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MADRAS RECORD OFFICE.

Government of Madras.

FINANCIAL DEPARTMENT.

G.O. No. 947 Press
Mis.

Dated 1-7- 1940.

43-44 5/6

Not to be folded or roughly handled

No. 43. Read the following letter from E. B. POWELL, Esq., M.A., C.S.I., Director of Public Instruction, to the Hon. W. HUDLESTON, Chief Secretary to Government, Fort St. George, dated Madras, 21st June 1873, No. 1324:—

I have the honour to submit the following remarks in connexion with the Orders of Government, dated the 14th and 17th ultimo, Nos. 643 and 694.

2. In the former Order the Government observe that they doubt whether the Free Church Mission School at Wallajahbad is of a class that should be cast on Local Fund for grants-in-aid; that only schools strictly of the lower class are to be aided from Local Funds; and that an Anglo-Vernacular School scarcely comes within the category; and in the latter (paragraph 6) the attention of the Director of Public Instruction is drawn to the large number of Anglo-Vernacular Schools which appear to be classed as elementary.

3. It will be in the recollection of Government, that, after the passing of the Local Fund and Towns' Improvement Acts, I considered it necessary to confer personally with the Inspectors of Schools on several points connected with the altered circumstances of the Education Department. One of the most important of these, arising from the fact that schools were to be aided from two sources instead of one, was the drawing of a clear line of separation between higher and middle class schools on the one hand, and lower-class schools on the other.

4. The result arrived at, at the conference, was reported to Government in my letter of the 20th January 1872, No. 89, and it was to the effect that "the standard of lower-class Schools should not rise above the third standard of the scheme for Results' grants, omitting English. I differed somewhat from the other members, and, in my letter above quoted, I put my own view forward, which was that the third standard in its entirety, that is including English, should be adopted. My reasons for coming to such a conclusion were fully stated in the same letter, and the object sought to be attained by me was to prevent schools undoubtedly of the lower class from putting forward a fictitious claim to be ranked as of the middle class merely by teaching a little English. In fact, judging from the actual circumstances before me, I felt that it would be utterly futile to attempt to keep up a line of separation while there was every temptation and facility for over-stepping it. The whole principle, too, of aiding elementary education from Local Funds would have been set at naught, if lower-class Schools could at discretion transfer themselves to a higher grade. In order to make the line of distinction further binding on lower-class Schools, I recommended in paragraph 9 of my letter that the test of being a Middle-class School was not to be an accidental fulfilment, such as the passing of a few boys would be, of the requirements of the fourth standard. The qualification to be shown was to be a *bona fide* one in every respect, and doubtful cases were to be referred to the Director of Public Instruction. The view put forward by me was adopted by Government, and I at once proceeded to instruct the Inspectors to carry out the work of classification, which, I have reason to believe, was done with great care. The schools to be classified were of two kinds—(1) schools on the salary-grant system, and (2) schools on the Results' grant

system. The instructions issued by me to the Inspectors were to the following effect:—Schools under No. 1 were to be classified according to the information on hand. In cases where doubt was felt, schools were to be first visited and then classified, and if still a decision could not be arrived at, or the Manager strongly objected to the grade proposed to be assigned, the matter was to be reported to the Director of Public Instruction for final decision. Schools under No. 2 were to be classified according to the examinations passed by them. It will be seen from the above that great precautions were used, but not more, I think, than were needed, for not only had Managers to be satisfied, but the inconvenience of having a classification liable to early modification had to be avoided. It will also be seen that the effect of the measures taken was to ensure strict adherence to the object aimed at by Government, viz., that "only schools of the lower class are to be aided from Local Funds."

5. I should point out here that the nomenclature of many grant-in-aid schools is misleading, the term Anglo-Vernacular, though perhaps correctly representing the teaching of two languages, giving no idea whatever of the quality of the instruction imparted; and it is on this account that many an Anglo-Vernacular School appears in the lower class—a circumstance which would otherwise be anomalous. I do not see how the nomenclature of private schools can be controlled, but I am inclined to regard the point as immaterial so long as the test applied is actual outturn of work, and so long as the principle of receiving aid from the proper quarter is not violated. A high, and perhaps an exaggerated, value is placed by School Managers and parents on a knowledge of English, and the result is that the desire to introduce it into the curriculum of almost every petty institution started, amounts to a perfect mania. Any attempt on the part of the Director of Public Instruction to curb the desire would, I fear, lead to no useful result; but it is possible that Local Fund Boards, who have the more direct surveillance of the schools, may be able to exercise some check thereon. This view, however, is no new one, for in paragraph 7 of my letter of the 20th January 1872, No. 89, I proposed to leave it to Local Fund Boards to settle whether they will, or will not, give grants to such lower-class Schools as teach English. But putting the matter aside, I feel convinced that it would be most unwise to allow the title of middle class to every school which chose to be ambitious enough to teach English. It would be simply offering a premium for the encouragement of an evil already very great.

6. Turning to the case of the Wallajahbad School, I have to remark that, being a Grant-in-aid School on the salary system, it was classified by the Inspector on information in the possession of his office; and it is to be observed that the Managers, who are particularly competent to appreciate the distinction between middle and lower class Schools, have not apparently objected to the classification made. It appears to me, however, that the present standard of the school may justify its transfer to the middle class; and on this point I expect information from Mr. Fowler, who has expressed his intention of paying the school a visit with the special object of determining the class to which it belongs.

Proceedings of the Madras Government, Financial Department, 9th July 1873.

No. 44. ORDER THEREON, 9th July 1873, No. 947.

The explanation submitted by the Director of Public Instruction is perfectly satisfactory.

(True Extract.)

Chief Secretary.

To the Director of Public Instruction.
" Board of Revenue.

Exd. J. Wright.

Govt. of Bengal.

FINANCIAL.

To The DIRECTOR of PUBLIC INSTRUCTION.

&c., &c., &c.

Dated July, 1878.

Read. Encl.

C. O., 3rd *July* 1878, No. 947.

JULY.
Nos. 43-44.

Wellesleyhat School.—The Director's enclosure in reference to the Free Church Mission's Anglo-Vernacular School at Wellesleyhat being read upon Local Funds for grant-in-aid, and to the large number of Anglo-Vernacular Schools which appear to be closed as unnecessary, considered perfectly satisfactory.

Financial Dept. 1873.

From
The Director of Public Instruction,
Madras.

To
The Chief Secretary to Government,
Fort Saint George.

Dated 21st June 1873.
Received 23rd " 1873.

No. 1324

Enclosures
No.

Submitting remarks in connexion with the orders of Government Clause the 4th & 5th sections of G.O. 603 and 604.

I have &c.

Govt. of India Circulars.

Circular.

To

The Director of Public Instruction

Dated the 2 D.

Rec'd [illegible]

Encl.

No. 45. 44.

Primary and Secondary Education

Resolution in regard to the

Education of Girls and Female

Schools and the Training of

Teachers for them. Grants-in-

aid to be given for the encouragement

of Female Education. Inspection

of Schools which

are to be classified &c.

Primary Conditions for