

Government of Madras.
EDUCATIONAL DEPARTMENT.

Recd.

Regd.

} 1911.

Enclosures

Spare copies

G.O., No. 424, 1st July 1911.

Government training schools for masters.

Passing orders on the reorganization of the — in this presidency and requesting the
Director of Public Instruction to submit the usual proposition statements.

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GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT.

READ—the following papers:—

I

G.O., No. 155, Educational, dated 15th March 1909.

ABSTRACT.—Approving generally the proposals of the Director of Public Instruction for the establishment of training schools for higher elementary teachers and for the complete re organization of training institutions in this Presidency.

II

Letter—from the Hon'ble Mr. A. G. BOURNE, D.Sc., F.R.S., C.I.E., Director of Public Instruction.

To—the Secretary to Government, Educational Department (through the Accountant-General).

Dated—Madras, the 14th June 1909.

No.—Ref. on Cur. 5128-A/07.

With reference to G.O., No. 155, Educational, dated 15th March 1909, I have the honour to submit herewith two proposition statements, one embodying the proposals for the reorganisation of the Training schools referred to therein and the other showing the additions to the last grade of the Provincial Educational Service which will be ten in number excluding the appointment in the Secondary Training School, Rajahmundry, which will be filled by the Vice-Principal of the Training College, Rajahmundry, together with a statement showing the financial effect of the scheme. The proposals for the Teachers' College have not been included in these proposals, and the question of the reorganisation of the college owing to the transfer to it of the college classes from Rajahmundry will be dealt with separately. Proposals for the revision of establishment have been called for from the Principal.

ENCLOSURES.

STATEMENT of proposition for revision of establishment.

[illegible]

Abstract of the proposition statement of the Training schools for Madras.

Number	Locality.	Grade.	Total number of staff.	Present total cost.	Total number of staff.	Proposed total cost.	Increase.	Decrease.	Net increase.
				Rs. A. P.		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. (6,214-9-0-1,181-14-2) or Rs. 5,032-10-10 per annum.
1	Rajahmundry	Secondary	29	1,562 9 9	19	925 0 0	637 9 9	637 9 9	Rs. 60,398-2-0 per annum.
2	Salem	Do.	12	245 0 0	19	875 0 0	630 0 0	630 0 0	
3	Saidapet	Do.	12	245 0 0	19	875 0 0	630 0 0	630 0 0	
4	Tanjore	Do.	16	352 10 8	19	875 0 0	630 0 0	630 0 0	
5	Calicut	Do.	17	351 9 9	20	881 0 0	517 11 7	18 5 4	
6	Vizagapatam	Higher Elementary	12	245 0 0	16	735 0 0	490 0 0	18 5 4	
7	Nellore	Do.	14	290 15 1	16	735 0 0	443 0 11	18 5 4	
8	Bellary	Do.	14	291 15 1	16	735 0 0	443 0 11	18 5 4	
9	Villupuram	Do.	12	245 0 0	16	735 0 0	490 0 0	18 5 4	
10	Tinnevely	Do.	13	250 0 0	16	735 0 0	485 0 0	18 5 4	
11	Mangalore	Do.	14	289 4 5	17	740 0 0	450 11 7	18 5 4	
12	Guntur	Elementary	13	249 0 0	13	231 0 0	18 5 4	18 5 4	
13	Chittoor	Do.	12	249 0 0	13	231 0 0	18 5 4	18 5 4	
14	Trichinopoly	Do.	12	245 0 0	12	227 0 0	18 5 4	18 5 4	
15	Dindigul	Do.	12	245 0 0	12	227 0 0	18 5 4	18 5 4	
16	Chingle	Do.	11	191 10 8	12	227 0 0	36 10 8	18 5 4	
17	Barhampur	Do.	10	187 10 8	12	227 0 0	40 10 8	18 5 4	
18	Russellkonda	Do.	9	191 10 8	12	227 0 0	36 10 8	18 5 4	
19	Pervatipuram	Do.	11	191 10 8	12	227 0 0	36 10 8	18 5 4	
20	Ongole	Do.	11	191 10 8	12	227 0 0	36 10 8	18 5 4	
21	Anantapur	Do.	11	191 10 8	12	227 0 0	36 10 8	18 5 4	
22	Rayachoti	Do.	11	193 5 4	12	227 0 0	36 10 8	18 5 4	
23	Kurnool	Do.	11	193 5 4	12	227 0 0	36 10 8	18 5 4	
24	Ranipet	Do.	11	191 10 8	12	227 0 0	36 10 8	18 5 4	
25	Malappuram	Do.	12	195 10 8	12	227 0 0	36 10 8	18 5 4	
26	Badagara	Do.	12	195 10 8	12	227 0 0	36 10 8	18 5 4	
27	Coinbatore	Do.	15	334 5 4	12	227 0 0	13 5 4	18 5 4	
28	Fanchama, Madras	Do.	11	192 10 8	12	227 0 0	36 10 8	18 5 4	
29	Muhammadan, Madras	Do.	12	245 0 0	12	227 0 0	18 5 4	18 5 4	
30	Narasapur	Do.	12	245 0 0	12	227 0 0	18 5 4	18 5 4	
31	Atur	Do.	10	173 5 4	12	227 0 0	227 0 0	18 5 4	
32	Cuddalore (to be closed)	Do.	10	173 5 4	12	227 0 0	227 0 0	18 5 4	
		Total	377	8,369 5 2	437	13,402 0 0	6,214 9 0	1,181 14 2	

Endt. No. T.M. 25-5/4336, dated 8th July 1909.

Forwarded to Government.

2. G.O., No. 155, Educational, dated 15th March 1909, has not been communicated to this office.

3. The entries in the column "Present scale" have been compared with the registers of this office. In the statement showing the additions to the Provincial Educational Service the two appointments of lecturers in the Rajahmundry and Kumbakonam Colleges sanctioned in G.O., No. 330, Educational, dated 5th June 1909, have not been included. In the statement for training schools the necessary corrections have been made in red ink and the entries in the "Present scale," as corrected, agree with the books of this office.

4. The proposals require the sanction of the Secretary of State under article 277 (4), Civil Account Code, and Government of India Resolution No. 6660-Ex., Finance, dated 1st November 1907.

5. No provision has been made in the current year's budget to meet the extra cost on account of the reorganisation in question. The necessary funds should therefore be provided by reappropriation, if the extra expenditure is likely to be incurred in the current year.

A. MONTAGU BRIGSTOCKE,
Accountant-General.

To the Secretary to Government, Educational Department.

III

Official Memorandum No. 1335-2, Educational, dated 5th August 1909.

With reference to his letter R.C. No. 5128-A, dated 14th June 1909, the Director of Public Instruction is informed that as the scheme for the reorganisation of training schools requires the sanction of the Secretary of State under article 277 (4), Civil Account Code, a simplified proposition statement in form 5-A has, under article 57 (4), Civil Account Code, to be forwarded to the Government of India. He is accordingly requested to prepare and submit through the Accountant-General, at a very early date, a simplified proposition statement in the form above referred to.

(By Order.)

C. A. SOUTER,
Ag. Under Secretary to Government.

To the Director of Public Instruction.

IV

Letter—from the Hon'ble Mr. A. G. BOURNE, D.Sc., F.R.S., C.I.E., Director of Public Instruction.

To—the Secretary to Government, Educational Department (through the Accountant-General).

Dated—Madras, the 21st August 1909.

No.—Ref. on Cur. 5128-A/07.

With reference to Memorandum No. 1335-2, Educational, dated 5th August 1909, I have the honour to submit herewith the simplified proposition statement in form 5-A called for therein.

ENCLOSURE.

1 Class or grade and designation of officers affected.	2 Number in each class.		3 Rates of pay.		4 Actual present cost of establishment affected.	5 Approximate extra cost involved by these proposals.
	Present. (a)	Proposed. (b)	Present. (a)	Proposed. (b)		
			RS.			
Provincial Educational Service	1	1	250	250		
Do.	1	10	...	200		
	1	11	125-5-150	100		
	2	11	80-4-100	75		
	1	16	70	60		
	5	42	60-4-80	50		
	...	5	...	45		
	...	11	...	40		
	2	5	60	35		
	15	53	40-4-60	30		
	1	51	40-2-50	25		
	5	51	50	20		
Masters and teachers of Training schools.	1	40	40	15		
	31	20	30-2-40	12		
	1	...	35-1-40	...		
	1	...	30	...		
	1	...	25-2-35	...		
	6	...	25-2-50	...		
	31	...	20-2-30	...		
	30	...	20-1-25	...		
	7	...	20	...		
	78	...	15-1-20	...		
	83	...	10-1-15	...		
	1	22	25-3-40	7		
	...	(1)	...	P. A. 1		
	1	31	10-1-15	6		
	1	33	8	5		
Clerks and servants of Training schools.	3	24	7	4		
	30	...	6	...		
	5	...	5	...		
	33	...	4	...		
Total	377	437				

Endt. No. T.M. 25-5/7416, dated 8th September 1909.

