the study and development of Telugu which is only an offshoot of Tamil, there is a separate university; this being so, it only stands to reason that for the study of Tamil—the parent language—a separate university is an absolute necessity.

The constitution of the Madras University would not permit of any preferential treatment for Tamil and under the Madras University Act of 1923 its sphere and influence is restricted to a ten-mile circumference.

3. The establishment of a Tamil University will not have an adverse effect upon the Madras University. There need be no antagonism between the two bodies as there is ample scope for the development of both of them.

III

3. Trichinopoly is the strongest educational centre south of Madras having three first-grade and one second-grade colleges. It is easy of access from all directions and no other place is so convenient. Though Madura has all the ancient traditions in its favour, Trichinopoly is by far the best geographical centre. Therefore Trichinopoly is undoubtedly the better place.

V (a)

The special aim of this university should be to spread knowledge amongst all classes especially women, at the lowest possible cost and within the shortest possible time. This should also aim at solving the problem of unemployment by the introduction of technological studies.

4. (a) This is a very good suggestion; either Madura, Trichinopoly, Tanjore or Tinnevely would be suitable, but from the point of view of historical importance Madura would be the most suitable.

6. Tamil must be the medium of instruction. Because in the West the mother tongue of each country is the medium of instruction; so it has been possible for each of these countries to progress. Unless Tamil is the medium of instruction it will be futile to establish a separate university. It will be found to be feasible and workable. When history, geography, mathematics, etc., are being taught in Tamil in high schools, why should it not be possible to teach these subjects in Tamil in college classes. It is a mistake to suppose that scientific books cannot be written in Tamil. If Professors of English and Pandits would collaborate it is quite possible for books of this type to be translated into Tamil. If necessary, words may be coined and till this is done English technical words may be used. People like P. V. Manicka Naicker, Superintendent Engineer, Madras, and K. Subrahmanya Pillai, M.A., M.L., Advocate, may be entrusted with this work.

XXIX

M.R.Ry. Rao Sahib S. Krishnaswami Ayyangar Avargal,
M.A., Ph.D., M.R.A.S., F.R.H.S., University Professor
of Indian History and Archæology, University of Madras,
Senate House, dated 4th August 1926.

I

(i) (a) The answer to this question one way or the other depends upon the character of the university proposed to be established. The

Madras University may be in need of relief for its own benefit. That is irrelevant to the question. If the idea is a better type of university, the need would be more universities for the Tamil districts, and the establishment of a university will be the first step in that direction. It is generally admitted that university education, as it has been in Madras, though good so far as it went, is capable of improvement in character. On that understanding the establishment of another university in the Tamil districts would be desirable.

(b) On the understanding noted above the establishment of the Andhra University or of other universities like the Karnataka or Kerala Universities cannot affect the position.

(ii) The establishment of a university is desirable only on the understanding that it is not an affiliating university. And as an affiliating university, the Madras University has been doing very well indeed. The establishment of another university would be desirable if it is going to be something better than an affiliating university. The best ideal of a university in many ways would be a unitary residential university, of perhaps the Oxford or Cambridge or of the ancient Indian type. But in the present circumstances of the country, and, having regard to the condition of Indian society, economic and social, it may prove to be impossible of achievement. What is defective in the present university education is, education has become too much a matter of imparting knowledge by those who may possess it, and has ceased to be anything better. In order that that might change its character and become better, what is required is more living contact between men of learning and men that come to learn, and education ought to be the directing of young intelligence to find the means of developing that intelligence to the fullest degree of training attainable by it for the acquisition of knowledge by itself. This means more touch between the teachers and the taught, more work within the premises of the university apart from the work indicated on the timetable and done in class-rooms. This means provision and full equipment of libraries, laboratories, and such other appurtenances of higher education, and a body of men who are expert in each one of these branches possessing all the equipment required in the form ready for practical use by those that may seek it. This can be brought about only as we approach nearer and nearer to the ideal of a self-centered and fully equipped residential university. Different degrees of approach to this ideal are possible and depend for actual achievement chiefly upon the means at our disposal. The advantages secured would be more real education which means not the acquisition of mere knowledge, but the training and the discipline of the intellect and the understanding, enabling the educated man to turn his hand and head to learn anything that he chooses to with more facility than the uneducated. It would also involve the training and discipline in morals, manners, and even physique. All this can hardly come without much more of a living contact between the teachers and the taught.

(iii) The Madras University would be affected in several ways by the establishment of a university or universities in the Tamil districts very materially. The Madras University has no resources of its own except the Fee Fund. It would be seriously affected by the establishment of other universities. That is a result that the authorities who are responsible for the establishment of these universities

ought to take note of and must provide for adequately. Otherwise than in regard to this, it ought to be a good riddance to the Madras University if it should become the teaching university that the Act of 1923 has actually made it in words. The ten-mile radius is a good enough limit, and with adequate resources placed at its disposal, the Madras University may look forward to a future which ought to transform it into a first-grade centre of higher liberal education. This cheerful prospect is possible if the resources which must be adequate are forthcoming either by the ungrudging bounty of a Government, or by the appreciative generosity of individual millionaires.

(iv) The disabilities that affiliated institutions suffer are disabilities that affiliated Colleges are bound to suffer anywhere in the world. The difference between the Madras institutions and affiliated institutions was comparatively little till within recent times. The difference will become rapidly wider if the teaching ideal of the Madras University should be realized, the more rapidly it is realized, the wider would be the gap between the university centre and affiliated institutions at a distance. Libraries and laboratories and other educational facilities that a single centre like Madras can provide for itself and utilize, cannot reach institutions scattered over great distances, unless each one of these institutions can be provided all these facilities equally, a contingency on the face of it impossible. The addition of one more university in the Tamil districts, assuming that it is well provided with resources of all sorts, can only create another university centre like Madras in the Tamil districts, and if the creation of this single university leaves a considerable number of affiliated colleges, these latter would be still in the same position, perhaps even worse, because the newly created university centre is likely to be in several ways inferior to an older centre like Madras. These disabilities could be altogether removed if half a dozen universities be now established, or if for the Tamil districts each one of the centres containing important affiliated institutions should be equipped almost as well as the university centre itself. The only other way of meeting the difficulty would be by a judicious distribution of higher education between the university centre and the dependent centres. The dependent centres should be allowed to go only up to a certain limit of general course of education, the higher courses being confined altogether to the university centres themselves. That is the only practicable position in the present circumstances of the Tamil districts, and if the project is the establishment of one university there.

(v) The best name for the university, having regard to all the circumstances of the case and the analogy created by the Andhra University and projects for Karnataka and Kerala universities, is to call it Dravida University. The objection to 'Tamil' would be it connotes more the language than the region. The term Dravida would be freer from this defect. There is not very much in the name, however.

II

(i) If it is one university that is proposed for the Tamil area, that university should not be of the affiliating type. If it is to be an affiliating university, there is no need for the addition, as Madras could serve that purpose admirably. One university for the whole area cannot

be a unitary university. So the only practicable alternative is a university of the federal type. It is only this type that can meet the need such as is felt and satisfy the ambitions of the individual localities concerned. This would naturally involve the fixing of the centres of university education, and as a consequence the preventing of new centres coming into existence. The federal type implies by its very nature the equality of position of the centres concerned. This could only mean equality of opportunities and not equality of actual status. The latter would depend upon the resources of individual localities and the ability of the institutions concerned to work up to a higher and higher status till they come to very near the level of residential, unitary universities. Nothing should be done to prevent the progress of individual centres upwards, so that ultimately the more enterprising centres could set up as unitary universities. A unitary type would be impossible unless each educational centre becomes a unitary university either immediately or remotely. The federal type would be the transition leading ultimately to a number of unitary universities in the Tamil area. That is the advantage of the federal type as compared with the other two.

(ii) More than one university would, in the present circumstances, be impracticable, however desirable. It is not merely a question of the resources that the Government can provide. It is primarily a question of the development of local resources, generously supplemented, of course, by the resources of Government. This is a matter that will take time, and the starting of any large number of universities at once is a question that may be kept aside for the time being. But the type recommended in the section above would give the necessary time for this development, and has the inevitable tendency, under proper regulations and guidance, to develop separate universities wherever these should prove themselves to be feasible. A federal type would admit of division of subjects or specialization still with a sufficient degree of co-ordination to work under a common central organization. The development of particular branches of learning in particular localities will depend upon the energy and the enterprise of the institutions concerned, and of the demands of the localities for specialized branches of study. Wherever the demand and the resources show themselves clearly, the specialization will follow as a matter of course.

(iii) The relation among the various colleges in the locality to one another will have to be one of equality of status, as else unnecessary local jealousies would be provoked. But this equality of status must be qualified a good deal by the demand of latitude for individual development. The consequence of insistence upon a wooden equality would have the most pernicious effect on the progress of education. The difficulties in the way of achievement of the relations of these and of the judicious recognition of necessary differences would be great, but is attainable by a careful guiding of public opinion. The only other alternative would be to prescribe a level of education beyond which no institution should make any attempt to progress, leaving education higher than that to some other agency. To illustrate it by an example; it may be possible to say at once that all the colleges in the Tamil area do teach only up to the B.A. Pass standard, and abandon all ambition to do Honours teaching and post-graduate work, to say, the Madras University. This may not be a very bad thing in itself, but does involve

a certain amount of surrender of prestige and of legitimate ambitions for advancement. It is doubtful if Tamil sentiment would agree to this.

(iv) With colleges scattered over great distances, the temptation of teaching by the university would provoke jealousies. But there are certain obvious departments of higher teaching, which it would be advantageous that a university does. This would mean university teaching being provided at one particular centre and placing that centre in a position of advantage, inevitable as it is. This may enable a particular centre moving forward more rapidly than others towards becoming a unitary university by itself. But in the period of transition the advantages of teaching that such a centre offers should be available equally to all institutions under the university. This may be provided for so far as the students are concerned. But any co-operation between the teaching of the university and of the colleges could be confined only to the university centre. This would provoke jealousies, which one already experiences in respect of the Madras University and its affiliated colleges. It would perhaps be well for the present that the university attempted no teaching of its own. If there should be no teaching at all by the university, university teachers must essentially be men doing research work, and such lectures as they deliver must be lectures of a character far more advanced than that of lectures in colleges. Otherwise collegiate responsibility for teaching would be undermined and the level of teaching is bound to go down by irresponsibility. Research work involves research training, and research students will have to be under the supervision of university teachers.

(v) Colleges teaching up to degree examinations usually have a certain amount of equipment which may admit of research work to a limited degree. Research work involves elaborate equipment in the direction of libraries, and laboratories and facilities by way of leisure and emoluments, such as studentships, fellowships, etc., and any calculation of an immediate return is likely to be discouraging. It is a commonplace in matters of education that, being by far the most productive of departments, the result is not measurable, nor even calculable within a generation. It is much nearer the question of one sowing for his grandsons to reap, like planting coconut trees in this country. There may be certain centres in the Tamil area, which have provided themselves with limited means for conducting research work in certain branches. The facilities may be in the person of an eminent professor who could make even a second-grade laboratory, and a comparatively small library go a long way towards helping in research. But an exceptional condition like this should not be drawn upon for making any normal provision for research work. If the university is to be of the federal type, the possibilities of advanced research will have to be somewhat limited. While nothing need be done to discourage research at separate centres, nothing could equally be done for developing organised research centres, except by incurring inordinately heavy cost. I cannot think of any place in Tamil districts altogether fit for particular branches of research work. I am aware of the fact that there are historical associations; there may be even some very limited facilities, but as far as I am able to judge from the material available, I do not believe that there is any particular centre offering special facilities for research either in the scientific or on the

humanistic side of university work. A certain amount of development in scientific research would be possible in an industrial district; a certain amount of scientific and economic development would be possible in an agricultural district, where the economic distribution of land offers advantages. None of the Tamil districts comes up to the demands even of the latter branch of research. Such research as has to be conducted will have to be under artificial conditions in India for some considerable time and this naturally means a very large outlay and ought therefore to be limited to comparatively fewer centres.

III

(i) The area under the jurisdiction of this university, I take it, would be the Tamil districts. If this is not to be the limit, it could be all the southern districts, including the western, perhaps omitting the narrow strip of coast above the Palghat gap. Any such limitation would be artificial, and any transfer involving these non-Tamil districts may bring about a protest. It would be well to confine the university to the Tamil area for obvious reasons of convenience.

(ii) I doubt if there is any district even in the Tamil area which is not bilingual. Several of them could correctly be described as Multilingual. The question of special measures would be required only if there is anything like compulsion in respect of the study of Tamil as a language or as an exclusive medium of instruction. The first alternative may not be so difficult of attainment, as even those who speak other languages do know or cultivate the language of the locality for business purposes, although I object to compulsion as a question of principle and do not regard compulsion as the best means of promoting the study of languages. If it should be agreed that Tamil is going to be the only language cultivated or taught at the university, measures should certainly be taken to make adequate provision for the cultivation of the other language or languages in districts where they have large vogue. As a purely educational question there must be provision for the cultivation of Sanskrit as well in the Tamil area even as an alternative to Tamil. But the recognition of Sanskrit as a language of study will not and need not interfere with Tamil becoming the medium of instruction, if need be. A discussion of this perhaps goes beyond the limits of the particular question.

(iii) The most suitable centre for the location of the university headquarters is the centre where educational institutions are in some number providing for a considerable variety of courses in education so that it may be regarded academically as something like a centre of education. University headquarters should never be detached completely from the academic atmosphere of a university centre. There is no detail in a university administration which is not vitally connected one way or another with the academic activities of the universities, and looking administratively at any question without this academic association is bound to lead to misunderstanding and blundering which ought by all means to be avoided. All the red-tape of ordinary administration need not be imported in every detail into university administration, as it is too often the tendency to do in university organization; and the administrative centre being detached altogether from academic centres would have the inevitable result of the most soulless

kind of red-tapism imaginable. Educational administrators even including clerks of the Registrar's office should have some acquaintance, to the extent possible direct, of the actual working of the academic details to carry out their part of office work with good sense and understanding. I am certainly very strongly of opinion that whatever is at present the most advanced educational centre in the Tamil districts must be fixed upon as the university centre. In the present circumstances, Trichinopoly would seem to recommend itself as the best fitted for the administrative centre of the university for the Tamil districts for the reasons given above. It is very much more centrally situated, as at one time even the Nayaks of Madura felt it necessary to transfer their headquarters to it from Madura. And so long as all the Tamil districts are under the jurisdiction of this university, there is no question that this is undoubtedly the centre, almost equi-distant from Tinnevely in the remotes south and perhaps from Coimbatore on the remote west.

(iv) (v) & (vi) There is not much point in the objections suggested. A university centre can mean more than the offices of the university headquarters and can certainly imply teaching appliances such as libraries, laboratories, etc. If by a university centre is meant not merely the location of the administrative offices, but also the creation of these educational centres, it makes the position much more futile. There is no use locating libraries and laboratories in a place where there is not a body of people engaged in academic work. At a university centre thus created artificially, this body of academic workers will have to be created artificially likewise. Apart from the unnecessary additional expenditure that it would involve, it would isolate higher academic work, such as could be obtained at a university centre, from the comparatively large proportion of those at the university engaged in academic work in all its branches; research workers, professors doing advanced teaching work, lecturers and even students. An atmosphere of higher work is of inestimable value even to those who may not be directly engaged in it. I should deprecate in the strongest terms any attempt at dissociation of the university centre from large places of university education. It is true to some extent that the advantages of this atmosphere there would be to those in the particular locality chosen. But if the centre chosen is one of a large educational population, I am not sure that other centres should object to it, as such an attitude would defeat the very object of the institution of a new university for the locality. The only alternative that will satisfy the condition implied in this objection is the creation of a university at each feasible and even possible centre of education. The greatest calamity that can befall this differentiation would be that Trichinopoly would go forward more rapidly than others towards becoming a university by itself. This need not be deplored as a misfortune; other centres can follow. This is quite consistent with the idea—'Heaven helps those who help themselves.' It is only a question of facing the bare fact for the other centres and of working up to attain to that level, it may be a few years later. If there is any evil in the proceeding this is the least evil of the alternative courses open, and is quite in keeping with the tendencies of the Act of 1923 which made, at least in name, the Madras University a teaching university, and left other centres to develop, each in its own particular way, to becoming university centres first, and universities next.

IV (a)

Apart from the liberal education and culture which is the primary aim of university education generally, a special aim in university education would be possible if the university should happen to be located in a special industrial centre, such as Leeds or Birmingham. Even then what university education can do is comparatively little more than give a bias for such branches of scientific education as have any direct bearing upon the industries concerned. Apart from agriculture and occupations connected therewith, there is nothing that could be pointed out as giving the character to any one of the many districts comprised in the Tamil land. While much may be done by way of vocational education in schools, a university may organize vocational courses leading to diplomas and degrees in particular branches of studies. That is the most that universities can do in this particular line. A general educational system could do something to train the eye and the hand along with the education that it provides, so that the product of that system of education may be able effectively to apply his intelligence to practical purposes. The giving of any specific training for any special profession cannot be done by the universities altogether, except where universities have the chance of co-operation with institutions, which employ large bodies of professional men and women. For instance, courses in chemistry can take a practical turn in areas, where there is a large chemical industry; courses in botany and agriculture can similarly take a practical turn where there are large forests, or where there is a flourishing agricultural industry employing labour of the highest grade. Where facilities for such exist, university education will naturally take on a bias for the practical and the applied branches of it, and university education could adjust itself to the need. Without such accessory aids universities by themselves alone can do but little to promote any special educational ideal in these directions. The scientific education that is imparted may be made as practical as one could desire. But unless the practically trained man find the scope for the application of his training, the education that is imparted to him would be of about the same use as a general liberal education that he gains. It could be difficult to define any special aim for university education in the Tamil area.

(ii) It is clear from what is said above that no particular scientific or humanistic study seems specially demanded for the Tamil area in particular, because of the special facilities existing for their promotion. But university education both in the sciences and the humanities must be carried to as high a degree of perfection and as wide a sphere of comprehension as our resources will permit. They will have to remain for the present, at any rate, merely of the general character of liberal education and nothing more. Being a university for the Tamil districts, Tamil studies can be carried to a very high degree. But that ought to be done wherever Tamil is studied, whether it be in the Tamil districts or elsewhere, the only other centre of importance coming into consideration being the Madras University proper. As the university would be federal, no special emphasis seems called for in this particular, except the organization of the courses in such a way as to admit of these studies being carried to the highest limit.

(iii) If the university for the Tamil districts is to be on a federal basis, there must be some kind of recognized division in respect of the branches of learning taught among the various centres, not necessarily exclusively except when some of them happen to be so near each other that the teaching of the same branches may be regarded as unnecessary duplication. Where there is this kind of a division, the university ought to see to it that the division of branches is such that on the whole all branches receive more or less equal attention. Otherwise the tendency would be for all centres to do certain branches and every one of them give up certain others which may require more costly equipment or might involve more trouble in the working. It is more a question of resources ultimately of the institutions concerned rather than of the suitability of the localities. Local adaptability will come in only where subjects with practical applications are concerned. Of such we have but few for the Tamil districts. Most of the centres will take the humanistic side, more or less completely. But they may not be quite so anxious or ready to do the scientific. The best arrangement would be to let each centre combine the two so that there may be no centre engaged in teaching only the humanistic subjects. But in the choice of the particular science subjects, a certain amount of judgment would be useful. More than this seems to me not practicable at present.

4. (a) Being centres of university education in the Tamil districts why should any one centre be marked out for specializing in Tamil studies? If there is any one reason more valid than another for the establishment of a Tamil University it is the promotion of Tamil studies. The population being in bulk Tamil, there would be enough students to devote themselves to the study of this particular subject in all the centres to admit of the studies being carried to the highest degree. I do not believe there is any cause for a special academy. There was need for a special academy so long as the Madras University was equally responsible for providing for the needs of a large number of languages. The only language that is likely to come in for consideration that may affect Tamil at all would be Sanskrit. A study of this will not affect Tamil adversely at all except to the extent that if Sanskrit cannot be offered as an alternative, there may be more who take Tamil. The promotion of Sanskrit studies on a well-organized plan is likely to stimulate the promotion of even the scientific study of Tamil. Most of the centres in the Tamil districts where there are likely to be university institutions have already a strong body of those devoted to the study of Tamil, and it would seem invidious to mark out one as being particularly specially fitted. But if one centre should develop a special Tamil academy to a high level of studies the university would do well to recognize that as a centre of learning.

(b) If such a centre should come into existence not in one place, it may be in two or three even, they may become centres of oriental studies. If it should be only one, that would be the only centre.

(v) Tamil would be the main language of study and the language perhaps that the great majority would take. I would not make it compulsory for those whose mother-tongue may be different or for those

who would elect to take Sanskrit at the university stage. The position of those taking Sanskrit will not be affected even if Tamil should become the medium of instruction. But the position of those would be different whose mother-tongue is some other Dravidian language or Urdu. That is what makes compulsion undesirable though we do make other subjects compulsory. An unnecessary emphasis on one language provokes opposition, which might otherwise have been not intended.

(vi) The vernacular, or perhaps, a better term, mother-tongue, would be the only medium of instruction even at the university stage in countries which have but one language, and in those which have something like a dominant language. But in countries where there is a considerable population speaking another language, it would be difficult to make even the dominant language a compulsory medium at the university stage. This concession has been made in countries where a sharp division of the population according to languages exists. But in dealing with the Tamil districts, we are not dealing with a country; we are dealing with a certain number of districts in one whole province which can claim to have half a dozen languages on a footing with Tamil. Apart from other considerations, even from the point of view of the consideration of education alone, it would seem to me undesirable to make the vernacular the compulsory medium of instruction; while it may be a permissible medium of instruction even for university education. In the present stage of the vernacular languages, it would be much better that those teachers who could, got into the habit of delivering their lectures in the vernacular, the books of study being either in the vernacular or English or whatever other languages known to students. In matters of university education, the teacher is a great factor, and the more efficient and capable the teacher, the better the kind of education is likely to be. The character of the teacher ought not to be sacrificed because of the condition that the teaching is to be done in the local vernacular; a compulsory Tamil medium of instruction would limit your sphere of selection of university teachers to those who are expert in Tamil. But if competent teachers care to lecture in Tamil, they ought not to be prevented from doing so because that would be the beginning of an advance in the study of the vernaculars, which would ultimately make the vernacular an efficient medium not merely for lectures but even for text-books and other accessories. I should frankly confess it impossible to impose a vernacular as the medium of instruction at present.

(vii) There should be all possible scope for research in Tamil as I have already indicated, practically at every centre, and certainly all the more important centres ought to carry the cultivation of Tamil to the highest degree. There may, however, be a professed centre, which may make the promotion of Tamil studies its main object, such as is the Madura Sangham. The university may grant recognition to it and regulate its studies in such a manner as even to recognize its examinations as entitling to university degrees. But the studies and the examinations should be so regulated as to guarantee a high degree of attainment. Any research work in Tamil, to be successful, must be conducted along with the cultivation of Sanskrit to a very great extent. For philology and linguistic studies it is an invaluable auxiliary even

to Tamil; for historical and philosophical studies its value is equally great, and no study in modern times is of value unless it is comparative. A research centre even with the professed object of merely studying Tamil should have facilities for the cultivation of Kanarese, Telugu and Malayalam, as the study becomes popular and the scope of the school widens; other languages as yet unheard of within our University curricula may have to come in for their share. But that is not yet. I should like to add to these languages, the language Pali which seems in some respects to be very much more intimately connected than is ordinarily recognized with Tamil, and is likely to be an illuminating study in certain branches of Tamil research.

(viii) (a) I should certainly be in favour of the university developing technological faculties. But I am fairly of opinion that a necessary pre-requisite for the development of these studies is the existence of industries. It may be argued that the provision of competent men may help to develop the industries. There may be some truth in this, and, notwithstanding that possibility, unless there is some assurance of Government or some kind of organization going forward with a well-thought out scheme of development, this would merely add another class to the unemployed. If there is a fair prospect of openings, nothing would be more natural than to develop these studies at the universities by diplomas and degrees.

(b) There are facilities in the Tamil district for the development of textile industries, colour chemistry, dyeing and even leather industry. Over certain areas gas and fuel industries may be developed, and in others metallurgy to a limited extent. Even existing industries will have to be given a turn for a capitalist or better, some kind of co-operative organization, to make large developments possible, and it is only in such a contingency that there would arise a demand for skilled labour and expert guidance.

(c) Agriculture and connected industries would be another subject, and cattle-breeding and dairy-farming, etc. These would be studies subsidiary to agriculture and would naturally go into that faculty.

(ix) A university in the Tamil area can begin with the faculties of arts, science, teaching, agriculture, engineering, and a certain amount of technology. Law and medicine may well stand over for the present. For law, students may conveniently migrate to Madras. There would be room for the development of a medical faculty in the very near future. But if there should be strong feeling, there is no room for a faculty at present. There is undoubtedly room for the faculty of agriculture and the one existing institution for agriculture and forestry would, I think, ordinarily come within the Tamil area. The location of these faculties, need not be all of them in one place. Each technical faculty must be instituted in a place where there are in existence faculties for practical study of the industrial arts concerned.

(x) The answer to this question is made already and will be found under (viii). Faculties in technological subjects would be possible but facilities for employment must precede. I am afraid more technological studies will not cure unemployment; and if they will not create unemployment, they may easily add to the body of the unemployed.

- (xi) The answer to (xi) is given almost completely under (ix).
- (xii) It would certainly be feasible to institute a degree in Tamil for Tamil studies alone, provided, as is suggested in the question, English is made a second, compulsory language. A degree in Tamil language and literature would be easily possible and even a higher degree, provided the degree courses comprise subjects similar to those in courses of studies prescribed for degrees in the language and literature of, say, English or even Sanskrit. For a degree a certain number of liberalizing collateral studies in arts subjects will have to come in as essential parts of the course. A certain amount of general science must also be brought into the courses and could be done to some extent, if English is to be recognized, perhaps as a compulsory second language, as is suggested in the question. I doubt if Tamil would attempt a specialized division, as at present obtaining in the Siromani courses at the Madras University. There undoubtedly is room for the development of the studies to the extent of conferring a general degree and even a higher one.

IV (b) The constitution of the university should as far as may be simple and effective. There ought not to be any unnecessary additional bodies with concurrent jurisdiction leading to differences of opinion and disputes of authority. There ought certainly to be a court, a popular body with wide representation, meeting once a year and exercising only general powers of control confined entirely to matters of pure finance and administration. There ought to be an Academic Council largely of educational experts, but containing at the same time a comparatively small number of those interested in education. There must be an administrative body, the Syndicate, which ought to have the functions of a common committee of both the Senate and the Academic Council, and alike answerable to both. The Syndicate should be composed of at least a majority of educational people representing all educational interests, *including university teaching*. There ought to be a lay element and the proportion between the educational and the lay elements may be two to one. I do not think educational administration should be complicated by the creation of more bodies with co-ordinate jurisdiction. The academic body must be supreme in matters academic. The Senate may have powers of revision in the last resort. But it ought to be under severe limitation. The academic Council should have complete jurisdiction in respect of all academic matters, the Syndicate acting in these matters as in a way its own executive committee. More details perhaps are not called for here.

(iii) I am not in favour of a separate academic body for oriental studies. Even with an Academic Council, there would be faculties, and there may be a faculty for oriental studies. But the faculty would not be independent by itself but would be composed of members of the Academic Council, possibly with additions from outside the Academic Council, as would be the Board of Studies, the Boards of Studies and the Faculties alike being subordinate to the authority of the Academic Council as a whole. With this organization, there seems no need for a separate statutory body for oriental studies.

(iv) Entrance to the University should be, properly speaking, perhaps at the Intermediate stage if the University is a teaching university with a course for the degree extending over more than two

years. That is a question that cannot be settled without working out the details of the academic organization of the university. I believe the time has come for universities instituting their own entrance examinations if the Secondary School Leaving Certificate system is to continue as it is at present. Whatever virtues the Secondary School Leaving Certificate system, may have had in the past, have disappeared entirely now by successive modifications, so that the Secondary School Leaving Certificate at present is no more than a comparatively flimsy copy of what used to be the old Matriculation examination. If the Secondary School Leaving Certificate scheme is to continue, I would frankly vote for an entrance examination by the university.

(v) The answer to this question is given under section I, question V.

XXX

**M.R.Ry. G. Nagaratnam Ayyar Avargal, B.A., B.E., Acting
Principal, College of Engineering, Guindy,
dated 14th August 1926.**

[Ref:—Your letter, dated 15th July 1926]

I have thought over the questions and I regret to find that my views with regard to whole question of a Tamil university are not conclusive enough to be helpful. I do not, therefore, attempt to answer the questions.

I am interested in Engineering education which, I believe, is very essential for advancement of the country, but in view of the backwardness of Industries in South India and of the fact that development of industries must take a considerable time in this part of the country because of the absence of cheap fuel or power, raw materials, etc, the institution of an Engineering College immediately as an adjunct of this university may be premature.

XXXI

**S.A. Steele, Esq., B.A., District Educational Officer, Salem,
dated 14th August 1926.**

With reference to your circular letter, dated 15th July, I have the honour to enclose answers to the questionnaire as far as I am able to answer the questions.

I have never had anything to do directly with university and collegiate education in this country and hence find it difficult to express any opinion on many of the points raised.

It would not be possible for me to attend in person before the Committee to supplement my written answers orally.

ENCLOSURE.

1. (a) Need exists.
(b) No.
2. Neglect of the Tamil language. The unwieldy jurisdiction of the Madras University.

3. Beneficially as it will enable the Madras University to become a university of the best type, viz., a Residential unitary university. The Madras University will gain much in prestige and popularity.

4. Yes. They do not share the benefit of the university library and university lectures.

No. The disabilities would only be removed as far as the colleges at the headquarters of the proposed university are concerned.

5. The 'Dravida' University.

II

1. The Federal type as being next best to the ideal, i.e., the unitary type.

2. One university for the present. Concentration of various branches of learning at various centres and when finance permits the creation of more universities.

3. The same as exists at present in the case of the Madras university.

4. Yes. Supervision and encouragement of research work.

5. No.

Yes.

Language at Madura or Conjeeveram, Architecture at Madura, Agriculture and Forestry at Coimbatore, Mining and Geological research at Salem, etc.

III

1. Over the Tamil districts.

2. No.

3. Trichinopoly as being the most central place and being next to Madras in importance from an Educational point of view.

6. Should be academic centre as well.

V (a)

1. The study of Tamil and to create a technical bias by the institution of technical degree examinations:

2. Same as II 5.

3. In addition to II 5.

Mathematics at Kumbakonam, History and Mechanical Engineering at Trichinopoly, Electrical Engineering in the Nilgiris, etc.

4. (a) Madura.

(b) Yes.

5. A prominent place: but it cannot at present take the place of English.

6. Not feasible immediately. Possible and desirable if set about earnestly by the creation of suitable text-books and the development of a good vocabulary to express the technicalities of science and humanities.

7. Necessary to include Sanskrit also.

8. (a) Yes. Textile industry in Tiruppur, metallurgy, colour chemistry, dyeing, etc., at Salem, leather industry at Ambur.

10. Yes.

11. Yes.

V (b)

1. Promotion of Tamil learning and prevention of unemployment by means suggested above.

4. Better to have a special entrance examination.

XXXII

**Pandit M. Gopalakrishna Ayyar, Lecturer in Tamil,
National College, Trichinopoly.**

I

1. (a) Though there is a need for a special University devoting itself to develop Tamil, we are afraid, there may not be sufficient response in the Tamil districts to finance the scheme successfully. Under the circumstances, the existing Madras University can well be recognized so that sufficient impetus might be given to advance oriental studies.

(b) The establishment of the Andhra University has served but to tickle the vanity of the Tamils and make them assume a need where none such was felt before. The Andhras and their municipalities, have donated by lakhs, to make this scheme a success. We personally think, that the Tamil country is not prepared for such sacrifices. If however, the Government is prepared to work out the scheme, itself, we welcome it.

2. A separate Tamil University would go much towards stimulating the cause of oriental studies. To effect secession from the wooden framed Madras University which is completely under the governance of a few Madras Professors and local leaders a new university is highly necessary.

3. Madras University may not at all be affected in any way.

4. Answer to this might be sought under answer to question 2. The mufassal institutions do not come in, for a fair share of the spoils of the university. New universities would serve to bring out the best men of the mufassal colleges and afford them scope for further useful work. The old university has been with us a sufficiently long time without bettering us in any way. New needs take a long time to gain its acceptance, and being domineered over mostly by the Madras people, the university is enabled to out vote all mufassal suggestions for improvement.

5. Preferably "The Tamil University." Any other name having some relation to the language, the people and the ideals of the Tamil country, might also be preferred.

II

1.

2. A single university aiming towards imparting the best in all the branches would be enough.

3. All colleges shall be affiliated to the central university. Inter-collegiate arrangements might be effected at the discretion of the Principals of Colleges.

4. The new university might appoint its own professors, for the cultural sciences and for advanced studies in Tamil. It may also institute research studentships and professorships, in subjects relating to Dravidian culture, its literature, history, philosophy and other positive sciences. University professors shall devote themselves entirely to post graduate studies, and their lectures shall be university extension lectures merely.

5. Research work is most necessary. South Indian History has still to be written. South Indian positive sciences, have hitherto been unexplored. Collection of manuscripts on a somewhat extensive scale than hitherto attempted, will have shortly to be undertaken. As it is, the Madura Tamil Sangam Manuscripts Department, the Tanjore Sarasvathi Mahal Library, etc., could provide sufficient work and materials for a host of scholars. The South Indian *Matams* are repositories of ancient learning and their importance for reconstructing South Indian Culture, has hitherto not been sufficiently gauged. There are private scholars too, owning extensive libraries who could be prevailed upon, to part with their cultural treasures. The Madras Oriental Manuscripts Library with its various "kyfeiths" might also be drawn upon.

III

1. Over all colleges that may be affiliated thereto. Geographically all the Tamil districts beginning with Madras on the north.

2. Vide answer to question 1 (Part III).

3. Trichinopoly; there being *three first grade* colleges imparting learning in modern methods.

4. Vide answer to question 4 in Part I.

5. It follows.

6. It might be both.

V (a)

1. A specialization in Tamil will be the new feature in the university.

2. Tamil Siddhanta, South Indian History, Tamilian medicine and other allied sciences.

3. We are for all-round development.

4 (a). We are in favour of the suggestion. The centre of the proposed university will also be the centre of the academy.

(b) Yes.

5. Will be a compulsory subject just as English heretofore up to the highest standard.

6. Vernacular might be made the medium of instruction. A committee will have primarily to be appointed to whom would be entrusted the task of preparing various text-books. Private enterprise of authors would also be encouraged. A translation or a publication fund might be opened, the proceeds of which might be devoted to (1)

rewarding successful authors, (2) the awarding of prizes in open competitions, (3) finance the publications of impecunious authors or to purchase the copy-rights thereof and publish them. The Establishment of a University Press is highly necessary.

7. Vide Answer to " in V (a). Establishment of professorships and research studentships in Tamil. Researches in Sanskrit, Pali, Malayalam, Kanarese, Telugu might successfully be undertaken.

8.

9.

10.

11. New colleges in these departments would only contribute to increase the 'unemployment problem' difficulties.

12. It follows.

V (b)

1.

2.

3. A separate body having a decent number of scholars therein whose qualifications might be prescribed as being (1) a high degree in Tamil, equivalent to an M. A. or, (2) a ten years' experience as the teacher of the language in either a pure Tamil Institution or a college or (3) the production of at least four literary works in Tamil excluding novels might be constituted. They must be invested with powers now delegated to the Tamil Text-Book Committee and the "University Board of Studies" in Tamil.

4.

5. Answered before.

XXXIII

J M. Hensman, Esq., B.A., Retired Principal, Government College, Kumbakonam, dated 12th August 1926.

To begin with, I am not much in favour of a new university. The Telugu people have had their way, and they were insistent on a university for themselves, first because they had not much love for the Tamils for whom they had not much regard calling Tamil by the opprobrious name *Araras*, and secondly because in recent years the idea of an Andhra Province had become an obsession with them. The Tamils have no such reasons for a separate university for themselves. Nor do I think that there is any such general desire among the Tamils. The existing Madras University is practically a Tamil University. Crores of rupees have been spent during the last 60 years on such buildings as the Senate House, the Law College, the Presidency College, the Christian College, Pachiappa's College, Loyola College and the Colleges for Women and on magnificent libraries. Are all these to go for nothing? What a waste of money would it be to create a university anew?

And then if the new Tamil University serves all the Tamil districts what is the Madras University to do? Serve only Malabar and the single Kanarese district of Bellary?

I would advise the utilisation of a small part of the money that would ultimately be required for the new university, if one was

started, for subsidizing existing colleges in the Tamil area for concentrating on particular branches of learning, for buildings, equipment, apparatus, etc. The subsidies may well be on a liberal scale. For after all, however liberal the subsidies may be, they would only be a small fraction of the money which would be required for the new university.

I do not consider the teaching of subjects for the university examinations in Tamil to be feasible or desirable, at least for the present. But I am decidedly of opinion that in Lower Secondary and Upper Secondary classes, Tamil should be treated as the first language and English as the second language. In those classes, all non-language subjects should be taught in Tamil. In the Upper Secondary School-Leaving Certificate examination, however, high proficiency in English composition and in English conversation should be insisted on. None who fail in English composition and conversation should be admitted to the college classes.

A Tamil Academy should be started in Madura. None should be admitted to the Academy as pupils who have not passed the Upper Secondary School-Leaving Certificate examination, besides showing considerable proficiency in Tamil. The object of the Academy should be two fold : (1) Research in ancient Tamil literature, (2) the creation of a Tamil prose, simple, idiomatic, and equal to modern needs such as the various branches of science and philosophy. The pedantry of the present-day pandits should be finally and once for all extinguished. The new Tamil prose, however, should not become vulgar or colloquial.

The distance of colleges in Madura, Ramnad and Tirunelveli should be no reason for the creation of a new university. Distance at the present day is nothing. And besides, what a long period must elapse before a high intellectual atmosphere is created in the new university centre! The existing colleges in the Tamil area, subsidized for concentration on particular branches of learning, would themselves become high intellectual centres in process of time, without the expenditure of vast sums of money such as would be required for a brand-new university.

I have not given my reasons for the teaching of non-language subjects in Lower Secondary and Upper Secondary classes, as these setting forth of my reasons would occupy too much space. But my long experience as Headmaster of High School and second-grade colleges in various parts of the Madras Presidency and as Professor in two first-grade colleges has convinced me that the present system does undoubtedly have a stunting blighting effect on the intellects of the boys. The change I recommend will, I am certain, have a most marvellous effect on the intellectual advance of young men.

XXXIV

**M.R.Ry. Rao Bahadur P. V. Seshu Ayyar, Principal,
Government College, Kumbakonam, dated
12th August 1926.**

I

1. There is certainly a need for the establishment of one or more universities in the Tamil districts inasmuch as ideal university life is at present very inadequately realized in mufassal stations.

But there is absolutely no use of starting a university of the type the Madras University has been till now. We must have teaching and residential universities of the type of Cambridge or Oxford, provided we can find enough funds, and if we cannot find funds enough for the purpose, let us not have any new university started.

The starting of the Andhra University has not in any way altered the need for universities of a unitary type where alone ideal university life can be realized.

More universities than one will have to be established if we should realize the ideal university life in some of the stations in the Tamil districts, and each university will be named after the town in which it is situated.

II

1. I am in favour of the unitary type where alone we can have a number of people working at the same subject collected together thus creating a rich academic atmosphere. There is very little difference between federal and affiliating types and the latter we are having in the Madras University which is hereafter to function practically only to the area covered by the Tamil districts. Hence there is no need for a new university of the federal or affiliating type.

2. I am for particular universities specializing in particular branches of learning.

3. The different colleges in a university area will form constituent members of the university.

4. Yes. I would have university teaching as distinct from college teaching. Colleges are mostly to teach students for examination requirements and the university teachers will deliver lectures of an advanced character independent of examinations and will also supervise research work of students.

5. Facilities now available for research work in South India are good in certain subjects, such as South Indian History and Indian Philosophy, and are meagre in others; but they may be developed. Research work must be considered to be a necessary part of university life.

For research in Tamil studies, e.g., provision for weaving and dyeing, etc., may be made in Madura; in Sciences and Humanities in Agriculture, and in Metal Industry—in Kumbakonam; in Sciences, Commerce, and Railway Engineering—in Trichinopoly.

III

1. The jurisdiction of each university is to be defined by the limits of the town in which it is situated.

V (a)

2. Kumbakonam affords special facilities for research in the three systems of Indian Philosophy, Agriculture, and Metal Industries and Ayurvedic and Siddha Systems of Medicine.

Madura for Tamil studies, Saiva Sidhanta Philosophy, Weaving and Dyeing Industry.

Trichinopoly for Sciences and Engineering.

4. (a) Yes. Madura is the proper centre for locating the Academy.

(b) It should be a centre for Tamil only.

5. Tamil, or in the alternative Sanskrit, should be compulsory second language. Tamil must be made the medium of instruction in High Schools.

6. The ideal of making the vernacular the medium of instruction in the university is desirable; but it is not feasible for a decade. With a view to reach the ideal, I would suggest that universities should encourage publication of books on scientific and other subjects.

7. The Kumbakonam University may undertake research work in Sanskrit.

8. (a) Yes.

(b) & (c) Already answered.

9. All universities may begin with Arts and Sciences, while some of these having special facilities may also have faculties in Agriculture, Engineering, Medicine, Law and Commerce.

10. Yes. I would suggest the following subjects for inclusion in the Degree courses :—

Commerce, Journalism, Agriculture, Engineering, Banking and Accountancy, Actuarial Science, etc.

12. Yes. Feasible with some special Arts and Science subjects included, such as Indian Philosophy, Indian Systems of Medicine, Astronomy, etc.

V (b)

1. Constitution of the university must be modelled after the Universities of Oxford or Cambridge.

4. The university should have its own entrance examination to which ordinarily only students who have gone through a complete course in a recognized High School will be admitted.

XXXV

Professor P. Seshadri, M.A., Head of the Department of English Studies, the Benares Hindu University, dated 12th August 1926.

I

(1) (a) It cannot be said that the need for establishing a university for the Tamil districts is very urgent, unless it is going to be of a distinctly higher type than those now functioning in South India. It may be desirable to have a university for every linguistic area, and the Tamil districts have, of course, reached a sufficient stage of educational advancement to deserve a university of their own. But it is very doubtful, if there is any need for a university merely for the sake of starting a university, without any improved facilities for higher education.

(b) The establishment of the Andhra University does not affect question of a university for the Tamil districts except in the following

manner: the Tamil districts have got a larger number of colleges and are more advanced in education and they constitute as distinct a linguistic area as the Andhra districts of the Madras Presidency. It can, therefore, be legitimately argued that the Tamil districts should have a university of their own. There is, however, no reason why the Tamil districts should not look upon the University of Madras as their own and why they should be anxious to have a poor university of the type of the Andhra University which embodies a series of undesirable compromises and does not make any appreciable advance in the facilities for higher education. If the Andhra districts are content to have a mere affiliating university which has yet only provided some extra berths for people and has duplicated the machinery of examination and administration without any corresponding benefit to the student, there is no reason why the Tamil districts should follow the evil example.

(2) The establishment of a new university is desirable, only if the present defects of university education in South India are to be remedied and superior advantages are to be secured to the student. A unitary and residential university with a rich educational atmosphere, equipped with high class laboratories and libraries and all the features of a superior modern centre of advanced learning, is undoubtedly desirable. It would mean the establishment of a real centre of advanced learning, providing a type of *alumni* much superior to those turned out by the universities of South India at present. There would be real advancement of the bounds of knowledge and the development of the highest ideals of university life.

(3) The establishment of a university for the Tamil districts would reduce the sphere of activities of the Madras University to a considerable extent. It, however, only means that the university will have a fewer number of students to examine and fewer colleges to feel responsibility about. It may be a blessing in the long run, by enabling the University of Madras to develop into a unitary and residential one.

(4) The affiliated institutions of the Madras University in the mufassal do not suffer from any serious disabilities, in comparison with the colleges in Madras. The functions of the university are such that colleges in Madras hardly enjoy any facilities more than the colleges in the mufassal. It is true the university library is only in Madras and many of the lectures delivered under the auspices of the university are not available in the mufassal. But these consequences are inevitable in any affiliating university with headquarters at a particular centre, unless it be that the higher aspects of university life are not to be evolved even at one place and all units are to be maintained at a dull level of mediocre uniformity as mere colleges.

(5) 'The Tamil University' might serve as a suitable name for the university if it is started. The only alternative is, perhaps, to call it the Dravidian University, which would not be accurate and which would perhaps be less intelligible to the outside world. Alternatives in Tamil are, perhaps possible, but they seem to be very undesirable, as the name should conform to the general system of nomenclature obtaining in the universities of India. An English name will have the further advantage of linking the university with the names of the other universities in the Empire.

II

(1) As has been pointed out already, the university should be unitary and residential, concentrating all higher studies and research work at one centre and ensuring high class conditions of compulsory residence on the part of the *alumni*, except in special cases. As Cardinal Newman pointed out, excellence and unity always go together and the resources available in the Tamil districts for high education are not so large as to enable the highest university work being carried on at more than one centre. If the Tamil districts are able to establish a single centre of education and research comparable with the universities of the west to-day, they should congratulate themselves. Neither the federal nor the affiliating type lends itself to the evolution of an institution of this type and they should be dropped in spite of the discontent it may cause to some of the outlying districts concerned. There must necessarily be a certain amount of sacrifice of local patriotism, if the districts have to combine to produce a single worthy centre of high class university life.

(2) It is too early to think of the establishment of more than one university for the Tamil districts, when even a central one for the whole area has not materialized. The ideal arrangement is to have higher learning in all branches including even technical studies, concentrated at one place. It is desirable that students even other than those pursuing courses in pure Arts and Science subjects should benefit by the university atmosphere. If, however, there are special facilities for certain technical subjects of study at centres other than the headquarters of the university, institutions for special purposes may be created elsewhere. If, for instance, the university is located at Trichinopoly and Madura is found a more suitable centre for certain aspects of technical instruction, there is no reason why a college for the purpose should not be located there. It is possible that Marine Biology and Naval Engineering can be pursued better at places on the coast and if occasion comes for the starting of institutions for those subjects, they would obviously be outside the headquarters of the university. The Tamil districts are so compact and the facilities of railway communication are so great that such institutions would not cause much inconvenience. The ideal of a unitary and residential university may therefore be modified in some measure in the interests of university education.

(3) Having expressed such decided preference for the unitary and residential type of a university, the question of the relations of the university to the colleges would be simple. The affiliating colleges would be allowed to teach only the pass courses—I should even prefer their being confined to intermediate teaching, but for provoking vested interests—and the university centre will have facilities for higher teaching and research. There would naturally be a representation of the affiliating colleges on the main university bodies.

(4) I am certainly in favour of the university undertaking teaching on its own behalf. Teaching for Honours and M.A., and the guiding of research should be entirely in the hands of the university, as apart from the colleges. It is of course intended that the university should utilize the services of such eminent Professors as may be available in the colleges for sharing in the university work. The guiding of research should be an essential part of the university and every

university teacher should be encouraged to take part in the advancement of research. No person can be an effective teacher of the higher classes of a university, unless he is himself taking an active part in the pursuit of knowledge and he is adding to its bounds by his own personal work, as is observed by Lord Haldane, in the London University Commission's report:

"Teaching will, of course, predominate in the earlier work, and research will predominate in the advanced work; but it is in the best interests of the university that the most distinguished of its professors should take part in the teaching of the undergraduates from the beginning of their university career. It is only by coming into contact with the junior students that a teacher can direct their minds to his own methods, and hence obtain the double advantage of selecting the best men for research, and getting the best work out of them. Again, *it is the personal influence of the man doing original work in his subject which inspires belief in it, awakens enthusiasm, gains disciples.* His personality is the selective power by which those who are fittest for his special work are voluntarily enlisted in its service, and his individual influence is reproduced and extended by the spirit which actuates his staff. Neither is it the few alone who gain; all honest students gain inestimably from association with teachers who show them something of the working of the thought of independent and original minds. 'Anyone,' says Helmholtz, 'who has once come into contact with one or more men of the first rank must have had his whole mental standard altered for the rest of his life.' Lectures have not lost their use, and books can never fully take the place of the more intimate teaching in laboratory and seminar, which ought not to be beyond the range of the ordinary course of a university education, and in which the student learns, not only conclusions and the reasons supporting them, all of which he might get from books, but the actual process of developing thought, the working of a highly trained and original mind."

(5) There are hardly any facilities at present in the Tamil districts for research work. By pooling resources and by very effective state-aid and public support, it is possible to evolve a single centre for advanced work. Subjects like Tamil, Dravidian Philology, South Indian History, Art and Archaeology should find special favour at the Tamil university. But it is a mistake to imagine that research work should be confined only to subjects having a special bearing on South Indian life and tradition. The university would be handicapped if it did not concern itself with research work in many modern branches of Arts and Science, other than subjects like these, within the limitation of its own resources.

III

(1) The university should have jurisdiction over all the Tamil districts from Madras to Tinnevely along the coast and should also include North Arcot, Salem and Coimbatore.

(2) In view of the fact that the language spoken is almost entirely Tamil in these districts, the question of special provision for bi-lingual districts does not arise. Provision should, of course, exist in the case of compulsory vernacular, for a student to offer his own mother tongue even when it is not Tamil, or some subject in lieu of it. It is undesirable to mutilate a good university scheme for the sake of a handful of students whose mother-tongue may be different.

(3) Trichinopoly would seem to be the most suitable place for the location of the proposed university, in view of the fact that it is in the centre of the Tamil country and has already three first-grade colleges containing the largest number of students of any city in South India, except Madras. Thanks to the efforts of Christian missionaries, there are two well-equipped institutions containing some very able teachers in St. Joseph's College and Bishop Heber's College. The National College, Trichinopoly, is another indication of the keenness of the people of the district for higher education. It is also easily accessible by railway from the various parts of the Tamil country. The location of the workshops of the South Indian Railway at Golden Rocks in the neighbourhood should be an advantage for developing in certain directions of technical education. It is not devoid of historical associations, though they are probably not so much in the direction of learning and culture as in the case of Madura. But the modern developments of the city make it eminently desirable that the university should be located at that centre.

V (a)

(1) & (2) Apart from the general education, the university should undertake such branches of teaching and professional education and advancement of research as may be possible. In addition to the usual subjects, there would seem to be special facilities in the Tamil districts for the study of Tamil, Dravidian Philology, Indian Philosophy and South Indian History in the Arts subjects and Ethnology, Marine Biology and Geology in Science subjects. But these are details to be settled when the university starts work and after a knowledge of its financial resources is available.

(3) It is desirable to concentrate all subjects at the headquarters of the university, except when there are special reasons for not doing so. The cultural atmosphere of the university must be as rich as possible and this can be secured only by an intimate contact of various branches of learning with one another.

(4) There is no need for starting a separate Tamil academy as the usual bodies of the University can be utilized admirably for the purpose.

(5) Tamil should be a subject of independent study up to the most advanced stage and there should be provision for research work in the subject. Composition in Tamil, including some knowledge of general literature in the language, should be a compulsory subject, of course, provision being made in other ways for those to whom Tamil is not the mother-tongue.

(6) While I would give every encouragement to the gradual use of Tamil as the medium of instruction, I should not think it practicable to do so at the present stage. The results of the experiment of the Usmania University which is trying to impart instruction through a vernacular should be awaited, so also the success of the reform in certain provinces of allowing candidates the option of answering questions in the vernacular at the High School examination.

(7) The establishment of a Chair of Tamil, a number of research scholarships and a well-equipped library are among the primary means

for the encouragement of research in the language. Sanskrit should be the other language which should also receive great attention at the University, in view of its great influence upon Tamil and its being at the base of all Hindu culture and civilisation.

(8) It is absolutely essential that provision should exist for Technological studies from the very beginning. Some branches of Applied Chemistry, Textile Industry, Mechanical and Electrical Engineering would seem to be some of the departments in which a beginning should be made at once.

(9) The university should start with the faculties of Arts (including Tamil and Oriental studies), Science, Medicine, Teaching and Technology.

(10) It is not possible to combine professional with cultural education to the extent to which this question contemplates. All professional efficiency requires prolonged and intense courses of instruction. It is only possible to include in the general courses subjects which may have a bias towards certain technical professions.

(11) There is undoubtedly need for another Medical College in the Madras Presidency, there being only two others at present which cannot be considered adequate for the needs of Southern India. A College of Engineering, specialising in branches other than those now taught at the Engineering College, Madras, would be another desirable institution. If there is no urgent need for adding to the existing number of graduates in law, there should still be provision for the *alumni* of the proposed university to obtain degrees in the subject without going outside the Tamil districts. All these institutions should be located at the headquarters of the university.

(12) It is not feasible at present to institute a degree with Tamil as the main subject and English as a second language. It should be possible only with further advancement in the use of Tamil as the medium of instruction.

V (b)

(1) & (2) The constitution of the university should be as simple as possible, containing a set of bodies for academic work and another for administrative duties. Provision should, of course, exist for the adequate representation of academic interests on the administrative bodies and *vice versa*.

(3) It would be a mistake to start a separate academic body for Oriental studies. With Boards of Studies properly constituted and with an adequate representation of Oriental scholars by election and nomination in the Academic Council and similar bodies, there should be no need for separate bodies of the kind proposed.

(4) In spite of some defects, the Secondary School-Leaving Certificate system must be considered a success and has come to stay in the Madras Presidency. It is best not to disturb this settled fact, particularly as it is an advantage to a university not to concern itself with the entrance examination. It enables concentration on the higher and more real work of a university. In fact, the ideal should be the gradual elimination of even intermediate work from the purview

of the university education, as has been suggested by the Calcutta University Commission and has actually been done by some of the universities in Northern India.

(5) The question has been answered in section (5) of Part I.

XXXVI

**M.R.Ry. T. S. Venkatesa Ayyar, M.A., M.L., High Court
Vakil, Assistant Lecturer, Law College, Madras,
dated the 14th August 1926.**

I

1. (a) I am of opinion that there is certainly a need for the establishment of a university for the Tamil districts. Such an university will be able to devote attention to research work in Tamil and also encourage the study of scientific subjects by suitable vernacular publications.

The only argument so far as I could see against the establishment of such a university will be that it is likely to serve as a dividing influence. The Madras University can be considered to be a unifying factor in that students from all parts of the Presidency have necessarily to gather together thus helping a better understanding among the various sections: the Telugus, the Kanarese, the Malayalies and the Tamilians. From this point of view one has to regret the establishment of the Mysore and the Andhra University which has practically cut away all healthy communication which existed between the rising educated classes of these places.

Though I have to attach some value to the foregoing argument, yet I feel that if a Tamil University is established and properly worked the advantages to result therefrom would far outweigh the objections stated above.

(b) I should certainly think that the establishment of the Andhra University has to a large extent affected the need. One naturally thinks that the objection that the establishment of more universities results in dividing the province loses its effect when one or two universities have become an established fact.

Further there has always existed a need and a desire to encourage and pay more attention to improvement of Tamil literature. This need which has always existed has been accentuated and brought to the foreground as it were by the establishment of the Andhra University. I do not share the views of those who think that the Madras University itself might be adopted and utilized for those needs for which a Tamil University is now sought to be established.

2. The first and the foremost defect to be remedied is the lack of attention and the importance given to the mother tongue Tamil in the Madras University. Things were not so bad until about 1912, when the courses of study for the Intermediate and B.A. examinations were so altered that any one can take his degree with little or no study of the

mother tongue (vernacular). There was of course a separate group but one had necessarily to choose that group at the expense of study in more important and perhaps more useful subjects like History, Philosophy or vernaculars.

Experience has shown that practically a few students took for their optional the vernaculars with the result that a large body of graduates produced by the university within the last 15 years have undergone practically no study of the vernaculars.

The Academic Council has of late realized the serious position and have now practically resolved to insist on a deeper study of vernaculars but with the contending claims of English on the one hand and the sciences on the other, they have not been able to do much.

In my view the Tamil literature should be improved to a very large extent. Researches should be made and all the available works should be made easily accessible to a larger and ever increasing number of students. Side by side with this the university should undertake to publish Tamil renderings of important scientific and other publications in English either by translating them with the permission of the authors or by writing new books suitable for Indian students. One reason why India has not advanced industrially and scientifically has been that the Indian student has to spend the important portion of his life in learning a foreign language before he can hope to study about the scientific advance and the researches made in the western countries. Very often one who has mastered enough English to be able to read them or even when he has read them is not in a position to return it to practical account, since owing to economical and other needs he has to look to a job and very often a Government job to keep his body and soul together.

So I think a university like the one suggested above largely pledged to a remedying of the defects pointed out would help to advance India industrially and commercially.

3. I am sure that if the Tamil University be worked on proper lines the Madras University would be affected to a large extent. At the same time the Madras University would be in a better position to readjust itself to the needs of the students that may still flock to gain admission through its portals.

4. I have no experience of the affiliated institutions of the Madras University.

5. The naming of a university is after all not a difficult matter either it has to be connotative or based on sentiment. It may be styled 'the Tamil Academy' or 'the Meenakshi University.'

II

1. I am in favour of the proposed university with its centre in one place and with similar organisations at other suitable places controlled and supervised by the main institution. I am afraid the affiliated type lacks the control and supervision while the unitary type gives no scope for work over an extended area.

2. I think it rather premature to start more than one university and I would rather prefer to concentrate particular branches of learning at particular places.

3. As regards the relation between the colleges spread over the area and the university as I have already said there should be a complete control and supervision in all academic matters. It should also be possible for a student to change his college if necessity arises so that there should be a healthy relation maintained as among the colleges and the university.

4. I should like the university to undertake the teaching of advanced courses and also supervise the work of research students.

5. I am not aware of any special facilities for research work existing in any of the colleges in the Tamil districts. As I have already indicated the university should undertake research work in religion, philosophy, Tamil literature and should also undertake the Tamil rendering of scientific subjects. I feel Madura would be a proper centre for such research work.

III

1. The very connotation of the word Tamil University limits to a large extent its jurisdiction. So then the whole Tamil area including the districts of Chingleput, North and South Arcot, Tanjore, Trichinopoly, Madura, Tinnevely, Salem and Coimbatore would come in its fold.

2. I do not think it desirable to suggest any special measures for bi-lingual districts. They should decide to join that university which is more suitable to them.

3. The choice of a locality for a university depends on three considerations:—

(1) On its being centrally situated;

(2) On the suitability of the area selected from climatic and other considerations; and

(3) On the special fitness of the place for research work.

The first and second considerations would make any place in the Tanjore district on the banks of the Cauvery quite fit while the third consideration would lead to a choice of Madura.

4 & 5. There is really something in the objection that in actual practice favourable treatment obtains in the case of colleges situated at the seat of the university. But I do feel that if those responsible keep before their minds that all colleges should have an equal advantage the objection would lose its force.

6. The headquarter of the university should not only be an administrative centre but an academic centre as well. To make it only an administrative centre would deprive the university of all its life and charm.

V (a)

1. This question has already been answered to a large extent. The special aim of the university should be—

(1) To undertake research work in Tamil literature.

(2) To undertake research work in Sanskrit.

(3) To undertake research work in vernacular rendering of scientific subjects.

So that the advances made in the west may be brought as near to the masses as possible,

2. Special facilities exist only for improving Tamil literature, religion and philosophy.

3. It is too early to consider concentration of certain branches of learning. One could perhaps say that Madura is best fitted for specializing Tamil literature.

4. (a) Yes. I would suggest Madura.

(b) Yes.

5. I would like Tamil to have the same place as English if it cannot be made the main subject, equal time should be spent on Tamil as on English. Sanskrit should be made an optional subject with sufficient temptation for every one to take it.

6. I am in favour of vernacular being the medium of instruction ; up to the university entrance examination a student should be taught entirely in Tamil ; after that except for English which would occupy roughly one-third of student's time, the rest should be taught in Tamil. I would like the standard English scientific subjects to be rendered in vernacular with the permission of several authors and if that be not possible suitable books might be written in Tamil.

For the first ten years there should also be lecturing in English in these subjects for those who wish to take advantage of the same.

7. The only other language in which research could be undertaken is Sanskrit. The suggestion to encourage research are to collect the ancient manuscripts, preserve them, publish them with suitable commentaries and make them easily available.

8. I would very much like the university to train students in technological subjects.

9. The faculty of Arts.

- ” Science (including Jyodisha).
- ” Medicine (including Ayurveda).
- ” Commerce.
- ” Industries.
- ” Fine Arts and Music.
- ” Religion including Philosophy.

10. I am quite in favour of such a proposal. At present it is possible only to ask a student to choose one or two out of several optionals. I would suggest the addition of (a) Accountancy, (b) Painting and Photography, (c) Typewriting and Shorthand and (d) Religion.

11. There will be no need for the establishment of Professional colleges until the proposed university is in a position to impart university instruction in vernacular in these colleges. Otherwise they would be mere additions to the existing colleges of the Madras University.

12. As yet it may be premature to have Tamil as the main subject but if the sciences are taught in the vernacular (Tamil) the result would be that Tamil becomes a main subject in having a larger share of attention.

V (b)

1. Two bodies are quite sufficient, an academic acting also as an administrative body besides an executive body.

2. It is sufficient to have a Senate and a Syndicate. The Senate would be able to look both to the academic and administrative requirements. To have two separate bodies would be to divide the functions with no distinct advantage but with possible room for friction and conflict.

3. No separate academic body is necessary. A few members of the academic body may meet separately something like our Board of Studies and would decide on matters relating to languages.

4. I am in favour of a special entrance examination conducted by the university itself.

XXXVII

M.R.Ry. Rao Bahadur N. Krishnaswami Ayyangar
Avargal, B.A., B.L., High Court Vakil, Kumbakonam,
dated 15th August 1926.

I

1. (a) & (b) I am of opinion that there is at present no need for the establishment of another university for the Tamil districts, whatever may have been the situation before the establishment of the Andhra University. The Madras University is in the Tamil area and it is in a position to function quite well for the entire area. It has built up a reputation which is not inferior to that of any other Indian University; perhaps it is even greater. Any new university established in any other place, must in the nature of things, and at all events in the earlier stages of its development, be inefficient; and efficiency in matters of culture is of paramount importance. No useful purpose will be served by establishing institutions of an inferior type or by duplicating them. The value of culture should never be lowered and anything which may tend to lower it should be deprecated. I firmly believe that a true academic atmosphere and a love of culture for its own sake are essential for the formation of a university; and I venture to state that no place in the Tamil area outside the City of Madras can yet be asserted to have developed in any appreciable degree the qualities above mentioned. I admit that there have been some attempts in promoting them in some of the centres outside the City of Madras, but the progress achieved so far has not been such as to justify its being made a university centre.

3. The establishment of a new university may tend to the conferring of cheap degrees and the cultural value of a degree is sure to depreciate. If it does, as I fear it might, it would practically result in the gradual closing down of the Madras University, whose degrees, it must be confessed, not being so easy of attainment as similar degrees in other Indian Universities, even now, may not be sought after, as culture for its own sake is yet far from being the aim of most that now seek after a degree. To my mind it is neither desirable nor profitable

in the interests of the country to venture on any scheme which may in any manner impair the usefulness and efficiency of an institution with a well-established reputation.

4. I am not aware of any disabilities nor do I believe of the possibility of their being removed by the proposed measure. It is not possible to have a residential university of the unitary type such as would take in all who may be desirous of going up for a degree from all parts of the Tamil country, and until that is possible there must always be some defects such as are now supposed to exist which could not be avoided by creating another university of the Madras type or of the Andhra type.

II

1. Answers to these questions are unnecessary in view of the opinion I have expressed above. But nevertheless I shall state my views. I have already stated that a residential university of the unitary type is out of the pale of practical politics. Even the Madras University as remodelled has yet to demonstrate its success. The Andhra University is yet in the course of formation and I confess I am not quite sure of its success. I will not therefore venture upon either of these types until evidence is forthcoming that they are working satisfactorily. Perhaps the affiliating type would be least unsuitable. And the new venture will be no improvement upon the existing state of things.

2. I am against multiplication of these institutions and I would prefer concentration of particular branches of learning at particular centres, according to the reputation they have built up in the past.

3. This depends on the type of the university. If of the type last mentioned, then they should all have equality of status as between themselves and in relation to the university.

4. If the proposed university is not to function in the development of knowledge and culture beyond the college course, it will serve no useful purpose except that of conferring cheap degrees. My answer to the second part of the question is in the affirmative.

5. No facilities exist at present. The university must undertake it. The subjects may, to begin with, be South Indian History, Tamil civilization and culture.

III

1. In view to what I expressed under 1 answers to these become unnecessary. If a university is to be established, it must be for the entire Tamil speaking area and for no others.

2. No.

3. The university headquarters must be a place where a good academic atmosphere is already developed and true cultural spirit is discernible. It won't do to plant the institution in a desert. Four places can be thought of (1) Madura, (2) Trichinopoly, (3) Kumbakonam and (4) Chidambaram. No. 1 has to its credit only its past glory and nothing living at present. No. 2 has a larger number of Colleges to boast of, but that is not necessarily the index of academic spirit. It is

undesirable that any particular religious community should have advantage over any other or over purely secular institutions, and there is this danger to be avoided. No. 4 is yet too young to be seriously considered. No. 3 is perhaps better than the three others.

4 & 5. There is no doubt that there is the fear and I have myself hinted at it in my answer to 3 supra and the objection is not sentimental. To my mind it is essential that the university should have a college of its own which it should maintain in a high state of efficiency and thoroughly well equipped, so as to be a model to the others. And the headquarters should be at such a place where there is already a nucleus of such an institution, which the university might take up and develop. Then the objection will disappear.

6. The centre of the university should not merely be an administrative one but more an academic one and a cultured place.

V

1. Apart from general culture the aim ought to be to provide for such special culture as would enable the development of the resources of the country, relieve unemployment and promote the general welfare of the people.

2. Nothing special.

3. The idea is good : but it is not practicable at present.

4. (a) Yes. Madura, where there is already some nucleus to build upon.

(b) No.

5. A more important place than it now occupies ; a place quite on a par with English.

6. It may be our ultimate aim ; but it cannot be so made now, as the Tamils have not been keeping pace with the times in promoting the development of that language just as Bengal or Andhra have done. The language spoken is practically hybrid and the written language of the old days is not adequate to convey modern ideas. What Tamil literature there has been in recent times is not of the genuine sort. It would be a retrograde step to adopt at present.

7. It is too soon to think of this.

8. (a) Yes.

9. Arts, Sciences, Agriculture, Forestry and Commerce and Economics. Some may be included but not necessarily.

10. I welcome the idea.

Agriculture, Forestry, Commerce and Economics.

11. There is need for at least one Engineering College and one Medical College ; one of the well equipped Medical schools—the one at Tanjore for instance—can be raised to the status of a Medical College.

12. I am not quite sure of the feasibility ; but a trial may be made.

V (b)

1. I confess that I am not satisfied with the condition of things now prevailing in the Madras University. There is so much of interlocking between the several component parts and so diversified are the

functions, that it is difficult to fix authority and responsibility. Before things settle down and we have definite ideas from practical working it would be undesirable to reproduce the same state of things and the same machinery.

2. Yes; Subject to what is stated above.

3. Yes.

4. From my experience of the Secondary School-Leaving Certificate system, I am obliged to say that though it was ushered with high aims and ideals, it has failed and has only taken the place of an entrance examination to the Madras University. It has nothing now to recommend it, so far as entrance to university is concerned; the university should regulate it and it is best done by an examination of its own.

XXXVIII

**M. R. Ry. L. Olaganatha Pillai Avargal, Professor of Tamil,
Sanskrit College, Tiruvadi, dated 15th August 1926.**

I

1. (a) There is a need for the establishment of a university for the Tamil districts. The present University of Madras has, even after the constitution of the Andhra University, a vast territorial jurisdiction. It would be conducive for the efficient management if another university is formed for the Tamil districts.

(b) The formation of a separate university for the Andhra districts cannot be said to have in any way affected the need for constituting a separate university for the Tamil districts. Nor can it be said because a separate university has been formed for the Telugu districts, a spirit of rivalry has roused the people in the Tamil districts to agitate for the establishment of a separate university for their districts also. That there is a need for forming a separate university for the Tamil districts was brought home clearly to the minds of the authorities when the new Madras University Act was being passed.

2. The chief defects so far as the Tamil districts are concerned (1) that their vernacular is not assigned any important place in the curricula of studies for higher examinations and as the Madras University is at present constituted, Tamil has to be cared for along with other vernaculars in the Presidency; (2) that students in the remote colleges are not able to be benefited by the course of university lectures. Not only these defects will be removed if a separate university is formed but also will go a great way off in laying the foundation for the creation of new universities in the south so as to bring university education within the touch of all people in the Tamil districts. Moreover, certain special forms of industry and agriculture can be better cared for if the new university for the Tamil districts is formed inasmuch as it will have ample scope to concentrate attention upon a lesser area.

3. No doubt the finance of the present University of Madras will be affected by the formation of a separate university for the Tamil districts; but the Madras University itself will be amply compensated as it will be able to concentrate attention for the development of university culture in a limited area.

4. This has been replied in a way in answering the question noted supra.

5. The Tamil University.

II

1. It seems that the affiliating type of university is the best fitted for the present.

2. I would suggest to have universities established in almost all the important centres in the south. But to start with I should like to have a type of university which aims at concentration of particular branches of learning at particular centres.

3. Without launching into experiments for the present, I should like the affiliated colleges possessing the same relation with each other and to the university as is at present obtaining in the Madras university.

4. Yes, I am in favour of the university undertaking teaching. The university teaching should be in the form of lectures and wherever necessary and feasible cinemas and magic lantern exhibitions. Such lectures and demonstrations should not be confined to the collegiate population but under certain conditions should be thrown open to all.

I would have university teachers undertake teaching of advanced courses and supervision of research students.

III

1. All the districts where Tamil is the chief vernacular.

2. These may remain in the jurisdiction of the university to which they belong at present.

3. Madura is the most suitable centre. It has been the seat of Tamil culture from very ancient times, and also lies in the middle of the Tamil districts.

4 & 5. This is a necessary evil that can be remedied only when there is a separate university for each centre of learning and I do not consider this objection as a valid one.

6. It should be both an administrative and academic centre as well.

V (a)

1. The special aim of the proposed university apart from the general culture which it is expected to impart, should be for diffusing knowledge throughout the area of its jurisdiction and with that end in view it should establish libraries and museums at all the important centres and make them available to all, of course imposing certain restrictions which may be found necessary when the scheme is actually given effect to. Further it should institute degrees for external students also.

