M.R.O. 1—77,006—8-6-37.

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(3) Initials of the Referencer_____

MADRAS RECORD OFFICE.

Government of Madras.

Financial DEPARTMENT.

G.O. No. 940.	Press Mis.
8-21.	
Dated 1-6--	1874..

32/33

Not to be folded or roughly handled

K.V
11-6
46

Read the following papers :—

No. 8. Read the following Proceedings of the Board of Revenue, dated 24th October 1873, No. 2179:—

Read the following letter from E. B. POWELL, Esq., M.A., C.S.I., Director of Public Instruction, to H. E. STOKES, Esq., Acting Secretary to the Board of Revenue, dated Madras, 23rd September 1873, No. 1971 :—

I have the honour to forward copy of letter from Mr. Bowers, Inspector of Schools for the First Division, which gave cover to a report on certain Union Schools in the Elur Circle. I have already sent copies of the letter and report to the President of Local Fund Boards, Godavery District.

2. I shall be obliged by your drawing the attention of the Board of Revenue to Mr. Bowers' remarks as to the propriety of excluding English from the curriculum of ordinary Union Schools, and of demanding reasonable fees from the children attending such schools. I cordially concur with the Inspector in his views.

ENCLOSURE No. 1.

From H. BOWERS, Esq., Inspector of Schools, First Division, to E. B. POWELL, Esq., M.A., C.S.I., Director of Public Instruction, dated Waltair, 9th August 1873, No. 538.

I have the honour to forward the monthly report by the Deputy Inspector on the Union Schools in the Elur Circle.

2. The point of most importance in this report, and to which it seems to me desirable that the attention of the Local Fund Board should be directed, is the increasing tendency of the masters in the Union Schools to introduce the study of English. I hold a very strong opinion on the impolicy of allowing English to be taught at all in a Union School, though I know that my view is not a popular one. These schools were intended to be Elementary Vernacular Schools, maintained out of funds contributed by the agricultural class for the benefit of the children of that class. For them a knowledge of English is not necessary, and it is not, as a general rule, desired by the parents. The boys learning English will be found generally to be the relatives of two or three of the leading men of the village, and to give these boys a smattering of English the other boys will be neglected. In some cases, I strongly suspect the master gets a private fee or present for giving his time to the small section who want a little English ; and thus a teacher, who is provided out of the public funds for the instruction of the ryots' children, becomes in a manner subsidized into a private tutor for two or three families.

3. There is another evil. As soon as a boy has acquired a slight acquaintance with English, he becomes unfit, in his own opinion and that of his friends, for any occupation but a clerkship or other subordinate post in Government employ. The number of young men who thus qualify themselves for genteel poverty is yearly on the increase, and, as the coveted appointments are limited, the unsuccessful are gradually growing into a large, unemployed, poor, discontented class. This seems to me an evil, which we ought not to shut our eyes to, or to aggravate by encouraging the indiscriminate teaching of English in every hamlet and village over the country.

4. If some authoritative scheme of studies for Union Schools be not laid down, we shall soon have all sorts of confusion. A Union School ought to be a school of an understood type ; but, even at present, it is almost of every type. This perhaps would not so much matter if the money for the support of these schools did not come out of the pockets of the most heavily-taxed class in the community. If the ryots are made to maintain the schools, it is only common justice that the schools should be made subservient to their wants ; and if, when the schools have been adapted to their wants, it turns out (as it will in most cases) that the ryots do not want the schools, and will not

send their children to them in any numbers, it will become a question whether the tax should be remitted, or whether the Act imposing the School-cess should be supplemented by one enforcing attendance at school.

5. I quite agree with the Deputy Inspector in recommending that the school at Lingaboinacherla should be abolished. I have visited that village several times myself, and always found the school in a most unsatisfactory condition.

6. The suggestion for the removal of the assistant master from Bhimavaram to Shrungavriksham is also deserving of attention.

7. With regard to the Middle-class School at Palakkal—one of the largest and richest villages in the Godavery delta—I think that the expediency of levying fees from the scholars should be pressed on the attention of the Board. The salaries of the masters are Rupees 20 and Rupees 10, and they are usually certificated, trained teachers. It seems to me positively unfair to the village schoolmasters, who have to get their living by their schools, to subject them to such disadvantageous competition. If the boys in the first class be admitted gratis, at least those in the second and third classes, who are learning English, should be called on to pay fees. The proportion of boys learning English in the two higher classes to those in the lowest class is eleven to thirty-four.

The Board entirely concur in the remarks of the Inspector of Schools, of which copy will be furnished to all Presidents of Local Fund Boards.

2. They resolve to submit, for the consideration of Government, the question whether general orders ought not to be issued prohibiting instruction in English in all Local Fund Schools in rural tracts.

(True Copies and Extract.)

(Signed) H. E. STOKES,
Acting Sub-Secretary.

No. 9. Proceedings of the Board of Revenue, dated 29th January 1874, No. 609 (Miscellaneous).

Read the following letter from the Hon. D. ARBUTHNOTT, President of the Local Fund Board, Tanjore Circle, to J. GROSE, Esq., Secretary to the Board of Revenue, dated Vallam, 20th December 1873, No. 457 :—

I have been desired by the Local Fund Board of the Tanjore Circle, with reference to the Proceedings of the Board of Revenue, dated 24th October 1873, No. 2179, respectfully to represent that it would, in their opinion, be unadvisable to prohibit altogether instruction in English in the Local Fund Schools.

