

Educational (189⁰) Department.

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G.O., No. 328 &

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DATED 2-8-200

INDEXED.

Annex-5

[Despatch Abstract.]

Vernacular Secondary Education

Addressing the Goal of I. on the subject of the —
in this Presidency

Pl See A.S. note
within
1/10/20

BAC PERS

G.O.	No.	Department.	Date.	G.O.	No.	Department.	Date.

FURTHER PAPERS.

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2

Government {1900} of Madras.
EDUCATIONAL.

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G.O., &c., Nos. 328, 329, 2nd August 1900.

AUGUST.

Vernacular Secondary Education.
Addressing the Government of India on the subject of — in this Presidency.

GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT.

READ—again the following paper:—

Extract from Resolution of the Government of India, Home Department, No. 495, dated 28th October 1899.

10. In paragraph 22 of the Home Department Resolution of 23rd October 1884 the consideration of the expediency of instruction through the vernacular for boys whose education terminates with the middle course led the Government of India to commend to the careful consideration of Local Governments the proposal that in middle schools English should only be taught as a language, and even then only as an extra subject when there is a demand for it and a readiness to pay. These considerations have led to the existence of purely vernacular secondary schools in every Province except Bombay. In Bombay it is contended that, though in the middle stage the vernacular is the medium of instruction, yet that, as the object of secondary education is the acquisition of English, it is well to begin it early. However this statement may be viewed theoretically, the figures for all Provinces show that, as Mr. Cotton points out, it may be doubted whether there is any real progress in secondary vernacular schools. The fact is that the circumstances of almost every occupation in life more and more tend to make even a smattering of English an advantage to a boy. The demand for English undoubtedly exists. In that case, however, the cost should be more fully met from fees and private sources than it is. The Tables LXXXVII and LXXXVIII (pages 160 and 163) for expenditure on English and vernacular secondary schools seem to show that public funds are utilized unduly for the support of English education. The Government of India will be glad to have this matter specially considered by each Local Government and specially reported on.

READ—also letter from the Director of Public Instruction, dated 25th June 1900, No. 6091.

ORDER—No. 328, Educational, dated 2nd August 1900.

Ordered that the following letter be sent to the Government of India:—

(True Extract.)

M. HAMMICK,
Ag. Secretary to Government.

LETTER—No. 329, Educational, dated Ootacamund, 2nd August 1900, to the Secretary to the Government of India, Home Department.

In paragraph 22 of Home Department Resolution of 23rd October 1884 the consideration of the expediency of instruction through the vernacular for boys whose education terminates with the middle course led the Government of India to commend to Local Governments the proposal that in middle schools English should only be taught as a language and even then only as an extra subject when there was a demand for it and a readiness to pay.

In paragraph 10 of Home Department Resolution No. 495 of the 28th October last it was observed that these considerations had led to the existence of purely vernacular secondary schools in every Province except Bombay, but that it was doubted whether there had been any real progress in such schools. It was added that, while the demand for English undoubtedly existed, the cost should be more fully met from fees and private sources than at present. Certain tables in Mr. Cotton's report led the Government of India to the conclusion that public funds were utilised to an undue extent for the support of English education, and a special report on this matter was desired.

2. In reply I am to state that the importance of imparting instruction through the medium of the vernaculars has not been lost sight of in this Presidency. Under the primary, lower secondary, and upper secondary, examination notifications all the examinations are open to candidates who are not acquainted with English: that is to say, to candidates who have received instruction through the medium of a vernacular. So lately as last December a conference was held at the office of the Director of Public Instruction to consider what changes, if any, were necessary in the curriculum laid down in the educational rules, and in reply to the question whether in any schools other than those for Europeans the vernacular of the pupils should be made the first language and thus the medium of instruction, it was resolved by the conference that while perfect liberty should be left to managers to adopt whatever language they pleased as that medium, managers of schools other than those for Europeans should be strongly advised to adopt the vernacular up to the class of the lower secondary stage.