2. There are special facilities for the study of Tamil literature and Saiva Sidhantha Philosophy.

3. I agree with the suggestion that particular centres should concentrate on specializing in certain branches of learning. It is feasible to a certain extent at present. Madura will afford facility for

specializing Tamil language, Literature and Philosophy, and Tiruvadi Sanskrit College, with the co-operation of the district board may be made a centre to impart advanced courses of instruction both in Sanskrit and Tamil on modern methods. Specialization in sciences may be concentrated at Trichinopoly.

4. (a) I fully concur with the suggestion and I would suggest Madura as the centre most fitted for the purpose.

(b) As Tiruvadi has got facilities for imparting Sanskrit education also in all its branches, it may be made the seat of oriental studies.

5. I would assign as important a place to Tamil in the curricula of studies for the new university as it is assigned to English in the present University of Madras.

6. I agree with the opinion that Tamil may be made the medium of instruction in the university. A special department should at once be constituted to coin scientific terms and compiling text-books and for this the assistance of the Tamil Pandits also should be co-opted. And if an effort is made in this direction everything will go on well in course of time. If the dearth of scientific terms and advanced text-books be offered as an argument against making Tamil a medium of imparting instruction, why we may be waiting and waiting without having a university on the national lines at all.

7. The proposed university may confine its attention to researches in Tamil language, literature and philosophy.

8. (a) Yes, if funds permit.

9. Tamil Language, Tamil Literature, Tamil Philosophy, Ancient History, Modern History, Philosophy (both European and Indian), English Language and Literature, Physical Science, Chemical Science, Mathematics and Commercial Subjects.

10. A knowledge of textile industry and dyeing may be imparted at Madura and Leather industry at Trichinopoly.

11. There are facilities for opening a college for Medicine at Tanjore, Engineering at Trichinopoly and Law at Madura.

12. It is feasible to institute such a degree at present. It can comprise subjects in the arts course as well as in science.

V (b)

2. I am in favour of having two separate bodies—one for deciding academic questions and the other for deciding administrative questions.

3. Yes, there should be a separate academic body for the oriental studies.

4. I am in favour of holding a special entrance examination by the university.

XXXIX

M.R.Ry. K. A. Nilakanta Sastri Avargal, Principal,
Sri Minakshi College, Chidambaram, dated 16th
August 1926.

I

1. (a) I do not think there is at present any pressing need.

(b) Yes, by making the Madras University less unwieldy and by rendering it necessary to learn by the experience of the new university and its effects on the Madras University, before starting another university.

2. Does not arise.

3. Perhaps Madras will suffer in resources by a falling off in fee income and by Government having to finance one more university with admittedly inadequate funds.

4. I do not think there are many disabilities which can be removed by a new university and which cannot be removed by slight changes within the present university.

5. What is in a name?

II

1. No unitary university can serve the whole of the Tamil area; a federal type may be thought of if funds permitted maintaining several first-rate institutions; an affiliating type is within easy reach and seems most likely to be accepted if the university is started and if that is so, it seems necessary and desirable to let colleges choose between affiliation to Madras and to the new university.

2. Concentration of particular branches of learning at particular centres is likely to be very unhealthy as it will create in the long run several centres of lop-sided culture. A strong centre of all round development is much to be preferred, in the present stage of university education in India and for a good long time yet, if more than one university could not be had. This argument assumes the immediate need for new universities in the Tamil area a thing I am not prepared to concede.

3. More colleges than one in a locality must find it easier to pool their resources in making teaching and other arrangements than has been done hitherto; but the general relation between colleges and the university cannot be very much other than what it is at present—the colleges being separate corporations under the general educational control of the university, which control is again in its turn influenced by the colleges being represented on the various university bodies.

4. The university staff must be highly competent to engage in first rate research and should not be employed for ordinary teaching; but there will be some scope for teaching advanced options (which few colleges can afford to provide for) suggested by themselves for the higher degree courses. Research and supervision of research must be the bulk of their work.

III

1-3. Being against the idea of a new university coming up immediately I have not felt it necessary to answer.

4-6. These questions raise some questions of general interest. On them I can say that the advantages of colleges at the university centre will be real, but this is unavoidable; and this fact should not be made a reason for locating the university in a place where there is no college. I am strongly of opinion that the geographical separation of administrative and academic control of any university will be disastrous in its effects.

V (a)

4. (a) This is the one suggestion in the whole of the questionnaire that seems to deserve the most careful attention. I am for the Madras Tamil Sangam being made the centre of this development; but in my view that has nothing to do, and need not be bound up for sometime to come, with the idea of a new university, as such.

(b) In my view the scheme of the last question does involve a very adequate provision for Sanskrit studies and a strong school of Indian History.

6. I do not consider the vernacular medium immediately practicable; I hold however that the end is desirable and must be worked up to as early as possible; the Tamil academy may be in a position to give large help in this line if it is brought into existence.

8. (a) There is nothing served by answering vague questions like this in the affirmative; and nobody will answer them in the negative. Nothing that is useful could be said before schemes more concrete in character are worked out by experts. Again there is the question if technical subjects are at present in India likely to be worked up to the rank of university subjects. I am afraid these subjects will have to be slowly worked up before they can enter a university. I do not think that the introduction of some of these into Intermediate courses as remodelled by the Madras University can be justified or was allowed on any ground except that the Intermediate course gives the finishing touch to pupils who do not proceed to a degree.

10. There is a hopeless mixing up of issues here. University education however manipulated cannot furnish a solution to unemployment and those who wish to have the satisfaction of being graduates will find a good answer to them in a recent leaderette in the *Madras Mail* on 'Bad Policy'. (9th August 1926).

V (b)

I am not in favour of very complex machinery and am generally for a university controlling its own entrance examination.

XL

**M.R.Ry. P. P. S. Sastri Avl., B.A. (Oxon.), M.A., M.R.A.S.,
Superintendent of Sanskrit Schools and Colleges,
dated 18th August 1926.**

There is scope for a new university founded on right lines as the present congestion on Madras will be relieved, thereby leaving it free to develop into a Teaching and Residential University and at the same time the foundations will be laid for the creation of a large number of possibly unitary universities in the South.

A name for such a university is of no great importance. But if it is worth serious consideration, 'The Sangam University' has perhaps a better claim than any others that may be suggested. It will of course be most unfortunate to adopt the name of any centre. Such names may be reserved for universities that may spring up hereafter.

The proposed university must naturally be federal in type, for there will be likely to be more than one college and these colleges will not consent to be merely affiliated. The defects that affiliated colleges need to suffer from till the passing of the Madras University Act of 1923 and still in a measure continue to feel and resent, must be eliminated. There must be the fullest amount of responsive co-operation among the constituent elements. If it were possible to make colleges at different centres specialize in different subjects, their co-operation would be an assured fact. But this is impracticable. Nearly every centre is likely to have one arts college if not more than one and each arts college is likely to offer instruction in most subjects offered in other such colleges. When such institutions work together, there is bound to be some amount of jealousy and distrust. This undesirable feature may be guarded against by providing for the full representation of each department of instruction in every college in the one academic administrative body, which will be the head and heart of the university. Jealousies are likely to arise with reference to comparatively few things—participation in university lectures, choice of university lecturers, readers and professors, the use of university libraries and laboratories and so on. In the case of university libraries and laboratories, these will have to be located at some one definite centre and colleges, if any, located in that centre, will have advantages denied to colleges in other centres. This is unfortunate. But cannot be helped. In so far as necessary apparatus and books have to be purchased again, there will be a reduplication of expenditure which can be saved only when each centre becomes a seat of a university. It may be possible to improve conditions to the extent of inducing colleges in a particular centre to co-operate by specializing in different subjects and by contributing to joint libraries and laboratories.

The choice of examiners which is a frequent cause of heart-burning may be shorn of its evils by doing away with the remuneration given to examiners and by considerably reducing the payments to paper-setters, at the same time insisting that paper-setters should be appointed as far as possible from outside the university teaching staff. University lectures which ordinarily run to about twenty in number may be delivered in three different centres in the three terms of the year, the centres being so chosen as to afford the greatest ease of access to all the constituent colleges. The lecturers, readers and professors will be elected for each subject by the Board of Studies concerned from among themselves. These boards will comprise all the heads of all the departments of instruction offered by each constituent college preparing for a degree provision being made for co-option of experts from outside when necessary. It will be seen that on this scheme, what is represented is not the college irrespective of its size or the number of subjects taught but each department of instruction offered therein, thus securing the correct re-distribution of emphasis. The university in its corporate aspect will thus be responsible for a graduated course of instruction in all the subjects under its jurisdiction by men who have been elected to their places by the votes of the departments concerned in these constituent colleges. The colleges themselves will of course be in complete control of all the instruction which corresponds to the tutorial guidance one is familiar with at Oxford.

A federal constitution worked in the manner indicated above will avoid most of the usual causes of friction and ensure a reasonable degree of success.

The important feature of the new university should necessarily be to do everything possible to create a healthy, popular, useful Tamil literature, with a view to making the mother-tongue—Tamil—the sole medium of instruction in all non-language subjects. It is no doubt true that at present the language is not yet rich or flexible enough to serve this purpose. But successful precedents are not wanting to encourage us in the hope that the experiment recommended will be rewarded with assuring success; and despite the difficulties and disheartenings incident to the task, it is our duty to persist in carrying through the experiment rather than continue to enjoy the unique reputation of being perhaps the only civilized country offering instruction to its children through an alien tongue. The preliminary work should be concentrated in one place with sufficient literary traditions and atmosphere, and vested in the hands of a responsible and carefully chosen academic body. I can think of no place so suitable as Madras whose Tamil Sangam may usefully be the nucleus of the proposed body.

The administration of the university should be vested in one supreme body, the majority of the seats therein being given to members of the teaching profession, and all members of Boards of Studies being ex-officio members thereof. This body may have a smaller executive body corresponding to the Syndicate. In elections to the Syndicate care must be taken to see that the profession of teaching is preponderantly represented.

Though the questionnaire makes no reference to finance, I would suggest that the university must without any hesitation adopt one method of collecting revenue, viz, terminal contributions from undergraduates similar to those collected as university dues at Oxford. If each undergraduate is asked to pay Rs. 7 per term, the university will be certain of a revenue of about Rs 40,000 per year. In this scheme the revenue by way of examination fees will have very little drain on it as it is proposed to abolish examiners' fees. Thus, the university will be assured of sources of substantial independent income from its very inception.

XLI

**R. D. Anstead, Esq., M.A., Director of Agriculture, Madras,
dated 16th August 1926.**

I have the honour to acknowledge receipt of the questionnaire forwarded with your letter of the 15th July.

2. I sent round copies of your questionnaire to a few officers of the department and I have pleasure in handing you herewith their replies to the questions you have asked.

3. Personally, I am unable to agree that there is any real need for a separate Tamil university. The formation of such a university will tend to cripple the Madras University financially. The Government are not likely to be able to find funds for three universities and the next step will presumably be a Malayalam University, and the consequence

is they will reduce the grant now given to the Madras University in order to support these new universities. I think it would be much better to concentrate on the Madras University and if it is felt that this university does not cater sufficiently for the needs of the Tamil districts, to alter its functions till it does. Facilities in the rules exist for this to be done by means of affiliated colleges.

4. If the Tamil University is founded, I feel very strongly that the Agricultural College at Coimbatore should not be affiliated to it, but should remain affiliated to the Madras University, since this college is in no sense a Tamil institution, but serves and will always continue to serve the whole Presidency.

5. I also feel very strongly that the medium of instruction in any Tamil University should not be Tamil. It is quite impossible to teach the sciences in a vernacular. Modern science tends more and more to develop a language of its own, and the recognized medium is English. At one time, German was the great medium of science, but of late years this language has been more and more abandoned as unsuitable (even in Germany) and the majority of scientific papers, etc., are now published in English. It would be not only impossible to teach modern science adequately in Tamil, but it would be absolutely necessary for any student who wished to keep himself abreast of modern thought and discoveries in the scientific world to be able to read and understand English well. For the purpose of technological subjects, I should be inclined to add French and German to English.

6. This is all that I have got to say on the subjects noted in the questionnaire. I have, therefore, not replied them seriatim.

7. I do not wish to appear before the Committee, for I have nothing to supplement to the above.

(1)

*M.R. By. K. Rangachariyar Avargal, Retired Government
Lecturing Botanist, dated 6th August 1926.*

V (a)

1. The special aim of the proposed university must be to establish the culture specially adapted to the genius of the people and to afford facilities for the gradual growth and development of such culture.

2. At present the Tamil districts do possess special facilities for the humanistic studies. So an intensive study of the literature, religion and philosophy as contained in the Tamil language may be undertaken. At the same time the study of sciences, especially those required for the development of agriculture, should be also studied, although facilities have to be created.

3. The specializing in certain branches of knowledge in particular centres is a good suggestion. But at present it is not possible to suggest anything definite. The details can be worked out only after the successful establishment of the university.

4. (a) I am in favour of a centre for a Tamil academy specializing in the language, literature, philosophy and religion. I suggest either Madura or Trichinopoly.

(b) I am in favour of making this place also the seat for the study of Sanskrit and other Dravidian languages. But it should be

only secondary and should not be made the main object of studies. The study of these languages are necessary for the proper understanding and development of the studies of the Tamil.

5. I should certainly assign to Tamil a prominent place and other languages a secondary place. I would give to Tamil the same prominence as is given to the English language in the Madras University at present.

6. I am strongly in favour of making Tamil the medium of instruction in this new university. At the present stage it may look impossible to do so. I am quite certain that it would become still more so, if this university adopts English as the medium of instruction. For establishing a culture useful and worth the name, it should be possible to impart knowledge to a larger number of people and also rapidly. This can be effected only if the medium of instruction is Tamil. The introduction of Tamil as the medium of instruction has to be introduced at some stage or other. If the university merely expresses that its aim shall be the gradual introduction of Tamil, and insists upon English being the medium for the present, the introduction of Tamil as the medium will only be a pious wish; it would become impossible to effect any change later. Therefore I would suggest the introduction of the Tamil as the medium of instruction from the outset, however difficult it may be. The argument that sciences cannot be taught in Tamil is not a sound argument. This language is a highly developed living language and so it must be possible to impart anything in that language. It may be hard to begin, but very soon the difficulties would vanish. The only way to accomplish this is to begin to do it at once. Waiting to get scientific terms translated and books translated is the surest way to make it impossible. The most natural method is to begin to impart in the Tamil languages and coin terms as necessity arises or merely retain the terms of other languages until it is possible to coin proper terms. As people get knowledge in their own mother-tongue, coining becomes easy and gradually all the terms would be coined in a suitable manner, though some may merely be adapted.

7. If a prominent place is given to the study of Tamil as a language, and if it is made the medium of instruction, a tendency to research would follow. By offering special scholarships, readerships and other facilities research may be encouraged. As the Tamil language is influenced considerably in its literature, religion and philosophy by Sanskrit and other Dravidian languages research in these languages also should be undertaken, but should be subordinated to the main research in Tamil.

8. (a) The training of students in technical subjects should certainly be undertaken by the university. The selection of the subjects should be determined by the local needs and capacity of the people. But I should suggest textile industry, agriculture, colour chemistry and dyeing. Degrees and diplomas may be given when the teaching is properly developed.

(b) I do not think facilities exist anywhere at present in the modern sense, i.e., industrially, such as facilities in machinery, etc. But if human need and human material is considered, certain facilities

do exist for some subjects, e.g., textile industry and dyeing in Madura and in certain places in Tanjore district.

(c) This depends upon the financial conditions and stability and success of the university.

9. Both the faculties—Arts and Science (the technical part being included under science).

10. I am certainly in favour of making technical subjects optionals for the degree along with the knowledge of humanities. The language part should never be made the most important part. For example, the study of English and English literature takes up a very great part not allowing sufficient time for the optionals in the various degrees of the Madras University. This state of things should not be allowed. Only a working and fairly decent knowledge of the language, as imparted by the study of humanities, should be aimed. A knowledge of the whole range of the humanities should not be insisted on.

11. There is no need for professional colleges to be opened in Law and Engineering at present. The need for medical studies is greater than Law and Engineering. So if any professional college is thought of, Medicine should be given precedence over the others. The possibilities depend upon financial support.

12. The instituting a degree in the proposed university with Tamil as the main subject and English as a second language may not be very feasible at present. But even against odds Tamil should be made the main subject and English a second language. This degree should be made to comprise the subjects in the arts course as well as in science.

If English is to play the main part as in the Madras University, there is no need to have another Tamil university. A mere duplication of the Madras University serves no useful purpose. The introduction of Tamil as the main subject and its use as the medium of instruction should be the special features of the university. Study of English and other languages necessary for the proper understanding of sciences as developed in other countries of the world should also form a feature, but only second to the abovementioned feature.

(2)

M. R. Ry. M. R. Ramaswami Sivan Avargal, Government Lecturing Chemist, and M. R. Ry. C. Tadulingam Avargal, Government Lecturing Botanist, dated the 7th August 1926.

1. (a) There is a large population in the Presidency speaking Tamil, and they naturally desire to have a university of their own; and the time has arrived for the establishment of a university for the southern districts.

(b) The feeling is quickened by the establishment of the Andhra University.

2 & 4. Mufassal colleges do not receive the same attention as the Madras colleges from the present university, and the Madras colleges are certainly placed in a more advantageous position in

(i) that they are more copiously represented in all university authorities, out of proportion to their strength—consequently have a larger measure of control over university matters,

(ii) they have the facilities of university libraries—general and sectional;

(iii) they have the benefit of university lectures given by university professors;

(iv) they can combine together—and recently have so combined—to give common lectures;

(v) their students are examined, in the case of science subjects, in their own laboratories, and;

(vi) that they have easy access to the university office.

By the establishment of a university of the federal type for the Tamil districts, the above disabilities of mufassal colleges may be minimized, but the headquarters of the new university will gradually, if not from the beginning, get into the advantageous position now occupied by Madras.

3. The establishment of a university in the Tamil districts (i) will affect the strength of the constituent colleges of the Madras University, (ii) will affect the financial resources of the Madras University, as the contribution hitherto made by Government to one university may have to be parcelled out to three or four universities, unless the legislature votes increased grants for university education in the province, and (iii) may result in some of the endowments being transferred to the new university.

5. The name of the town where the headquarters of the university will be situated, as most other universities in the world.

II

1. The unitary type by which is apparently meant a residential, teaching university is the ideal. It will, however, take a long time to materialize.

Until then, a federal type in which all colleges, however far removed they may be from one another, will have equal voice in the management, is preferable to the affiliating type in which colleges at headquarters will naturally have greater advantages, same as Madras now has.

2. One university will be ample for the present. Concentration of particular branches of learning at particular centres—what may be termed university centres—is strongly recommended.

3. Colleges located in the same place may pool their resources in the direction of (i) common libraries, (ii) common lectures, (iii) common play-grounds, etc. All colleges attached to the university should have equal representation in the different university authorities and equal voice in the management of university matters.

All colleges in the Tamil area would, as far as possible, come into the new university. There should, however, be provision for exemption from this affiliation; for instance.

(i) The Agricultural College at Coimbatore, which now caters for the whole Presidency would prefer to be attached to the Madras University;

(ii) Chidambaram, Vellore, Vaniyambadi and Salem are nearer to Madras than to Trichinopoly or Madura;

(iii) The high schools at Chingleput or Conjeeveram may develop into colleges, and would naturally prefer to be affiliated to the Madras University.

The colleges spread over the area of Tamil districts should, in the beginning, be given the option of getting affiliated to the older or newer university, until Madras has declared itself a residential, teaching university, consisting of Constituent colleges only; and this it cannot do, until the West Coast districts and Travancore separate from Madras.

4. Unless the new university undertakes teaching, there is no object in seceding from the University of Madras with its long traditions. University teaching should be arranged for, by the appointment of special university professors for special subjects, and by co-ordination of constituent colleges. University professors should undertake the teaching of advanced courses, as against regular class teaching in colleges, and also supervise the work of research students.

5. A very wide question to answer. The Research Institute attached to the Agricultural College at Coimbatore, is probably the only institution in the Tamil districts where facilities are available at present for research work, but as stated above, this institute serves the whole Province.

Researches are not made to order. It will cost large sums of money and will take some time before centres of research develop.

III

1. Vide answer to question 3 under II.
2. No remarks.
3. Trichinopoly seems to be the most suitable centre for the location of the new University, as it is the most central of the Tamil districts.
- 4 & 5. Vide answer to question 1 under II.

A federal type of university minimises the chances of the colleges at the seat of the university enjoying greater privileges.

6. It should, in the beginning, be only an administrative centre. In course of time, it would naturally develop into an academic centre as well, but other university centres would also develop simultaneously.

V (a)

1. The special aim should be the development of Tamil language and literature.

2 & 3. The facilities at present are few, but it is possible to increase them, when men and money are available. It is a good suggestion that particular centres should specialize in certain branches of learning. For instance—

General Physical sciences	...	Trichinopoly.
Applied sciences	... ..	Coimbatore (facilities exist).
Mathematics	... ..	Kumbakonam.
Industrial (dyeing, textile, etc.).	...	Madura, Salem and Coimbatore.
Tamil	... ..	Madura and Tinnevely.
Sanskrit	... ..	Tanjore, Trichinopoly and Madura.
Indian Philosophy	... ..	Madura, Chidambaram, etc.

4. (a) Yes. It is desirable to establish a Tamil Academy at Madura, on account of its hoary traditions, as it was the seat of the historic Tamil Sangam.

(b) Not necessarily.

5. Tamil should generally be a compulsory language up to the B.A. degree.

6. It may be desirable to make Tamil the medium of instruction in university classes, but for several years, it will be difficult to adopt it, in practice, especially in teaching science subjects.

7. No remarks on 1st part.

2nd Part—Sanskrit.

8. (a) A commendable idea, not immediately possible, but depending on availability of men and money.

(b) Vide answer to questions 2 and 3, V (a).

(c) No remarks.

9. Arts, sciences and teaching; and special faculties for Tamil and Sanskrit.

10. It is essential to provide facilities for technical and technological studies with the object of minimising unemployment, but the conferring of degrees, with a view to 'having the satisfaction of being graduates' will not solve the unemployment question.

11. Not at present.

12. It may be feasible to have Tamil as a main subject and English as a second language, but the knowledge of English obtained as second language will not be sufficient to make efficient progress in science subjects.

V (b)

1. No remarks.

2. Yes.

3. Matters of detail will be dealt with by the respective Boards of Studies.

If academic matters referring to oriental studies are, however to be decided by a special Oriental Academic Council, there is the likelihood of the same running into a narrow groove—the present pandit class. If these matters come before the general Academic Council, there will be a wider outlook.

4. Secondary School-Leaving Certificate seems to be sufficient for entrance into university classes.

5. The University of Trichinopoly.

(3)

(Illegible), Deputy Director of Agriculture, dated
8th August 1926.

1. (a) If the university is meant to be a purely examining body or one whose character is chiefly affiliatory, there is no need for it. But if it is to make provision for the institution of a Tamil faculty or for providing special facilities for Dravidian studies for the promotion and

development of Tamil culture there is a need for the institution of a new university. The reasons for establishing a university of the Andhra districts hold good for the Tamil districts also.

(b) By the creation of a university for the Andhra districts the territorial area of the present Madras University has no doubt become considerably reduced. Unless there is a teaching university established for the Tamil districts the Madras University cannot be a teaching body.

2. Under the existing arrangement the Madras University cannot be a teaching body so far as affiliated colleges are concerned. Nor can it extend to them the special advantages which it enjoys in the shape of university lectures, museum, laboratories, libraries, etc.

3. The establishment of another university in the Tamil districts may affect the Madras University, only on its financial side.

4. Nil.

5. It can be called 'Tamil University' or it can bear the name of the district where the university is to be established.

II

1. The unitary or federal type would be preferable. The unitary type will afford facilities for promoting Tamil language without interfering with the work of other institutions which may choose in specializing in other directions or which find it convenient to continue the present courses by remaining affiliated to the Madras University.

2. One good university which aims at concentration of particular branches of learning with two or more select centres for post-graduate courses and research work will be sufficient.

3. These colleges may be affiliated to the University.

4. The University should undertake teaching on post-graduate courses and supervision of the work of research students.

5. There is a Research Institute in the Agricultural College at Coimbatore and in St. Joseph's College, Trichinopoly (for Physics and Mathematics).

III

1. Over the Tamil districts and Malabar and South Kanara if they have no objection.

2. Nil.

3. The headquarters of the proposed university may be located at Trichinopoly which enjoys very great importance as an academic centre. Having four colleges in the town it has, perhaps, the largest number of students following college courses. Besides it is more centrally situated than any other city.

4 & 5. If the headquarters is made to be administrative in character the objection that, the colleges situated at the seat may receive more favourable treatment than other colleges, will not stand.

IV

1. The aim of the proposed university should, apart from general culture, be the development of studies of the Tamil language and of sciences which would improve the agriculture and industries of this country. A bachelorship for commerce may be introduced.

2 & 3. There are facilities for particular centres to concentrate their attention on specializing in certain branches of learning. For instance, Coimbatore affords facilities for specializing in agriculture and forestry. Physical Science, Mathematics and Urudu at Trichinopoly, Sanskrit at Tanjore, Mathematics at Kumbakonam, Technological subjects and Tamil at Madura.

4. The suggestion is good provided other centres are free to specialize any other subjects of study to follow Dravidian studies.

(a) Madura which is the seat of the Tamil would be the centre for the Tamil academy.

(b) If there are no other suitable places, this can be done. But Chidambaram is supposed to be suitable for oriental studies.

5 & 6. Tamil should hold an honoured place in the curricula of studies for the new university. It should be followed even in college classes.

The media of instruction for Tamil cannot but be Tamil but for other studies should be English. The latter is necessary for it would help students who wish to specialize themselves in subjects in the European countries.

7. Sanskrit and Urdu are the other oriental languages.

8. (a) A separate college for technological studies may be instituted and affiliated to the university.

(b) There is very little or no facilities for these at present.

(c) India as a whole is an agricultural country and upon the development of its agriculture depends the prosperity and wealth of the country and the happiness and contentment of the people. As matters stand at present a boy who has studied up to the 4th standard is ashamed to touch the plough. I would, therefore, urge that some interest is created in the minds of the boys from the beginning of their school career. Short lessons in vernacular may be introduced in all lower classes while scientific agriculture in the college classes.

This would very greatly solve the unemployment problem. There are so many graduates who are sons of landlords but are without any employment. They won't go back to their lands because they are not interested in agriculture. This won't be the case if the interest is inculcated into them from the beginning of their school career.

9. Nil.

10. The new university may give facilities for the study of a few technical subjects for the degree examination. For instance agriculture which should include agricultural chemistry, entomology and mycology; commercial subjects, etc.

11. There are medical schools at Madura and Tanjore. These may be developed into colleges. The Engineering School at Trichinopoly may also be developed into a college in course of time.

12. Both English and Tamil should be the main subjects. English should be the media for science, history, and other subjects like logic, philosophy, etc., and Tamil for the Tamil language, history of the Tamil countries, Tamil philosophy, etc.

V

1 & 2. The several Colleges in the Tamil districts may be given certain academic privileges and affiliated to the University which would be administrative in character.

3. Nil.

4. Secondary School-Leaving Certificate course may well continue to be the entrance examination of the proposed University. Candidates who have passed other equivalent examinations may be allowed the same privileges.

5. By the simple name of 'Tamil University.'

(4)

M.R.Ry. T. Lakshmana Rao Avargal, Assistant Agricultural Chemist, dated 6th August 1926.

I

1. The establishment of a University for the Tamil districts would serve—

(1) to relieve the Madras University of much congestion ;

(2) satisfy special needs by providing instruction and opportunities for research in special subjects. One of these would be Tamil language and literature to which more individual attention could be given than is possible in a cosmopolitan University, of, the Welsh Universities which include in their syllabuses the Welsh dialects.

(3) Also to foster patriotic feelings of pride in one's language and race not necessarily tending to circumscribe the national or imperialistic outlook so long as the study of other languages, e.g., English and the classics, is not neglected.

It is possible that the desire for a Tamil University has been considerably stimulated by the establishment of the Andhra University.

2. The general feeling is that the Madras University has not sufficiently encouraged the study of Oriental languages by allowing them due importance in her syllabuses and by offering adequate facilities for carrying on research work. The reason for this is obviously the multiplicity of the languages a Central Indian University has to deal with.

It is probably also the feeling that the Madras University has been slow in providing facilities for research work in other directions, e.g., science, medicine, etc. She could claim little by way of research conducted under her auspices. The work that is being carried on in scientific research at Bangalore and agricultural research at Coimbatore is all outside her portals.

3. The establishment of other universities within the Presidency might relieve the Madras University of a good proportion of her work as an examining body and leave her energies to be utilized for more intensive work in special directions.

II

1. The University may be of the affiliating type at her inception. As the Colleges develop, these may claim participation in the administration of the University which ultimately may become federal in its constitution.

2. The affiliated colleges need not all be of the same type, but may comprise institutions specializing in—

Arts	Medicine
Science	Agriculture
Law	Commerce, etc., etc.

Oriental languages—

Literature
Philosophy

4 & 5. The universities may have laboratories of their own for advanced study and research work and may institute special lectures on special subjects. Excepting the Agricultural Research Institute at Coimbatore and the Guindy Institute of Preventive Medicine, there would appear to be few places in the Tamil country where research work is being done.

III

6. The University headquarters, besides being an administrative centre, may, with advantage, be an academic centre as well.

V (a)

3 & 4. There are places scattered over the Tamil country which have been known as centres for special branches of learning, art or craft or which owing to the presence of Colleges, factories or workshops, afford facilities for special branches of study, e.g.—

Trichinopoly	...	Railway engineering, Collegiate courses in mathematics, physics, etc.
Madura	...	Seat of Tamil learning.
Tiruvadi	...	} Seats of Sanskrit learning.
Kumbakonam	...	
Conjeevaram	...	
Madura	...	} Textile industry.
Salem	...	
Coimbatore	...	
Do.	...	Agricultural Research Laboratories.
Ooonoor	...	Pasteur Institute.
Kumbakonam	...	Collegiate courses in mathematics, etc.
Palur	...	} Agricultural experimental stations.
Koilpatti	...	
Aduthurai	...	
Coimbatore	...	

Advantage could be taken of the above circumstances in choosing special centres for special studies.

8. Technological studies would of course come within the purview of any modern University.

9. I am doubtful if it would be possible to make Tamil the medium of instruction in the Collegiate courses—at any rate for a considerable time to come—until we have learned to express ourselves in the vernacular on scientific topics. English will have to be at least a second language in most courses; and it will be difficult to supplant it as a medium of instruction in scientific and technological study.

(5)
*M.R.Ry. D. Balakrishnamurthi, Deputy Director of Agriculture,
 Sixth Circle, Madras, dated 6th August 1926.*

1. (a) There is a real need for a separate University for the Tamil districts.

(b) The need for the establishment of a separate University in the Tamil districts has not at all been affected, but, on the other hand, it has become more conspicuous after the Andhra University was established.

2. As the Madras University has had a very wide jurisdiction, the work of the University was more dissipated and, after the establishment of separate universities, the work will be centralised and concentrated. As the old University had to cater for the educational needs of people with different vernacular languages and with different mental calibres, the same scheme which was workable in one place was found very difficult to work in another place where conditions differ so widely. The old University procedure was something like the yoking of a bullock and buffalo together; where bullocks and buffaloes are separately yoked, the work must be admittedly superior to both. Andhra country, particularly the Circars, were not connected with Madras by railway line before 1895 and so higher education did not extend in those tracts so rapidly as in the south which was connected with Madras for a very long time. The progress made after Madras was connected was marvellous and the Andhras realized the defects in combining both under the same University and so they pressed for a separate one for themselves and at last succeeded. As the energies of the Madras University were rather diffused, it did not function in any other way than an examining body. When the Universities were separated, there is every possibility to improve the educational needs and methods and create possibilities for teaching and research in a much better way than before.

3. The establishment of separate universities will certainly affect the numerical and financial strength of the Madras University, but the Madras University will be in a better position to secure ideal University education in the Urban Colleges and serve as a model for the other. It will leave a happy and desired effect by transforming into a residential and teaching University than as an examining one as at present.

4. The affiliated institutions will suffer in no way, but, on the other hand, will be considerably improved as better facilities will be afforded by teaching to pupils of at least the same mental calibre.

5. Dravida University.

II

2. I am in favour of a type of university which aims at concentration of particular branches of learning at particular centres.

III

4. Trichinopoly as the place is most central and it is on the banks of the most important river in the south and it commands very good surroundings and view.

V (a)

4. (a) I approve of the suggestion, Madura.

(b) Yes.

5 & 6. I am in favour of teaching in vernacular up to Secondary School-Leaving Certificate with English as a second language and further course in English with Tamil as a compulsory vernacular language.

(8) (a) Yes.

(b) Madura for weaving and dyeing.

(c) Metal works and foundry, etc., for which some of the South Indian towns have earned a reputation.

10. Yes. Mechanical arts—Workshop work, etc.

V (b)

1. Yes.

2. Yes.

3. Yes.

4. No separate entrance examination is necessary. The present Secondary School-Leaving Certificate examination has now been brought to the standard of the old Matriculation, and this will do.

5. Dravida University.

(6)

M.R.Ry. C. Narayana Ayyar, Assistant Director in charge of Eighth Circle, dated 13th August 1926.

I

1. (a) Although it would be desirable to have a Tamil University on the linguistic basis, it appears to be too soon to start one, and it would be as well to wait and see the achievements of the Andhra University before steps are taken to start one for the Tamil districts.

(b) The necessity for a Tamil University appears to have been increased by the establishment of the Andhra University.

2. If the proposed university is so constituted as to give greater facilities in teaching and research work and give training in industrial and commercial subjects, the unemployment problem is likely to be solved to a great extent.

3. It is likely to affect its influence and may also affect its status, though it is not likely to affect the standard of its production.

4. No remarks.

5. The University will take its name from the place where it will be established.

II

1. No suggestions.

2. It would quite be desirable to have a type of University which aims at the concentration of a particular branch of training at a particular centre, e.g., Coimbatore may be a suitable centre for Electrical Engineering, Medicine and Agriculture; Madura for Oriental learning, Tamil and Sanskrit; Trichinopoly for Theology; Tanjore for Arts, etc.

3. They should be affiliated to the University and independent of each other.

4. No remarks.

5. None so far as I am aware.

III

1. All districts, south of Madras.
2. None seems necessary.
3. Madura or Tanjore.
4. Such a state of affairs as indicated in the question already seems to exist and is likely to continue. There seems to be some truth in the belief.
5. No remarks.

V (a)

1. The University should aim at producing really practical men whose aims should not be to get into service.
2. Except the revival of ancient culture and arts, I do not think the Tamil country offers any special facilities.
3. Answer to question II, Part II, gives the required information.
4. (a) Yes. Madura.
(b) Yes.
5. It should be largely in the Tamil language and should be made compulsory.
6. Though it may not be possible to adopt Tamil immediately, it should be possible for the University to have scientific works translated into Tamil.
7. Tamil language alone seems to be sufficient.
- 8 (a) I am quite in favour of the scheme suggested.
(b) Textiles Madura, Kumbakonam in Tanjore and Conjeevaram in Chingleput, Salem.
Coal gas and fuel industry. Coimbatore, Madura and West Coast-districts.
Metallurgy—
Colour chemistry Salem.
Dyeing Madura, Salem and Coimbatore.
Leather Trichinopoly, Coimbatore, Dindigul in Madura.
These are places noted for the industries mentioned.
- (c) No suggestions.
9. All faculties for which institutions exist at present in the Tamil districts.
10. Yes, I am in favour of the proposal. Please see my answer question II, Part I.
11. Plenty of facilities exist in the said areas for engineering and medicine.
12. Not at present. The aim of making Tamil the medium should be worked up slowly.

V (b)

- 1, 2 & 3. No suggestions.
4. High Schools should only prepare boys in general education. I am in favour of a system of a special entrance examination for undergoing the University course.
5. Already suggested in Part I, Question 5.

XLII

**M.R.Ry. Diwan Bahadur S. Bavanandam Pillai Avargal,
O.B.E., I.S.O., Ex-Sheriff of Madras, Coonoor, dated 14th
August 1926.**

I

1. (a) There is need for the establishment of a University for the Tamil districts.

(b) I think the need has, to some extent, been affected by the establishment of the Andhra University.

2. The chief reasons for the establishment of the Tamil University are—

(i) The representatives of a large portion of the Tamil population, which is estimated at 17,556,574 in the census of 1921, want a Tamil University to be brought into existence.

(ii) After the last Tamil sangam several centuries have elapsed still no Tamil university has been founded for the benefit of such a vast population of the Tamil country ignoring the awakened spirit of the age, although we find in the 300 years between 1200 and 1500 A.D. there were founded in France fourteen genuine universities of the first class, in Italy eighteen, in Germany fifteen, in Spain ninety.

(iii) Tamil has been able to maintain its individuality for centuries. With its great ancient classics of the Sangam age, its inimitable devotional masterpieces, its sublime epics and wealth of philosophical literature and modern developments, Tamil affords ample scope for the establishment of a University from a cultural point of view. At this point it would not be out of place to refer to the opinions of a few of the Western scholars on the quality of Tamil language and literature.

In his learned "Dravidian Comparative Grammar" the Rev. Dr. Caldwell writes that "the Tamil language is undoubtedly the oldest, richest, and most highly organized of the Dravidian languages". "Before the principal basis of the English had a written character, it was a highly polished language." "It is not perhaps extravagant to say that, in its poetic form, the Tamil is more polished and exact than the Greek, and in both dialects, with its borrowed treasures, more copious than the Latin. In its fulness and power it more resembles English and German than any other living language". Mr. Taylor has observed that "It is one of the most copious, refined, and polished languages spoken by man".

The Rev. Dr. G. U. Pope, whose translations of Kural, Naladyar and Thiruvachakam have been prescribed for an Oriental branch of study for higher examination of the University of Dublin spoke of the Kural as unparalleled in the literature of any country or nation.

Tamil Grammar is not only the Grammar of the language, but also the Grammar of Tamil Society of the past; its unique value lies in its exposition of the literary, social, political and religious ideals of the Tamil people. The great Toleappium is an encyclopædic work on Tamil Grammar in about 1,600 pithy verses. From its preliminary portion Tamil scholars have unearthed and developed the chemistry of articulate sounds and have thus laid the foundation for a universal script in Tamil. The subsequent portion (Corulathikaram) dealing with the substance of literature has no counterpart in the Grammar of any other language ancient or modern. It throws considerable light upon the condition, political and social of the Tamil people in ancient times. It is indeed a mine of classical and ethnological lore.

When foreign scholars of Tamil prize it higher than Greek and Latin, the Tamil population are proud of Tamil in the same manner as Europeans are proud of Greek and Latin. It is therefore high time to grant the prayer of a vast majority of the Tamil public and Tamil scholars echoed and re-echoed from time to time at several conferences that a Tamil University should be founded without any further delay.

(iv) It is well known that among the many and various ways of doing good to the people, one and an important one is to diffuse useful knowledge and instruction among the people, on such subjects as are known to be intimately connected with their physical, intellectual, moral and social well-being. For knowledge, as everyone is aware, is an absolutely necessary condition for improvement and progress of any people in any respect. It is believed by several serious thinkers that the establishment of a Tamil University will largely contribute towards the amelioration and progress of the Tamil public as it will eventually lead to the masses being educated in and through their mother tongue.

3. There will be, to some extent, a falling off in the income of the Madras University from examination fees; but when intellectual, social and political progress of such a vast population of Tamil country is taken into consideration, the Madras University can afford to loose a portion of its income.

The affiliated institutions of the Madras University will suffer from some disabilities by way of incurring additional expenditure in equipping themselves according to the necessities which the new Tamil University may bring into existence. Such disabilities can be removed by raising additional funds by appealing to philanthropists and the generous public concerned.

5. I would suggest for the proposed University the simple name of "The Tamil University".

II

1. The proposed University should for the present be of the federal type. This will secure the co-operation of all colleges and other institutions.

2. I would suggest that for the present there should be one university.

3. The colleges spread over the area of the University should be on equal footing in all respects. The University shall be an Alma Mater to which the Colleges and other institution should make contributions.

4. Research work may be undertaken into the antiquities of the Tamil country, including the gathering materials for compiling a comprehensive history of the country, its people and of their languages, literature, religion and philosophy based upon the best authentic source available.

Teaching may also be undertaken in the direction of researches in the field of Bibliography, Philology, Archæology, Ethnology, Numismatics, Epigraphy, etc.

5. No college appears to have special facilities for research in any branch of study. The institutions located in mountainous districts, such as the Nilgiris and Salem, can take up Geology and Mining; those in districts where forests are numerous such as Coimbatore, can take up forestry; those in districts where grains, cotton, etc., are cultivated, such as Tanjore, Tinnevely, and Ramnad, can take up agriculture; those in districts where industries and commerce prevail, such as Trichinopoly, South Arcot and Madura, can take up industrial and commercial subjects.

III

1. The proposed Tamil University should have jurisdiction over all the colleges in the Tamil area.

2. There are only one or two bi-lingual districts and in these also Tamil predominates and they may also be brought under the jurisdiction of the Tamil University.

3. In my opinion Madras is the most suitable centre for the location of the proposed University headquarters. Please see enclosure A which gives reasons for my choice.

4. All colleges should receive equitable treatment from the University.

5. No.

6. It should be chiefly administrative and encourage research work.

V (a)

1. The Tamil University, in addition to imparting general culture, should make provision for knowledge in such subjects as Geology, Mining, Forestry, Agriculture, Industries and Commerce.

2. Vide answer to II (5),

3. Vide answer to II (5).

4. (a) No Tamil Academy is necessary. In any College Tamil language, Literature, Philosophy and Religion can be learnt.

(b) I am not in favour of making the centre contemplated in 4 (a) the seat of Oriental studies.

5. Tamil should be assigned a prominent place, devoting more time in curricula of studies for the University.

6. The proposal to make the vernacular the medium of instruction apparently relates to the teaching of optional subjects. The adoption of Tamil medium will be easy if text-books for the optional subjects could be got ready as soon as possible.

7. Men of known talents having natural aptitude for research work should be encouraged by the University under the guidance of experts.

8. (a) Vide answer to V (a).

(b) Vide answer to II (5).

(c) Vide answer to V (a).

9. To begin with, the faculties should be Tamil, English, Commerce, Comparative religion, Agriculture, Industry, Geology and Mining.

10. Yes. Vide answer to V (a) 9.

11. No new colleges are necessary. The subjects in question may be associated with the existing colleges in the districts according to their local requirements.

12. At present it is not feasible to institute a degree. Diplomas may be granted to candidates taking the subjects in the Arts course alone.

V (b)

1. The main features of the constitution of the proposed University should be more or less of the type of the Madras University.

2. Yes.

3. No.

4. The High schools should prepare candidates for the University. The curriculum of the present School-Leaving Certificate course should be so modified as to suit the requirements of the University. If this is not feasible, a separate entrance examination may be held by the proposed University.

5. Vide answer to I (5).

Enclosure A.

In every great country the metropolis is the seat of University. As the capital City is the seat of the Court, of the high society, of politics, and of law, so as a matter of course it is the seat of letters also. The newspapers, magazines, reviews, journals, and periodicals of all kinds, the publishing trade, the libraries, museums, academies, the learned and scientific societies are found there. In fact the atmosphere of intellect is in the centre of Civil Government. Thither come up youths from all parts of the country, the students of law, medicine, and the fine arts, and the *employés* and *attachés* of literature. The metropolis is a place of concourse whither students come from every quarter for every kind of knowledge. We cannot have the best of every kind everywhere; we must go to some great city or emporium for it. There we have all the choicest productions of nature and art all together, which we find each in its own separate place elsewhere. All the riches of the land, and of the earth are carried up thither; there are the best markets, and there the best workmen. It is the centre of trade, the supreme court of fashion, the umpire of rival talents, and the standard of things rare and precious. It is the place for seeing galleries of first rate pictures, and

for hearing wonderful voices and performers of transcendent skill. It is the place for great preachers, great orators, great nobles, great statesmen. In the nature of things, greatness and unity go together; excellence implies a centre. It is the place to which several schools make contributions; in which the intellect may safely range and speculate, sure to find its equal in some antagonist activity, and its judge in the tribunal of truth. It is a place where inquiry is pushed forward, and discoveries verified and perfected, and rashness rendered innocuous, and error exposed, by the collision of mind with mind and knowledge with knowledge. It is the place where the Professor becomes eloquent, and is a missionary and a preacher, displaying his science in its most complete and most winning form, pouring it forth with the zeal of enthusiasm, and lighting up his own love of it in the breasts of his hearers. It is the place where the theologian makes good his ground as he goes, treading in the truth day by day into the ready memory and wedging and tightening it into the expanding reason. It is a place which wins the admiration of the young by its celebrity, kindles the affections of the middle-aged by its beauty, and rivets the fidelity of the old by its associations. It is a seat of wisdom, a light of the world, a minister of the faith, an Alma Mater of the rising generation. It is this and a great deal more.

Tamil academics were generally located in glorious capital cities where monarchs treasured up the most splendid products of their hoary civilisation in the shape of the grand libraries of Science, Arts, and Literature, which were reared up through aeons of culture and development. Hither, as to a sort of ideal land, where all archetypes of the great and the fair were found in substantial being, and all departments of truth explored, and all diversities of intellectual power exhibited, where taste and philosophy were majestically enthroned as in a royal court, where there was no sovereignty, but that of mind, and no nobility but that of genius, where professors were rulers, and princes did homage, hither flocked continually from the very corners of the country, the Tamil-tongued generation just rising or just risen into manhood in order to gain wisdom.

The site of the Tamil University should therefore be located in the metropolis of this Presidency consistent with the hoary antiquity and the glory of the Tamil Language and Literature which command the admiration of even European scholars.

XLIII

Lieut.-Col. A. Chalmers, I.M.S., Superintendent, Medical School, Coimbatore, dated 17th August 1926.

I

The need for the establishment of a separate University for the Tamil districts has been long felt, and is therefore unquestionable. This Presidency has a vast extent, and at present the facilities for higher education are poor. Students have, in most cases, to travel long distances for their University education. Besides this, the culture of the Tamils is different from that of other people and a separate University, where their special culture can be developed, is a necessity.

3. The Madras University is not likely to be affected much by the establishment of a new university for the Tamil districts. With the expansion of education, there is a rush of students in all branches of learning, and many students have to be refused admission into colleges, especially in the Medical and Agricultural Colleges. Simply increasing the number of institutions to meet this increasing demand, would make the Madras University too unwieldy and would go against efficiency. This being the case, the establishment of a new university with many more institutions attached to it, is desirable and convenient.

II

1 & 2. Under the present condition of India, the unitary and federal type of universities are very costly and will be a heavy burden to the Government, unless private aid comes, which is not likely in our province. The affiliated type with some improvements over the present, is most suitable one. Different places can be made the centres of specialization of different subjects in addition to the general education given. For example, the study of science and mathematics can be concentrated at Trichinopoly, literature in Madura, Agriculture at Coimbatore and so on. As far as medicine is concerned in places like Trichinopoly, Madura and Coimbatore, special diseases more prevalent in these places, can be studied, and these places will be centres of specialization in those subjects. Facilities for this can be given by extending the hospitals in these places, and attaching research institutes to them.

More than one university is not necessary at present. Besides the general instruction, special branches of learning should be studied at different centres and the nature of such subjects can be determined by a committee of experts in different subjects.

5. At present there is no scope for research work in the colleges in the Tamil districts. In medicine there is no research work done at all, though there is scope for it, in places like Coimbatore and Madura, where there are fairly big hospitals. Research work can be done in these places only if special facilities are afforded for it.

III

The districts of Tinnevely, Madura, Ramnad, Trichinopoly, Coimbatore, Salem and the Nilgiris should be included in the scheme. Madura being the most central place for these districts is best suited for the location of the university. With some improvements in the present railway communication and the opening of new branches, Madura will be within 6-8 hours reach from any place within the area.

6. The function of the headquarters of the university should be both administrative and academic. As far as the science course and medicine are concerned *the vernaculum cannot be made the medium of instruction*. It is neither feasible nor desirable at present. The question can be taken up only when the scheme of secondary education in the vernacular, is a success.

V (a)

11. There is necessity and scope for opening medical colleges in places like Coimbatore and Madura. At present there are only two Medical

Colleges in the whole Presidency and they are not sufficient to meet the requirements of the student population. Question of distance also makes these places inconvenient for many students.

12. A degree with Tamil as the main subject and English as a second language, cannot at present comprise the subjects in the science course. For many more years the science subjects can be taught only in English.

V (b)

1 & 2. There should be an academic body and an administrative body to manage the university. All different subjects and different branches of learning should be represented according to the importance of each. Questions concerning technical details in subjects, like Medicine, Engineering, etc., should be in the hands of a Board of Specialists in the subjects.

It is better to have the number of members in these bodies not unduly large. About twenty members in the academic body, and thirty to forty members in the administrative body, would be a suitable number. With this strength there would be much of real work done.

XLIV

**M.R.Ry. S. Srinivasa Ayyar Avargal, B.A., L.T., Secretary,
North Arcot Secondary School Teachers' Guild, Vellore,
dated 17th August 1926.**

I

1. (a) There is a need for the establishment of a university for the Tamil districts.

(b) No.

2. The present defects are (1) Sufficient attention to the Tamil language, literature and culture is not paid by the Madras University; (2) the area of operation of the Madras University is too extensive to secure efficiency and (3) the policy of a residential university affects adversely the interests of mufassal colleges.

3. The proposed university will not affect the Madras University. On the other hand it will give the Madras University free scope to develop its residential scheme.

4. *Vide supra* 2. The affiliated institutions do not get the full benefit of the university professors and lectures.

5. "Tamil University."

II

1. The affiliating type is preferred as it will place all the institutions in the area of operation on an equal footing.

4. University must undertake direct teaching for advanced courses in various subjects and supervision of Research students, the rest being left to affiliated institutions.

5. Research work in all scientific and humanistic subjects shall be at the university headquarters.

III

1. The pure Tamil districts of Tinnevely, Ramnad, Madura, Trichinopoly, Tanjore, South Arcot and Coimbatore.

2. The bi-lingual districts such as Chingleput, North Arcot, Salem and the Nilgiris may continue within the area of operations of the Madras University.

3. Trichinopoly, being geographically the centre of the Tamil districts.

4. This question does not arise in an affiliating type of university.

5. Not valid.

6. Both an administrative and academic centre.

V (a)

1. The special aim should be to develop the Tamil language, literature and culture and to provide technological studies like the modern Universities of Europe.

2. Tamil South Indian History, Indigenous Systems of Medicine, Agriculture and Forestry, Engineering and Mineralogy.

4. (a) Yes, the suggestion is approved. Madura is suggested as centre.

(b) Yes.

5. Tamil shall have the first place in the curricula of studies.

6. The medium of instruction in the university shall ultimately be Tamil.

7. Answered in 4 *supra*. It is necessary for the proposed university to undertake research in Sanskrit.

8. (a) Yes.

(b) Electrical Engineering.

9. The Faculties of Arts, Science, Law, Medicine, Engineering, Teaching, Commerce, Agriculture and Technology.

10. Yes.

11. There is need for such colleges. The College for Medicine can be located at Tanjore, Engineering at Trichinopoly and Law at Kumbakonam.

12. Not at present, though it should be the ultimate aim.

V (b)

1. A Senate and Academic Council.

2. Yes.

3. No. Special representation for oriental studies must be given in the authorities of the university.

4. Entrance to the university by the secondary school-leaving certificate is favoured.

5. Tamil University.

XLV

**K. P. Velayudha Menon, B.A., B.L., High Court Vakil,
Madura, dated 21st August 1926.**

The question whether the Tamil districts need a separate university involves various considerations. If the central or paramount idea is one of mere multiplication of the Madras University or its species, much of the enthusiasm associated with the question vanishes and the answer in my opinion should be in terms of absolute indifference, if not of emphatic negation. To reproduce more universities of the Madras type or for that matter of the prevailing types of Universities in India to-day, and to locate them in convenient centres of the Presidency based on linguistic or geographical or ethnical considerations cannot be productive of any good, commensurate with the large outlay involved in the experiment, not to speak of a lurking sense of unjustifiable drain on the economic resources of the province which has yet to do even the spade work as regards elementary education and rural sanitation. Further, the achievements so far made by the Madras University have come in for well-merited condemnation from various authorities competent to judge of the requirements of the country.

2. Anyone who has bestowed any thought on the subject cannot escape the conviction or at least the impression that the Madras University is hodge-podge in its model, while in its designs, aim and scope, it is entirely foreign to the genius culture and traditions of the people for whose education it is intended. Any new experiment, that is going to be tried at the tax-payers' expense should provide sufficient guarantees that the crying evils of the existing institution will not be reproduced.

3. To start with, the ethical, cultural, and vocational aspects and aims of education must be co-ordinated in any new system of education

4. The Tamil Nadu can boast of a civilization and culture rich in art, philosophy, religion and many activities of life which have left traditions of their own, potent in its hold on the daily life and conduct of those who have come under its way. It is indeed an invaluable heritage. Barring, perhaps, the great Aryan civilization, no other civilization could compare with the treasures embedded in it. Few can dispute the fact that there is much in this ancient culture which any country or people may cherish with pride and cultivate with profit to its growth, national, ethical and physical.

5. A system of education with appropriate organization providing ample freedom and opportunities for individual self-expression and calculated to revive the ancient culture and develop the native genius, but at the same time suited to modern environments and requirements of a progressive nation must be welcomed by all well-wishers of India.

6. This new type need not be the ancient "Gurukula" nor the modern Oxford or Cambridge model. Speaking of universities, some, forming their notion of the word "University" merely from the English universities, suppose, that it necessarily means a collection and union of colleges or that it is a great corporation embodying in one, the

smaller and subordinate collegiate bodies. But this notion, I presume, is not correct. Many modern universities exist in which there are no colleges. Likewise there existed the ancient seminaries, precursors of modern European universities. There are to-day universities in Germany which have got an organization and method of instruction quite of a distinctive type. The industrial or purely vocational colleges and universities of the United States also are in point. In evolving the type suited to the Tamil people, the salient and powerful principles of their ancient systems should also be kept in view. A body of real experts should examine the various systems and prepare a scheme suited to the peculiar circumstances, conditions and requirements of the Tamil Nadu. The predominant idea should be to help the alumni, to develop their body and mind agreeably to their own genius and to enable them, in the words of Schiller, "to hold to their dear and precious native land where the strong roots of their mental, physical and economic strength lie imbedded." If such a type of university could be organized I am decidedly for the establishment of a separate university for the Tamil Nadu.

7. Such a university shall be of the federal type with at least seven colleges located at Madura, Trichinopoly, Negapatam, Tanjore, Kumbakonam, Tinnevely and Coimbatore respectively. These several colleges should concentrate on particular branches of learning in a manner calculated to develop and raise them in the fullness of time to the status of a university of the unitary type. They should be independent and self-sufficient with full freedom of expansion, so far as, internal management and discipline are concerned. In short, these several institutions should be so organized as to carry with them the nucleus of a university of the unitary type, and to admit of free and full development. But there should be statutory inter-collegiate relationship and co-operation provided in matters of the study of the common subjects such as the languages, sports, university lectures in religion, philosophy and subjects of universal importance and value. Languages as well as the course of instruction in ethical, literary and physical subjects in all the colleges should be placed under the supervision of a central body of experts. Another body of experts to be stationed at the headquarters of the university should be constituted to do research work, to deliver university lectures and to supervise the work of research students. The control of the university over the various centres or colleges should be both academic and administrative, the former being done by the body of experts and the latter by a Senate representative of the several colleges and the experts together with select representatives of the Tamil Nadu public.

8. As regards the particular branches of knowledge each college may concentrate upon, I would suggest as follows:

Madura ... Textile and Dyeing Industry, Political Science, Constitutional History, Commercial Geography, and other kindred subjects, such as, Banking, Book-keeping, etc.; Tamil and English Literature and Theology.

Trichinopoly ... The Sciences; Metallurgy, Chemistry, Astronomy, Geology, and Natural Philosophy.

Negapatam	...	Nautical Science, Marine Industries, Mechanical Engineering.
Tanjore	...	Music, Painting, Architecture and other Fine Arts and the Humanities.
Kumbakonam.		Higher Mathematics, Political Economy in all its branches, and Civil Engineering.
Coimbatore	...	Agriculture and Forestry and Cotton Industry, and Electrical Engineering.
Tinnevely	...	Medicine of all systems.

9. Tamil should be compulsory in all the colleges and classes but at the same time the importance of English should not be minimized. The medium of instruction should be English in the university classes and in all the scientific and modern subjects. It is sheer waste of energy and in a measure quixotic to think of imparting instruction in these subjects by means of Tamil translations. Orthodox nationalists and so-called educationists should not be blind to hard facts of work-a-day life and environments or to the aim and object of university education or to the disastrous consequences resulting from the intellectual isolation sure to follow in the wake of the ostracism of English, the "lingua franca" of the civilized world.

10. In addition to the above, there must be a Tamil academy located in the university headquarters. A degree in Tamil as the first language and English as second may be instituted in this academy.

It would be productive of the proverbial "jack of all and master of none" results to substitute for such a Tamil academy an institute of oriental studies but there may be no valid objection to have such an institute as a mere adjunct of the academy.

11. On the top of all these, the university should have a board of social service, the board to be constituted of all the College students after they have completed their course of studies and before any degrees or diplomas are conferred on them a sort of apprenticeship to be undergone before they are given their degree or diploma. The duty of this body is to go about in the university area and demonstrate to the masses who have not got an opportunity of going to a university, the advantages of education, by means of lectures and practical illustrations and in fact by the students living a life of actual social service among the masses. Each student at the end of his apprenticeship should submit a detailed account of his work with practical suggestions for spreading education among the masses in his particular branch of learning.

12. Madura is undoubtedly the most appropriate place for the headquarters of the university. It occupies a central position to the various centres comprised in the university area with ample facilities of railway communication that is being improved day by day. It has a healthy climate and can provide ample space for university buildings, etc. It is already the headquarters of two districts, rich in learning, wealth and ancient culture. Again there is the great Periyar project in this district, with its immense potentialities of hydro-electric power, the great lever of all progress. Over and above all these material and practical advantages, Madura has associations and traditions hoary and sublime, behind it, as the seat of an ancient University, the capital of an ancient Hindu kingdom abounding in the wealth of art, beauty and learning and the seat of a living Tamil institution, the great Tamil Sangam.

13. I would suggest the name "The Tamil Nadu Sarva Kalasala" for the university.

14. With these general observations, which I believe answer most of the important questions in a general way, I proceed to answer the questionnaire seriatim.

I

1. (a) There is need for a properly constituted university suited to the genius of the Tamil people, their culture, environments and economic resources.

(b) Not much; except perhaps by rousing a sort of local patriotism or jealousy, which the custodians of national interests may ignore with commendable prudence.

2. See my memorandum.

3. If the new university be of the type indicated in my memorandum the Madras University may be driven to the necessity of revising its model.

4. In the present scheme of Madras University, the affiliated colleges come under its influence only in name; and there is a widening gulf in the quality of instruction imparted in the mufassal affiliated colleges and in the colleges situate at Madras. Facilities for research work and study and for inter-collegiate lectures and other associations and amenities of corporate life are practically nil. This may be remedied to a large extent.

5. "Tamil Nadu Sarva Kalasala".

II

1. Federal type. See memorandum.

2. One university which aims at concentration of particular branches of learning at particular centres. See memorandum No. 8.

3. See memorandum No. 7.

4. See memorandum No. 7.

5. It is desirable that the proposed university should undertake research work in cotton and dyeing industry, metallurgy and scientific subjects.

III

1. The university area to comprise the districts of South Arcot, Tanjore, Trichinopoly, Coimbatore, Madura, Ramnad and Tinnevely.

2. Making both the languages optionally take the compulsory place.

3. Madura, see memorandum No. 12.

4. The system I have advocated obviates this objection.

5. May or may not be.

6. The function of centre must be both administrative and academic. The seat of experts; of the research work; Tamil Academy and the Board of Social Service. See memorandum.

V (a)

1. To improve the moral and material condition of the Tamil people, agreeably to their genius, traditions, economic resources, their environments, and consistent with their position as the unit of a larger world.

2. See memorandum—

- (1) Nautical Science.
- (2) Marine Industries.
- (3) Textile and Dyeing Industries.
- (4) Fine Arts.
- (5) Humanities.
- (6) Theology.

3. See memorandum No. 8.

4 (a) Yes. The headquarters of the university.

(b) See memorandum No. 10.

5. Compulsory in all colleges and classes.

6 I am against it. See memorandum.

7. See memorandum.

8. (a) Yes.

(b) See memorandum.

9. See memorandum No. 8.

10. This may be made the subject for diplomas but not degrees.

11. See memorandum. There is ample room for medical colleges imparting instruction in various systems of medical science ; Engineering Institutes, Civil, Mechanical and Electrical.

12. I would rather have a degree purely in the languages with Tamil as the first and English as the second. Theological or Philosophical subjects may be included but not Arts or Science.

V (b)

1. See memorandum.

2. Yes. See memorandum.

3. See memorandum.

4. I am in favour of a special examination conducted by the university. The curricula of studies in the High school classes should be regulated by the conditions of the university course.

XLVI

Joseph Muliyl, Esq., Calicut, dated 14th August 1926.

[A University for the Tamil Districts.]

1. (a) My view is that there is no need for the establishment of a university for the Tamil districts :—

My reasons for this view :—

(i) *The Madras University to be the university for the Tamil Districts.*—The Madras University has its headquarters in one of the Tamil districts, and as the Telugu and the Canarese districts have their own universities, and as the three Malayalam districts may at one time or

other bring into existence the proposed Kerala University, the Tamils may gather round the old university of Madras in order to develop it into an ideal university, providing to those who pass through its colleges, wherever those colleges may be, that kind of knowledge and culture which would actually convert them into torches in the darkness of ignorance, beacons in the night of superstition, and heroes capable of slaying all those monsters who impede the march of the nation as a whole towards the goal of prosperity and happiness.

It is acknowledged by every one that the duty of the units that compose a nation is to use their God-given gifts to discharge their several duties in their allotted stations, and thus to fulfil the purposes of their existence, and that it is the aggregate of the efficient and fruitful labours of these in their different spheres, that will ensure the onward progress of the whole country. If the Madras University, after the seventy years of its existence, has not yet given to the country to any perceptible extent, men who can fill the lives of the poor millions with the song of contentment and happiness; if it has not yet turned out real artists who can cover the bare walls of weary life with the triumphs of genius; if it has not yet produced thinkers, inventors, discoverers, mechanics, explorers, and "Kings of the useful", capable of transfiguring the common lot of the people, the fault is not entirely that of the university. To a great extent—I may say, to a very great extent—the failure is to be attributed to the system of education pursued in the schools which sent out students to the university. This takes me to my second reason.

(ii) *High Schools to be raised in efficiency.*—To establish a new university which would benefit the country on the lines indicated above, a very large sum of money will be necessary. That sum may be better utilized for establishing a new type of schools in all the Tamil districts.

Village schools and pial schools were in existence long before the university was established. There were a few English schools also here and there. But it was with the institution of the university that a large number of "Anglo-vernacular schools" sprang up in all important towns. As the original object was to get from these schools men qualified (1) for working in Government offices, (2) and also for proceeding to the university, the curriculum drawn up for the working of these schools was naturally what suited the twofold purpose in view. A great majority of the pupils of these schools remote from university colleges discontinued their studies after matriculating, and a large number happened to be contented with the old middle school course, as they readily got employment in the various departments of administration. Only those who had the confidence of securing a university degree and could at the same time afford to incur the expenses involved, ventured to proceed to the few university colleges which were in existence in those days. But when the people saw that the salary paid even to petty clerks in the Government offices was more than what a hardworking labourer earned, toiling from sunrise to sunset; that the office carried with it a status in society and some (imaginary) power and privileges; and that these men received leave allowances when ill, and a decent pension after retirement; the poorer classes began to be discontented with their hard lot.

When they began to swell the ranks of matriculates, more men began to flock to the university colleges until at last, the supply year after year began to exceed the demand. This state of affairs began about 40 years ago; schools sprang up even in rural tracts with the same curriculum of studies for even the children of labourers and artisans; and when only graduates were taken up by the Government for its various departments, parents wanted in all schools the kind of instruction that would qualify the pupils for the university entrance examination. It became impossible to popularize schools intended for training the pupils in manual arts.

But with the increase of schools, the material turned out by them began to be of an inferior quality. For in the primary and middle schools a lower type of teachers displaced the higher type of old as the management sacrificed efficiency to cheapness, without any check. This pernicious policy, dictated by considerations of "economy" continues to this day. Men who have only passed through higher elementary school, and who cannot point out to their pupils anything beyond their own mental horizon, men who are drilled for one or two years in a training institution which professes to be able to imbue these men with the power of laying the necessary foundation for all higher studies; men who after such a training are paid an unenvied monthly salary of Rs. 10 to Rs. 15, which they are perhaps expected to eke out when "off duty," to such men are the children of the country entrusted in the most important period of their scholastic career. Is it a wonder then that these pupils trained by these inefficient teachers of limited knowledge proceed to high schools and after scraping through them to colleges, with their intellect dwarfed, their thinking power undeveloped, and their own inherent tastes and aptitude quite unknown to them?

With all deference to the University authorities I venture to say (1) that it was a grand mistake that they committed in abolishing the Matriculation Examination when the annual results gave rise to a general clamour, from the parents, who attributed the fault to the University instead of laying the blame at the door of these schools which were really responsible for the failure of the candidates to come up to the mark; (2) that a grander mistake was committed when the standard of the Intermediate Examination was lowered, by the reduction of the minimum required for a pass; (3) that the mistake became the grandest, when the minimum required for the degree in Arts was reduced to 35 per cent, the consequence being an enormous increase in the number of third-class graduates, to swell the ranks of "the unemployed" who spend their days like "Micawber" ever "waiting for something to turn up" and never able to make that something turn up.

Our present policy of education may be compared to the erection of a colossal edifice by two different architects—the foundations and basement by an inexperienced layman, who has no definite idea of the proportions of the proposed superstructure, and the mighty superstructure by an eminent Engineer of recognized merits, who is made to believe that the other man would construct the part of the edifice entrusted to him in strict conformity to the rules of architecture. When the Engineer begins to build on the basement, he finds that he has to modify his plan over and over again, to obviate a sure collapse of

the whole structure. And the first-class edifice which he had planned becomes gradually a second-class building, and finally a third-class cottage.

In my opinion what is urgently required is a thorough change in the system of our education. (1) Elementary schools should be manned by well-educated and well-paid men who can *educate* the children entrusted to them in the real sense of the word. After the higher elementary stage, the pupils who intend to proceed to the university should be educated in high schools specially intended to train their pupils for the university course. If the percentage of failure happens to be large, the parents will know by degrees that they should be careful in sending their children to these schools. (2) For those pupils of the elementary schools who are unfit to enter the university, another type of high schools should be organized where they can be trained in those arts and sciences for which they have an inborn taste. (3) If the Tamil districts set an example to the rest of the country by encouraging these two kinds of schools *with the money proposed to be spent on a new university*, I, for one, believe that the standard of the university examinations will steadily rise and the graduates sent out by it will be men who will be able to hold their own with the product of foreign universities. At the same time the other high schools intended to disseminate useful knowledge, and to train its pupils for various vocations in life will fill the land with men who can provide the people of the country, ever increasing in number, with what they need for a comfortable and happy life.

XLVII

Swami Vedachalam, dated 15th August 1926.

I thank you and the Government for inviting me to express my view in writing on the subject of establishing a separate university for Tamil. Regret to say that I am not in favour of a separate Tamil University and the reasons for my opinion I have stated fully in the article subjoined to this letter.

ENCLOSURE.

"NO NEED FOR A TAMIL UNIVERSITY" BY SWAMI VEDACHALAM.

The attempt to revive the study of Tamil and invigorate it with the elements of modern critical and scientific knowledge is no doubt very praiseworthy and deserves every encouragement. Still I am not sanguine that the founding of a separate university for it at this time would be productive of any very good results. I considered the matter deeply in all its aspects and came to the conclusion disavouring its establishment for the reasons mentioned below.

Of all the living languages spoken not only in India but in other countries also, Tamil is doubtless the only one which possesses a very old literature vast in extent, independent in origin and varied in interest. Other great languages such as Hebrew, Sanskrit, Greek and

Latin, though they possess equally old and valuable literatures, have nevertheless become dead in the sense in which they are not used by people as media of communication, whereas Tamil still lives and is being used by more than thirty millions of people as a spoken and written language for intimate and business communications.

In spite of these living advantages, Tamil, as it stands now, is not a progressive one. I need hardly say that the progressiveness of a language depends wholly on the progress of a nation that uses it. The Tamils are, in fact, very backward in education and there is not even one in thousand who can read and write Tamil correctly even for practical purposes. Their main object in life seems to be to earn their livelihood and if they can get it by any other means than that of learning they rest quite content with it and take no thought of learning either Tamil or any other language for any other purpose. When they find their leisure hours hanging heavily over them, they mostly spend the hours either in card-playing or in sports or in frequenting theatres; and if at all they care to read anything for pleasure they get one amongst them who has a smattering knowledge of Tamil, to read some story-book or the Tamil prose translations of the Ramayana and the Mahabharata. This is the condition of life which the Tamils generally lead and; so far as my knowledge of them goes, I can find in them neither any seriousness of purpose nor any ideal of life.

If a Tamil University should be founded at this time when the people, for whom it is intended, are in such a deplorable condition, how are we to pick up, from them who are illiterate, students who would be able to receive instruction in literature, arts and sciences and who would willingly devote their time to so much laborious study. I think that a university cannot be established without at the same time opening a number of colleges and high schools in different centres to impart instruction on the subjects prescribed in its curriculum of studies. If these institutions should be opened accordingly, whence are we to get Tamil students who will attend these colleges and high schools? Certainly not from the people who, as I have already pointed out, care not to read Tamil as it would bring them neither income nor position. Even should you set before them better prospects for Tamil students, that will not bring them full belief in its probability. The language of the Government is English and only those who learn English earn a decent living and attain to rank and position. What is thus passing every day before their eyes is sufficient to acquaint them with the value of English education and no amount of reasoning can prevail with them to make their mental vision look beyond the present either to the past or to the future. It is, therefore, not to be expected that the people will take any part or real interest in the work of a Tamil University. If it should be established, if its work should prove successful—which I think not—its teaching and the benefits accruing from it would penetrate not to the lower and the thicker stratum of the society but would reach only its upper and thinner layer, just as the teaching and benefits of the Madras University at present do.

Before establishing a separate university for Tamil, you must consider that the needs of the time require a fitting preparation of the people's mind to precede it, so that their mind may be in a condition suitable for receiving the seeds of Tamil learning and fertilising them.