2. They apprehend that, if general orders of the kind referred to were issued, it would take away much from the popularity of the schools. They are of opinion that the people even in rural tracts are desirous that their children should be instructed in the rudiments of the English language, and that prohibiting instruction in that language would, therefore, be extremely unpopular. There is an impression daily gaining ground among them that a knowledge of English is essential, not only to secure a footing in the service of Government, but also to enable them to understand the laws to which they are subject; and their anxiety, in these circumstances, that their children should have the benefit of English instruction even to a small extent is only natural.

Proceedings of the Madras Government, Financial Department,
1*st June* 1874.

3. It is, no doubt, desirable that prominence should be given to instruction in the Vernacular, but the main impediment in the way of securing this object is the want of suitable text-books conveying useful information, and any attempts towards the improvement of the Vernacular should be directed towards remedying this defect.

4. Mr. Bowers' first objection, viz., that wherever English is taught in these schools undue importance is always given to it, so that vernacular instruction proportionately suffers, is one which ought to be removed by efficient supervision on the part of the Educational Inspecting Officers. There is now a Deputy Inspector and two Inspecting Schoolmasters for each circle, and they can afford constantly to visit village-schools.

5. Another evil mentioned by Mr. Bowers, that a smattering of English is a sufficient inducement to a young man to look down upon any ordinary occupation less than Government employment, is one which will soon correct itself. At any rate there is no objection to English being taught to those only who desire to learn it.

6. It is, doubtless, true that the greater part of Local Funds is contributed by the agricultural class, but it is this class also which forms the well-to-do section of the community in rural tracts in this district. It will be rather hard if, when they desire that their children should be instructed in the rudiments of English prior to sending them to schools of higher grade, they should be put to the expense of employing a teacher in addition to the rates which they now have to pay.

7. Under these circumstances, the Local Fund Board consider that a ruling may be passed that the wishes of the majority of the ratepayers in the villages adjoining Local Fund Schools may be consulted as to the languages to be taught, and I beg to recommend the proposal for the consideration of the Board of Revenue.

Submitted to Government with reference to Board's Proceedings, 24th October 1873, No. 2179.

(True Copy and Extract.)

(Signed) J. GROSE,
Secretary.

No. 10. Proceedings of the Board of Revenue, dated 16th February 1874, No. 1035 (Miscellaneous).

Read the following letter from J. H. MASTER, Esq., Collector and President of the Local Fund Boards, Bellary, to J. GROSE, Esq., Secretary to the Board of Revenue, dated Hindupur, 30th January 1874, No. 15 :—

I have the honour to bring to your notice that, in modification of the rules prescribed for the different subjects to be taught in the schools receiving Results Grants, the Local Fund Board of the Pennakonda Circle had proposed to prohibit the teaching of the English language in those schools on the principle that it does not form part of an elementary education. But the Director of Public Instruction states in his Proceedings, No. 2276, dated 12th November 1873, that the Circle Board's proposition cannot be carried out without the previous sanction of Government, as the existing rules on the subject were originally sanctioned by that authority.

2. I have the honour, therefore, to request that you will be good enough to obtain the sanction of Government to exclude the English language from the subjects for which Results Grants are to be paid, as desired by the Local Fund Board in the accompanying copy of their Proceedings, dated 6th December 1873.

Submitted for the favourable consideration of Government. The Board think that Local Fund Boards are acting in the right direction when they object to encouraging the teaching of English in Elementary Results Grants Schools.

(True Copy and Extract.)

(Signed) J. GROSE,
Secretary.

No. 11. 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, 11th December 1873, No. 2444.

Referring to G.O., Financial Department, No. 1295, of the 12th September last, paragraph 3, I have the honour to state that I do not see any better way at present of aiding lower-class education than by the issue of Results Grants.

2. At the same time I consider the rules regarding such grants may be revised with advantage; and I propose discussing the subject of their revision at a conference of Inspectors of Schools and others which will be held at Madras in January 1874.

3. Among other points I consider it most desirable, in fact necessary, to check the tendency which exists to give a smattering of English in lower-class Schools; I am inclined to think that grants for English might be subject to disallowance if a good case were not made out for imparting a knowledge of that language.

Nos. 12-13. From E. B. POWELL, Esq., M.A., C.S.I., Director of Public Instruction, to the Hon. D. F. CARMICHAEL, Acting Chief Secretary to Government, Fort St. George, dated Madras, 26th February 1874, No. 309.

It has frequently been noticed that a most unwise and even injurious attempt is being made in many places to teach a smattering of English in lower-class Schools when a Vernacular education alone should be given.

2. At the late conference of Inspectors, it was unanimously agreed that, excepting in institutions for Europeans or East Indians, no Results Grants for English ought to be given in lower-class Schools.

3. I beg to urge strongly that a notification may be at once issued in the *Fort St. George Gazette*, announcing that, from the 1st April 1874, a lower-class Results School for others than either Europeans or East Indians will be ineligible to obtain a grant for English.

4. I propose to submit a complete Code of Revised Results Grants Rules for the consideration of Government; but, as some little time will elapse before I shall be in a position to do so, I think it right to urge the immediate adoption of the single modification now recommended.

No. 14. MINUTE by the Hon. J. D. SIM, C.S.I., dated 28th April 1874.

The question here raised is one of great importance, and needs very careful consideration.