Forwarded to the Secretary to the Government of Madras, Educational Department.

The figures in columns 2 (a), 3 (a) and 4 have been examined and the extra cost shown in column 5 checked with the proposed alterations and additions entered in columns 2 (b) and 3 (b), and found correct.

The proposition statement received with Government endorsement No. 1616-1, Educational, dated 27th August 1909, is returned.

A. MONTAGU BRIGSTOCKE,
Accountant-General.

V

Memorandum No. 1678-1, Educational, dated 16th September 1909.

In the scheme for the reorganisation of the Government Training schools for masters in this Presidency, which was generally approved in G.O., No. 155, Educational, dated 15th March 1909, and for which proposition statements were submitted with the Director of Public Instruction's letter R.C. No. 5128-A, dated 14th June 1909, provision is made for the establishment of five secondary, six higher elementary and twenty elementary training schools. On further consideration of the subject, the Government are inclined to the view that the proposals require further scrutiny, not only on account of their great cost, both initial and recurring, but also of the facts that it is not yet possible clearly to foresee what

position in the educational system the higher elementary schools called into existence by the new Educational Rules will take, and therefore what demand will exist for teachers trained to conduct them, that the Madras Presidency already spends more on training institutions and has more pupils under training than any other province; that a considerable and increasing number of the teachers in its elementary schools are already trained (some holding secondary and even collegiate certificates); and that it is doubtful whether the wastage among these elementary teachers will not be more than met by the extensive scheme now under consideration.

2. The Director of Public Instruction is accordingly requested to consider his proposals further with reference to the following remarks:—

(1) The annual extra cost of the proposed over the existing schools is Rs. 1,10,000, of which Rs. 60,000, or over one-half, is for increased salaries. The proposals regarding stipends given in paragraph 7 of the Director's letter, R.C. No. 5128-A, dated 29th August 1908, show that he expects to have about 40 students in each secondary school and 80 students in each higher elementary school. The proposed schools will therefore be smaller, not only than the Government of India have throughout the correspondence suggested but also than the circumstances of this Presidency seem to require. Since both the higher elementary schools and the secondary schools are to have the same scale of staff, namely, four masters on Rs. 200, Rs. 100, Rs. 75 and Rs. 50, respectively, and since each secondary school is also to include a higher elementary section, it would seem to be possible to reduce the suggested numbers of the secondary and higher elementary schools and thus not only save largely in establishment charges but also guard against the possibility that the higher elementary schools may turn out a body of men for whom there may eventually be no adequate demand.

(2) Any reduction in the number of the schools would have to be carried out with due regard to means of communication, the vernacular of the practising schools, existing buildings and proximity to an Inspector's head-quarters. For instance, Villupuram, where it is proposed to have a higher elementary school, has a new building on the type-design and the Tanjore secondary and Tinnevely higher elementary schools could perhaps be combined with it, a secondary school at Villupuram taking the place of the three schools, which are all situated in Tamil districts. Similarly, the proposed Nellore and Vizagapatam higher elementary schools, which are situated in districts where the vernacular is Telugu, might perhaps be amalgamated with the secondary school at Rajahmundry. In the same way the number of elementary schools could also apparently be reduced. For instance, it does not seem to be necessary to have separate schools of this class both at Chittoor and Ranipet, both at Guntur and Ongole, and both at Anantapur and Rayachoti.

(3) It would perhaps be enough, also, to place only the headmasters of the secondary training schools on the cadre of the Provincial Educational Service, the pay of the headmasters of the higher elementary schools being fixed at Rs. 150-5-200.

W. FRANCIS,
Ag. Secretary to Government.

To the Director of Public Instruction.

VI

Letter— from the Hon'ble Mr. J. H. STONE, M.A., F.R.H.S., Acting Director of Public Instruction.

To—the Secretary to Government, Educational Department.

Dated—Madras, the 25th November 1910.

No.—Ref. on Cur. 5128-A/07.

In their Memorandum No. 1678-1, Educational, dated 16th September 1909, Government observed that the proposals for the reorganization of training schools required further scrutiny not only on account of their cost but also of the uncertainty of the position of the higher elementary schools in the educational system and of the demand that will exist for teachers trained to conduct them, and they suggested

that the total cost of the scheme be reduced by fixing a lower rate of salaries for the headmasters of higher elementary schools and that the number of secondary and higher elementary schools be also reduced, the reduction in the latter case being effected with due regard to the means of communication, the vernacular teaching of the practising schools, the existing buildings, the Inspectors' head-quarters, etc.

2 With regard to the higher elementary schools, I beg to state that the fear expressed by Government that they will not be required in such large numbers seemed to Dr. Bourne, in whose opinion I also concur, to be unfounded and that there need be no doubt as to their success. In the first place, it seems necessary to emphasise the fact that training schools of this grade have no necessary connection with higher elementary schools. The teachers trained in them are required in *all* elementary schools and not only in those that have standards above the fourth. In the next place, it is desirable that such teachers should be employed, as far as possible, even in elementary schools that do not possess the fourth as the highest standard. It may be mentioned here that not long ago the Educational Rules required the employment of "lower secondary teachers" in all fourth standards except in schools of specially noted areas. Further, owing to the paucity of trained secondary grade teachers, the employment of trained higher elementary teachers will have to be tolerated for sometime in many of the lower classes of secondary schools and in many classes of the model schools attached to training schools. Moreover, it is the general opinion of most persons engaged in training school work that the higher elementary teachers are, as might be expected, very much better worth training than the lower elementary men especially as a fair proportion of the former will, as is now the case, be men who have studied in upper secondary forms and some may hold secondary school leaving certificates not considered good enough to entitle them to admission into a secondary training school or class. For these reasons, I agree with Dr. Bourne and the Inspector of European and Training Schools in thinking that there should be no reduction whatever in the number of higher elementary teachers proposed for training.

It might seem to follow that a reduction might be made in the number of lower elementary schools. Since, however, the bulk of the teaching in elementary schools will for years to come have to be done by teachers of this grade—and they are certainly better trained than untrained—I should deprecate any reduction in the number of stipends assigned to them, or rather in the total sum assigned to stipends for teachers of both elementary grades taken together. It does not, however, follow that the proportion of higher elementary to lower elementary teachers under training will be that indicated by the number of stipends assigned to each grade, since Inspectors are empowered to give a greater proportion of higher elementary stipends if suitable candidates come forward in sufficient numbers.

3. Having explained the necessity for providing without any reduction for the suggested numbers of the elementary teachers proposed to be trained and bearing in mind the solicitude of Government in regard to the cost of the scheme as a whole, I beg to submit the following proposals in modification of those approved in G.O., No. 155, Educational, dated 15th March 1909.

In their order No. 437, Educational, dated 9th July 1907, considerable stress was laid on the view of the Government of India that it was necessary to establish in this Presidency certain large training schools and that there should be one of these at the head-quarters of each Circle Inspector. In the view of the Government of India, the purpose of these schools was the training of teachers for the Higher Elementary schools that were to be brought into existence by the operation of the new Educational Rules. The Government of Madras, however, were aware that any difference between the training of teachers for such schools and for the lower classes of secondary schools was a matter of curriculum and not of the class of training school provided, and consequently directed that a scheme should be drawn up for the establishment of a secondary training school at the head-quarters of each Circle Inspector. It was, however, found that, having in view the existing circles, the head-quarters of Inspectors were not always the best places for such schools, and in the scheme that received the approbation of Government (G.O., No. 155, Educational, dated 15th March 1909), the idea of these circle schools with the connected

idea of concentration has had little influence. I now venture to ask Government to finally abandon these ideas as not really applicable to this Presidency, where, owing to diversity of languages and the attachment of the people to their own countryside and the insuperable difficulty in the face of the competition of aided schools of securing a model school large enough for the training of a large number of teachers in one place, diffusion within limits rather than concentration of the training of teachers seems the right principle. Entirely then putting on one side as inapplicable the notion of establishing in this Presidency large training institutions for lower grade teachers like those at Poona and Dharwar, I beg to suggest another method of dealing with the training of secondary teachers. It was first, I believe, mooted by Mr. Mayhew, it is supported by Mr. Middlemast and by myself, and was approved in outline by Dr. Bourne. It is that the training of secondary teachers shall be carried on in connection with a few of the new Model High schools. Instead of creating secondary training schools, I propose to have merely secondary training sections of two classes each attached to certain Model High Schools. I propose to have six such sections altogether, two for Telugu and two for Tamil teachers, one for Malayali teachers and another for Canarese teachers, and wish to locate the Telugu sections at Rajahmundry and Chittoor (North Arcot), the Tamil sections at Tiruválúr (Tanjore) and Coimbatore, the Malayalam section at Palghat and the Canarese section at Mangalore. Rajahmundry is central for the northern districts and Chittoor for the Nellore and Ceded districts. Tiruválúr is included to avoid the anomaly of there being no Government secondary training class near the East Coast south of Madras.