So long as the mind of the people is left without its preliminary cultivation, the work of the Tamil University cannot be expected to bring forth enlightenment to those who need it most and on whose right knowledge of things the very existence of our life and its comforts and happiness depend. If, in consideration of the importance of mass-education, the object of the Tamil University be to bring the Tamil learning within the reach of all, it can but accomplish that object not by teaching Tamil alone but by teaching it along with English; for it is a strong belief with the people that only a combined study of the two languages can serve them to maintain an honourable existence in the world, and they are not altogether wrong in this belief. The University of Madras has already entered upon the task of disseminating the principles of elementary knowledge both in Tamil and in English, and I, therefore, think it quite unnecessary and even superfluous to establish a Tamil University for the very same purpose.

If, on the other hand, it be the object of the Tamil University to impart to upper and middle classes of people higher knowledge both in Tamil and in English, this function also the University of Madras is performing now to a certain extent and it can be made to enlarge that function to any desirable extent, if only the syndics can be persuaded to realize the great good that would result from the combined knowledge of one's mother tongue and English. As the existing university itself is actually doing, and can still be made to do, the kind of work needed to meet the requirements of the upper and middle class people, I think for this reason also the founding of a separate university for Tamil is quite superfluous.

But it may be contended that in the curriculum of the Madras University sufficient prominence has not been given to a study of the Tamil language and literature conformably to its high antiquity and the rich and varied literature which it possesses and in view also of the very seat of university being in the heart of the pure Tamil country. This is a just contention no doubt, but who is responsible for the injustice done to Tamil? Till very lately Tamil was a compulsory subject to the Matriculation, F.A. and B.A. Examinations; but it was our own men that, goaded by their misplaced patriotism for Sanskrit, fought with their colleagues in the Syndicate to make Sanskrit compulsory and Tamil optional. They gave no thought to the vital fact that no dead language as Sanskrit can be so revived as to make it a medium of communication amongst the people, its study on that account must not be thrust upon all who can find no use for it, and that it is against the welfare of the country to make optional a living language such as Tamil which serves its people not only for interchange of thought in daily business but makes them also mingle together in their pains and pleasures, and which besides possessing a fine ancient literature embodies also in its modern literature their highest and noblest ideas, aims and aspirations. Why do such men of ours who shirk off their responsibility have so much voice in an affair that affects vitally the welfare of the country? Because they have amongst them an admirable unity of opinion, in addition to a great scholarship in English as well as in Sanskrit; some of them even possess a profound knowledge in Tamil although they feel little sympathy for its people. Further it is a notable trait in their character that they lend a hearty support to the learned men of their community and encourage them in every way:

Whilst others who call themselves the Tamils, sad to relate, have neither unity of views, nor even a tolerable knowledge of Tamil as they themselves have confessed their ignorance of it in certain public meetings. Further, they care little for their learned men nor do they support any literary or religious undertaking in the cause of the Tamils. If one party fails in the duty which it owes to this country out of its contempt for Tamil, the other party loses it on account of its ignorance of Tamil. So you see that it is our own men that are responsible in both ways for the abolition of Tamil as a compulsory subject in the University of Madras. When you cannot bend the very existing university to your will, what guarantee is there that, under your management, a new university will steer its course quite safely ?

It is true that there is at present a general awakening among the Tamils but I fear this seems to me a mere bustle. Disturbances taking place within the official circles are like ripples caused on the surface of water by a passing wind ; they cannot therefore produce any lasting effect. The simmering must begin at the bottom. Permanent benefits must spring up from the depths in which Tamil learning unites with English scholarship and into which real and active sympathy flows and fills it up continuously. Until such a state of things comes about, the founding of a separate university for Tamil seems to me not at all desirable. As in the case of a few already existing Tamil institutions that are monopolised by a particular class of people who bear no good will towards the Tamils though they possess, it must be frankly admitted, higher qualifications in Tamil than even some Tamil sons, so the proposed Tamil University also is likely to be monopolised by those who inwardly hate Tamil and seek every opportunity to sanskritize it and crush its individuality out.

It is a pity that a section of our own people while they are born and bred here, while they are kept in ease and comfort by the toil of their fellow countrymen, while they speak the same language, follow the same customs and adopt the same manners as those of their neighbours, still imagine themselves to be aliens to this country, language and religion. When these people come to abandon this false notion and identify themselves with the children of the soil and their interests with the interests of the people, then is the time ripe for an independent Tamil University in the work of which the two communities will, with no clash of interests, participate together and make it a success. As matters at present stand, the two are in a tug of war, and so neither the one nor the other is likely to direct it to its right destination. Even many of the Tamils who hold rank and position are unfortunately destitute of sound knowledge in Tamil and hence they are an unequal match to the opposite party which includes within it men of solid learning not only in Sanskrit and English but also in Tamil. Consequently all that we can do at present must be to prepare the ground for sowing, that is, we must direct our energies to educating the masses.

If one of the objects of establishing a Tamil University be to associate the study of Tamil with the study of some other Indian languages but not with that of English, I condemn that measure very strongly. Without a single exception the literatures of all the current speeches of India are overloaded with the mythical stories derived from the Sanskrit

puranas and itihisas and the Tamil language also is on a par with them in this respect, as its mediæval and modern literatures, with a very few valuable exceptions, contain nothing but translations and adaptations of Sanskrit puranas and itihisas. To study pure, simple and beautiful Tamil literature rich with original ideas, thoughts and sentiments uninfluenced by Sanskrit, one must go to its works produced before the sixth century, nay even before the second century of the Christian era. If you wish to make a comparative study of the literatures of the Indian languages and estimate how much original work each has produced and how much and how little one resembles the other, you can get from the modern tongues no works older than the eleventh or the twelfth century A.D. to compare with the Tamil works written before the seventh or the first century A.D. If at all any comparison should be made, it should be between the literatures of the dead languages Pali, Prakrit and Sanskrit and the classical literature of Tamil. It is, therefore, vain and profitless to institute a comparative study between the modern literature of Tamil and the literatures of Hindi, Telugu, Kanarese and Malayalam which all fall below the eleventh century A.D., and the subject-matter of which is almost all the same derived from Sanskrit myths, except that study be for purposes historical and linguistic.

Now a word about these myths imported from Sanskrit. To say the truth, these stories have taken such a firm hold of the imagination of our people—not even the educated excepted—that every fantastic bit in the stories is taken by them as so many literal facts. To take these myths as myths and not as real historical facts is repugnant to their feelings. If Ravana is depicted in the story as having ten heads and twenty arms and as having lifted up the Mount Kailas, our people cannot reason it out to be a hyperbolical way of magnifying the prowess of that fabulous being but take all of them to be literally true. I have seen even educated persons going out of their way to establish it as true by some evasive explanation or other. This is only one out of numerous other myths which have claimed the unquestionable belief of our Indian people in general. No words can adequately express the intellectual ruin wrought by such myths fabricated by self-interested persons. You can estimate the power of such mythic influence, only when you question the reality of a certain myth and ask the believers to substantiate it by authentic evidence. Instead of proving what they believe, they will simply raise a hue and cry and style you an unbeliever and atheist. It is, therefore, an urgent necessity that our Indians in general and Tamilians in particular must be taught at once to distinguish between what is myth and what is history. For it is only on the strong basis of a critical and historical sense that all great intellectual structures have to be built. If the Indian nation is to cope with the other great nations of the world in social, moral, intellectual and religious advancement, they must be led to cultivate and acquire this critical and historical sense at any cost. I need hardly say that only those who have received higher English education in the right direction have been able to imbibe the critical, historical and scientific spirit from the valuable writings of the English savants. If it is our object to train our young men so to cultivate the imaginative and intellectual parts of their mind as to bring about an harmonious development of the two, we must seek every means to train them up in the habits of thought

peculiar to the European mind and educate them as well in English as in Tamil. We can afford to forego associating with Tamil the study of any of our Indian languages, but we cannot similarly forego the advantage of associating Tamil with English. The reforming and renovating influence of English must necessarily be brought to bear upon the study of Tamil, if it be our sincere desire to bring true enlightenment of understanding to our young men. Much of what is now erroneously called the characteristic of an Indian mind requires to be chastened not by its contact with the mere physical aspect of the English life as is the fashion at present, but by a vital and assimilative contact with its noble intellectual aspect. Only then can we hope to advance the cause of Tamil and find a honourable place for our people in the midst of the highly civilized nations of the present world. Therefore do not on any account think of dissociating the study of Tamil from that of English.

There is another important reason why it should not be separated from English. All the great sciences whose usefulness to man is immeasurable are written in English. To familiarize our people with all the facts dealt with in them, we shall have to use in Tamil the same technical terms and phrases as are used in English text-books, for they do not readily yield themselves to be so easily translated into Tamil and even if they were translated, they, to be understood by our Tamil students, will require long and roundabout explanations. This difficulty could be obviated only if our young men had been sufficiently educated in English. Instead of translating into Tamil the science phraseology and thrusting it down into their mind, it would be much better to leave the students themselves to coin suitable Tamil words and give them currency after a close familiarity with the genius of the two languages they study.

All these functions the University of Madras was to an appreciable extent performing in the good old days and the graduates then produced from it were men of solid learning and substantial merit. Prof. P. Sundaram Pillai, Prof. Ranganatham, Gopal Rao, Salom Ramaswami, Principal Radhakrishna Ayyar, Panjit V. G. Suryanarayana Sastri and a host of others stood as typical men of the group that was remarkable for its profundity of knowledge and sound scholarship in English as well as in Tamil. Ever since the time when that old system which made the study of Tamil and other languages of this Presidency compulsory was abolished and a new system making it optional was introduced—introduced only to cause the knowledge acquired thus soon to evaporate, none of ability have appeared to prove the excellence of the new system and represent the virtue of the group manufactured by it. I deem it, therefore most desirable to revive the old system of studies, of course, with necessary modifications in accordance with the needs of the time, giving greater prominence to the study of Tamil language and literature as well as English. English must be studied with greater fullness than is at present. Other subjects such as history, geography, elementary science and elementary mathematics might be taught in Tamil. When all these can be easily and efficiently done by the Madras University itself, a separate university for Tamil is quite superfluous for the purpose. The eminent personalities, who are now devoting their precious time and energy to the formation of a Tamil University, would do well to direct them to

remodelling of the Madras University itself, and by so doing I have a full belief their object will be easily gained.

Further, the hard financial strain under which our Tamil country at present groans is a circumstance which ought to disfavour all new undertakings of an expensive character. The modern system of education is growing more and more expensive, as the cost of living grows dearer and dearer. When even the rich people feel keenly the cost of living and the cost of educating their children, how much more should the pinch be with the middle and poor class people whose income on an average does not rise above between Rs. 20 and Rs. 5 respectively! At this time of distress separate universities for Andhra and Kerala countries have been founded rather hastily and prematurely as I think. It remains for us to see whether the work of these universities would prove successful in those countries which are poorer than the Tamil country and whose people are not in any way better than the Tamils from an educational point of view. Now that they have been established, the Madras University is left free to devote its attention exclusively to Tamil and English. Being situated in the capital town of the pure Tamil country, it may to all intents and purposes be treated as a Tamil University, by once more introducing into its curriculum the study of Tamil compulsory for all Arts examinations. The success of its educational scheme depends more on the vigilance, mutual trust and regard of its syndics, and their sympathetic response to the educational needs of the Tamilians than on anything else.

XLVIII

The Women's Indian Association, dated 25th August 1926.

If the proposed Tamil University makes Tamil its primary language and English its second language it should be a boon to Indian women students who sometimes are debarred from college education because they have not had the facilities for learning English though they are quite intelligent in expressing themselves in their mother-tongue.

I hope that a Tamil University would specialise on the fine arts, textiles and art-crafts and include courses in these within its curricula. This would be expressing the past genius of the Tamil Nadu for sculpture, architecture, music, painting and literature. Thus there should be a Faculty of Fine Arts and examinations in these subjects. This would attract women students. This year a fine woman musician took her degree in music in the Indian Women's University.

Religion should be a compulsory subject in a Tamil University as it is a compulsory subject in the great British universities where the attendances are reckoned by the attendance at chapel records, not at lectures. Western education in the West is interwoven with the national religion. Here higher education is divorced from religion and is neither Western nor Indian. This is a vital point for the necessity of a Tamil University in my opinion and a vital point in the reform of the education of both boys and girls at the present time in South India. Indian philosophy should also be a speciality of this university, and a fine Faculty for Sanskrit would attract many Malayalam women students

to a Tamil University if a women's hostel is organized in whatever town is made the centre. I personally think *Tanjore* would be the most suitable place.

I shall be happy to attend personally if you wish to hear my views orally at any time.

XLIX

Dr. T. Ekambaram, Teachers' College, Saidapet, dated
25th August 1926.

I

1. (a) A university for the Tamil districts is desirable if the following conditions can be fulfilled: (1) that the medium of instruction is Tamil; (2) that the university is of a federal type comprising the whole area in which Tamil is the vernacular; (3) that adequate funds are assured.

(b) No. Because the present Madras University caters for more than one linguistic area and the medium of instruction cannot be altered as, under its present constitution, teaching and examinations will have to be carried on in more than one vernacular.

2. The reasons are: (1) For any real advance in the Tamil language and literature, Tamil must be the medium of instruction in the university classes. (2) A Tamil academy or a centre where specialized study and research in Tamil language and literature is carried on will only create a small pandit class which will probably be slightly more modernised. (3) Such a centre will not create a public capable of understanding and appreciating the literature, if the medium of instruction continues to be English. (4) Training of the mind and acquisition of knowledge in a foreign language has acted very detrimentally towards the proper intellectual development of the average young man. Spread of modern knowledge among the people has been impeded by the inability of the educated man to express himself adequately in the vernacular. With English as the medium of higher instruction, an isolated class of educated men has been produced, between whom and the people there are very few points of contact. Many of the present-day economic and social troubles are attributable to this. A new university with Tamil as the medium of instruction is very likely to remove these defects.

3. Madras University will probably be worse financially as the funds now available will have to be divided, unless the Government can find more funds. As a university, it will be better off, as the constituent colleges will feel drawn together more closely and shape their future as suits them best without being burdened by considerations for institutions outside Madras.

4. Yes: (1) they are institutions with the main aim of preparing young men for the degree examinations;

(2) they do not have a proper educational atmosphere and lack the necessary equipment for the development of such an atmosphere;

(3) they are lacking in initiative and individuality.

These defects can be removed to a large extent

- (1) by specializing in different branches of knowledge in different centres;
- (2) by placing these centres on an equal footing with each other;
- (3) by giving each centre liberty in deciding for itself all academical matters within broad limitations.

II

1. I am in favour of a federal type of university for the Tamil districts with a limited number of centres where institutions will be concentrated. Each centre will form a unit for university purposes. The centres will have equal voice in the administrative and academical bodies of the university. Each centre will specialize in one or more allied branches of knowledge.

The advantages are: (1) Each centre will develop the university atmosphere and can be later constituted into independent universities of the unitary type.

(2) Such semi-independent centres will more easily attract endowments from local people.

(3) There will be economy in university administration and more funds will be available for purely academical purposes.

2. (1) The establishment of a number of universities of the unitary type within the Tamil districts is not a practical proposition.

(2) An affiliating type of university will perpetuate the disadvantages of the present Madras University.

(3) A type of university which aims at concentration of particular branches of learning at particular centres is the only one that is practicable at present.

3. Colleges will have no independent relation with the university, but will be related to the university as constituents of a centre.

4. The colleges should co-operate in providing teaching for the degree courses. The university should undertake teaching of advanced courses and provide for research work. University staff should comprise of a few whole-timed men and part-time teachers from the college staff in each centre.

5. As far as I know, there are no colleges in the Tamil districts with facilities for research work. Research should be a matter of slow growth and cannot be undertaken immediately. The matter should be decided only after specialization of subjects at different centres had been agreed on and worked for some time, so that the necessary equipment and men become available.

III

1. The area where Tamil is predominantly the spoken language of the people.

2. Bi-lingual areas should be avoided as far as possible.

3. Any place which is central and which will enable the administrative authority to carry on its work at a minimum cost.

4. The question does not arise with the type of university advocated by me.

6. Purely an administrative centre.

V (a)

1. The special aim should be the introduction of the vernaculars as the medium of instruction as, in my opinion, no other aim can be achieved without this being fulfilled.

2. The Tamil districts do not differ from the other districts of the Presidency in any particular features and do not offer any special facilities for particular subjects.

3. (a) Specialization is desirable because—

(1) duplication in equipment will be avoided ;

(2) it will ensure utilization of equipment to the best advantage, thus reducing cost ;

(3) it will afford facilities for better teaching as the members of the staff can specialize in particular portions of the subject.

(b) It is feasible at present for a few subjects. The following centres are suggested :—

(1) Trichinopoly for Physical and Chemical sciences and engineering, since one of the colleges that is equipped for teaching for the Honours courses in sciences and the South Indian Railway workshop at Golden Rock should afford facilities for an engineering school.

(2) Coimbatore for Natural sciences and Agriculture.

(3) Other centres will have to be equipped for specialization. Kumbakonam, Madura and Chidambaram can be recognized as other centres.

4. I do not approve of the suggestion, because—

(1) the language and literature will not be modernised and made suitable for expressing modern thought, if such an academy is isolated from the rest of the university work.

(2) The language is likely to become pandit-ridden and modern methods of language study are not likely to develop.

5. The same place as is now held by English. Every graduate should have gained a knowledge of the chief works in Tamil literature and should have acquired the capacity to express himself critically and fluently in that language.

6. In my opinion, Tamil should be the compulsory medium of instruction in the university. The lines to be adopted to bring it about are—

(1) The university should proclaim that from five years after the establishment of the university, only such candidates as possess an agreed standard of proficiency in Tamil will be admitted to the university. The period mentioned will give enough time for the high schools within the university areas to adopt Tamil as the medium of instruction.

(2) Within two years of its establishment, the university should publish a list of Tamil technical terms in different subjects. This can be accomplished within the period, as a good deal of spade-work has already been done by a committee appointed by the Government.

(3) The university should undertake to provide, within five years, standard text-books on various subjects in Tamil.

(4) English should be treated as a compulsory second language and a fairly good standard of knowledge should be insisted on. It will be necessary, for a few years at the beginning, to supplement Tamil text-books with English books.

(5) The members of the staff are likely to find it difficult to teach in Tamil, but the difficulty is not insuperable as facility in the use of Tamil will be gained with practice if it is the mother tongue of the teacher.

(6) A certain amount of opposition is to be expected from the public and from the missionary institutions which employ European staff. The public are already realizing that university education even with English as medium is not as sure a passport for employment as it was some time back. The opposition of the public can be further got over by an assurance by the Government that graduates of the new university will have equal rights as regards employment, with those of other universities in the Presidency. The Government is likely to do so if a certain standard of English is provided for. The missionary institution will be satisfied by the same provision as in a few years, the European members of the staff can become proficient enough in Tamil to have no difficulties.

8. There is no demand, at present, for men with highly specialized training in the industries mentioned in the question and the demand is not likely to arise in the near future. I do not agree with the opinion expressed in certain quarters that industrial development of the country is impeded by lack of trained men. To-day, there is a fairly large number of men who had received adequate technical training in foreign countries in all the branches mentioned. The difficulty of such men is to find industrial concerns to employ them. Industries cannot be started or worked simply by the production of trained men by a university.

Technological universities of the west are of recent growth. The need for them was realized after industries had been flourishing in those countries for nearly two centuries. They are located in the industrial centres where there is a constant demand for men with a high technical training and the men trained by the universities are absorbed into the industries. No such conditions prevail here.

There is a demand in the country, not for men with a technical training of the university standard, but for the skilled workmen or artisan type. The university cannot directly undertake the training of such men.

10. The immediate effect of the introduction of technical studies into degree courses, will, I expect, be to increase the number of unemployed among university trained men. But I am not altogether opposed to it. The difficulty is that equipment is likely to be expensive

11. There is no immediate need as the professions are already overcrowded. But, if difficulties arise by reason of the introduction of Tamil as the medium of instruction, the university should open such colleges.

12. It is not possible to do so immediately for reasons already mentioned. But after due notification and a period of preparation, the maximum being five years, Tamil can and should be made the main language for all subjects.

V (b)

1. The main features have been already outlined. In addition, the university will have the following functions:—

(1) It will safeguard the standard of education at the different centres.

(2) It will recognize any individual college as a constituent of any centre.

(3) It will administer general finance.

(4) It will confer degrees.

(5) It will have a voice in deciding the academical work of the different centres.

2. The high schools should be independent of the university as coaching boys to the university should not be the aim of the high schools. Each centre should arrange for its own entrance examination to the colleges. No public examination as the S.S.L.C. should be accepted by the university.

L

**Dr. B. Sundara Raj, M.A., Ph.D., Director of Fisheries,
Madras, dated 24th August 1926.**

1. (a) The need for a university for the Tamil districts may be considered to have arisen, judging from the enormous number of people that take degrees in the Madras University and the vast area covered by that university. The question of an additional university therefore reduces itself to one of funds.

(b) With the establishment of an Andhra University, the sphere of the Madras University has been restricted by one-half and the latter university should therefore be able to devote greater attention to its students, but if funds are still available the starting of a third university within the Presidency should be welcomed from the pointed view of education.

2. If sufficient funds are available, a third university will facilitate concentration on a limited local area and the language or languages there. These are the only advantages I could see.

3. There will be reduction in the students as well as in the funds available to the university of Madras.

4. The disabilities would seem to be the lack of facilities for higher studies and research that exist at the seat of the university such as well-equipped laboratories, large libraries and lectures and discourses by specialists who visit the university centre. The lesser the area for a university to that extent, these disabilities will be removed.

5 The name 'Tamil University' would be appropriate if the avowed aim is to investigate the ancient Tamil literature and develop that language. If, however, a university on modern lines which will specialize in all subjects, not necessarily in Tamil literature is what is contemplated, the usual practice of calling the university by the town or place where it is situated would be more appropriate.

II

As noticed in answer to Q. 5 of section 1, the nature of the university will depend on what its aims are. If it is to be a Tamil University or Academy, concentration in one place is preferable. But if it is to be a modern university with research in arts and science generally, the wide area intended to be covered the large number of students to be instructed will preclude possibility of a unitary type whatever its superior advantages may be. With limited funds and an extensive area, any other type than federal type is not conceivable. As regards Q. 5, I agree with Mr. Ramaswami Nayudu in his views.

III

The area should be limited to the Tamil districts. Even that is too large for one university. If instruction is both in English and in the vernacular, no special measures are needed for bi-lingual districts, as the Tamil University will limit itself to the Tamil-spoken area. Any attempt to cover bi-lingual districts will needlessly complicate matters without the benefits of concentration which is the chief reason for starting a Tamil University. Madura would be, by reason of its central position and tradition, a suitable place for the location of the headquarters. If other centres such as Trichinopoly, Salem and Tiunvely be the centres for specialization in special subjects the objections arising from favourable treatment being accorded to colleges at headquarters will largely be overcome. I am however of the opinion that mere administrative headquarters for a university will not be conducive to the attainment of higher aims of such a body. The congregation of learned men in different branches, the formation of large libraries and publication of researches, etc., are only feasible when these are concentrated at one headquarters.

V (a)

(1) The development of the Tamil literature and the peculiar genius of the Tamil people with an attempt to make the Tamil language the medium for instruction and research in all modern sciences and arts.

(3) Vide section II, Q. 5.

(4) (a) Yes. (b) Madura.

(5) The primary place as a compulsory language.

(6) So long as Tamil has not been developed to provide suitable terms for the sciences, scientific instructions at least will require to be in English. With the publication of text-books, dictionaries, etc., it should be possible gradually to impart instructions even in specialized sciences in the medium of Tamil.

(7) Sanskrit.

(8) (a) Yes. Then alone the Tamil University will be modern in type and self-contained.

(b) Vide reply to section II, Q. 5.

(9) All the faculties now represented within the area by colleges as well as those for which the university has funds to start newly.

(10) One or two languages besides Tamil, including English and as broad a course as possible in the elements of arts and sciences.

(11) When fully developed the faculty of medicine, engineering and law, etc., should find a place in the university, the only limiting factor being funds.

(12) No. Not until the capacity of the Tamil language has been sufficiently developed. In any case, English should be another compulsory language.

(1)

Mr. D. W. Devanetan, Personal Assistant to the Director of Fisheries.

If by Tamil university is meant a university where the development of the Tamil language and all that pertains to the Tamil people will be the chief aim, I am opposed to it. If by Tamil university is understood another university like the Madras University named in honour of the Tamil country where it is to be located, I should be in favour of it. The geographical area and the number of population is sufficiently large for several independent universities to flourish in the same Presidency.

I am in favour of the creation of a separate university town where the students can be free from the pernicious influences of a modern town and where the academic atmosphere can be maintained without political disturbance.

Advanced courses and supervision of the research students should be in the hands of the professors of colleges. The appointment of university professors is an expensive item. This has been necessitated in the Madras University by the absence of specialists in certain subjects in certain first-grade colleges. The appointment of professors in colleges should be under the control of the university. Such appointments should come under the scrutiny of the university before they are made for its approval and sanction. The affiliated colleges of the Madras University can appoint whom they like as professors and the result is education suffers and university professors have to be appointed.

I am not in favour of Tamil becoming a medium of instruction in colleges though it may be in the high school.

A college of science and technology may be one of the units of the Tamil university. This is desirable. I should not give degrees for technical subjects. Degrees should continue to be hall-marks of culture and liberal education. Oriental studies should be left to private bodies like a Tamil academy which may be started by healthy and cultured private individuals. In the scope of one questionnaire, it is impossible to discuss about two main subjects, viz., a university and an academy.

I am opposed to the view that the study of English is a hardship. Every high school boy in England learns Greek and Latin or in the alternative French and German languages which are difficult to master. All Indian students should be made to learn English as an additional

language as this develops the general ability in them to say nothing of the advantages in the different walks of life which is due to that language.

When the area where the university is to be located is decided on, I should give it some suitable geographical name and avoid all linguistic references.

(2)

Mr. S. J. Moses, Research Assistant, dated 3rd August 1926.

I

5. 'Tamil University.'

II

4. University professors should undertake delivery of special lectures on subjects they are specializing in. They should do research work and should put research workers and advanced students in the way of conducting research and give them other necessary directions.

V (a).

4. (a) Yes. Madura.

(b) Yes.

8. (a) Yes.

(b) Madura has greater facilities than other centres, if the university undertakes to train students in textile industry, colour chemistry, dyeing, etc.

12. No.

V (b).

5. 'Tamil University.'

(3)

*M.R.Ry. C. G. Chakrapani Ayyangar Avargal, Assistant
Director of Fisheries (Inland), Chepauk, Madras,
dated 6th August 1926.*

2. In the first place, I am against multiplication of universities now when the masses are all steeped in ignorance. To my mind mass education should precede university education. The low percentage of literacy in India is proverbial and as such to start universities now, without taking any steps to uplift the masses from the depths of ignorance, will be putting the cart before the horse. The present-day universities with their costly buildings, *unwieldy* academic councils, the major portion of the members of which do not take any lively interest in the subject partly on account of their ignorance of educational problems and partly to their indifference, senate, etc., are to my mind were white elephants consuming a lot of the poor tax payers' money without giving them anything in return. These institutions benefit only a few, leaving in the lurch the masses

who are the back-bone of the country. Further the modern-day universities, instead of trying to cheapen the education, so that all may drink deep in the fountain of knowledge, make it costly day by day thus debarring the middle and the poor class children from entering their portals. This is a grave defect and a blot on the current educational system. Further let us look at the products of these costly educational machinery; they are very disappointing; they generally consist of clerks and lawyers. The modern educational system is too wooden and can neither draw out intelligence from the boys nor recognize the intelligence dormant in them. Take the case of the late Mr. Ramanujam, the mathematical genius. He could not get through the Intermediate examination of the Madras University. It was the Mathematics Professor of Cambridge, I think Professor Hardy, who recognized his genius; but for this Professor, Mr. Ramanujam would have died as a petty clerk unknown to the world. Also take the recent case of the Chemistry Professor of the Vizianagram Maharaja's College. This gentleman, I think, was plucked in the Intermediate examination. He went to Paris for study, and there the professors recognizing his intelligence encouraged him in his studies. He made important researches in Chemistry and came out with flying colours. If he had remained in Madras, I need not say what would have happened to him. These are only two typical instances and I dare say there must be thousands of such intelligent boys, who had been smothered by the present educational system and made to rot in the country as petty clerks, etc. Summing up, I feel that mass education should be taken in right earnest before starting university education and that the latter should be made cheap to enable all grades of people to take advantage of it. Costly buildings, unwieldy academic councils must go. *India is a poor country* and if universities are started they should be suited to the genius of the Indian nation and the Indian conditions, social, moral, economic, and I may say even climatic. There is no use introducing western methods wholesale; what is suitable to the West will not suit the East. We can take a few things here, and a few things there, but wholesale importation is suicidal.

8. As regards vernacular studies, every Indian university worth the name should devote its attention to the vernacular studies. In every university there should be ample facilities for research in any one of the oriental languages. This is an absolute necessity. The neglect of vernacular studies and giving undue preference to English education has sapped the vitality of the nation and is the cause of the present slavish mentality of the people. We have lost self-confidence, we have lost self-respect and we have lost our manhood. We ape the West in all things. We are led to think that West is everything and that East is not. This is the effect of the modern education. The East has not lost its vitality yet and has *much* to give to the West. Indian literature, be it Sanskrit, Tamil or Telugu, is a vast store-house of knowledge. But on account of the neglect of vernacular studies, we are unable to tap this resource; if we want to know something of our religion or philosophy, etc., we have to resort to foreign translations. This is highly deplorable. Apart from the other vernaculars, *Sanskrit must be made compulsory* and research must be made in it. Sanskrit literature is a mine of knowledge. While the Westerners are trying

their level best to dive deep into this mine, we Indians have neglected it completely. Sanskrit, like Latin and Greek, is a classic language and has a dignity of its own, which is incomparable. If India should rise both morally and mentally, Sanskrit education must be enforced and made compulsory in all universities.

4. As regards medium of instruction, vernacular should be made the medium and not any foreign language. At present most of the brain energy of boys is frittered away in picking up a foreign language; if vernacular is made the medium, much of this energy can be put to better use. Of course there will be difficulty in finding suitable words to express technical subjects and in such cases, we can borrow words from foreign languages and use them. Even English language is not perfect and it has borrowed words from various other languages. We can do similarly.

5. As regards the best centre for locating any university, I am not in favour of any towns, be it Tanjore, Trichinopoly or Madura. In my opinion the modern-day towns are the worst places to establish any educational institution. With their din and bustle, with dust and petrol fumes, with congestion and diseases, with demoralizing evil influences and temptations, these civilized towns are the worst places for students to live in and prosecute their studies; when young students free from parental control are thrown into this whirlpool of vice, they generally come out cripples, morally, mentally and physically; only very few come out unaffected. A real university should be located in a place far away from towns where Nature smiles all around. Every university should possess a fairly large plot of land of fecund virgin soil for the students to cultivate with their own hands, fruits, flowers and vegetables for their own use and thus realize the dignity of manual labour. Modern-day educated class in general think it demeaning to do any manual labour, while such is not the case with Westerners. In such a place there will be plenty of God given free air and sunshine for the students to enjoy, and where the students will be able to live in Nature, and grow into sublime manhood. In short, 'Shantiketan' of Rabindranath Tagore is my ideal.

6. The *Hindu* of the 5th instant contains an article from the pen of Dr. Muthulakshmi, M.B.C.M., one of the Indian Lady delegates to the Women's Conference held recently at Paris which deals *inter alia* about the neglect of vernacular education in the Indian universities.

(4)

*M.R.Ry Rao Sahib J. A. Fernandez Avargal, Superintendent,
Pearl and Chank Fisheries, dated 7th August 1926.*

I

1. (a) I consider that there is a special need for a university for the Tamil districts.

(b) No.

2. By an additional university, special centres of education may be opened and there will be facility for prosecution of studies and reduction in cost of education.

3. The Madras University will be affected only for good as it will limit its territorial jurisdiction and make it more efficient.

4. I am not aware of any special disabilities the affiliated institutions suffer.

5. I would not suggest the name 'Tamil University' as it sounds 'secluded'. The university may be named by the place where it is located, viz., Madura or Trichinopoly.

II

I have no replies to give.

III

1. I would suggest that jurisdiction is limited to a number of districts say three or four with a view to closer touch.

2. I do not think that special measures are necessary for bi-lingual districts as I consider that 'English' should be the medium of instruction.

3. Madura or Trichinopoly as both of them are at present large educational centres.

4 & 5. I do not think that this is a genuine grievance. With a university, where operations are limited to few districts, this should disappear.

6. I consider that a university should both be an academic as well as administrative body.

V (a)

1. The proposed university should specialize in one particular branch, otherwise, I do not see any real necessity for a university.

2. I have no idea about the special attitudes of the Tamil people. Specialization in suitable technological studies would be desirable.

3. I consider that the university should confine itself to one special branch instead of having different centres specializing in different branches.

4. (a) I am not in favour of a centre for 'Tamil Academy', but would desire that Tamil should be a compulsory second language.

(b) No.

5. Compulsory second language.

6. I do not consider this possible in the present state, though it would be a desideratum.

7. With English as medium of instruction and Tamil as compulsory second language, I do not consider that it will be possible to encourage special research in other oriental languages.

8. (a) Yes.

(b) & (c) Requires investigation.

9. Arts.

10. It is desirable that technical subjects are included for degree examination as optional. I would suggest accountancy as one of the optionals to start with.

11. I do not consider that there is need for more professional colleges, except for medicine and these could be located in the headquarters.

12. I do not consider that this is feasible.

V (b)

1. It should specialize in one or other technological studies.
2. I would prefer there is only one body functioning both.
3. No.
4. It is preferable that there is a special entrance examination for collegiate studies. I would desire that the present Secondary School-Leaving Certificate courses are done away with and old Matriculation examination is substituted in its place. In this case, no entrance examination will be necessary.
5. The university may be named after the place in which it is located.

(5)

M.R.Ry. A. Ramaswami, Inspector of Fisheries, Vizagapatam, dated 10th August 1926.

1. (a) The establishment of a separate university for the Tamil districts has many advantages provided funds sufficient to run it on modern lines can be found. The present system is defective inasmuch as the products of the Madras University as a whole show a lacking in the initiative to take up any original work or industry.

(b) The establishment of the Andhra University—

(1) has naturally created a desire for one on a linguistic basis in the minds of the Tamils;

(2) the funds on education have to be divided between the Madras and the Andhra Universities and with the advent of the Tamil University each will get only a third of the total amount; and

(3) the strength in the Madras University will be correspondingly reduced.

The advantages are the following:—(1) With a body concentrating on a limited area the natural resources of the area will be developed which are at present neglected.

(2) Greater number of students will be better qualified for life.

(3) It will afford a powerful impetus for the revival and growth of Tamil literature on pure Dravidian lines which has been practically stifled by the Madras University. This need is urgent and absolute also.

(4) The training in technological studies.

(5) It will give greater facilities for research work.

3. As already pointed out there is bound to be a reduction in the strength and funds available.

4. Yes. (1) The affiliated institutions are not in a position to have the benefit of the special university teachings by specialists undertaken now and then in Madras.

(2) In practice at least most of the scholarships both foreign and local go to the students of the Madras colleges as the brilliant students here get the support of the college professors and principals and the best intellects of the affiliated colleges are rarely ever given a chance, as the former are always brought out in the lime lights. The same is the case with lecturers as regards the examining board.

“Senthamil University” or Tamil University; the former will be more appropriate while the latter will be acceptable for those who are not literally Tamils.

1. I am in favour of one of a “Federal Type” as then certain institutions alone will concentrate on certain subjects and thus there is room for specialization and the students will get the full advantage of such institutions without wasting their time in learning other subjects not directly useful for the particular course they had taken up. Besides the location of the particular institution can be made with due consideration for the facilities available in the place for such a course, e.g., the college for textile industry can be established in Madura.

2. I prefer only one university which aims at concentration of particular branches of learning at particular centres.

3. I would like that each college is made to feel that it is a component part of one university and that there should be no spirit of rivalry at least within the university though it is laudable against institutions of other universities. Inter-collegiate courses between, say, two technological colleges teaching the same group of subjects but situated in two different localities for the sake of different nature of the facilities for the same group, should be encouraged.

4. University should undertake teaching in advanced and specialized courses and also supervise research work done by post-graduate students.

5. At present there is not enough facilities for research work in the colleges in the Tamil districts. St. Joseph's College at Trichinopoly to a great extent has facilities for research in physical science or chemistry. Thus Trichinopoly may be taken as one of the centres for research in science, Madura for Tamil literature, religious philosophy and history and for dyeing and textile work, Tinnevely for agriculture and metallurgy, Salem also for metallurgy, Tirupur or Vaniyambadi for leather industry (tanning), Chidambaram for Sanskrit literature. Coimbatore for sugar manufacture, Kumbakonam or Tanjore for metal works, etc.

III

1. All the Tamil districts south of, say, Chidambaram may comprise the Tamil University area, of course the districts bordering Travancore, Coorg, Mysore or Hyderabad will be bi-lingual.

3. Two centres may be suggested, one is Trichinopoly and the other Madura : the former because of the existence of a great number of already well-established institutions and a large number of school-going population. Besides though the town is crowded there is towards the other side of the river Cauvery much healthy atmosphere and enough room for expansion and for recreation. Trichinopoly is centrally situated. The South Indian Railway has a big workshop here.

The alternative centre, Madura, is lacking in the abovementioned respects, yet it had been the seat of Tamil academy (Tamil Sangam) years ago patronized and fostered by the Tamil Kings many of whom were themselves great scholars. If Madura is selected it will be restored to its former glory just as the Government of India did with Delhi when this was made the capital of India. Madura by the way is far too overcrowded and quite insanitary.

4. It is true that the colleges at the seat of the university receive more favourable treatment and enjoy certain advantages not shared by the others. This can perhaps be remedied as in the Andhra University by making some other town as the seat of university.

5. Yes.

6. It should be only an administrative centre.

V (a)

1. The proposed university should aim at (1) giving all facilities for research for the exploitation of all the resources of the country, (2) giving technological training in all its branches which will stimulate industrial development and relieve economic distress, the inevitable result of unemployment and (3) the revival and growth of the Tamil literature.

2. As noted already Madura with the Tamil Sangam is best suited for the study of the Tamil language and literature, religion and philosophy and for *fine arts*. Trichinopoly and Negapatam with the big railway workshops will be best suited for mechanical engineering ; Tinnevely district for the study of cotton textile industry and for electrical works from the Papanasam water-falls and for forest produce, for paper manufacture, etc., Madura for dyeing and silk and cotton industries ; Vaniyambadi and Tiruppur for tanning ; Salem and Tinnevely for metallurgy ; some parts of Salem bordering Mysore for sericulture, etc.

3. Concentration or specializing in certain branches of learning in particular centres is advocated.

The answer to the second is in the previous paragraph.

4. (a) Madura has been suggested already.

(b) Yes.

5. Tamil may be made primary in the lower standards but it should be only optional in the higher, English being compulsory. This seems to me to be a saner view as long as the Tamil literature is devoid of any books on topics of modern science, etc.

6. I am not in favour of making Tamil as the medium of instruction.

7. As there is already a Sanskrit College there is at present no need for research in any other oriental languages.

8. (a) Yes ; it is absolutely necessary to prevent the present system of manufacturing mere arts graduates fit only to be clerks in Government and other offices. Degrees and diplomas should be granted and they should be fit to earn their living independently without looking for jobs in the already overcrowded and non-remunerative Government departments.

(b) Already answered above.

9. The university can begin with the faculty of arts, science and engineering. At present there does not seem to be any need for that of medicine and law. There are two medical schools, one at Tanjore and another at Madura. There are two law colleges, one at Trivandrum and Madras and these may be quite enough for the present.

10. No. The arts course may be kept separate for those who want such and the specialization should begin with the passing of an entrance examination.

11. As explained before I could see no need at present for a college for medicine or law. *Engineering Colleges* may be located, say, in Trichinopoly or Madura or Tinnevely.

12. Yes. The degrees can comprise at present the subjects in the arts course.

V (b)

1. The proposed university may be constituted in the following way. Registrar with a Senate and several Boards of Studies each separate for the special subjects may form the Governing Body. The function of the university might be purely administrative.

3. Madura may be made a separate centre for the Oriental Board of Studies.

4. The institution of the entrance examination for the admission to the university is recommended.

5. Already answered : the name "Southamil" suggested by me is due to the genesis of the proposed university on linguistic basis. To be analogous to the naming of the universities in the world it should be named after the place which happens to be its centre, e.g. Oxford or Cambridge, London, Benares, etc., Universities. If this system is adopted it may rightly be called the Trichinopoly University.

LI

M.R.Ry. C. V. Chandrasekharan, M. A. (Oxon.), F.R.H.S.,
Professor of English, Maharaja's College of Science,
Trivandrum, dated 27th August 1926.

I have the honour to enclose my answers to your questionnaire on the subject of establishing a university for the Tamil districts.

I

1. (a) What is needed in my opinion is a Tamil University and not a university for the Tamil districts. Its special aims will be —

(1) To foster the development of a modern Tamil literature in the sciences and the arts.

(2) To devise measures by which Tamil may become ultimately the medium of instruction in all subjects while retaining English as a compulsory second language.

(3) To promote post-graduate research in Tamil and Dravidian studies.

There is no need for a Tamil University whose aims and methods will not differ materially from those of the Madras University.

(6) A university for the Tamil districts along existing lines is not, in my opinion, a keen or real need. With the establishment of the Andhra University, the Madras University is in process of becoming very largely a university for the Tamil districts and it can be made to subserve the purposes which the supporters of a Tamil university along traditional lines have in view. The establishment of such a university alongside of the Madras University may secure a few minor and incidental advantages but it is fraught with other and more serious disadvantages and is in any case not clearly necessary. The demand for it, if the demand does exist, seems to me to be a sentimental one artificially stimulated by the creation of the Andhra University.

2. It cannot be gainsaid that there exists keen and widespread dissatisfaction with the existing system of university education. At the same time the existing system cannot be pronounced a total failure. It is the result of more than half a century of construction and it would be idle to propose scrapping it entirely at the stage of its development.

But I contend that provision should be made for new experiments and for the evolution of other systems. The causes of our present discontent are manifold and cannot be analysed here. But one chief complaint is that the existing system does not sufficiently vitalise and inspire national life and that western culture, ideas and methods acquired in our universities are only skin-deep.

In my opinion, one of the root-causes of this real and most serious defect is the predominance of English in the school and university curricula and the necessity imposed at present of inhibiting western knowledge and culture through a foreign medium. Hence the appalling cram of our universities, the vagueness and lack of reality of the knowledge or culture acquired. Hence the failure of the system to stimulate originality or to rouse the creative and constructive impulses. Hence the absence of a modern Tamil literature in the sciences and the arts. Hence the double life of the educated Indian and the cleavage between the educated classes and the masses.

It may appear to be an exaggeration to say that all the defects of the present system spring from one single source, the medium of instruction. I am aware that there are other deep-rooted causes but they are such as university reform by itself cannot tackle and I am not therefore concerned with them at present.

The Tamil University which I propose would set before itself the special aims which I have stated in my answer to question I (a). Those aims are capable of realization and a university which succeeds in realizing them will not only be able to produce, in course of time, a better type of graduate than the Madras University is able to

produce at present ; but other benefits of a permanent, substantial and far-reaching character will accrue from it to south Indian life and culture.

3. It will be obvious that the aims and methods of the university, which I propose, will widely differ from those of the Madras University. It will embody a new and alternative system working alongside of and parallel to the existing system. It is not designed to take over the functions of affiliation, etc., which the Madras University is performing at present and consequently it will not be invested with the powers of affiliation and control over the colleges in the Tamil area. Nor is it likely that the affiliated institutions of the Madras University will be in a position or be inclined to adapt themselves readily to its aims and methods. In its early stages it will be avowedly experimental, and it will have only a few students and the fewer they are the better. Only those to whom its aims and methods make an appeal and who are qualified to profit by the training offered therein would come to it. When the experiment succeeds, as I believe it will, there may arise keen competition between it and the institutions affiliated to the Madras University. Such competition will be a healthy one because it is the competition of alternative systems, not of alternative institutions of the same system.

4. Prior to the reorganization of the Madras University the mufassal colleges suffered from serious disabilities such as lack of adequate representation in the Senate, Boards of Studies, Boards of Examiners, etc., but the reconstitution of the Madras University has removed these disabilities to a very considerable extent. There is however still some grumbling and legitimate grumbling about university lectures, university library, etc.; but such disabilities are being removed as far as possible.

In view of my answer to question 3 the second part of question 4 does not arise.

5. I cannot think at present of anything more suitable than 'The Tamil University' but a suitable Tamil name which would suggest the aims of the University would perhaps be better.

II

1. The university which I propose would be of the centralised unitary type. In other words, there will be no constituent or affiliated colleges the life and work of the university being concentrated in its own departments. One of the departments may be a Tamil Academy as suggested in question 4 (a) of section V (a). Another will be concerned with the production of a modern Tamil literature in the sciences and the arts and Tamil text-books in all subjects for school and college use. A third will be a college which will attempt to give instruction through Tamil in as many subjects as competent teachers are available for up to the pass B. A. standard. Other departments and advanced courses will come in course of time.

2 The question does not arise.

3. Do.

4. Do.

5. I doubt whether any facilities exist for research work in the colleges in the Tamil districts. As I have already indicated, I consider it desirable that the University should promote research in Dravidian antiquities, Languages, History and Philosophy.

III

1. Since the University which I propose is not intended to supplant or exclude the Madras University but to work parallel to it, no limitation of area or jurisdiction is called for.

2. The question does not arise.

3. The most suitable location for the University will be in the heart of the Tamil district and I would propose Madura on account of its historical and traditional importance. But it does not matter for my scheme where the University is located provided it is somewhere in Tamil land. Madras itself may be the most suitable from some points of view.

4, 5 & 6. In view of my answer to question 1 of section II, these questions do not arise.

V (a)

1 & 2. See my answer to question 1 (a) of section I.

3. Does not arise.

4 (a) See my answer to question 1 (a) of section II.

(b) There will be only one centre for all departments and activities of the proposed University.

5. Tamil will be the medium of instruction in as many subjects as possible. As the work of the department for developing a modern Tamil literature in the sciences and the arts progresses, Tamil will increasingly become a fit medium of instruction in all modern subjects of study. There will also be Pass and Honours Courses in Tamil language and literature besides the department for research already mentioned.

6. This proposal will be one of the special aims of the proposed University—see my answer to question 1 (a) of section I. I attach great importance to it and it is in my opinion the *raison d'être* of a Tamil University. No valid case can be made out for a University for the Tamil districts under existing conditions except on this basis.

I admit that the proposal is not immediately feasible. Certain preliminary steps should be taken. I would suggest the following:—

(1) The acceptance of and the assurance of financial and other support for this proposal by the Government are essential preliminaries. As the proposal is frankly put forward as an educational experiment worthy of being tried alongside of the existing system which it is not meant to supplant, and having regard to its far-reaching and beneficial effects when it succeeds, Government should feel no hesitation in giving its sympathetic and generous support.

(2) The department for developing a modern Tamil Literature in the sciences and the arts already referred to should be organized as early as possible. Its activities during the first two or three years will be

concentrated on the production of Tamil text-books suitable for school and college use in as many subjects as possible. The staff of the department will itself carry on this work but it will also have the power to select suitable men and offer them sufficient inducements to undertake this kind of work.

(3) All or a few selected Government and aided schools should be allowed the option at once of teaching all subjects except English through Tamil in the three highest classes while retaining English as a compulsory second language. Incentives in the form of increased grant and in other forms should be offered by Government to schools which are prepared to avail themselves of this option. I may be allowed in this connexion to refer to a discussion which took place at a meeting of the Academic Council on this subject and which revealed the existence of a strong body of opinion in favour of making the vernacular the compulsory medium of instruction in schools.

(4) Though the college department of the University will come into existence only after three or four years by which time feeder schools would have been created as already proposed, the problem of securing competent teachers in sufficient numbers for the college should be faced even now. It is a difficult problem but the difficulty should not be exaggerated. Last December I was invited to help an extension experiment, undertaken by the Madras University, by giving a course of four lectures in Tamil on "Modern Democracies." The lectures aimed at the Pass B.A. standard and my experience in preparing and delivering them has convinced me that the teaching of such subjects as History and Political Science through Tamil is not only feasible but far more profitable even to the English knowing student than the teaching through English. I feel sure that in respect of the arts subjects there is a considerable number of well-qualified and competent men in the Madras and mufassal colleges who possess sufficient knowledge of Tamil to enable them to train themselves within a short time to use it as the medium of instruction. This may be true of science subjects also though not to the same extent. An M.A. in Physics or Chemistry who had passed the B.A. under the old regulations taking Tamil as his vernacular and had gained some experience as a teacher should not find it too difficult to adapt himself to teaching his subject through Tamil. In fact the sounder his knowledge of his subject the less difficulty would he experience. As for technical terms a suitable set of them derived from Sanskrit or imported from English should be found and adopted universally in Tamil land. The University department for developing a modern Tamil literature will see to that. It is hoped that among the competent and experienced teachers in the staffs of colleges in South India will be found men to whom the aims and ideals of the proposed University will make a keen appeal.

(5) The teaching staff of the proposed University should be remunerated on a higher scale than what prevails at present.

(6) Admission to professional institutions and to Government service should be on the same terms to the students of the proposed University as to those of the Madras University. In view of possible objections to this proposal, I may repeat that English will be studied as a compulsory second language in the Intermediate and probably also in the B.A. Pass Course.

7. Research in Tamil alone would suffice during the early stages of the University. It should be undertaken not by Pandits but by men educated on modern lines and familiar with modern critical methods and assisted by Pandits.

8. (a), (b), (c) I am not in favour of the proposed University undertaking technological studies. Under my scheme its work will be out out and it would therefore wisely leave these matters to the older Universities.

9. Arts and Science.

10 & 11. See my answer to question 8.

12. It is feasible but I doubt if it would be desirable.

V (b)

1. In the first stages of development the constitution should be as simple as possible. The Senate should be a small body partly nominated and partly elected.

2. Yes. The academic body] will consist of the staffs of the departments of the University and a small number of representatives of the Madras University.

3. The question does not arise.

4. The proposed University will follow the Madras University in this matter.

LII

John J. deBoer, as Chairman, Committee of Voorhees College Teachers' Association and as Principal Voorhees College.

I

1. (a) Tamil culture requires a special emphasis which can be given only in an institution whose policy is especially directed toward that end. Also there are industrial and economic conditions peculiar to the Tamil area which require a University with an educational policy directed especially to meet those needs.

(b) These needs have not been affected by the establishment of the Andhra University.

3. Madras University should develop into a residential university along the lines of English Universities with special emphasis on English culture and research work.

5. Tamil University.

II

1-5. The Tamil University should combine some of the features of each of the three types. Some of the present colleges would remain affiliated to it as at present they are affiliated to Madras University. But certain other new colleges should be of the federal type. These would be supported by University funds and their policy entirely directed by the University. These colleges should be located in various

centres especially suited for the type of college desired. Probably some new institutions should be organized but there are other existing institutions which may be utilized and adapted. The advantage of this federal organization will be a unified educational policy which can only be carried out if the University has funds to support and administer such colleges. There should also be colleges located at the University centre which shall be of the unitary type, and which shall constitute a school for graduate research work along scientific and humanistic lines.

III

1. The area should be the following districts : Tinnevely, Ramnad, Madura, Trichinopoly, Tanjore, Coimbatore, Salem, and South Arcot.

2. The bi-lingual districts, North Arcot and Chingleput, should remain affiliated to Madras University.

3. Since Trichinopoly is most central and is already the chief educational centre in the area, it should be the centre of the Tamil University.

4-5. Objections not valid.

6. Answered under II.

V (a)

1-3. Advanced scientific and humanistic research should be carried on at the University centre. Branch colleges should be located at various centres. Such specializing centres might be: Madura for dyeing, Kumbakonam for brass work, Salem, Coimbatore, Tinnevely for textile industry, Madura for Oriental studies, agricultural colleges in several centres each specializing in peculiar needs of various areas.

4. Madura should be the seat of Oriental studies.

5-6. Tamil should ultimately be the medium of instruction throughout the University. A beginning is now being made in secondary schools toward this end. We believe that if real thought is given to this matter there will be no insuperable obstacle in the way of the adaptation of Tamil as a medium of instruction in all courses, so that gradually during a period of ten or fifteen years the change may be made.

English should be a second compulsory language with a complete revision of the courses, placing less emphasis on detailed study and more on a wide reading, composition and correct speech.

V (b)

2. There should be an administrative body for general management and an academic body for the direction of educational policy.

4. Relation of high schools to continue as at present. Also a special examination for entrance.

LIII

M.R.Ry. S. Krishnaswami Ayyar Avargal, M.A., L.T.,
Instructor in Mathematics, College of Engineering,
Guindy, dated 24th August 1926.

I have the honour to furnish herewith the answers to your questionnaire sent with your letter, dated 30th ultimo.

I

1. (a) A University for the Tamil districts is an absolute necessity.
 (b) The establishment of the Andhra University has only confirmed this need.
2. The very atmosphere of the Madras University is English. The vernaculars cannot be brought into free play in it on account of its peculiar history and environments. Hence the culture aimed at in it is naturally alien. The Tamil University, if established in a Tamil centre, would have to be so worked as to develop solely indigenous culture.
3. It would affect only the number of candidates that would be examined by it in future which would, as a matter of course, fall considerably.
4. Affiliated institutions do certainly suffer in more than one way. They cannot benefit by the provision for co-operation of teaching in the Madras colleges and such like special facilities. These disabilities could be removed in the new University scheme if concentration centres are approved.
5. It may be styled 'The Tamil University.'

II

1. I am in favour of the federal type. This is the one best suited to the educational facilities offered in the various centres in the Tamil districts and to the economic condition of the Tamil province.
2. I am in favour of the latter type.
3. All are of equal status each as a University college and the University must contribute equally to every one of them.
4. The University can undertake only the highest teaching and the most advanced courses by means of extraordinary lectures by world-renowned scholars and scientists. I have no faith in the scheme of instituting permanent professorships for the University apart from those already engaging in the teaching of Honours subjects in the existing colleges and others that may come into existence in the future. Research laboratories should form a continuation and development of the college laboratories and should not be a reduplication of the latter. The work of the research students, who should be the brightest and most enthusiastic men pledged to a minimum of five years' research, needs no supervision by any professor but must be subject to the control of the Academic Council.

5. The accommodational facilities in the St. Joseph's College, Trichinopoly, especially are prominent and other facilities may be afforded by grants-in-aid for research to such of the colleges as apply for the same and can fulfil the obvious conditions of the same. The proposed University should certainly undertake research work of the highest quality. There may be departments of research in Mathematics, the Sciences, History, Philosophy, Religion, Economics at Trichinopoly, another in Tamil at Madura, yet another in Sanskrit at Tiruvadi; research in Agriculture, Forestry, Dyeing and Weaving and Industrial Chemistry and other industries may be done at Coimbatore. Music and Fine Arts may be developed at Kumbakonam,

III

1. The undermentioned districts—

South Arcot, Tanjore, Trichinopoly, Madura, Tinnevely, Salem, Coimbatore, Chingleput and North Arcot.

2. It is open to the Malayalam-speaking people to have a Kerala University. The Telugu-speaking parts may go to form part of the Madras University or the Andhra University. The proposed University is to be solely for the development of Tamil culture and nationality.

3. *Trichinopoly*.—It has already the University atmosphere and is most centrally situated among the Tamil districts.

4. The University should be so worked as not to give room for this objection

5. Such objections are really valid as the Madras University is worked at present. But they will not arise if the concentration system is adopted, each centre catering to the advancement of its peculiar field of learning or research.

6. The function should be both administrative and academic.

V (a)

1. The special aim is to develop the Tamil culture and talents in industries, arts and professions.

2. *Humanistic*.—Sanskrit and Tamil, South Indian History, Philosophy and Religion.

Scientific and Technical.—The Natural Sciences. Hydro Electric studies. Music and the Fine Arts generally Textile industries.

3. It is a very wise suggestion conducing to economic management—maximum output at minimum expense.

It is not only feasible but is an imperative necessity to avoid waste of energy and funds. The following are the possible centres with the subjects in which they can specialize :—

Chidambaram	...	Sanskrit, Tamil and History and Economics.
Kumbakonam	...	Mathematics, Music and Commerce.
Trivadi	...	Sanskrit.
Trichinopoly	...	Languages, Arts, Sciences and Engineering Research.
Madura	...	Tamil and Philosophy and Religion.
Coimbatore	...	Agrioulture, Forestry, Textiles.

4 (a) Yes, this is also mine. Madura.

(b) No. It is suited to be the centre of Tamil studies. Trichinopoly is the seat for Oriental studies.

5. Tamil should be the first language and also the medium of instruction in every department of the University (and the language in which the records of the University should be maintained).

6. Please vide 5 above.

The best method is to appoint highly paid professors to produce in Tamil original books on Mathematics and Sciences and History, Philosophy and Religion within a year. Once the text-books are ready, vernacularization may be said to have been achieved.

7. I do not think we should make a fetish of the so called research in Tamil and Sanskrit. These subjects will of course receive special encouragement by the institution of readerships and studentships on a modest scale of salaries.

8. (a) Yes. Trichinopoly and Coimbatore are to be the centres for technological studies and research. No special colleges are required but magnificent laboratories to which students who have passed B.A. (Honours) in the Sciences or who have specialized in Mechanical Engineering and obtained Honours in it only may be admitted as workers.

(b) The facilities at present are practically nil but have to be brought about at any cost if the country is to keep up to the modern level of other civilized countries.

(c) I have no further suggestions to offer.

9. Faculty of Arts, Science, Agriculture, Commerce.

10. I am not in favour of the proposal to include in the scheme of liberal education up to the B.A. stage any provision for technical or professional education. Persons desirous of turning to a trade, or becoming craftsmen should be made to stop with the high school. Those brilliant men who are fitted to do original research in technology should have completed their liberal education. I am not therefore for including such subjects in the Degree courses.

11. There is no need for such colleges as the colleges in Madras satisfy the purpose completely.

12. Yes. Students after passing the Intermediate examination may proceed to B.A. (Honours) in Tamil as proposed. Yes.

V (b)

The main features are to be—

(i) Tamil should be the first language, the medium of instruction and examination, the language in which all records are to be maintained and all proceedings of the various University bodies should be conducted.

(ii) A good portion, say 50 per cent, of the University funds should be utilized in giving grants-in-aid of research and higher teaching in the existing first-grade colleges.

(iii) Each centre should specialize in a subject in which it is peculiarly fitted to do so.

2. Yes. But the Syndicate should be comprised, in addition to the Vice-Chancellor and the Director of Public Instruction, of members solely elected by the Academic Council which should be virtually the controlling body of the university.

3. No.

4. The relation of the high schools to the proposed university should be the present one. I am, however, not in favour of all the Secondary School-Leaving Certificate eligibles being admitted into the university. Those of the passed Secondary School-Leaving Certificates as are desirous of entering the portals of the university should show their fitness to do so at a special University entrance examination.

5. 'The Tamil University'.

In conclusion I have the honour to state that it will not be possible or necessary for me to give any more personal explanation.

LIV

M. Ry. C. S. Srinivasachari, Professor of History Pachaiyappa's College, Madras, dated 28th August 1926.

1—General note.

The primary reason for the establishment of a university in the Tamil districts is that Tamil genius requires the preservation of its hoary national culture heritage and the seeking by means of methods of scientific research to show what that heritage has actually been—besides the equally fundamental necessity, the expansion of Tamil literature so as not only to take in but express clearly all that is best in European literature and modern science.

All universities should take into consideration the peculiar needs and characteristics of the people to whom they cater; and it will not be right to conclude that such an attitude will breed only a parochial spirit and only serve to perpetuate the barriers raised by custom and by class and communal divisions.

A university for the Tamil linguistic area is also necessarily an instrument for the preservation and promotion of Tamil culture to a very large extent. The Madras University has been so long an affiliating one and the few years that have elapsed since the reforming Act of 1923 have not witnessed any radical change either in its character or even in its outlook. An attempt is being made at co-ordination of work in some phases among the Constituent Arts Colleges of the university, particularly in the teaching of Honours subjects. But this small change does not and cannot affect the large number of affiliated colleges in the mufassal. The larger number of these latter colleges are in the Tamil linguistic area and some of them can hold themselves even with the best of the Madras Colleges in points of the number of pupils, the efficiency of equipment and the prestige of the professional staff. It is a matter of fact that the mufassal colleges have been nursing a feeling

that the working of the new Madras University Act will ultimately benefit the constituent colleges to a larger extent than themselves—and this in spite of safeguards provided both in the Act and later by which their interests should not

The feeling that they do not benefit from the Madras University as much as they ought to.

be made to suffer unduly. This reason and others will provide plausible arguments as to why a university at Madura or at Trichinopoly should be started so that these centres also, big enough as they are, should acquire those facilities which are now being regarded

Type of university a multi-central one.

as the monopoly of Madras. The type of multi-central university that is embodied in the Andhra University Act may offer a model for the Tamil University Committee to proceed on in their scheme of construction. The idea of a multiplicity of centres in which higher teaching and the research will be distributed, whatever ultimate fruit it may be productive of when worked fully, may be made to go some way towards reconciling the mutually exclusive claims of large educational centres like Chidambaram, Kumbakonam, Trichinopoly, Madura, etc., to be each itself the seat and headquarters of the proposed university.

Advantages of this type.

Thus may be brought about a co-ordination among the chief colleges; but this co-ordination will not essentially produce that economy of teaching and library and laboratory resources which would enable each college to specialize in some branch of study and at the same time benefit from similar or other sources of sister colleges.

The only compromise that seems to be possible, if the proposed university is to cover the whole Tamil linguistic area and harmonise the numerous colleges scattered throughout that area, is some such multi-central type (federal if it should be more euphoniously called).

This type the only compromise possible.

The higher teachers of the university whether teachers of the university service itself or attached primarily to the colleges, should be both teachers and scientific workers in research, and undertake as suggested in Question IV of II both teaching of advanced courses and supervision of the work of research students. Facilities for research work are available to a limited extent in some of the colleges in the Tamil area. The St. Joseph's College at Trichinopoly has, it is widely known, a very well equipped and extensive laboratory furnished

Co-ordination of work between the university and the colleges.

with appliances for nearly all branches of scientific study. The library equipment of the Madura Tamil Sangam and of the growing Sri Minakshi College is very commendable, while the extensive Sarfoji Maharaja Sarasvati Mahal Library, so rich in Sanskrit manuscript treasures can be easily made a very useful adjunct of the Sanskrit College of neighbouring Tiruvadi. It will be similarly an easy task for the philanthropic, the Hon. Sir. S. Rm. M. Annamalai Chettivar, Kt., the Proprietor-Manager of the Sri Minakshi Tamil Sanskrit and Oriental Training Colleges to combine these with the Navalar Tamil College at the same place and create a big oriental institute.

Suitability of different centres and colleges for different kinds of work.

Similar facilities may be easily created for the starting of colleges which will specialise in all branches of Indian philosophy, Upanishadic, Jaina,

Bauddha and Saiva Sidhanta, etc., in Madura or Conjeevaram where such facilities actually existed in the past in the shape of academies where dialectics were well developed. The study of philosophy at one centre or more, the study of Tamil literature intensively and historically at the same or other centres are easy enough of accomplishment. But whatever centres may be pitched upon for specialized work in particular branches of learning, scientific or human, it is necessary that best lectures should be thrown open to all qualified students from whatever college they might come. Higher teaching of this kind may very well be shared between the university and individual colleges which possess adequate resources. No college should ignore the claims of other college students to share its higher teaching on ground of its individuality and peculiar tradition. It will of course always remain the duty of the university to organize public lecture-instruction so as to make all the best lectures available for all the ablest students; while at the same time a college will continue to provide its highest students with the main and in many cases the best part of his training.

The shares of the university and of the colleges as to higher teaching and research.

working in the spirit of the explorer and the true seeker after truth; and the university will have, by and of itself to provide great libraries, great laboratories of research and great scholars to direct them. In all these and in other ways there should be a close synthesis between the university organization and the individual colleges.

Everybody in the university, teachers and students, should be working in the spirit of the explorer and the true seeker after truth; and the university will have, by and of itself to provide great libraries, great laboratories of research and great scholars to direct them. In all these and in other ways there should be a close synthesis between the university organization and the individual colleges.

Another essential need of the proposed university is a Bureau of Compilation and Translation such as is attached to the Oosmania University of Hyderabad. What Urdu has been shown to be capable of, Tamil can be easily made to do. The capacity of Tamil as a suitable vehicle for the expression of scientific ideas should be demonstrated. Tamil boasts of great antiquity and a large and precious output of literature. And it is the duty of the Tamil University to demonstrate its potentialities for expressing even complicated ideas on modern literary, philosophical and scientific subjects. It should be the duty of experts working under the guidance of the university to create terminology for a number of sciences and produce text books of a high order for the various scientific subjects, thus largely enriching the Tamil vocabulary and smoothening the path for the goal of Tamil as the medium of instruction and examination even in the higher courses. It should not be imagined that with the progressive adoption of Tamil as the medium; a high standard of English knowledge should not be insisted on. The standard of compulsory English remains the same in the Oosmania University as in other universities; and this enables the students and the alumni to keep in touch with the current ideals of the English speaking world and to appreciate all that is best in modern English literature.

Necessity of a Bureau of Translation and Compilation.

To enable to Tamil to reach its highest status.

text books of a high order for the various scientific subjects, thus largely enriching the Tamil vocabulary and smoothening the path for the goal of Tamil as the medium of instruction and examination even in the higher courses. It should not be imagined that with the progressive adoption of Tamil as the medium; a high standard of English knowledge should not be insisted on. The standard of compulsory English remains the same in the Oosmania University as in other universities; and this enables the students and the alumni to keep in touch with the current ideals of the English speaking world and to appreciate all that is best in modern English literature.

III.—Answers to Questions.

I

1. (a) There is great need.
- (b) No.

2. Advantages pointed out on page 1 of this note.
3. The Madras University can devote its entire attention to the constituent colleges and co-ordinate them to its satisfaction.
4. Answered in previous note page 3.
5. "The Tamil University" is suggested.

II

1. University of the multi-central type, (or federal).
2. It should aim, as is consonant with present conditions at the concentration of particular branches of learning in particular centres,—vide note.
3. College life should retain its individuality which however should not run counter to the aims and genius of the university.
4. A harmonious blending of the two elements is desirable—vide note.

III

1. All the Tamil speaking districts and if possible Jaffna and South Travancore.
2. Such special measures are difficult to suggest and more difficult to carry out.
3. Trichinopoly which is geographically central and already is in possession of a large academic environment with a fairly powerful tradition.
6. The headquarters should have both administrative and academic activities which cannot be very well separated. Herein the example of the Andhra University should not be followed.

V (a)

1. Special aim, the conservation and promotion of Tamil culture.—vide first paragraph of the note.
2. Humanistic studies, particularly Philosophy, History of Philosophy, Archæology, Theology, etc.
4. (a) Yes. Madura or Chidambaram.
(b) Yes.
5. Tamil should be compulsory up to the B.A. grade for all except those taking up Sanskrit or Urdu. It should be made progressively and gradually the medium of instruction in non-language subjects also—vide note.
6. Please see note.
7. Research in Tamil and Dravidian Philology, its relation to Sanskrit, etc.
9. Faculties of Arts, Science, Law, Oriental Learning, Theology (the last to be clearly defined in scope).
12. Yes—the second depends upon what we are able to do for improving Tamil literature in the coming years.

V (b)

1. Less of Government control except in finance than what prevails now and more of independence of the university.
2. Yes.
3. Yes.—Yes.
4. In favour of a special entrance on Matriculation Examination conducted by the University.

LV

**Khan Bahadur Muhammad Bazi-ul-lah Sahib Bahadur,
C.I.E., C.B.E., Director of Industries, Madras,
dated the 25th August 1926.**

I have the honour to reply to your letter dated the 15th July 1926 forwarding a copy of a questionnaire prepared by the Tamil University Committee. I propose to confine my attention to the ground covered by items 8(a), (b) and (c), 10 and 11 of V(a) of the questionnaire and to offer a few general remarks representing the departmental view in the issues involved.

2. At the outset, I may say that I do not think that a Tamil University, if established, should for some years at least engage directly in the teaching of commercial, industrial or technical subjects. Instruction in such subjects can, I consider, be better developed in existing or, if necessary, new institutions organized and run separately and distinct from the university, the whole or any of the courses of instructions being, under certain conditions to be arranged between the university and the authorities of the institution concerned, recognized by the university for the purpose of preparing candidates for a university degree in the special subject concerned. For example, the Leather Trades Institute, Madras, might have a course of instruction confined to candidates who had passed the high school standard and such a special course, if approved by the university authorities, might prepare the candidates for science degree in tanning if such were instituted by the university. Similarly, the Government Textile Institute, Madras, or any other suitable existing institution providing a course of training in the textile industry might be recognized by the university, if it was considered desirable later on to institute degrees in textile technology.

3. Under the arrangement suggested above, it would still be possible for the institutions concerned to cater also for candidates with a much lower standard of education. Although such courses for artisans or foremen would not be recognized by the university, still they might enable such candidates to join them to qualify for the diploma or certificate of the institution concerned. In such cases the university would not recognize the institution as a whole but only the courses of special instruction in which the standard of admission, curricula, time-table, etc., were settled and approved by it beforehand. One

important advantage resulting from an arrangement of this nature would be that the development of existing institutions and the establishment of new ones would come about only as a result of a local demand for trained men. The growth of such educational institutions would thus be more natural than if the University engaged itself from the outset in the establishment of special institutions for the teaching of various technical and industrial subjects without special reference to local conditions and local demand. Moreover the cost involved in such a step would, I fear, not be commensurate with the results.

4. I feel that any precipitate policy on the part of the authorities of the Tamil University, if established, in connexion with technological studies, is to be deprecated. I give some illustrations in support of this. There are nearly 180 textile factories in the Bombay Presidency and still the Bombay men trained at the Victoria Jubilee Technical Institute, Bombay, are unable to find suitable employment in that Presidency. Since the number of textile factories in South India, including Native States, is only about 30 and the supply of Madras men trained in Bombay is already in excess of the demand, I doubt very much whether the Tamil University, if established, would be well advised to embark upon a costly scheme of establishing a technological institution for imparting instruction in textile technology.