2. When the Local Fund Act of 1871 was originally drafted, it was intended to restrict the character of the education to be provided out of the funds raised under it to elementary instruction. It was, however, considered inexpedient to render this a legal requirement, as such a provision might prove embarrassing, and there was no intention on the part of Government to apply the proceeds of the tax to other than popular elementary education, suited to the wants of the mass of the taxpayers. Thus the broad principle adopted was that the proceeds of the local cess should as the general—practically indeed the universal—rule, be applicable only to elementary or as it has also been designated primary education, while all education beyond that limit should be provided, as was then and always had been the case, either by the State or from private resources supplemented in various degrees from general existing taxation. This rule, while it saved the special local taxation then initiated on a large scale from diversion to a style of education beyond the needs of the great bulk of the payers, in no way precluded the Government from affording aid, so far as it could, from general taxation. At various times the Government has been applied to, to define the distinction between the elementary education, to which the local cess is to be devoted, and the higher education which is to be otherwise provided for. The present limit is Reading, Writing, Arithmetic, Grammar, and Geography in the vernaculars, and Reading and Writing in English. The English teaching is of course of a very elementary character indeed. A school teaching anything beyond this would come at once within the category of schools not entitled to aid from Local Funds.

Reading as in the First Book of Reading of the Madras School Book Society with explanation in a vernacular. Writing in large hand easy words from the English Reading Book.

3. It is now proposed to go a step further and absolutely prohibit all teaching of English in Local Fund Schools—to render it in fact a kind of crime for the great mass of the Queen's subjects to acquire the Queen's language.

4. This is a policy against which I must record my most earnest remonstrance.

5. The proposal is based on the fallacy that the local cess is paid only by the class of pauper agriculturists, to whom education in its simplest form is alone suited; whereas in fact every Zemindar in the land contributes to it, and more than half of its amount is paid by substantial well-to-do farmers. A ryot paying an assessment of Rupees 50 is in this position undoubtedly, and by this class and the classes above them, more than half our land revenue is contributed. It is absurd to say that to men of this status elementary instruction in English is absolutely so injurious that the Government should positively forbid it!

6. Again, the Director of Public Instruction and Board of Revenue in advising such a course have not taken into consideration the change in our educational policy which may be effected. If, as may be the case, the future educational principle of the Government be to withdraw State aid from higher and apply it to elementary education, then instruction in English will virtually be unattainable by the vast majority of the people, and the extraordinary spectacle will be exhibited of the governing race absolutely preventing its subjects from acquiring its own language. Russia proscribed the national language of Poland, in order to eradicate all feeling of nationality and render the subjugation of the people more complete. Here, we Englishmen are asked to proscribe English, though our subjects are most anxious to acquire it, and it forms the great attraction to our schools! Under the policy hitherto pursued, where the State established or aided schools in which English could be learnt, there might have been some reason for the proposed change. But if hereafter we are to withdraw from all but elementary education the exclusion of English from Local Fund Schools seems to me unwise and impolitic in the extreme, and certainly it will be most unpopular.

7. I would, therefore, inform the Board of Revenue and the Director of Public Instruction that *elementary* instruction in English, to the extent already prescribed, is to form part of the curriculum of Local Fund Schools *where the people desire it* and the means of affording it exist. And the Educational Department should be made to understand that, where the desire is present, it is their duty to set about providing the means.

8. I can well believe that very often the instruction afforded is of a very poor description, but this is a reason for its improvement, not its abolition; and it is obvious that, under the Results Grant system, what is defective need not be paid for.

9. The argument that such education raises the people above their proper position may be urged against all education, and has been urged all over the world. It is a temporary evil, the natural result of the superiority which education gives to its possessors, so long as they are the fortunate few, but as education spreads they find their level.

9. The Inspector of Schools, Mr. Bowers, who has suggested the change above mentioned, states that when these schools have been adapted to the condition of the people, by the elimination of English, it will in most cases turn out that "the ryots do not want the schools and will not send their children to them in any numbers." This strikes me as a very cogent reason for not adapting the schools in the manner proposed, and so rendering them less attractive. Our object is to educate the people, not to carry out theories.

(Signed) J. D. SIM.

P.S.—I have not noticed paragraph 7 of Mr. Bowers' letter, as the subject of it will come up separately.

(Signed) J. D. SIM.

No. 15. MINUTE by the Hon. W. ROBINSON, C.S.I., dated 20th April 1874.

I can only add my hearty concurrence with the views put forth in the Hon. Mr. Sim's Minute.

2. The Union Schools are practically lower Middle-class Schools, and in these I would not discourage the study of English, but the reverse.

(Signed) W. ROBINSON.

No. 16. MINUTE by the Right Hon. the PRESIDENT, dated 5th May 1874.

I think it is most desirable, if it be possible without sacrificing more important objects, that a knowledge of English should be general among the people of this country. Accordingly in the application of the State funds which have been hitherto chiefly devoted to the higher and middle-class education the teaching of English has been treated as essential; and those of the higher and middle classes whom we educate will continue to have a fair knowledge of our language. The problem now before us is to educate the millions of the poorer class; and if ever this is to be done, an essential condition seems to be that we should do it as economically as we can, rejecting all that is not absolutely necessary to make the education which we propose to give really worth the bestowal. In other words, there is no objection to including English in our elementary education but great advantage in doing so, if we do not thereby so greatly increase the cost or impair the efficiency of primary instruction by encumbering it with an adjunct which, however desirable in itself, is not an essential ingredient in the main object in view—the cultivation up to a certain point of popular intelligence. For my own part, I feel unable to give a very positive opinion on this question, until I have further means of knowing how far popular education would be impeded by the inclusion of the English language, and what is the additional expense which it would entail.