It is to be remembered that there are aided secondary training schools at Pasumalai (Madura) and at Nazareth. Taking these into account, opportunities of obtaining secondary training will, I think, be fairly distributed.

It will be observed that where possible these sections are to be attached to Model schools forming part of Arts Colleges with a view to affording the maximum facilities for the further general education of the students under training. Whether in the case of Rajahmundry any use can be made of the College classes may perhaps be left for arrangement between the Principal and the Headmaster of the Model High School. Care has also been taken to provide for the different vernacular languages, and evenness of geographical distribution has been particularly aimed at. The following reasons will show not only that this is a feasible way of reducing the total cost of the scheme but that it provides for the training of secondary teachers better than the institution of secondary training schools:—

(a) It should be remembered that great difficulty has been experienced in inducing pupils to attend the higher classes of the complete elementary schools which under rule 106 of the Educational Rules serve at present as Model schools to secondary training schools. The Model schools attached to the secondary training schools at Tanjore and Coimbatore have had for years little better than skeleton classes, and although at Calicut a large lower secondary practising school was maintained at a great sacrifice of the training work the pupils were not on the whole of the class that would attend an ordinary secondary school; and since the school has been made higher elementary and due attention has been given to training it has fallen off very considerably in numbers. If secondary training schools of the kind originally proposed are established, it is certain that this difficulty will continue to be felt, and probably in an increasing degree, and that the maintenance of their Model schools at an adequate strength will be impossible in the face of the competition of local secondary schools. Moreover, while, for the higher elementary grade teachers who, it is proposed, shall be trained in these secondary training schools, Elementary Model schools are wanted, for secondary teachers the lower classes of secondary schools should be provided. Experience has shown in the case of the Teachers' College and the Rajahmundry Training section that training classes can be added to high schools without diminishing their strength or impairing their efficiency. Students trained in such classes will also get as much and as representative teaching and observation work as they require.

(b) Even after the proposed increase of salaries is effected the general education qualifications of many of the Model school teachers in the proposed secondary training schools will be the same as, or even lower than those of the secondary students, and this is obviously undesirable.

(c) If the trained secondary teachers are to take a useful part in secondary schools it would be highly desirable that they should practise while under training in a complete and well-equipped and organized secondary school of reasonable size and come in daily contact with a well-qualified staff whose teaching will serve as a model to them in every respect and the influence of whose experience and ideas even where, as in the case of the teachers of higher classes, their teaching is not seen by the students, will be of permanent value.

(d) It is proposed to extend the period of training of secondary students to two years. During this time they may be expected to make considerable advance in their general education. As already pointed out, I propose to attach the secondary training sections, wherever practicable, to model schools which are also second-grade Arts Colleges in view to providing the maximum facilities for the extension of the students' general education since they may according to their qualifications attend selected school or college classes besides receiving pedagogic instruction and training. In particular they may attend classes in those subjects included in the Secondary School Leaving Certificate Scheme which are not at present usually taught in schools.

Among these students there will be some who have passed the F.A. or the Intermediate Examination of the Madras University and who have taken the courses for one of these examinations in a College. Such students should, I think, be required to be under training only for one year. This would result in some small saving as explained later.

I invite particular attention to these considerations because the proposed arrangement disposes of the difficulty which would certainly arise under the scheme for secondary training schools of satisfactorily utilising the two years of training. That scheme no doubt assumed that the secondary training schools would improve the general education of the teachers but the staffs provided could not be expected to furnish the depth and variety of attainment necessary to do this to the best advantage.

(e) The adoption of the modified scheme would, as detailed in paragraph 4 *infra*, necessitate an increase in the number of higher elementary schools which entails a diminution in that of the lower elementary schools and so ensures a greater proportion of the lower elementary teachers being brought under the direct supervision and influence of the headmasters and staffs of higher elementary schools who will be men of superior educational attainments. It also makes in the direction of larger and better schools and so much concentration as is practicable.

(f) It may perhaps be argued that under the proposed arrangement the relations between the Headmaster of the Model school and the training class teacher will present some difficulty. The inconvenience may, however, be obviated if their respective spheres of responsibility and control are carefully defined. The training class masters would alone be responsible for the theoretical work of the students while all arrangements affecting in any way the work of the Model school, as for example, the organization of teaching and observation work in that school, would be subject to the approval of its Headmaster through whom all correspondence on such points with the Inspector would pass, and I think that the Inspector of European and Training Schools and not the circle inspector should inspect and control these secondary training classes the stipendiaries in any school not being necessarily drawn from one circle.

(g) Among the other advantages of the proposal are (1) its economy, as no separate apparatus and library will be necessary since the students can make use of those in the model school, and as a saving may also be expected under staff and menial establishment as will be explained later, (2) its being the best solution of the vernacular difficulty; all instruction in the non-language subjects in forms below the fourth being given through the medium of the vernacular it is necessary that these secondary students should work for their practice in a Model School in which their vernacular is taught.

The staff and establishment required for each secondary training section will be dealt with later.

4. The substitution of secondary training sections for training schools of the corresponding grade, of which it was proposed to have five, involves a loss of five higher elementary classes, and this will be sufficiently made good by increasing the number of higher elementary schools from 6 to 10 which will give an average of 24 higher elementary students for each school a number which will not be unmanageable. To secure this object, I propose to convert one of the schools (Dindigul) classed as lower elementary into higher elementary and to establish higher elementary schools in three of the stations (Rajahmundry, Saidapet, and Calicut) in which it was originally intended to retain the secondary training schools.

The following is my distribution of the higher elementary schools:—

(1) Vizagapatam	.. .. .	Telugu.
(2) Rajahmundry	.. .. .	Do.
(3) Nellore	.. .. .	Do.
(4) Bellary	.. .. .	Telugu and Canarese.
(5) Saidapet	.. .. .	Telugu and Tamil.
(6) Villupuram	.. .. .	Tamil.
(7) Dindigul	.. .. .	Do.
(8) Tinnevely	.. .. .	Do.
(9) Calicut	.. .. .	Malayalam.
(10) Mangalore	.. .. .	Canarese.

Aided Higher Elementary Training Schools.

(1) Samalkota		Telugu.
(2) Masulipatam	.. .. .	
(3) Bapatla	.. .. .	
(4) Gooty	.. .. .	
(5) Nayudupet	.. .. .	
(6) Ranipet		Tamil.
(7) Tranquebar	.. .. .	
(8) Trichinopoly	.. .. .	
(9) Pasumalai	.. .. .	
(10) Palamcottah	.. .. .	
(11) Nazareth		Malayalam.
(12) Nettur (Tellicherry)	.. .. .	

In selecting these places attention has been given to language and general geographical distribution and in this connection I beg to invite the attention of Government to the marginal list of aided training institutions the work of which supplements that of Government. There were under training in these institutions on the 31st December last 198 higher elementary teachers.

I mention Saidapet as the seat of a higher elementary school only tentatively. The existence of a training school with a lower elementary model school in close proximity with the secondary model school attached to the Teachers' College is obviously undesirable and is sure to affect, as has already been the case, the strength and character of the lower classes of the secondary school. Further, as will be noticed from my proposals for the reorganization of the Teachers' College submitted separately, all the buildings of the Agricultural College will be required for the Teachers' College and its model school, and it would be extremely inconvenient to accommodate the higher elementary training school in the same compound. If, therefore, Government are pleased to reconsider the decision arrived at in paragraph 8 of their Order No. 155, Educational, dated 15th March 1909, in regard to the accommodation of the Training School, Saidapet, and are prepared to build a new school for it elsewhere I would suggest a suitable place for the location of the school either in Saidapet or elsewhere, either in Madras or within an easy distance of it.