5. For the present at all events, I consider that the existing colleges in Madras in medicine, engineering and law, and the Leather Trades Institute are likely to be able to supply the demand for graduates and diploma-holders in those subjects and that there appears no need to incur unnecessary expenditure in duplicating these institutions. In this connexion, I may cite for your information the case of the Leather Trades Institute, Madras, which was opened in 1915. As it was then the only institution of its kind in this country, it received applications from all over India with the result that during the years 1917-21 the number of applicants was more than the institute could conveniently accommodate. Since the similar institutions have been started by other provinces, e.g., Punjab, Central and United Provinces and Bengal and the result has been that the Madras Institute is now unable to obtain a sufficient number of applicants for admission. Moreover the supply of trained men has increased out of all proportion to the existing demand. I am therefore of opinion that any proposal for duplicating specialized institutions in a local area requires to be very carefully considered both from the local and national points of view.

6. I forward herewith in this connexion for the perusal and information of your committee a copy of the Report of the Committee on Technical and Industrial Education which was appointed in 1923, together with a copy of the Government Order upon the report submitted by the committee, which, I think, will be found of use, since they contain detailed information such as you may require regarding the present equipment of the Presidency in respect of the provision of industrial education and also information as to the lines on which future developments are likely to proceed.

7. I regret that it would not be convenient for me to attend in person before the committee, but if any further information is required by the committee, which I can supply, I shall be glad to supply it.

M.R.By. K. Subrahmanya Pillai, M.A., M.L., Advocate
General, Madras, dated 30th August 1926.

I

1. (a) Considering the advance of education at the present day, there can hardly be any doubt about the need of a university for the Tamil districts. The very fact that there are provisions in the Madras University Act of 1923 for the recognition of local areas as 'university centres' (vide section 16, subdivision 12) shows that the framers of the said Act anticipated the need for several universities in this province.

(b) Hence the establishment of a university for the Tamil districts would in no way be superfluous even if the Andhra University has come into existence. There may be separate universities for Telugu, Tamil, Kanarese and Malayalam areas while the University of Madras may be held common to all.

2. A university for the Tamil districts can more properly attend to a comprehensive and whole-hearted development of the Tamil language, literature and civilization. "To undo the Sanskrit lean of the Madras University will be more formidable than to create a lean on Tamil in a new university". According to the Act, the limits of the Madras university extend only to a radius of ten miles from Fort St. George and its constitution would not permit any preferential treatment for Tamil. It is a question whether the passing of a proper and elaborate measure to convert the University of Madras into a Tamil university calculated to satisfy the aims and aspirations of the Tamil public would be quite practicable, in the teeth of the predominant Sanskrit element therein. Leaving the Madras University unaffected in its present constitution and objects would provide a safety valve for much of the opposition to a well regulated fulfilment of the literary ends and social aims of the largest section of the Tamil public in a new university. Owing to neglect of the resources in Tamil literature and in the Tamil land by the Madras University, the successful writing of the history of the Tamil country remains a problem for the future. Attention should be concentrated on the study of Tamil classics, Tamil epigraphical records, Tamilian manners and customs, Tamilian religious and social institutions and the natural features of the Tamil land before a clear and accurate idea of the elements of Tamilian thought and culture can be gained and published for the information of the civilized world. Only then will a real Renaissance dawn in Indian life resembling the Greek Renaissance that preceded the days of the Reformation in Europe. The Madras University as constituted at present cannot afford adequate channels for the realization of this purpose and the like. His Excellency the late Mr. Grant Duff, Governor of Madras, has sounded a note of warning in this direction in a Convocation address delivered more than thirty years ago.

No substantial effort has hitherto been made to frame a vernacular vocabulary for the rendering of books on western sciences in Tamil, and it is a new university that should pave the way for making Tamil a medium of instruction for higher education.

3. Since the constitution and objects of the Madras University are very different from those of the proposed university the former would not be affected materially by the birth and growth of the latter. Colleges in the mufassal should be either attached to the Madras University or the new University according to their objects and constitution.

4. The affiliated institutions perhaps suffer from disabilities incidental to unequal treatment with constituent colleges and such disabilities can be removed if the proposed university be of the federal type affording equal facilities for all institutions to attract the students in an equal degree.

5. The name should be "The Tamil University".

II

1. The proposed university should be of the federal type and all the colleges attached thereto should be treated on a footing of equality and it would best be conducive to the corporate life of the members of the university. A unitary type would be highly expensive while the affiliating type would not promote the unity of its members and the co-ordination of studies.

2. The cost of setting up different universities can be avoided if specialization in particular branches at particular centres be provided for. So, concentration may be preferred.

3. While remaining independent of each other in finance and management, the colleges spread over the area of the university may arrange *inter se* for the advantages of inter-collegiate classes, hostels and other conveniences wherever possible. They may also give one another the benefits of specialization in different branches of learning. All the colleges should stand in the same relation to the university. The university should show no preference to one college over another although it should be allowed to avail itself of the best experts, to whichever college they may belong.

4. The university should undertake special teaching of subjects and courses not included in the ordinary curriculum of studies for colleges. The university teachers should supervise the work of research students, and may also be entrusted with the supervision and direction of studies in the constituent colleges. The curriculum of studies for colleges should be settled by the university.

Particular districts may be adopted for researches in particular field of knowledge as medicine, geology, botany, archæology, ethnology, agriculture and the like, and the whole country may have to be traversed for research in some subjects as history, religion, etc. This can be ascertained in detail by a special committee appointed for the special purpose.

III

1. No area can be specified. Colleges situated in any part of the Tamil country (Group of Tamil districts) should be at liberty to attach themselves to the university if they satisfy the special purposes of the new university. Even colleges outside the Tamil country may be allowed to seek connexion with the university under similar conditions.

2. In the light of the answer to the question (1) part (iii) no special rule appears to be necessary for bilingual districts.

3. The headquarters of the proposed university should, properly speaking, be located at some spot remarkable for its supply of the best water and air available on the plains, and should not be far from a railway station. Such a spot may be secured near Papanasam or Courtallam in the Tinnevely district. Bearing it, Trichinopoly is a suitable centre for the headquarters of the university since it is situate in the centre of the Tamil country where people from all the Tamil districts can conveniently meet. The university office should be located two or three miles away from the central rock of the town.

4. The objection is groundless since the proposed university is going to be of the federal type and equal treatment will be meted out to all the colleges. The university lectures need not be confined to the seat of the university. They may be delivered also at specified centres in the mufassal. No doubt the university library and laboratory cannot be moved from place to place but they may be opened to students of all the colleges alike. Even for colleges situated at the seat of the university most of the students have to come from the mufassal.

5. The answer to this question is negative.

6. If the headquarters of the university be situate in the neighbourhood of a city, it should be an academic as well as an administrative centre.

V (a)

1. The special aim of the university should be the promotion of Tamil learning and technological studies.

2. The Tamil districts offer special facilities for the study of archæology, ethnology, botany, religion and philosophy.

3. No answer.

4. (a) A Tamil Academy is desirable. A seat of the Saivaite Adheenam as Tiruvavaduthurai, Dharmapuran or Tirupanandal will be the best place for location.

(b) No answer.

5. Tamil should be made a compulsory subject of study for the university examinations, and scope should be afforded for specialisation in various branches of Tamil learning for the highest examinations.

6. For scientific subjects much remains to be done before Tamil can be made the medium of instruction. A special board should be appointed for the work of translation. We have to wait for some years before Tamil can be made the medium of instruction for higher education.

7. A committee of research scholars may be appointed to collect, collate, rewrite and publish manuscripts relating to various branches of Tamil learning. Fellowships may be instituted for a detailed study of the local dialects and local institutions in various districts of the Tamil country. Prizes may be awarded for the best treatises relating to Dravidian Philology, Tamil Philosophy and literary criticism in Tamil. Similar efforts may be undertaken for other South Indian languages Sanskrit and Arabic.

8. (a) It is desirable that the proposed university should take up the training of students in technological studies.

(b) No answer.

(c) No answer.

9. The university may begin with the Faculties for English, Science, Agriculture, Commerce and Industries.

10. For the first part of the question the answer is in the affirmative. For the second part, no answer.

11. No answer.

12. It is feasible to institute a degree with Tamil as the main subject and English as a second language. The degree could comprise subjects in the Arts course only for the present.

V (b)

1. There is no good to create a new university unless its constitution is such as is designed to promote Tamil culture. The proposed university should have a senate, an academic council and a syndicate. The senate may be composed of (a) principals of colleges; (b) two elected by the staff of each college one of whom must necessarily be a non-Brahman whose mother tongue is Tamil, (c) one elected by the headmasters of high schools in each district, half the total number elected being Tamil non-Brahmans, (d) one elected by registered societies whose object is the advancement of Tamil learning, (e) the heads of district boards and municipalities in the university area, (f) life-members (for munificence), (g) for the future 25 members elected by the registered graduates of the university half of whom should be Tamil non-Brahmans and 12 nominated by the chancellor chosen so as to represent unrepresented communities.

The Academic Council will comprise (a), (b), (c), (d) as above mentioned and (e) three members elected by the body of teachers engaged in teaching Tamil in the colleges, (f) three elected by the body of teachers engaged in teaching other Indian languages, (g) and all the teachers of the university, (h) five members elected by the Tamil Academy that may be started. The syndicate shall consist of members elected by the senate, seven of whom should be Tamil non-Brahmans. The university shall have a vice-chancellor who will preside over the deliberations of the senate, academic council and the syndicate. The Director of Public Instruction shall ex-officio be a member of the syndicate, academic council and the senate. It is also advisable that at least half the number of the university teachers should be Tamil non-Brahmans. There shall be boards of studies for such subjects as may be specified by the academic council.

2. My answer is in the affirmative.

3. The answer is in the negative. The Faculties for Tamil and other languages may decide on all academic matters pertaining to those languages.

4. The curriculum of studies for high schools should be settled by the academic council of the university. A special entrance examination should be preferred to the system of school leaving certificates.

5. The name of the university has already been suggested.

LVII

Miss M. T. Noyes, B.A., Correspondent, Capron Hall High and Training Schools for Girls, Madura, dated the 1st September 1926.

I

1. There exists a need for the establishment of a new university.

(a) *Reasons* :—

- (i) The area served by the Madras University is too large for efficient functioning, even after the formation of the Andhra University.
- (ii) If the Madras University is to become a teaching and residential unit, this cannot be realised with the existence of a large number of affiliated colleges in distant places.
- (iii) There is a need for working on different lines and specializing in such subjects, as Dravidian Culture and Philosophy.

(b) No. On the contrary, the establishment of the Andhra University (on a linguistic basis) has quickened the feeling of the need for a university for the Tamil districts.

2. Vide answer to 1 (a).

3. Though it may somewhat affect the Madras University financially, it will help it to realize its purpose of becoming a teaching and residential unit.

4. Affiliated institutions at present suffer from want of adequate representation, and are not able to enjoy a share in the university benefits, such as university lectures, university library, etc.

II

1. *A federal type*.—This will give an equal status and an opportunity for development on original lines to all the colleges of the new university.

2. One for the present will do, and the future will decide the need for more.

3. Vide 1 above.

4. May be considered later.

5. In the area there is ample scope for research work though in the colleges at present there are no facilities. The university should undertake research work.

Subjects.—Tamil culture and Philosophy, Archæology, the Siddha System of Medicine, Dravidian Architecture, Agriculture, Dyeing, etc.

Centres.—May be decided later.

III

1. * * * *
2. Measures may be considered when the necessity arises.
3. * * * *
4. Vide reasons in 3 (11) above.
5. They are valid.
6. Only an administrative centre for the present.

V (a)

1. Vide answer to 11 (5).
2. Do.
3. Yes, feasible. Centres may be considered later.
4. (a) Yes, Madura and Chidambaram.
(b) Yes.
5. The vernacular must be put on a par with English.
6. It does not seem wise to make the vernacular the medium of instruction at present.
7. * * * *
8. (a) Yes.
(b) Dyeing and Textile Industries—Madura: Agriculture — Coimbatore.
Leather—Dindigul: Oriental Studies—Madura and Chidambaram.
9. All the existing faculties together with a Technological faculty and a Faculty of Fine Arts.
10. Yes.
11. There will be need for such colleges. Therefore, they must be made possible.
Medicine—Madura and Tanjore.
Engineering—Trichinopoly.
Agriculture—Coimbatore.
12. Yes.

V

1. * * * *
2. One body for both purposes.
3. A committee of the above body may be in charge of oriental studies.
4. In favour of a special entrance examination conducted by the university, or some modification of the present Secondary School-Leaving Certificate examination.

LVIII

South Arcot District Teachers' Guild, dated 29th
August 1926.

I

1. There is no case for a new university at this stage. We must wait for the first survey contemplated in section 53 of the Madras University Act before further steps are taken. Again, we must watch the work and progress of the Andhra University before we launch on any new enterprise. In our opinion there is no real demand either from the public or from the mufassal colleges, for a new university. It is strongly believed that great progress can be achieved by the existing university encouraging research and undertaking teaching not only in Madras but in other suitable centres as well. There can be greater co-ordination of work between the mufassal colleges among themselves on the one hand and between them and Madras on the other. The founding of new universities will merely duplicate administrative machinery without stimulating any educational advance. There is full scope in the existing machinery for those aims and ideals to be realized, which are sought to be achieved by a new university. In a word, we can and must exploit all possibilities of development and expansion of the Madras University before we take any step of the kind contemplated. The next university survey may be availed of for a declaration, after local inspection and enquiry, what centres have the necessary potentialities of future universities and are fit to be recognized as such, with due regard to their financial position, equipment, teaching staff and other standards of university efficiency.

III

2. In our opinion, the university centres should be the administrative as well as academic centre. We also hold that the colleges situated at the headquarters of the university will command greater prestige and more influence than colleges situated elsewhere. Hence encouragement should be given to as many centres as possible in the fullness of time to rise to the status of a university. Trivandrum, Tinnevely, Trichinopoly, Kumbakonam, and Chidambaram will, if properly developed with such an ideal in view, soon develop into such centres.

3. We have already expressed our opinion that there is no case made out for a new university at this stage.

The founding of a Tamil academy is a happy idea and the centre for such an activity should be one of a hoary past and great traditions. Madura and Chidambaram are eminently fit for such purposes. Immediate reform on the following lines is recommended:—

(a) Tamil should play a larger part in the curricula of studies and it must be a subject of study for the highest degree the university can confer on any subject.

(b) University research studentships should be thrown open to the mufassal colleges and some three centres at least in the mufassal should be chosen as centres of research in certain branches of learning for which there are facilities.

(c) A study of Pali, Hebrew, Javanese, Hindustani, Urdu and some modern languages like French, German, Spanish and Japanese should be instituted.

4. It is considered too early to make the vernacular the medium of instruction in the university stage. Such steps can be taken only after its introduction in the secondary stage.

5. Government should undertake pioneering work in the matter of industrial and technological education. It is difficult to say at this stage which of the technical subjects of study can be worked up as subjects of study fit for university degrees. This question should be carefully gone into by an expert body.

6. If universities are multiplied and if the Secondary School Leaving Certificate scheme is decentralized, it is but right and reasonable that each university (if more are created) should have freedom to fix its own standards and tests of admission. Else the present arrangements will do.

7. Lastly, municipal colleges should be given absolute freedom to develop themselves as university centres, and in the meanwhile they should be allowed to affiliate themselves with that university, if more than one be brought into existence, they should like to associate themselves with.

LIX

The Teachers' Association, Madura, dated 30th August 1926.

I

1. There exists a need for the establishment of a new university.

(a) *Reasons* :—

(i) The area served by the present Madras University is still too large for efficient functioning.

(ii) The Madras University Act has the distinct purpose of making it a teaching and residential unit, which cannot be realized with the existence of a large number of colleges.

(iii) There is need for working on different lines and specialising in certain new subjects, making Tamil the medium of instruction, specialising in Dravidian culture and philosophy and in technological subjects.

(iv) Affiliated institutions at present suffer from want of adequate representation, and are not able to enjoy a share in the university benefits, such as university lectures, university library, university examinerships, etc.

(b) Not affected. The establishment of the Andhra University on a linguistic basis has made the need felt for a university for the Tamil districts.

2. Vide answer to 1 (a).

3. Though it may somewhat affect the Madras university financially, it will help it to realize its purpose of becoming a teaching and residential unit.

4. Vide answer 1 (a) (iv) above.

Yes. Disabilities felt above will cease to exist after the creation of a new university.

II

1. We recommend a *federal type*. This will give an equal status and an opportunity for a development on original lines to all the colleges of the new university.

2. One for the present will do, and the future will decide the need for more.

3. Vide 1 above.

4. May be worked out later.

5. In the area there is ample scope for research work, though in colleges as at present constituted there are no facilities. Should undertake research work.

Subjects—Tamil Culture and Philosophy, *Satva* Siddhanta Philosophy, Archaeology, Siddha system of medicine, Dravidian Architecture, Pearl Fisheries, Agriculture, Dyeing, etc.

Centres—May be decided later.

III

1. The area comprising all the districts to the south of the Andhra University, excluding the 10 mile area of the Madras University and the Kerala country.

2. Measure may be taken when necessity arises.

3. Tanjore.

Reasons :— (i) It is fairly central. (ii) It has no federated college and will not lead to conflict between vested interests.

4. Vide reasons in II (3) above.

5. They are valid.

6. Only an administrative centre for the present.

IV

1. Vide answer in II (5).

2. Do.

3. Yes, feasible. Centres may be considered later.

4. Yes, Madura and Chidambaram.

(b) Yes.

5. Tamil must be the first language from the beginning and the aim must be to make it the medium of instruction.

6. Making vernacular as the medium of instruction is our goal. The work of translating all important works of the West and of producing original treatises, should be immediately attended to as a vital part of the university work.

7.

8. (a) Yes.

(b) Dyeing, Madura; Textile Industries, Madura; Agriculture, Coimbatore; Leather, Dindigul; Oriental Studies, Madura and Chidambaram.

9. All the faculties at present together with a technological faculty.

10. Yes.

11. There is need. Medicine, Madara and Tanjore.

Do. Engineering, Trichinopoly.

There should be a college for developing the indigenous systems of medicine.

12. Yes.

V

1.

2. We are in favour of one body for both purposes.

3. A committee of this supreme body of the university may be in charge of oriental studies.

4. We are in favour of a special entrance examination conducted by the university, open to those who have completed the secondary school-leaving certificate course and any other specially exempted class of pupils.

5. The name may be "Tamil University."

The above is the report submitted by the committee appointed by the Madura Teachers' Association, which met on 10th August.

The following were present:—

Messrs. G. S. Abraham, Peter Isaac, R. A. Saukaranarayana Ayyar, V. Subusesha Ayyar, V. Aravamuda Ayyangar, Rev. Fr. Amalorpavam, S.J.

LX

The Madura District Teachers' Guild, dated 31st August 1926.

I

1. (a) Instead of a university for the Tamil districts, we would suggest that each district or group of districts may be given the privilege of starting a university and working it along its own lines according to the needs of its own area.

For example, Madura, Ramnad and Tinnevely may be grouped together into one university area, centering at Madura, forming the University of Madura.

(b) If at all, to no great extent.

2. Reasons:—

(i) The area served by the present Madras University is still too large for efficient functioning.

(ii) The Madras University Act has the distinct purpose of making it a teaching and residential unit, which cannot be realized with the existence of a large number of colleges.

(iii) There is a need for working on different lines and specializing in certain new subjects, giving greater prominence to Tamil, specializing in Dravidian culture and Philosophy and in Technological subjects.

(iv) Affiliated institutions at present suffer from want of adequate representation, and are not able to enjoy a share in university benefits.

3. The Madras University would then be freer to develop into a teaching and residential university.

5. University of Madura, University of Trichinopoly, University of Chidambaram, and so forth.

II

1. Let each university area decide for itself the nature of the type needed. For Madura, we recommend a federal type, as it would give to all the colleges within its area equal academic status and privileges :

2 & 3. Vide answer to I. 1 (a).

4. May be worked out later.

5. In the area there is ample scope for research work, though in colleges as at present constituted there are no facilities. Should undertake research work.

Subjects.—Tamil culture, Archæology, Industrial Chemistry, Agriculture, Siddha and other systems of medicine, Architecture.

III

1. Vide answer to I. 1 (a).

2. May be worked out later.

3. Vide I. 1 (a).

4 & 5. Objection is valid. But our suggestion of several universities of federal type would meet this objection as far as it is possible to do so.

6. Both academic and administrative.

IV

4. (a) A Tamil Academy as an adjunct to the university of Madura, to be located at Madura.

(b) Yes.

5. Tamil must be given greater prominence. English will however be the medium of instruction.

8. (a) Yes. (b) Facilities few, but can and should be increased. Madura offers wide scope for several subjects. (c) Agriculture.

9. Arts, Science, Medicine, Technology, Agriculture, Commerce.

10. Vide answers iv. 8. a, b, c.

11. There is need. Madura—Medicine, Trichinopoly—Engineering, Madras—Law.

12. Yes.

V

2. Each university shall have an academic and an administrative body.

3. Let each university make its own arrangements.

4. We are in favour of a special entrance examination conducted by the university, open to those who have completed the Secondary School-Leaving Certificate course.

Present :

Messrs. V. R. Venkatarama Ayyar, M.A., President.
 V. Aravamuda Ayyangar, B.A., L.T., Secretary.
 S. Mahadeva Ayyar, B.A., L.T., Managing Committee Member, Lecturer, American College.
 Dr. J. X. Miller, M.A., D.D., Principal, Pasumalai.

LXI

The Vellala Sangam, Madras, dated the 29th August 1926.

I

1. (a) It is the considered view of this sangam that the need for the establishment of a Tamil university is paramount and imminent.

(b) No. The need for a Tamil university is not affected but has made it all the more emphasized by the establishment of the Andhra University.

2. The present university is not adequate enough to safeguard the interests of the Tamil language. As at present Tamil is not given sufficient prominence in the university course as would be evidenced by the Tamil culture possessed generally by the graduates of the university. The non-existence of the Tamil university with special culture of Tamil will be of great linguistic indignity to the whole Tamil population especially compared with the past institutions such as Tamil sangams which existed in ancient days for the promotion of Tamil literature.

3. It would affect the Madras University in that the constitution of that university has to be so modified as to be the controlling authority over the other universities.

4. Under the Madras University Act, the Madras University having chosen to take the colleges in the city of Madras as the teaching college of the university and exercise only affiliating power over the mufassal colleges the affiliating institutions of the Madras University cannot receive the same amount of attention as do the colleges in Madras though the graduates from the mufassal as well as the local colleges will all be the graduates of the Madras University. The establishment of a Tamil university will remove this disability.

5. 'The Tamil university.'

II

1. It will be an affiliating university. It will have the same advantage as the present Madras University.
2. In favour of a type of university which aims at concentration of particular branches of learning at particular centres.
3. The college will be of a co-ordinate position with respect to the university and the university shall be the superintending and controlling authority over the colleges spread in its area.
4. A teaching university so far as the Tamil is concerned by the establishment of a professor specialized in Tamil. Yes.
5. It is considered desirable that the proposed university should undertake research work in Tamil. Antiquated books, unpublished manuscripts, stone inscriptions, old colossal buildings, etc., provide ample facilities for research in all departments of knowledge.

III

1. All the Tamil districts will come under the Tamil university.
2. Those of the bi-lingual districts whose mother tongue is Tamil shall be brought under the operations of the new Tamil university.
3. Trichinopoly is best suited for a Tamil University centre. It is the centre of Tamil districts and have easy access to all other stations by Railway connexions. Extensive supply of water in the Cauvery, satisfactory climate of the locality, extensive land and population, the abode of three first class colleges, numerous high schools and other private institutions, electrical and industrial facilities and all other comforts have here happily been blended together to make the Tamil university conspicuous and a great success.
- 4 and 5. There might be certain disadvantages but they are inevitable.
6. It should be both an administrative and academic centre

V (a)

1. The special aim of the proposed university should be for the promotion and research of the Tamil language and literature.
2. Agriculture.
3. Experience will afford us further full facilities to decide this question.
4. (a) Yes—Madura.
(b) Yes.
5. Primary importance should be attached to the culture of Tamil.
6. English should be the medium of instruction in the university until adequate facilities are available to make Tamil the medium of instruction.
7. Grant of special scholarships, establishment of special chairs and degrees.

8. (a) Yes.
(b) No information available.
9. Faculty of Arts, Medicine, Agriculture and Commerce.
10. Yes; vide answer to question 9.
11. This may be left to be decided for the future.
12. Yes. Not in Science at present.

V (b)

1. The constitution of the Madras University can be adopted.
2. Yes.
3. Vide answer above. There should be separate sub-committee with an academic council.
4. Secondary School-Leaving Certificate may be considered sufficient without any special examination.
5. Vide answer to question I. (5).

2. The Directors of the sangam have further authorized the following among them to appear in person so as to amplify and furnish any further information that may be required by the University Committee :—

M.R.Ry. P Ramanathan Avargal, Advocate.
 „ V. Hajagopal Mudaliyar Avargal, B.A., B.L.
 „ S. Rajakannu Mudaliyar Avargal, B.A.

3. It is a matter for regret that this sangam, a registered body of Vellalas—the community as a whole Tamilians—was not addressed on this important subject and it is hoped that such omissions may not recur.

LXII

Rev. W. E. S. Holland, dated 27th August 1926.

My principal reason for welcoming a Tamil university is that it would enable Madras to develop into a centralized teaching university based on inter-collegiate lectures.

My views on the questions raised by the questionnaire are mostly stated in my evidence as printed in the Report of the Calcutta University Commission.

My chief concern would be the concentration of colleges and teaching in one centre. At present isolated and full colleges with a teaching staff of 25 or so have to do the teaching work of an entire university.

I deplore a system which robs the naturally all-Indian student of the opportunity an English student has of coming into contact with teachers of the first rank. Those India can provide are most wastefully dissipated in a hundred different centres. Concentration of the existing staffs would at once make possible, by subdivision of work, a specialization by each teacher which would at once lift his work to a much higher level. The same teachers would do immensely better work. Instead of six men covering the same course in six neighbouring colleges, each would specialize on a sixth of the course. The same consideration applies to libraries and laboratories. Economy and efficiency alike call for concentration.

LXIII

**M.R.Ry. S. Rajagopala Achariyar, B.A., Joint Secretary
to the Council of Indian Education, dated the 30th
August 1926.**

Regarding the questionnaire sent by University Reorganization Committee appointed by the Government of Madras.

I. (5) and V (b). 5. University for the Tamil districts.

II. 1. Federal type in the following manner.

University centre at Trichinopoly.

(a) Concentration centres at Chidambaram for the districts of Chingleput, South Arcot and portions of North Arcot.

(b) Trichinopoly for the districts of Tanjore and Trichinopoly.

(c) Madura for the districts of Madura, Ramnad and Tinnevely.

(d) Salem for the districts of Salem, Coimbatore and Nilgiris.

The claims of Malabar and South Kanara and that of the Urdu language for the Muhammadans should be separately considered. Unitary type at every concentration centre. Steps should be taken for each college to partake the characteristics of the unitary type.

3. Colleges at concentration centres must affiliate other colleges and high schools within their jurisdiction.

V (b)

4. There are ever so many Sanskrit schools maintained by Nattukottai Chetties and other philanthropists. There are also purely vernacular institutions. There are Sanskrit high school seminaries in remote villages. At present the work done in these institutions go waste. They are housed in the vicinity of temples. These schools spring like University at Oxford and Cambridge in the vicinity of a temple (church). The proficiency obtained by the children and adults learning throughout the year off and on and not during 180 days of the recognized type of schools, is of the highest order. They learn literature, Logic, Philosophy only three hours a day and within four years they acquire the proficiency of the B.A. students in the university colleges in their subjects. I mention this with reference to adults between 11 to 16. They are able to acquire such proficiency because they receive a good grounding in the earlier stages from 5 to 11. They all enjoy the hostel system, cheap living and high thinking. They obtain highest religious education. The Government do not care for these institutions nor do these institutions care to come into line with the Government departmental rules. If the powers of affiliation to these schools are given to the colleges at the concentration centres immense good will accrue to the country. During two hours a day these students can be made efficient research students when information is conveyed to them through the media of the vernaculars. Several schools which have come under the control of the department run in a particular groove on account of their being obliged to conform to departmental rules, i.e., syllabuses and curriculum of studies. In short every child and every adult in these institutions could be made efficient economic units each in its own way.

V (b) The Secondary School-Leaving Certificate scheme has done great harm to the country since 1911. The examinations to test the proficiency of boys could be entrusted to the academic bodies at each concentration centre.

II (2) There is no necessity at present for more than one university. This question will be raised by the advocates of vernacular learning. The development of such studies may be left to the Academic Council entrusted for the development of languages in each centre.

(e) 11. (3) Various members of the present academic bodies will supervise the work within their jurisdiction. Their relation to each other will be one of federation.

Concentration of particular branches of learning at particular centres must be the sole aim as explained at great length in the Memorandum prepared on behalf of the Council, Indian Education, Madras (copy is herewith sent).

(4) The supervising headmasters of high schools will become the university teachers and undertake teaching of the ordinary and advanced courses in 1. Agriculture, 2. Co-operation, 3. Sanitation, 4. Engineering, 5. Forestry, 6. Town-planning, 7. Political Economy, 8. Medicine, 9. Sociology, 10. Architecture, 11. Music, 12. Paper making, 13. Glass manufacture, all in the vernacular languages of the country with indigenous books, if they are available, or with translations of scientific books in vernacular languages. If this system had been in force ever since the commencement of the present university there will be no unemployment in the country.

(5) At present no facilities exist. It is not possible to attempt very much in this direction. Good deal of work will have to be done at places where there are research centres, such as Pusa, Bangalore, Debra Dun and other places, the results at these places by the research students should be made available at taluk stations and, if possible, at villages also in the shape of vernacular bulletins. The self consciousness of the villagers will be tickled to make research work. To make my position clear I state the following : 1. I understand that paper could be manufactured from the bamboo pulp, 2. The agricultural wealth of the country could be improved by the adoption of single seedling, 3. The coconut fibres could be made into a useful coir, 4. Instances might be multiplied. If facilities exist in the country for obtaining all imported articles such knowledge must be placed within the reach of the villagers. The present supervising headmasters might be deputed to do this kind of work under the direct control of Directors, 1. Of Agriculture, 2. Of Industries, 3. Co-operative Credit Societies, 4. Principals of Civil Engineering Colleges and Schools, 5. Medical Colleges and Schools, 6. The Sanitary Commissioner. In this way a thorough vernacularization of studies can be effected. Immense good will accrue to the country. Millions of people will be in touch with their immediate needs. III. 1. See answer to II. (1) and II. 2. Questions relating to bi-lingual districts will not arise. And if it arises it will do so only to a small extent. Sufficient safeguards have to be provided. III. 3. It is centrally situated and has three first grade colleges.

By the very fact of a place being the university centre it cannot have superior claims. Each locality might be permitted to develop on its own lines.

III. 5. Such objections are not valid.

6. Academic, for the two districts comprised in each area, and administrative, for all concentration centres.

V. (a) 1. Concentration of knowledge in every locality according to its needs.

2. Explained in detail in the Memorandum of Council of Indian Education.

3. It would be feasible ; great stress is laid on this very point in the Memorandum of Council of Indian Education.

The suggestion is a very good one. Chidambaram and Tanjore can be made centres.

6. Most certainly the promoters of the Andhra University have adopted this principle in a halting manner. Several think that this system could be brought into force in ten years. Even Mr. Ramalinga Reddi thinks, that the system could be introduced gradually. If the steps pointed out in the Council of Indian Education Memorandum be adopted the system will come into force as early as possible.

7. Malayalam, Kanarese and Hindustani, will be brought into a line. This is an ambitious scheme. The promoters of the languages of Travancore and Mysore can take up this scheme.

8. Suggestions have already been made.

9. Faculties. Concentration centres can take the existing members of the university bodies and utilize them.

10. This is a most desirable reform. There is no necessity for a degree being granted. If proper studies are organized the students will find employment. There will be no question of unemployment. The material resources of the country will be developed.

11. Engineering schools and colleges must be located at every project centre. Law Colleges will be located in the chambers of eminent jurists at district headquarters.

12. Degrees could be instituted with Tamil as the main subject and English as the second language comprising arts courses and science courses.

(b) 1, 2, 3. These are subsidiary matters. Things will get settled from experience. Present members of the various university bodies will organize themselves at various concentration centres and transact business in the manner suggested in the Council of Indian Education Memorandum.

LXIV

M.R.Ry. Rao Bahadur M. R. Ramaswami Sivan Avargal,
B.A., Government Lecturing Chemist, Agricultural
College, Coimbatore, dated 31st August 1926.

In reply to your letter dated 15th July 1926, I have the honour to state that I have forwarded to the Director of Agriculture, Madras, a

set of answers to your questionnaire prepared in conjunction with my colleague, Mr. O. Tadulingam Mudaliyar, and I am enclosing herein a duplicate copy of the same.

In addition to the answers given to the questionnaire, I would like to offer the following remarks on the subject. I attended a meeting of the Tamil University Conference held at Trichinopoly under the Presidentship of the Hon'ble Sir T. N. Sivagnanam Pillai and also took part in the discussions in the Senate of the Madras University, both when the idea of a university for the Tamil districts was accepted by the Senate, and also when it was proposed to appoint a committee to go into the question. I have watched the growth of the movement carefully, from time to time, and I am, therefore, submitting the following views with a certain sense of responsibility. These are my personal views.

2. *Is it to be a Tamil University or University for Tamil districts?*

It may be taken for granted that, with the extension of knowledge, the need for a greater number of university centres or universities is gradually felt with a view to concentration, and that, the Tamil districts as a whole having produced more graduates than other linguistic areas in the Presidency, the time has arrived for the creation of a university in the south of the Presidency. A university is meant as much for general culture as for specialized studies, and general culture is more important and has a wider scope than specialization which, after all, will be and should be concentrated in a few localities.

There is a real feeling that Tamil was neglected so far and that the new university should specialize in Tamil. With the British people as administrators and English as the official language, predominance was given to English so far in all Indian Universities and, at the same time, all Indian languages, vernacular and classical, had only a second place. The question which naturally arises is 'is it decided that English will cease to be the official language?' English is not only, at any rate for the present, the official language, but it is also a world-wide language, and people of all shades of political opinion will grant that the spirit of nationality which now prevails over the whole of India is due largely to the common English language. By all means specialize in Tamil and enrich Tamil literature by translation or original composition, but it will be false patriotism to decry the English language, and any attempt to lessen English in the curriculum of English in the new university will give a set back to general culture.

There is a certain class of patriots who, in their love for Tamil, will decry all oriental languages especially Sanskrit. Even taking for granted, according to their contention, that Tamil literature or philosophy has not borrowed from, and is in no way indebted to, Sanskrit, it has to be mentioned that Sanskrit learning is at its best in the Tamil districts. It may be a regrettable feature that Sanskrit learning has so far been restricted to a certain class of population, namely, the Brahmans, but that is no reason why the other classes should not study Sanskrit equally well. There is a large class of non-Brahman population in the West Coast proficient in Sanskrit. To my mind it is essential that specialization in Sanskrit should go side by side with specialization

in Tamil in the Tamil area. A knowledge of Sanskrit seems necessary as much for general culture as for the wealth of wisdom contained in ancient Sanskrit books.

Without meaning any offence to oriental scholars, I beg to point out that proficiency in Sanskrit alone or Tamil alone without the broad outlook imparted by English is insufficient as an equipment for life.

I would strongly object to the new university being called a Tamil University, for several reasons:—

(a) Tamil may be given a prominent place in the curriculum of studies, but it is not the only subject to be taught. There is even a greater need for applied sciences and technological studies in the new university, as is contemplated in the questionnaire.

(b) Tamil is the chief language spoken in Madras City which is to be kept out of the new university. The question now arises, why should Vellore, Conjeeveram and Chingleput, for instance, be attached to a university at Trichinopoly or Madura, in preference to Tamil Madras which is so much nearer to them.

(c) Specialization in vernacular studies, especially in Tamil, is kept prominently in view by the University of Madras, and a beginning has already been made for such specialization in that university.

(d) Supposing that the new university is termed Tamil University and is located at Trichinopoly and that five years hence Madura has developed into a good university centre fit to bloom into a university by itself, what name will be given to it?

(e) Most universities in this world are named after the cities where they have their headquarters, and students will be attracted to different universities according to the facilities for specialization available in them and chiefly according to the reputation of the individual professors therein; for instance, Oxford—classics, Cambridge—mathematics and sciences, Manchester—textiles and dyeing, Birmingham—steel and mechanical engineering, and so on. Similarly, if the proposed university is located, say, at Trichinopoly, students who want to specialize in Tamil will go to the University of Trichinopoly, especially if they know that a particular Mahamahopadhyaya or a Kavirayar is responsible for teaching the language.

My point is this: Create a university in the south of Madras. Relieve the pressure on the unwieldy University of Madras and help it to develop into a residential university. At the same time, do not attempt to take away from Madras every high school or college situated in the Tamil country, for the only reason that Tamil is the chief language spoken therein. To start with, Madras has not ceased to be a Tamil city. There are other considerations, besides the common Tamil language for which a university is required for the Southern districts. There is so much of tradition built up about the University of Madras, and all institutions do not feel the need to secede from Madras nor is it advantageous to them to be compelled to do so. The analogy of the Telugu districts is not quite applicable here. Practically every one there wanted a separate university. Only there was much controversy about the locality of the headquarters and some difference of opinion about the name as well; but in the end it was not called a

Telugu University after the language of the tract, but it was named after the Andhra Province. Telugu, Tamil, Hindu, Muhammadan and similar words smack of sectarianism and communalism; and whatever their merits in political and religious fields, they are out of place in a university.

For all these reasons, I contend that the university should be named after the town where the headquarters are to be situated.

The best type of a university would be one based on Cardinal Newman's ideal—well laid-out, spacious grounds, beautiful and capacious buildings, in close proximity to, but away from, the buzzle of a city, suitable accommodation for teachers and students, a healthy rivalry between constituent colleges, both in sports and study, but with a sense of attachment and love to the university as a whole, princely endowments for professorial chairs and research, provision for expansion and so on. Considered on the above lines, neither Trichinopoly nor Madura is quite suitable as headquarters of the new university, unless large areas are acquired some miles outside the two cities and enormous amounts of money spent thereon. Whether located at Trichinopoly or at Madura, the new university will for a long time be only a miniature Madras University without the traditions of the latter. I realize that a university is not built in a day, but it has to grow up—the slower the better as the foundations will be more surely laid. It is possible that princely endowments may flow in to start a university on modern lines at Trichinopoly or at Madura, both of which seem, in my opinion, to have equal claims, Trichinopoly for its central position, and Madura for its hoary traditions. As the new university is recommended to be of a federal type, wherein colleges situated at the headquarters, will have no special advantages, the first university in the area of Tamil districts may be located at Trichinopoly.

I would like to make a mention about the Agricultural College, Coimbatore, about which no mention has been made in the questionnaire. This college caters for the whole Presidency, irrespective of languages spoken by the students, and until Agricultural Colleges have been established in other linguistic areas, the Coimbatore Agricultural College will prefer to be attached to the Madras University.

I have, however, a hope that at no distant date, say within a decade, a residential university may be established at Coimbatore. It is possible that, by that time, the second-grade Arts College at Coimbatore may have been raised into a first-grade college, the local Medical School into a Medical College, Forestry recognized as a University course and the different branches of applied sciences in which both teaching and research are carried on side by side at the Agricultural College, already well established, will have advanced still further both in the teaching of, and research work in, the several applied sciences. Coimbatore, when it develops into a university, will be a residential one approaching Cardinal Newman's ideal, to which students who want to specialize in agriculture, forestry and applied sciences will be drawn from all parts of the country; but until then, the Coimbatore Agricultural College will prefer to continue to be attached to Madras.

If the committee should desire to examine me orally, I am at their service, subject to the sanction of the head of the department.

**M.R.Ry. P. Ramanathan, Advocate, High Court, dated
31st August 1926.**

Introduction.—The proposed Tamil University must solve among others the problem of unemployment and fit its alumni to earn their livelihood and must be a centre for the discovery and propagation of higher knowledge. The Madras University has done neither satisfactorily so far. Until the two problems are sufficiently tackled, the mere multiplication of universities of the present model will serve no useful purpose. The distinction between a Tamil University and a university for the Tamil districts should be kept distinct. We do want a real Tamil University and will have no use for any other. A real Tamil University should subserve the following three purposes:—

(1) The spread of real education in all its stages throughout the Tamil Nadu. This can be done and only by making Tamil the sole medium of instruction up to the highest standard. I believe it can be done provided a reasonable period of time, say, five years, is allowed to get the necessary text-books and the necessary teachers and professors. I may mention the instance of the Osmania University in Hyderabad which has so far succeeded. I know Tamil and can say confidently that Tamil can be used and can be made to express all the thoughts of the sciences—History, Philosophy, Commerce and Industries (Western or Eastern).

(2) The Tamil University should pay special attention to the Tamil language and literature—the Saiva Siddanta Philosophy and the Sidda system of medicine, the Dravidian architecture, Karnataka music which are peculiar to the Tamil genius and the Tamilians. Moreover, the history of Tamil Nadu, which is perhaps the oldest in the whole world and which had a greater India in having colonised at one time the Straits Settlements, Java and other distant places, is still lost in comparative obscurity. It will be the function of the Tamil University to unravel the mysteries and deal with similar subjects.

(3) Moreover, the Tamil University must encourage agriculture, commerce and industries of Tamil India. The Deltas of the Cauvery, the Thambraparani and the recent Periyar schemes afford fertile grounds for the application of the lasting scientific methods to agriculture. The dying, but none the less glorious, arts and crafts of Southern India, viz., rare carpentry, attractive carpentry, beautifying, jewel making, pottery, cloth manufacture of the finest type, temple architecture to mention only a few, deserve to be maintained, studied, encouraged, promoted, patronised and fostered by the Tamil University.

Commercially and industrially Tamil Nadu is the most backward in the whole of India. Our Banking and Commerce, when they are not in the hands of our rulers, the Europeans, is in the hands of non-Tamilians with the small exception of the Nattukottai Chetties. The new University must give a new fillip to South Indian banking, commerce and industrial development.

A university based on these ideals is worth trying, for a mere university of the Madras University type either at Madura or elsewhere

will be a costly, if not an imitative, luxury. I am confident that a university modelled on the lines suggested above will appeal to the imagination of the Tamilians and will draw forth large funds from the philanthropic and public-spirited citizens and even from unexpected quarters if the assistance of sound and genuine patriots who are held in esteem and respect be enlisted in the starting of such a university for the Tamil Nadu and will, last but not least, enable the Tamil people to regain their lost glory and prestige and to play their right part in the new regenerate India.

I

1. (a) The necessity for the establishment of a separate university for the Tamil districts is so important, paramount, imminent and essential now more than ever. The neglect of Tamil in the old Madras University has been the cause of many of the defects that are observed every day among the educated classes in the country.

(b) The need for a Tamil University for the Tamil districts may not be affected, but has intensified and made it all the more emphasised by the establishment of the Andhra University under the new University Act and under the Reformed Councils.

2. It is now admitted on all hands that the existing University is not in the least sufficient to safeguard the interest of the Tamil language and literature. Tamil is not given sufficient prominence in the University curriculum is apparent by the Tamil culture and knowledge possessed by the graduates of the University; and the non-existence of a Tamil University especially devoting for the promotion of Tamil culture will be of great linguistic indignity to the entire Tamil population, more especially when one remembers the ancient and the historic Sangams which devoted their energies and lavished their affections for the promotion of Tamil learning and Tamil literature. It is a well-acknowledged fact that the present-day education has made no marked progress in any direction. The present University pays no attention to technical education as the new Universities of Manchester, Birmingham and Leeds, but follows blindly in toto the University of London, a principle inculcated two generations ago by the late Rev. Doctor Miller and Professor Ranganatha Mudaliyar, the veteran educationists of that age, the continuance of which, without adaptation to modern environments, has only resulted in the production of vain orators, fruitless philosophers, partial journalists and impractical politicians, though it has manufactured an overstock of quill drivers for the Government services. It has also killed the social life of the Tamilians, the tendency being to adopt Western methods in every way, including their food and dress, thereby shortening their lives. The sciences that are taught are not based upon observations of the phenomena in the natural life of the Tamilians. Geography and physiography are ignored, a knowledge of the distribution of land and water has been neglected, the territories of the people, physiographical facts in the atmosphere, the climate, the change of seasons, rainfall, in fact, an agricultural nation famous as the "greatest rice-producers of the world" has become a half-starved nation.

3. The constitution of the Madras University has to be modified so as to have only a controlling authority over the several universities, including the proposed Tamil University, that will have to come into existence according to the new Act, but maintaining its power and prestige for the promotion of the English language, the sciences and research work in industries and commerce as the metropolitan university and as the oldest university in India and as the centre of learning in the most ancient possession of the British in the East.

4. Under the new University Act the Madras University only takes the colleges in the City as teaching colleges of the University, exercising affiliating powers over the colleges in the districts. The affiliated colleges cannot receive the same amount of attention as those in the City, although the graduates of the University may have been educated in either of these institutions. The establishment of a separate Tamil University for the Tamil districts will remove this disability and have a personal touch with the various affiliated colleges to that University and impart their influence to and control those institutions.

5. "The Tamil University" or "the Tamil Academy".

II

1. The proposed University should be of the affiliating type of universities. Its functions will be nearly the same as those of the Madras University. As the proposed University in its infant stages cannot take up the duties of advanced universities and a generation hence, when all have gained experience of University education in the other parts of the Presidency, the other types would be more advantageous and may at present be left for coming generations to effect the changes with that age and environment and conditions of the land may demand.

2. In the initial stages there should only be one university which should aim at concentration of particular branches of learning and that at particular centres. Any other policy could be detrimental for the progress and advancement of the culture and learning which the establishment of the University contemplates.

3. The various colleges which are affiliated to the proposed University to be of co-ordinate position, the University itself supervising, guiding and controlling all the colleges within its area.

4. The Tamil University should be a teaching university so far as Tamil is concerned by the appointment of professors well learned in Tamil and who have specialised in Tamil lore, for example, professors in Tamil who have specialised in the literature relating to agriculture, in the moral science, in the sciences that relate to duties to the State, duties to parents, duties to their fellowmen and, above all, duties to self; professors who have specialised in the knowledge and science of industries, and commerce, foreign and naval, could be freely and widely employed. All the University teachers must undertake teaching of advanced courses only and supervise the work of research students.

5. It is desirable that the University should also undertake research work in the ancient literary works, collect unpublished manuscripts, stone inscriptions, and ancient architecture. There are large libraries in Madura; the research may be directed particularly in archæology in Tinnevelly, Madura and Trichinopoly, and in Conjeevaram, the ancient seats of learning of the Pandys and Cholas.

III

1. All the Tamil districts as prescribed by the Madras Government for revenue purposes should come under the Tamil University.

2. The bi-lingual districts, where the majority of the population and whose mother-tongue is Tamil, should be brought under the operations of the new Tamil University.

3. Madura is best suited for the establishment of a Tamil University. It was the seat of the Pandys and the seat of the ancient three "Tamil Sangams". On the same analogy ancient monuments should be preserved and the seat of the Government should be at Delhi although five other places could claim equal rights for the capital city of India, Madura should be the seat of the Tamil University. Its temple, its river, and its being the second city of the Presidency all point to that great city for the Tamil University as a suitable centre. Should that fail for any reason, Tinnevelly should be the next because the instincts and genius of the people of that district have preserved a love for learning and maintained the prestige of Tamil on the banks of the Thambaraparani. Trichinopoly is sometimes suggested on account of the existence of three first-grade colleges, but any new university which is away from colleges that have been under the influence of the old universities would be better suited so that the new plant may grow untrammelled by environmental influences and unaffected by old associations of an earlier origin.

4 & 5. This cannot be a real objection because it all depends upon the personnel in charge at the seat of the University which can distribute its powers evenly and its influence felt in the remotest parts quite as strongly and effectively as the nearest affiliated college.

6. It should be both an administrative and an academic centre. The headquarters of the University should be residential with a hostel attached. In addition to its being the head of the administrative and the executive it should be a centre of attraction as an academic institution ramifying its influence, sending forth its light and lustre to all parts within its orbit.

V (a)

1. The Tamil University should have for its goal the solution of the problem of unemployment by encouraging technological and industrial studies in the various branches of the practical sciences, such as mechanical, electrical, municipal, technical, physics, industrial and general chemistry, superior bleaching, dyeing, printing, finishing of textiles, paper manufacture, metallurgy, and generally promote useful knowledge for bread-winning and to earn a full meal for the entire population, a third of them now being in a half-starved condition.

2. The first and foremost aim should be to maintain and impart a knowledge in *agriculture* as India is bound for more than a century to

be industrially only an agricultural land on account of her extreme poverty and the illiteracy of the total population. The conferring of special degrees and every variety of studies which will improve the scientific knowledge of agriculture should be undertaken immediately.

Tinnevelly affords special facilities for electrical, Madura for oriental learning and philosophy, Trichinopoly for agriculture and industry, Tuticorin for ship-building, Chingleput for military and other petty technological studies.

3. Madura, Tinnevelly and Trichinopoly for learning and research work, Coimbatore for agriculture, Salem for industries, Conjeevaram for religious learning.

4. (a) Yes. Madura—vide my answer to question 3, Part III.

(b) Yes.

5. Primary importance should be given for the promotion and culture of Tamil literature and all other subjects should take a secondary place.

6. Tamil should be the medium of instruction in the University, but English may be adopted temporarily until adequate facilities make Tamil the medium of instruction.

As regards the method of doing it, I would suggest that five eminently learned scholars who are not only so in name but are genuinely well versed in the ancient lore, not necessarily graduates who may not know even the names of the works but who may otherwise be influential, and who are really imbued with love for Tamil and who are not professors for salaries solely, and who are really patriotic unlike most of our politicians, should be chosen to make up text books on the various subjects in Tamil. If these professors in the initial stages have also a knowledge of English of the High School standard, it would be advisable to select such teachers. Later, when practical sciences have to be imparted, indigenous laboratories should be added to meet such requirements.

7. Grant of special scholarships, establishment of special chairs and conferring of degrees and honorary degrees on professors who have done exceptionally good service to the cause of Tamil.

8. Sanskrit may also be encouraged as another language when sufficient number of students feel the need for it.

(a) Yes—vide my answer to question 2, V (a).

(b) Experience will give the knowledge required, but a beginning may be made now—vide my answer to question 2, V (a).

(c) Faculty of medicine and commerce, as also agriculture.

9. Faculty of agriculture, medicine and commerce.

For commercial faculty I should suggest students from the *Chetty communities* as they have inherited qualities, instead of selecting them from the *shepherd* and weaving classes, and I would generally, until the University is well on its legs, say that the inherited qualities be steadily kept in mind in the admission of students in the various classes as well as in the selection of professors excepting in very exceptional cases.

10. Yes. As optional subjects I would suggest Chemistry, Physics, Agriculture and Indian Economics based upon the genius of the people as recorded in the ancient lore and studiously avoid western text books.

11. For Law, Madura and Tanjore; for Engineering, Trichinopoly and Tinnevely; for Agriculture, Chingleput and Coimbatore.

12. Yes. In the infant stages art as well as science may go together.

V (b)

1. The constitution of the Madras University may be adopted with slight modifications *Mutatis-mutandis* to suit the requirements of a Linguistic University.

2. Yes.

3. Yes. There should be a separate sub-committee with an academic council.

4. The present Secondary School-Leaving Certificate may be taken as the standard for admission into the proposed University. In other cases there should be a preliminary examination to entitle an applicant for admission as in the case of the Scottish Universities known as the *Scottish Prelim.*

5. The Tamil University.

LXVI

Mr. P. N. Panohapagesan, the Setupati High School,
Madura, dated 30th August 1926.

I

1 (a) I can think of the need for universities in the educational world, only in the same sense as I can think of the need for flowers and fruits to the plant in the plant world: Being essentially organic in their growth and working, I would take it they are governed by the laws of evolution and I would refuse to apply the principle of demand and supply, as this would bring down the subject to the level of the construction of mere structures and machinery leading to endless discussions as regards type designs and suitable localities. To my mind the problem with reference to the establishment of universities is not so much the way of meeting the needs of the people by the creation of universities as it is to discover the need of the university itself to respond to the creative impulse of the people by a process of widening and heightening their aims and aspirations.

(b) From my view point the principle is "Universities, more Universities and still more Universities". The rising tide of popular favour or clamour for universities should in the best interest of educational economy be conserved and utilized with due scope for its satisfaction. This cannot be lightly brushed aside or left severely alone on the score of decrease or decline of need. I am sure the voice will become all the more insistent, whatever be its source either a vague sentiment, or noble rivalry or a consuming passion for fame, or an exalted notion of patriotism or a high sense of duty. The establishment of an Andhra University, even a Kerala or a Kannada University will only kindle the spark and quicken the light if there is one already.

2, 3 & 4. The radical defect in the Madras University is its 'Artificiality' or 'Unnaturalness' due in a great measure to the divorce of the *mother tongue* as a medium of instruction. In common with the educational system as a whole, the inner life is not strong. It fails to strike a responsive chord in the genius of the people. For when we consider the educational results thus far achieved, abstract from it the contributions from benevolent foreign Missions and deduct the artificial values attached by a patronising Government, the remainder does not seem to be anything that can count. So I am not afraid there is anything to loose for the Madras University, by the creation of fresh universities. As I hold strong views against some of the fundamentals of the Madras University, the complaints between affiliated and constituent Colleges do not appeal to me as anything strong or sound, I only think a university started with the object of making the mother tongue, the medium of instruction, the literature Philosophy religion appertaining to it, its due legitimate place in the curricula of studies is a step in the right direction. Of course the infusion of life, tending to its growth and development is a separate problem which can successfully be solved by a well-thought out constructive all round programme of educational work of bringing out the activities of the two important factors of the *Teacher* and the *Parent* who are at present lying dormant, if not dead.

5. The Tamil University. If for the purpose of donations or endowments any other addition be necessary it might be done.

II

1 & 2. The type of the university, at the start will only turn upon convenience if not accident. A university once started, on account of its inner life, will take its own form in response to the environments in the course of its growth and development. I do not believe that finality has been given or can be given to the several types and forms. The Indian universities may in time develop in virtue of their innate life and self activity a healthy original form not contemplated at the start.

3. The colleges should be indivisible organs of the university with due freedom within their limits, that they may attain individuality of type and a well defined and a clearly assured position in the body politic of the university.

4. I must protest against the notion of such an easy method of creating teaching universities, by the appointment of university teachers, with or without college work, attending to advanced courses in research work. The problem is essentially the liberation of teachers in all grades before a teacher of the right type for the teaching university can be got so that university appointment, may not be reduced to the level of a hunting for jobs.

5. There can be no facilities worth the name as they are at present ridden with the bread winning idea. The latter part of the question will arise and can be usefully considered only after the start is given to the universities in the right direction.

III

1 to 6. I consider the questions to be Politico-Academic leading to endless discussions without marked finality. With regard to the problem of bi-lingual districts, the solution lies in the minority always joining the majority from considerations of language or locality. There should certainly be adaptations and adjustments on the part of the several communities who should not violently differ from one another for the sake of languages that are after all of one stock descending from the same ancestor.

IV (a)

1 to 4. The true aim and ideal of any university is its attainment of a status as temple of learning where the teachers and the taught are in holy communion in the sacred duty of gaining knowledge or discovering the truth, in all spheres. A spirit of research should pervade its atmosphere. If conditions for the attainment of this aim be truly satisfied: academies, faculties, studies, etc., will find and take their own place in time, without any preliminary elaborate arrangements for them.

5, 6 & 12. It is a pity that the term vernacular is used in place of the most expressive phrase, the mother tongue. In the true interests of self activity ensuring an internal response to external impulse to produce that realism—that sense of realization, so essential to the pursuit of knowledge. I feel strongly for the use of the mother tongue as the medium of instruction, while I yield to none in the sense of importance of the command of the master-tongue of the English language being a master-key to open the gates of modern knowledge. Indeed true cultural development requires the following as the least irreducible minimum, the mastery of the mother tongue of Tamil, the command over the master-tongue of English, a close acquaintance with the father tongue of Sanskrit or any classical language. If teaching methods for languages be thoroughly reformed and placed on scientific basis, the acquisition of all the three is none too great especially when the teacher in the secondary schools is given the requisite freedom, status, and salary. I would have the first seven years of the secondary course; for the language portion confined to the mother tongue alone and arrange for an intensive course in English for the remaining five years if need be for six years; the mother tongue for the first few years after the starting of the scheme running optional with Sanskrit, all the non-language subjects being of course taught in the mother tongue. When the system gets into working order and attains some form, Sanskrit can be made compulsory along with the mother tongue. Anyhow that the mother tongue should be the medium of instruction should be a settled fact. It is idle to think of difficulties in the way as these are themselves the results of initial blunder committed in having a foreign language as the medium. Nothing can justify our persistence in what is palpably and tangibly an error. It is absurd to wait in universities for the formation of good literature in sciences. For universities have existed and flourished without printed books and translations. Book-making should go concurrently with teaching. Then only they will be of the right standard and proper quality.

V (a)

8, 9, 10 & 11. First and foremost we have to realize there is a world of difference between *knowledge for the sake of livelihood* and *livelihood in the wake of knowledge*. Bread winning becomes a success in the latter case while in the former like a foul parasite it kills itself and the tree of knowledge at the same time. The latter alone is the principle consistent with the evolutionary growth of the university even as a tree fulfills itself in the bearing of flowers and fruits the usefulness of which to men in the locality is only incidental or secondary though nevertheless necessary. The Modern Premier Indian Universities have, on account of the peculiar and special circumstances of the case, had their origin in the need for officers and administrators with knowledge of English. Thus knowledge for the sake of livelihood has been their dominant note. This wrong principle has resulted in the so called unemployment and the dearth of educational diet the combined result of which is a morbid craving for whatever appeals to be good to be got from the university, irrespective of the strength and capacity of the growing organism. Bundling of technical subjects for practical use, on the head of the poor weemite of the rising germ, will only increase unemployment which is essentially a lack of knowledge, or a lack of power to get that knowledge to employ oneself. The remedy for this is not a mechanical mixture of technical subjects with humanities which will probably result in the killing of both, in the production of lettered fools or in the manufacture of what is expressively stated as $\sigma\lambda\theta$ $\sigma\lambda\theta\sigma\lambda\theta$ in the humanities sciences or technology; let their knowledge grow unfettered by shackles of bread winning or money making; unemployment will solve itself. The real problem in university construction indeed the problem of the first magnitude is the gaining of the right types of ability both in the teachers and the taught from all classes rich and poor, high and low, freed from considerations of money value in their pursuit after knowledge. No artificial statutes or enactments or any unnatural increase in the cost in imitation of western types will bring us nearer solution. A calm dispassionate enquiry of the working of the whole educational machinery followed by an all round constructive programme of work in secondary education specially and primary education generally will alone enable us to sift materials in the natural order, in the most unobtrusive satisfactory way, so as to bring us nearer a possible solution of the problem.

V (b)

2. I really do not know where academics ends and administration begins or where administration ends and academics begins to admit a consideration of either of them in water tight compartments by separate distinct bodies. This difference or separation for what it is worth, is sure to produce some irritation and cause friction in working. But a conglomerate constitution of laymen and experts in the supreme body of the university is not desirable. I will have it therefore representative of the constitution of each of the colleges the management of which should be responsible to an electorate of the parents donors old boys

of the college and also its staff. The length of the answers to the questionnaire has become too long to admit of any elaboration on this point.

4. I do not know why the high schools which are so zealous in turning out eligibles for the university year after year, should be treated as Lambs' poor relations by the rising universities with their advertised lakhs. These poor things of high schools with a feeble staff non-entirely living from hand to mouth, are I am practically certain—too much at the disposal of the university, to require any special entrance examination for consideration. If vernacularisation of studies be taken within the field of practical politics of the coming university, a control of the high schools, at least very close intimate points of contact with them will be very necessary. I think that such questions that have nothing behind them but mere words, names or phrases may well hang-fire, till secondary education acquires voice, begins to agitate for dominion status if not complete Swaraj in the Empire of the Provincial Educational system. Space forbids entering into details or any elaboration on the point.

To sum up, the rising tide of popular favour for universities should be conserved and utilized in the best interests of educational economy. But as these universities are organic in growth governed by laws of evolution, the main point is to look to the activity of the inner life which has to run on natural lines consonant with the genius of the people to secure which, in the first place the mother tongue should be the medium of instruction and in the second place the two factors of the teacher and the parents should be brought into full co-operative activity, taking care that the ideal of the university as a temple of learning is never brought down to the level of workshop employment. Started and run in this direction the university may be trusted to take its own shape, evolve its own type, its own faculties, curricula, etc., without any preliminary elaborate arrangement at the start. In any case, attention to universities with an eye to educational results, involves equal attention to other spheres of education, secondary education in particular so that university establishment construction or reform should have a definite place in a serious programme of constructive educational work as a whole.

LXVII

**M.R.Ry. J. S. Ponniah, College Park Hostel, Kilpauk,
dated 30th August 1926.**

I

1. (a) Our supreme educational need to-day is not university education, but an enlightened elementary and secondary education. This is the most important fact to be borne in mind.

2. But a university for the Tamil districts is desirable—

(a) if the present defects of the Madras University system could be remedied

(b) because it would aid decentralization

(c) if a decisive change of policy, of principle and of reorganization are going to be introduced.

II

1. We urge in favour of a "single geographical area, single constituent unitary university." The advantages claimed are—

(a) it could be made a full residential and teaching university, capable of imparting true and cultural education.

(b) If the accompanying scheme could be carried out, it would become a co-operative, concentrated and a most efficient university.

IV (a)

2 & 3. 'Particular studies being specialized in particular centres' is a very sound principle which the learned committee has considered. But certain practical difficulties may arise. Further it seems only a second best as the new type advocated would show.

4. (a) (b) If the proposed academy has to hold a position equal to the rank of a university by itself, it is eminently desirable that it forms one of the constituents of the new university; in which case certain special advantages for research and co-ordination of work could be secured. If otherwise, we would have three or more academies in different centres.

5. Tamil ought to disappear from the curricula (even the present course for Part I-B Intermediate) except as one of the important subjects of study in the oriental school.

6. Tamil ought not to be made the medium of instruction in university teaching.

8. (a) Not at all. In the first place no necessity has arisen or been created for such highly advanced technological studies. In the second place degrees and diplomas or graduate technological experts mean unemployment pure and simple. Thirdly no 'Colleges' are necessary because the supply from the existing ones (Medicine and Law) outruns the demand.

NOTE (i)

The proposed University—A Scheme of Reorganisation.

The guiding principle of any educational reform is to make the educational machinery fit into our social and economic structure. So far our education has come from "above" and it had also been not a natural evolution. Everything is top-heavy with our system; and so it must be the primary effort of the committee to reorganize our machinery in such a way that it satisfies the needs of the country and also fits into our national structure.

For, we have before us the problem of a cheap higher education, before we have had a free and compulsory elementary education or a sound secondary education. I maintain that this is the key to the whole of the paradoxes in our educational position. Whereas the country ranks lowest in the world in literacy, undergraduates in colleges exceed the number of those in the colleges of Great Britain (for figures see M. Visweswarya: *Reconstructing India*). The country needs more lawyers, more doctors and so on; but those that come out of the college do not find an employment! Let the committee pay heed to these facts before proceeding to build up a new system.

There is no denying the fact that the result of the whole system of higher education in general has been the turning out of men mechanically for "for degrees" and "professions." Now unless this evil is rooted out by initiating a far-sighted bold policy of overhauling the whole system, greater evils are in store before us. But if the committee contents to tinker at the problem, by making a few changes here and a few there, the country would be spared of many troubles involved in the creation of another duplicate of the existing universities.

What of culture, higher learning, liberal education or university training? No teaching but a rigorous examination system. Colleges are ill-equipped, and some of them are no better than high schools. All these are defects to be remedied by a bold and far-sighted policy.

We advocate "a single geographical area, single constituent unitary university". Suppose the university is going to be located at Trichinopoly. We must have a big colony like the one for the South Indian Railway Workshops; no more colleges around Teppakulam. Let the new university town be a unit by itself, with all the necessary provisions for colleges, halls, laboratories, hostels, quarters, etc.

Now there are these important Arts colleges within the proposed university area: First grade—three in Trichinopoly; two in Madura; two in Tinnevely; and one in each of the following towns, Kumbakonam, Chidambaram and Mannargudi. Second-grade colleges at Nagercoil, Palamcottah, Salem and Pudukkottai.

Let us for the moment assume that all the religious, communal and provincial prejudices and rivalries are forgotten, and the common aim of all the colleges is the promotion of higher learning and culture. Those who could stand independently, that is, maintain themselves from their own resources, form separate units; let others unite themselves together (e.g., the Wesleyans may unite with the Anglicans; the Nationalists of Trichinopoly with their comrades at Madura and so on). The Catholics will constitute a separate unit by themselves.

Let the existing colleges be converted into "high schools"—one and all. Let the "surplus" resources of men and money be severally put together to constitute a new university of the type already explained. Let the colleges maintain their own individuality, their peculiar traditions and also administer their own finances; but in teaching let them work as co-partners with the one ideal of serving the country.

Then the colleges may "specialize" each in certain branches of studies: the following scheme is given as a model:—

- (1) The Anglicans and the Wesleyans—European languages.
- (2) The Catholics—Mathematics, Physics and Chemistry.
- (3) The American Mission—Biology, Zoology, Botany, etc.
- (4) The United National Colleges—Social and Historical sciences. Also Oriental studies.

When once the broad principles are recognized, technical difficulties regarding exchange and interchange of lecturers and professors can be effected easily. It is hoped that by this way a very adequate and

efficient professoriate, and an army of competent lecturers (the present arrangements in colleges are pathetic!) and tutors can be obtained and make our university teaching and learning resemble the systems obtaining in the western universities.

According to this scheme, the university is to be the seat of higher learning and culture. Our present education in colleges is far too incomplete, inefficient and inadequate. Further the present scheme presupposes an efficient system of high school education, which is also sketched elsewhere. Now, in this university, there must be complete freedom of choice and specialization of subjects. Development of personality, individuality and culture should be aimed at rather than a dead uniformity of routine or fixed studies. Of course examinations must be done away with to award degrees and diplomas.

The university would thus aim at "training" men in every sense of the term. Only a selected number of students, to begin with say three hundred a year, should be admitted for their special capacities, etc. The education is to be for the present a costly one. Physical culture should occupy a prominent place. All should share (professors, lecturers and students) a common life within the walls of the university. There will be an all-round development and not mere intellectual training as we have it to-day. Instead of a 40 per cent alone getting through every year, we shall have 99 per cent which would produce a healthy and moral atmosphere of education. The period of residence may be fixed at three years.

At present the young university would not be able to do anything in the line. Nor is it wise to attempt anything. Unless a very efficient professoriate is built up, special chairs are endowed, enormous library facilities are afforded and lastly—this is perhaps the most important consideration—higher education in the country as a whole attains a very high level, it is useless and expensive to conduct costly research courses. But we may begin with Tamil language and literature; and in chemistry with reference to South Indian industries.

The following are the reasons which I adduce in connexion with this novel scheme:—(1) We do not want so many "tottering," inefficient colleges, but only one college and one university really efficient and useful. (A century hence every town may have one as Sir T. N. Sivagnanam Pillai suggested.) (2) The financial position of these colleges will be very sound as regards their equipment, management, etc. In this country higher education can be carried on without the least cost to the Government owing to the beneficent efforts of the foreign missions. We want an organization of the sort we advocate; the problem is solved. Secondary and elementary education will receive a great stimulus, and will have a real development, for all the money which is showered upon these colleges may be spent on them. (3) This unity promotes national life and would go a great way to cure our local, provincial, communal and religious discords. (4) The ramp of the existing colleges will develop into good high schools.

The new scheme is only a modification of the principle which the learned committee has enunciated, namely, particular studies, being specialized in particular centres.

It is in the interests of the country that we want such a simplified and efficient university. If the scheme is found practicable, no matter what opposition the narrow interests of anybody or body of persons offer, the Government ought to carry it out.

The principles which I have kept in view are—

(1) Our educational system has never been, and I fear shall never be, "an evolution." It came from above and may continue to be so. So, reorganization must be effected with reference to the needs of the country and to suit its social and economic structure.

(2) So far there has been too much of education and also too little—too much because top-heavy; too little because education has not permeated into the people. This is the trouble which we have to deal with now.

(3) The healthy or unhealthy rivalries (local, communal and religious) between the existing colleges should go. Let education be "national" in this limited sense.

(4) What are the problems of our new universities—no funds, no equipment, no libraries, no professors and so on. Is not the above scheme the safest, the sanest and the most practical? In my opinion, the scheme solves almost all our educational problems.

NOTE (ii).

Technological and Professional studies.

IV (a)

8, 10 & 11. I beg leave to be permitted to point out what I consider as serious errors that have found a place in this section of the questionnaire. (1) Agriculture and commerce are omitted though perhaps implied. (2) The rotten idea of "degrees" is still entertained. If the western universities give degrees, it does not follow that an industrially backward country should indulge in it or imitate their example. Imitation has been our worst vice. I need not here speak of this defect in the Andhra University scheme. They are going to bring out in the long run a cheap and useless supply of graduate technological experts. (3) Surely thousands of our unemployed and under-employed graduates do not "have the (least) satisfaction of being graduates." Why add insult to the injury by making them technical "degreed" whom the country would not absorb? For, considering the present scheme for technical education, the industrial development of this country could never keep pace with it. (4) Should technological experts have necessarily degrees? will they be inefficient because they shall not be B.A.'s too?

Space does not permit me here to give a detailed survey of the existing facilities, the present position and the scope of technical education in our districts. But the point which I wish to emphasize, namely, that we don't want "colleges" for these studies. All that is necessary is that we should have these studies adapted to the needs of the country; a

standard of education similar to that prevailing in some of the American "schools" of technological education will be of use to us. The present institutions, especially those of the Governments are ludicrously inadequate. We must at once start good and efficient "schools" for textile; leather, colour chemistry, agriculture and commerce. The engineering institutions also are to be remodelled.

This is not, however, to be meant that advanced studies are ignored: at present the university need not indulge in this costly and useless experiment of graduate courses. The time may come and shall certainly come when, as a result of our industrial experiment, we shall be forced to have recourse to advanced studies.

I beg to point out that the present agitation or cry for technical education is due not to the need created by any industrial development, but to solve what is known as unemployment among university men. Failure to recognize this would bring disaster; it would certainly be going to the other extreme.

Here again we have had too much and too little of education. Ninety per cent of our population (perhaps more as regards our Tamil districts) do have a scanty or no medical relief, whereas there are many, perhaps hundreds of M.B., B.S. and L.M.S., who have no employment. I do not have space to go into the whole question. Now the solution proposed is "more medical men of the present standard," but they must find employment in the rural dispensaries!

Now let us not shut our eyes against these facts. Let our education serve the needs of our country; *let there be no waste, normal or economic.* Let the proposed university need not take up advanced medical studies now: perhaps the existing institution at Madras is quite sufficient.