(Signed) HOBART.

No. 17. MINUTE by the Hon. J. D. SIM, C.S.I.; dated 1st May 1874.

Mr. Powell's "single modification" in fact embraces the whole question at issue!

2. In another Minute I have recorded my dissent from Mr. Powell's proposal to exclude *elementary* instruction in English from the curriculum of elementary schools, and I see no reason to alter that decision. I am altogether opposed to Mr. Powell's unreasoning and wholesale condemnation of English teaching, and I cannot with him see anything of "smattering" in elementary English education.

3. Wherever the people desire it, and the means of affording it exist, we ought, in my opinion, to provide it. Nothing is more popular or renders education more attractive, and nothing, in my judgment, is more politic and expedient than to afford our people the means of acquiring the language of their rulers. If English be excluded absolutely and authoritatively from elementary schools, the great bulk of the people will be denied the means of acquiring it at all; for the natives of this country will not, as a rule, send their children to distant towns for education. Moreover in such a case our higher schools must have elementary classes attached to them, instead of the different classes of schools being kept to their own style of work.

4. The education given should of course be strictly *elementary*, and sound so far as it goes, and the rules provide fully for this.

5. Mr. Powell seems to me entirely to ignore the wishes of the people, who pay for these schools! and personally he can know nothing of them as he never leaves Madras.

6. It is impossible to provide for elementary English education from Provincial Funds, so that Mr. Powell's proposal is to "taboo" English altogether. I am no advocate for requiring English to be taught in every elementary school, for there are hundreds of villages where we might almost as well offer the people instruction in Hebrew; but I am equally opposed to Mr. Powell's universal and arbitrary exclusion of English altogether, in the schools of the people.

(Signed) J. D. SIM.

No. 18. MINUTE by the Hon. W. ROBINSON, C.S.I., dated 1st May 1874.

I must record my emphatic support of these views. I think that it is to be lamented that the Government is to a certain extent confined to the advice of one so ignorant of the people and of the country in general as Mr. Powell in respect to popular education. A good School Board of mixed interest and broad acquaintance with the practical working of native society is much needed.

(Signed) W. ROBINSON.

No. 19. MINUTE by the Right Hon. the PRESIDENT, dated 6th May 1874.

I have, in a recent Minute, expressed my views on the general question of English teaching in elementary schools. It is necessary to observe that if the Government should determine that, as a general rule, English should be taught in elementary schools (which is what I understand my honourable colleagues to propose), the Government will be directly reversing, a few months after it was issued, its own explicit declaration of policy; for in G.O. of 22nd December 1873 it is stated that "the Governor in Council is opposed to allowing English to be taught in an elementary school." A more unqualified statement of opinion on the subject can hardly be imagined; and for my own part, though I am not averse to full consideration and inquiry on the subject, I am not prepared to contradict this very recent decision, which I consider to have been based on extremely cogent reasons. If we are to teach the children of the poorer classes in this country, not only their own language and arithmetic but a foreign language besides, we shall be teaching them more than it has ever been thought desirable to teach them in any other country; and this at a great additional expense in a case where considerations of expense are of peculiar importance. It is generally admitted that "elementary education" should imply no more than that the pupil should be taught to read and write his own language, with the rudiments of arithmetical knowledge; and that if more than this is attempted, "elementary education" will in all probability be a failure. If for instance, in addition to these elements of knowledge, it was proposed in England to teach a foreign language to the children of the agricultural poor, the proposal would be received with derision, and (whether deserving derision or not) would be sure, if acted upon, to result in complete failure. Yet this is in effect what it is proposed to do in dealing with the children of agricultural labourers, in this less-civilized country.

2. With reference to a remark of my honourable colleague (Mr. Sim), I may observe that I do not understand Mr. Powell to propose the exclusion of English as absolute and invariable, but as a general rule subject to proper exception; and in this proposal I am very strongly inclined to agree with him.

(Signed) HOBART.

Proceedings of the Madras Government, Financial Department,
1st June 1874.

No. 20. MINUTE by the Hon. W. ROBINSON, C.S.I., dated 20th June 1874.

I must merely notice that I cannot accept the views enunciated in the Right Honourable the President's Minute. But this large subject will no doubt come under discussion in its due course.

(Signed) W. ROBINSON.

No. 21. ORDER THEREON, 1st June 1874, No. 940.

The Director is requested to explain more fully his reasons for the proposed restriction; and to furnish at the same time information on the following points:—

1. What number of schools has claimed and received Results Grants for English for the last three years.

2. What has been the total of such grants.

3. How many of these schools were purely agricultural—all should be classed as such which are not situated in villages with a population of over 5,000.

For Population Returns, see Appendix, Census Report.

4. What has been the additional cost to the State of assigning grants to schools in purely agricultural villages.

(Signed) D. F. CARMICHAEL,
Acting Chief Secretary.

Exd. J. Wright.

Govt of India
FINANCIAL.
To
THE DIRECTOR OF PUBLIC INSTRUCTION.
Dated June, 1st.
Read.
G.O. 1st June 1874, No. 940.
Ends.
JUNE
Nos. 8—21.
Local Fund Schools.—The Director of Public Instruction requested to explain more fully his reasons for prohibiting instruction in English in Local Fund Schools, and at the same time to submit information on certain points indicated

MISCELLANEOUS No. 609. REVENUE DEPARTMENT.