5. The conversion of one of the lower elementary schools into higher elementary and the other changes proposed above render possible a reconsideration of the list of lower elementary schools and with reference to the suggestions made in paragraph 2 (2) of the Government Memorandum No. 1678-1, dated 16th September 1909, I am led to think that the schools at Chicacole, Ongole, Anantapur and Badagara may be abolished and that the two new ones proposed at Narsapur and Atur are not needed. The first four were established to serve local needs when communications were difficult; they are now in easy railway communication with strong higher elementary schools. The purposes proposed to be served by the schools suggested for Narsapur and Atur can, I believe, be better served by strengthening the Rajahmundry and Saidapet higher elementary schools. I am also informed that it is not possible to secure a model school at Atur. Schools are wanted at both Chittoor and Ranipet as

the one is intended for Telugu and the other for Tamil students. In both these places moreover there are satisfactory buildings. The following then is the revised list of lower elementary schools under the present scheme.

(1) Russellkonda	.. .. .	Uriya.
(2) Párvatipuram	.. .. .	Do.
(3) Berhampur	.. .. .	Telugu.
(4) Guntúr	.. .. .	Do.
(5) Ráyachóti	.. .. .	Do.
(6) Kurnool	.. .. .	Do.
(7) Chittoor	.. .. .	Do.
(8) Ranipet	.. .. .	Tamil.
(9) Tanjore	.. .. .	Do.
(10) Trichinopoly	.. .. .	Do.
(11) Salem	.. .. .	Do.
(12) Coimbatore	.. .. .	Do.
(13) Muhammadan Training school, Madras	.. .. .	Urdu.
(14) Malappuram	.. .. .	Malayalam

for Mappillas.

In considering the distribution of schools of this grade it will of course have to be borne in mind that the higher elementary training schools have also lower elementary classes and that this is the case also with the non-Government schools mentioned in the preceding paragraph. The omission from the list of the Government Panchama Training School, Madras, requires more than passing notice. This school has never attained any high degree of efficiency nor has it ever really met the needs of panchama education, since practically no provision has been made in it for the training of other than Tamil speaking panchamas. There appears to be no objection to the admission of panchamas to other training schools. There are 25 panchamas in other Government and public training schools not specially intended for them, in addition to considerable numbers of panchama Christians to which class more than half the teachers trained in the panchama training school belong, there being only 14 panchamas now in it. In fact the school largely consists of men sent by inspectors to the panchama training school who would rather have gone to some school nearer their homes. There can, I think, be no doubt that from the point of view of effective training it is much better for a panchama teacher to be in a school recruited from classes higher than his own. I think, therefore, that the needs of panchama education can better be met by distributing the panchama teachers among other schools, Government and non-Government than by maintaining a special school for them. It is not proposed, however, to reduce the number of stipends available for panchamas, but full stipends will be allowed to panchama teachers recommended by the inspecting officers for training in any training school either under departmental or private management to which they may be sent, the annual number of such stipends being limited to 25, the number usually assigned to the Panchama Training School, Madras. It is significant that since this paragraph the Inspector of European and Training Schools has of his own motion submitted proposals for the abolition of the panchama training school on the grounds stated above.

There will be no difficulty in utilizing the buildings occupied by this school: they might be made available for one of the training sections proposed to be opened under the scheme of reorganization of the Presidency Training School for Mistresses, or with some extensions they would serve for the higher elementary school it is proposed to establish for Madras. In this case the model school would take the place of one of the elementary schools that the Corporation of Madras proposes to establish. It did not seem necessary to delay the present proposals for final decision between these alternatives.

6. Staff—(1) *Secondary training sections.*—I propose that the staff of each of the Telugu and Tamil secondary training sections shall consist of two masters, one on Rs. 200 and the other on Rs. 100. These salaries are only approximate. The headmaster must be a man of standing and experience and the pay proposed will place him above any assistant in a model high school. His junior must, of course, be well qualified but need not have much seniority. I consider that about Rs. 100 would be a suitable rate of salary for him. I would propose further that the headmastership be included in the cadre of the Provincial Educational Service in the 9th grade so as to be on a par with similar appointments in model high schools, that

the post of assistant be included in the cadre of Sub-Assistant Inspectors of Schools and that consequently the number of appointments in the ninth grade of the Provincial Educational Service and in the fourth class of Sub-Assistants be increased by six each respectively. The Agricultural Instructor, the drawingmaster and the gymnastic instructor of the model high school should be able to take part in the training of the students but to enable them to do so without their work in the model school suffering I propose that the two latter should each be provided with an assistant. There would also be an increase of clerical work requiring some clerical assistance. I would therefore provide in connection with each of the above secondary training sections an additional drawingmaster on a salary of Rs. 20 and an additional gymnastic instructor on Rs. 15 who, between them, may be expected to do the extra clerical work. An extra peon on Rs. 7 per mensem will be required. For each of the Malayalam and Canarese Training sections which it is proposed to establish at Palghat and Mangalore and which will certainly contain decidedly fewer students than the others, a single lecturer who will be a member of the ninth grade of the Provincial Educational Service will be sufficient. Each of these sections will also be provided with a peon.

(2) *Higher Elementary Schools.*—I have given much consideration to the scales of salaries proposed in the original scheme and am of opinion that they are susceptible of modification. Both Dr. Bourne and myself agree with Government in thinking that it is unnecessary to place the headmasters of the higher elementary training schools on the cadre of the Provincial Educational Service and I would indeed go further than Government and suggest that the maximum pay of these officers should generally be Rs. 175 which would place them on an equivalent footing to members of the subordinate Educational service—collegiate branch, and to Sub-Assistant Inspectors of Schools in the inspection branch and on a superior one to the first assistants in the proposed model high schools. There is much to be said in favour of distributing all the headmasterships of the training sections of the higher elementary schools as also the posts of First and Second Assistants in them for which a pay of Rs. 100 and Rs. 75 was proposed among the various grades of Sub-Assistants. It is important that the subordinate inspecting staff should be in close touch with the training schools and that the masters in training schools should be thoroughly well acquainted with the needs and limitations of elementary schools. On this point a remark of Mr. Mayhew's is illuminating:—

“In general the training school staff will not remember the kind of schools to which their students must revert”. These objects could be best secured by the transfer of men from one line to the other, while at the same time such transfers would not be necessary merely in order to give promotion. This system of grading would also facilitate the transfer in a few exceptional cases of members of the subordinate collegiate service to the secondary training sections and higher elementary schools and *vice versa*. Including the four assistants in the proposed secondary training sections there will be 34 appointments as shown in the margin to be included in the cadre of Sub-Assistant Inspectors of Boys' Schools, and these may be distributed among the various classes as follows:—

Class.	Present sanctioned.	Proposed.	Increase.
First	No. 10	No. 12	2
Second	20	28	8
Third	29	33	4
Fourth	40	50	10
Probationary	22	32	10
Total ..	121	155	34

There remain then the posts of third Assistants on Rs. 60 in the schools and I propose to substitute for the post of Agricultural Instructor on Rs. 50 in each school an additional assistant termed the fourth Assistant. This change would involve an alteration in the present method of recruitment of Agricultural Instructors. Hitherto candidates who have undergone the full course in the College of Agriculture and qualified for the diploma in Agriculture were given paper appointments as Agricultural Instructors and then sent to a training institution for a course of normal training on payment of half the salary of the post and the usual stipend before being allowed to enter on their duties. These instructors were generally Matriculates and being unfit for any other duties than those of their special appointments were not eligible for promotion. Consequently they became discontented and endeavoured to leave the department in hope of doing better elsewhere. Already one of them has been lent to the Court of Wards for service at Newington on Rs. 100 and another has applied to the Director of Agriculture for an appointment. In future it is proposed to depute one of the trained teachers on the staff of each higher elementary training school, be he a graduate or an undergraduate, to the Agricultural College at Coimbatore for a period varying from six months to a year on payment of a moiety of his salary not exceeding such moiety available after payment to his substitute. This will remove the disability to which the Agricultural Instructors are subjected under the existing system. I would place these two posts, viz., those of the Third and Fourth Assistants on the cadre of Supervisors of Elementary schools and allow them the pay of the first grade as far as practicable.

(3) *Lower Elementary schools*.—I propose to place all the three posts, viz., those of headmaster and the two assistants, in the training section of a Lower Elementary school also in the cadre of Supervisors of Elementary schools, the grade pay of the individuals being dependent partly upon the general educational and professional qualifications of the teachers and partly upon the nature of their work and responsibility.