The argument holds good to the question of a Law College.

To-day we shall have "schools" of Law and Medicine. The present medical schools must be reorganized on a simpler and less costlier basis. We must have at least one or two schools of Indian Medicine to give rural medical relief. So also schools of Law. Details of organization need not be put down here.

It seems to me that there should be no two opinions on the above argument. What is perhaps the real difficulty is whether these schools should form an integral part of the high school system which is sketched elsewhere, or whether the university should control them. The former is the soundest course as will be shown later on. But if the committee persists in keeping up the affiliating principle, we can't help feeling that these would naturally fall under the purview of the university colleges.

NOTE (iii).

The place of Tamil in the University.

The whole question of the vernacular is to be looked at from a broad national point of view, and to be entirely disassociated from the popular views and linguistic, communal or provincial considerations. Unless this is clearly recognized, we should have taken the most retrograde step in the history of education in this country.

Now the battle of the vernaculars had been fought long ago. For good or bad, English has had continued to be the medium since then. On the whole this had given the greatest stimulus to the spread of "higher education"; but its greatest defect has been the neglect of the education of Rural India. This is still the problem before us. Now any attempt to revive or reinstate our vernaculars should pay due consideration to the situation thus created.

The present agitation to make Tamil as the medium of university education has no history of its own; it is mostly due to the popular clamour, although we may consider a few other factors.

Any way, the fact is clear; it is going to the other extreme. The following are a few considerations which weigh with me in regard to the vernacularization of our studies. (1) Is it going to accelerate "higher" education? If so in what way? I venture to say that it would handicap or even retard higher education owing to the numerous practical and theoretical difficulties. (2) Is it going to help the spread of culture? because students would now think in their own vernaculars. Extremely doubtful; people fail to think not because of the absence of the vernacular, but because the educational methods and the system are such. (3) Is it going to help the spread of education among the "people"? Surely not. "Higher" education will never reach our masses if the present system continues, until after many centuries.

The cry is raised by many who know neither English nor Tamil sufficiently well to speak with authority. Those who are competent are very often misled by false notions, or parochialism.

A few arguments will not be out of place. Historical evidence all over the world is against us. Now it would be "foolish" to revive our vernaculars, which "have been in the grave four days." Thirdly take into account the stupendous task of translation, and more than all, that of assimilation of all the translated lore. Fourthly, Tamil has a very "limited cultural value." We have a rich literature, but not rich enough. Even that is much antiquated. It has now ceased to be the medium of the thought of the literate; it is more dead than living. Fifthly its "commercial" value is gone; even the small value to-day will soon fade away. Last, but not least, the order of the day is "nationalism and internationalism". Some of our "degrees" are not recognized abroad. Why make them worse by the lowering of the standard which it would entail or other evils of that sort. If Tamil is going to be the medium of instruction, no practical benefit is going to come out.

It is not to ostracize Tamil that I put forward the above arguments. I am an ardent lover and student of Tamil literature; but the "problem" before us would not prejudice my judgment as regards the true sphere of

Oriental studies. Tamil in our educational experiment. In the university it has to occupy an important place as a branch of oriental studies. Nothing more. In my opinion the present course of Tamil for the Intermediate Examination (Part I-B) is ludicrously absurd, besides the enormous havoc it works owing to mistaken ideas of the university, and is to be done away with. My position will become clearer later on.

The proper sphere of Tamil is in our high school and elementary educational system. Not only should Tamil and only Tamil should

The sphere of Tamil. become the medium of teaching, but it should also occupy a more useful and dignified position than the present ridiculous place it occupies to-day. This is not the place to give a detailed account of such a reorganization scheme.

But this does not mean that English is to be boycotted from our secondary schools. English will continue to be studied in greater earnest by a larger number of pupils than now as a language. It will on the other hand cease to be the bugbear or the terror in our educational system.

In connexion with my scheme of secondary education, provision will be made for higher learning in Tamil for those who would require it. This will be in the nature of the professional and technical "schools"

Tamil academy. described elsewhere; this you may call "Tamil academy." Now, if there is any scheme to make the present Madura Tamil Sangam such an academy, a great deal of reorganization is to take place both in the constitution and regulation of studies, etc. (I do not want to go into the administrative or financial aspects.) Even after that, if the rank to be assigned to this institution is equal to that of a constituent college, nothing better can be done by incorporating it as a part of the university itself so that special facilities and benefits may be obtained for research, etc. It should not be a separate entity by itself; if otherwise, the present independent position it occupies is better left undisturbed for more than one reason. On the other hand, if its position is going to be that of the reorganized secondary "school," we should have not one, but two or three such academies.

Supposing my arguments have been tinged with lack of patriotism for the Tamil language or the Tamil country or that they have been too narrow or too liberal, the safest experiment to make vernacularization is to start with the high school: for opinion all over India is *not* unanimous on the point. When our secondary education will be organized on a better basis, the advantages claimed for my scheme are—

(1) It does not interfere with "higher education." The present position of higher university education will develop as usual. If the alternative cry is heard and given effect to, there is more chance of regress rather than progress. At any rate let us be cautious.

(2) The literature will revive slowly and the "process of assimilation and dissemination" will go hand in hand with the development of our language. Even this is not going to come *unless* the secondary educational system is thoroughly reorganized.

(3) The knowledge will spread among the people and they could share in education.

NOTE (iv).

The University and the High School.

It needs no repetition here that with the reorganization of a new type of university there is implied a similar reorganization of the high schools. The problem of secondary education in our Presidency is twofold: (1) It

Introductory.

must be complete and self-sufficing, in other words "efficient". (2) It must answer to our practical requirements, that is, the country should absorb those who come out of these institutions. Various methods and schemes have been suggested, but no one seriously thinks of a "thorough" reconstruction. Tinkering at the problem is the rule.

Since this is only a sketch, I describe briefly the three types of schools which I advocate to solve our problem. We have to-day (1)

Types of schools. Government institutions, (2) mission schools and (3) institutions endowed and managed

by private or corporate efforts. So far, the Government has followed a policy of "aid" or "subsidy" to the latter two and managed their own at an enormous cost. We do not blame the past; it had its own justification and its advantages. Now we are in a new era, when taking stock of our past, we have to build for the present and the future.

We have already referred to the "rump" of the colleges, which goes without saying that they will soon develop themselves into efficient high schools. The second aspect of our problem involves a consideration of the financing of education and the organization of studies, etc. For the masses of our people, education is not only to be extended but also cheapened. I suggest the following two steps: (1) Make the Government institutions offer cheap education, that is, making it available for the poor, the backward or the depressed. Correspondingly let the missions or the private bodies erect costly schools in which the well-to-do would find accommodations, which would necessarily be self-supporting. Other institutions may continue both the principles, and be self-supporting. These are the three types of which I have in view. (2) There must be the "co-ordinated" system of education. Here I have no space to go into the whole problem of vocational education in the high schools. In a high school there must be provision for regular courses of cultural education as well as training in agriculture, commerce, workshops, arts and crafts, etc. the bigger industrial "schools" must work in close harmony, or that is, there must be complete freedom between the two. This would be working and learning; but this principle is not for all.

Here again, I cannot go into details. The courses should aim at giving a complete and efficient education. Courses of studies. Everywhere the principle should be culture and training of better and useful citizens. The "schools" of Law, Medicine and Engineering and the Tamil Academy would supplement this education. Tamil would occupy an important place.

If the broad principles of this organization were adopted, the following advantages are sure to arise: (1) It would give a full education to our people, who, because of the insufficiency at the present flock to the university. (2) It would further check the "rush" to the colleges of the unfit, the useless and the poor. (3) The stimulus to the spread of "sound education" would be very great and the extension of education and culture among the people would be greatly accelerated.

It is needless to say that the relation between the high school and the university has been explained in this roundabout way. Because of the futility of this "examination" system, I have not answered the question directly, that is, whether there must be the Secondary School-Leaving Certificate course or a separate entrance examination. In our reorganized system, "examination" would never be talked of as such; for this had become one of our worst curses that has fallen upon this poor country.

Conclusion.

Summing up, the committee's recommendations should be—

- (1) the organization of a single area, single constituent unitary university;
- (2) the organization of schools of Law, Medicine, Engineering, Agriculture, Commerce and Technical institutes of the same type;
- (3) indicating the scope and methods of reorganization of secondary education.

LXVIII

**M.R.Ry. S. V. Venkatachalam, M.A. (Honours), dated
30th August 1926.**

I

1. (a) A special university for the Tamil districts with Tamil as the medium of instruction and examination and distinct in character from the existing Madras University is a long-felt want or at any rate a long-needed national requirement.

(b) From the very nature of my suggestions, it can be seen that this need cannot be affected by the establishment of the Andhra University.

2. The Tamil University ought to cater to the special needs of Tamil Nadu by giving the people instruction in all subjects connected with the past history and traditions of the Tamil people. It must impart instruction to the people on lines which would make them alive to the past glories of this ancient land which is said to have established trade relations with the whole of the known world and founded colonies as early as Syrian and even Assyrian times. The university must teach through the medium of Tamil to the complete exclusion of English as a medium of instruction. I should not even mind if English were relegated to the place of an optional second language so that if one so desires one ought to be able to take a degree without the knowledge even of the English alphabet. These things would not be possible in the case of the Madras University. For instance, the Madras University cannot and ought not to give up the English medium at the present stage. So, I want that to be tried at the proposed Tamil University to be later on introduced if found feasible in the Madras University also.

4. The affiliated institutions of the Madras University do suffer in comparison with the constituent colleges in a number of ways. One of the disabilities is constitutional and arises from the attempt to restrict the area of the university to the metropolitan city. The constituent colleges have been given greater importance and enjoy representation on the academic council of the university far in excess of what their numbers would justify. While as a sop to the affiliated colleges, they have been given a council which has no function absolutely and has no voice over the affairs of the university either academical or administrative. This is a disability however which can be removed partially by the amendment of the act of incorporation though much would depend on the way the act is worked.

Other disabilities are more or less inherent in the system of affiliation itself. The affiliated colleges cannot make up that academic atmosphere in their locality which naturally exists in Madras. Again the affiliated colleges are unable to so easily avail themselves of any facilities that the university may provide by way of libraries, professorships, etc. These can in a way be remedied by the starting of new universities at centres so chosen that as many colleges as possible are brought in or near them.

5. I would like to have it named simply "The Tamil University" or after the name of some great man of Tamil Nadu, say "The Kambar University."

II

1. I should prefer that the new university be of the unitary type. By this I mean not necessarily a university all of whose constituent institutions are to be crowded within a narrow circle, though, of course, that would be the ideal thing. But what in my view should constitute the unitary nature of the university is that all the colleges should, in addition to working under the academic control of the university, be placed also under the administrative control of one authority. That authority might well be a statutory council consisting of representatives of the management and staff of the colleges concerned. The council should have power to fix a uniform scale of salaries for professors, to insist on the acceptance by the management of that scale, and to prescribe other general rules for the relation of the teaching staff to the management on the one hand, and to the council on the other. Professors must be transferable.

But if, as I fear, this might not be feasible of achievement, I would like the university of the federal type, in which the institutions making up the university, though their management would be left free from control as now, might join together in harmonious co-operation, trying to complement instructions by mutual agreement and helping one another by loans of professors and by taking in of students of sister institutions for instruction in particular branches of the same subject. A common purpose and a more or less sisterly relationship would thus be encouraged between these institutions.

The affiliating university should certainly be avoided which would only be copying the old Madras University with its evils of the university being merely an examining body and the colleges independent of

external control and unsusceptible to all external influences continuing as heretofore their old, dull and monotonous work of being mere coaches for examination purposes.

2. A number of universities confined to small areas should be the ideal but at present we shall confine ourselves to one university, with, however in order to meet our ideal of a unitary or federal type of university, more than one centre.

4. The university might undertake complete teaching work if a unitary university can be established and if the council—I have proposed in answer to Q. 1 above—should decide to take up in its hands, the appointment, transfer and control of the teaching establishment. Otherwise I would suggest that university teachers confine themselves to post-graduate and research work alone.

III

1. My view is that the first university be established so as to have jurisdiction within the municipal areas of the towns of Tinnevely cum Palamcottah, Madura and Trichinopoly. It happens fortunately that the colleges in these districts are confined to the headquarters and that each of the given areas has as many colleges in a compact area as any other similar area in the mufassal.

3. Madura being central might be chosen as the headquarters of the university, though Trichinopoly perhaps of all three possesses the richest academic atmosphere and Tinnevely cum Palamcottah contains the largest number of colleges.

6. In my suggestion as given above, Madura should be the administrative centre as the headquarters while all three areas shall constitute distinct academic centres. My view is that the administrative centre must at the same time be also an academic centre.

V (a)

1. As suggested in my answer to Q. 2 of Group I, the university has got to keep in view the unfolding of the past history of Tamil Nadu and the development of her ancient culture and at the same time the imparting of technological instruction which would help to develop the resources of this country and help to provide employment to her sons in wider and more remunerative walks of life than are now open to them. Fine arts must be introduced as subjects of degree courses.

3. I have suggested three different centres and we shall leave it to them to see how they would themselves choose to develop.

4. (a) Yes, I suggest Madura.

(b) Yes.

5. The compulsory language.

6. I am of opinion that the chief justification for the new university is for the adoption of our mother tongue as the medium of instruction. The extent of intellectual depravity and of verbal cramming consequent on the instruction being through the medium of a foreign tongue is so enormous that I cannot recommend this step too strongly. That is why I am so emphatically for a university in which English shall not even be a compulsory language. We have to look

forward to a time when once more Tamil shall occupy in our land the place that English occupies in England or French in France. Whatever may be the future of India politically, it is certain she is not going to get anglicised. There is no point either in looking to English as the necessary common language of India. The masses of our countrymen can never assimilate the language.

There won't be much difficulty even now, I believe, in working a scheme of Familiarizing our courses of studies. In the first place there are a number of subjects in which, I should think, we can at once proceed to impart instruction in Tamil, particularly music, painting, etc., medicine, particularly Ayurveda, and generally also the arts courses. It is in the sciences and the technological courses that we should find some initial difficulty. But here we must take up the technological names intact from the west not merely for the difficulty of finding suitable oriental names, but also for the purpose of having a common nomenclature for the whole world. Even where some names have been already chosen and have been in use for certain terms, I would not have them. The question of preparing suitable text-books and framing courses of study should be left to a special committee. If necessary, such portions of the subjects as cannot be taught through the vernacular might be taught through the medium of English temporarily so that some papers in the same subject might be in Tamil and some in English. That would, of course, make these subjects available only to those who take up English as second language but that certainly cannot be helped at the transitional stage.

7. Sanskrit and Islamic studies.

8. (a) Yes.

12. It should be possible to institute degrees without English altogether as I have already suggested. My suggestions with regard to science subjects have been given in answer to Q. 6 above.

V (b)

2. Yes.

3 It is sufficient that it forms part of the general academic body as one of its faculties. Not only this, but every individual faculty may be left to choose its own centre though the whole academic body will have its centre at the headquarters of the university. The oriental faculty had best its centre at the oriental centre itself.

4. I would prefer a separate entrance examination conducted by the university to qualify for admission to university courses.

LXIX

**Rajkumar S. N. Dorai Rajah, F.M.U., (Camp) Egmore,
Madras, dated 30th August 1926.**

I

1. (a) There is no need for the proposed university. I am afraid it would be introducing another element of division into a house which is already very much divided against itself. We should, if possible,

seek to unify more and more, not to disrupt. I don't want lads from different parts of the Presidency to develop (or to stultify) in water-tight compartments.

(b) Yes. The Andhra University has become a settled fact—an age long connexion has ceased and a fresh source of disruption comes to exist. We don't want another.

2. In my view of answer to Q. I, this does not arise.

3. The Madras University would be affected in this way. A very large number of students who would otherwise go to it for their university career would now stay nearer home. It might affect the funds of the Madras University. It is also probable that it will diminish in efficiency, as it would not be allowed to lag behind the newer universities in its outturn of finished products.

4. Affiliated institutions do not get the benefit of the special lectures known as the university lectures and so forth. A Tamil University, if it materialize, might fare better as students from adjoining districts could more easily go up to the university centre.

5. The "Tamil University" would be quite good. "Ramaswami, B.A. (Tam.)" looks and sounds quite alright.

II

1. As the proposed university would presumably cover about half a dozen districts, the federal type would be the most suitable. The unitary type is unthinkable where large areas are concerned. The affiliating type always places the affiliated colleges at a disadvantage. They acquire the brand of inferiority.

2. Emphatically I prefer the latter type.

3. The colleges should work in close association with one another and with the university. They should, as far as possible, try and be hostels or halls and not colleges working in isolation. They should try and approximate to the unitary type as far as possible.

4. I would advocate university lectures for advanced courses by men of outstanding merit.

5. I would suggest research work in South Indian Archæology, Epigraphy, History and Tamil literature. I don't believe that any special facilities exist in any college. Our colleges are never original but are only concerned to prepare their boys for their examination.

III

1. The university should naturally cover all the Tamil-speaking districts.

2. Bi-lingual districts should be free to choose between the Tamil University and other available universities.

3. I would suggest Trichinopoly. It has historic associations, has a number of good colleges already at work and has got a river which is intimately associated with the literature of the Tamils. Madurai is a possible alternative.

4. That cannot be helped. Those who are near the Throne of Grace naturally receive favours without any special effort, either on the part of the giver or the receiver.

5. They are quite valid of course, but they are not worth worrying about.

6. The headquarters should be both an administrative centre and an academic centre. It must have an academic atmosphere and tradition. Else it would be a bloodless substitute for a university as commonly understood.

V (a)

1. In my view of the matter, should a Tamil University come to be, its special aim should be to bridge the gulf which would inevitably open up between the Tamil country and the adjoining linguistic areas.

2. See answer to Q. 5 of Q. II.

3. It is rather a good idea. Madura might specialize in Tamil culture. Technological institutes might be started in places in Negapatam.

4. (a) I quite approve of this suggestion. I would suggest Madura as I have already said.

(b) Yes.

5. I would assign to Tamil a respectable secondary place.

6. I am absolutely against it. Time spent on considering how best to work it would be time-wasted. You are not going to teach experimental psychology, etc., or political science in Tamil. It was not meant to serve this purpose.

7. Scholarships of course. Urdu and Sanskrit should be encouraged.

8. (a) Yes.

(b) Negapatam and other industrial centres.

9. Arts and Technology.

10. Yes. Chemistry, leather industry, mechanical engineering, etc.

11. The possibilities are great but we had better not have them; if we can help it, you can locate them anywhere.

12. I cannot bring myself to think of it.

V (b)

1. I would take the old Madras University for a model.

2. Yes.

3. I would not have separate academic bodies. Oriental studies would come under the cognizance of the academic council which would be set up.

4. I prefer an entrance examination conducted by the university as it would make for uniformity and continuity.

5. See answer to Q. 5 of Q. I.

LXX

Rev. N. G. Fonnaiah, Findlay College, Mannargudi,
dated 28th August 1926.

I

1. (a) The need for the establishment of a university depends on the nature of the university proposed. If the university is to be a replica of the Madras University, there is no point in giving up the traditions, etc., we have contributed to build up. Further the question of the burden to the general tax-payer is an important consideration.

To reduce the size of the area any university serves may be an advantage; but from this point of view we may wait and see the effect of the separation of the Andhras from Madras University and perhaps the contemplated separation of the Keralas.

(b) Yes—see above—the jurisdiction of the Madras University has been reduced—and this points out a policy of ‘wait and see’.

But from a sentimental point of view—it may be contended when the Telugus have their own—why not the Tamils have their own too.

2. Special attention may be paid to Tamil culture and Tamil literature.

I am not able to speak of the remediable defects. It is no good speaking about the defects unless there is a reasonable prospect of getting them remedied in the proposed university.

3. The Madras University may not get the financial help that it now gets from the Government. Having only constituent colleges it might go on to build itself up on the type of Oxford and Cambridge—and so might become more attractive than now.

4. They are not having as much voice in the Government of the university as they should have nor are they benefited by the lectures arranged for by the university. The university simply supervises the teaching provided by the colleges.

The difficulties will simply continue but transferred if the proposed university were of the Madras type.

II

Unitary type is impossible, seeing the distances to be covered—unless it is proposed to have more than one.

The federal type—may reduce the irregularity in the matter of administration as well as sharing the advantages of university teaching—but the inequality cannot be altogether removed.

2. Certainly the latter—the former is impossible on financial grounds.

4. I should suggest the university undertaking all Honours course teaching—and that only—and providing general lectures—then all colleges will be equal providing only pass courses.

The University Professors should also supervise the work of the Research students.

5. Not that I know of.

III

1. All the Tamil districts. *Query.* Will any College in the Tamil district be permitted to keep its connexion with the Madras University or will they be all compelled to go into the new university?

3. Trichinopoly. Central in geographical position.
4. See answer above.
6. Might be both—very difficult to separate.

V (a)

1. Tamil literature.
3. No centre has any special facilities just now.
4. (a) Yes, in a way. Madura or Tanjore.
(b) No objection.
6. I should certainly welcome it—but in the present circumstances such a degree may be considered only inferior and so may not be popular. As to working it the possibility of proceeding from the top may be tried.
7. Tamil and Sanskrit.
8. (a) Yes. *
(b) Trichinopoly workshops and Madura, Weaving and Dyeing works.
11. Not very necessary. Trichinopoly.
12. Yes but see above.

V (b)

2. Yes.
3. Yes.
4. In favour of a special entrance examination.

I should suggest the formation of a university where Tamil would be medium of instruction and Tamil the language in which the examinations to be conducted with English as a second language (with special insistence of a fairly high standard). The colleges in the Tamil area may have the option of getting themselves affiliated either to this university or to the Madras University or both. The Arts and Science courses all to be through Tamil, special attention being paid to Tamil literature, philosophy, etc.

LXXI

M.R.Ry. R. Swaminatha Ayyar Avargal, B.A., L.T., F.M.U.,
Retired Headmaster, Kumbakonam, dated
26th August 1926.

I

1. (a) One or more universities of a suitable type may be started with advantage in the Tamil districts.

(b) The need continues notwithstanding the starting of the Andhra University.

2. (i) *Defects*—

(a) Real university life is at present little realized *at mufassal stations*.

(b) The pursuit and development of Tamil studies are not adequately provided for.

(c) Technological studies suited to the various Tamil districts require to be started, in view of the existing facilities and needs. Research in these directions has to be arranged for.

(ii) *Advantages*—

The supply of the above wants would make for the culture, expansion and advancement of the Tamil-speaking public.

3. The Madras University would then cater for the wants of the Madras area and function therefore more efficiently.

4. Vide (i) and (ii) of 2 above.

5. Teaching and residential universities—universities of the type of Oxford and Cambridge—are proposed and they should be named after the towns or cities where they may be instituted.

II

1. *The Unitary type*.—It would help to create proper academic atmosphere and facilitate concentration of resources.

2. I am for different centres having different universities, each specializing in one or more branches of learning or study according to its special needs and facilities.

3. The different colleges in each university area would be the constituent members of the concerned university.

4. Yes. (a) Teaching in colleges should be in view of the examination requirements.

(b) The university teachers should deliver lectures of an advanced character and supervise and guide research work.

5. (a) The existing facilities are no doubt poor but they are susceptible of improvement.

(b) Yes. Research work should be undertaken by the university, being its legitimate function.

(c) Madura—Tamil, Saiva Philosophy, Dyeing, Weaving.

Trichinopoly—Science, Engineering, Commerce.

Kumbakonam—Science, Agriculture, Sanskrit, Indian Philosophy, Metal Industries, Ayurvedic system of Medicines.

III

1. The jurisdiction of each university should be confined to the limits of its own centre or city.

V (a)

2. Vide answers to 5 in II above.
- 4 (a) Yes. Madura.
(b) Madura should be the centre of Tamil studies only.
5. Tamil should be the medium of instruction in high schools.
Tamil or Sanskrit should be a compulsory second language in the university curricula.
6. It is an ideal to be kept in view, not being capable however of being worked up to in the near future. In view of the ideal, the university should encourage publication in Tamil of suitable books on information subjects.
7. Answer given already.
The Kumbakonam University may undertake research in Sanskrit.
8. (a) Yes. (b) & (c) vide answers given already.
9. All the universities may begin with arts and sciences, and those with any special facilities may have faculties in addition in the allied subjects, e.g.—agriculture, medicine, engineering, commerce.
10. Yes. The following among others may be included :—Commerce, journalism, agriculture, engineering, banking and accountancy, actuarial science.
12. Yes. Indian Philosophy, Indian systems of medicine, astronomy and the like could well form the subjects of study for the degree in question.

V (b)

1. The proposed university in any centre should be of the Oxford and Cambridge type in respect of the main features of its constitution.
4. I am in favour of each university having its own entrance examination and the university should admit to it ordinarily only pupils who have gone through a complete course in a recognized high school.

LXXII

Mr. K.S. Ramaswami Sastri, B.A., B.L., Sub-Judge, Tanjore.

1 (a) The Tamil University is one of the prime necessities of the higher Tamil cultural life. Without it the cultural life cannot be focussed, rejuvenated, and applied in the service of the higher national life.

(b) The need for it has not in any way been affected by the establishment of the Andhra University. The reasons that rendered the latter a desideratum exist in the case of the proposal to establish the Tamil University.

2. *Present defects.*—The present Madras University, even after it was put on a new basis by the new Act, is not the real centre of Tamil India and is not capable of ministering to the cultural needs of Tamil India.

Future advantages.—By location in a natural centre and by specially ministering to the cultural needs of Tamil India, the proposed Tamil University can increase the cultural contribution of Tamil India to the cause of Indian progress as a whole.

3. The establishment of the Tamil University will not in any way harmfully affect the Madras University. The latter would have then become an ideal residential and teaching university, co-ordinating the cultures of the various linguisting universities in South India and conveying to them the larger cultural currents of India as a whole and trans-India as well.

4. As matters stand at present the affiliated institutions of the Madras University have many disabilities. The university exeroises but little supervision over them and is in reality but an examining university in regard to them. The mufassal colleges have further the legitimate complaint that they are treated as step-children as compared with the metropolitan colleges. These and other disabilities will disappear if the Tamil University is established, because it will be nearer in presence and in spirit to its affiliated institutions.

5. I would call the university by the sweet name of Tamil.

II

1. It cannot be of the unitary type because the area to be served is large. It should not be of the affiliating type because then it would be jejune in results. It must be of the federal type, because it alone will serve the entire cultural needs of the Tamil India in an efficient and comprehensive manner.

2. The ideal should be the establishment of more than one unitary teaching and residential university at various centres in Tamil India. As a transitional ideal, I would favour a type of university which aims at concentration of particular branches of learning at particular centres.

3. The relation would be one of co-ordination of learning among the various colleges. The university will be the centre and focus of the colleges, receiving its importance from them and raying new life to them.

4. The university should undertake teaching in the highest branches of culture. The university professors should undertake the teaching of advanced courses and the supervision of the work of research students. I would recommend the sending out of some university professors to give courses of lectures at the affiliated colleges so as to raise the level of the cultural effort there.

5. There is now an unlimited field for research in South India. The whole area of Tamil literature and art, tradition and folklore, archæology and numismatics and allied subjects, history, etc., has to be explored. On the industrial side, the university has to find out how culture can galvanise the industrial life of Tamil India and pull it up to a higher level of efficiency. South India has got enormous sources of water-power which have to be studied and utilised. The Tamil University must undertake research work in the various subjects stated above and other subjects and in suitable centres throughout the Tamil districts.

III

1. It should have as its area all the Tamil districts of this Presidency.

2. I would not suggest any special measures for the bi-lingual districts. The Kerala University will be established soon. The Andhra University has been already established. The difficulty anticipated by this question will not arise.

3. I regard Trichinopoly as the most suitable centre. It is centrally situated so far as Tamil India is concerned. It is a healthy city. It has got an immense area for expansion. It has got a splendid locus for the university near the holy Cauvery and away from the bustle and turmoil of urban life. At the same time the university can function near a great city and thus be in touch with the practicalities of life. The city is served by two great rivers and is a great centre of religious and artistic and commercial and industrial life. It has already got three first-grade colleges, a training college and many high schools. It has got also a high-grade Sanskrit Institute.

4 & 5. It may be that the colleges situated at the seat of the university would, or rather might, receive more favourable treatment or enjoy certain advantages which other colleges may not share in. This possibility resembles the advantages of a first sluice in an irrigation tank. But the distributing authority, viz., the university, can regulate and equalise the flow of monetary and cultural amenities in a suitable manner. I therefore consider such objections to be invalid.

6. The university headquarters should not be a mere administrative centre. It must be a vital and vitalising academic centre as well.

V (a)

1. Its special aim should be a special stress upon Tamil language and literature, Tamil history and the fine arts; and it should take as its special fields agriculture and the utilization of water-power.

2. For the above subjects Tamil India offers special facilities.

3. I am in favour of particular centres concentrating on particular branches of learning. Only then shall we be able to coordinate cultural effort and intensify its aim and achievement. Tinnevely might specialise in hydro-electrical engineering. Madura might specialise in Tamil language and literature and history and religion. Trichinopoly might specialise in agriculture. Tanjore might specialise in architecture, sculpture, music and painting. Salem might specialise in mining.

4 (a). There should be a Tamil academy which should specialise in the language and literature and philosophy and religion of the Tamils. Its natural centre is, of course, Madura, the seat of the ancient Sangams and the centre of the modern Tamil Sangam.

4 (b). I would make that centre the seat of oriental studies.

5 & 6. I would give Tamil a preponderant and predominant place in the curricula of studies for the university. I would make it compulsory throughout the course. It should be the medium of instruction in the high schools for the present. I hope for the time when Tamil would,

under the inspiration of the Tamil university, have advanced so far and so well as to be the medium of instructions in all cultural subjects. The university should give honoraria and secure a repertory of text books in Tamil on all subjects by great writers. It must insist on Tamil being the medium of instruction and examination up to the college state. I would hand over high school education also into the hands of the Tamil University.

7. The university ought to institute prizes for these and it should publish the researches of its professors and research scholars, in the fields of Tamil language, literature, art, history, religion, etc. I would suggest the university should undertake research in the allied languages of Telugu and Malayalam and Canarese and in Sanskrit as being the elder sister and guide of them all.

8 (a). The university should take up the training of students in technological studies, because the industrial betterment of India is the only key to our national salvation.

(b) The textile industry and dyeing can be intensively studied and improved at Madura and Kumbakonam.

(c) I have already indicated above the study of water power, electrical engineering, agriculture, etc.

9. We may begin with the faculties of arts, law, medicine, engineering, mining, commerce, agriculture and fine arts.

10. I am in favour of the giving of every facility for the study of technical subjects. We have had an unduly literary bias in education for nearly seventy years. I would suggest agriculture, dyeing, leather industry, and textile industry to begin with.

11. Professional colleges should be opened in the Tamil area; and they should be located at Trichinopoly. I would specially advocate an intensive study of Tamil medical books.

12. It is quite feasible to institute at present a degree in the proposed university with Tamil as the main subject and English as a second language, so far as the arts are concerned. Where there is a will there will be a way. In course of time such a desideratum will become an accomplished fact in regard to the sciences as well.

V (b)

1. I think that the constitution of the new university should consist of the Senate, the Academic Council and the Council of Affiliated Colleges as in the case of the present Madras University.

2. I am in favour of this suggestion.

3. No. We must link up the old and the new culture.

4. I would abolish the school final examination and hand over the high school education to the university. If that is not possible, I would have a special entrance examination for the university.

5. The Tamil University.

LXXIII

Mr. V. R. Venkataraman, M.A., Principal, Madura College,
dated 31st August 1926.

I

1. (a) Instead of a university for the Tamil districts, each district or group of districts may be given the privilege of starting a university and working it along its own lines according to the needs of his own area.

For example, Madura, Ramnad and Tinnevely may be grouped together into one university area, centring at Madura and forming the University of Madura.

(b) If at all, to no great extent.

2. Reasons:—

(i) The area served by the present Madras University is still too large for efficient functioning.

(ii) The Madras University Act has the distinct purpose of making it a teaching and residential unit, which cannot be realised with the existence of a large number of colleges.

(iii) There is a need for working on different lines and specializing in certain new subjects, giving greater prominence to Tamil and specializing in Dravidian culture and in technological subjects.

(iv) Affiliated institutions at present suffer from want of adequate representation, and are not able to enjoy an adequate share in University benefits.

3. The Madras University would then be freer to develop into a teaching and residential university.

5. University of Madura, University of Trichinopoly, University of Chidambaram and so forth.

II

1. Let each university area decide for itself the nature of the type according to needs. For Madura, I should prefer federal type, as it would give to all the colleges within its area equal academic status and privileges.

2 & 3. Vide answer to 1. 2 (a).

4. May be worked out later.

5. In the area there is ample scope for research work, though in colleges as at present constituted there are no facilities. Should undertake research work.

Subjects.—Tamil culture and civilization, archæology, industrial chemistry, agriculture, siddha and other systems of medicine and Architecture.

III

1. Vide answer to 1. 1. (a).

2. May be worked out later.

3. Vide 1. 1. (a).

4 & 5. Objection is valid. But several universities of a federal type would meet this objection as far as it is possible to do so.

6. Both academic and administrative.

IV

4. (a) A Tamil academy as an adjunct to the University of Madura to be located at Madura.

(b) Yes.

5. Tamil must be given greater prominence. English will, however, be the medium of instruction.

8. (a) Yes (b) Facilities few but can and should be increased. Madura offers wide scope for several subjects. (c) Agriculture.

9. Arts, science, medicine, technology, agriculture, commerce.

10. Vide answers IV. 8. a, b, c.

11. Yes. Madura—Medicine; Trichinopoly—Engineering;
Madras—Law.

12. Yes.

V

2. Each university shall have an academic *and* an administrative body.

3. Let each university make its own arrangements.

I am in favour of a special entrance examination conducted by the university, open to those who have completed the Secondary School-Leaving Certificate course.

LXXIV

M.R.Ry. L. Anantaiyar, Editor and Proprietor, The 'Hindu Nesan' Madras, 31st August 1926.

1. (a) There must be one.

(b) The solution has now become simple.

2. Madras is not the centre of the Tamil districts. In spite of all attempts to reform it, its extraordinary conservative nature is a standing block to free movement. To suit the modern conditions and to vernacularise our courses of study, a new university devoid of all old world prejudices and inspired by new ideals, is needed. If we do not move as times require, it will be left behind in the race by the other universities—even the latest.

3. Rather difficult to foresee. Considering the size of our province and the low level of education, we may have at least two more universities. On this basis Madras may continue to be the centre of a university with a specified area round about it. Chingleput and North Arcot districts may come within its jurisdiction. A better idea will be to use Madras as the Inter-University centre in this province, enabling the several universities under its jurisdiction to progress on healthy lines, thus offering at once the spirit of emulation and economy

4. Yes. The distinction between affiliated and constituent colleges must be removed. The main criticism of the affiliated colleges is based upon this distinction. The special lecturers of the university must tour through all the important university centres.

5. To avoid all local prejudices, it must be named the "Tamil University".

II

1. Affiliation must be the least function of the university. The federal type would be the most advantageous.

2. Concentration of the particular branches of learning at particular centres.

3. Wherever possible the colleges must specialize any particular study of even a group or a branch and take the co-operation of other colleges close by. The university centre must be the centre of advanced and general lectures.

4. Yes. Special and advanced lectures. Certainly.

5. Folklore, traditions, inscriptions and religious literature give ample scope for research work, history, religion and philosophy.

III

1. The whole of Tamil land. Kerala must be excluded.

2. Students who cannot understand Tamil must ordinarily be encouraged to go to other universities. If that is impossible, on account of large numbers within the Tamil land area, facilities may be made for their benefit in special areas, that is, e.g., in Tinnevely provision may be made for Malayalee students, and in Vellore for the Andhras.

3. Trichinopoly—firstly because (a) it is the centre of the Tamil land; (b) Historical Associations, (c) already three colleges, (d) Cauvery affords good scope for boating clubs.

4. As all the facilities of a purely academical nature are distributed, there will be no room for any serious objection. Of course in the beginning there may be some objections brought about by the local prejudices. These have to be ignored. The distinction between constituent and affiliated colleges must go. University special lectures must be distributed at the different prominent centres.

5. No—Reason (Supra) 4.

6. Mainly administrative; because to the extent it is an academic centre. Others also are.

V (a)

1. Making the history of the Tamil land, in all its aspects, social, economical, political, religious and philosophical.

2. Special facilities for the study of saints of the Tamil land, study of the Vaishnavism, Saivism, Buddhism, Jainism and their influence on and by Christianity and Islam.

3. Yes. Trichinopoly for Vaishnavism, Chidambaram for Saivism and Conjeevaram for Jainism.

4. (a) Yes. Kumbakonam.

(b) Yes.

5. That which English occupies at present.

6. Most certainly. It is not so difficult as it is made out to be. In the beginning there may be intermingling of English words. That does not matter. A special board must be constituted to work out the Tamil equivalents of the technical words. Translation of important works and original Tamil works must be advertised for and patronised. Frequent lecturers on the different subjects in Tamil must be arranged for in different colleges. He must take cognizance of the spirit of the times. The patriotic movements will enable us to overcome all initial difficulties. A special press must be engaged.

7. The Tamil songs of Vaishnava and Saiva saints must be studied. Sanskrit.

8. (a) Yes.

(b) Vellore, Tinnevely and Kumbakonam as they are important centres where already something of this kind of work is being done for purposes of trade.

9. Arts (in the University technical sense), medicine, law, agriculture, oriental studies and Hindu theology.

10. The two courses must be kept distinct.

11. Medicine at Vellore, law at Trichinopoly, Engineering at Coimbatore.

12. Yes.

V (b)

1. Teaching.

2. Yes.

3. Yes, to start with.

4. The S.S.L.C. may be a test for appointments and technical examinations. When students come to Fifth form they may be asked to decide whether they are prepared to go to the University classes. Such students must be made to sit for the University Matriculation Examination and for S.S.L.C. I am not in favour of S.S.L.C. holders entering the University. No special entrance examination is needed. After completing the Sixth form, those who are desirous of prosecuting higher studies, sit for the Matriculation instead of the Secondary School-Leaving Certificate.

5. As already given—Tamil University.

LXXV

**M.R.Ry. C. N. Saravana Mudaliyar, 1/197, Mint Street,
Madras, dated 31st August 1926.**

I

1. (a) There is every need for the establishment of a University for the Tamil districts.

(b) The need has in no way been affected by the establishment of the Andhra University. On the other hand it has been emphasised by it.

2. As the jurisdiction of the Madras University extends over a large area, it is not possible for it to devote adequate attention for the development of the Tamil language and literature. Besides, as the majority of students come from the Tamil districts and as many of these students are put to considerable inconvenience and expenditure during their stay in the City for prosecuting their collegiate studies on account of the disproportionately small number of first-grade colleges in the mufassal, the establishment of a separate University for the Tamil districts at some convenient centre is highly desirable.

3. The establishment of a University in the Tamil districts would reduce the jurisdiction of the Madras University but would permit its activities being directed to the teaching of advanced courses of study in special subjects.

4. Yes. The students of the affiliated institutions of the Madras University do not generally enjoy the benefits derived by the students of the constituent colleges in the city such as the use of the University library and the benefit of the University lectures which are available only for those residing in the city. Yes. Such disabilities can be removed by the establishment of a university in the heart of the Tamil country which will be nearer to the various affiliated institutions.

5. The "Tamil University".

II

1. The proposed university should be of the affiliating type of universities.

2. I am in favour of the type of university which aims at concentration of particular branches of learning at particular centres.

3. The colleges spread over the area of the university should be coordinate with each other and subordinate to the university.

4. Yes, so far as funds permit. The university teachers should undertake teaching of advanced courses and supervise the work of research students.

5. The proposed university should undertake research work in Tamil and such other subjects as history, philosophy, agriculture and medicine. Facilities are largely available at Madura, Tanjore, Trichinopoly and Coimbatore for conducting research work as may be evidenced by the large number of inscriptions in which the ancient temples of Southern India abound, the big libraries containing rare Tamil works in Madura and the Tanjore palace and the Agricultural College in Coimbatore.

III

1. The proposed university should have jurisdiction over all the Tamil districts in the Presidency.

2. In the case of the residents of bi-lingual districts, those whose mother-tongue is Tamil may be brought under the jurisdiction of the Tamil university.

3. Trichinopoly is the most suitable centre inasmuch as it is not only equidistant from the two borders of the Tamil country but also commands better conveniences than any other town in the southern districts in point of sanitation, education, etc.

4. This objection is bound to arise so long as there are a number of districts to be covered by a single university and the headquarters is located in a particular district.

5. Yes, to some extent.

6. The function of the university should be both administrative and academic.

V (a)

1. The special aim of the proposed university should be the development of the Tamil language and literature.

2. History, philosophy, religion, medicine and agriculture.

3. Particular centres can concentrate on specialising in certain branches of learning such as Madura and Trichinopoly in scientific and technological studies and Coimbatore in agriculture.

4. (a) Yes, Madura.

(b) Yes.

5. Tamil should be given primary importance in the curricula of studies.

6. Tamil should be made the medium of instruction up to the School Final class at present. Endeavours should be made for the speedy production of suitable text-books in the vernacular.

7. The proposed university may, in addition to encouraging research in Tamil, undertake research in Sanskrit as well.

8. (a) Yes.

(b) For facilities, vide answer to question II. 5, and for centres please see answers to question V (a) 3.

(c) No.

9. Arts, science, medicine and agriculture.

10. Yes. Such subjects as textile industry, dyeing and leather industry may be included as optional subjects in the degree courses.

12. Not feasible at present.

V (b)

1. The constitution should be similar to that of the Madras University.

2. Yes.

3. A separate academic body for oriental studies does not appear to be necessary. A sub-committee may be constituted for this purpose from among the members of the Academic Council.

4. High schools should continue to be under the control of the Department of Education.

Yes.

No.

5. Vide answer to I. 5.

LXXVI

M.R.Ry. N. Tiagaraja Ayyar Avargal, M.A. L.T., Principal,
Maharaja's College, dated 1st September 1926.

I

1. (a) The need is not urgent. The existing organization at Madras may be made less cumbersome and more responsive to mufassal opinion and requirements on the one hand, and on the other hand, to the progressive development and advancement of the quality and nature of the university work as it now obtains. I strongly believe that with more encouragement it is possible to help existing colleges grow to higher standards within the existing university organisation.

But as the idea of a unitary teaching university has come to be held at Madras, the Madras colleges must now feel that they should be let alone with their own domestic concerns, where there is so much to do, and that they should be spared the distraction of looking after their affiliated children in the mufassal; in this case, a university organisation to look after the colleges outside Madras becomes not only desirable but necessary. I suppose it is under this feeling the Andhra University has been started.

I am also aware that it owes its origin to another feeling, viz, the development of the culture peculiar to the Andhra country, in respect of its language, its literature and its occupational requirements.

The present Madras University subserves the Tamil area and provision exists for the development of Tamil culture; or further provision can be made; to this extent a fresh Tamil University, excluding Tamil Madras may be duplication of organisation.

(b) University education, if it is to be of the right sort is a costly affair, and the Government that have now to finance two universities instead of one, may well hesitate to sanction a third university, its funds being not unlimited. The Madras University, also, as soon as other universities are started out of herself, must get poorer in the matter of her own income and should look more and more to Government for subsidy. The younger universities should also, on account of their youth, display voracious appetite, consistent with their initial requirements in the matter of Government subsidy.

Financially, therefore, the springing up of the Andhra University should delay the starting of the proposed university; otherwise as people are generally imitative by nature the starting of a separate university for the Telugu people should awaken racial desires culminating in the establishment of a university for the Tamils.

2. Finance permitting, a new university means the starting of fresh colleges and a greater attention and encouragement to the colleges in the interior. In this way a new university makes for the further advancement of culture: it is also possible to develop along new lines, and specialise in regard to particular subjects such as Tamil literature or Tamil sociology.

3. The Madras University would lose all the fee income that it now derives from the Tamil area while it will be untethered

from the shackles which bind her to the mufassal colleges: she will, then be freer to follow her own ideals of a teaching university accomplished in special departments of arts and sciences.

4. There is no doubt that the affiliated colleges are in some position of disadvantage being removed as they are from the centre of rule. This must always exist, so long as there is affiliation: their grievance is (1) financially, they do not get as much of the funds for their needs as the city organization gets, (2) academically, their teachers have fewer opportunities for work as well as remuneration, while their status too is more or less inferior to that of the Madras Professoriate.

By establishing a new university, the aid in support of the affiliated colleges should increase, and their teachers should succeed to the rank, status and regard of University professors. A spirit of competition is also evoked, by which it is also possible that the affiliated colleges will raise their standards where they are low, so that their alumni may not suffer in the world's market of preferment and employment.

5. "Tamil University" seems to be the best name for it: for firstly it indicates roughly its geographical limitations, and secondly it points to its goal of exploring Tamil civilization and culture, as well as of developing the possibilities, material and intellectual, of the Tamil race. It leaves out Tamil Madras, but Madras, as the head of the province, should be multi-racial and cosmopolitan. The Madras University will in future represent a blended rainbow of variegated civilizations of South India, while the new universities will stand for the distinctive hues that form part of it.

II

1. I favour the federal type. The unitary type in a country of ours, of distances and limited resources, is a difficult ideal to achieve; while it satisfies one locality—it is but a single municipal area, it neglects other institutions in other places, which are facts and entities; but whose existence should not be imperilled in the interests of education itself. To concentrate vast student populations in a crowded provincial town like Trichinopoly or Madura is undesirable, unhealthy and alien to Indian culture, which has always thriven in the huts and colleges of the teachers of old. Vast numbers again are not conducive to efficient study while it has also to be conceded that the concentration of a large concourse of students in a single place would make for increased funds, pooling of resources and teachers, and the creation of a co-operative life such as numbers alone can give. But there are the corresponding disadvantages of wasted health and wealth, and the starvation and crippling of other institutions in other places which have built up a history and tradition of their own at so much expense of time, labour and cost.

I do not recommend the affiliating type because as experience has shown, it brands an eternal mark of inferiority on certain institutions not necessarily and always, on account of their inferior standards, but also owing to geographical circumstances. It arrests the free intercourse and commingling of men engaged in university work and introduces separatist tendencies, snobbishness and nepotism, which are all detrimental to the growth of healthy university traditions.

The federal type at least gives chances for equality and fair play. Each college has its representation on a respectable basis and suffers or rises by the quality alone of the work which it is able to do. Good colleges may develop into better ones, rising to the dignified status of university centres; favourable centres like Trichinopoly may pool the resources of all her colleges and offer higher educational facilities or open new branches of learning; a stray college at Kumbakonam may found an advanced school of Mathematics; Madura may specialize and offer university instruction in "Textile Manufacture," or Chidambaram explore the old treasures of Tamil culture; or a quiet steady ordinary education to serve the every needs of the middle class youth may be offered at centres, say, like Mannargudi or Salem; still all these institutions will enjoy an equality of status in the Federated University; each taking as much as it needed out of the common funds, in general consultation; each striving to help and to be helped in a spirit of comradeship and competition: there may be no high-brows and supplicants. The system may be abused; but this is the Federal University as I conceive it.

3. If more universities mean only more governing bodies with new Senates and other authorities, it is a waste of money; and in most cases a lowering of standards in unhealthy rivalry to secure students. The growth of a college along particular lines is not a matter of legislation only. Hothouse productions have always failed. The concentration of particular branches of learning in particular centres must fail. Let each college develop as it can, in general or specialized courses of studies as it can, and as the country requires. Signs of growth had better be watched and encouraged. A special school for a special branch may be established but will prove a white elephant without scholars. The needs of the country and the intellectual urge and consciousness of the nation will fashion the institutions. No institutions should be created but all institutions should be given a chance to grow according to their genius.

3. A federal relation, as I have already submitted, should bind the colleges to the university.

4. Each college may develop to its fullest extent and rise to its highest stature providing research work also with research workers. Where there are more colleges than one there may be division of work on the lines of specialization. It will be an advantage if the same man were engaged in teaching and research, for then his influence and example irradiate his students. The university need make its own arrangements only when the colleges are unable to provide or do not provide for necessary branches of learning. The university should supplement without supplanting.

The value of research cannot be overestimated. It is the life blood of university life, the hall-mark of university success.

It is here that Indian universities are lacking. The living contact of such seekers and searchers after knowledge is necessary if Indian universities are to be saved from the reproach of examination drill and coaching. But the research man should dwell in the midst of university alarms instead of being lifted and segregated to the rarified atmosphere of a few special students among whom he will rule solitary.

5. There are hardly any facilities present now for research work except archæological matter and ancient Indian literature, at which a few brave souls are working in the face of difficulties of which the most serious is lack of leisure. The tradition of every college worth the name should so change that it cannot rank as one without research work carried on in a branch or branches of learning. To set free the staff for this part work, the tutorial staff should be considerably increased so that the professoriate may live a normal regular life of research work in respective subjects and material facilities such as books and laboratories in decent measure be provided. It is also necessary that modern methods of research work are learnt first hand from the West by a few advanced professors selected representatively from the colleges. All this may be a large order but appears to be necessary if research is to descend from the haunts of the gods to the abodes of every university man.

III

1. The area of the Tamil University, if it must come into existence, had better be the Tamil districts excluding the area of the Madras University to be. Of course, this is on the basis of a federal type but for a purely unitary type it should be a single centre either on the banks of the Cauvery at Trichinopoly or on the banks of the old Vaigai at Madura leaving all the remaining legion of colleges scattered over the Tamil area to live their old usual life of affiliation to the Madras University. Under this arrangement the Madras University will not be rid of its lumber of affiliation or if she must be, it must be transferred like a millstone to the neck of the new university that will be created. In a federal university, on the other hand, it is possible to begin with a large area from which advanced colleges may fissionate and round off as Madras colleges now propose to do, the residuum being still a sisterhood of colleges that have yet to work up to university standards of the unitary type. It is a continual solar system throwing off planets as soon as each orb is formed.

2. In bilingual districts the option of joining any university should be given.

3. Trichinopoly which has the largest and most numerous colleges has the first claim unless another place should be chosen to neutralize the influence that these colleges may exert to the detriment of other institutions. If the latter view be held it would appear as if the University offices should be established in a neutral town without any college so that it may be equally free from the influence of every college. This seems a needless fear if sufficient safeguards were provided against abuse of authority. There is no reason why the Registrar or whoever is in office should not hail from another centre; why the University with its office situated at Trichinopoly should not own and run a textile college at Madura; own and run an oriental museum at Tinnevely, or provide a research professor of bacteriology at Coimbatore.

5. The objections are due to the fear that Madras conditions may get repeated; but as this influence will always be present whatever the centre selected the attempt should be rather to recognize it as an ever-present difficulty which should be minimised by a carefully devised system of safeguards and counterchecks.

6. To be a real governing body, the headquarters should be both administrative and academic. In its academic relations it will own professors, buildings, colleges and properties not only at headquarters, but anywhere through out its jurisdiction. When a unitary university is formed out of it by segmentation, suitable arrangements will be made for partition.

V (a)

1. The aim of all universities is threefold—(1) practical—to provide an education that will lead to work and employment, (2) cultural—to make for civilization and enlightenment by discipline and a course of intellectual life, (3) *creative* to following knowledge like a sinking star to the utmost bounds of human thought—to invent, to discover, to explore and assimilate and hand down all that is best in the past, all that will be good for the future generations. Any university that aims at any one of these to the exclusion of the rest or proposes to busy herself with one item only of any of these main programmes is foredoomed to failure; it will not attract students. A university to have a chance of life must be full-blooded in the wealth and array of her student ranks resorting to her portals and halls for bread and culture or for the purposes of the pursuit of knowledge like Ulysses of old. The new university, therefore, as it seems to me, should keep these three aims in view: and if she did, apart from the general education it may cater, it should attend to the other two wants, namely, the utilitarian and the creative. And of these two, the utilitarian need is the more urgent and to meet it professional colleges for law, medicine, engineering and teaching should first be opened; then less popular professions, such as agriculture, should be thought of. Alongside of these professional colleges, technological classes and institutes for work which has any chance in the country, such as textile manufacture, electrical engineering, mechanical engineering and workshop practice, may be helped to come into existence.

On the creative side come research and attention to specialized branches of pure learning. This is a vitalizing side of education and should, as already referred to, be an interfused part of collegiate activities; it will be the touchstone in which the university teacher will be tested.

2. On the humanistic side the study of Tamil language, literature, sociology, archæology, history and civilization offers a wide study; on the scientific, artistic and technical side are (1) South Indian medicine, music, painting and architecture; (2) South Indian zoology, including marine studies, South Indian botany, including hill types; (3) the science of agriculture, including tank and river irrigation and farming; (4) the technology of weaving, dyeing and the ceramic art.

3. Specialization must come in its own time and encouragement rather than creation should be the process employed. With a few students only to begin, specialization had better commence in a particular centre and as more students join the learning may be permitted to spread to other centres.

Small are the chances of special subjects in special centres. I have already enumerated some of these special subjects.

4. A Tamil academy should spring up where there is a nucleus already. In the old Tamil mutts or adinams there were such centres. At Tiruvaduthurai where the well-known Mahamahopadaya Mr. Swaminatha Ayyar had his tuition a Tamil academy of the kind suggested may well be revived, if circumstances are favourable, or it may be at Madura with its odour of the old Saughams or at Chidambaram where the three thousand of Tillai dispensed wisdom of old. But no place can be forced to create a school but small beginnings may be made which may grow as more students seek the learning. In the beginning, the popularity of the academy will be strictly limited.

If such a centre could be formed, it may well be a seat of oriental studies.

5. Tamil no doubt should be assigned an honoured and honourable place side by side with English, but the neglect of English in the name of a sentiment will be suicidal. The unification of the country and the formation of an Indian nation are possible only through English; and it is through English publications that Indians can be introduced to all modern scientific knowledge, the want of which has led to India's stagnation, inferiority and poverty. English should be universally studied in the university up to the standard in which the young man has reached a position in which he can assimilate knowledge presented to him in English. Once this has been secured, it is immaterial whether English or Tamil is called the first language.

I am alive to the fact that the study of the vernacular has been neglected; while it is unnecessary on the present occasion to go into the causes of it, the new university may rectify the error by providing for sound instruction in Tamil in all the grades of education. The reform has to be begun at the high school where a more modern and sounder instruction should be insisted on, leading up to an examination which is equally stiffer; in the Intermediate and B.A. the young Tamilian should have made his acquaintance with some of the chief Tamil Classics as an English youth entering an English University does his Shakespeare, Milton and Tennyson.

6. I do not recommend the compulsory use of the vernacular as a medium of instruction at the university; and would not even recommend it for certain subjects in which the thinking has to be done in the foreign language and the ideas too cannot be expressed except in the foreign medium.

7. Tamil and Sanskrit are the oriental languages that should be brought up at a Tamil University. Special encouragement should be offered by the grant of medals and prizes; by the inclusion of the subjects in the general arts course; by awarding a special degree for proficiency in these languages and by the establishment of an Honour class and Doctorate for special students and researchers.

8. (a) Yes; I would give the preference to textile industry, colour chemistry and dyeing and leather industry.

(b) I have indicated it supra.

(c) I have mentioned some above.

9. I have already indicated my inclination.

10. I agree that the utilitarian side of education is the university's first concern and every possible branch of study or training leading up to an occupation should be provided. But the degree examination should not be overburdened with merely technical matter. Subjects like Pedagogy may be included in the course, while those like law or engineering had better form separate studies after the Intermediate standard, post-graduate or post-intermediate.

11. Seeing that these are the important professions in the country, I believe there will be no harm in opening fresh colleges but considering the present glut in the market I would open medical schools and a medical college first and wait for the Law and Engineering colleges till the demand came: for medical institutions a nucleus exists in the medical schools at Tanjore and Madura.

12. This is unnecessary except to satisfy a mere sentiment. So long as Tamil is attended to, and English is not neglected, sentiment on the matter need not be pandered to. Let us not overweigh the curriculum by making too much of language study, either English or Tamil or both as the present proposal means. In my humble opinion, the country requires more modern knowledge in the science, etc., than linguistic instruction, however refined, oriental or patriotic.

V (b)

1. A federated type of university which draws its officers from all colleges and dispenses funds and other help according to needs; which owns in special instances its own laboratories, libraries, professors and even institutions at different centres; which has a special mission, viz., to make a special study of Tamil language, literature and civilization *after* catering to modern and professional needs; and without neglecting modern knowledge, modern science and modern life—this is what I would like to see established.

It should be a poor man's university: the majority of parents in the country that are inclined to send their children to colleges are poor: and they belong to the higher castes. The lower castes and communities have disinclination and indifference added to poverty; and in any scheme, the cheapening of the cost of education should be the main concern.

2. Two such bodies, the academic subordinated to the administrative, are desirable.

3. Any body deciding independently on its own concerns without reference to other activities of the university does not appeal to me. Oriental studies will no doubt form a distinct and separate faculty, and if fears should be entertained that these studies may not receive special treatment, statutory provision as regards courses of study and funds may be made in support of the learning. But the importance of the faculty will ultimately depend on the scholars it is able to attract.

4. The present relations may continue. One examination is enough. A special entrance examination would ring the knell of the Secondary School-Leaving Certificate Examination.

5. Tamil University.

LXXVII

M.R.Ry. C. P. Venkatarama Ayyar Avargal, M.A., L.T.,
Chief Editor, Tamil Lexicon, University of Madras,
 dated 6th September 1926.

1. (a) I consider that the need for a university for the Tamil districts has been established. The area at present comprising the jurisdiction of the Madras University is so large that if any university of a type other than a mere examining university is to be established, it might be possible to do so only by starting more universities in the Presidency. The pure Tamil districts as well as those in which Tamil is one of the two languages officially recognized are fairly large in number to render the establishment of another university necessary to meet the increasing educational demands of such a wide area.

(b) No.

2. There are various items of educational endeavour which a modern university established in South India might, with advantage, undertake, having regard to the varying local needs and conditions. Adult education and technological education are included in the scope of university endeavours elsewhere. Hence a new university started with these aims also in view might serve a purpose which is not at present satisfied.

4. The disabilities mentioned are, in my opinion, more imaginary than real. Affiliated institutions are represented on university bodies. They could make their voice felt in those councils and as they had been thus affiliated for a long time since the establishment of the Madras University, I do not think that any fresh disabilities would ensue excepting perhaps in the view that certain lectures delivered by University Professors in Madras are now lost to the students of affiliated institutions. But this might be easily remedied by asking those professors to repeat such lectures in other places as well, their travelling allowances only being borne by the affiliated institutions. There is, however, from the view point of the students, a sentiment which should be sympathetically considered. Students of the affiliated institutions have a general feeling that certain facilities which the students in Madras enjoy are denied them; such as larger libraries, laboratories and a generally better equipment and organization of work. The Tamil University would seek to remedy these defects by affording the students nearer their homes all the facilities above mentioned which would go to widen their outlook and give them a larger life and vision. An accession to the quality of lectures, the general level of preparation on the part of lecturers and various other aspects of teaching and organization generally comprised in the term 'tone' would be realized by the establishment of a university in the centre of the Tamil districts.

II

1. I am in favour of the federal type of university so that the co-ordinate institutions might mutually complement the aims of the proposed university. The resources of each would be the common stock of the university.

2. In view of the answer to the above question, I think that as time advances and needs arise, other universities of the unitary type might be established.

3. Please vide answer to question 1 of 2.

4. There should be no overlapping of instruction in the colleges with that of the university teachers as sometimes does happen when lectures are distributed between the university and the college teachers. The function of a university teacher is to carry on research in his special field calculated to widen the bounds of knowledge and if he has anything worthy to state or publish, he should be called upon to lecture on those subjects. A university teacher is not to be considered to be a sort of supernumerary lecturer for colleges. The ordinary work of the class room is not his business. His work is wider. He should be specially chosen for work that he has already done. Having chosen the right person, he should be allowed an atmosphere of peace in which to think out his subject undisturbed by querulousness of any kind. His business must be to infuse in others the enthusiasm for his subject, to inspire students with the spirit of exploration and promote in them a research bent of mind. Any over-doing of the ordinary work of the class room by the university teacher is likely to create a spirit of discord between the college and the university teacher. There would then be an unhealthy competition in the teachers trying to show off before the students. Comradeship between the university and college teachers would not be realized and, for these reasons, the university teachers must confine their attention to the superintendence of advanced studies and research only.

5. There are at present no facilities for such research and study. Many little streams of private effort are too often lost in the sands of lack of resources and encouragement. I consider that the promotion of Tamil studies on the historical, comparative, literary and philological sides is absolutely essential for a proper understanding of Tamil culture and the richness of the Tamil language and literature. At any centre that may be settled upon, I would suggest that the university do take definite and well-considered steps to create chairs for Tamil language, literature and philology. I would propose that separate chairs for Ancient Literature and for later Literature be created. I believe that the advantages accruing from such a system of intensive study and research would yield results for the spread of Tamil which the institution of such chairs for Old, Middle and Modern English has done for the spread of English studies within the last two decades.

III

1. The districts of Tanjore, Trichinopoly, Madura, Ramnad, Tinnevely, Salem and Coimbatore.

2. It is a very difficult problem. The districts are administrative units and the languages have been officially recognized. Such bilingual districts may continue to be within the jurisdiction of the Madras University. The problem of the bifurcation of a district for university purposes is beset with difficulties.

3. Madura—

(a) It is almost the centre of the area to be served.

(b) Its hoary antiquity and its association with the greatness of the Tamil language and literature are factors which incline one to this view.

(c) There is ample space for constructing buildings for the university headquarters.

4. Considering the type of university I have suggested there cannot arise any room for such an objection.

5. No.

6. It should be an administrative centre as well as an academic centre.

V (a)

1. The special aim should be the expansion of Tamil studies, the placing of the teaching of Tamil on better lines, and the promotion of research in philology, language and literature, and sociology.

2. On the side of humanities, the Tamil districts are pre-eminently adapted for the promotion of research in Tamil language and literature. This apart, they also offer valuable opportunities for the scientific study of agriculture, textile industry, dyeing, fisheries, bio-chemistry, etc.

3. A university that has to be immediately established will have to take stock of what exists at present and any adjustment of educational endeavour adapted to the local needs and environments must gradually follow in the wake of experience. Any immediate interference with the present organization of institutions is not feasible.

4. (a) Yes. The headquarters of the university might also be the centre for a Tamil academy.

5. A co-ordinate place with English as a compulsory subject of study for all arts and science courses. There should be no lowering of the standard of general attainment in English. The restoration to Tamil of a co-ordinate place with English in the courses of study would react beneficially on English studies also. The value of a sound knowledge of the vernacular in the several departments of public service can hardly be overestimated. The necessity for a wider knowledge of the mother tongue and a good training in the methods of studying and teaching the mother tongue is becoming more and more pronounced.

6. There is a consensus of opinion that the advancement of knowledge will make more rapid strides if the vernacular be used as a medium of instruction in non-language subjects. But it has been argued with sufficient force, no doubt, that this endeavour to impart instruction through vernacular is impossible of realization in the near future owing to the paucity of suitable text-books. But those who would produce such text-books could not do so on account of their imperfect acquaintance with the vernaculars. Thus this goes round in a vicious circle. The proposal to make the vernacular the medium of instruction in the university is an ideal which should be gradually worked out. This question is intimately associated with the solution of the problem of what is the proper method of teaching the mother-

tongue in schools and colleges. The pre-requisite for the vernacular being successfully employed as a medium of instruction in the schools is the placing of the teaching of the subject itself on better lines. There are many defects in this particular which it should be the endeavour of the Tamil University to rectify and devote its main attention to. It is only when the vernacular is well taught in schools and colleges that the problem of employing it as the medium of instruction will be satisfactorily solved. There is also the problem of what is to be the medium for the scholars whose mother tongue may be a language other than Tamil. This is a point which has to be very carefully and sympathetically considered.

With regard to Sanskrit pandits in high schools and colleges and graduate lecturers in Sanskrit, I would insist on their possessing such an acquaintance with Tamil as would enable them to give clear expression to what they had understood by reading the Sanskrit original.

7. (a) The encouragement of the search for, and the publication of, unpublished manuscripts relating to Tamil language, literature, architecture and medicine.

(b) The publication of a university magazine of Tamil research.

(c) The scientific study of Tamil inscriptions and inscriptional literature.

(d) The publication of Tamil classics in English on the lines of the English editions of the Greek classics.

(e) Special university lectures by competent authorities who need not necessarily be university teachers.

(f) The study of sociology, philology, language and literature. It is necessary that the cultural, sociological and philological studies and research should be conducted along independent lines rather than under the leading strings of Sanskritists so as to give the scholars the needed academic atmosphere of freedom to think out the problems.

8. (a) Yes, provided there are openings for the employment of such students after their training course is over.

(b) Textiles and dyeing at Madura; leather industry at Trichinopoly.

9. Arts, science, agriculture, medicine and teaching.

10. I am in favour of the proposal of including optional subjects like surveying, mechanical and electrical engineering, textiles and banking.

11. I would take the Engineering School at Trichinopoly and the School of Medicine at Tanjore as institutions with great future potentialities and leave at that. No institution for law is required. The Madras and Trivandrum Law Colleges would serve the needs of students preparing for law.

12. It is not feasible. It is far too ambitious in the present condition of Tamil studies and in the employment of Tamil as a vehicle of thought.

V (b)

3. No. Mutual interchange of thought will promote better understanding and efficient endeavour.

4. No special entrance examination is necessary. The secondary school-leaving certificate might be accepted as equivalent to an entrance examination.

LXXVIII

M.R. Ry. V. C. Srinivasa Acharya, Acting District Educational Officer, Tanjore, dated 21st August 1926.

I

1. (a) There is need for the establishment of at least one university for the Tamil districts, provided the same be a teaching and residential university.

(b) No.

2. The mufassal colleges are at present labouring under a great disadvantage by being far away from the seat of the university. The new university would enable those colleges to assume an academic atmosphere and to devote attention to specialization and research.

3. Yes. Financially and in strength. But it will have the compensating advantage of developing into a university of the unitary type and thus be enabled to specialize and concentrate.

4. Vide answer to Question 2.

5. It might take the name of the place where it is to be located.

II

1. We are in favour of universities of the unitary type, except in special cases, where they may affiliate colleges already in existence and lying in close proximity of the seat of the university.

2. One to begin with, the ultimate aim however being to allow other universities to spring up in several places, each university specializing in a particular subject congenial to the place where it is located.

3. The colleges will be constituent, governed by the managing body of the university, the managing body consisting of representatives of various constituent colleges.

4. Yes. We would have university teaching as distinct from College teaching. The university teacher will deliver lectures of an advanced character independent of examination requirements and supervise the research work of students.

5. The facilities available for research work are meagre. But they may be developed, such research being considered a necessary part of university life. Thus provision for higher research in Tamil studies, weaving and dyeing may be made in Madura; agriculture and metal industry in Kumbakonam; and commerce, science and engineering in Trichinopoly.

III

1. Ordinarily a radius of 10 miles of the seat of the university and in exceptional cases the revenue district.

3. The first university might be located in Trichinopoly.

6. Administrative and academic.

V (a)

1. Science, Tamil and technology and South Indian History.
2. Research in Tamil and Sanskrit.
4. (a) Madura.
(b) No.
5. The aim must be to give Tamil the chief place, but at present it ought to be placed on an equal footing with English.
6. Not possible for the present, though that should be the aim towards which the university should work up.
7. By the appointment of readers and the employing of eminent men for engaging in and supervising research work.
8. (a) Yes.
10. It would not be advisable or feasible to allow pupils who are preparing themselves for degrees in cultural subjects to take up at the same time technical subjects.
12. Not at present.

V (b)

2. Yes.
3. Yes.
4. A special entrance examination to be conducted by the university.

LXXIX

**Rev. A. F. Gardiner, The Society of the Propagation of
the Gospel in Foreign parts, Trichinopoly.**

I

1. (a) The general demand for such a university has been created by a real need that is felt as well as by the proper desire of the Tamil people to have a university of their own.

(b) Yes. The achievement of the neighbouring Andhra people has naturally emphasized the need and stimulated further local patriotism in the Tamil districts.

2. The main defect of the existing university is its unwieldiness, e.g., only a comparatively few members of the staffs of colleges can be well known to the authorities in Madras, and consequently its boards, etc., can hardly be representatives of the university as a whole. By limitation and consolidation the new university in these districts will be able to take fuller advantage of the staffs of its colleges and this will react favourably on the confidence of students in these districts. The size and unwieldiness of the existing university is responsible also for other obvious and inherent defects.

3. Very favourably, by enabling it to develop unhampered on the lines of a unitary university. Any financial disadvantages would be more than compensated by the spirit of local patriotism which would be evoked in the metropolis and the resulting benefactions to the local university from private and other sources.

4. (a) Undoubtedly.

(b) It is hardly possible to treat students in the Honours courses in the mufassal, for instance, on the same footing as those in Madras in the matter of university lectures, etc. Again, the isolation of the staffs in distant colleges deprives the university of assistance they could give.

(c) Yes.

(d) These and similar disabilities could be removed by making provision in one or more centres for such facilities and means as are now concentrated in Madras, a city situated at a point in the extreme north of these districts.

5. Among many other suggestions these might be considered: the University of South India, the South Indian University, University of Trichinopoly.

II

1. It should be a university consisting of a number of federated colleges. From its very nature, I do not see how a university of the unitary type or the federal type (in the limited sense in which this term is usually understood) or an affiliating type could deal to the best advantage with university education as at present established in these districts or with the present opportunity. While the unitary type is undoubtedly the ideal, I see no reason for sacrificing any useful part of the present system of colleges in an impracticable attempt to found a university of the unitary or the "federal" type in this area; further I do not consider it worth while to perpetuate the affiliating type in view of the opportunity of establishing one of a superior type.

2. (a) No, unless by the establishment of an unsatisfactory type of university, or of a university which later develops on narrow instead of broad lines owing to over-emphasis on special, political, parochial, or linguistic interests, it should become necessary for another university to be founded to meet the demand for wider culture in these districts. (b) Yes in so far only as Honours and post-graduate courses and research are concerned: up to the B.A. degree, of course, instruction would be given in all colleges in any subjects which they were willing and able to teach.

3. The colleges should have absolute equality of status as members of a federation.

4. Yes, for Honours and post-graduate courses and for the direction for research students only.

5. (a) I have very little definite knowledge. There are facilities for research in agriculture at Coimbatore and in Tamil at Madura: at St. Joseph's College there is a good Natural History Museum. (b) Certainly. (c) Agriculture, the Fauna and Flora of the Tamil districts, Tamil, and hydro-electricity. The university itself would have to decide details. I have made no special study of this subject.

III

1. This is a question of colleges: a committee would have to be appointed to consider individually the cases of colleges on the outskirts of the Tamil districts.