2

No 7

PROCEEDINGS OF THE BOARD OF REVENUE.

Dated 29th January 1874.

Read the following

No 457.

From

The President of the Local Fund Board,
Tanjore Circle

To

The Secretary to the Board of Revenue

SIR,

I have been desired by the Local Fund Board of the Tanjore Circle with reference to the Proceedings of the Board of Revenue, dated 24th Oct. 73, No 2179, respectfully to represent that it would in their opinion, be inadvisable to prohibit altogether instruction in English in the Local Fund Schools

2 They apprehend that if general orders of the kind referred to were issued, it would take away much from the popularity of the schools. They are of opinion that the people even in rural tracts are desirous that their children should be instructed in the rudiments of the English language, and that prohibiting instruction in that language would therfore be extremely unpopular. There is an impression daily gaining ground among them that a knowledge of English is essential not only to secure a footing in the Govt. service of Govt, but also to enable them to understand the laws to which they are subject; and their anxiety, in these circumstances, that their children should have the benefit of English instruction even to a small extent is only natural

3 It is, no doubt, desirable that prominence

should

should be given to instruction in the Vernacular, but the main impediment in the way of securing this object is the want of suitable text books conveying useful information, and any attempts towards the improvement of the Vernacular should be directed towards remedying this defect

4 Mr Bowers first objection viz: that wherever English is taught in these schools undue importance is always given to it, so that Vernacular instruction proportionately suffers, is one which ought to be removed by efficient supervision on the part of the Educational Inspecting Officers. There is now a Deputy Inspector and two Inspecting School Masters for each Circle, and they can afford constantly to visit village schools.

5 Another evil [illegible] by Mr Bowers that a smattering of English is a sufficient inducement to a young man to look down upon any ordinary occupation less than Govt employment, is one which will soon correct itself. At any rate there is no objection to English being taught to those only who desire to learn it.

6 It is doubtless true that the greater part of Local Funds is contributed by the Agricultural Class, but it is this class also which forms the well-to-do section of the community in rural tracts in this District. It will be rather hard if when they desire that their children should be instructed in the rudiments of English prior to sending them to schools of higher grade, they should be put to the expense of employing a teacher in addition to the rates which they now have to pay.

7 Under these circumstances the Local Fund Board consider that a ruling may be passed that the wishes of the majority of the rate-payers

3

rate-payers in the villages adjoining Local Fund schools may be consulted as to the languages to be taught, and I beg to recommend the proposal for the consideration of the Board of Revenue.

I have &c &c

(Signed) D. Arbuthnott

President.

Vellam, Tanjore Taluq
20th December 1873

Submitted to Government with reference to Board's Proceedings, 24th October 1873, No 2179.

J Grose

Secretary.

To

The Chief Secretary to Government,

Financial Department.

Endorsement

Orders can be
communicated
2/1/74

See my note on a cognate
subject and Remember-
Instead of this case
I wish that these cases
were considered
individually & the
circumstances of each
case - so as to guard
against - the Inspecting
Officers understanding the
Govt's views in a spirit
adverse, or understanding the
spirit of the Law in a spirit
which may [illegible] for
case to be instituted

MISCELLANEOUS No. 1035

REVENUE DEPARTMENT.

45

PROCEEDINGS OF THE BOARD OF REVENUE,

Dated 16th February 1874.

VOID

No. 15

Read the following

From

The Collector and President of Local Fund Board Ex Officio

To

The Secretary to the Board of Revenue

SIR,

I have the honor to bring to your notice that in Modification of the rules prescribed for the different subjects to be taught in the Schools receiving Results grants, the Local Fund Board of the Pennakonda Circle had proposed to prohibit the teaching of the English language in those Schools on the principle that it does not form part of an Elementary Education. But the Director of Public Instruction states in his Proceedings No 2276 dated 12th November 1873 that the Circle Board's propositions

Cannot

Dated 29th January 1874.
Despatched 30th
No 210

SUBJECT.

Submitting the Local Fund letter from the President of the Local Fund Board, Pennakonda Circle, on the subject of teaching English in Local Fund Schools.

I have the honor to be cannot
Sir
Your most obedient
humble Servant
[illegible]

Secretary to the Board of Revenue

Concurrence may be given to the proposal in the Local Fund letter dated 29th January 1874.

Pennakonda Circle
Proceedings of the Board of Revenue
No: 15 Dated 16th February 1874

cannot be carried out without
the previous sanction of Government
as the existing rules on the subject
were originally sanctioned by that
Authority.

2 I have the honor therefore to request
that you will be good enough to obtain
the sanction of Government to exclude
the English language from the subjects
for which Results grants are to be paid,
as desired by the Local Fund Board
in the Correspondence copy of their Proceedings dated 6th December 1873.

I have &c.

Ballary Collector's Office
Camp Huidsfeud 30th
January 1874

Sd/ J. H. Masters
Collector & President

Submitted for the favorable
Consideration of Government. The
Board think that Local Fund
Boards are acting in the right
direction when they object to encourag
ing the teaching of English in

185

in Elementary Results Grants to
Schools.

True Copy & Extract

J Grose
Secretary

To
The Chief Secretary to Government
Financial Department.