(4) The method suggested above of including some of the posts in the cadre of Sub-Assistant Inspectors and others in that of Supervisors of Elementary schools is apparently open to the objection that while the men in the subordinate inspectorate will be those who have passed the Special Tests prescribed for their office, viz., the Sub-Assistants' or the Supervisors' Test those employed in the tutorial line, i.e., in training schools will generally be men devoid of the above qualification and consequently ineligible for transfer to the inspectorate when necessity arises. This difficulty might be got over by directing that none of the teachers in training schools shall be eligible for promotion, say, beyond the third grade of Sub-Assistants or beyond the second grade of Supervisors unless they have passed the Sub-Assistants' or the Supervisors' Test, respectively.

(5) The 62* additional appointments to be made to the various grades of Supervisors as the result of the above proposals should, I propose, be distributed as follows:—

Grade.						Present sanctioned number.	Proposed number.	Increase.
First ..	..	..	..	..	..	34	68	34
Second ..	..	..	..	..	..	68	80	12
Third ..	..	..	..	..	..	136	152	16
Total ..						238	300	62

(6) I do not propose any general revision of the scales of salaries proposed in the original scheme for the staffs of the model schools attached to the higher and lower elementary schools. The Inspector of European and Training Schools considers, however, that the proposed scales are not adequate in areas where it is difficult to secure qualified teachers and that higher salaries should be allowed to the staffs in them. There is no doubt force in what he says, but instead of having two different scales of salaries which would hinder the transfer of teachers from stations in which the higher rates obtain to those in which lower rates prevail I would propose that the Director of Public Instruction be empowered to grant, at his discretion and in exceptional cases, local allowances not exceeding 20 per cent. of the normal pay proposed in paragraph 5 of Dr. Bourne's letter read in G.O., No. 155, Educational, dated 15th March 1909, for the regular staffs (i.e., excluding drawing masters and gymnastic instructors), and would limit the concession for the present to six centres, viz., Russellkonda, Berhampur, Párvatipur, Ráyachóti, Kurnool and Bellary. The maximum amount of local allowances to be granted under this proposal would come to Rs. 125 per mensem or Rs. 1,500 a year, though I expect the actual expenditure to be much less.

The total financial effect of the proposals made in this paragraph may be gathered from the following particulars:—

	RS.	Cost per mensem. RS.	Cost per annum. RS.
Six headmasters of secondary training schools at Rs. 200 per mensem each ..	1,200		
Four Assistant Drawingmasters for them at Rs. 20 each	80		
Four Assistant Gymnastic Instructors for them at Rs. 15 each	60		
Six peons for them at Rs. 7 each	42		
		1,382	
<i>Additions to the cadre of Sub-Assistants.</i>			
First class, 2 at Rs. 175 each ..	350		
Second „ 8 at Rs. 150 „ ..	1,200		
Third „ 4 at Rs. 125 „ ..	500		
Fourth „ 10 at Rs. 100 „ ..	1,000		
Probationary „ 10 at Rs. 75 „ ..	750		
		3,800	
<i>Additions to the cadre of Supervisors.</i>			
First grade, 34 at Rs. 50 each ..	1,700		
Second „ 12 at Rs. 40 „ ..	480		
Third „ 16 at Rs. 30 „ ..	480		
		2,660	
Local allowances in model schools attached to six of the elementary training schools ..	125		
		125	
Total ..		7,967	95,604
<i>Add (1) the cost of ten model schools to higher elementary training schools excluding the pay of gardeners and nightwatchmen who are to be paid in future from contingencies, Rs. 239 × 10 .. =</i>			
	2,390		
<i>(2) the cost of fourteen model schools to lower elementary training schools excluding the pay of gardeners and nightwatchmen, Rupees 98 × 14 =</i>			
	1,372		
		3,762	45,144
Grand total ..		11,729	1,40,748

Thus the total cost of the revised scheme under salaries and establishments excluding nightwatchmen and gardeners who are to be paid in future from contingencies will be Rs. 1,40,748, while the cost under the original scheme under these heads as worked out in paragraph 7 of Dr. Bourne's letter read in G.O., No. 155, Educational, dated 15th March 1909, will be Rs. 1,59,900 or Rs. 1,56,288 excluding the cost of nightwatchmen and gardeners amounting to Rs. 3,612. The revised scheme therefore results in a saving of Rs. 15,540 per annum. Further, it will be observed that in the case of appointments belonging to a graded service acting promotions are not allowed and that under article 141 of the Civil Service Regulations the officiating officer's salary shall not exceed the pay of the lowest grade unless he belongs to another department and is specially appointed to officiate in a grade other than the lowest. These restrictions, which apply to the Supervisors' grades, and the fact that a large saving may be expected under items of non-recurring expenditure [*vide* paragraph 3 (g)] and also under travelling allowance, transfers of officers merely for the sake of promotion being unnecessary under the grading system proposed, will show that the proposals now submitted may prove in the long run to be more economical than they appear to be at first sight.

7. *Stipends*.—The number of stipends under each of the grades will remain the same as proposed in paragraph 7 of Dr. Bourne's letter R.O.C. No. 5128-A., dated 29th August 1908, read in the Government Order quoted above. But as it is proposed to limit the period of training of secondary teachers who have passed the F.A. or the Intermediate Examination of the Madras University to one year and as

	Amount. Rs.
* Stipends of 80 secondary teachers at Rs. 10 per mensem ..	800
Stipends of 240 higher elementary teachers at Rs. 7 per mensem ..	1,680
Stipends of 800 lower elementary teachers at Rs. 5 per mensem ..	4,000
	6,480
or Rs. 77,760 per annum.	
For two batches of each grade $77,760 \times 2$ or 1,55,520.	
Add stipends of 20 secondary teachers at Rs. 12 per mensem or Rs. 144 per annum ..	2,880
	1,58,400
Add also the aggregate amount of the excess rates allowed for Muhammadans, Panchamas, etc. ..	6,560
Total ..	1,64,960

8. *Buildings*.—For the Secondary Training sections the addition of not more than two rooms to each model school would be required so that the additional expense under this head would be trifling, not being more than Rs. 10,000.

In framing the list of elementary schools care has been taken to choose those places where school buildings exist. New buildings will be required at Russellkonda, Parvatipur, Rajahmundry, Salem, Coimbatore and Malappuram, *i.e.*, in six places against the thirteen specified in Dr. Bourne's letter read in G.O., No. 155, Educational, dated 15th March 1909. If, however, Government should reconsider their decision as regards the accommodation of the Training School, Saidapet, in the light of the remarks made in the concluding portion of paragraph 4 *supra* seven new buildings would be necessary.

The buildings provided for the other training schools would no doubt require to be enlarged and modified, and the sum of Rs. 1,00,000 estimated for this purpose in the original scheme seems to me too low. I should put it at nearer a lakh and a half, which with the cost of the new buildings required and of the additional rooms

these men will be eligible for a stipend of Rs. 12 per mensem the total cost of stipends will as shown in the margin* amount to Rs. 1,64,960 only, *i.e.*, Rs. 1,960 less than the sum originally estimated. I have assumed that 20 per cent. only of the secondary teachers, *i.e.*, only 20 of them will be men who have passed an examination higher than the Matriculation or the Secondary School Leaving Certificate Examination.

needed for the secondary training sections might be expected to come up to

	Rs.
* Rajahmundry and Saidapet ..	1,00,000
Salem, Coimbatore and Malappuram ..	1,35,000
Russellkonda and Parvatipur ..	50,000
Additional rooms for secondary training sections ..	10,000
Additions to existing buildings ..	1,50,000
	4,45,000
Add for rounding ..	5,000
Total ..	4,50,000

Rs. 4,50,000 * in round figures, as against Rs. 6,20,000 and this sum should include furniture and fittings and would be still further reduced if it is found practicable to use the Panchama School buildings for the Madras higher elementary school. In my opinion a building for a higher elementary school should only cost about Rs. 50,000 and that for a lower elementary one about Rs. 45,000. Buildings for the schools at Russellkonda and Parvatipur might be expected not to cost more than Rs. 25,000 each. This

would give a total for new buildings of Rs. 2,95,000 as against Rs. 5,20,000 in the original estimate.

9. The question remains as to how the scheme should be brought into force. The proposals regarding the constitution of secondary training sections will have to wait for the scheme respecting model high schools. Meanwhile the existing secondary training schools may continue to work on their present lines. The new scales of salaries for the higher elementary and lower elementary schools may be given effect to as soon as the proposed revision of the sub-assistants' and supervisors' grades is sanctioned. The question of transferring the training school, Saidapet, from its present premises deserves early consideration in view to facilitate the re-organization of the Teachers' College, proposals about which are being submitted in a separate communication through the Accountant-General.