2. The same committee would have to consider this point.

3. (a) Trichinopoly: (b) A map of the district, a railway guide and a university calendar. (Even if Trichinopoly were a place of no importance unknown to history and legend, and were not to-day the largest educational and university centre in the Presidency outside Madras, it would have to be chosen, surely, as the administrative centre of any university for the Tamil districts. It is absolutely central, half-way between the northern and southern limits of these districts, half-way, too, between the eastern and western. Half-way exactly, too, between two other places which local enthusiasts have suggested as a possible centre. Chidambaram and Madura, each 100 miles away, either of which would be eccentric as the university's headquarters. Trichinopoly is also the centre of the railway system: at present it is the junction between East and West Coast lines, as well as being the principal station on the line from the north to the south: in a year or two the metre and broad gauge systems will meet at this point and there will be in all five radial lines running north-west to Erode, etc., north to Madras, north-east to Kumbakonam and Chidambaram, south through Ramnad and south-west through Madura and beyond. For these reasons, Trichinopoly would be unquestionably the most convenient, as well as a dignified centre of a federation of colleges in this district).

4. In a federation of equal colleges no college could enjoy any special advantages unless they were granted to it by all the others. Further, I do not think that such advantages would be desired by or granted to any college simply because it happened to be situated at the administration centre of the university.

5. Only if the university were of a unitary or affiliating type.

6. As the centre, it should be purely administrative.

V (a)

1. The term general culture seems to me comprehensive enough as an aim.

2. (Please see answers to II. Q. 5.)

3. (Please see answers to II. Qs. 2 and 5.)

4. (a) Yes. Madura.

(b) Yes.

5. The place of honour. It should be a compulsory subject, in some form and measure, up to the B.A. Degree examination.

6. To encourage the use of Tamil as the medium of instruction (which at present it obviously cannot be made without irreparable loss in all other branches of learning) provision should be made for setting some examination papers in Tamil as well as in English and for allowing candidates to answer them in Tamil. Special attention should be given in the Tamil academy to the development of a Tamil vocabulary, etc., for the purpose of translation, and there should be a department for the publication as well of Tamil translations of standard works of science, art and literature as of original works in Tamil by those who have benefited by the wider culture of the present day.

7. The answer to the first part of the question has been indicated above. In answer to the last part, among others, Sanskrit and Urdu.

8. Until there is a demand for students so trained it is useless to create a supply. Possibly the coming demand for students trained in hydro-electricity and applied electricity might be anticipated by the university. However such questions of supply and demand can only satisfactorily be dealt with by practical experts. It is not however the business of a university, I think, to include in its courses practical training in manufacture and industry.

9. The usual faculties, with a special faculty for Tamil.

10. I am not in favour of any such proposal, until it is established that there is or certainly will be a demand for students so trained. Unemployment is perhaps even more demoralizing in the case of one who can find no demand for specialized technical knowledge which he possesses.

V (b)

2. No, the aim should be to have as simple a constitution as possible: a senate not too large, composed of persons competent to deal with administrative and academic questions, supported by a Syndicate and Boards of studies.

4. (a) They should be quite independent.

(b) No.

(c) Yes, provided that to save the Secondary School-Leaving Certificate system the Government and also, if possible, the railway company, make the results of the Secondary School-Leaving Certificate definitely—under a specified conditions—a passport into Government, or Railway service, requiring definite standards for admissions to different grades of service and making promotion depend on the passing of departmental examinations.

LXXX

The Rev. W. Meston, M.A., D.D., Principal, Madras Christian College, the Rev. Dr. Hogg, Mr. Ferrand E. Corley and Mr. J. P. Manikkam, dated 10th September 1926.

I

1. (a) If the University of Madras is to become the academic body contemplated in the Madras University Act of 1923 every means whereby the University may be relieved of its affiliating functions is to be welcomed.

(b) A certain amount of help in this direction has been afforded by the establishment of the Andhra University.

2. A university in the south is advisable (1) because an affiliating university with jurisdiction over a large area tends to become unmanageable, and the examining functions of it tend to assume altogether undue prominence, (2) because it will for the time being supply an

area within which affiliating functions may be satisfactorily discharged, (3) because it will lead to the development of the University of Madras, (4) because it will make it possible for the colleges within that area to be in possession of rights and privileges which, as speeches in the Senate and Academic Council have not infrequently indicated, are regarded as being too exclusively in the possession of Madras.

3. The result of extending the principle of the establishment of local universities will be to enable the University of Madras to become a university of a peculiarly valuable type. It will then be a university expressing itself in and through constituent colleges which are situated in comparatively close proximity to one another. This will lead to a closer drawing of university and colleges and at the same time to the fullest opportunity for the growth and individual character of each. The withdrawal from the present university of the affiliating functions connected with the twenty colleges in the Tamil districts would be a distinct gain to the University of Madras.

II

1. For such an area an affiliating university promises to be most serviceable. A unitary university could not carry on all that is now being done by the several colleges; and a university of this type is very expensive. An affiliating university is practicable, and the area at present is not too large.

2. For the present, one university will suffice. But if the one affiliating university could be so arranged that its colleges would be grouped at centres definitely laid down, there would be a great advantage educationally (because systems of inter-collegiate lectures would be possible), and academically (because academic life would be greatly stimulated). The area lends itself to such grouping. In Coimbatore are the Agricultural and Forest Colleges as well as a Medical School; Trichinopoly is rapidly becoming a large engineering centre; Madura is specially associated with Tamil culture; to mention only a few obvious facts. The grouping of arts colleges in certain centres seems for the most part possible, though there are certain difficulties in the way, difficulties, however, which a little negotiation might overcome.

4. It is advisable that the university should undertake teaching, and that this teaching should be supplementary to what is done in colleges. But the manner in which this should be done will depend on the decision of the university as to the length of its course for the Arts degree, and as to whether all higher work (such as that for an Honours degree or an M.A.) is to be post-graduate or not.

III

6. It is inadvisable that the headquarters of the university should be a purely administrative centre.

V (a)

3. There would be a great advantage in so grouping colleges that particular centres would be able to concentrate on certain branches of learning.

8. Facilities exist in the Tamil districts for the development of technological studies, and there seems every reason why these should be taken advantage of to the full. To make the University in the Tamil districts merely a replica of the existing universities would be to lose a distinct opportunity.

V (b)

1. The governance of the university by means of a Senate, Syndicate and Academic Council seems to offer the most satisfactory form of administration.

2. There is a great advantage in having an academic body to consider academic questions. A Senate is necessary, but a small one is to be preferred. While much may be gained by the representation of non-academic interests on the Senate it is advisable that the representation should be on the basis of practical interest in, and definite effort to advance, the well-being of the university.

4. The university should have its own test for admission, whether that is to be wholly conducted by itself or is supplementary to the record of a School-Leaving Certificate. The stage at which a student should be permitted to enter the university deserves special consideration, as nearly every one of the twenty colleges, first grade and second grade, within the area of the Tamil districts has a high school attached to it or in close connexion with it.

LXXXI

The Hon'ble Sir S. R. M. Annamalai Chetti, Kt., 'Natana Vilas', Vepery, Madras, dated 12th September 1926.

The questions raised in paragraph 1 may all be taken up together. The need for establishing a new university in the Tamil districts may be urged for any one or more of these reasons:—

(a) as a consequence of the limitations imposed by the objects laid down in the Madras University Act;

(b) in satisfaction of the demand from affiliated colleges;

(c) in satisfaction of the demand from the public, clear and unequivocal, that could not now be satisfied by Madras, and can and would be satisfied by the new university.

Now, I do not think that there is a case for a new university on grounds (a) and (b). The Madras University Act, section 53, lays down a definite procedure for regulating the stages by which new university centres are to be recognized and new universities created from time to time and I see no reason for departing from that procedure at present. I am strongly of opinion that the continuation of the present arrangements for sometime more will be of immense advantage both to the University of Madras and the affiliated colleges in the Tamil districts, chiefly for the reason that it will give everybody concerned time to watch the effects of the present set of Madras by-laws and regulations on Madras and on the mufassal colleges and also to note how the new Andhra University functions. It will also give time to the colleges in the Tamil districts to adjust themselves to the new position created by the preamble of the Madras University Act

and definitely make up their minds as to their future and the future of the university education in South India. The present is an extremely unfavourable opportunity for creating another new university. We are still too near the Madras and Andhra University Acts. In fact the reorganization of the Madras University under the new Act has not yet reached its end. And the Andhra University is just starting its work. Several colleges have raised their grade of teaching and several others have newly come into existence. The creation of a new university at present must *either* mean nothing more than the creation of a new central staff (of Vice-Chancellor, Registrar, etc.) *or* bring untold disturbances to these institutions before they stabilise themselves.

The case for a new university is, in my opinion, worth looking into at present, only in case there is evidence of a clear demand for a *new type* of university with *special* features of its own like those suggested in some of the questions, now under reply, e.g., V (a) Nos. 4, 5, 6, 7 and 12. But a moment's thought should make it clear that such a type is best promoted by facilitating the growth of existing institutions like the Madras Tamil Sangam into fresh universities on a voluntary basis. The Tamil Sangam for instance has been conducting some examinations which have been increasing in popularity; its financial position may be strengthened by private endowments and provincial grants in order to enable it to make experiments along the lines contemplated in the questions referred to above. Bengal with all the development that has marked her vernacular literature in modern times, still finds it necessary to retain English as the medium of instruction in the university stage of education. The only attempt at a university on a non-English basis is the Osmania University at Hyderabad and it cannot yet be said that the attempt has been a success. It is not meant that such efforts cannot succeed or should not be made; no; perhaps every one will agree that the Indian languages must ultimately come to their own as vehicles of modern thought and learning. But the promotion of this end is best secured by tentative efforts on a voluntary basis, where the ground is not sure, and by more vigorous efforts in the earlier stages of education. Standards of Indian university education are said to be already pretty low when compared with standards of universities outside India and great care must be taken not to lower them still further by any means. It is too premature to think of forcing the existing affiliated colleges to abandon lines of work which, with all their defects, have been productive of much good, in favour of others which have not been sufficiently tried to be accepted as satisfactory. Time must be given to the Madras and Andhra Universities to fulfil their purpose of serving, in Principal Meston's words "either as a pattern or as a warning".

It is curious that the questionnaire does not raise the question of giving option to particular colleges to continue in their present position. This is a matter of importance for all colleges and in particular to centres like Chidambaram which are in the midst of a process of evolving into university centres as contemplated in section 53 of the Madras University Act. To tell such centres (as a result of the findings of a committee like the Tamil University Committee) "Become part of a new university which we are proposing to legislate for or cease to

exist" will hardly be fair. It is regrettable that no opportunity should have been given (in the questionnaire) to the colleges primarily concerned to speak out their wishes on this aspect of the matter. One may go further and say that the colleges seem for the most part to have been keeping out of the movement or at best have been very lukewarm over it. And if it is feared that the grant of option to colleges to retain their present status in the Madras University will result in the majority of them electing to do so, then, that is sufficient proof that the present position is not so unsatisfactory after all. It should also be remembered that there can easily be too many universities for a poor country like India and it may be difficult to get suitable types with sufficient variety of aims and ideals at a later stage if the mistake is now made of multiplying too many universities of the same type—universities in name with no distinct university features of their own. A living authority on university education has well said: "Public money and private benefactions should be used to maintain a relatively small number of well-equipped universities with a sufficient staff to relieve their leaders of drudgery and set them free for the work that they alone are capable of. The founding of a large number of colleges or weak university institutions that can only just reach the minimum standard is a frittering away of the very limited national resources that are likely to be available". The immediate establishment of a new university for the Tamil districts would also affect Madras adversely in the matter of aid from provincial funds, without real benefit to the Tamil districts or Tamil culture.

II

(1), (2) & (3) These questions presume that we shall have much freedom of choice in the matter of the type of university for the Tamil area; the assumption is difficult to make as the area of the Tamil districts and the number of existing colleges will rule out the unitary type, and lack of funds must stand in the way of a genuine federal type such as is contemplated in the second part of question (2). In effect, the new university would more likely be an affiliating examining one if all the colleges in these districts are to be part of the university. There is a strong case for the unitary type if a real Tamil University on a voluntary basis as suggested above is to be established. Colleges, except when they are situated in one place, cannot have many chances of coming together and their relation to the university will naturally be one of subjection to general academic control of the university, with administrative autonomy.

(4) & (5) The Indian universities have generally so far laid down themselves open to the charge of caring only for testing knowledge by means of the examination to the exclusion of the higher work of promotion of knowledge by research and teaching which was relegated to the colleges. A university to deserve the name must escape the charge though it is difficult to evolve arrangements suitable to a new university whose colleges were scattered over a large area. Perhaps one way should be the provision of a large number of advanced options for the higher degrees the responsibility for making arrangements to teach some of which will rest with the university staff of

teachers who may give instruction periodically in the university premises or in particular colleges that choose the optional subject concerned.

III

(1) to (3) If the idea of the Tamil academy on a unitary and voluntary basis is accepted, Madura must be the centre of the academy.

(4) to (6) The objection raised in (4) must ever be to some extent real and perhaps unavoidable; but there can be no doubt of the great advantages resulting from the headquarters of a university being also the academic centre.

V (a)

(4) Dealt with already.

(5) to (7) & (12) Dealt with already.

(8) to (11) These questions seem to contemplate courses which if adopted, must lead to duplication of institutions for professional training, which cannot be brought about without great loss of efficiency or needless waste of funds or both, unless each step forward is taken after the most careful study of the question involved. The reference to "the satisfaction of being graduates" (question 10) seems to be the symptom of a rather deep-seated malady, which, if it is not handled cautiously but firmly, might kill the true ideals of university life and education. No detailed suggestions worth making on these questions can be made offhand without guidance from expert enquiry.

I regret very much I cannot attend the meetings of the Tamil University Committee on account of other urgent preoccupations; in view however of the far-reaching character of the issues to be raised at the meeting, I have deemed it necessary to formulate my views thereon and I request you to be good enough to place them before the committee.

As regards the necessity or even the need for a new university for the Tamil districts, opinion does not appear to be as unanimous as is claimed by the promoters of the movement. Voices of dissent were heard even at the last meeting of the Senate in connexion with the proposal for a University Committee to go into the question and there is good reason to believe that there is a large volume of opinion, so far inarticulate but nonetheless powerful, against the idea. True the conference at Trichinopoly decided in favour of a university but I doubt if the most ardent protagonists of the conference will pretend that it was sufficiently representative in character.

The Madras University Reorganization Act, wisely postulates a minimum interval of five years before the question of new universities in the province is taken on hand, and there is no reason why we should seek to curtail this modest period of trial. The Andhra University has just come into being and it is still premature to pronounce judgment on its work. Is it not desirable, and even necessary, that we should wait and see how the reorganized Madras University and the Andhra University function before we embark on a fresh enterprise of the magnitude of the Tamil University? Surely no serious harm will be

done to the cause of education by postponing the proposed venture by a few years. *Festina lente* is a wise maxim to follow in matters educational.

The usefulness of the projected university will largely depend on its character. If it is going to be of the affiliating and examining type, if it is to be a mere reproduction of the old Madras University, there is little chance of its attracting any support, and at any rate there is no urgency for its creation. On the other hand, if its aims and ideals are going to be very different from those of the Madras University, if, for instance, Tamil is going to be the language of teaching and examining in the proposed university, then institutions like the Sri Minakshi Colleges at Chidambaram, which started with other ideals and aspirations, have a clear right to be left alone to work out those ideals on their own lines. I sincerely trust that the proposed university, should it ever come into being, will not do violence to the fundamental principle of respect for vested interests.

Further, so far as the Sri Minakshi College and the allied institutions at Chidambaram are concerned, there is every possibility of their being raised to the status of a university. Speaking at Kumbakonam on 16th February 1925, the Hon'ble Sir A. P. Patro was pleased to observe "Chidambaram is in the course of getting a university for itself whether of a unitary or affiliated type Chidambaram is coming fast space, and surely one day or other, endowments to make it a university centre will be coming forth in abundance." Similar sentiments have been expressed by persons of the authority of Sir K. Sriuivasa Ayyangar, Sir C. P. Ramaswami Ayyar, Mr. C. R. Reddi, Mr. Littlehailes and Mr. Alladi Krishnaswami Ayyar. Speaking at the college as early as 1922, Mr. C. R. Reddi remarked with reference to the college: "I cannot think of a finer, more inspiring centre for a college which, I trust, will in due course develop into a university" and he added "Well might the Sri Minakshi College, when it develops into a university, devote itself to the study of History and Sanskrit for the atmosphere of Chidambaram is so conducive." Is it not bare justice to allow an institution with such aspirations to shape its own destiny and grow to the full height of its academic stature without being forced against its will into a new university with whose aims and ideals it may have little sympathy, and whose willingness to recognize and encourage new university centres is highly problematical? I, therefore, trust that even if my plea for the postponement of the question of a new university be not acceptable to the committee, they will see their way to recommend to Government that the institutions in Chidambaram with which I am associated, should be allowed to continue to be part of the University of Madras for the time being.

In conclusion I wish to summarize my views as follows:—

(1) It is premature to consider the creation of a new university until we have had time to observe the working of the reorganized Madras University and of the Andhra University.

(2) If, and when, the Tamil University comes into being the Sri Minakshi College at Chidambaram should be allowed to continue, either with its present status of a college or as a university centre its affiliation with the Madras University; and should not be compelled by legislation to transfer its affiliation.

May the deliberations of the committee be guided by wisdom, and may its labours contribute to healthy educational progress in South India!

LXXXII

M.R.Ry. N. Doraiswami Gounder Avargal, Chairman, Municipal Council, Tirupur, dated 15th September 1926.

I have the honour to enclose herewith the views of this Council on the question of establishing a university for the Tamil districts.

The need for the establishment of a Tamil University seems to us to be both real and urgent, and has not been affected by the establishment of the Andhra University. The formation of a Kerala University might alter the situation, for then the Madras University would cater mainly to the Tamil districts and virtually reduce itself into a Tamil University. Even then the Tamil University, if started on the lines suggested below will serve a definite purpose and be really useful.

The impractical ideals of our education have caused a great deal of harm. Literary studies form the main body of the system, while tags and fringes of scientific, technical, and commercial education have been attached to it, by an after thought, as it were. The political and social evolution in India, which is the most vital concern of young India, finds no place in the curriculum. It is clear even to the students that such education is impractical and leads to nowhere. The enthusiasm of the student is damped by seeing the fruitlessness of the work at which he is toiling. The scope of the Madras University is extremely narrow and it can even be hardly said that it pursues any definite aim. Our education should be many sided and cater to the variety of the talents and needs of the alumni. An up-to-date university should press into its service all that there is in literatures, arts and sciences and in life be calculated to develop the student's power of thought and action and his ability to co-operate and organize so that he may add to the intellectual, moral, and material resources of this country and the world and be a true leader of his people. University education can have little value if it does not succeed in liberating the student's mind and moral nature from the narrow traditions of the past and the harmful prejudices of his surroundings and in fully developing in him the sense of social justice and responsibility, or if it does not instil in him the courage to live a full life and to enable those around him to lead such a life. Again for the Indian students the dim shades of the cloisters are not so much needed as the inspiration of the workshop and the factory; above all he should be made to realize, with the energy of faith, the teaching of science and experience that the miseries, sordidness, and inefficiency that surround him are not inevitable but only the result of social derangements that can be set right. The education given at present is too purely literary and a large number of men having obtained university degrees, or reached an earlier stage in the university course find that there are no outlets available for them such as their academic standing justifies them in expecting. At first they not unnaturally decline to take any post which they consider an inadequate

recognition which has rewarded their laborious efforts. They thus lose chances and often times spend months or years loitering about the district headquarters or living on the joint family income or as unwelcome visitors in the houses of their fathers-in-law. So long as the great mass of the nation's intelligent manhood is driven in ever increasing numbers along the same unfruitful course of study which creates expectations that cannot be fulfilled and actually unfits those who pursue it from undertaking many useful occupations necessary for the welfare of the community, any Government however it may be constituted, whether it be bureaucratic or popular, must find its work hampered by an increasing flood of criticism and of natural demands for relief which cannot possibly be met.

4. The establishment of a new university on totally different lines and with a radical change of outlook can alone remedy the situation and the opportunity must not be lost while inaugurating the new Tamil University. Any name will do and we would suggest the Tamil University or the Madura University. The unitary type would be the best as being the most conducive to the growth of healthy ideals from the personal contact of great minds but that would be possible only by restricting the university's function to a small area served by a single town. Mr. Mathai's excellent article on the different types of university in the Madras Presidency College Magazine enumerates the advantages neatly and clearly. In the unitary type which is the ideal one, there will be different constituent residential colleges specializing in different branches but concentrated in a small area around the university. Madura would be the most suitable centre and has a long connexion with the development of Tamil literature, besides being the heart of the Tamil area. There is a net work of good institutions there already and these with the new technical and technological institutes would form an admirable beginning.

5. The establishment of the Andhra University has undoubtedly roused the national consciousness of the various linguistic areas of the southern districts and it would be a happy day indeed, when besides the Tamil University, the Kerala and Kanarese universities also, see the light of the day. The most unnatural and unpatriotic system of imparting education through an alien tongue, nay, what is still more pathetic, its preponderance in importance over the mother tongue, can nowhere be tolerated except in this unhappy country of ours. The result is that the present university, is as it has been rightly and forcibly pointed out, no better than a slave manufacturing emporium turning out every year, just like an automatic machine, a number of clerks, teachers and vakils to add to the distressing sight of the already unemployed and unpaid. The cause of this is to be traced to the gross neglect of the present university to the technical and industrial side of education. In starting the university, the view must not be lost sight of. Centres may be chosen for imparting particular branches of technical and industrial education as may be suited to particular areas wherein such particular trades best thrive.

6. Another criminal omission of the present university is its utter neglect of the religious, moral and social and political side of education. The automatic clerk-manufacturing machine turns out a number of living dead-bodies, dead in physical strength, dead in religious and moral

spirit and dead in national pride. No true Indian Reformer can afford to dispense with religion. Religion is interwoven every minute and every hour in every action of his. In short, religion is the very breath of his life. There was not a single true Indian leader who was not a philosopher or saint. Nothing captivates the Indian, especially the Tamilian, as saintliness. No wonder, then, the greatest religious reformers thrived here best. With such inherent aptitude for religious life and with such abundant materials for religious and moral study, is it not suicidal to neglect our religion? This directly leads us to the question of comparative study of languages in the Tamil University itself. English must be thrown down as an optional language. Tamil must be the medium of instruction in schools and colleges.

Sanskrit must be given a more honourable place in the Tamil University. It is the oldest of all the oriental languages which embodies the gems of the cultures of the world. To the Tamilian, it is indispensable. Tamil and Sanskrit are like twins. One helps and supplements and beautifies the other. A true Tamil scholar will shine all the brighter for his proficiency in Sanskrit and vice versa. With a view to propagate the high ideal, it is better if religious centres are chosen wherein students would be taught in Sanskrit and Tamil scriptures, side by side.

8. One word about research work. Our districts so much abound in ancient glory and culture, that much zeal and enthusiasm in this line of university activity, is sure to be productive of the best results. The university can then be legitimately proud of having realized the greatest of its ideals, namely, of having brought out the true Tamilianhood.

9. Our districts though proverbially religious as stated above were second to none in the arts of warfare in times of necessity. Consistent with our traditional training (with an unfortunate back in it, the reasons for which we are not here to discuss) it is hardly necessary for us to say that physical culture and military training must be made compulsory. Handspinning necessarily and handweaving optionally, must be taught in all the lower classes of the high schools.

In short, the average now university student must be virile and enthusiastic, ready to enter life in its full swing, capable of leading a happy and comfortable life, with true national pride in him, with the necessary military vigour in him, to die for his country if necessary, and never forsaking his religious culture which has been handed down to him from posterity.

LXXXIII

M.R.Ry. P.S. Ramaswami Nadar Avargal, Chairman, Municipal Council, and Senate Member of the Madras University, Sivakasi, dated 20th August 1926.

I

1. (a) In view of the growing and persistent demand for the constitution of provinces on a linguistic basis and for the independent development of the Tamil language, literature, philosophy and art, on sound lines, it is in the fitness of things that a separate university be established for the Tamil districts.

(b) The establishment of the Andhra University has emphasized rather than abated, the need for a Tamil University.

2. The Madras University has to cater to the needs of a wide province, consisting of peoples speaking several languages and so cannot fairly satisfy the aspirations of such linguistic area with its demand for the advancement of its own language, literature, etc. Further the Madras University is more or less an examination body, there being little or no scope for research work of any kind.

3. By the establishment of the Oosmania University in His Exalted Highness the Nizam's Dominions, the Andhra University in the Telugu districts, the Travancore University to be constituted in the near future and the proposed Tamil University, The Madras University may be affected. But the foundation of these universities would to a large extent relieve congestion in the Madras University and tend to ensure an expansion of fields of its activities, being restricted to a narrow area.

4. Yes: the students in affiliated colleges do not share in the benefits conferred by the lectureships and professorships of the university nor do they have any chance of being trained by the several research workers appointed by the university.

By restricting the area of operation of the university, it would be enabled to discharge its functions more efficiently and the sphere of its activity may be widened also. Itinerant lecturers and professors may be appointed who would go round the several centres of educational activity under their jurisdiction and help to organise research work and train pupils in it. Moreover, specialization in the several fields of work connected with the development of a language is also possible.

5. The 'Tamil University' would be the apt nomenclature.

II

1. The affiliating type of university would alone be possible under the present circumstances. The unitary type is not possible because no one centre in the Tamil area could be the headquarters of all colleges and institutions under its control; nor a federal one, as there cannot be at present or in the near future more than one university in the area.

2. No; not advisable to have more than one university. But particular branches of learning may be concentrated at particular places (centres), e.g. Tamil Literature at Madura with its Tamil Sangam: a Technological and Engineering Institute at Trichinopoly, etc.

3. All colleges must have adequate representation in all the bodies of the university and as regards the inter-relation between colleges in a particular centre, there can be much co-ordination of work in the matter of lectures and research, every college specializing in a particular branch of study.

4. The university should undertake a certain amount of teaching work; besides periodical or vocational lectureships itinerant professors or lecturers who have carried on research in particular fields of learning or in special subjects may be appointed to do the teaching work and guide post-graduate students in their research work.

5. There is none at present except the Madura Tamil Sangam which opens out opportunities for wide research work. It is therefore desirable that the proposed university should undertake it. The subjects to be specialized are Tamil Language, History, Art (painting sculpture, etc.), Science, Geography, Philosophy and Medicine (the Siddha and Ayurvedic systems), Philology (the relation of the language to other Dravidian languages and to Sanskrit). Madura, Trichinopoly and Tanjore would afford facilities in the research work above mentioned.

III

1. The Tamil districts would be the area of operation.
2. The bi-lingual districts may be affiliated to the university or universities which will answer to their needs.
3. Trichinopoly would be the most suitable centre for the location of the proposed university. It occupies more or less a central position among the Tamil districts. There are already four colleges working in the centre including a second grade college for women. The existence of Teachers' College, an Engineering school and several other Technical institutes and the South Indian Railway workshop would add to the fitness of the place for being the headquarters of the university.
4. The concentration of particular branches of learning at particular centres, the appointment of itinerant lecturers and professors, and adequate representation of the mufassal colleges on the bodies of the university and in the matter of examinerships and other kinds of patronage would go a great way to silence this objection.
5. The objections are to some extent valid inasmuch as some of the mufassal constituent colleges have received but a stepmotherly treatment as contrasted with the colleges at the headquarters.
6. The centre or headquarters of the university shall be not only an administrative centre but an academic one as well. The meetings of the several bodies to be constituted in connexion with the university will meet there. The office of the Registrar shall be located there and hence all correspondence to be carried on behalf of the university shall issue from there. Further, the headquarters shall also be the centre of branch or branches of learning in which specialization is possible.

IV (a)

1. Apart from general culture, the university should aim at training scholars for professional careers—such as Medicine, Law, Engineering, Agriculture, Industry, etc.
2. There is none, except for Medicine as the Siddha and Ayurvedic systems have flourished and are flourishing in the Tamil districts.
3. The suggestion is quite welcome. It can be worked out at present. Vide answer to question 2 (II).
4. (a) Yes; Madura would be the most appropriate centre.
(b) Yes.
- 5 & 6. Tamil shall be the medium of instruction and examinations; in all the examinations to be conducted by the university (Entrance, I.A., B.A., or M.A.). Tamil shall be brought up as the first language. In the Entrance examination, all the other subjects—also Mathematics,

History, Geography and Science shall also be answered in Tamil; English would be a second language. In the F.A. and B.A., also the Part I shall be Tamil language and Literature (compulsory) Part II. The second language (compulsory) Part III—(Optional) subjects which shall include History or Philosophy of the Tamils among other subjects

7. Professorships in the several branches of Tamil learning shall be formed and endowed. Students may be deputed to foreign countries to learn the methods of research especially in oriental studies under experts, e.g., in France, Germany or England.

Researches in Sanskrit and Malayalam may be undertaken by the proposed university.

8. (a) Yes.

(b & c) Madura with its mills and Sourashtra population affords facilities for textile industry, dyeing, lace-making, calico-printing.

Trichinopoly with its South Indian Railway workshops and Engineering institutes opens out ample opportunities for training in Metallurgy and in Electrical, Mechanical and Civil Engineering.

9. The university shall start with the Faculties of Arts, Medicine and Technology.

10. Yes. Agriculture, Technology (all branches), Commerce shall be included among other optional subjects.

11. There shall be professional colleges for Law, Engineering, Medicine and Teaching; and in the matter of location it would be desirable that all be not located in the same place but distributed over important centres in the area.

12. Yes; yes.

IV (b)

1. There shall be a Senate (a deliberative and legislative body), a Syndicate (the executive) and Boards of Studies for the several branches of learning fully representative of all the interests concerned.

2. No—the Standing Committees of the Senate, the Syndicate and the Boards shall function as the Academic Council.

3. There shall be a separate Board for Oriental studies which would decide all academic questions regarding them. Madura shall be its headquarters.

4. The high schools shall also be affiliated to the university; and an entrance examination—on the lines of the Matriculation shall be conducted for admission to the university course of studies.

5. Vide Answer to question 5 (1).

LXXXIV

M.B.Ry. N. R. Kedari Rao, M.A., L.T., Assistant Professor of English, The Presidency College, Madras, dated 12th September 1926.

I

(1) There is absolutely no doubt that a university is imperatively needed for the Tamil districts.

The area of the Madras Presidency is 142,260 square miles and its population amounts to 41,318,985 or 43 millions roughly. The

existence of two universities (the Madras University and the Andhra University) is certainly not adequate for serving such a large area and for satisfying the needs of such large numbers. As early as 1915, Sir Harold Stuart felt that the time was ripe for the establishment of other universities in the Presidency—one at least on the banks of the Godavari and the other on the Kaveri. The Andhra University may be said to serve the northern half of the Presidency, while the southern half is yet waiting for the proposed 'Tamil University.'

In point of culture and intelligence, the Tamils do not lag behind their Telugu brethren. In fact in the Director of Public Instruction's Report for 1924-25, he says, 'Tamil as usual' maintained its leading position and contributed largely to the total increase' in the number of books published during the year.

(2) The Madras University was founded in 1857 with a certain purpose; and in spite of minor modifications here and there, it does not show itself to be as progressive as it ought to be. For one thing, it is a matter of great difficulty to infuse the national spirit in the university. For example, several attempts were made to bring in the great savant Sir J. C. Bose to deliver extension lectures here; but all these were defeated. Resolutions were tabled to set apart a small sum of money for translating very good scientific and literary works from English into the South Indian languages such as Tamil, Telugu, &c.; but again these resolutions were thrown out. Thirdly well-meant efforts to honour distinguished Indians have all been hopeless failures—the university fighting shy of conferring the Degree of Doctor of Laws on even men like Mr. Gandhi and Sir Sivaswami Ayyar. In this respect the contrast between Madras and Calcutta is striking. The Calcutta University has given very fine expression to the national spirit while the Madras University tries its best to stifle and suppress it as much as it can. When I had been to Calcutta in December last, what attracted my attention most was the large number of statues (besides oil-paintings and memorial-tablets) erected for distinguished Indians at the Senate House, the University College of Science, the Presidency College and other Educational institutions. In Madras the case is just the reverse. So there is no wonder the Bengalees feel that the university is their very own, that it stands for their uplift, and that it is to encourage and enrich them along the road to knowledge, freedom, power and prosperity.

In spite of the fact that the University of Madras is nearly 70 years old now, the endowments it has been able to attract are very few indeed—amounting in all to Rs. 4,62,100 (on 1st January 1925). This is a very poor record indeed, not only when compared with the magnificent endowments which Calcutta has got, but even with reference to the younger universities like Mysore, Hyderabad (Osmania) and that for the Andhras. Though it is less than ten years since the Mysore University was established, its endowments amount to nearly two lakhs of rupees; and local patriotism has developed to such an extent among the Andhras that they not only celebrated the inauguration of the Andhra University (at Bezvada by His Excellency the Governor of Madras) as a national festival but endowed it handsomely to the extent of nearly two lakhs on that occasion.

Look at this picture and that! The Madras University defies public opinion and ranges itself against the popular voice. For example, according to the old rules, a Master of Arts could as soon as he took

his degree become a registered graduate ; while a Bachelor of Arts had to wait for ten years. I carried on a long correspondence on this subject with Mr. Rao Bahadur K. V. Rangaswami Ayyangar of Trivandram ; but in spite of well-intentioned efforts, we have not made much progress. No doubt the new rule says that a Bachelor of Arts of seven years' standing can become a registered graduate ; but as if to make up for this bit of concession, they cancelled the old rule and deprived the M.A.'s of their privilege of becoming registered graduates soon after taking their degree. As it is, even M.A.'s have to wait for seven long years before they can become registered graduates. No other university is so retrograde as this. In a country like ours, where mortality among graduates is so high, seven years is too long a period and the university will do well to shorten it to say, five, if not three years and to restore the old privilege accorded to the M.A.'s for becoming registered graduates soon after taking their degree.

A true university should be the centre of culture and the chief means of diffusing culture among the masses. Hence one of the most important functions of the university is to organise extension lectures on matters of national interest. This function is not at all undertaken by the Madras University. The Boards of Studies have been so conservative as not to encourage young men in delivering such course of lectures as are contemplated here.

There are several gold medals awarded by the university. It is a pity they are not even made in India. They are all ordered from abroad. There are several goldsmiths here who can do the work as well as anybody else and I don't see why instead of encouraging our own people, we should place the order for medals in England.

Several other examples may be adduced ; but I believe enough has been stated to show that the national spirit is yet to be found in the working of the University of Madras. In the proposed ' Tamil University ' these defects may be rectified ; and we may start from the beginning on right lines.

(9) It has been agreed on all hands that the unitary residential university should be the ideal for which we should strive. It is now seventy years nearly since the Madras University was established and it is but right that it should now at least become a unitary residential university, extending its activities in the City of Madras and its suburbs (within a radius of ten miles from Fort St. George). And there is plenty of material now in the city and suburbs to justify its becoming a unitary residential university at once. For it has got at present 17 colleges (as may be seen from the following table) :—

		For men.	For women.	Total.
Arts' Colleges (First Grade)	...	4	2	6
(Second Grade)	...	2	...	2
Oriental College	... ..	1	...	1
Teachers' Colleges	... ..	1	2	3
Law College	... ..	1	...	1
Medical College	... ..	1	1	2
Engineering College	... ..	1	...	1
Veterinary College	... ..	1	...	1
		—	—	—
Total	...	12	5	17
		—	—	—

If the School of Arts, the Government Institute of Commerce, and the Indian School of Medicine are raised to the collegiate grade (as they ought to be in the near future), then the number will be raised to 20. When Oxford and Cambridge have only about 25 colleges each, Madras can well be content to work with 20 colleges now and work up to 25 colleges in the course of a few years.

So the net result of the establishment of a Tamil University would be to free the Madras University from outside worries and make it an ideal teaching and residential university. From the academic point then, nothing will be so good as the establishment of a separate university in the south for the Tamils.

(4)

(5) The name that I would suggest is 'The Tamil University'.

II

(1) Just now, i.e., at the start, the Tamil University can only be of the affiliating type; its ultimate aim being to encourage centres of education which will in the fulness of time become full-blown universities. To make myself clearer, I suggest that at first Trichinopoly should be the seat of the Tamil University. But it should aim at concentration of the first-grade colleges in a few select places like Madura, Coimbatore and Chidambaram. Just as in the Andhra University there are centres of study at Anantapur, Rajahmundry, etc. Madura, Coimbatore and Chidambaram (and Kumbakonam also if necessary) may be regarded as places where there is every possibility of a separate university springing up, say, after ten or fifteen years. So every one of them can specialise in some one branch—Madura in Oriental Studies; Chidambaram in the Humanities; and Coimbatore in Agriculture, Forestry and other Technological subjects.

I know that the unitary residential university is the best type to be had; but as the ideal cannot be achieved all at once, I am suggesting a compromise only at present (as pointed out in the previous paragraph).

A modern university must undertake teaching work; otherwise it has no justification for its existence. A mere examining university has neither a body nor a soul; it can neither minister to the needs of the nation nor be an expression of its individuality.

I shall illustrate my statement by one or two instances. The present pre-eminence of the Calcutta University is mainly due to the fact that it was the first Indian university to undertake teaching work of its own accord; and the transformation to the new type was due in the main to the towering genius of the late Sir Ashutosh Mookerjee. [His love to the university was so great that he used to remit to the university all the money he earned as examiner and paper-setter for the various examinations from the Matriculation up to the M.A. standard and that in several subjects like English, Mathematics, Sanskrit, etc.] And it was only after this transformation that it was able to attract the princely endowments from Sir Rash Behary Ghose and Sir Taraknath Palit—not to speak of the minor ones. As a result of this, the university has got a splendid post-graduate department where the best facilities are given for research work; it maintains

a college of science; and has given to the world scientists and scholars—like Sir J. C. Bose, Sir P. C. Ray, Prof. C. V. Raman and Prof. S. Radhakrishnan—of whom any nation can be proud.

What has Madras got to show in comparison with this? The students are all regarding the Senate House as nothing but a 'Slaughter-house'; and newspapers vie with each other in writing editorials on 'The Slaughter of the Innocents.' There is no use blaming them either. They know it only as a seat of examinations and the place where the results are published. Apart from these, they have no idea of it. To them, it has no constructive side at all; they do not come to it as to a temple of learning with love and reverence; they do not listen to the inspiring and eloquent addresses of savants and scientists; and they can associate it with no great personality to whom they can look up for help and guidance in life.

No wonder then there are so few donations and endowments. In the Madras University Act of 1923, it is said that those who pay Rs. 25,000 and more will become life-members of the Senate; and those who pay Rs. 500 and more to the university will form a separate electorate from whom as many as ten members may be returned to the Senate. I was anxious to know how these provisions were working in practice; I inquired into the matter and found out that there was only *one* life-member; and that as there was only one donor of Rs. 500, the electorate contemplated in that section did not even come into being!

We should learn a lesson from such events and be wiser in the inauguration of the new university. As the demand has come from the people (in the last resort) the university should seek to benefit them and it is only then that it can have unstinted support from them.

The Tamil University then should undertake research work in such a manner as to enrich the people and make them powerful, prosperous, contented and happy. It should specially turn its attention to technical, industrial and agricultural education; for these are the main ways to increase the wealth of the land.

III

The Tamil University should have jurisdiction over the whole of the Madras Presidency except the area included in the ten-mile radius from Fort St. George and all the districts which are now served by the Andhra University.

The most suitable centre is of course Trichinopoly. It is a thickly populated city; of historical and classical importance; centrally situated; easily accessible by rail, road or motor as the case may be; and has already a large number of college students. There are three first-grade colleges for men; and in the near future the high school for women can be raised to the status of a college. There is a teacher's training college already; there is also a School of Engineering which can be developed to the collegiate grade. With the establishment of an Indian School of Medicine and a Law College, it will have enough material to start work with. Again Trichinopoly affords exceptional facilities as the seat of the South Indian Railway workshop; and the training of mechanical engineers can be made as

efficient as possible on this account. As the seat of commerce, it must sooner or later have a College of Commerce also.

(4) This objection can be met by giving equal representation to all the Colleges in the Senate, the Academic Council and other administrative bodies of the university.

(5)

(6) The headquarters of the university should be not merely an administrative centre but an academic centre also. In this respect I believe the Andhra University authorities committed a blunder in not making Bezwada a centre of university education. But I understand that attempts are being made to make it an academic centre; and let us hope these attempts will be crowned with success.

V (a)

(1) The special aims of the Tamil University should be to foster the growth of the Tamil language, to minister to the needs of the Tamil people in every possible way, and to diffuse wisdom and knowledge among the Tamils.

(2) The Tamil districts afford special facilities for the study of (a) the Tamil language and literature, (b) South Indian History, (c) South Indian Archæology and Epigraphy, (d) Agriculture and Forestry as applied to South Indian conditions, etc.

(3) The suggestion is acceptable; for instance Coimbatore can specialize in Agriculture and Forestry; Obidambaram in the Humanities; Trichinopoly in Pure and Applied Science; and Madura in Oriental Studies.

(4) Madura (on account of its traditional connexion with the Tamil Sangam) is the best place for specializing in oriental (and Tamil specially) studies.

(5) The ideal should be that Tamil should be made the medium of instruction right up to the M.A. standard. This must be worked up to in a definite period—say five years or ten years. It may be slow in the beginning but it should be steady.

To prepare text-books, etc., in Tamil, a band of enthusiastic scholars may be given some remuneration for writing the necessary texts. Once fairly started on the way, they can be improved as a result of garnered experience.

(7) Research-work in Tamil must be encouraged.

(8) Emphasis must also be laid on the technological studies like Agriculture, Forestry, etc., in a place like Coimbatore.

(9) To begin with, we should have the faculties of Arts, Science, Medicine, Law, Engineering, Teaching and Oriental Studies.

(10) A Commercial College should be started as early as possible and a faculty of commerce instituted in the university.

(11) Colleges of Law, Medicine, Teaching and Engineering must be located at Trichinopoly.

(12) Yes. It is feasible to institute a degree in the Tamil University where Tamil will be the main subject and English a second

language. A change like this will appeal strongly to the imagination of the people and is the best way of securing their sympathy and support.

V (b)

(1) The university must have distinguished Indians as Chancellor, Pro-Chancellor and Vice-Chancellor. In England and America it is not the Governors of States or Presidents of County Councils that occupy these posts; and so it is best that those who have done remarkable service to the motherland—especially in the cause of education—must thus be honoured.

The executive body will be the Syndicate consisting of 12 members; the Legislative body will be the Senate consisting of 100 members nearly; and the Academic Council a body of 60 members, drawn mostly from the teaching staff of the various colleges of the university. At least 60 per cent of the members in the Senate and the Syndicate must be those who are following the profession of education.

(2) The Senate must be the supreme administrative body; it may relegate the consideration of academic questions to the Academic Council. But it must be distinctly understood that the authority of the Senate is not to be diminished on account of the presence of a body like the Academic Council.

(3) The Oriental College or Colleges will have equal representation with other first-grade institutions in the Senate, the Academic Council, etc.

(4) If the present S.S.L.C. scheme is so modified that there will be a separate Board for the Tamil area, then the university need not conduct a separate Entrance Examination.

(5) The best name is 'The Tamil University'.

LXXXV

M.R.Ry. M. S. Sabhesan, Honorary Secretary, The Madras Teachers' Guild, dated 5th December 1926.

1. (a) In our view there is need for the establishment of a university for the Tamil districts. Vide answer to question 2 for reasons.

(b) This need has been affected no doubt to some extent by the establishment of the Andhra University. But it has, in no way, removed the need entirely.

2. The need for the establishment of a Tamil University can be viewed from two standpoints: (a) Examinations, (b) Research.

Confining ourselves to the Intermediate and the B.A. Examinations, there has been an enormous increase in the number of candidates since 1911, the year in which the first examination under the new regulations was held:—

						Number of candidates.	
						Intermediate.	B.A.
1911	...	...	...	...	...	1,453	1,523
1924	...	...	...	...	...	8,672	2,776

This enormous increase has affected the university in two ways. In the first place, the defects of the examination system itself are getting more and more pronounced and beyond control. Secondly, the magnitude of the examinations has also affected the outlook of the university. It absorbs for one reason or other, practically all the effective attention and energy of the university authorities. The administration of the examination system keeps them apparently busy and forms a very good excuse for their neglecting all the other necessary aspects of university work, particularly the promotion of research. If an evidence is required for corroborating this statement, a reference may be made to the fate of the school of Dravidian research, to the transformation that has come over the aim and purpose of the School of Economics, to the outturn of the same school in the matter of research and to the level to which the system of university lecturers and university research studentships have descended. Certainly these institutions would not have been allowed to function so badly if the centre of attention of the university had not been the examination system.

No university can command any respect in the eyes of the world if it does not contribute annually its own share to the sum total of knowledge of the world. We believe that no special argument is necessary from us to emphasize this aspect of university work. The future university policy of this province should be such as to secure sufficient opportunity for this side of universities to develop. To secure this the examination system should be brought under manageable size. That means no single university should be made to look after such a large area as the Madras University is now doing. Again the subject or subjects in which a university can make its original contribution will depend very much upon the local conditions, human as well as physical conditions. If full opportunity should be got for exploiting these, the area over which each university has to function should also be reduced as much as possible. These arguments point to the need for the establishment of more universities. A distant ideal should be to have a university, if not in each of the districts, at least for each pair of districts. The establishment of the Andhra University is a right step from this point of view, and the establishment of a Tamil University would also be a right step forward.

Taking the province as a whole, it is high time that we have at least one university which does not have to deal with affiliated colleges, which are not in the vicinity of the headquarters of the university. It is only in such a university that research side will develop properly. While it may be conceded that we want many such centres in future, it is necessary that we must begin with at least one centre immediately. The question is, which is the centre that is most fit for it at present. In our opinion, Madras is the one centre that can function in that direction, and hence, it would be in the interests of the advancement of research in the province to relieve as early as possible the Madras University of the affiliated colleges. The Andhra University has taken away some colleges.

3. If another university would take away the remaining colleges, it would be a step in the right direction. Apart from the Tamil University giving the much desired relief to the Madras University, its

establishment may affect the finances of the Madras University, since its fee-income will fall down considerably. But that cannot be helped. And after all no university can depend upon its fee-income for anything but the expenses for conducting the examinations. Hence, although one might look upon it to-day as a great danger, it is not really so.

4. The affiliated institutions cannot be said to suffer very much from any disabilities. If at all, their disabilities may amount to their not being in close proximity to the university library and to the university lectures being mostly held at the headquarters of the university. But these disabilities will also exist so long as colleges lie scattered all through the province. Unless a university is established in each district, this difficulty can never be solved. At the same time, it must also be emphasized that it would be nothing short of disaster, if it is to be held that neither the Madras University nor any of the universities that will be established will be allowed to develop until these irremovable difficulties of affiliated colleges are removed.

5. We would give the new university the name of Tamil University.

II

1. We are in favour of the federal type, in which all the colleges can have equal status and rights.

2. As stated in answer to question I. 2, the ideal should be to establish many universities. But in the immediate future we would recommend the establishment of one university. We are also in favour of the concentration of particular branches of learning at particular centres.

3. The colleges spread over the area of the university—that is those not situated in the immediate vicinity of its headquarters should have the same relation as the affiliated colleges at present have to the Madras University, except that the university should see that the colleges avoid unnecessary duplication of courses of studies and as far as possible encourage specialization in certain subjects that are appropriate to the respective centres.

4. We are not in favour of the university undertaking any teaching which is directly related to the courses of studies leading to examinations. This work entirely belongs to college teaching. The university teachers should have for their main work, research work and direction and supervision of research work. They should also give one or two courses of lectures open to post-graduates as well as undergraduates. Such lectures should have special relation to their own line of work and should be made an opportunity for the students at large coming in contact with the personality of the professor.

5. The proposed university should also undertake research work if it is to justify its existence. The subjects for research may be (1) Tamil literature, (2) history of the Tamil districts, (3) certain technological subjects such as those relating to textile industry and agriculture. Madura would be an appropriate centre for the development of research in textile industry, dyeing and Tamil literature. Trichinopoly would be a centre for research in the history of the

Tamil districts and in mining. Coimbatore would be a centre for research in agriculture and forestry. Kumbakonam would be a centre for fine arts.

III

1. The area of the university should be all the Tamil districts except Madras.

2. The problem of bilingual districts is not very serious in this area. At any rate, it is not so serious as to require attention at this initial stage.

3. Trichinopoly is the most appropriate centre for the headquarters of the proposed university. Geographically it is about the centre of the Tamil districts. It is well connected by railways with the various parts of the area. It has got already a good concentration of old and well-equipped colleges.

4. The objection that the colleges at the seat of the university may receive more favourable treatment or enjoy certain advantages which other colleges may not share in, is not serious but unavoidable.

5. So long as there is such a thing as space in the world, this difficulty can never be overcome. As has been already pointed out, under ideal conditions where each district has a university, this difficulty will be at a minimum. But till then it is nothing short of "dog in the manger policy" to raise this as a serious objection. Finance puts a limit upon the realization of various ideals. We do not regard these objections to be valid.

6. The very suggestion whether the headquarters of the university may be purely an administrative centre, appears to our minds to be preposterous. It is based upon a very wrong conception of the functions of a university. In our opinion, the headquarters of the university should become a vital academic centre throbbing with research spirit, without the administrative side assuming any undue prominence and overshadowing the vital aspects of the university.

V (a)

1, 2 & 3. Already answered under II. 2 and II. 5.

4. (a) As already stated, Madura should be made the centre for the development of research in the language, literature and religion of the Tamils, in short, of the history of the Tamil culture. It does not matter what name is given to it.

4. (b) Yes.

5. Tamil should be a compulsory language up to and including the B.A. course for about 15 years. After that, if by that time, the Tamil language has been revived to its fullest vigour as a vehicle of modern thought, it may be sufficient to continue it as a compulsory language up to the Intermediate standard.

6. Tamil ought to be made the medium of instruction in this university ultimately. But there should be a definite policy chalked out as to when it ought to be made the medium of instruction and how it can be so made. The university should start editing and publishing translations as well as original works in Tamil in all branches of learning.

It must have a definite programme to produce enough of such publications within the next 15 years so that by 1945 at the latest. Tamil can be made the sole medium of instruction in the university. In the meantime, a beginning should be made by making Tamil the medium of instruction at least in certain subjects. It may also be considered how far bilingualism can be allowed during the interim period.

7. Tamil should be the centre of research so far as the oriental languages are concerned. But this does not mean Tamil should be the exclusive language for research. It is not practicable to do so. If research ought to be carried on in Tamil, sufficient attention should also have to be paid to other languages, particularly Sanskrit, Kanarese, Malayalam and Telugu. Attention to these languages will be paid more as a means to develop the study of Tamil than as an end in itself.

(a) Yes.

(b) Except for agriculture, there are at present no organized facilities available, but it is the business of the university to pool all the local resources and to establish suitable organizations at suitable centres such as Madura, Kumbakonam, and so on, for the encouragement of training of students for technological studies.

(c) If the Pykara scheme should become an accomplished fact it would be appropriate for the new university to introduce electrical technology and electrical engineering.

9 The new university should have the following faculties to begin with:—Arts, science, teaching, agriculture, technology, commerce and law.

N.B.—(1) The faculty of agriculture may very well be dropped in the Madras University.

(2) For some years to come there may not be any urgent need for the new university to have faculties of medicine and engineering.

10. Yes. All the technological subjects mentioned in 8 (a) and others like agriculture and electrical technology may be made as optional subjects in the degree courses.

11 There is at present no need for introducing professional colleges in medicine and engineering in the Tamil districts. Time will come for them about a decade hence.

12 Yes. During the next ten years it must be possible to institute degree courses in arts and science, having Tamil and English as co-ordinate languages and one or other of the usual subjects as special subject. The programme should be so developed that after about 1940 or so the degree course does not have anything but the special subject.

V (b)

1. The constitution of the proposed university should not be very different from that of the Madras University except that (1) there is no need for a council of affiliated colleges, (2) the relation between the various authorities ought to be better defined, (3) the academic council should be given more powers.

2. Yes. Two bodies recommended.

3. No.

4. There should not be any direct relation between the university and the high schools. The high schools should tune their course of studies so as to meet several requirements. Some of their better students may go to the university, but the needs of those who have to enter the university ought not to dominate over and shape the course of studies in high schools. We do not approve the system of making the secondary school leaving certificate examination the entrance examination. We are in favour of special entrance examinations conducted by the university.

5. Tamil University.

LXXXVI

Father A. Bonheure, S.J., Rector, St. Joseph's College,
Trichinopoly, dated 8th April 1927.

1. Your letter of 23rd March 1927 to hand. I thank you for your kind invitation to give evidence before the Tamil University Sub-Committee, but I am sorry to say that a previous engagement will not allow me to meet the Committee on the day appointed by you. I therefore send you herein my views on the subject.

2. I take it that the demand for more universities in the Presidency was first expressed by the old Senate of the Madras University and was based on the very generally recognized unwieldiness of the then existing university. This view seemed perfectly reasonable as also the further suggestion to have at least one university for each of the three linguistic areas of the Presidency. I regard the present investigation on the formation of a new university as the logical outcome of that initial movement.

3. Another fact has since happened which added further strength to this movement. The Madras University Act was passed in 1923 "with a view to establishing a teaching and residential university at Madras, the limits of the university being the territory within a radius of ten miles from Fort St. George." The new Act therefore provided for a new university of a unitary type within a limited area, the constituent parts of which were to be the colleges established within that area, whilst the affiliated colleges were explicitly defined by the Act as "colleges situated outside the limits of the university."

4. The question now is: is it desirable to establish a university for the Tamil districts? This question could in a general way be answered in the affirmative before 1923, but this answer has to be qualified now in view of the following facts:—

(1) The establishment of the Andhra University has gone some way towards reducing the previous unwieldiness of the Madras University.

(2) The movement for a Kerala University is logically next in importance. Whether we consider the great amount of work already done in that direction and the important Native States having their own university, and the great distances which separate them from Madras,—all this tends to show that, on the principle of decentralization with which the movement began, the Kerala University should precede the university for the Tamil districts.

5. Assuming, as I do, that, on the principles of decentralization it is not advisable to establish a new university in the Tamil area before the Kerala University is formed, the further question may be examined as to whether there are other reasons besides decentralization making it desirable to press for a Tamil area university at present. The only one I could see would be the offer of substantial means whereby a new university centre (or several) might be efficiently organized. Without stipulating the exact amounts required, I hold that the calculation should be in crores rather than in lakhs. Since it is the aim of the Madras University Act to detach gradually the affiliated colleges so that Madras may ultimately become a unitary teaching and residential university, I take it that the detached parts will group together around one or more new centres, either on the affiliating or the federating principle. These centres may themselves subsequently become distinct unitary universities following the example of Madras. In my opinion Trichinopoly has the best claim, geographically and educationally, to be the first centre. But failing a strong financial backing to make a really efficient start in this direction, I hold that it is not desirable to establish a new university.

6. On the assumption that sufficient funds are available and a university for the Tamil districts is to be started, my view is that for the present English should be the medium of instruction, but a Tamil academy or faculty should be an essential feature of the new university, the chief purpose of which would be to prepare Tamil to be the medium of instruction in the various university courses, to encourage the development of Tamil literature on these lines by founding scholarships, establishing chairs, etc.

7. Besides the university degrees open to university students I believe that the university should provide also professional courses of, say, two years' duration leading to diplomas and open to the young men, who after finishing their school course, do not go up for a university career. Higher technological courses may be considered at a later stage when the needs are better known.

8. On the assumption that the Government is not in a position to advance the funds required for an efficient university and may not be in that position for a long time to come, the question presents itself whether it would not be advisable to modify the present Madras University Act by dropping from it the present ten-mile radius limit and admitting the mufassal honours colleges as constituent parts of the Madras University. This, in my humble opinion, would be the best way to prepare those future universities or university centres contemplated by the Act.

LXXXVII

Mr. K. C. Viraraghava Ayyar, dated 2nd April 1927.

The Madras University was started in September 1857 and during its existence of nearly seventy years, its constitution has been revised once after 1904 and a second time about 1923. In accordance with the Resolution of the Government of India on Indian Educational policy, 1904, it "sought (1) to create a supply of public servants to whose

probity, offices of trust might, with increased confidence, be committed and (2) to promote the material interests of the country by stimulating its inhabitants to develop its vast resources". The former object it has achieved with excellence by its rigid standards of efficiency in examinations--we have had famous administrators, jurists and educationists during the last seven decades; but the latter object it has woefully neglected--rather it has not tried at all. It is to this utter neglect of an important aim that we owe our present miserable position. I shall briefly summarise the present position, as it appears to me, in the following paragraphs:—

(1) At the end of 1926, the various colleges of the present Madras University are distributed, as under, over the several language areas and the strength also is given for each area.

			Number of Colleges.	Strength.
(1) Canarese	{	Bangalore	2	196
		Mangalore	3	688
(2) Hyderabad	...	...	1	284
(3) Malayalam	...	...	16	4,776
(4) Tamil	...	...	19	4,837
(5) Madras City	...	...	15	5,327

The colleges in the Madras city are very properly covered by the new Madras University Act and the Senate of the Madras University has given its academic sanction to found fresh universities on linguistic basis and hence the eleven colleges in the Andhra Desa have been constituted to form the Andhra University according to the Andhra University Act of 1925. There is a very strong case for separate universities for the Tamil and Malayalam areas respectively.

2. So far as the nineteen colleges in the Tamil Nadu are concerned, no atmosphere of research, either in humanities or in sciences, has been created till now. They have all been successful coaches of the examinees of the Madras University restricting all their attention to the rigid curricula of the various studies.

3. There has been no association of the teaching of science with the needs of the people. The majority of the science graduates have taken to Law or Government executive service or teaching and not many have devoted their attention for the material advancement of their immediate neighbourhood which was contemplated as the second object in the educational policy of 1904 of the Government of India.

4. "A teacher is a teacher and he has no part or lot in other affairs" has been more or less the slogan of the managements of all the colleges. Necessarily the teachers had been moaning about their insufficient emoluments and stagnating.

5. There has been no attempt to study the local conditions of each of the district areas. No regional survey has been made except that done by the special officers deputed by the Government. A systematic study of the meteorological, physical, mineralogical, industrial, economic, antiquarian and sociological aspects of each district is a great desideratum and must be undertaken at an early date.

6. There has been a mammoth production of Arts graduates. There were 14,599 Bachelors of Arts under the old by-laws and, since 1915, there have been 13,797 Bachelors of Arts under the new regulations. The consequent unemployment problem is becoming more and more acute among them. Recently many of these have taken to a study of commercial subjects and most of them have found that they can have no careers with such qualifications in their own presidency. Even some professional graduates have had to go outside our Presidency for employment. If these defects are to be rectified, one university of an affiliating type for the Tamil area will not do. In the end it will only prove to be a pocket edition of the old Madras University.

The idea of the university education for the lower ranks of the Government services must go. What then is the idea of a university? Cardinal Newman's idea is well known. His cannot be accepted in modern days. Many people think it is a place where you may get a degree; a few think it is a place for instruction of a professional or technical kind; still fewer think it is a place for research. It is a place of *higher education for those who are qualified by nature to profit by it*. It should not be a system for testing knowledge got anyhow and anywhere. A university should do four things: (1) it should teach; (2) it should examine; (3) it should add knowledge by research and (4) it should show the applications of knowledge. Lord Curzon, in April 1901, warned his hearers in the M. A. O. College, Aligarh, that they would never get from a university consisting of little but examining boards that lofty ideal of education, the sustained purpose and the spirit of personal devotion associated with the historic universities of England. Aligarh has had its own constitution for a university in December 1920. Still Lord Irwin, our present Viceroy, has truly described that the Indian universities are a turnstile leading to the arena of Government service but the graduates do not find a berth there and feel themselves cheated as if they paid for a seat and did not get it. This idea must go.

The high ideals of a university, namely, the advancement of learning, the propagation of the knowledge obtained by that advancement and the applications of those instruments of knowledge to the needs of our life—must be realised at least in the new universities that are to be created. An intensive study of the agricultural, industrial and manufacturing possibilities of each district should be taken on hand and a lead given to the moneyed people in venturing in those fields of activity. Local societies should be formed in important municipal centres with a view to collect statistics and study local needs and they should meet annually in different centres to compare notes and co-ordinate their results. No amount of specialised study in Tamil literature or Saiva Siddhanta alone will give us increased comforts and material prosperity. Coal—the usual power giver—is non-existent in the Tamil Nadu and that is a great disadvantage. But nature has more than compensated us in the shape of water-falls in our mountainous regions. We have not harnessed them to give us the necessary power. Again, Major Russell has said that a study of the population curve since 1871 shows that South India has very nearly reached an asymptotic population under present conditions and it has been necessary to import foodstuffs during the last few years and in spite of serious famines and epidemics, the population is still too large for the methods of cultivation employed.

So, indeed, the hydro-electric schemes and the Mettur Project should really prove to be the saviours of South India and all steps should be taken to realise them at an early date. Only then the cottage industries will improve, manufacturing concerns will arise and the unemployment will be solved. I firmly believe that the university can give a lead to others in these directions. Till now the science staff of the various colleges have had their attention directed only to examination purposes. Scope must be given to use their searchlight, not in focussing towards Madras, but to their own districts.

I shall illustrate this by concrete examples even though a little trifle. An enterprising gentleman learnt how confectionery could be made and started a factory at Kumbakonam. He wants glucose in large quantities and it can be made from the starch of rice or maize. He does not know it. Whom should he approach? The Madras politician might at once point to the Industrial Department. But the Government departments move very slowly. The problem should straightaway be proposed to the local university for solution. But the Madras University has not got any function of that kind. The science staff of the local college might help, but, as Government servants, they cannot move in the matter. The neighbouring missionary colleges can help; but they have no interest in the matter. The aided private colleges might help but, as I have said already, a teacher is a teacher and he may not, ordinarily, take part in such matter. What should be done? The problem is still there unsolved. Only when colleges and universities have that increasing association with the people and their needs, the latter will help the former with endowments and patronage. As it is, there is only mutual exclusiveness. The same is the condition with the crayon industry of Kumbakonam. There are a dozen factories at present competing with one another in their blind ways. Their coloured crayons are not so uniformly coloured and so cohesive as the imported ones. The university should associate with these people and solve their problems and thus get the goodwill and patronage of the people for whom the university should exist. The salt manufacture of the East Coast, the agricultural improvements in the Cauvery, Vaigai and Tamraparni valleys, the manufacture of dyes from indigenous sources, and a host of other problems await the study of the university staff. One university at a distance of 300 to 400 miles cannot do these things.

The dangers and pitfalls in the new universities of India have been summarised as follows: "In the field of higher education the year 1923-24 was in several respects one of disillusion and reaction. In the university of Allahabad, e.g., the new constitution was found to keep the minds of the teachers so engaged in the technicalities of meetings of university bodies that they had insufficient time left for teaching duties. In Bengal a widespread dissatisfaction with the existing university system found expression in a reaction against literary education and a preference for science courses. From Assam came reports that graduates and undergraduates seek employment in vain and create discontent with the system which has brought them to such a plight. The Punjab University was reported to be becoming 'more and more on the major side of its activities an examining body'. The policy of separating the Intermediate classes from the university

courses of study has been found in the United Provinces where it was tentatively adopted, to be unworkable, for the present in the colleges which prepare Degree candidates. In Bombay the S.L.C. Examination did not altogether fulfil the hopes with which it was instituted and it was decided that the university should resume the conduct of its matriculation examination. The Dacca vocational education committee presented a report in which doubt is thrown on the belief of the Calcutta University Commission that at the Intermediate stage vocational education can be so combined with general education as to produce a worker competent to earn his living with the training which he has undergone at the close of that stage." We should avoid these and devise measures to suit our needs.

It appears to me that it is quite possible to start universities of the unitary type at Chikilambaram and Kumbakonam and of a federal type at Trichinopoly, Madura and Tinnevely. I shall illustrate this possibility by a reference to the Sheffield university. In Sheffield there were three institutions, a medical school started in 1828, Firth College started in 1879 and a technical school started in 1886. These three institutions made a common effort and got a charter as a university centre in 1905. During the last twenty years extensive progress has been made in the departments of pure and applied sciences. The industries there have recognised the value of technical training and scientific research and have helped the university to a great extent. The same is the case with the Birmingham university. Sir Josiah Mason founded a science college in 1875 and in 1892 it was amalgamated with the Queen's College of Medicine and in 1897 the whole was incorporated under the Mason University College Act. It was hoped to strike out a new line and develop a broad system of National Education suited to modern times and to the practical requirements of life in an active city of the British Empire. And we have the present university of Birmingham. I believe such a growth is possible in the five centres mentioned above. We have the necessary germs in these places, similar to those that were in existence in Sheffield and Birmingham.

Take Madura, for example. There are at present (1) the American College, (2) the Madura College, (3) a Medical School, (4) an Industrial Institute, (5) a training school, (6) a Sanskrit college and (7) the Tamil Sangam. Their collective resources are great and they can, by combination, have faculties in pure science, industry, medicine, education, Tamil and Sanskrit. Research work also can be undertaken. There is Kodaikanal near by for research work at low temperatures. They can easily improve the marine Biological Institute at Kameswaram. The possibilities of improvement of, and research in, textiles and dyeing are great. A faculty in banking and commerce can be usefully added. If the needs of the people are studied and their difficulties and problems are attempted to be solved by the university, both higher education and industry will prosper. There are 710 students in the Arts colleges alone. If we add to this the number of students in the medical school and other institutions mentioned above, we will have a respectable number of undergraduates. Diplomas and degrees can be given according to the nature and scope of the several subjects. The Nattakkottai Chettis, the Sourashtras, the samindars, the local boards

and municipalities can extract the greatest good out of these institutions and in turn render them good service by endowments and patronage.

Take again, Tinnevely. We have (1) the Hindu College, (2) the St. John's College, (3) St. Xaviers College, (4) Sarah Tucker College for women, (5) a training school, (6) an industrial school and (7) an agricultural farm at Koilpatti. These can combine and ask for a charter of an university. There are at present 607 arts and science students in the four colleges. There are many pressing industrial problems for solution, such as the manufacture of common salt, bleaching powder, caustic soda, etc., the making of phosphorus from bones exported from this district in several tons annually, the senna plant, the famous cotton Tinnevelles, etc. These will have their vigorous life with the advent of the Papanasam hydro-electric power and we must prepare the ground for it.

Similar observations could be made of Trichinopoly. The four colleges of arts and sciences, having a strength of 1,753 among them, the Engineering School, the Training College, all these can combine and make an excellent start for a university. Salem, Coimbatore and Pudukkottai Colleges will have to form an external side of this university. Much of the travelling allowance of the members of the several bodies of the Madras University can be saved and usefully handed over to these new universities. I have to indicate further that in all these universities of Tinnevely, Madura and Trichinopoly, much of archæological and epigraphical research can be carried out. Many an ancient civilized town and city, buried under sand and earth, have to be exhumed and the vestiges of ancient Dravidian civilization have to be unearthed. There are still uncollected manuscripts in nooks and corners and these can give work to many a Swamiatha Ayyar.

In Kumbakonam there are good features for an unitary university. The extensive meadow, the Cauvery and the pile of buildings with a hostel with great scope for expansion and extension in the neighbourhood, are some of the features. Mathematics, painting, music, architecture, language and literature can well thrive here. The medical school at Tanjore and the paddy-farm at Aduthurai could be added as adjuncts to this centre. Mannargudi will have to be an external on this or the Madras University. So also in Obidambaram, Faculties in Oriental languages, Teaching, and pure Sciences could easily be started. There are already 508 students in it, and it is high time that the Hon'ble Sir Annamalai Chettiyar takes up this matter in hand and applies for a charter of an university of the unitary type. Vellore and Vaniambadi will have to be attached to either this or the Madras University. I strongly plead for bringing out all these five universities simultaneously. I leave Madras out of consideration here as it has got its own special Act and jurisdiction.

The medium of instruction in all these places should be Tamil. There will be no difficulty in this attempt. In April 1925 the Hebrew University was inaugurated at Jerusalem by Lord Balfour and the teaching there is to be in Hebrew. A comment on this aspect was made by Nature in its issue of 19th May 1925 as follows:—

“There are one or two features of the university at Jerusalem which cannot but arouse discussion and even doubtings. The language

of instruction in the university is to be Hebrew. There can of course be no objection to this on the ground that outsiders would not know Hebrew because similar objection can be raised to Greek in Athens or Spanish in Madrid, even to English at Cambridge. The real question at issue is whether the language of the old Testament is suitable for modern literary and scientific requirements. There is however another aspect of this language question. Is it an advantage to introduce into scientific literature yet another language? The scientific worker is already hampered by the fact that he has to read scientific papers in many different languages. This question is no doubt one of considerable importance. But it applies equally to the scientific life of Japan and India, of Russia, Poland, Rumania, Holland and Scandinavia. The difficulty will be overcome in a similar manner. Scientific papers from Jerusalem will appear in one of the well-known languages of Science, English, French and German. If these papers will also appear concurrently in Hebrew, this will be no concern of the non-jewish scientific reader. For internal Jewish purposes it is necessary to use Hebrew on all occasions and for scientific purposes Hebrew will be no obstacle." So also can Tamil certainly be no obstacle. It has hoary antiquities, is still living and has absorbed many ideas and words from other languages at different periods. The whole question has been well discussed in the lucid address of Sir T. N. Sivagnanam Pillai, delivered at Trichinopoly on Saturday the 23rd January 1926. The only point that we have to remember is that there can be no progressive realization of this idea. It must be abruptly introduced and shall come into force from as early a date as possible. Our Tamils have wonderful language using capacities and with their industry, and patriotism and this new necessity, they will prove themselves capable of doing it. Nay, more. Even the Anglicised Indians, the Jesuit Fathers and others, realizing this new necessity, will also rise to the occasion. This will not be impossible in the land of Besohis, Popes and Popleys. Sir William Tilden told his English youths in 1901, as follows:—"An educated man must have not only thoughts but language by which he may express his thoughts intelligently and with such brevity or fulness as befits the occasion or the nature of the subject. He *must* write and speak his own language correctly. How much more should be required by the university I have not time to consider now, but I think no man of active mind will be content with translations of the literature or even of the scientific treatises of other countries." While such is the view of an eminent Englishman with regard to his own people, yet in 1927 we have in Madras Sir P. S. Sivaswami Ayyar declaring that "he was of opinion that English must continue to be a compulsory subject of study in the Indian universities and that the idea of translating scientific works into the vernaculars and imparting instruction in the vernaculars was not feasible for a considerable time to come." May I ask the revered gentleman when it will be feasible? In 1977 or 2027? If higher education is to be carried to the masses as much as possible, i.e., if higher education is to be carried to the villages by organizing a band of lecturers who will receive training on different subjects and who will go and impart this knowledge to the masses at large (vide Sivaswami Ayyar's convocation address, 1914), Tamil must emphatically be the medium of instruction, even in the highest classes. Certainly

English is not to be eschewed. We want scores of scholars well versed not only in English but in French and German also. For we should not have the sorry spectacle of translations in Tamil, of translational works in English, of the original French or German. We must directly translate from German or French as well as from English. For, when all is said and done, there is more output of general and scientific literature in German than in English.