Colonial Secretary's Office
Sydney 16th March 1874

Sir,

I have the honor to acknowledge the receipt of your letter of the 30th January last, forwarding a Minute of the Board of Education, and copy of a letter from the Local Fund Board of Ballarat, on the subject of the Payment of Results Grants to Schools, and requesting to be informed whether the Government sanctions the exclusion of the English language from the subjects for which Results Grants are to be paid.

In reply, I am directed to state that the Government sanctions the exclusion of English from the subjects for which Results Grants are to be paid, as proposed by the Board of Education.

I have &c.

Colonial Secretary

The Chairman of the Board of Education
Sydney

Office of the Director of
Public Instruction,

MADRAS, 11th December 1873

No. 2444.

From

THE DIRECTOR OF PUBLIC INSTRUCTION,
Madras.

To

THE CHIEF SECRETARY TO GOVERNMENT,
Fort Saint George.

SIR,

Referring to Government Order Financial Department, No. 1295 of the 12th September last, para 3, I have the honor to state that I do not see any better way at present of aiding Lower Class education than by the issue of Results grants.

2. At the same time I consider the rules regarding such grants may be revised with advantage; and I propose discussing the subject of their revision at a conference of Inspectors of schools and others which will be held at Madras in January 1874.

3 Among other points I consider it most desirable, in fact necessary, to check the tendency which exists to give a smattering of English in Lower Class schools. I am inclined to think that grants for English might not be given unless at least 2

Financial 1874 September Nos 1 to 11 June 1874

PROCEEDINGS OF THE BOARD OF REVENUE.

Dated 15
Dsptd. 16
Rocd. 18-

SUBJECT.

Submitting Govt. Order on Consolidated Circular on Grant in Support of Village Schools and recommending Grievances of Deputy Inspectors of Schools in Revised Rules to be issued in Results Grants.

With Govt Order

Misc. Letters Relating &c. 1873

C 1872

Nov 10. —

might be subject to disallowance if a good
case were not made out for imparting
a knowledge of that language. —

I have the honor to be,
Sir,
Your most obedient Servant,

J B Powell
Director of Public Instruction

No. 309.

From

THE DIRECTOR OF PUBLIC INSTRUCTION,

To

THE CHIEF SECRETARY TO GOVERNMENT,

Fort Saint George.

SIR,

It has frequently been noticed that a most unwise and even injurious attempt is being made in many places to teach a smattering of English in Lower class schools when a Vernacular education alone should be given.

2. At the late Conference of Inspectors it was unanimously agreed that, excepting in institutions for Europeans or East Indians, no Results' grants for English ought to be given in Lower class schools.

3. I beg to urge strongly that a notification may be at once issued in the Fort Saint George Gazette, announcing that from the 1st April 1874 a Lower class Results' school for others than either Europeans or East Indians will be ineligible to obtain a grant for English.

4. I propose to submit a complete code of revised Results' grants' rules for the consideration of Government; but, as some little time will elapse before I shall be in a position to do so, I think it right to urge the immediate adoption of the single modification now recommended.

Office of the Director of Public Instruction,
MADRAS, 26th *February* 1874.

I have the honor to be,
Sir,
Your most obedient Servant,

Director of Public Instruction.

From
The Director of Public Instruction,
Madras.
To
The Chief Secretary to Government,
Fort Saint George.
Dated 26th February 1874.
Received 12th March 1874.

No. 2444
Enclosures.
No. 23/3

Fin.l Department.

No. 2092.

From Proceedings of the Board of Revenue

Dated 24th October 1873.

FOR ORDERS.

The question here raised is one of great importance, and needs my careful consideration -

When the L. T. act of 1871 was originally drafted it was intended to restrict the character of the Education to be provided out of the funds ~~to~~ as I always took been the case -

No. 14 -

22 Dec/73. No. 192. Rec. to Board 5-8-74 for grants in aid Rules

Fin.l Dept. 1874.

From

The Director of Public Instruction,

To

The Chief Secretary to Government,
Fort Saint George.

Dated 26th February 1874.

Received 27 —

No. 309.

Recommending issue of a notification stating that Results' grants will not be given for English in Lower class schools not intended for Europeans or East Indians.

No. 12-13.

funds raised under
it to elementary instruction.
It was however considered
expedient to render this
a legal requirement - as
such a provision might pass
unobserved. and there was
no intention on the part of
P.C. to abandon wholly the pro-
vision of the law to other than
public elementary education
within, limited to the means of the

29/15

27/14

2/the means of the two boroughs. Thus
the broad principle adopted
was that the proceeds of the
local rate should as the
general - practically indeed
the universal - rule - be appli-
cable only to elementary
as it has also been duly.
-rated primary education -
while all beyond that limit,
should be provided - as was
then always been the case -

given by the State or
from private sources
supplemented in various degrees
from general existing taxation.
This rule, while it saved the
special local taxation then
initiated on a large scale from
diversion to a style of teaching
beyond the reach of the vast
bulk of the wage-earners, precluded the Pub. Schools
affording aid - so far as it
could, from general taxation.

At various times the Pub. Schools
have been subjected to, to define
the distinction between elementary
education, to which the local
cess is to be devoted - and
the higher education which is
to be otherwise provided for -
The present limit is. Reading
Writing. Arithmetic, Grammar
& Geography in the Vernaculars
and reading & writing in English.
The English teaching is of course
Reading as in the 1st Book of a very elementary
of Reading of the Readers Sch. Bk character indeed.
Soc - with explanation in a
vernacular. Writing in large hand
not cursive.