10. If these proposals about which I have taken expert advice, so to speak, from officers like Mr. Middlemast and M.R.Ry. Pranatartihara Aiyar receive the general approval of Government, I shall submit the usual proposition statement and a simplified statement in form V-A under article 57 (4) of the Civil Account Code.

11. I take this opportunity of inviting the attention of Government to G.O., Mis. No. 236, Educational, dated 4th May 1910, regarding the question of including the post of Headmaster, School of Commerce, Calicut, in the cadre of the Provincial Educational Service.

VII

Endt. No. 29-E/11-1, Revenue, dated 1st February 1911.

Referred to the Board of Revenue for remarks on the question of deputing Training school teachers to the Agricultural College, Coimbatore, as proposed in paragraph 6 (2) of the letter read above.

(By Order.)

F. NOYCE,
Under Secretary to Government.

To the Board of Revenue (Revenue Settlement).

VIII

Proceedings of the Board of Revenue (R.S., Sur., L. Rds. and Agri.),
Mis. No. 962, dated 17th March 1911.

E. SCOTT, Esq., I.C.S.

Read—the following papers :—

(i)

Endorsement—from Government, Revenue Department.
Dated—the 1st February 1911.
No.—29-E/11-1.

(ii)

Reference—from the Board of Revenue, Revenue Settlement.
Dated—the 11th February 1911.
No.—411.

Forwarded to the Director of Agriculture for remarks.

(iii)

Letter—from M. E. COUCHMAN, Esq., I.C.S., Director of Agriculture.
To—the Secretary to the Commissioner of Revenue Settlement, Survey, Land
Records and Agriculture.
Dated—the 24th February 1911.
No.—Dis. 390.

In reply to Board's Reference No. 411 of 11th instant, forwarding for remarks the Hon'ble Mr. Stone's letter in which the question of deputing training school teachers to the Agricultural College for a period varying from six months to a year is discussed, I have the honour to report that the Principal, whom I have consulted, thinks that a short course of the kind described would be of no use.

2. In my letter No. 2374 of July 18th last, I proposed to the Director of Public Instruction that selected students should be sent for the full Coimbatore course, and that they should also receive a training at a Teachers' College either before or after the Agricultural course.

3. I agree with the Principal that the full three years' course is essential if the teachers are to know their subject properly. Agriculture is not an affair of books and lectures, and a real knowledge of it cannot be acquired, especially by students of the literary classes, without the practical training in the field which the full course at Coimbatore supplies. I would rather see all attempt to teach agriculture in the training schools given up than see it taught by men who have only a book knowledge of the subject.

4. The solution which suggests itself is that, in view of the excellent education provided at Coimbatore, most of the instruction in which is given by the European Professors themselves, the College degree of L.Ag. should, for the purpose of the Educational Department only, be recognised as the equivalent of the B.A. degree, in the case of such students only as might be selected by the Educational Department for training there. A further training at a Teachers' College would then qualify them for promotion in the Educational Department.

If this were done, there would be less difficulty in getting teachers to undergo the Coimbatore course, and they would also be contented to remain in the Educational Department.

Resolution—Mis. No. 962, dated 17th March 1911.

The letter from the Director of Agriculture read above is submitted to Government with reference to their Endorsement No. 29-E/11-1, Revenue, dated 1st February 1911.

2. The proposal of the Director of Public Instruction is to depute one of the trained teachers on the staff of each higher elementary training school to the Agricultural College at Coimbatore for a period varying from six months to a year, paying him a certain proportion of his salary. The Director of Agriculture and the Principal of the Agricultural College are of opinion that the full three years' course at the Agricultural College is essential to enable the teachers to acquire a proper knowledge of their subject and that the short course suggested would be of no use. In this view the Board concurs, but it fails to see how the proposal made by the Director of Agriculture to recognise the L.Ag. degree as equivalent to the B.A. degree would remove the existing difficulty, viz., that in the Educational Department these trained men are unfit for other than the special work of instructing in

Agriculture. If it is impossible to depute trained teachers for the full three years' course, it seems to the Board that the only alternative is to improve the prospects of the Agricultural Instructors with a view to induce them to stay on in the Educational Department.

(True Extract.)

S. VENKATARAMADAS,
Ag. Secretary.

To the Secretary to Government, Revenue Department.
,, Director of Agriculture.

Order—No. 424, Educational, dated 1st July 1911.

In G.O., No. 155, Educational, dated 15th March 1909, the Government approved generally the proposals submitted by the Director of Public Instruction, Dr. Bourne, for the re-organization of the Government training schools for masters in this presidency. These proposals comprised—

- (1) the abolition of the Training College at Rajahmundry and its amalgamation with the Teachers' College at Saidapet;
- (2) an increase in the number of secondary training schools from three to five;
- (3) the establishment of six higher elementary training schools in the place of the existing fifteen lower secondary training schools; and
- (4) an increase in the number of elementary training schools from eleven to twenty.

2. When the Director of Public Instruction submitted proposition statements embodying these proposals, the Government came to the conclusion that the scheme required further scrutiny not only on account of the aggregate cost but also because of the doubtful future of higher elementary schools in the educational system of this presidency and the uncertainty of the demand for higher elementary teachers. They accordingly requested the Director of Public Instruction to reconsider the question with reference to these aspects of the case and in order to lower the total cost of the proposals suggested that the number of secondary and higher elementary training schools might be reduced and that the headmasters of the higher elementary training schools need not be placed in the Provincial Educational Service as originally proposed. Any such reduction in the number of schools, the Government observed, must however be carried out with due regard to means of communication, the vernacular of the practising schools, the existence of Government buildings and proximity to Inspectors' headquarters.

3. The acting Director of Public Instruction (the Hon'ble Mr. Stone) in replying to this reference contests the proposition that higher elementary training schools are not in great demand. Training schools of this grade, he urges, have no necessary connection with higher elementary schools; and the teachers trained in them are required for all elementary schools—not exclusively for higher elementary schools. There is thus a real demand for teachers of the higher elementary grade, and Mr. Stone has no doubt that provision must be made for the training of the full number of the higher and lower elementary teachers suggested in Dr. Bourne's scheme. The training of secondary teachers, he considers, can be carried on more efficiently in connection with the proposed model high schools. In lieu therefore of opening separate institutions of this grade he proposes to attach secondary training sections of two classes each to selected high schools, preferably those forming part of arts colleges. He would have six such sections, two for Telugus at Rajahmundry and Chittoor, two for Tamils at Tiruvalur and Coimbatore, one for Malayalis at Palghat and one for

Canarese at Mangalore. Finally, he recommends the replacement of the existing fifteen lower secondary and eleven primary training schools by ten higher elementary and fourteen elementary training schools at the following places :—

Higher elementary training schools.

1. Vizagapatam (Telugu).
2. Rajahmundry (do.)
3. Nellore (do.)
4. Bellary (Telugu and Canarese).
5. Saidapet (Tamil and Telugu).
6. Villupuram (Tamil).
7. Dindigul (do.)
8. Tinnevely (do.)
9. Calicut (Malayalam).
10. Mangalore (Canarese).

Elementary training schools.

1. Russellkonda (Uriya).
2. Parvatipuram (dc.)
3. Berhampur (Telugu).
4. Guntur (do.)
5. Rayachoti (do.)
6. Kurnool (do.)
7. Chittoor (do.)
8. Ranipet (Tamil).
9. Tanjore (do.)
10. Trichinopoly (do.)
11. Salem (do.)
12. Coimbatore (do.)
13. Madras (Urdu for Muhammadans).
14. Malappuram (Malayalam for Mapillas).

4. Incidentally these proposals involve the abolition of the Panchama training school at Madras and the training schools now at Chicacole, Ongole, Anantapur, Cuddalore and Badagara and the establishment of new training schools at Rajahmundry, Saidapet and Calicut.

5. Mr. Stone's scheme has been carefully worked out and the proposed classification and distribution of the training institutions meet with the approval of Government. They accept the scale of staff proposed as also the recommendation to distribute the lower grades between the cadres of the sub-assistant inspectors and the supervisors of elementary schools. With regard, however, to the headmasters of secondary training classes whom it is proposed to include in the Provincial Educational Service, the Government observed that the scheme already submitted to the Government of India for the re-organization of the Provincial Educational Service would not admit of the inclusion of these appointments and for that reason these posts should be included in the subordinate educational service on a new scale of pay of Rs. 200 per mensem in the sub-assistants' cadre. Nor are the Government prepared to accept Mr. Stone's proposals regarding agricultural teachers. They consider that the existing method of recruitment of these instructors must continue for the present and that no change should now be made in their pay. They have no objection, however, to limiting to one year the period of training of those students who have passed the First in Arts, or the Intermediate Examination of the Madras University or have taken the courses for one of these examinations in a college.