I should be quite satisfied with the present Secondary School-Leaving Certificate Examination which could be made the basis for the selection of students to the university courses. Only the Secondary School-Leaving Certificate Board should be made autonomous with a full representation of the university element in it. It is rather high time that a separate, full and autonomous Board is constituted for the Tamil Nadu.

The question of finance is of considerable importance and it ought to be the primary concern, though last to be discussed. The income of the proposed universities will consist of (1) fees, (2) donations and interests from endowments and (3) Government grants. Excepting Oxford and Cambridge, the universities of the occident seem to be dependent more on (2) and (3) than on (1). Let us just glance through a few facts and figures.

With regard to Poland, the following observations have been made : " It is a source of pride and gratification to every scholar and scientist that restrictions in the Polish budget have been exercised mainly in departments other than education and the endowment of research ; this section of Polish State expenditure in fact has never ceased to increase in proportion to the rest since Poland came into renewed existence and it represents upwards of one-sixth of the total expenditure in the current administrative year (1925). With State assistance on a large scale supplementing private efforts in the way of the organization of research in Poland, many new institutions have arisen since the war, such as the Geological Institute at Warsaw which has done very useful service to the nation and to science in mapping out the mineral resources of Poland." There are six universities and 40,000 university students in New Poland.

There are seven universities in Canada and 18,000 and odd students pursuing various courses in them. " The current expenditure of all the universities (1924) amounted to nearly £ 18,00,000; the largest spenders being Toronto and McGill, nearly £ 400,000 each, Alberta £206,000, Saskatchewan £117,000, Manitoba £114,000, British Columbia £111,000 and Queensland £100,000. In some cases denominational universities are subscribed by the Government. Of the total income rather less than one-fifth was in the form of fees, one-sixth was from investments, and one-half from Government grants.

What do we find in Madras ? Taking colleges, as seats of higher learning, we find they rely more on fee income than on any of the other items and the Government generally make up only half the deficit in the budget of any institution. The present Madras University was not able to spend the whole of the Government grant of Rs. 86,500 during 1923-24. The Vice-Chancellor had to address the Madras Government in 1923 " on the desirability of handing over to the university the grants voted to it, so that the unspent portions of

them might not lapse at the end of the financial year." The university of Dacca gets six lakhs of rupees annually, of Calcutta, 3 lakhs and yet they want more, like Oliver Twist. I am sure the proposed universities will never show themselves unable to spend the grants allotted to them. For, their needs will be well-known, their areas of jurisdiction compact and limited, and the administrative and academic bodies well-manageable and knowing. I find that, on a rough estimate, the fee-income in the five centres mentioned above, averages as follows annually :—

	RS.
Ohidambaram	48,400
Kumbakonam	38,000
Trichinopoly	1,68,800
Madura	63,600
Tinnevelly	48,700

There may be other incomes also in each place. If each centre gets a recurring grant of one lakh of rupees every year for five years for purposes of necessary additional buildings and equipment and a recurring grant of Rs. 50,000 annually for purposes of pay and research, very good work can be turned out and there will be abundant opportunities for emulation and interchange of thought.

Oxford and Cambridge should not be our models except for that one grand system of Tutorial work. C.F. Thwing of America, the author of "the Universities of the world," wrote, "In comparisons of Oxford and the American University, it is often asserted that the Oxford system of different colleges should be transplanted into large institutions like Harvard and Yale. I may be suffered to say at once that, in my judgment, any such transplanting is inexpedient and essentially impossible. There are various reasons for such a judgment. First, the Oxford system is a growth. It is a growth in and out of English soil. It is a part of English life. It is a delicate and highly developed plant. To cause it to grow and to flourish in other academic soil would be as hard as to make the Scotch heather grow in the White Mountains of new Hampshire. But this reason has small value in comparison with the consideration, secondly, that the Oxford system is very expensive in money. Oxford has more than a score of colleges presidents for about three thousand students. The system takes small account of economical efficiency or of efficient economics." If it is true of America, it is much more so of Madras. Therefore it is not necessary, as Sir Sivaswami Ayyar has said, that one should "secure 2 crores of rupees" for starting an university. I should rather err in the company of Sir Patrick Geddes, whose observations are quite apt in this connexion. "It was not the richest Brahmans who have been the most learned, nor the best supported gurus who have been the most educative. Even Prince Siddharta did not endow Professorships but left all to go out and teach himself. Socrates never thought of funds when founding the university of Athens; and his spiritual son and grandson, Plato and Aristotle, each but taught in his garden, as any citizen who has one, may still do; while the poorer stoics sat in a public porch. Thus too arose the medieval universities; Paris and the rest; and the Oxford owes far more to the Franciscans—yogis peculiarly vowed to poverty—than to the millions of Cecil Rhodes. Let us think less, then, of

endowments. To the religious or the intellectual life, all beyond a simple maintenance, brings relaxation, even deterioration with it; and even introduces that new type, foreign to all true universities through their best history, of torpid professoriate, attracted to education by its modern regularity of comfortable stipend, more easily earned than most. To select intellectuals, we do not need to compete in the markets where men of action fairly claim its current rates of reward. We now-a-days too often but get the wrong man in this way, the failures from active careers. Let us earn what we can in practice as lawyers, doctors, engineers, writers or workers but only a modest income as professors.

Yet there is ample scope for public generosity and let us make these known. First, the equipment of each department, each institute, each for its active spirits before the permanent foundations of their chairs. It is the best teacher who puts his subjects first. After the observatory gets built and the telescope is working nightly, the community will surely not be foolish enough to starve their astronomer." With such organization there need be no fear of financial support.

In all these, the head is an important factor. "He must be much like a general in the field as well as in his study tent, alert to all changes of the situation. He needs organizing energies of that uncommon order which can at once revive the oldest or most weary teachers, encourage, and help the youngest and inspire the students above all—and beyond and through all these, the citizens until they feel the university as their own, as part of themselves and, hence forward, of civic interest and pride." It is only when the latter condition is satisfied, that the university can be really useful to the people and will in turn get their support. It is for such a purpose that I recommend the formation of these five universities in the Tamil Nadu.

LXXXVIII

Sir P. S. Sivaswami Ayyar, K.C.S.I., C.I.E.,
dated 1st February 1927.

I do not believe in the multiplication of universities without sufficient funds for carrying on the work of a residential university according to modern ideas and without a sufficient number of men qualified to take part in the management of a university. If these conditions could be satisfied, the creation of more universities would be desirable. Most of the Indian Universities depend upon examination fees and grants from Government. Private endowments are few and far between (except in the case of Benares, Aligarh and Calcutta), and even where endowments have been made they are not sufficient for the maintenance of a well-equipped and well-staffed university run on modern lines. Under these circumstances, the creation of additional universities is undesirable. It is also possible that there may be an unwholesome rivalry for students and cheap degrees among a number of impecunious universities. So long as the pecuniary resources available for universities are limited as they are now, it is desirable to concentrate these resources upon a single, well-conducted university than fritter away the resources among a number of universities.

Too much stress cannot be laid upon the difficulties created by the absence of a sufficient number of persons interested in learning and in

the maintenance of high standards of knowledge and qualified to take part in the discussion of purely academic as well as administrative questions. Our conditions are in this respect unlike those of important university towns in the United Kingdom.

A further reason against the establishment of a new university is that it is now essential that the universities should provide instruction in the various branches of science and that the cost of providing suitable laboratories and a thoroughly qualified staff is bound to be very high, not to speak of the cost of providing facilities for research work. The manufacture of Arts graduates for whom no employment can be found has gone sufficiently far and it is a mistake to multiply ill-equipped factories. As I do not believe that the conditions essential to the creation of a new university are likely to be fulfilled, it is unnecessary to answer the other questions.

LXXXIX

**M.R.Ry. R. M Lokanadha Mudaliyar, B.A., B.L., Pleader,
Bazaar Street, Salem, dated 25th March 1927.**

With reference to the requisition asking my views about the advisability or necessity of forming a university for the Tamil districts, I have given my anxious and deep consideration to this most complex and confusing question and I have come to the conclusion that it is very essential and urgent. No doubt the question is not free from controversy and there are points both in favour of it and against it. But the prepondering effect of the whole consideration leads me to the inevitable conclusion that the formation of a such a national institution is very necessary I am sure that in this national upheaval it will one day come into existence. The sooner it is done the better.

The reasons in favour of it :

(1) The reasons that prompted for the formation of the Andhra University apply with equal if not with greater force to the formation of this university.

(2) Even according to the statistics of school and college going population, the number of high schools, colleges, and other vocational and other technical institutions, there is a greater demand and justification.

(3) Comparing the territorial extent and the population of our province with other countries as Europe and America, the regard of a third university is in no way superfluous.

(4) This present state of affairs has not taken due consideration of the pitiable condition and just claims of the masses who are the backbone of the country. The present system of imparting mainly through English, manufactured a set of graduates useful only for office routine and necessary consideration. It has not in any way permeated in the sphere of mass population who form the greatest majority and who still continue in an abject state of complete ignorance.

(5) After the advent of the present system of university training, in which English has taken a prominent part, while the mother tongue was completely ignored, the taste for the national language and capacity to think and produce original and useful work have become extinct

Tamil literature is almost in a dying condition and the vast number of arts and sciences of the Dravidian literature has become a thing of the past. If life is not given even at this last ray of breath, the valuable ideas, literatures and sciences and arts of the country and all will be buried in complete oblivion.

(6) The present University Act itself contemplates the idea of establishing additional universities according to the times and the necessities of the case. Now nearly four years have elapsed after the reorganization of the present university and nothing tangible or substantial has been done in the matter of giving a due place for our national literature which is fast losing its last hold on the masses.

The reasons that may be urged against such a formation of the new university are—

(1) *Financial aspect.*—No doubt this is an important question to be considered. But the difficulty may be got over to a very great extent by adopting the policy of simplicity and avoiding all luxurious expenses, such as costly buildings, fancy salaries for the teaching staff and other prohibitive travelling allowances and other wastes. As regards the teaching staff of the Tamil University, the expense will be moderate and very limited, seeing that Tamil pandits, who are in no way inferior in capacity or attainments to the European professors could be secured at an enormously cheap rate. The present costly machinery of the university, such as Vice-Chancellor, Registrar and other office-bearers, could be secured at an enormously cheap rate. So, adopting this policy of extreme economy and simplicity to which we are all along fully accustomed and tapping the resources of the wealthy aristocratic class and appealing to the generosity of the rich Nattukottai chetties who are rolling in wealth and who are proverbial for charities which were mostly concentrated for reconstruction of temple building, may be induced to turn their minds towards this purpose of imparting knowledge and dispelling ignorance and make the masses live better by the acquisition of vocational and other technical knowledge of practical use. The Government should also lend their helping hand and be reasonable in giving a fair grant for their university whose object is so very wide, grand and far-reaching. Seeing that Government does not grudge to spend the very huge amount of ten lakhs of rupees over a single public school at Delhi for imparting education to the wealthy few and for establishing the public school tradition of England in this land, I think the required amount may be easily met by the Government grant and other resources above referred to. Seeing that the scale of expense will be very ordinary and moderate as shown above, and seeing further that the sources of help are not wanting in the ordinary course of circumstances, I think this great bugbear of financial difficulty need not stand in our way of this beneficent project which is free from any sort of speculation.

(2) It may be contended that this university is nearly a copy of the present university and as such it is an additional burden to the taxpayer. As for this, I say this is not reduplication but one of a fundamentally different and original type.

(3) It may also be said that the formation of this university may affect the existing Madras University. I am not able to see in what exact way this would affect the Madras University. Perhaps it

may be said that the prestige or dignity of the Madras University may be lowered and as for this I should think they have no prestige to lose inasmuch as they have discarded these unfortunate affiliated institutions. In this predicament, it is not wrong on the part of the new university, if it amalgamates all its forces and forms an independent body. If it is said that this may affect the Madras University financially; it will be only in the loss of examination fee which will be, after all, a very negligible quality. The object of the Madras University is not to make profits and as such it need not grudge this petty loss.

II. *Object of the University.*

The object of the university is to achieve the same ends as those of the present existing universities. The special feature of this university is the development of the Dravidian culture and to create a national spirit and to revive all Dravidian arts, sciences and to create in the student's mind a love for country, and to make him a noble citizen. To be brief, the object is to bring about an harmonious development of all latent faculties of man, to bring over the hidden treasures of India in its bosom, to promote its material prosperity and to foster a spirit of spiritual harmony and unity in the minds of the young Indians.

III. *Name.*

There is nothing of importance in name. Really name has no fascinating effect by itself. The name of Andhra University seems to have been given on the basis of lingual and territorial consideration. We may call the proposed university as Tamil University which is only a revival of the ancient Tamil Sangam University to be all comprehensive as the temple of knowledge. I may even suggest the name Indian National University.

IV. *Type.*

Even as regards the question of exact type to be adopted, I am inclined to think a restriction to any particular form of type is undesirable and unjustifiable. Restricting the nature of the proposed university to any particular type may affect the liberty of the university which ought to grow in all possible useful and humanitarian directions. For the present, at this initial stage, I may say, Tiruwadi and Tanjore, Coimbatore, Salem and Negapattam, etc., may be declared as university centres wherein advanced research work in special subjects suited to the locality may be undertaken. I will deal with this in detail in the next paragraph.

The colleges and other educational institutions outside these centres will have to be affiliated to the university which may be located at Madura, the seat of the Tamil Sangam, where all sciences and arts of India flourished once to an admirable extent by the patronage of Pandyan kings. The sphere of the university may extend to the whole of the Tamil Nadu. The headquarters must be both an academic and administrative centre. To be brief, the type should be elastic enough to harmonise with the past traditions of the country and to cope with the present needs of the present stage of the world in its competition and struggle and bring it on a level with other civilised countries of the world and to advance as a forerunner in the spiritual world of realities.

V.—*Curricula of studies and medium of instruction and languages to be taught.*

As regards languages, I think Tamil, English, Sanskrit, Hindi and Arabic have to be included. As regards Tamil, this ought to be the first language. English must be the second language and should be given equal prominence, as our culture and state of affairs and intellectual and scientific advancements are all due to this language. So this cannot be ignored under any circumstances. This language may begin from the third form. Sanskrit and Arabic may be considered as optional languages. Hindi: This also deserves to be a compulsory language for free exchange of ideas for the whole of India. A common language like this will create a national spirit and international outlook. Curricula: The courses of study should be all comprehensive and as wide as possible; I would say every branch of arts and sciences that would bring out all the necessary faculties of humanity, such as physical, intellectual, educational and spiritual aspects of life. The existing universities are giving attention to the first three and the last is omitted for fear of religious infringement. For my part, I should candidly confess, the principal of neutrality and religious toleration may be best achieved by giving the students an opportunity to learn fundamental truths of all religions. This cannot be neglected any further, lest we should lose ourselves in the materialistic mania of the present critical age.

VI.—*Research Centres.*

1) *Madura* might be made the centre for research in Tamil culture, Tamil philosophy. Tamil religion, archæology, architecture and comparative art, comparative sociology, comparative economics, comparative law, comparative philosophy, comparative religion and comparative civilisation.

(2) The study of the Western system of medicines, Ayurvedic and Siddha systems and the comparative study of various systems of medicine might be concentrated at *Tanjore*.

(3) *Trichinopoly* may be made the centre for the study and development of civil, mechanical, electric and military engineering and for making military and scientific instruments and commercial branches.

(4) *Coimbatore* is already a centre for research in agriculture and forestry. It might be made the centre for research in veterinary science and sanitary engineering and industrial chemistry.

(5) A training college with the organization for teaching oriental languages on modern lines, such as the translation of histories and sciences, may be established at *Chidambaram*.

(6) Music, Sanskrit and other oriental studies and comparative philology might be concentrated at *Tiruwadi*.

(7) Facilities may be created, if practicable, at *Negapatam* or *Tuticorin* for the study of ship-building, marine engineering and archæology.

(8) A college might be opened for the study of mineralogy and other sciences pertaining to the reclamation of valuable minerals hidden in the soil and mountain parts in *Salem*.

(9) A school for training the youths in the arts of modern warfare may be introduced and located at Madura which is the seat of the university. With this object in view, each school may be asked to have a class to suit this object and may be made compulsory so that physical training may have its proper place in the curricula.

VII.—*General Observations.*

It is needless to state that the characteristic conservative spirit of ours will be against all methods of improvement and reformation. It may be noted further that it is more easy to offer criticisms to obstruct the growth of knowledge and offer obstacles in the way of all constructive programme. Barring these usual oppositions, it is the bounden duty of all nations aiming at progress, to venture and work out a scheme which would prove a permanent and lasting boon to the country in the long run. It may be noted in this connexion that this new movement should receive all support and duly recognized in the hands of our benign Government. Otherwise it will not thrive and offer no attraction. The Government should recognize the degrees conferred by this university, which should serve as a passport to Government or public offices. Without this lure of prospects of service which is the present mentality of the people, there is no use. By this, the work of the Government will not be affected in any way. On the contrary, the Government will be relieved very greatly of the present worry and agitation. At the outset, sufficient number of able men should be appointed for translating the most useful books on modern scientific subjects in the vernacular so that this scientific knowledge may be diffused to the masses in the first instance and may become an independent course of study till the final course of the university.

In conclusion, the foundation of this university will solve the problem of unemployment in a way. The present mania for Government service may be remedied by the opportunities for other walks of life which will gradually change the mentality of the people; *the interchange of place of English and Tamil*, would conserve the energy of the student which could be better utilized in acquiring technical skill, which would be of more practical benefit and use to the masses. As India is mainly an agricultural country, a compulsory course for Agriculture may be introduced from the earliest stage practicable. Next to agriculture, and as a supplementary operation to it, the art of spinning and weaving should find a compulsory place and should be introduced as a compulsory subject along with agriculture. And so the main object of this university should be directed to the achievement of these practical and most useful subjects so that the university may send out not only cultured citizens who can enter the world with the spirit of courage and fight the battle of life, instead of coming out as at present with a disappointed heart and with a confused brain as to what to do in life. A mere culture of the head with no means of eking out one's bread is neither useful to oneself or to the country.

Xc

M.R.Ry. C. Ramalinga Reddi, Bezwada, dated 17th
March 1927.

I

I consider it desirable, provided satisfactory conditions of organization are secured, to establish a university for the Tamil districts.

The Madras University should be a Federal University of the type of Oxford and Cambridge, within the City of Madras, as there are a large number of colleges of co-ordinate standing, and situated within a manageable distance of each other. The Vice-Chancellorship of the university may rotate between the principals of the different colleges; and it will be a university which will express itself mainly in and through the colleges, while undertaking teaching in a few special subjects or post-graduate courses. There is not much point in talking about disabilities of affiliated institutions, since even the Tamil University cannot do away with the affiliating function. So long as universities are regarded as having regional jurisdiction, affiliation will be a necessary function. If, on the other hand, a completely unitary university is created, then the question of affiliated colleges and their disabilities won't arise.

In my view the Tamil University should have both a teaching side and an affiliative side. It must have a regional jurisdiction. Then only will the Madras University become a Federal University in the City of Madras.

II

The Tamil University should be both a teaching and an affiliating University.

As regards teaching, in view of the opinion expressed by Dr. C. V. Raman, and others, I would not confine the university merely to post-graduate courses. A Research University of this type is a costly affair and it may not be possible to get our legislatures to vote large sums of money for the training of a few students. Further, the University Professors under these circumstances will not have direct touch with the B.A. and Honours students and they won't be able to pick out the men most likely to prove efficient as Researchers. All the world over States organize university education through universities, and there is no reason why the Tamil Nadu should be an exception. Therefore so far as the teaching side is concerned, Government should employ the University as its agent for organizing collegiate and higher education and should not undertake such functions directly through the Department of Education. If this is secured, the financial future of the university also would be assured since there will be only one agency on which Government will naturally concentrate its attention and funds. Without this fundamental reform the university will not have substantial standing and may very nearly be reduced to the position of a supplement of the department. One of the evils of the present system is that whereas the university regulates studies it hardly does any teaching itself directly and thus cannot set a model for the affiliated colleges. An utter divorce of regulation and execution is not a healthy feature. We have had Presidency Universities now in existence, for over half a century and yet because Government don't employ them as their agents for the organization of collegiate and higher education, they have remained mere Examining and Regulating Boards—and the power to enforce the various regulations is exceedingly limited—and have never done that service to higher education which universities all the world over are performing, nor have they been able to acquire the necessary finances.

In India itself this type has been superseded by the more modern teaching type of universities at Dacca and at Lucknow. As a result, Dacca gets a statutory grant of 5 lakhs a year, in addition to special annual or periodic grants. At Lucknow, Government have handed over their colleges to the management of the university, and the total grants amount to over 7½ lakhs. Thus these new universities have been able to secure respectable finances, owing to the fact that they have been entrusted with real university functions.

My opinion is that unless Government are prepared to employ the University in this way, no good will result by the establishment of a Tamil University.

One of the objections raised is that if the university has institutions of its own, they will become favoured ones to the detriment of affiliated colleges. I don't see how this follows since the affiliated colleges will be represented on the Syndicate, the Academic Council, the Senate and other bodies, and they will be part of the management. If this objection is held to be valid then the provision in the Madras and the Andhra Universities Acts for the transfer of Government institutions to the universities concerned will become a permanent dead letter, which was certainly not the intention of the legislature. So far as the Andhra area is concerned, I am in a position to state that the mission and other bodies are not opposed to the university having Intermediate and B.A. colleges under its direct management.

If this view is accepted, then just as Government under the old order of things concentrated its funds on the Presidency College at Madras, so under the new order the university will concentrate at some one centre, as far as possible, without denying the right of development to other places. But university organization does not necessarily imply concentration at a single centre. It may be that just as Government have organized colleges at different centres, the university also may do similarly. In any case, concentration does not necessarily apply to agriculture, mining and other technical institutions, which have to be located in places specially suitable.

The University will continue to have affiliated colleges also under this scheme.

I would like to see the Syndicate given also the power to recommend to Government grants to the affiliated colleges. Since the university regulates studies, it ought to be held to be the proper authority for judging what financial assistance should be given.

I don't think that the autonomy of the university will suffer by its being made the agent or trustee of Government for certain purposes. It has to discharge this function of a trustee with reference to various donors and to that extent it won't be in a very different position in relation to Government either. The control to be exercised by Government should be as stated in the Andhra University Committee's Report.

I am not in favour of restricting the affiliated colleges from developing to the fullest extent that they are capable of on a Grant-in-Aid basis.

The Andhra University had to face one or two special problems which might have been anticipated in the Act itself. Various courses

and institutions have been established in the Madras University area through the co-operative effort of the whole Presidency. There are, for instance, Honours Courses in the Presidency College, Law, Engineering and Agricultural Colleges, etc., in the Madras area, all built up at the expense of the general tax-payer of the whole Presidency, to which the Andhra area students have to seek admission. The Madras University has refused to give any general right of admission to the Andhra students and wants each application for admission to be treated as a special case for exemption to be decided on its merits. This is very unfair. Government can't give up their responsibility to the Andhra students in the matter. If the Madras University does not revise its attitude in justice to the students of these new universities, some legislative amendment, by which power would be taken by Government, to remedy this disability, should be enacted, as a temporary measure. It may be on some such line as this :

"Notwithstanding anything contained in this Act (viz., the Madras University Act), it shall be competent for the Local Government by notification published in the Gazette to confer on the students of other universities, established or to be established by Government within the Presidency of Fort St. George, the right of being admitted to such colleges and courses in the Madras University as are not provided for in the said new universities as though the said students were members of the Madras University itself."

III

The Tamil University should have jurisdiction over all the Tamil districts with the exception of the City of Madras. But in view of the very large Telugu population comprised in this area, they should recognize Telugu also as a co-ordinate language or in the alternative allow the people the liberty of organizing Andhra colleges to be affiliated to the Andhra University. I take it that the principle of these universities is language and not merely geography.

As regards the university headquarters, Trichinopoly would be the best centre.

The administrative centre should also be an academic centre. The Andhra University finds the present arrangement very unsatisfactory and the Senate has accordingly resolved to request Government to undertake legislation for making Bezwada an additional centre.

Personally I would not advise any restriction as regards academic centres. If university institutions, that is to say, institutions organized by the university as the agent of Government and with funds derived from other sources are sufficiently concentrated, that ought to suffice. There is no need to try and restrict development that may be undertaken by private agencies elsewhere. In course of time such developments may justify the formation of new universities, and in any case, in view of the large area that is to be covered, such a right to develop should not be denied to localities.

With these observations I commend the unanimous report of the Andhra University Committee.

V (b)

I am entirely in favour of the view suggested in question 2, of having an Academic Council for the consideration of academic questions and a Senate for the general management of affairs. The new model constitution, so far as I can judge, is working very well here, and I see no reason why it should not work similarly elsewhere. I would not have a separate body for Oriental Studies, but would create a Faculty of Oriental Learning. I would also provide for Honorary M.A. and Doctorate Degrees being awarded to Oriental scholars of eminence.

I don't wish to offer any opinion on the subject of the university having its own Matriculation or in the alternative of requesting Government to recognize its Matriculation as qualifying for public services on the same footing as Secondary School-Leaving Certificate since this subject is under consideration of the Andhra University. Our Syndicate has approved the proposal to request Government to recognise our Matriculation as equivalent to Secondary School-Leaving Certificate, but the matter has still to be voted upon by the Senate.

A university literally means a corporation. To translate it by the terms *Sarva Kalasala* or *Viswa Vidyalaya*, appears to me to be a soleism. It is better translated by the term *Parishat*, or the Classical Tamil word, *Sangham*.

The Andhra University Syndicate has adopted the term *Andhra Viswa Kala Parishat* as the equivalent of university. The reason why it adopted the term 'Kala' in preference to *Vidya* is whereas *Kala* means both Knowledge and Applied Knowledge, *Vidya* does not necessarily mean Applied Knowledge. Our ancients classified the whole field of knowledge and applied knowledge into 64 *kalas*. I suggest 'The Tamil *Viswa Kala Sangham*' as a suitable name for your university.

I have reserved to the last the educational advantage of a university instead of departmental organization of collegiate education. Thus only can the funds supplied by Government be employed most efficiently. Under the Andhra University Act, every appointment has to be made by the Syndicate after advertising, and scrutiny of applications by a statutory selection committee. It is the regime of collective judgment. Further university appointments are made on the principle of limited tenure. The Andhra University Committee felt so strongly on this point that it recommended that under no circumstances should the principle of limited tenure be given up, and that even if higher salaries have to be paid, it would be better to pay them rather than to give up the principle of limited tenure. This will guarantee men who have done some original work being appointed; and it is only when such appointments are made that our students would be given the benefit of truly academic conditions of life and work such as obtain in foreign universities. Stiff examinations cannot improve education any more than rigid tests of physical efficiency improve the health and strength of people. Examination is only a test. The constitutive elements of well being are to be provided for in other

ways. There is not a more gruesome fallacy than imagining that stiff examinations are going to produce a high level of intellect amongst our youth.

If Government goes on opening new Colleges and Faculties, Commerce, Engineering, etc., since these will have to be given special representation in the Academic Council, etc., the autonomy of the university itself would be jeopardised. The university, as the creation of the legislature, should not be exposed to this danger. There is no room for two agencies in the field of collegiate education, both of which have ultimately to depend on Government and the tax-payer for their resources. Under Government administration of colleges a Professor in a Tamil college may be transferred to the Andhra area and vice versa, and thus even a staff integral to the university cannot be guaranteed. How can any *esprit de corps* be produced under these conditions? I fail to see why having established a university, Government should not employ it for managing its collegiate education. If it can't trust the university to conduct the B.A. courses well, is it faith or irony that leads it to believe that it is the best possible agent for organizing post-graduate and research work? If Government leads the way in trusting the university, our zamindars and others will have less excuse to neglect their duty towards it.

The university should undertake publication and extension work. This requires as a condition of efficiency and success a vast teaching organization directly under the university. At present in the Andhra University for instance the annual training under professors required for extension lectures cannot be provided except by grace of the affiliated colleges. University publication work is something produced in a teaching atmosphere by teachers in daily touch with the classes and with each other. It was not until the Post-Graduate Department was organized that Calcutta University became the source of the proper type and quality of publication activity.

To expect the university to develop these activities and a teaching side, their essential condition of success, with its own private funds is simply absurd. People holding such a view should demand a financial guarantee of a crore or more rupees as a condition precedent to the granting of a charter or the incorporation of the university. For a Government, to create a university and then ask it to shift for itself is hardly fair dealing; but to do it after a long statement of noble objects and worthy reasons, for the realization of which no funds will be provided, is to take a very light view of obligations and responsibilities. Legislation in these cases is the beginning and not the end of Governmental or Legislative responsibility. I must therefore repeat my considered opinion that if Government are not going to employ the services of the university for organizing their collegiate and higher education, then it would be better not to create a Tamil University, but continue as heretofore. The Act itself should lay this down as a policy binding on the Government and remove the present dualism of university and department from the field of higher education.

P.S.—In presenting this memorandum Mr. Reddi wished it to be made clear that his remarks with regard to the Tamil University did not apply to the Andhra University as there are no honours colleges there.

XCI

M.R.Ry. Diwan Bahadur P. Subbiah Mudaliyar, dated
25th March 1927.

I

1. (a) In the present state of the finance of the Government, the establishment of a separate university for the Tamil districts may not be considered an absolute necessity. It may, however, be undertaken, if at least a moiety of the amount required for establishing a university on efficient lines is collected in advance from the public and the remainder is contributed by the Government.

(b) No.

2. The model university should be located at some distance from a town (but within easy access of it) and in a quiet and healthy atmosphere. It should be practically a colony of teachers and pupils; and there ought to be a close association between them as in ancient days.

3. If a university is established in the Tamil districts, a division of functions will have to be effected between that university and the Madras University, as contemplated in questions V (a) 2, 3, 8, 10, 12, etc.

4 I have no special knowledge.

5. As the university recently established in the Andhra country is called the Andhra University, the proposed university for the Tamil districts may be called the Tamil University.

II

1. Vide answer to I, question 2. All the colleges should be in one locality and within the university premises as in Oxford or Cambridge.

2. The establishment of more than one University may be thought of, if there be surplus funds after the establishment of one model University.

3. In order to secure the largest benefit to students and also in the interests of economy, the several colleges should act in co-ordination with one another and specialize in particular branches of learning, according to local needs; and all of them must be subject to the common control of the University.

4. Yes. The university teachers may undertake teaching of advanced courses and supervision of the work of research students.

5. I do not think that facilities are at present available, to any appreciable extent, for research work in the colleges in the Tamil districts. The proposed university should undertake research work in Tamil, indigenous medicine, etc.

III

1. Vide answer to II, question 1.

2. Do. 2.

3. A place near Tanjore or Dindigul, where the large extent of dry land which could be used as building site is available would be a suitable centre for location of the proposed University and it would also be more or less central for the Tamil districts, for other reasons vide answer to I, question 2.

4 & 5. As according to my views all the colleges should be situated at one place, the objection does not arise.

6. Vide answers to II, questions 3 and 4.

V (a)

1. The special aim of the proposed university should be apart from imparting general culture, to encourage research work and to train students in some particular industry on lines that would enable them to make a living in the future.

2. Literature, philosophy and religion of the Tamils, indigenous medicine, textile industry, dyeing, leather industry.

3 & 4. Vide answer to II, questions 1 and 2.

5. In the curricula of studies for the Tamil University, Tamil should be a compulsory second language.

6. The vernacular should gradually be made the medium of instruction in the University. The university should encourage translation of scientific and other works in English into the vernacular; and the success of making the vernacular the medium of instruction will depend upon the progress made towards translation as indicated above.

7. Tamil scholars should be encouraged to make research in Tamil by being appointed fellows and by payment of reasonable and progressive salaries. If funds permit, the proposed university may undertake research in Malayalam and Kanarese also.

8. (a) I would be in favour of the proposed university taking up the training of students in technological studies, e.g., textile industry, coal-gas and fuel industries, metallurgy, colour chemistry, dyeing leather industry, etc., and giving them degrees and diplomas.

(b) For such practical training as could not be given within the university premises, the university should arrange to send students for such training to other places for definite periods. Every firm, Indian, British or Foreign, carrying on business in this presidency should take a certain number of Indians as apprentices and train them in the business, on terms to be settled between them and the university. Necessary legislation should be undertaken to enforce this.

(c) I would suggest that the following subjects could also be encouraged:—Agriculture, hygiene and sanitation, building, minor irrigation works, mining, banking, commerce.

9. The university may begin with the following faculties:—Arts, engineering, teaching, medicine, agriculture, commerce, industries.

10. I would be in favour of the proposal and would suggest for inclusion as optional subjects in the degree courses, the subjects mentioned in the answers to questions 8 (a), etc., above.

11. There is no need for a college in law. The proposed university may arrange for elementary courses in medicine and engineering as optional subjects in the degree courses. For advanced courses students may well go to the existing colleges in Madras.

12. I do not think it is feasible to institute at present a degree with Tamil as the main subject.

V (b)

1. Vide answers to I, question 2, II, questions 1, 3, 4, V (a), questions 1, etc.

2. Yes.

3. Yes. The academic body should have its headquarters within the university premises.

4. The proposed university should have a voice in prescribing courses of study for High schools which are to be its feeders. Students who have shown a distinct aptitude for the university course in the S.S.L.C. examination may be admitted in colleges without any further examination. Others may be admitted on the result of a special entrance examination.

5. Vide answer to I, question 5.

XCII

Miss K. N. Brockway, Principal, St. Christopher's Training College, dated the 9th August 1926.

I have the honour to acknowledge the receipt of the questionnaire on the subject of the establishment of a Tamil University. A committee composed of the staff of this college and representatives appointed by the senatus of the Women's Christian College was formed to consider the questionnaire. We found that we had not sufficient specialized knowledge to be able to answer the questions you submitted but we made the following suggestions regarding arrangements for women students in the proposed university.

1. It has been found that merely to provide hostels for women students is not by any means as satisfactory as to provide a residential women's college with a staff consisting mainly of women.

2. Optional courses specially suited for women such as Domestic Science, Indian Music and Indian Art could be introduced, but all courses open to men should be also open to women.

3. If a training college is opened, special emphasis should be put on methods of teaching Tamil in the light of modern methods of language teaching. In connexion with the training college there might be an institute for the production of Tamil school books under the supervision of a man or woman having made a study of modern school literature in other countries.

XCIII

M.R.Ry. J. L. P. Roche Victoria Avargal, Chairman, Municipal Council, Tuticorin, dated the 6th January 1926.

In reply to your letter, dated 15th July 1926, forwarding a questionnaire to be answered regarding the establishment of a university for the Tamil districts, I have the honour to inform you that, in my opinion, Elementary education, which is far more important than anything else in the sphere of education, having been left as yet in a

stunted state and as an unsolved problem, our attention should now be concentrated on the expansion and development thereof rather than on the establishment of new universities for particular areas, which is not a matter of any urgent necessity at the present stage of the educational development of the masses of the Tamil districts. Such being my view in the matter, I am unable to send replies to the questionnaire you have sent me.

XCIV

**From the President, District Board, Madura, dated 21st
December 1926.**

*Proceedings of the Committee appointed to consider the subject of
a Tamil Universities.*

- 1 The need for a university in the Tamil districts is admitted.
2. The location of the university cannot be other than Madura, for reasons which embrace old tradition, geographical situation.
3. If the need for an Andhra University has been established, a much greater need for one in the Tamil districts can be shown by an examination of the figures relating to colleges, schools, student population, etc.

For instance, taking the following as the Tamil districts, viz., South Arcot, Chingleput, North Arcot, Salem, Coimbatore, Tanjore, Trichinopoly, Madura, Ramnad, and Tinnevely, the following are the figures. Number of colleges 19. Number of high schools 146. Number of Girls' high schools, 18. While in the Telugu districts there are number of Colleges 10.

The College Student population in the Tamil districts is 2,000 while in the Telugu districts it is 799.

Other colleges are also springing up in the Tamil districts.

4. The vernacular should not be the medium of instruction, because, (a) there is great danger of narrow specialization, (b) practical difficulties of translating text-books, etc., (c) degrees in Tamil will be valueless outside the Tamil districts. But the study of the Tamil language must be compulsory.

XCV

**M.R.Ry. Rao Bahadur K. V. Rangaswami Ayyangar
Avargal, M.A., Principal, H.H. The Maharaja's
College of Arts, Trivandrum, dated 29th
August 1926.**

With reference to your letter of the 15th July 1926, I have the honour to express regret at my inability to find the time to answer the questionnaire you have sent me. My opinions on university questions generally are embodied in the Report of the Travancore University

Committee, which has been published. The academic conditions of Tamilnadu and the Kerala tract are very similar, and the conclusions relating to the latter will largely apply to the former also.

XCVI

**M.B.Ry. L. Kumaramuthu Venkatadri Nayakar Avargal,
Zamindar of Idayakottai, dated 27th December 1926.**

I

1. (a) It is absolutely necessary that there should be a university in the Tamil districts.

(b) This has no connection with the Andhra University.

2. The object of a university is to promote an intimate relation with the teaching and the taught so as to meet the requirements of the taught and to keep in view the cultural advancement of the taught and as such it is always best interest of the taught to be very near the university atmosphere so far as possible.

3. As the Madras University has been intended to be teaching and residential, that will have no bearing on the Tamil University.

4. The disabilities are many. The cry of the mufassal is more often disregarded than heeded to. The interests of the metropolis are always paid the greatest attention to but the mufassal Colleges are given a step-motherly treatment in point of fixing the curricula of studies and their academic interests. In point of distribution of loaves and fishes (appointments of officers for the university the examiners, etc.) the metropolis get the lion's share whereas it is the mufassal which provides it with the greatest portion of its income. These disabilities will be removed if people possessing the same interests, as they are expected to be, meet together very often and discuss and settle things themselves, as they would do if they were to make their own laws for the administration of this university.

5. Tamil area University or Tamil University for want of a better or more comprehensive term.

II

1. The federal type, with all its constituent colleges on a footing of equality even though they might be only second-grade colleges so that they might have a scope for development into first-grade colleges as necessity arises would be the best thing under the circumstances. When each one of its members stands on a footing of equality there will be no hue and cry against their own making as it would prove to be if they were to decide, what should be the course of its university.

2. Particular centres might be allowed to specialise each according to its own aptitude, natural environments and facilities.

3. The university should be a governing body and the colleges comprising it should stand on a footing of equality.

4. The university should undertake to teach only advanced courses and supervision of the work of research students.

5. Madura would provide ample scope for research work in Tamil and its ancient literature. Trichinopoly would be for historical research with its Pallava caves and other places archaeological interest and inscriptions.

III

1. The so-called Tamil districts should be within its jurisdiction' Tanjore, Trichinopoly, Madura, Ramnad, Tinnevely, Coimbatore, Salem, North Arcot and Chingleput.

2. If the last two districts were to be included then Tamil might be made its optional or even made a compulsory one.

3. Of course, the centre should be at Madura. From its geographical position, it occupies more or less at the centre of the districts comprising the Tamil area. It has got many honoured Tamil institutions such as Tamil Sangam with a good record of their past. The sacred Vaigai and Sri Meenakshi Temple are its special features which adds beauty to it.

4. Not in the least. When all its constituent colleges are equally represented, there is no room for anxiety on the part of those who live outside the centre to feel that their interests would suffer in any way to even the smallest extent or degree.

5. No.

6. It should be purely an administrative thing. It should be the headquarters of the executive. It might have academic institutions but that has nothing to do with the executive as such.

V (a)

1. To make it more practical by providing courses of study and facilities for the industrial advancement of the country in its material advancement to solve the keen struggle for existence to find out a practical solution for the unemployment problem, should be the aim of the university.

2. The scope of the leather industry might very well gone into in the case of town like Trichinopoly when it is so famous for its leather manufactures. Mechanical engineering might be put into practical uses and courses might be formed for imparting instruction in those fields, with "Golden Rock workshop" as its base. Coimbatore would serve the agriculturist with new scientific methods of agriculture as an eye opener. Fuel industries might be carried on in the forest areas which form part of these districts.

3. Madura might be allowed to develop of its own old Tamil scholarship, Trichinopoly its historical research; Coimbatore agriculture: wherever places offer facilities for specialization they should be made good use of.

4. (a) Yes: Madura.

(b) Some other place like Chidambaram might be made the centre of other oriental studies.

5. Tamil should be the second language but of course compulsory, until such a time when the various courses of study in the University

classes imparted could be made in Tamil. As necessity arises, and circumstances come to such a pause when it is possible for it to be made the first language, then we should do it. Until that time we should try sincerely to make it the first language by beginning it from the bottom and not from the top.

6. When Tamil is made the medium of instruction in high school classes then it would be possible to consider about the feasibility of making it the medium in the university. Academic helps should be forthcoming to make it the medium in the university. Books and other helps should be written and when the spade-work is done in the high school then it would be the proper time to think of it and put it into practice.

7. A separate faculty should be established for Tamil and other oriental languages. Sanskrit should be the other oriental language which should receive the same treatment at its hands:

8. (a) Yes.

(b) Metallurgy—At Salem and Trichinopoly districts.

Dyeing—At Madura.

Leather industry—Dindigul and Trichinopoly.

Fuel industries—Pollachi, Coimbatore and Nilgiris.

Textile—Tuticorin and Coimbatore. Because facilities are available there the abovementioned things are carried on there. They could be encouraged and brought up to the mark and on a level with other countries if we were to start training institutions for the same.

8. (c) Paper industry.

9. Faculty of Art, Medicine, Engineering, Law, Industries, Oriental languages (Tamil and Sanskrit for the present) and faculty of commerce.

10. Yes. Pedagogics, and industries like, colour-chemistry, dyeing, textiles, leather industry, and metallurgy, commerce, might be included as optional subjects.

11. The Government Engineering School at Trichinopoly might be raised to the position of a College of Engineering. The Tanjore Medical School might be converted into Medical College. A Law College might be started at Trichinopoly.

12. Not possible under the present circumstances.

V (b)

1. There should be a full timed paid Vice-Chancellor, Registrar and others. Besides these there should be an Academic Council and Senate, to which should be sent representatives of each constituent college, besides the Principals of the Institutions who should be ex officio members. There should be a syndicate who should be the executive of the Senate and the Academic Council.

2. Yes.

3. Yes.

4. There should be a special examination to admit students into the university.

5. Tamil University.

XCVII

Mr. J. D. Samuel, dated 19th August 1926.

There is need for the establishment of a university for the Tamils and in my opinion the establishment of the Andhra University cannot and does not affect the question either way.

If the idea is that the Tamils should have one because the Telugus have got one, the argument has no force. To say that every vernacular (or mother-tongue) should have a university for itself is utterly unsound.

The Tamils stand entirely on a different platform, in my opinion. They have a distinctive culture and ideal of their own and can be compared in this with the Chaldeans and Egyptians of old. Their country was no part of India in the early ages of the earth. I believe that geologically the Rock of Trichinopoly was really a part of the submerged continent Lemuria. They stand apart from the Aryan 'civilization' to a great extent and have not irreparably lost their culture as the Telugus and Kanarese have done. There is a probability of the Tamils going back to pristine purity whereas the other 'Dravidians' have irretrievably lost it. This is my opinion.

If there is to be a Tamil University, let it be true to Tamil ideals in reality. For example: caste was no part of it. The Tamil sage recognizes only two castes: the male and the female. This Aryan caste is the cause of our low position in the scale of nations. Therefore let the first principle of the university be 'unless caste is renounced explicitly and in practice there can be no entrance into its portals.' Neither professor or pupil can enter if he keeps caste. To some, aye many, this may seem impossible. If so, let us not have any university until such a time comes. To begin a university like the Madras or Andhra one and hope to improve the same is not possible. It must be in the foundation itself. These half-way houses will always stand against the opening of the ideal one.

The university should be a teaching one with residential facilities —all at one place. Affiliating institutions at a distance is of little use. In fact there should be no colleges outside the university area. Having poverty stricken colleges with History or Philosophy courses have become a scandal.

In these days of quick locomotion there is no excuse for having colleges outside the university area. Such colleges don't get the benefit of the best teaching and effort is frittered away.

'Tamil University' or 'Dravidian University' (if it takes all the Dravidian languages as it should) are suitable names.

As to location, a place near a river and also near hills is my ideal. It should not be in any municipal area. It should be at least three to five miles away from the nearest village or town or Railway station. It should have at least ten square miles to itself with facilities for development and extension. There should be more of hills, valleys, forests, avenues, gardens and fields than coupled up buildings of the western style. Of course, buildings are necessary: but instruction should not be

confined to halls and rooms. The professors and students should all reside in it. It should be developed with the idea of making the university get all it needs for food and clothing from its own lands.

Physical training must *not* merely take the form of European gymnastics and games like badminton, tennis, football, hockey, etc. Primarily physical exercise must be agricultural and industrial work. Baling water, ploughing, digging, etc., are far better than wasting energy as 'flannelled fools.' Raising fruit gardens and working in flower gardens will save our young man. Breathing exercise and Jujitsu (Japanese) should be taught to every pupil.

Besides [the ordinary so-called] 'vegetarian' and 'non-vegetarian' food, there should be a mess of real vegetarians, where there is hardly any cooking. In this last, which I conceive, is the highest and best, milk (and its products), heavy salting, spices, sugar (especially crystalized) should be avoided as poisons. Only green uncooked vegetables, fruits and nuts should be used. This is paradise diet and man can improve rightly and be really strong only with this diet. You laugh! Yes you do! But this is absolute truth. But this is going into details.

Besides the ordinary courses of study found in the other universities the following subjects should be taught :—Agriculture in the research form; *arts* including artificers' work, metal working, making jars, high mechanical moulding and machine making, sculpture, music and drawing;

Theology and Philosophy (Tamil) with comparative religion and Philosophy. Occult sciences beginning with mesmerism and going up to higher spiritual exercises should be higher course.

This again is going into details.

I give it up as the above is sufficiently against the ordinary ideas to damn my views and throw it into waste paper basket.

XCVIII

Vidwan A. M. Satakopa Ramanujacharya of Kumbakonam,
Government College, dated 5th September 1926.

I

3. The establishment of a university in the Tamil districts would not affect the Madras University, as it would be a teaching university having an area of ten miles.

4. There are some disabilities, which could be removed by the proposed university.

II

1. A federal type.
2. For the present, one university.
4. (Latter part) affirmative.

5. Specialisation in the following subjects is recommended to the following places :—

Saiva Siddhanta.—Tinnevely, Kumbakonam (with the help of Saiva mutts) and Chidambaram.

Tamil Literature.—Madura, Tanjore (with the help of Zamindars), Pudukkottai and some places in Chettinad.

Dyeing and Textile Industries.—Madura, Salem, Kumbakonam, etc.

N.B.—Industrial studies more important than oriental studies.

III

University headquarters, Trichinopoly.

Administrative and (Academic as there are three colleges).

1. Special aim should be industrial studies.
3. 5, II.
4. (a) 5, II under Tamil Literature.
6. The medium of instruction in the college classes should be in *English*, (except for History) for the present.
7. Tamil alone (and Urdu).
8. (a) Yes. This is the important item.
12. Not feasible.

V (b)

2. Yes.
3. Yes.

XCIX

**M.R.Ry. R. Ramaswami Nayudu Garu, B.A., Chairman,
Municipal Council, Dindigul, dated 11th October 1926.**

I

1. (a) Yes, if possible, let there be light, more light. But that need is not more urgent than that for elementary education in Tamil districts.

(b) Not much. If at all, it may be asked if the Madras University cannot now function as a Tamil University as well, in case a Tamil University of the unitary type is not under contemplation.

2. Reasons—

- (1) All light should be welcome.
- (2) Education of the university type would be cheaper and more accessible to the poorer classes.
- (3) More emphasis may be given to the study of Tamil literature and Dravidian Antiquities.

3. The Madras University would gain academically and lose financially.

4. The disabilities are—

- (1) an uncertain standard of efficiency,
- (2) sacrifice of efficiency to economy.

5. Why not simply, 'The Tamil University of South India.'

II

1. According to present conditions, the federal type would be the most suitable, as the affiliating type is undemocratic and the university type premature.

The federal type could both conserve and concentrate special sides of education.

2. The federal type will be favourable to the latter course.

3. The relation of the colleges to each other would be federal and to the university subordinate.

4. University teaching apart from college teaching is superfluous. The university should encourage research work and subsidize the publication of its results. Scholars of erudition may be absorbed in the professional staff of colleges.

5. Facilities at present—Nil.

The Tamil University should undertake research work in Tamil literature and Indian History at centres where facilities are either present or may be provided.

III

1. The Tamil area.

2. Leave to individual and local option.

3. Madura is the seat of the famous ancient Tamil academy.

4. The federal system would overcome the objections so far as it is practicable and the rest would be inevitable.

5. The objections are valid under the affiliating system because of the evils inherent in it.

6. The university headquarters should be an administrative centre and need not but may be an academic centre as well or not according to circumstances.

V (a)

1. This is answered in II, question 5.

2. In addition to the above, nautical science and practice.

3. Yes, the suggestion is good without a close and detailed survey of the centres proposed to be included in the area of the Tamil University and their conditions and results it would be idle to indulge in particularizations.

4. (a) Yes. Madura of course according to its ancient traditions.

(b) Yes. Unless a rival centre has better claims.

5. A piece of equal importance with English.

6. Only as far as possible at present. Tamil may be the medium of university instructions. The two languages Tamil and English should be equally important and compulsory, and the other subjects required for a degree may be permitted to be brought up in either language.

7. Instead of engaging a body of men for research work and offering them a time-scale of pay provide facilities for research work open to all and reward or remunerate men according to the results of research work done which results should thereafter become the property of the university.

The oriental language may be let alone for the present.

8. (a) Yes.

(b) This would be determined only by the detailed survey mentioned above in answer to question V (a) 3. To speak, off-hand, Madura would be suitable for textile industry, dye and colour-chemistry; Dindigul for leather industry and metallurgy; Port town for coal, gas, etc., and hill towns Courtallam and Papanasam for electro-magnetism, etc.

(c) This would be disclosed by the abovementioned survey.

9. Faculty of Arts.

Faculty of Medicine.

Faculty of Engineering.

10. This is implied in question 8 (a) and has the same answer.

11. Locate the Engineering College in Trichinopoly and the Medical College in Tanjore or Madura.

12. Yes. As in the Madras University M.A. course in the Dravidian languages with special emphasis on Tamil without comprising arts or science subject except philology.

V (b)

1. A legislative body—a senate; and
an executive body—a syndicate.

2. No. Committees of the senate may discuss and decide academic questions.

3. It is inconsistent to talk of Tamil University with a separate academic body for oriental studies; particularly Tamil.

4. The relation between high schools and the university must be close and vital; closer than at present. It is immaterial who conducts the examination for entering university. The university may in any case insist on its own standard.

5. This has already been answered—vide answer to I, question 5.

C

**Vidwan R. Raghava Ayyangar Avargal, Ramnad, dated
31st August 1926.**

I

1. (a) A university for the Tamil districts has been long felt as a great desideratum. Indeed it was felt as such by the late Mr. Banganada Mudaliyar, M.A., and the late Bhaskara Sethupathi, Maharaja of Ramnad. The present Tamil Sangam at Madura may perhaps be

considered as a beginning or initial step in that direction. But as it is far from fulfilling the aims of a university in modern times both on account of its scope and its constitution, I think there is a real need for the proposed Tamil University or University for the Tamil districts.

(b) The need, however, does not seem to be in any way diminished on account of the establishment of the Andhra University for the great defects of the old Madras University still continue to exist, as for instance the following.

2. The university has hitherto only picked up people who attained a certain standard of knowledge in certain subjects. It has not been able to call forth or recognize the highest talents in any branch of human activity. Great pandits, renowned artists and the best musicians have had the portals of the university closed against them. The university has done very little to encourage originality and individuality. Again the university has been almost one-sided in that it has not taken up the improvement or introduction of any industry. It is hoped that these defects may be removed in the proposed university.

II

1. The proposed university should be of the affiliating type for the present, as then there will be a common feeling and sympathy between all the Tamil districts and this will be necessary, especially in the beginning, from the point of view of both finance and learning.

4. It is enough if the university would recognize scholarship and research. No teaching apart from college teaching seems necessary.

5. Research works as regards the philology of the Tamil language and also the much-forgotten Siddha system of native medicine may with advantage be undertaken at Trichinopoly and Madura respectively.

III

1. The whole of the Tamil districts.

2. No. The minority should be ignored, as otherwise the present complications and difficulties will recur.

3. Trichinopoly, as it is the most central of the Tamil districts and a meeting place of all religionists and a great seat of learning with water and other conveniences, making life easy and pleasant.

V (a)

1. The special aim of the proposed university should be to make men fit for life both here and hereafter. So the aim should be to enable people to make an honourable living and also to elevate their souls above the sordid life around them. So both art and religion should take deep root in the university.

2. *Humanistic*.—Literature and philosophy in Sanskrit and Tamil. *Scientific*.—Agriculture, medicine and industries.

3. Madura may be the centre for the former and Trichinopoly for the latter.

4. Madura may be the centre for the Tamil academy as well as for the oriental studies generally.

5. Tamil may be the first or the second language as the case may be. In the case of candidates studying Sanskrit and English a knowledge of Tamil need not be insisted on in the case of those whose mother-tongue is any other language than Tamil.

6. Tamil cannot be the medium of instruction for advanced studies in scientific subjects until such time as proper books are published.

7. Scholarships and honoraria should be provided for research work in Tamil; and Sanskrit may be the other oriental language in which research work may be undertaken by the university.

8. (a) Yes. (b) Madura and Trichinopoly. (c) Painting and music.

9. Arts, medicine, horticulture or agriculture, law, music, painting, engineering, technology and divinity.

10. Some branch of every one of the above except the first.

11. There will be no need for professional colleges, if the proposal in 10 be taken up and the optional subjects are pursued to the necessary extent.

12. Yes.

CI

**C. F. Brackenbury, Esq., I.C.S., President, District Board,
The Nilgiris, dated 20th August 1926.**

The Nilgiri District Board.

The Board agrees with the opinion expressed by its education sub-committee that there is at present no necessity for the establishment of university for the Tamil districts.

Endorsement on the letter, dated 15th July 1926, from the Secretary, Tamil University Committee, Madras, to the President, District Board, the Nilgiris.

Circulated among the sub-committee members in the order noted below :—

- (1) M.R.Ry. V. I. Muniswami Pillai Avargal.
- (2) „ H. B. Ari Gowder Avargal, B.A., M.L.C.
- (3) „ B. K. Nanthi Gowder Avargal.

The lastnamed gentleman will kindly return this on or before 5th August 1926.

(i)

I have not studied the question thoroughly. Broadly speaking, however, I do not favour the splitting up of the present university on linguistic or other bases. It remains to be seen how far the Andhra University is going to serve the object of its establishment. As far as possible, concentration must be made the essence of a university under the present Indian conditions. Specialization can by all means be encouraged, but I do not think it advisable to attempt anything that would affect the present position of English which is such a unifying factor of culture and civilization of the world, besides being a convenient

medium of scientific expression. Tamil can give some human literature which may be sifted from other matter and given a more important place in the curricula than at present. The present university requires overhauling with the new adjustments that would tackle the problem of unemployment. Every student must be imbued with the spirit of their dignity of labour.

12th August 1926.

H. B. ABI GOWDER.

(ii)

As a member of the District Board, I am not in favour of a separate university for the Tamil districts just at present. We shall see how the Andhra University works and affects the existence of the Madras University and then think of another university in the Presidency.

Member of the Nilgiri District Board, Educational Sub-Committee.

13th August 1926.

V. I. MUNISWAMI PILLAI.

(iii)

Although I am in favour of a Tamil University, I cannot recommend for one at present under the present circumstances.

15th August 1926.

B. K. NANTHI, GOWDER.

CII

M.R.Ry. Rao Sahib J. Chelvarangaraju, Retired Deputy Director of Agriculture, dated 10th August 1926.

I

(a) There is no need for the proposed new university, if it were to be a mere examining university like that of Madras, and unless it takes upon itself the institution of special faculties for the development of Tamil language and literature, and an intensive study of Tamil culture and philosophy, the ancient history of the Tamil country and its archæology of Tamil institutions, with a view to give an enlightened and broad-minded national orientation to the studies.

(b) Not at all.

¶ The present-day Indian universities, e.g., Madras University, impart a purely western culture, alien to, and therefore not in harmony with, the orient, thus creating a complete divorce of intellectual life from the home life suffused with the spirit of religious culture which has for ages been. The special object of the proposed university should be to suit the instruction to the genius of the people, with the subsidiary object of vernacularizing the studies in such of the colleges as are prepared to come under the university.

It cannot be indicated with any degree of certainty how far the establishment of the Tamil University with the objects suggested above will affect the University of Madras.

Unnecessary to enumerate in the light of public utterances and criticism levelled at the University of Madras.

The name "Tamil University" does not seem to be unsuitable.

II

The proposed university should be a centre for the development of a culture, and should therefore subordinate the examining aspect of its activities. The best method of achieving it is to constitute it on a residential unitary type in so far as the Tamil faculties are concerned, with sufficient latitude for the affiliation of such colleges as are implied in the answer to question 2, thus constituting two distinct and separate departments, the "internal" and the "external".

2 & 3. Regarding the faculties restricted to the development of Tamil literature, philosophy, religion, history, etc., a single university for the Tamil area will be sufficient. Affiliated colleges imparting instruction in the arts and sciences through the medium of the vernacular will be under the control of the University and of equal status with respect to each other. The concentration of particular branches of studies at particular centres will not be feasible under the present circumstances.

4. At the outset, a single college (constituent) for the university may be started for instruction in Tamil faculties; but as the university gains in popularity and a large number of students seek admission, more and more colleges may be started, each college concentrating on one or more particular branches of learning, e.g., philosophy, religion, literature, language and philology, history, etc. All these colleges should be located at the seat of the university. College teaching should be left in the hands of staff of lecturers for each college, and the university should restrict itself to general supervision over the courses of studies. Post-graduate teaching or rather the direction of post-graduate and research work alone ought to be undertaken by the university teachers, who should be vouchsafed sufficient leisure for research work.

5. Except in the Presidency College, Madras, and the Agricultural College, Coimbatore, there are little facilities for research work in the colleges in the Tamil districts. The activities of the post-graduate department of the university will be very much circumscribed by the funds available so that it will be wise not to be too ambitious. Organization of post-graduate research in the special fields mentioned in the answer to question 1 should begin with the formation of the university, of course at the university headquarters.

III

1. The Tamil districts.
2. None are needed.

3 & 4. As at present, there is no nucleus of a well-organized school or college of Tamil studies, the location of the seat of the university is simple. A retired spot on the banks of the Cauvery or the Tamraparni would be ideal. By locating the university at such a

centre, affiliated colleges will all of them be away from the headquarters and no one college will stand to receive special treatment or enjoy advantages over others.

5. Yes.

6. Administrative centre for both "internal" and "external" activities, and an academic centre in respect of Tamil studies.

V (a)

1. Vide latter part of answer to I. Q. 2.

2. Archaeology, Dravidian History, Iconography, History of Tamil Literature, Comparative Philology of the Dravidian languages, Meteorology with special reference to monsoons, Geology with special reference to the soils of Southern India, Marine Zoology, Forestry and, above all, Agriculture.

3. Good, but not feasible under the present circumstances.

4 (a) Yes. The headquarters of the university.

(b) Yes.

5. Chief. It should be the medium of instruction.

6. Tamil can be made the medium of instruction with some reservation in connexion with the exact sciences. By large borrowings of scientific and technical terms from English transliterated in Tamil, and by extensive translations in Tamil of standard works in all sciences from European languages, especially German.

7. Institution of professorships, scholarships and bursaries for post-graduate research and conferring of doctorates. Other languages can wait till considerable headway is made in respect of Tamil.

8. (a) Not until the Tamil country becomes sufficiently industrialised to create a demand.

(b) & (c) Do not arise.

9. Vide answer to II. Q. 2 and 3, together with Sciences, Medicine (Ayurvedic and Siddha) and Agriculture, Teaching.

10. Yes. Agriculture, Medicine and Teaching for the present.

11. Schools of Medicine at Coimbatore, Tanjore, Madura and Tinnevely and a Medical College at Madura. Colleges of Engineering and Law are not required for the present.

12. Yes.

V (b)

1-3. I have no opinion to offer as I am not conversant with the subject.

4. High schools should not be under university control; the university should hold its own entrance examination.

5. Vide answer I. Q. 5.

CIII

**M.R.By. P. S. Ramaswami Nadar Avargal, Senate Member
of the Madras University and Chairman, Municipal
Council, Sivakasi, dated 18th August 1926.**

[Same Memorandum as No. LXXIII.]

CIV

**M.R.Ry. Diwan Bahadur N. Subba Rao, Mangalore,
dated 14th August 1926.**

I am not in favour of separate universities on educational, financial and political grounds. Unless Provinces are carved out on linguistic basis, separate universities are not needed. What will be the fate of Malabar and Kanara and also those talukas in other districts where Kanarese speaking people are living. The Government will not be able to finance all the new universities without prejudice to the older Madras University. In England old and new universities are started and maintained by the munificence of rich and patriotic ladies and gentlemen. Rates are also imposed.

These are brief reasons for not complying with your request to answer your letter in detail.

CV

**M.R.Ry. S. P. P. Shunmugasundara Nadar, Secretary,
Kshatriya Vidyasala High School Managing Board
Limited, Virudhunagar, dated 17th August 1926.**

I am of opinion that the mere multiplication of universities or changes in the names of universities will not do any good to the country. Until the needs of the different localities of the country are thoroughly investigated and universities of unitary type satisfying the local conditions are established no improvement in education can be effected.

Any improvement in education needs sufficient funds. Therefore the first point to be considered is to find out the source of funds. Without funds nothing can be effected either in this country or in any other country.

The common people do not appreciate the kind of education that has been in vogue and so they cannot be persuaded to give money to educate their children which makes them to be of no use in life.

The Government which knows the need of education must finance several universities on unitary type. I don't believe that the establishment of a new university in one of the Tamil districts for a large area will do greater good than the Madras University is doing at present.

If new universities are to be started every college should be a university by itself and also be residential in type. Hence my plea is funds first universities next.

If the Tamils want that their vernacular should be given prominence then it can be done by making it compulsory in the curriculum of the present Madras University.

CVI

**C. Ransford, Esq., M.A., District Educational Officer,
Coimbatore and the Nilgiris, dated 10th
September 1926.**

In reply to your letter, dated 15th July 1926, I do not think that the establishment of a separate Tamil University is necessary. The existing Madras University amply caters for the needs of the Tamil districts, and all the more since the inauguration of a separate Andhra University.

It would, however, in my opinion be most advisable :—

(a) to increase within the Madras University facilities for research work in subjects other than science for which the Indian Institute of Science, Hebbal, provides excellent scope and equipment ;

(b) to improve Tamil culture, by starting an institution *either* at Madura, the biggest Tamil City outside Madras, the former seat of a Tamil Sangam, and containing rich persons likely to give a good endowment; *or* at Chidambaram, where has in recent years been opened a training school for pandits ;

(c) to give in various centres larger opportunities for vocational training, on the lines of the Textile Institute, Madura, and to give wider access to the Railway Workshops in Trichinopoly.

This would serve to lessen unemployment which is liable merely to be increased by the wholesale turning out of fresh graduates, without the provision of fresh avenues of occupation ;

(d) to institute in Colleges of Tamil districts affiliated to Madras University *regular*, say, biennial, inspection by specialists, on the lines of the University Commissions that have now and again been set up ;

(e) to raise the status of the Medical School, Coimbatore, to correspond to the Medical College, Vizagapatam, in the Telugu area.

Other faculties are adequately met by existing Government Colleges—Engineering, Law and Veterinary—in Madras, Forest and Agricultural in Coimbatore.

I would suggest that funds for a Tamil University, if used for any or all of the above purposes in the Tamil districts would serve to ameliorate the conditions of education and employment of Tamils in a far higher degree than would the establishment of a costly and unnecessary addition to the universities of the Madras Presidency.

CVII

**President, District Secondary Education Board, Salem,
dated 14th August 1926.**

I have the honour to state that the subject was placed at the meeting of the District Secondary Education Board, Salem, held on 14th August 1926, and a copy of the Resolution No. 3 of the Board in the matter is herewith sent for your information.

Minutes of an Ordinary Meeting of the Salem District Secondary Education Board, held at 10 a.m. on 14th August 1926 in the District Board's Office, Salem.

Present :

1. G. F. F. Foulkes, Esq., President, District Secondary Education Board, Salem.
2. S. A. Steel, Esq., District Educational Officer, Salem.
3. M.R.Ry. Rao Sahib S. Ellappa Chettiar Avargal, M.L.C., Vice-President, District Board, Salem.
4. " E. Subramania Pillai Avargal, President, District Educational Council, Salem.

5. M.R.Ry. S. Ramakrishnan Avargal, Headmaster, V.C.S. School, Omalur.
6. Rev. W. J. Hatch, London Mission, Salem.

5. Letter, dated 15th July 1926, from P. T. Rajan, Esq., Bar-at-Law, M.L.C., Secretary, Tamil University Committee, requesting opinion on the subject of establishing a University for Tamil districts.

Resolution.—The Board confines itself to answer the following questions:—

I

- (a) There is need for a University for the Tamil districts.
 (b) The need is in no way affected.

3. The Madras University will be affected financially by the establishment of a Tamil University. In other respects the Madras University will be affected for the better.

II

- (1) The federal type is favoured, because the unitary type (which is better) is not feasible.
 (2) One University only for the present.
 (3) Research work should be concentrated only at the Madras University.

III

- (1) All the Tamil districts excluding the Madras, University statutory area.
 (2) No.
 (3) Trichinopoly as being the most central place.

V (a)

- (1) Science.
 Chemistry and Mechanical Engineering.
 (4) (a) Yes.
 (8) (a) Yes and degrees and diplomas should be given.
 11. There is no necessity for any of these.

V (b)

- (4) A special entrance examination is necessary.

CVnII

**Rao Sahib A. S. Alaganan Chetti, Bodinayakanur, dated
 15th August 1926.**

I

1. (a) & (b) For the Tamil districts, a separate University is as much a necessity as the Andhra University is for the Telugu districts. If the University of Madras could not function adequately for the Telugus and, for that reason, there arose a need for an Andhra University, for precisely the same reason, we must have a separate University for the Tamil districts.

2. As it is, the University of Madras has not done its duty towards our ancient Tamil literature; nor has it done anything towards the resuscitation of the ancient sciences of medicine, astronomy and the like. These defects can and must be remedied by the establishment of a Tamil University. Students of these Tamil districts may come to feel a greater kinship with the Tamil University to come, than with the University of Madras which, more often than not, is only an examining body for most of them. On the other hand, this new University can ensure a more satisfactory co-ordination of the interests of the several colleges here in these parts.

3. A Tamil University established here would certainly affect the University of Madras in more ways than one; for one thing, the finances of the latter will certainly suffer; the work again of the latter will fall down to a considerable extent; so much so, that the Madras University can devote itself to the improvement of the quality of the work turned out, which it cannot otherwise do.

4. The colleges of Madras do certainly enjoy privileges which colleges out here can never hope to get under the present circumstances, e.g., University and Inter-collegiate lectures cannot easily profit all colleges alike. A Tamil University, however, which functions in a limited area can and will certainly benefit the students of all its affiliated colleges by its lectures, University or Inter-collegiate.

5. 'The Tamil University' is quite significant and can easily be given to the University to be established here.

II

1. No type of universities can serve our interests here so well as the affiliating one. Colleges that will have to be grouped under this head cannot be made constituent; they must be affiliated to this University, that is to be.

2. I am certainly in favour of a type of University which aims at concentration of a particular branch of learning at a particular centre, e.g., Tamil literature at an ancient centre of learning like Madura, astronomy at some other place, medicine at a third and so on, to which students may be admitted after a certain preliminary course of studies in the existing high schools.

3. Answered above, question 1, part II.

4. I am not in favour of the University undertaking teaching in any manner distinct from that given in colleges. Research work must be encouraged and Readers of the University supervise this research work.

5. Madura is the only place where the Tamil Sangam has been doing useful work from time immemorial; and centres of research have to be organised hereafter for other branches of learning.

III

1. South Arcot including the Tamil portion of North Arcot and of Chingleput, Trichinopoly, Tanjore, Madura, Ramnad, Tinnevely, Salem and Coimbatore shall constitute the area over which the University should have the jurisdiction.

2. The question does not arise.

3. From the point of view of distance, Trichinopoly is best fitted for the location of the headquarters of the proposed University; from its hoary traditions of learning, Madura has a greater claim than any other city out here.

4. Already answered question 1, part II.

5. Valid or no, there are objections, and mufassal colleges are handicapped in no small measure by the distance which separates them from the University headquarters.

6. It should be the distinct aim of the new University to constitute itself an academic centre encouraging research in all directions and extending its patronage to original thinkers and genuine research men. So doing, it will undoubtedly prove a fountain of incentive for original work in every desirable direction.

In its relationship with its affiliated colleges, the new University has necessarily to exercise the necessary administrative jurisdiction, e.g., University commissions, conduct of examinations, publication of results, etc.

V (a)

The special aim of the proposed University should be the development of branches of knowledge and industry which are not now attended to as they should be.

2. Besides the literature, philosophy and religion of the Tamils, the Tamil districts offer special facilities to no other subjects of study.

3. Madura is certainly fitted in more ways than one to specialize in the subjects named above. Other centres have yet to be developed for other branches of learning.

4. (a) Yes; Madura.

(b) Yes; of the comparative study of Sanskrit and Tamil.

5. As the first language taught and examined in compulsorily in all the classes of the colleges and high schools within the jurisdiction of this University.

6. I am not in favour of the proposal at present. Facilities may be devised and experiments, made in one or two subjects before wider vernacularization of the medium of instruction is decided upon.

7. The institution of scholarships and the award of prizes, medals, titles and degrees to original men. Sanskrit and Hindi may be tried.

8. (a) Yes; that should be the distinctive aim of the proposed University, besides the development of the culture of the Tamils.

(b) Practically nil; centres have to be thought of hereafter.

(c) Agriculture as an art, not for the degree to be had therein but for the practical utility to be derived from a study of conditions obtaining outside India.

9. (a) Arts.