Easy works from the English Reading books —

Ce schemt teaching any thing beyond this would come at once within the category of schools not entitled to aid from Local Funds.

It is now intended to put a stop further and absolutely for his literary all teaching of English in local fund schools. to render it in fact a kind of crime for the great mass of the Queen's subjects to acquire the Queen's language.

This is a policy against which I must be ever unwearied

16 31

I earnest remonstrance.

3/ ~~unfavourable~~

The first step is taken on the following that the local cess is paid only by the class of persons agriculturists — whose form is alone visited — whereas in fact every person in the land contributes to it — and more than half of its amount is paid by the landed gentle — to — & farmers — A ryot paying an assessment of Rs 50 is ~~assessed~~ assessed on account of

in this petition on Saturday - &
by this date & the dates above
there more than half remained
revenue is entrusted. It is also
hard to say that to men of
this stature, elementary
instruction in English is Nobody
imprisonment. But the Pt. should
positively forbid it!

Again the Dr. of Public
Instruction & Pres. of Board in advising
such a course have not taken into
consideration the change in our edu
cational policy which may be
effected. If, as may be the case,
Could, from your

17 33

the future educational principle
of the Pt. is to withdraw State
aid from higher and wholly
to Elementary education,
to allow instruction in English wher
literally be from attainable
by the vast majority of the
people - and the extraordinary
spectacle will be exhibited
of the governing race absolutely
preventing its subjects from ac-
quiring its own language - Russia
proscribed the national language
of

in the Institution in Rutlandshire & of Poland, in order to eradicate the feeling of nationality and render the subjugation of those countries complete - there, no English person is asked to subscribe English, though in the Register are most anxious to acquire it & it forms the great attraction to the schools! Under the Policy hitherto pursued, when the State established a middle school in which English could be learnt there might have been some reason for the present clamour - but if here & there we

4/ are to visit France from the first elementary schools to the universities & institutions in the country & certainly it will be the extreme & most unpopular -

I would therefore inform the Ct. of Kent and the Dr. of Public Instruction that elementary instruction in English - to the extent already prescribed - is to form part of the curri-

- Custom of local fund
schools when the public desire
it and the means of attending
it exist. And the Educational
Dept should be made to
understand that at whose
the decision is Imperial, it is
their duty to set about providing
the means.

I can only be brief
today after the instruction I have had
is of a very low description - but

change - but if here alter we

this is a reason for its reformation
- ment, not its abolition. And it
is this that underlies the Revolt
point by claim what is deserved
need not be paid for.

The argument that Education
Education raises the public above
this has been brought by many
against it also Education - and has
been urged all over the world -
It is a temporary evil - the
natural result of the Democratic
which education gives to its pos-
sessors - to long as they are the fortu-

to adapting the schools in the manner best fitted & to rendering them less attractive. My object is to educate the people - not to carry out theories.

I. D. Sim

(P.S. I have not heard from you to know Powers letter - or the subject of it will come up tomorrow

No 15-D

I can only say my heart

Note Made by the Hon W Robinson CSC Ontario 20 Aug 1875

With the views last put forth in the
Hon: Mr Lewis memo
the Union Schools are practically lower Middle Class schools
and in this I would discourage
the Study of English - but the
reverse

25th

W Robinson

Note by the Right Hon the President, Ontario S. Aug 1874

I think it is most desirable, if
it be possible without sacrificing more
important objects, that a knowledge
of English should be general among

21 41

the people of this country. Accordingly
in the application of the State funds which
have been hitherto chiefly devoted to
the higher & middle-class education
I would encourage the study of English literature
& the teaching of English history as
essential: and those of
the higher & middle classes who receive
education will endeavour to have a
fair knowledge of one language
& the problem now before us is to
encourage the millions of the poorer
classes: and, if even this is done
I fear we cannot expect cordial co-operation

Teaching of English in elementary schools.

S.O. No. 240.

We must not do it as economically as we can, regarding all that is not absolutely necessary to make the education which we give to the people really worth the having. In other words - there is no objection to making English in our elementary education but we must educate it properly - if we do not thereby so greatly increase the cost as to interfere with the progress of primary instruction by encumbering it with an adjunct which, however desirable in itself, is not an essential part of

impedient in the way of the cultivation of a certain point of vernacular intelligence. For my own part, I feel unable to give a positive opinion on the question which I have been invited to answer. I think further inquiry is necessary before education will be improved by the inclusion of English as a

by the Robert

C3/12/73 2 4/5/74.

Stacy/20

No 17.
No 18

Teaching of the Vernacular

Mr Powell "may be considered as in fact embracing the whole question at issue!

I am therefore induced by Mr Lowe's from Mr Powell's proposal to exclude elementary instruction in English from the curriculum of Elementary Schools - and I leave the reader to draw his own decision. I am altogether opposed

to Mr Parnell's unreasoning
& wholesale condemnation
of English teaching - and I can
not see in him see any thing
of "tinkering" in elementary
English Education.

I have seen the trouble
to give it - and the means
of affording it exist. we ought
in my opinion to provide it
Nothing is more popular or renders
education more attractive. &
nothing, in my judgment, is more

politic & expedient than to afford
an flexible the means of acquiring
the language of their Rulers - If
English be excluded absolutely
& can be altogether from elementary
schools, the great bulk of the people
will be denied the means of ac
quiring at all - for the natives of
the country will not, as a rule,
send their children to distant
towns for Education. Where can in
such a case, our higher schools
must have elementary classes

attached to them - instead of the different classes of schools being left to their own style of work.