3. While the fee notification prescribes a compulsory fee for all English schools under public management, and a standard fee by which grants-in-aid are regulated for all aided English schools, the levy of fees in vernacular schools is left entirely to the discretion of the controlling authority or manager. The effect of this is seen from the figures in Mr. Cotton's review referred to by the Government of India, which indicate that while fees met 56 per cent. of the expenditure in English secondary schools, they met only 27 per cent. of the expenditure in vernacular schools (pages 160 and 163). During the quinquennium ending 1896-97, English secondary schools in this Presidency fell in numbers from 491 to 394, while vernacular secondary schools rose from 89 to 149. It thus appears to the Governor in Council that vernacular secondary education is sufficiently safeguarded, but the progress of vernacular secondary schools will continue to be carefully watched.

M. HAMMICK,
Ag. Secretary to Government.

28 (H) Educational Department.

ORDER NO. 328 of 2-8-00.

Ordered that the following letter be sent to the Government of India.

32 spare copies
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Depts LETTER NO. 329 of 2-8-00
2/8 To

The Secy. to the Govt. of India,
Home Department.

Sir,

In paragraph 22 of Home Dept. Resolution of 23rd October 1884 the consideration of the expediency of instruction through the vernacular for boys whose education terminates with ^(the) middle course led the Govt. of India ^{to commend to} ~~the~~ local Govts. the proposal that in middle schools English should only be taught as a language and even then only as an extra subject when there was a demand for it and ^a readiness to pay.

paragraph 10 of
In (Home Dept. Resolution No. 495 of the 28th October last it was observed that these considerations had led to the existence of purely vernacular secondary schools in every province except Bombay but that it was doubted whether there had ^{been} any real progress in such schools. It was added that while the demand for English undoubtedly existed, the cost should be more fully met from fees and private sources than

27.7.00
see and
H.S.H.
29.7.00

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at

at present. Certain tables in Mr. Cotton's report led the Govt. of India to the conclusion that public funds were utilised to an undue extent for the support of English education, and a special report on this matter was desired. *MS.*

In reply I am to state that the importance of imparting instruction through the medium of the vernaculars has not been lost sight of in this Presidency. Under the primary, lower secondary, and upper secondary, examination notifications all the examinations are open to candidates who are not acquainted with English: that is to say, ^{to} candidates who ^{have} received instruction through the medium of vernacular. So lately as last December a conference was held at the office of the Director of Public Instruction to consider what changes, if any, were necessary in the curriculum laid down in the educational rules, and in reply to the question whether ⁱⁿ any schools other than those for Europeans the vernacular of the pupils should be made the first language and thus the medium of instruction, it was resolved by the conference that while perfect liberty should be left to managers to adopt whatever language they pleased as that medium, ~~managers~~ managers of schools other than those for Europeans should be ^{strongly} advised to adopt the vernacular up to the class of the lower secondary stage. *MS.*

It thus appears to the Governor in Council that vernacular education is sufficiently ^{secondary} ~~MS.~~ safeguarded, but the progress of vernacular secondary schools will continue to be carefully watched.

Put this sentence at the end of the paragraph which I have inserted from 3. *MS.*

omit (5) (for the future safeguarded) by these measures. While the fee notification prescribes a compulsory fee for all English schools under public management, and a standard fee by which grants in aid are regulated for all aided English schools, the levy of fees in vernacular schools is left entirely to the discretion of the controlling authority or manager. ~~MS.~~

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the effect of this is seen from the figures in Mr. Cotton's review of the 1896-97 of India, which indicate that while fees met 56. p.c. of the expenditure in English secondary schools, they met only 27 p.c. of the expenditure in vernacular schools. (pp. 160 & 163) *MS.*

MS. 24.7.1900

This is the reference I suppose. *MS.*

Here insert the sentence on preceding page at bottom.

Note. * It is thought that Govt. may go as far as to say this. The number of vernacular secondary schools in the Presidency is small, the total expenditure on them in 1896-97 having been only Rs. 92,636 - of which the Govt. contribution was Rs. 13,732 or 14.8 per cent., against Rs. 14,52,977 on English secondary schools, including a contribution of Rs. 2,11,347, or 14.5. But the figures given in the last paragraph of the draft afford evidence that even before the recent departure in policy, marked by the resolutions of the Conference of Dec. last, the vernacular schools were beginning to take their proper place. *MS.*

24.7.1900

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LETTER OF GOVERNMENT

STATEMENT WITH DITTO.

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