(b) Teaching.

(c) Commerce.

- (d) Industry.
 (e) Agriculture.
 (f) Ayurveda.

10. Yes; anyone of the subjects specified in question 8, 8 (a) above may be taken up as optional for the degree courses.

11. I consider that, for the present, there is no need to open here in these parts professional colleges in Medicine, Engineering or Law.

12. Yes; and yes.

V (b)

1 & 2 & 3. I am in favour of having an academic body like the Faculties of old, of the University of Madras, for consideration of academic questions, and an administrative body as well like the Senate for the general management of the affairs of the university.

A strongly constituted Faculty of Oriental Studies with abundant discretionary powers would serve our purpose; no separate academic body with separate headquarters is necessary.

4. A special entrance examination of the university shall be the gateway of entrance to the university courses of study.

5. Answered already; please vide answer to question 5 of Part 1.

CIX

**M.R.Ry. Thiru Narayana Ayyangar, Tamil Sangam,
 Madura, dated 11th August 1926.**

I

1. (a) தமிழ் ஜில்லாக்களுக்கு இப்போதுள்ள சென்னைச் சர்வகலாசாலை நடத்தும் முறையைக்காட்டிலும் தமிழர்களின் முன்னேற்றத்துக்கும் தமிழ்ப் பாஷையின் வளர்ச்சிக்கும் அநுகூலமான முறை மாறுதல்களோடு தனியே ஒரு தமிழ் யூனிவர்ஸிட்டி ஸ்தாபிக்கவேண்டியது மிகவும் அவசியமே.

(b) அப்படிப்பட்ட அவசியமிருப்பதையறிந்தே பல கனவான்களுடிக் தமிழ் யூனிவர்ஸிட்டியின் ஒரு சிறு பகுதிபோல மதுரைத் தமிழ்ச் சக்கந்தை முன்னமே ஸ்தாபித்திருக்கிறார்கள். ஆந்திரஸர்வகலாசாலை ஸ்தாபனத்தால், தமிழுக்கும் தக்க யூனிவர்ஸிட்டியிருக்கவேண்டியதவசியம் என்ற அபிப்பிராயம் பலப்பட்டிருப்பதுமன்றி, அது இவ்வாதது தமிழ் நாட்டுக்கு ஒரு பெரிய குறைபாையிருக்கிறதென்பதும் வெளிடாகிறது.

2. தமிழ்ச் சர்வகலாசாலை ஏற்பட்டால், கல்வியிலுயர்ந்த பட்டதாரிகள் எல்லோரும் தமிழிற் பேசவும் எழுதவும் தெரிந்தவராவார். பழந்தமிழ் நூற் பயிற்சினுள்நிப் பாஷை கேடடைந்துகொண்டுவரும் குறையும் நீரும். பிற கலைகளைக் கம்பதற்கு அந்திய பாஷா ஞானமுண்டாக மாணவர்கள் கமார் ஐந்தாறு வருஷம் படித்துக் காலத்தை வீணாக்கும் குறையும் நீரும். தமிழிலேயே அந்திய கலைகளை எளிதில் படித்துக்கொள்ளும் தன்மையும் உண்டாகும். இப்படிப்பட்ட தன்மைகளைச் சென்னை யூனிவர்ஸிட்டி செய்து கொடுக்கமாட்டாதிருப்பததான் தனியே தமிழ் யூனிவர்ஸிட்டி ஸ்தாபிக்க வேண்டுமென்பதற்குத் தக்க காரணம்.

3. தமிழ்ச் சர்வ கலாசாலை ஏற்படுவதால் சென்னை யூனிவர்ஸிட்டிக்கு விரோதமில்லை. ஏனென்றால் அது ஆங்கிலத்தைப் பிரதான பாஷையாகக் கொண்டு சென்னை மாகாணத்தக்குப் பொதுவாயுள்ளது. இது தமிழ்ப் பாஷையைப் பிரதானமாகக்கொண்டு தமிழ் ஜில்லாக்களுக்கும்மட்டும் உரியது. அன்றியும், ஆந்திர யூனிவர்ஸிட்டியால் ஏப்படிப் பாதகமில்லையோ அப்படி இதுவும் சென்னை யூனிவர்ஸிட்டிக்குப் பாதகமில்லாதிருக்கலாம்.

5. புதிய சர்வகலாசாலை ஸ்தாபனத்தக்கு, 'தமிழ்க்கலைமன்று' அல்லது 'தமிழ்க் கலைமன்றம்' அல்லது 'தமிழ்க்கலாசங்கம்' அல்லது 'தமிழ்க் கலைச்சங்கம்' என்பது போன்ற யுத்தமான பெயர் கொடுக்கலாம்.

II

2. தமிழ்ச் சர்வ கலாசாலை ஒன்றாகவேயிருப்பது நலம்; அவசியமிருந்து பிரிக்கவேண்டொனாவு பின்பு பிரித்துக்கொள்ளலாம்.

3. பல கல்லூரிகளும் சர்வகலாசாலை அதிகாரத்துக்குட்பட்டிருக்க வேண்டும்.

4. சர்வகலாசாலை, போதனையும் செய்யக்கூடொனாவு நல்லதுதான். அது அனுபவத்தின்பேரில் பொருணிலைக்குத் தக்கபடி அமைக்கலாம்.

III

1. தமிழ்ச் சர்வகலாசாலையின் அதிகார வரம்புக்குத் தமிழ்ப் பாஷை பேசும் குடியிருப்பு இடங்களெல்லாம் அடங்கியிருக்கவேண்டும்.

2. பல பாஷையுள்ள ஜில்லாக்களில் தமிழ்ப் பாஷை பேசும் குடியிருப்புள்ள இடங்களைப் பிரித்துத் தமிழ்ச் சர்வ கலாசாலையுடன் சேர்த்துக்கொண்டு, மற்றப் பாஷை பேசும் குடியிருப்புள்ள இடங்களை இப்போது இருக்கிறபடி சென்னைச் சர்வகலாசங்கத்தின் ஆட்சியிலிருக்கவிடலாம். பின்பு அவர்கள் பாஷைக்குத் தனி யூனிவர்ஸிட்டி ஏற்படுங்காலத்தில் அதுனுடன் சேர்ந்து கொள்ளலாம்.

3. தமிழ்ச் சர்வகலாசாலைக்கு முதன்மையாக மிகப் பொருத்தமுள்ள இடம் மதுரையே; இதில், முற்காலத்தில் தமிழ்நாடு முழுதுக்கும் ஒரு யூனிவர்ஸிட்டியேபோன்ற தமிழ்ச்சங்கம் இருந்தவந்திருக்கிறது. பின்பும் 1921-ம் வருடத்தில் தமிழ் ஜில்லாக்களிலுள்ள பெரிய பட்டதாரிகளும் ஜமீன் தாரர்களும் பிரபுக்களும் கூடிய ஒரு கூட்டத்தில் தமிழ் நாட்டுக்கெல்லாம் பொதுவாய் வித்யாபிவித்தி செய்வதற்கு ஏற்ற இடமென்று தீர்மானிக்கப்பட்டு மதுரைத் தமிழ்ச் சங்கம் ஸ்தாபிக்கப்பட்டிருக்கிறது. அது தற்காலம் ஒரு யூனிவர்ஸிட்டியின் ஒரு சிறு பகுதியேபோல் வேலை செய்துகொண்டிருப்பினாலும் அதனுடன் அமெரிக்கன் காலேஜ், மதுரைக் காலேஜ், ராமநாத ஸம்ஸ்கிருத காலேஜ் என்ற வித்தியாஸ்தானங்கள் தமிழ், இங்கிலீஷ், ஸம்ஸ்கிருதம் என்னும் மூன்று பாஷைகளுக்கு ஏற்பட்டிருக்கின்றன. தக்க பண்டிதர்கள் இயல்பாகவே கூடியிடமாயும், பலவிதத் தொழிற் பயிற்சியுள்ள இடமாயும், இன்னும் வேண்டிய ஏதாழிற் பயிற்சிக்கு ஏற்ற இடமாயும், சற்றே மத்தாழத் தமிழ் நாட்டுக்கு மத்தியஸ்தலமாயும் இருப்பதும் தக்க காரணமாம். அன்றியும், யூனிவர்ஸிட்டியை ஆசரிக்கத்தக்க தமிழரசர், ஜமீன் தாரர்கள், பெருஞ் செல்வவான்கள் முதலியோர் சூழ்ந்துள்ள இடமாயும், சுகாதார வசதியுள்ளதாயும், நான்கு பக்கங்களிலிருந்தும் வந்துகூடும் ரயில் மார்க்கமும் எட்டுப் பக்கங்களிலிருந்து வந்துகூடும் ரஸ்தா மார்க்கமும் சேர்ந்து போக்குவரத்துக்கு யோக்கியமான மார்க்க வசதியுடையதாயும் இருக்கிறது.

4. சர்வகலாசாலையின் ஸ்தலக் கல்லூரிகளுக்கு இயற்கையாயமையக் கூடிய நிபாயமான செளகரியங்களைப்பற்றிப் பிற கல்லூரிகள் பொருமை யடைந்து சமவுரிமை விரும்புவது நிபாயமான காரணமாகாது. தியாய விரோத வழியாலும் அயோக்யதையாலும் உண்டாகக்கூடிய செளகரியங்களுக்கு இடமில்லாமற் செய்துவட்டால் சமவுரிமைக்குப் பாதகமில்லை. இது வ்ஷயமாக அப்போதப்போது யோஜித்து வேண்டிய ஏற்பாடுகளைச் செய்து கொள்ளலாம்.

5. ஆகையால் மேலே சொல்லிய ஆகேஷம் அங்கீகரிக்கத்தக்கதன்று.

6. சர்வகலாசங்கத்தின் காரிய திர்வாக சங்கமும் கலாபிவிருத்தி சங்கமும் ஒன்றாயிருப்பதே நல்லது.

V (a)

1. சர்வகலாசங்கத்தின் பொதுக் கல்வியின் புறம்பாகப் பழந்தமிழ்க் காவியப் பயிற்சியும் இலக்கண நூற்பயிற்சியும் வளர்ச்சியடையச் செய்வதும், புதிய பல கலைகளைத் தமிழில் உண்டாக்கிக்கொள்வதும், தமிழ்ப் பயிற்சியாலே எளிதாகப் பலகலை யுணர்ச்சியும் தமிழ் மக்கள் அடையச் செய்யவேண்டுமென்பதும் தமிழ் யூனிவர்ஸிட்டியின் நோக்கமாயிருக்கவேண்டும்.

3. ஒரேகாலத்தில் எல்லா ஸ்தாபனங்களுக்கும் சாத்தியமில்லாதிருந்தாலும் நாளடைவில் சாத்தியமாகலாம். சாத்தியமாகும்போது அவசியமும் இடமும் அறிந்தது ஒன்றொன்றாய் ஸ்தாபித்துக்கொள்ளலாம்.

4. (a) முக்கியமாகப் பாஷையையும் அதற்கு உபயோகமுள்ள இதர சாஸ்த்ரங்களையும் விசேஷமாகத் தனியே விருத்தி செய்வதற்கு ஒரு இடம் வேண்டியதே. அது மதரைத் தமிழ்ச் சங்கமாயிருக்கலாம்; அல்லது அதுபோன்ற வித்வத் சங்கமாகத் தனியே இருக்கவேண்டும்.

(b) மேலே சொல்லிய சங்கமே பிராசீன குணலோன கலாபிவிருத்தி சங்கமாகவும் அமையலாம்.

5. புதிய கலாசாலைப் பாட அட்டவணியில் தமிழுக்கு முதன்மையான ஸ்தானம் கொடுக்கவேண்டும்.

6. சர்வகலாசாலையின் வித்யா சாதனமாக இயன்றமட்டும் தமிழழைய அமைத்துக்கொள்ளவேண்டும். பிற பாஷையாலேயே கற்கவேண்டிய சில விஷயங்களுக்கு மட்டும் அந்தப் பாஷையைச் சாதனமாக்கிக்கொள்ளலாம். தமிழ்க் கல்விகொண்டு தொழிற்படும் துறைகள் : கணிதம், மருத்துவம், சட்டம், தத்துவம், பொளதிகம், தருக்கம் முதலியன.

7. ஆராய்ச்சி செய்து புதிய முடிவுகள் கண்டவர்களுக்குப் பட்டம் பதக்கம் முதலியவை பரிசாக அளிக்கலாம். ஆனால் இது பிரகிருத சர்வகலாசாலைக்கு இப்போது அவசியமானதன்று.

8. (a) கைத்தொழில் ரஸாயனத்தொழில் முதலியவை, இந்நாட்டில் இயல்பாகவே ஜாதித் தொழிலாகக் கற்கப்படாதனவும், இந்நாட்டிற்கு அவசியம் வேண்டியனவுமாக உள்ளவற்றைப் பண்ப்பெருக்கின்பேரில் கற்பிக்கத் தொடங்கலாம்.

(b) மேற்கண்ட விஷயமாக நாளடைவில் யோசித்து அவசியமறித்து செய்யவேண்டும்.

(c) இதுபோல் மேலும் வேண்டிய விஷயங்களை அனுபோகத்தின்பேரில் அவசியமறித்து செய்யவேண்டும்.

9. விவசாயத்துறை, மருத்துவத்துறை, உபாத்திமைத்துறை, சட்டப் பயிற்சி, வர்த்தகமுறை (புக்கிங், காப்பிங், டைப்பரைட்டிங்) முதலியவற்றோடு ஆரம்பிக்கலாம். இத்தனும் மாணுக்கர்கள் ஜீவனோபாயமுள்ளவர்களாய்க் கருணைக்கு இலக்காவார்கள்.

12. தமிழை முக்கிய பாடமாகவும் ஆங்கிலத்தை இரண்டாம் பாடமாகவும் ஏற்படுத்துவது தற்காலத்திற் கஷ்ட சாத்தியமாயிருக்குமானாலும், பின்பு தன்மை பயக்குமென்ற தம்பிக்கையோடு முடிந்தால் சாத்தியமாகத் தடையிலில்லை. கலா பாடல்களும் பொளதிக பாடல்களும் முதலில் இயன்றளவில் தமிழில் வைத்துக்கொண்டால் நாளடைவில் அதிலப்படுத்திக்கொள்ளவும் கூடும்.

CX

**M.R.Ry. Rao Bahadur J. A. Veeranayakathevar,
Usilampatti.**

I

1. (a) There is no need for a separate university for the Tamil districts as matters stand at present. The need has only been sympathetically occasioned by the establishment of the Andhra University. But there is a real need for a university with fresher ideals.

(b) A separate university for the Tamil districts was felt to be a want when the Madras University functioned for diverse people speaking diverse tongues. Now that the Andhras have a university for themselves and the rest of the people are mainly Tamils, a separate university is not needed. The Madras University may be remodelled so as to suit the Tamils.

2. The establishment of a separate university has been stated to be unnecessary mainly because of the difficulty of financing it. But the present defects are many and cry for rectification. They are :—

(i) Lack of facilities for research work.

(ii) Want of a larger number of faculties especially in matters technological.

(iii) Failure to mould the physique and character of its students.

(iv) Deficiency of teaching and over-sufficiency of testing.

(v) Woeful neglect of the mother tongue and its importance in the life of the people inhabiting the province of Madras.

When these defects are remedied, a new university arises or the old one becomes new.

3. The establishment of a separate Tamil University on the lines indicated above will leave the Madras University destitute of life, because it is hoped that students will flock to the former and desert the latter if it continues to be the exponent of its present-day ideals. Or, in the struggle for existence, the Madras University will change its ideal into "Making the Citizen" and will be a factor for the good of those who seek its portals for light. Even then, the Madras University ought not to be a replica but should be the complement of the Tamil University, e.g., by being unitary and becoming residential and teaching.

All this depends on the financial capabilities of the working of a separate Tamil University which has been doubted.

4. The affiliated institutions have now simply to carry out the behests of the Madras University without any initiative on their own parts. Representation on Boards is not proportionate and grievances are not easily remedied.

The disabilities can be removed to a certain extent by the constitution of a university on the federal type.

5. If a name were wanted, the most fitting would be "The Tamil University."

II

1. The federal type is suggested. The unitary type is impossible of achievement in the mufassal, because of the absence of a centre with a cluster of colleges. The affiliating type, or what exists, has not proved its efficiency. The federal type is, therefore, what remains. It combines some of the advantages of the remaining two types and is, as it were, a compromise between them, viz., the co-ordination of work and utilizing various suitable places for the specialization of particular faculties.

2. Because of lack of finance, one university which concentrates on particular branches of learning at particular places is suggested.

3. The colleges would be in a position of equality among themselves, each specializing in particular branches of learning. They would help the university in its work of University teaching, of inter-collegiate activities, briefly in its work of co-ordination.

4. The university should, like any other college, undertake intensive teaching in that particular subject which its centre has chosen to do the research work in. Apart from this, it should arrange for Extension Lectures to be delivered by experts of all colleges so as to round off the students' special studies with general universal culture. University Professors, where possible, shall supervise the work of research workers, supplement the College Professor by giving instructions of advanced nature.

5. Men's minds are keenly interested in the conduct of research work, which is the chief desideratum. Historic, scientific (in all its branches) and artistic materials abound and await the sifting hands of researchers. Past history is shrouded in mystery, but is not wanting in clues to unravel them. As for facilities, which can only be purchased with money, money must be found. Research work must necessarily be undertaken by the university.

Centres.	Research subjects.
1. Madras	Medicine (Allopathic and Ayurvedic), Law, Foreign languages, Commerce, Sciences.
2. Chidambaram	Philosophy, Sanskrit, Sciences.
3. Kumbakonam	Sanskrit, Metallurgy, Mathematics.
4. Mannargudi	History, Philosophy.
5. Trichinopoly	Medicine (Unani), Engineering, Leather Industry, Foreign languages.
6. Salem	Weaving.
7. Coimbatore	Agriculture, Dairying.
8. Madura	Sciences, Tamil, Colour-Chemistry, Dyeing, Medicine (Sidha).
9. Tinnevely	Medicine (Sidha), Archæology, History, Sculpture.
10. Tanjore (Trivadi)	Music, Sanskrit.

III

1. The twelve Taluk districts.

2. Bilingual districts may, if they choose, attach themselves to separate universities, where such exist, on the language basis. Should they not choose, no special facilities could be given them.

3. Trichinopoly, being the geographical centre of Tamilnad, having a collegiate tradition behind it with three good colleges concentrated within, is suitable for being the headquarters.

4. "Out of sight, out of mind"; the easier the access and the closer the contact, the greater the advantages gained. This is an unavoidable evil which can be reduced to as low an extent as possible in practice by the good-will of all, e.g., Examinerships, places on representative bodies, recognition of text-books, etc.

5. They are.

6. To do administrative work in addition to teaching work as suggested under questions 3, 4, under II.

V (a)

1. The university must be capable of producing worthy citizens with a balanced (intellectually and scientifically trained) mind, morally stalwart, physically strong, healthy and hence capable of maintaining themselves and their family both by physical and mental labour. Of these only the first requirement is now fulfilled in part.

2. For almost every phase of humanistic and scientific studies; South India has been the birth place of religions and the source of religious light even to the north in many cases. It has got its own architecture, musical system, sculpture, wood-work, as seen in the wonderful South Indian Temple Gopurams and cars, etc. It has its own literature or literatures, that can compare with the highest in the world. It has its own Sidha medicine system; its own peculiarities of climate and soil and its own fauna and flora; all of these need research work and renovation, restoration and development.

3. Particular centres should concentrate on particular subjects. Overlapping may be avoided. It is the only practicable thing at present for lack of funds. Subjects and centres answered under question II-5.

4. (a) There ought to be a Tamil Academy to specialize Indian languages, literature, philosophy and religion of the Tamils. Madurai is the centre for its establishment.

4. (b) That centre is not so favourable as say, Kumbakonam for Oriental studies in which Sanskrit plays an important role.

5. Tamil should be assigned the place of a compulsory language on a par with English.

6. Tamil is the only natural medium of instruction. This has passed the stage of discussion. It only remains for its translation into practice. If the University cannot tackle this question, saying that text-books are lacking in the Vernacular, no other body can. Vernacular medium cannot wait for texts and texts will not come before the vernacular medium is adopted finally and unalterably. The two must go hand in hand. At first the process may be bilingual and no harm, either.

Translations of scientific and literary treatises should be encouraged, a body of professors set up to discuss and adopt them, and, if possible, a magazine controlled by the university should give publicity to these facts; these are some of the means to work it out.

7. The pay and prospects of pandits should be raised considerably if any progress in Oriental research (in Tamil in particular) is to be made. There are still a good number of ancient manuscripts of Tamil works in oadjan in the hands of the people. These shall be purchased, critically analysed and edited. Theses must be invited and Degrees (like the Doctorate) conferred on the authors of really remarkable productions. Ancient works not yet annotated, or imperfectly annotated, must soon be brought under annotation. Pandits, with exclusively Tamil training, must be trained in modern ways of thinking. Foreign works, new ideas, fresh treatises on various subjects in various languages should be translated into Tamil—this will indirectly infuse vigour into the research work in Tamil. Sanskrit, as the treasure house of all Oriental culture, should be learnt at least elementarily by Tamil scholars side by side with Tamil. Research in Sanskrit is absolutely necessary by capable students.

8. (a) Yes. But inexpensive studies and vitally needful studies, e.g., Agriculture, may be taken up preliminarily, the specialization in others done when funds become available.

8. (b) Answered in II-5.

9. English, Tamil, Sanskrit, Foreign languages, Science, History, Philosophy, Commerce, Law, Medicine, Engineering, Music, Textile Industry, Agriculture and Dairying, Colour-chemistry, Metallurgy, Dyeing, Mathematics.

10. Such proposal is good and is in accordance with the university ideal defined under V (a) 1. We want graduate Agriculturists and Artisans, if possible. Optional subjects—textile industry, dyeing, leather work, agriculture, etc.

11. Professional colleges are needed especially in Medicine and Engineering. Law is not so essential. Facilities for this may be curtailed though not entirely dropped.

Answered under II-5.

12. Provided that Tamil and English are considered as compulsory, there can be no difficulty.

V (b)

1. There should be (i) the Advisory body, the Academic Council, (ii) the Administrative body, the Senate, (iii) the Executive body, the Syndicate.

2. Yes, with greater co-operation than now exists.

3. No. Since we are going to have Tamil as a main language and new graduates with a good knowledge of Tamil and fair knowledge of English will come out, it is needless to have a separate academical body. Where such bodies exist and offer suggestions, the suggestions may be followed with advantage.

4. The University will have a part-share in the control of High School courses. The University has a, and may also have a, higher standard of selection from Secondary School-Leaving Certificates. No entrance test is needed.

5. Answered under I-5.

CXI

M.R.Ry. N. S. Venkatarama Ayyar Avargal, M.A., L.T.,
Headmaster, Sri Minakshi Sundareswara Vidyasala,
Karaikudi (Ramnad district), dated 3rd
May 1927.

1. I am for one federal Tamil Nadu University, mainly supported by the Government.

2. Over and above the one Tamil Nadu University, I am for as many residential Tamil universities (as at Ohidambaram) as may be mainly financed by wealthy and philanthropic magnates.

3. I am for Tamil becoming ultimately the language of all Tamil universities according to a programme of stages of change from English to Tamil.

The stages I suggest are these :

First for four years ...	...	{ English—First language. Tamil—Second language compulsory. Non-language subjects in English.
Second four years ...	...	{ Tamil—First language. English—Compulsory second language. Non-language subjects in English or Tamil.
From the ninth year onwards.	...	{ Tamil—First language. English—An optional second language. Non-language subjects in Tamil only.

4. It is not necessary that the Tamil Nadu University should have only one centre. It may have one humanistic centre, say Madura, and one realistic centre, say Trichinopoly (with its river and Golden Rock vicinity). If there must be a single centre Trichinopoly must be that.

5. I am for the Madras University retaining its present English character to meet All-India needs, only it will have to lose its federal nature, to whatever extent other linguistic universities trench on its field, until it becomes a residential university.

CXII

M.R.Ry. K. G. Sesha Ayyar, dated Taikad, Tiruvandrum,
dated 10th May 1927.

I. NEED FOR A UNIVERSITY.

Government Policy.—Having regard to the spirit and tendencies of the times, I do not think that the question of the establishment of a university for the Tamil districts can seriously be regarded as still within the pale of controversy. There has been in recent times a large increase in the number of universities all over the British Empire; and

the movement naturally found its echo in India. Early in 1918, when there were only five provincial universities in India, the Government of India issued a resolution on educational policy, where they said : " It is necessary to restrict the area over which the affiliating universities 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. The Government of India have decided to found a teaching and residential university at Dacca, and they are prepared to sanction under certain conditions, the establishment of similar universities at Aligarh and Benares and elsewhere as occasion may demand. They also contemplate the establishment of universities at Rangoon, Patna, and Nagpur. It may be possible hereafter to sanction the conversion into local teaching universities, with power to confer degrees upon their own students, of those colleges which have shown the capacity to attract students from a distance and have acquired the requisite standard of efficiency.' While thus expressing what in their view was the right type of university that should be established in future, they also observed that the day was probably far distant when India would be able to dispense altogether with the affiliating university. In laying the foundation stone of the Benares Hindu University in 1916 Lord Hardinge said :—' It was the declared policy of the Government of India to do all within their power and within their means to multiply the number of universities throughout India as a proof of realizing the greatest boon that the Government can give to India is the diffusion of higher education through the creation of new universities.' Since then several new universities have been founded in India, so that we now have in this country 17 recognized universities, or if we include the Women's University at Poona and the Gurnkula at Hardwar, 19 universities.

Resolution of the Madras Senate, etc.—Even before the Madras University was reconstituted responsible opinion had begun to recognize the necessity for the formation of potential universities within its jurisdiction, for rendering it more efficient in its functions as a university. In 1921, the Senate of the Madras University passed an important resolution in which it averred that the time had come when the increasing demand for liberal education in the Presidency should be met by the establishment of more universities and by the redistribution of the territorial area of the existing university so as to provide at least one separate university for each principal linguistic area. The Madras University Act of 1923 recognized in its preamble and also in its enacting sections the desirability of establishing new universities at suitable centres outside the limits of that university. It was clearly the view of Government that mufassal colleges should get out of the leading strings now held by the Madras University and develop individually or in suitable groups into local universities. Sir P. S. Sivaswami Ayyar, with the close and inside knowledge he possessed of the Madras University as one of its former Vice-Chancellors, said in his Convocation address to the Graduates of the Mysore University in 1923 that he had long entertained the conviction that a single university for the whole of the area comprised within the jurisdiction of the Madras University was too unwieldy as an examining body and too inadequate for the purposes of a teaching university.

'Judging', he said, 'with reference to the area of Southern India, the strength of its population and the languages spoken by it and considering the provision for university education in Western countries, there could be no question as to the desirability, nay, the necessity of having several universities in place of one.' Since then the Andhra University has come into existence and there has been an insistent demand for a separate university for the Tamil districts. A responsible meeting held some time back under the presidency of Sir Sivagnanam Pillai at Trichinopoly affirmed the necessity for a separate university for the Tamil area; and the Senate of the Madras University passed a resolution moved by the late Mr. T. V. Seshagiri Ayyar, for the establishment of a local university for the Tamil districts.

Interests of Madras University.—The true interests of the Madras University would themselves suggest the same necessity. There can be no doubt that in the interests of efficiency a limit should be imposed on the size of a university; and responsible opinion is in favour of reducing the limits of the Madras University so as to make it more compact or less straggling in its area and jurisdiction. This is necessary in order that that body may discharge its responsible function with greater efficiency and to the best national advantage. In the very nature of things, the affiliating powers of the Madras University can be only temporary and of subsidiary import. There is also a feeling that even under the new Act, there is in practice undesirable discrimination between constituent and affiliated colleges. For example, the benefit of the University library and of the lectures of the University Professors are not available to the mufassal colleges. Though the affiliated colleges have a place on the statutory bodies of the university, their rights are not equal to those of the constituent colleges; and undoubtedly owing to the time and trouble involved in the journey to Madras, the representatives of the affiliated colleges are subjected to much strain in the exercise of such privileges as are allowed to them. The result naturally is that even now particular colleges dominate the statutory authorities of the university and the old differentiation between Madras colleges and mufassal colleges exists in practice. There is, besides, a feeling—I cannot say how far it is justified—that the vigorous growth of the Madras University into a really residential or teaching university is handicapped by the existence of the affiliated colleges. All this necessarily involves the disruption of the Madras University by the creation of new universities; and perhaps linguistic homogeneity affords the soundest basis therefor. A university for the Andhra district has already come into existence. There is the Mysore University for the Kannada population of South India; and the proposal for a Kerala University which has for some time been engaging the serious attention of the Travancore Government, will serve the needs of the Malayalam population. Necessarily, therefore, a new university for the Tamil districts will in the circumstances not only be appropriate but will be necessary. The desire for self-expression is as intense in the Tamil districts as elsewhere; and the establishment of a self-governing university in the Tamil linguistic area in harmony with local conditions and requirements will naturally satisfy such a legitimate desire. Thus it may be taken that in accordance with the declared policy of Government and the well-considered view of competent and responsible men and public

bodies and the conditions of the times, a separate university for the Tamil districts is a felt necessity.

Condition of University Education in Tamil districts.—The present condition of University Education in the Tamil districts will justify the institution of a new university for that area. In that area I believe there are nine or ten colleges preparing for University Degrees in Arts, one for the degree in Teaching, one for the degree in Agriculture, about five second-grade colleges a large number of well-conducted English high schools, and a few higher grade schools for oriental learning, besides schools in Medicine, Engineering, Forestry and Veterinary Science. Mysore, I believe, has only three colleges including the college for women and 14 high schools. In the Andhra districts there are now six first grade and a few second grade colleges and 78 high schools. The material in students for a university is also not poorer in the Tamil districts than in Mysore or the Andhra districts, but is considerably larger, being nearly one-third of the number for the whole Presidency. Nor are the Tamil districts without the advantage of cultural unity and a highly developed common language; indeed, in that respect the Tamil districts occupy a premier position in South India. They are the home of an ancient language, civilization and culture, which thrived under the historic dynasties of the Cheras, Cholas and Pandiyas and which still survive as a lasting monument of the greatness of ancient South India. Nor do I believe that there is in the Tamil districts lack of men with sufficient ability and sufficient educational interest and attainments to take part in the management of university affairs. To my mind, it is clear that a separate university for the Tamil districts will in the present circumstances be justified. Madura, as the ancient seat of the Tamil learning or Trichinopoly, which attracts the largest number of students, will be an appropriate place for the location of the university; but to my mind, it is a minor matter altogether where the university is located or what name is given to it. It should be a university for the Tamil area.

II. TYPE OF UNIVERSITY.

Federal type with constituent colleges at different centres.—I am in favour of a teaching university of the federal type, consisting of constituent colleges, located in select centres. To my mind, a unitary university where the whole education is in the hands of the professoriate of the university is impossible of achievement in the present circumstances. A unitary university need not be residential; but in such a university no one can sit for the university examinations who has not attended the classes of the university and has not been taught by the Professors and the Lecturers of the university. Nor do I think a local university composed of different colleges situated in the same centre practicable. The existing materials in the shape of colleges preparing for a university degree should, as far as possible, be utilized for the purposes of the new university. Many of them have existed sufficiently long to have gained academic traditions of their own, and it will be of real value to the university if we retain them, especially in view of the comparatively large area covered by the Tamil districts for which higher education has to be provided by the university. Their distinctiveness and variety will by the co-operation and interaction of the colleges develop into greater amplitude the life and vigour

of the university. Besides, anafassal colleges perform an important service as pointed out by the Sadler Commission, by acting as centres for diffusion of knowledge in their areas; and their extinction will, besides causing disappointment and even resentment in the areas they have been serving, deprive those areas of their only means for education and intellectual progress. The affiliating type has now become discredited, though recently there seems to have been a tendency to restore it in India. In the type that I suggest the university will be a federation of colleges. In the federal type the equality of all the constituent colleges for representation on the governing bodies and the right of every college to obtain such representation are recognized as basic features. Here the governing bodies of the university would mainly consist of representatives from all the colleges included in the federation. As observed by the Sadler Commission, the advantage of the federal system is that it would give to the colleges a real voice in the design of their own curricula and a share of responsibility for the determination of the university policy. The Victoria University before it became split up into the universities of Manchester, Liverpool and Leeds was of this type; and in India we have an example in the Mysore University. While this type removes the irritating feeling of invidious discrimination among the colleges by giving them and their professors a constitutional status in the governing body of the university, it will also hasten the development of the constituent colleges into new universities in course of time. To further this end, it would be advisable to aim as far as possible at concentration of particular branches of learning at particular centres; and if there be more colleges than one training for the same faculty, they should as far as possible be located in the same centre so as to avoid the duplication of staff and work and to procure combination of staff and specialized work by individual teachers of the faculty.

Collegiate Schools, and University Colleges.—In this scheme, even the existing second-grade colleges may continue to function as collegiate schools. The content and character of the instruction in those institutions will have to be altered, so as to suit the demands of the university and the vital needs of the people and the State. In my judgment training in collegiate schools should be so adjusted as to constitute the Intermediate examination into not only University Entrance examinations but also the terminal examinations for students that intend to go into practical occupations. As regards the university colleges, it is best to remember the statement of the Patna University Commission that the modern university has two duties, viz., to provide for the career of the scholar and to train citizens for the world. The corporation of learning, which a university should always be, has for its rationale the service of the community. In the words of the Sadler Commission, a university ought to be a place of learning where a corporation of scholars labour in comradeship for the training of men and the advancement and diffusion of knowledge. It pursues as its function both teaching and research with the supreme end of serving society. If so, the university should adjust itself to the progressive movements and activities of the day, and should have no narrow outlook. New forms of social and political activity and new pursuits and callings demanding specialized training for success are the feature of the times; and the university should train

efficient citizens who in the new conditions would be capable of working for the material and moral progress of the country. For example, it is an urgent need of the times that efficient training in industrial chemistry and agriculture is needed for the prosperity of the land. The university therefore should aim at teaching not only the arts and humanities and the pure sciences as the old universities used to do, but also the application of science to agricultural and chemical industries and technological subjects. I may here refer to the report of the Technological and Industrial Education Committee of which Sir M. Visveswarayya was the president. Everyone conversant with the conditions in which Indian industries are now conducted is aware of the lack of competent Indians to conduct them; and with a view to provide facilities for the training of Indians who can superintend, direct and manage industrial undertakings the recommendation was made for the institution of a faculty of technology in the University of Bombay and the establishment of a new college of technology in Bombay affiliated thereto. It may also be noted that colleges of agriculture preparing students for university degrees have been established in several parts of India. It is also noteworthy that as preparation for working for the material advancement of the country degrees in commerce have also been instituted in more than one Indian university. Of course, academic studies, as observed by Professor Karl Pearson, whether purely scientific, literary, linguistic, historical or philosophical, will give the training for statesmen, scientists, historians, literary men, educators, in short the intellectual leaders. A nation needs not only intellectual leaders, but also leaders and organizers in industries, commerce, manufactures, technical arts; and a present day university should be organized for all the classes of brain-workers of the community. I am, therefore, of the view that the new university for the Tamil districts, if established, should besides providing for humanistic and purely scientific studies also cultivate as the modern universities of Great Britain do, the application of science to industry and commerce. Provisionally I would suggest that the faculties be arts, science, medicine, engineering, law, agriculture, economics and political science, including commerce and industry, and as a means of rational enjoyment in adult life, music. The teaching of each of these faculties may be assigned to a distinct college with due regard to the facilities and resources available; and in making the distribution regard may also be had to the need for avoiding as far as possible duplication of staff and overlapping of specialized teaching. However the faculties may be organized or arranged, provision should be made for instruction in the following subjects; languages, principally Tamil, Sanskrit and English, Mathematics, Physics and Chemistry, both pure and applied, Philosophy, including Indian Metaphysics, History, Political Science, Economics, Geography and Commerce, Agriculture, Law including Hindu Jurisprudence, Medicine including South Indian Medical systems, Engineering and Fine Arts including South Indian Music and Painting.

III. TEACHING AND RESEARCH.

A word may here be said about the view that universities should be purely bodies for conducting research and should not have teaching work. I do not know if for a very long time to come this can be

maintained as a practical proposition in India. It may be, as Professor Karl Pearson observes, that the university of the future will bring its under-graduates not into touch with tutors and coaches and text-books and examinations, but directly into the field and the library and the laboratory, where the material of knowledge is accumulated and classified, and into personal touch with the men who make it. This is the ideal of the John Hopkins University type; but so long as the degree has come to be regarded as a mark of gentility, it will be sought and claimed in these democratic days as the right of every citizen. If so, teaching by means of seminary courses and laboratories will not achieve the end. In any university, the system of duly qualified scholars pursuing post-graduate work under capable professors who act more as friendly guides than as masters, must exist; but the course of the under-graduates is entirely different. Theirs is really the disciplinary stage which affords the necessary introduction to the higher and freer work of the research of post-graduate course. Disciplinary instruction of the under-graduate is the sphere of the college, but the post-graduate course which encourages research and scientific production, should be under the guidance of the university. The candidates for the ordinary baccalaureate degree will be dealt with by the colleges; but the University Professors may guide qualified students for the Master's or Doctor's degree, which may be taken on presentation of some independent work of research. But it seems to me it is not possible that any University Professor in India can adopt research work as his sole occupation. At least on financial considerations, the teaching and the research sides should be in close touch; and it has been suggested that some of the College Professors who possess the requisite knowledge, ability and zeal may be also appointed University Professors, so that there may be no sharp distinction between the teachers engaged in college instruction and those engaged in post-graduate or university instruction. It is the view of the Asquith Commission that any divorce between teaching and research would be detrimental to the highest interests of the university in its dual capacity.

IV. SPECIAL FEATURES.

It seems to me that as a distinctive feature, the new university should accept as one of its aims the healthy enrichment of the cultured inheritance of South India. Tamil and Sanskrit, South Indian Art and Literature, South Indian History and Archæology, South Indian Philosophy, South Indian Music and Painting, South Indian Medicine should receive special attention. The aim should be to make Tamil the medium of instruction as early as practicable; and till that is effected Tamil must be made a compulsory subject for the Entrance and Intermediate examinations. I do not think that the science subjects should afford an impediment to the adoption of this course. The nomenclature of science is really universal; and there can be no harm in accepting the scientific phraseology of European nations. As for text-books, after the example of the Waseda University of Japan and the Osmania University of the Nizam's dominions there can be no justification for despair in that respect. A body of scholars should be engaged to prepare the necessary text-books; and if the work be taken up in earnest it can be finished in a few years. Tamil must be given equal

rank with other optionals for the degree ; and it may be allowed to be presented with either English or Sanskrit as second language for the Degree examination. For obvious reasons English should be a compulsory subject for the college course.

V. CONSTITUTION.

As regards constitution, I would suggest in addition to the usual governing bodies that a 'Students' Representative Council' should form part of the university organization and it should have the right to represent officially to the Vice-Chancellor the needs of the students. I would also suggest that there should not be too many statutory authorities. It would be best that there be an academic body consisting of the Vice-Chancellor and the members of the several teaching activities of the university, and such others as may be co-opted by them to consider all academic questions. Of course, there should also be an administrative and an executive body. The Secondary School-leaving Certificate examination, unsatisfactory as it is, may for the present be accepted as the Entrance examination for admission to the university. The autonomy of the university should be preserved in the interests of real academic efficiency.

CXIII

Memorandum by Rao Bahadur K. S. Venkataramier, Negapatam, dated 6th April 1927.

I do not advocate the multiplying of universities of the type of the Madras University which is an affiliating one. By the establishment of a separate university for the Andhra Desa the existing Madras University with some improvement such as making it unitary as far as a small area is concerned and federal as far as different university centres are concerned may serve the Tamil country much more efficiently than a separate university for the Tamil country in addition to the existing Madras University at present.

2. The existing costly equipment, the rich endowments and also the traditions of the Madras University will not be available to the proposed Tamil University wherever else it may be located. The Tamil Nadu is proverbially poor and none has so far come forward with offers of any rich endowment for the proposed university. Moreover the seat of the university should be a centre of culture where the citizens have a broad outlook. Take any district centre. It will compete with every other district centre to become the headquarters of the proposed university. The impression of educationalists is that the new university located in an out of the way district centre will deteriorate in efficiency.

3. In the opinion of most leading men some of these educational centres must develop into university centres as defined in the Madras University Act specializing in particular branches or subjects and providing greater facilities for original research in them. The only centres that can be thought of at present in the Tamil Nadu are

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|----------------------------|--|-----------------|
| (1) Chidambaram, | | (4) Madura, and |
| (2) Kumbakonam or Tanjore, | | (5) Coimbatore. |
| (3) Trichinopoly, | | |

Trichinopoly can specialize in Engineering; Madura in Dravidian Literature and Arts; Coimbatore in Agriculture and Forestry, Botany, etc.; Tanjore in Science, Medicine, Agriculture and Mathematics as well as in Sanskrit; Chidambaram in Art, History, Philosophy, etc.

4. In course of time each centre will develop into a full fledged university, provided by that time the required endowment comes forth. In all these there may be the arts course in common.

5. As far as the district of Tanjore is concerned, there is the people's money available as well as the Raja's endowments for the formation of a university of the unitary type in the district. If the Mayavaram-Arantangi railway line is taken up by Government, the capital value thereof will fetch the district a recurring annual income of about five lakhs of rupees. The Chatram endowments fetch us an income of about three lakhs of rupees per annum. Tanjore will be in the proud position of having all the funds necessary for the establishment of a separate university for herself where all her sons may even be given free education. It is to be hoped that this proposal will meet with strong support from all leaders of the district whatever party they may belong to.

6. The medium of instruction should be English for the present until the new centres publish suitable text-books in the vernacular in the different special subjects.

7. The high school in each region will of course be subject to the control and influence of the university. The heads of schools should have a representation in the administrative body of the university. There need be no separate entrance examination for entrance to the university. Secondary School-Leaving Certificate will do.

8. Each of these universities as soon as formed should have ample aid from Government proportionate to the endowment provided for each of them.

9. Technological studies may be introduced in the new universities as facilities occur.

10. Only two bodies of limited strength should have administrative control. The Senate may be open to lay men but the Academic Council may consist of educational experts.

Special answers.

As regards 11 (a), 8 (a) the answer is that I am in favour of the proposed university taking up the training of students in technological studies. Agriculture being the main stay, should be largely encouraged and the university should be specialized in agriculture and other allied industrial subjects and an extensive farm should be attached to serve as demonstration farms where practical training can be given.

V (a) (9) Agriculture, industries, textile industries.

V (a) (10) I am in favour of the proposal.

(11) Medicine and Engineering Colleges may be opened in the area.

(12) Not feasible.

To sum up I am in favour of a unitary type of university, a residential university—aiming at concentration of agricultural and industrial education chiefly mechanical engineering—befitting the students

who go out of the university to either take to practical agriculture or taking to mechanical engineering. There may be two courses in the university--one a *Diploma course* another a *Degree course* the former being one of two years for students of Secondary School-Leaving Certificate and the latter a course of two or three years for Intermediate students. Coimbatore, Trichinopoly or Tanjore will be suitable. The proposed South Indian farms or a portion of the estate comprised in the farms may be attached to the university--the lands should be *fit for wet and dry cultivation* and should be near a railway station. The university may be called 'The Agricultural University of Madras'. The Agricultural College at Coimbatore may be made a residential university. One teaching will be sufficient. There need be no university teaching as distinct from College teaching. Orattanad, through which the Mettur canal is likely to pass, will be suitable (as the chatram owns extensive lands) for the location of the university. If the district board will undertake to divert the funds of the railway, the university may be called 'The Tanjore Board's Agricultural University'.

There can be no objection to that centre being made the seat of oriental studies--Tamil and Sanskrit.

CXIV

**Professor K. Swaminathan, M.A., Chidambaram, on the
30th March 1927.**

The need for a Tamil University is not now and it never was an educational need. The genesis of the proposal is to be sought, rather, in the political ambition of a few individuals not primarily interested in education.

In my opinion India has at present far too many (and naturally and necessarily far too bad) universities. A real university cannot be created by statute; and that university is not the best which has the finest paper constitution. Examinations are not the real or even the chief function of a university; they are a strictly subordinate and negligible and abnormal and avoidable feature of university life. A university is a place where there are great teachers, learned and inspiring men; where also there are many intelligent and not too responsible young men living, working and playing together. A university is a place where and on which much money is spent and little indeed is earned. A cheap university is worse than a cheap hospital. It is a festering sore in the body politic. India is a poor country and can afford to have no more than two or three universities which deserve the name. Instead, it has some sixteen none of which deserves the name. Madras University has no single teacher of the first rank in any department of study; and it can never have one on its present scale of salaries. Recently for a Chair of Spanish in Oxford the university demanded and got twenty-five thousand pounds. There are a few hundred endowments of similar value in Oxford alone. If all India had two universities there is some chance of men like Rutherford and Einstein, Marshall and Gilbert Murray teaching our young men. With sixteen universities and I don't know how many colleges, India has to be content with me and my colleagues.

But reducing the number of universities is beyond the powers of this committee. What they can do is to give effect to the teaching of the well-known Tamil proverb about the first-born child licking the

mortar-pit. When the Madras University has no full-time professor for the vast majority of its subjects of study and progressively increases its fee income to make both ends meet, where is the money to come from for new universities which will have an existence outside the Statute Book?

Proportionately to the number of literates in the population India has more graduates than any other country in the world. In a merely quantitative sense Indian education is badly top-heavy. Any extra money available for education should be spent on primary and secondary schools, and on improving the quality of existing colleges, and not on multiplying universities.

I fail to see what purposes the Tamil University can serve which the Madras University cannot be made to serve just as well. If we desire it and strive for it, in ten years' time, all the teaching in the Madras University can be done in Tamil. And unless this is done, there can be no progress, in real knowledge. I am totally opposed to the compulsory study of archaic Tamil literature by any student in a college. I am an ardent supporter of Tamil being the sole medium of instruction in all non-language subjects in schools from to-day; and in colleges in ten years' time. If we concentrate attention on the spread of knowledge and lay aside all thoughts of petty, provincial, linguistic, denominational and communal patriotism, this desirable change can be made, and not only will knowledge increase—which is the chief thing—but incidentally Tamil will revive as a living tongue instead of languishing into a fast dying dialect.

In the attempt to receive Tamil, universities should avoid two misconceptions. Tamil is not what Tiruvalluvar and Kambar wrote but what we speak; the study of our ancient classics should be pursued by modern methods such as have been applied to Greek, Latin and English; and should go side by side with the study of the sciences; traditional methods and grammar should be replaced by scientific, critical scholarship. The pursuit of truth and knowledge, high standards and fault efficiency of thinking and acting are more important than a knowledge of Tamil. If possible dangers are to be avoided and if knowledge is to increase and spread, let us vernacularize Madras University rather than start a new university.

A new university—of whatever type—will lower standards at once. Starting with the handicap of its name—a Tamil University—it will degenerate into a mediæval academy of panditism in its worst secondary sense. Let us be content with Madras; its low standards and general inefficiency are already adequately satisfactory to the most patriotic and most fatherly among us. Let us wait for individual colleges to grow up of their own accord into bigger institutions and earn the right to confer their own degrees. Colleges and universities should grow; constitutions super-imposed from without, are ill-fitting and deceptive and unhealthy. Compare our Governmental institutions and our caste; I fear one has no doubt that our political system is on its merits immensely superior to our social system, but yet how unreal and ridiculous the former is, and how real and tragic the latter. Our colleges are not yet quite as bad as our homes; given a chance, they might develop naturally (and without the force of legislation) into some thoroughly Indian and admirable university like institutions. Give us money, give us freedom to develop along our own lines; and let us belong to Madras until we can be something really better ourselves.

CXV

**Supplementary Memorandum by M.R.Ry. R. Swaminatha
Ayyar, Kumbakonam.**

The establishment of a university for the Tamil districts would without doubt be an advantage. The more restricted the jurisdiction of a university, the greater the scope of its usefulness, provided it has the wherewithal for its purposes. The colleges under it could well cooperate, supplementing each other's work. The university students would have increased opportunities to associate with their professors and catch their spirit of study, research and service.

The university with the requisite staff could explore the possibilities of research and extension of knowledge by investigating the available resources within its area and arrange to start research departments of its own or aid its colleges to start such departments. Science and philosophy and scientific methods of study and criticism could be brought within easy reach of people. Instruction in useful subjects could be conveyed to the masses through popular lectures delivered in Tamil at the various college centres.

Suitable technological studies may be organized and the necessary institutes may be helped to come into being with a view to train up people technically inclined and minimise unemployment. Agriculture, irrigation, engineering, industries, economics and commerce have been clamouring for increased attention and the new university has a fine field for research and useful work in these directions.

II

For the present a federal university has to be thought of, the unitary type being the ultimate ideal. The federal colleges should be got to specialize in one or more departments of learning, each according to its means and facilities. The university, being as it is of a federal type, should strive for a due co-ordination of the academic activities in the various colleges within its area. The university professors, if any, should deliver lectures of an advanced character and supervise and guide research work, while the teaching in colleges should aim at meeting the examination requirements. The university should make out what facilities exist in what college areas for research work and in what subjects, and endeavour to arrange research work accordingly. It is commonly said that Chidambaram may specialize in Sanskrit, Tamil, Religion and Philosophy, Kumbakonam in Science, Agriculture, Metal industries, and Religion, Trichinopoly in Science, Engineering and Commerce and Madura in Tamil, Saiva Philosophy, Dyeing and Weaving. How far this statement is correct and can be acted on with advantage, it is the university with its expert knowledge and administrative capacity that ought to determine.

For all university work what is required is sinews of war. It may be laid down at the outset that whichever centre in the Tamil area offers an endowment of not less than one lakh to the proposed university will be made the seat of the university. An announcement like this would go a great way in solving the very difficult problem of the university headquarters. Once the seat is decided on and the university established, it would be easy to so arrange details that if

may be strong and efficient both in its academic and the administrative side and that the colleges it controls may enjoy equal advantages in all academic matters.

III

As indicated already, the new university should concern itself not merely with higher studies and research work but with suitable inter-collegiate lectures for university students and with popular lectures in Tamil for the common people on subjects like agriculture, co-operation, Sanitation and trades. Scientific and humanistic studies have equal claims upon the university. Once the public see that the university caters for their wants, they would readily and liberally support it in all its aims and endeavours. The university should further arrange to have its examinations in non-language subjects conducted in Tamil and patronize suitable publications in Tamil on those subjects, with a view to have Tamil as the medium of instruction in schools and colleges as early as practicable.

In respect of technological studies, wherever higher research and development are possible and desirable, the university should undertake the work and get into being the necessary institutions. As for the lower courses of these studies and the training of people therein in view to service, the proper authority to tackle this question is the Government; and the university, as an expert body has only to guide.

The new university may start with the faculties of Arts and Sciences and organize other faculties when the need for the same arises. The Engineering school at Trichinopoly and the Medical school at Tanjore, the new university may develop for its purposes and constitute, when required, the corresponding faculties. All languages, English, Tamil and Sanskrit should be treated equally handsomely, decent proficiency in them being required on the part of the respective students. The interests of our country and the development of our languages alike, demand a decent knowledge of English from our university men.

IV

The proposed Tamil University should have for its chief aim no doubt the development of Tamil literature and the promotion of technological studies, as has been said already. It goes without saying that it should have both an academic and an administrative body, to regulate its affairs and organize its activities. The academic body may consist of Boards, each dealing with the subject for which it is best qualified, and Tamil would assuredly come to have its own Board to look after it.

Of course a University Entrance examination is necessary to regulate admissions into colleges and I would suggest that an examining Board consisting of representatives of the university and of the Department of Education be appointed to draw up courses of studies for adoption in high schools and arrange for the conduct of the Entrance examination. A joint University-government Board is suggested here to safeguard the interests of the university and also fix qualifications for young men entering public service. This arrangement would naturally obviate the need for holding a separate Government examination for the selection of men for public service or for admission into technical institution. Needless duplication of examinations should be avoided at any cost.

CXVI

Memorandum by M.R.Ry. S. Sankaranarayana, M.A., B.L.,
High Court Vakil, and Zamindar, Vannarpet,
Tinnevely, dated 22nd April 1927.

[I (1) & (3) Necessity for a Tamil University.]

When a universal fever is raging throughout the Presidency for the establishment of a Tamil University, there is probably little room for reactionaries. The extent of British India and its restricted avocations account for the differences between English and Indian Universities. England may have universities almost at intervals of fifty miles but India has neither funds nor scope for the establishment of so many universities. The Andhra University has grasped within its fold the whole of the northern districts. The Madras University is now restricted in its jurisdiction to the southern districts. While visions of establishment of universities for almost every district are conjured up, it is regrettable that the capacity of the resources is not taken into account.

The stumbling block in the way of progress of universities is want of finance. There is no use of creating universities unless there is ample finance at their back to support them. Universities are not commercial institutions that should be made solely dependent on the income from the pupils. They should have resources of their own to maintain themselves with dignity and efficiency and should not be put to the necessity of cheapening their degrees to attract more pupils to increase their income. The Andhra University has been exceptionally fortunate in that it has attracted large donations which even are found barely sufficient for its maintenance. The Tamil University must first solve this problem.

It is not shown how the Madras University is inadequate to impart the special instructions that may be required. Even if the present composition is not up to the mark, it is not impossible to change it to suit the present day needs. If as is proposed, the Tamil districts should have a university separately for themselves, the Madras University with its ample funds will be left severely alone.

[I (2) The present defects to be remedied.]

Complete autonomy and freedom from conflict with Government should be secured in the matter of funds before any proposal for starting a university should be thought of. Beyond the recurring grant of Rs. 65,000, the Government are exercising control over the university at present in contributing sums for objects such as development of laboratory, library, salaries of university teachers for higher research, etc., mentioned in section 44 of the Madras University Act. I propose that this power should be taken out of the hands of the Government and the distribution of money for the items should be given to a departmental committee as in England. Lytton-Mukherjee controversy is due only to such loop holes as are given in the Acts for interference on the part of the Government. It is only by this that freedom from the whims of the transferred hand could be secured.

The only power that the university has towards colleges in the mufassal is merely the threat of disaffiliation. Control over the courses of instruction with the power of grants reserved to the Government will not mend matters.

In this connexion I may state that I am anxious to secure for the pupils of the Tamil University, if it is to be established at all, perfect freedom to imbibe instruction from colleges in secular subjects without any necessity to put in attendance in religious classes—in other words what is called the Conscience Clause.

[I (4), III (4) and III (5) University and the affiliated colleges.]

It is inevitable that in unitary universities the colleges in the metropolis where the university is situated will have more advantages than the mufassal colleges. The creation of more universities simply to avoid this inevitable distinction is not advisable unless as I have already said there are ample resources.

[III (3) Location of the proposed university.]

Each district is selfish to have the centre of the university within its own limits. Tinnevely offers special facilities for being the centre of the university. Besides being the chief exporting station of raw materials such as cotton it affords the greatest possibilities for agriculture, architecture and archæology. This place has in addition two first-grade colleges and two second-grade colleges at present and the origin of Tamil which is to occupy an important place in the proposed university is to be traced to this district. If the university is to be located at any other place Tinnevely will enjoy no particular advantage by the new proposal and no special reason could be advanced why it should change its fealty from Madras to the Tamil University. Again, difference is inevitable as regards the value to be attached to the degrees of the various universities. Oxford and Cambridge degrees are valued higher than the other degrees of the English universities; So also Madras degrees will certainly be more valuable than the other degrees. When that will be the natural state of things there could be no incentive on the part of Tinnevely, if the university is to be located anywhere else, to join the movement unless opportunities for participation in the unitary teaching of the university are offered to Tinnevely.

[V (a) (4), (3), and (10) Technical instruction in the proposed university.]

In this connexion I wish to refer to a scourge that is rampant throughout this part of our country—unemployment. The establishment of a university will merely serve to swell the class of the unemployed. There will be graduates pushed out of the university factory with no prospects whatsoever under the existing conditions. If the committee should come to the decision that the establishment of a university is advisable, particular care should be taken to institute courses of technical training such as will enable every holder of the degree to earn his own living. Every branch of technical instruction should find a place in the proposed university as optionals in the degree courses.

[V (a) (5) and (6) The place of Tamil in the proposed university.]

There is a huge cry to adopt vernaculars as media of instruction in all subjects. I wish to give a timely warning of the dangers ahead. There are many subjects which cannot be taught in Tamil. Mention may be made of certain subjects as Medicine where the technical terms

employed cannot be conveniently translated or taught in Tamil. If India is to keep abreast with the European countries and not isolate itself, it is not possible to dispense with those technical terms.

[V (a) (11) Study of Law in the proposed university.]

I am of opinion that the subject of Law should be taught even in Secondary schools. At present it is impossible to live without knowing one's rights and duties. The High schools are perhaps the best training grounds for giving general education and an elementary knowledge of Law should be given in those classes. Education is incomplete without such a knowledge. There are very many questions in every-day life for which you need not go to a lawyer but which require some knowledge of Law. I need mention only one instance--the rights of a passenger in a Railway train.

[V (b) (1) The main features of the proposed university.]

I will be satisfied with two bodies--the Senate and the Syndicate. The administrative and academic functions may be both given to the Senate. It should not suffer from too many bodies as in the case of the present Madras University. The right of initiation possessed by one and the right of final voice possessed by another lead to extraordinary delay and often to deadlocks. The Senate should be handy and should not be flooded with persons who have absolutely no knowledge of education, e.g., by persons representing the Municipalities.

CXVII

Memorandum by M.R.Ry. T. K. Chidambaranatha
Mudaliyar, M.L.C.

The system of education we have been accustomed to all along, makes it very difficult for us to take any true and detached view of what real education must be. For most of us it seems impossible, that one can become educated without going through some examination or other. Examination question paper seems to be the only window through which we can have a look at the vast field of knowledge. Again from the financial aspect of the question, examinations seem to be the chief source wherefrom the university draws its sustenance. Why, the Government is paying an yearly money compensation to the university for the transfer on their behalf of the good will and the revenue which the university had been enjoying in their Matriculation examination. Under such circumstances it may be primitive to suggest a course of study from which the examination item is altogether eliminated. This is not therefore the place to dwell at length on the deleterious effects which examinations have on the zest which all youthful minds naturally have in the acquisition of knowledge. Granting then for expediency's sake that the proposed university is to be mainly an examining body for some time to come let us see how it can in other ways be an improvement on the present Madras University. It may however help us a great deal in solving the education problem in general and with reference to the university in particular if we have before us the ideal of a system of education wherein the pupils will be allowed to pursue knowledge for its own sake unobscured by any irrelevant objective such as the passing of examinations.

In the first place there is great virtue in christening it as "The Tamil University". For the name itself will be constantly reminding us of the true objective, we must have in respect of the university. Situated as it is to be in the Tamil country it is but natural that it should stand for all the cultural traditions and heritage of the Tamil people. It must bring into existence an academic atmosphere in which the pupils will be able to breathe in freely all the vital influences of Tamil poetry, Philosophy and religion which to say the least will very favourably compare with those in other languages. Without those exhilarating influences I do not see what else the pupils can have for developing their cultural potentialities. Our aim till now has been mainly towards an attainment of perfection in understanding the English literature and also towards English literary expression in both of which our attempts have been more or less a failure. It is generally recognised as a fundamental principle that no one can master the literature of a language unless he has had opportunities of coming in living contact with the people, who are speaking it. We are thousands of miles away from England and our opportunities of mingling with the Englishmen resident in this land are few and far between; our ambitions in respect of English culture therefore are not altogether realisable. The only alternative left for us is to create a university wherein our youths will be able to imbibe all the potentialities of culture which are enshrined in the inspired poetry of the Tamil language. It is no exaggeration if we say that for the Tamil people there will be no true culture if there is no university which is truly Tamil in spirit and aim. In all the wide world there is no substitute for this.

From this let me be understood not that we must discard the English language altogether. Why, I say, that our students should have more of the English language but the cultivation of it must be of a living character.

The aim of the university must be to adopt in the course of a few years, Tamil as the sole medium of instruction. History may easily be taught in Tamil. With regard to Sciences some may say that there are no corresponding terms in the Tamil language. For the matter of that even the English language does not possess native terms for the scientific technical words which are all either Latin or Greek. Those terms may sound strange at the outset for a Tamil ear. But historical and geographical names are in the same predicament not only to the Tamil ear but to every other ear in the world. For purposes of science therefore Western terminology may safely be adopted; and such an adoption moreover will give us a facility in having international communication in respect of sciences. If an earnest attempt be made it will not be difficult to translate all the important History and Science text-books in the course of five years. Only when Sciences come to be taught in the Tamil language we can expect originality from our youths.

In this connexion I may be permitted to state that in Japan every science is taught in the mother tongue. And besides there is no university anywhere in world except in this India in which the students are made to pick up knowledge in a foreign language. Let us save us from the anomaly by establishing a Tamil University.

CXVIII

M.R.Ry. K. Natesa Ayyar, M.A., District Educational Officer, Trichinopoly, dated 7th June 1927.

[A memorandum on the proposed Tamil University.]

It seems to me that unless a fresh and distinctive departure is to be made in our methods of imparting higher culture to the Tamil people in conformity with their special genius and aptitudes, it is hardly worth while thinking of a new University at all: "A University for the Tamil districts" is a cautious and guarded expression. It seems to fasten attention more upon the area and the machinery of affiliation, etc., than upon the people, their past history, their present nature, and their future aims. I want a bold experiment to be made in the way of providing a university for the Tamil people. A university, that is, which will take full account of their past traditions and history, their present needs culturally and industrially, and their future purposes and hopes as a living member of the polity of nations in the world. In other words, the proposed university should be ensouled by an idea: that idea being the fullest awakening and development of the Tamil soul as it exists among the Tamil-speaking people, for their own highest good and enrichment, and the good and enrichment of the world. But have the Tamil people got a soul of their own? A soul having a character, aptitudes, outlook, temper, nature, and color all its own, and different from the character and temper of other peoples in the world who have developed distinctive cultures and traditions and enriched the world thereby? Have the Tamils shown in the past that they have a soul of their own and felt the need for the expression of the life of that soul in characteristic institutions, a characteristic literature, a characteristic religion, a characteristic art, a characteristic social and individual culture which could be easily recognized and appraised as a distinctive value among other values in the world of human and spiritual accomplishment as it exists to-day? Can a good representative of the Tamil people, one gathering into himself the best thought and feeling and temper that the Tamil Nad with its temples, its scenery, its literature, and its past spiritual history afford, enter into the High Court or Assembly of Spiritualized Humanity and take his own place therein with the consciousness that he can both give and receive—receiving frankly and humbly as he giveth freely and affectionately? If these questions are answered and answered affirmatively, then the whole question of starting a new university will, I believe, take on a new and different trend from the one that seems to be at the back of this questionnaire. For instance, Questions V (a) (1) and V (a) (8) and V (a) (12), namely—

What do you think should be the special aim of the proposed university apart from the general culture which a university is expected to impart?

What is your opinion with regard to the proposal to make the vernacular the medium of instruction in the university? If you consider it possible, would you explain in detail how you would work it out? and

Do you think it feasible to institute at present a degree in the proposed university with Tamil as the main subject and English as a second language, and if so, do you think such a degree could comprise the subjects in arts course as well as in science?

would not have appeared on the questionnaire at all. They would have been postulates and presuppositions on which the whole structure of proposals and suggestions would have been based instead of matters of opinion. If these questions are to be answered in the negative by any set of people, then, according to my view, no further parley or discussion with them is necessary or possible. They may devise a machinery for a university for the Tamil districts (minus Madras, of course), but they will not be taking thought for the creation of a centre of high and full culture for the Tamil people. They may propose a 'federal' instead of an 'affiliative' machinery and condescendingly consider the possibility of reserving a small niche in their temple for the installation of an old and obsolete deity of Tamil antiquities and Tamilology just as in some European, American, or Japanese university there might be reserved a niche for Egyptology or Chaldeology. They might in short carry on the business of providing higher education for the Tamilian race somewhat on the same lines as it has been carried on all these years by the Madras University. But I fear they will not be satisfying that need of the Tamil heart, that cry of the Tamil soul which has been making itself vocal at the present time. The fertility and sterility of the old method has been made manifest. Three generations have been subjected to this process of culture. The results from the point of view of that self-knowledge, self-reverence and self-control, which shall forever remain the true tests of success in cultural and educational experiments of all kinds, have been profoundly dissatisfying. The Tamil soul has forgotten its best instincts and energies, by disuse. It has become beclouded by a vicious obscurantism in respect of its own past achievements and glories: It has fallen into a deep despondency and paralysis in respect of its future possibilities: Creative joy in arts and crafts, appreciative joy in literature, perfective joy in philosophy, it has lost. Music is profoundly obscured. Hope and initiative or triumphant effort at improving material economic and social conditions which should come of a bright wide-awake condition of culture, knowledge and active mutual communion of souls, these have slipped away and the cultivation of the mental habits which would lead the way to these have been denied to the 999 who cannot learn English but who could be penetrated more or less successfully to good issues by Tamil. If the best and bravest intellects of the Tamil Nad could not rise to the vision of a culture in widest commonalty diffused by means of the only medium possible, namely, Tamil, then I should think there is no immediate hope or salvation for the Tamil land. If the imparting of a university education through the medium of the language of the people is made an academic proposition, a matter of opinion, a subject of patronizing concession, instead of a vital problem, a throbbing present-day need on which issues of fatal significance for the future both immediate and remote hang, then this by itself would be a sign of that degeneration from which nothing, i.e., nothing external to ourselves, can save us. Unless the Tamil people could awaken to a sense of their own tragical position and set about setting their own house in order somewhat after the manner in which the Japanese people awakened and set about to put *their* house in order some 70 years ago, there could be no salvation for us in the higher sense. The best knowledge of the world, spread and diffused through the Tamilland, up and down and far and wide and as much as possible and as expeditiously as possible, this alone would awaken us, this alone

would release our half-paralyzed energies and free our minds to the point and the degree at which we shall dare to entertain hopes for a future to be achieved by ourselves. Neither politically nor economically nor industrially shall we be able to do anything for ourselves unless we awaken to self-respect and realize the need for self-reliance. Self-respect is not possible for a people who are unaware, or but vaguely and dimly aware, of their own self or of the achievements of that self in the past. Self-reliance is not possible for a people who are not in possession of knowledge, knowledge of the world around us, its resources, its extent, its past history, its present achievements and the varied life and energies of the men and women who now occupy the several parts of the globe. The need for a thorough saturation with the spirit of the best literature of indigenous origin, Tamil and Sanskrit, these two can hardly be separated for cultural purposes—and a thorough indoctrination with modern knowledge, including modern European Literature particularly English and French Literature, and also History, Geography, Economics, and Mathematical, Physical and Natural sciences—through the medium of Tamil—are thus the main objectives of a new Tamil University. In course of time advanced courses in Tamil, Sanskrit and the sister Dravidian languages and literatures, Indian History, Indian Economics, the Fauna and the Flora of South India, the Geology and Mineralogy, the Organic Chemistry and Metallurgy pertaining to South India and similar subjects will form subjects of special study and research. With views like these it is not possible for me to entertain the idea of a university of an affiliating or federal type spread over a wide area and including colleges of such diverse aims and purposes as, say, the St. Joseph's College, Trichinopoly, the American College, Madura, and the National College, Trichinopoly. It does not seem to me to be fair to call upon the St. Joseph's College, Trichinopoly, to embrace in its entirety the views above set forth and devote all its resources and energies towards giving effect to them. Neither would it be possible for them to make the mental and material adjustments needed to initiate a change so profound as the one I have indicated above, though I can conceive how, after the initiation and carrying out of the scheme by bold and energetic spirits, imbued with the needed faith and patriotism, and the consequent diffusion of a changed atmosphere in regard to national education and culture, the College would accept the altered situation and provide the particular kind and type of instruction that public opinion demands from all who come forward as educators and moulders of young South India. The new university should be of the residential and unitary type. It may be developed out of some such nucleus as may be provided by the Meenakshi College, Chidambaram, or the National College, Trichinopoly. It should be pledged by its constitution:—

- (1) to give the first place to the Tamil language with of course English as a second compulsory language,
- (2) to make Tamil the medium of instruction in non-language subjects up to the highest grades within, say, a maximum period of ten years,
- (3) to affiliate to itself one or two big and populous High schools from the start where Tamil should be made the medium of instruction and examination under proper auspices and guidance ensuring a fairly high standard of efficiency and success, and

(4) to do all that is necessary for the diffusion of Tamil Literature and modern knowledge with a view to making the Tamil people alert and alive to the needs of a modern industrial community striving for prosperity and efficiency. This would include provision for such humanities and such sciences as would lead the minds indoctrinated with them to a fruitful consideration and successful handling of the problems connected with the agricultural and industrial problems of the South Indian communities. The State must finance the whole scheme liberally. This it is bound to do, and will do, if the demand is there and if the pressure of public opinion is sufficiently insistent. This unitary and residential university would be of the nature of a first model or pattern after which other universities which might spring up would fashion themselves. The first step would of course be the most difficult and would demand the greatest amount of energy, faith and patriotism to take. Faith and determination are necessary to educe and focus public opinion on this vital matter. Faith and determination and the services of the best intellects are also necessary to give effective shape to the institution that is to be brought into being. The immediate need is for the public feeling in the matter to gather volume and strength and get itself expressed with sufficient emphasis in the Legislative Council where a constitution could be beaten into shape to give body to the above underlying aims. Difficulties in devising machinery crop up only in the case of the federal or affiliative types of university-making. In the case of a unitary residential university the machinery need not involve complicated balancing and elaborate fitting in of parts. The aims are clear and undistracted by the need for caution and mutual check of constituent elements upon each other. The constitution should be such as to attract and engage the most active and earnest minds in the Tamil Nad and such as to give them free and unrestricted scope by the provision of liberal grants and elastic laws and machinery for administration. The Government ought to give a good chance for the self-expression and self-development of the Tamil people under conditions of modern knowledge and the modern scientific spirit of ordering social and political life. The Tamil people have every right to ask for this chance for the charter, the constitution, the funds, and all the other facilities which an enlightened modern state is bound to provide for the inauguration of a scheme of far-reaching import of the kind.

CXIX

Extract from the Proceedings of the Chingleput District Board, dated the 30th October 1926.

Read (i) Letter, dated 15th July 1926, from the Secretary, Tamil University Committee, enclosing a questionnaire prepared by the Committee and requesting to help the work of the Committee by sending written answers on or before the 15th August 1926.

(ii) District Board Resolution No. 71, dated 28th August 1926, resolving that the matter may lie over.

Resolution No. 82.—This Board is in favour of establishing a separate University for the Tamil districts of the Presidency for the improvement of the Dravidian culture.

M. KRISHNASWAMI REDDIYAR,
President, District Board.

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