6. The Director of Public Instruction will be requested to submit at a very early date the usual proposition statements embodying these proposals and a simplified statement in form 5-A as prescribed in article 57 (4) of the Civil Account Code.

(True Extract.)

L. DAVIDSON,
Ag. Secretary to Government.

To the Director of Public Instruction.
" Financial Department.
" Local and Municipal Department with reference to paragraph 4.

EDUCATIONAL DEPARTMENT.

NOTES CONNECTED WITH G.O., No. 424, EDUCATIONAL,
DATED 1ST JULY 1911.

[SUBJECT.—*Re-organization of training schools for masters.*]

Previous papers :

G.O., No. 185,	Edl., dated 27th March	1905.
" Nos. 625-26	" " 15th September	"
" " 495-96	" " 25th July	1906.
" No. 437	" " 9th July	1907.
" " 519	" " 8th August	"
" " 561,	Finl. " 9th November	"
" " 521,	Rev. " 24th February	1909.
" Nos. 147-48	Edl. " 13th March	"
" No. 155	" " 15th March	"
" Nos. 86-87	" " 21st February	1910.
" " 236	" " 14th May	"
" " 577-A, 578	" " 8th October	"
" No. 741	" " 15th December	"
" " 114,	Rev. " 16th January	1911.

From the Director of Public Instruction, dated 14th June 1909, No. 5128-A.

Please see the notes and orders in G.O., No. 155, Educational, dated 15th March 1909. In that order the Government approved the proposals of the Director of Public Instruction for the establishment of training schools for higher elementary teachers and for the complete re-organization of the training institutions in the Presidency and requested the Director to submit proposition statements embodying the various proposals therein approved.

2. The Director of Public Instruction now submits the proposition statements called for. The Accountant-General states that the proposals require the sanction of the Secretary of State under article 277 of the Civil Account Code and the Government of India Resolution No. 6660-Ex., Finance, dated 1st November 1907.

3. The proposals sanctioned in G.O., No. 155, Educational, dated 15th March 1909, were—

(1) to abolish the College department of the Training College at Rajahmundry and to amalgamate it with the Teachers' College, Saidapet ;

(2) to maintain five secondary training schools at Saidapet, Rajahmundry, Salem, Tanjore and Calicut ; and

(3) to have six higher elementary and twenty elementary training schools in the place of the existing fifteen lower secondary and eleven primary training schools.

4. The Government also approved the proposal that the headmasters of the secondary and higher elementary training schools should be members of the Provincial Educational Service and accepted generally the Director of Public Instruction's proposals as regards the staff required for the training and model sections of the three grades of training schools. The proposed scale of establishments for these institutions is compared with the existing scale on pages 7 and 8 of the notes in G.O., No. 155, Educational, dated 15th March 1909.

5. The proposals involve the addition of eleven appointments to the cadre of the Provincial Educational Service to provide for the headmastership of the five secondary and six higher elementary training schools. In the proposition statement submitted by the Director of Public Instruction, however, an addition of only ten appointments to the Provincial Educational Service is proposed, excluding the appointment in the secondary training school, Rajahmundry, which the Director of Public Instruction states will be filled by the present Vice-Principal * of the Training College, Rajahmundry, who is now in the Provincial Educational Service. The proposals for the re-organization of the Teachers' College, Saidapet, are not included in the proposition statement, and Dr. Bourne promises to deal with them separately.

* M. Venkataratnam, pay Rs. 250.

6. It is observed that the Director has added all the ten additional appointments to the last grade of the Provincial Educational Service. This unduly increases the number of appointments in the lowest grade. The grading of the Provincial Educational Service stands as follows:—

	Present scale.	Scale as it will stand when the reorganization of the 1st grade colleges is sanctioned.	Scale as now proposed by the Director of Public Instruction.
Officers on Rs. 700	3	3	3
Do. on ,, 600	3	3	3
Do. on ,, 500	3	3	3
Do. on ,, 450	3	3	3
Do. on ,, 400	4	4	4
Do. on ,, 350	4	5	5
Do. on ,, 300	6	6	7
Do. on ,, 250	6	7	9
Do. on ,, 200	7	8	12
Total	39	42	52

If it is decided to alter the grading, the figures may be as indicated in thick type.

K. RANGASWAMI AIYANGAR—3-8-09.

7. In the proposition statement for the revision of the staff of the several training schools, the following points require notice:—

(i) *Secondary Training Schools*.—According to the scale approved in G.O., No. 155, Educational, dated 15th March 1909, the total cost of the proposed establishment including menial servants for each secondary school is Rs. 875 per mensem. In the case of the Rajahmundry Training School, the cost of the proposed scale according to the proposition statement is Rs. 925. The reason for this difference is that the salary of the Headmaster of that school is placed at Rs. 250, which is the pay now drawn by the Vice-Principal † of the Training College, who is to fill that place, instead of Rs. 200, which is the salary adopted in arriving at the figure Rs. 875. The difference of Rs. 6 in the case of the Calicut school is due to the proposal to pay a personal allowance of Re. 1 to one of the peons already employed in the school on Rs. 8 per mensem in consequence of the adoption of the proposed scale of pay of Rs. 7, and to the inclusion in the regular staff of the sweeper on Rs. 5 already employed in the school, instead of charging his salary to contingencies as in the other cases.

† M. Venkataratnam in the 8th grade of the Provincial Educational Service.

(ii) *Higher Elementary Training Schools*.—In the case of the Mangalore school, the total cost of the proposed staff is Rs. 740 instead of Rs. 735 as approved in G.O., No. 155, Educational, dated 15th March 1909, the difference being due to the inclusion of the salary of the sweeper under "Establishment."

It is for consideration whether some of the ten additional appointments may not be placed in the higher grades.

(iii) *Elementary Training Schools*.—The total cost of the proposed establishment for these schools as shown in the proposition statement is the same as that approved in G.O., No. 155, Educational, dated 15th March 1909, namely, Rs. 227, but in the case of Guntur, Chittoor, Malappuram and Badagara, there is an increase of Rs. 4 which is due, as in the cases above mentioned, to the inclusion of the post of sweeper on Rs. 4 in the regular establishment of the school.

8. A draft letter to the Government of India is submitted for approval.

T.K.—2-8-09.

K. RANGASWAMI AIYANGAR—3-8-09.

I submit that it will be most inadvisable to add all ten posts to the last grade of the Provincial Educational Service. Eighteen out of fifty-two appointments will then be in that grade and promotion from it will be very slow indeed, which is sure to cause discontent. The scale suggested on page 2 *supra* in thick type seems appropriate. If this view is accepted, the proposition statement will need revision.

C. A. SOUTER—3-8-09.

I don't think the objection is serious enough to justify the extra cost of the remedy proposed.

Will the Director of Public Instruction please look through the draft to India and add or correct?

W. FRANCIS—4-8-09.

Under article 57 (4) of the Civil Account Code in the case of schemes which have to be submitted to the Secretary of State for sanction and which involve the revision of a large establishment, comprising subordinate and menial posts, a simplified proposition statement in form 5-A prepared in consultation with the Accountant-General has also to be forwarded to the Government of India. The scheme for the reorganization of training schools requires, according to the Accountant-General, the sanction of the Secretary of State and it involves the revision of a large establishment, comprising subordinate and menial posts. The Director of Public Instruction may therefore be requested to prepare and submit through the Accountant-General at an early date a simplified proposition statement in form 5-A.

A draft is submitted for approval.

T. KANAKASUNDARAM PILLAI—4-8-09.

The file is now going to the Director of Public Instruction u.o. In the meantime, the draft memorandum may issue.

K. RANGASWAMI AIYANGAR—4-8-09.

C. A. SOUTER—4-8-09.

To the Director of Public Instruction.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION.

Please see verbal change noted against paragraph 5; otherwise the draft is, I think, correct.

2. I understood it to be settled that the new appointments in the Provincial Service were to be in the last grade. I do not think it will ordinarily be necessary to pay the Headmaster of a training school more than Rs. 200. It is of course unsatisfactory to put officers into a graded service and then keep them with occasional exceptions on a fixed pay. An alternative would be to fix the pay at Rupees 150—5—200.

3. A more important matter is, as I originally pointed out, that there is no demand for the higher elementary teacher. I have kept the papers in order to secure the statistics for last year. There is, I fear, no doubt that the numbers of pupils in higher elementary classes do not as was hoped increase but, on the other hand, continue to decrease—they all run away to secondary schools.