The education given should of course be strictly elementary - and framed to for as it goes - And the rules provide fully for them -

Mr Parnell seems to me entirely to ignore the existence of the bible - in his bill for these schools and personally he can know nothing of them as he never leaves London.

It is impossible to provide for elementary English Education from Provincial Funds - so that Mr Parnell's proposal is to "tax" English altogether I am no advocate for keeping English &

74 49

I taught in every elementary school - for there are hundreds of villages where we might almost as well offer the bible in Chinese as in Hebrew - but I am specially universal opposed to Mr Parnell's arbitrary and unnecessary exclusion of English altogether, as the school of the bible.

I. O. Smith

1st May

1878.

Noted by the Hon. Sir Robinson C.C.O. Letter 1st May 1878

I must record my emphatic dissent from these views - I think that

It is a very grievous thing that the
Govt. should be a certain extent dependent
upon the address & ingenuity of the people
of the country - those so also
cut out of sympathy or relation
with the natives in general as
Dr. Powell & - A good school
Board of which intercourse & knowledge
acquaintance with the practical
work of native society - what is
much needed

J. Hooker.

Printed by the Privy Council 25 Aug 1874

No. 000 No 19.

Memo. I have, in a recent Minute, expressed
my views on the general question of
English teaching in elementary schools.
It is unnecessary, therefore, that I should
put down any general rule, English should be taught
in elementary schools (which includes Maori
understanding) when Managers & teachers
the first will be directly concerned,
a few months after it was issued, etc
our explicit declaration of policy:
given in G.O. of 22 Dec. 1873 it is
stated that "the Govt. in Council is opposed
"to allowing English to be taught in any

P. L. There is one consideration which I should like specially addressed to my learned friend upon this subject. If "elementary education" should ever mean more than the power to read & write his own language, with the ordinary rudiments of mathematical knowledge: and that if more than this is attempted, "elementary education" will in all probability be a failure - If for instance, in addition to these elements of knowledge, it was proposed to be required to teach a foreign

Hubert
Feby 6/74

But as a general rule subject to proper exceptions I think it and an elementary school. A more superficial statement of principle in the subject can hardly be imagined: and for my own part, though I am not averse to full consideration & inquiry in the subject, I am not prepared to contradict this very recent decision reached & framed by a very large majority of the Council & have been heard in support of reasons. If we are to teach the children of the poor classes in this country not only their own language & arithmetic, but a foreign language besides, which should be teaching them more than it has ever been thought desirable to teach them in any other country: and that at a great expense at a time when considerations of expense are of paramount importance - With reference to one remark of my hon. Colleague (Mr Fitzpatrick) I really do not understand Mr Powell to propose that I do not understand Mr Powell to propose invariably the exclusion of English as absolute +

C/5
R 6/5

[illegible] declared that
language of the Agricultural pow-
ers suspended all the relations
duties, and (whether decency
duties ceased or not) made the
use of such power, to result in
complete failure - that this
is what it is proposed to do
in dealing with the Southern
& the agricultural labourer, in
this deep civilized country.

Jr

May 1/74

Pros - 1st June /74

Financial 1874 Despatch.

S.G. No 940.

No 1409 -

Stat. Department. 55

No. 2313.

From The Director of Public Instruction.

Dated 11th Decr 1873.

FOR ORDERS.

We must await the result of the conference.

I. D. I.

Rec'd Nov Secn 10/4 874

Sec. call for the Minutes of Conference 1874

This is nearly 4 months old. Why has not the Director again addressed us on the remote question? We ask him at once for his Report: but I am inclined

Albert he will refer us in reply
to the several questions in that
letter recommended a revised
agreement of rents & salary
grants.

Apl 13/74

C 13/12.
R 15-4/74

Fins 1 June 74 - 940

Read the following papers:-

Rep: of the Bd. of Revenue & 24 Oct 73 No 2179. ✓
" " " & 29 Jan 74 No 609
" " " & 16 Feby 74 No 1035.
Director of Pub. Instn & 11 Dec 74 No 3444
" " " & 26 Feby 74 No 309
Minute by Hon. W. Robinson & 28 Nov 1873
" " J. D. Sim & 20 April 1874 ✓
" " W. Robinson & 23 April 1874
" Rt Hon. the Pres. & 5 May 1874
" by Hon. J. D. Sim & 1 June 74
" " W. Robinson & 1 June 74
" by Rt Hon. the Pres. & 5 June 74

Fins Dept 59
8

Read letter from Director
Pub. Instn

No 309 of 26/2-74
Fins 1st June 1874 R. 940.

The Director is requested to explain more fully his reasons for the proposed restriction; and to furnish at the same time information on the following points.

1. What number of Schools has claimed & received Results Grants for English, for the last 3 years -

2. What has been the total of such grants.

3. How many of these Schools were purely agricultural - all shd be classed as such which are not situated in villages with a popn of over 5000.

4. What has been the additional cost to the State of assigning grants to Schools in purely agricultural villages -

J.E. 30/5/74

For population Returns. see Apptx. Census Report

To the Director of Public Instruction. Order copied & desp. 2 June/74.

Letter No 809 & 0 - 70 copies -
Do 2 Minutes 70-12- Office

940

Copy Ltr
Wm Dodson
Esq
Pte
Dr

from Order in
Council Dec 1

Send Instr. from Secr. -
pro a Steward