4. The previous papers are not in the file but speaking from memory the position is this: The Government of India advocated training these teachers; we pointed out that there was no demand for such schools, the matter was pressed and the present proposition statement is a corollary of a scheme I put forward in obedience to orders. The most recent figures show more clearly than ever that the higher elementary teacher is not in demand. There are at present under 3,000 pupils in the three higher classes of elementary schools, the number is decreasing, but the present scheme provides for turning out annually, say, 200 teachers specially trained for work in such classes.

A. G. BOURNE—17-8-09.

To the Educational Department.

EDUCATIONAL DEPARTMENT.

Please put up all connected papers again and answer my marginal queries above. The Director of Public Instruction would apparently like the whole matter re-considered.

W. FRANCIS—20-8-09.

The connected papers are put up.

2. With reference to Dr. Bourne's remarks in paragraphs 2 and 3 of his u.o. note above, it is submitted that with their letter No. 185, Educational, dated 27th March 1905, the Local Government submitted to the Government of India proposals for the re-organization of training schools for masters in this Presidency. The proposals included—

(1) the extension of the course of training of primary teachers from one year to two;

(2) the increase (eventually dropped) in the amount of stipends paid to primary and lower secondary teachers; and

(3) the provision of a cadre of teachers for the practising schools attached to the training schools in the Presidency.

3. In their letter No. 509, dated 3rd August 1905, the Government of India observed as follows:—

“7. The Government of India consider that in order to provide a satisfactory supply of primary teachers, the main system of training should be based upon a course of general education which has reached not merely the primary, but the lower secondary standard; that this general education should be a well-designed course of study in the vernacular (a condition which implies the existence of a sufficient supply of good lower secondary vernacular schools with a defined curriculum); and that the course in the training schools should be of not less than two years' duration and should combine technical training in the theory and practice of teaching with a continuation and revision of general studies.

“8. For the teaching and superintendence of these training schools, the Government of India are decidedly of opinion that well-qualified men are required, and that the work is comparable in importance, and should be comparable in respect of salary, with that of the best paid native agency employed in inspecting vernacular schools, or with the charge of a high school. It follows from this that for financial

We have now eight Inspectors' circles.

W. FRANCIS—4-9-09.

“at the rate, for instance, of one to each Inspector's circle.”

The Government of India further suggested that the system of training in these institutions should be supplemented by a subsidiary system or systems to provide masters for low paid schools.

4. This Government then replied—paragraphs 5 and 6 of letter No. 626, Educational, dated 15th September 1905—that the scheme already submitted, which applied only to primary teachers, was meant to be taken as a first instalment of reform in the training of teachers; that they agreed with the Government of India in considering that it would be better to train students of the primary and the lower secondary grades in separate institutions, if possible, to raise the period of training of lower secondary students to two years and to provide them with better instruction. The Government also said that they proposed to submit schemes for the re-organization of the training of lower secondary and of upper secondary students in due course.

5. In their letter No. 378, dated 30th May 1906, the Government of India then pointed out that they attached great importance to the establishment of some *thoroughly well-equipped training schools*

for students who had passed through a lower secondary vernacular school and would be qualified after training to take charge of upper primary schools and, before recommending for the sanction of the Secretary of State the scheme submitted for the re-organization of the training schools for primary teachers, they required an assurance from this Government that funds would be forthcoming for the re-organization of the training of upper primary teachers, which this Government had proposed to take up for consideration later.

6. The Director of Public Instruction (the Hon'ble Dr. Bourne) who was then consulted u.o. observed—

“It is obvious at a glance that these are not schools to which we can look for a supply of students to be trained, nor for whom it would be worth while

“having thoroughly well-equipped training schools such as are contemplated by the Government of India. There has of course been no attempt up to now to have good vernacular schools. Schools which have been fit for anything have been classed as English schools and have aimed at preparing pupils for the Matriculation.

* * * * *

“Two or three years hence it may be possible to see more clearly what position the higher elementary school is likely to take in the educational system and it may then be possible to say with some certainty what general further re-organization of the training schools is desirable. In the meantime, an assurance that more money will be forthcoming when required appears likely to secure what is known to be urgently wanted now.”

7. In Mr. Taylor's letter No. 496, Educational, dated 25th July 1906, the Local Government gave the assurance which was asked for by the Government of India, who thereupon recommended the scheme for the sanction of the Secretary of State.

8. In G.O., No. 437, Educational, dated 9th July 1907, the Director of Public Instruction was requested to submit detailed proposals for the organization of training schools for the upper primary teachers. The question of the class of students for whom the upper primary (higher elementary) schools were intended and of the possibility of having a sufficient number of pupils for such schools was fully discussed in paragraphs 6 to 8 of Mr. Logan's u.o. note, dated 25th February 1907, to which attention is solicited.

9. The Government of India do not appear however to have been told, as observed by Dr. Bourne in paragraph 4 of his u.o. note, that there was no demand for the higher elementary (upper primary) training schools advocated by them, although in paragraph 8 of letter No. 496, Educational, dated 25th July 1906, it was stated that the Madras Educational Rules, which were then undergoing material revision, involved a sharp distinction between purely vernacular schools and schools intended to lay the foundation for secondary and higher English education, and that His Excellency in Council wished to see the effect of this change before taking steps to establish the superior grade training schools referred to.

10. Dr. Bourne now points out that there are now only 3,000 pupils in the three higher classes (standards V, VI and VII) of elementary schools and that the number is decreasing, but that the scheme provides for turning out annually about 200 teachers. It is however observed that the scheme provides for 240 stipendiaries every year; but as the course is to extend over a period of two years, there will

Not correct. There will be 240 students of each of the two years.

W. FRANCIS—4-9-09.

Moreover there is nothing to prevent these higher elementary teachers being employed in elementary schools, for which there is at present no adequate supply of teachers and the demand for which will increase with the introduction of free elementary education which is now in contemplation.

K. RANGASWAMI AIYANGAR—25-8-09.

But will men trained up to this standard care to take the low salaries of primary masters?

W. FRANCIS—4-9-09.

India forwarded our proposals regarding primary teachers to the Secretary of State only on getting a guarantee that money would be forthcoming to establish schools for training lower secondary teachers. This guarantee was given. Unless very strong reasons are now given India can hardly agree to abandoning the training of lower secondary teachers which they apparently regard of very great importance. But on the facts now stated by Dr. Bourne it seems equally important not to rush into heavy expenditure and it is for consideration whether an official memorandum should not go to him asking him to say in full detail whether he still considers that the scheme should be proceeded with. The whole matter can then be re-considered.

2. If this suggestion is not approved, the draft is for approval. As pointed out at the end of the office-note if there is no demand for higher elementary teachers, these men can be used in elementary schools in which trained teachers are badly needed and will be for some time to come.

C. A. SOUTER—26-8-09

This whole matter was settled in G.O., No. 155, dated 15th March 1909, passed by Sir G. Forbes. The present Honourable Member saw that Government Order before issue but apparently did not consider it in any detail, as Educational Department was not then under his charge.

2. The Director of Public Instruction's note of doubt on page 3 of these notes led me to go through the whole file and to see Dr. Bourne about the case, and I think the importance of the matter warrants its re-submission to Honourable Member, the

proposals involving an additional recurring expenditure of Rs. 1,10,225 per annum plus Rs. 6,20,000 initial outlay on

buildings. Improvements, such as hostels, are likely, too, to be demanded hereafter in addition.

3. The office-note on pages 4 to 6 above shows that improvement of our arrangements for training teachers for elementary schools has been practically forced upon us by the Government of India. Besides the papers there mentioned in which the

matter was pressed, the Government of India said, in their despatch to the Secretary of State forwarding for sanction

this Government's partial scheme, that they would have "preferred a complete scheme for the improvement of the training of teachers for all primary schools" and "institutions of a kind that do not at present exist in Madras, but have been found to succeed elsewhere, in which the students are collected in comparatively large numbers and are taught by well-educated and well-paid teachers in well-equipped buildings".

be only 120 pupils in each of the first and second year classes, that is, at the rate of 20 pupils in a class in each of the six proposed higher elementary schools. It is no doubt problematical whether 120 pupils will be available for training in these schools, at the very outset, although the scheme has been financed on the assumption of a maximum strength of 120 pupils.

K. RANGASWAMI AIYANGAR—25-8-09.

4. And in their letter announcing sanction to the above scheme they again hoped that "the necessity for the improvement of the institutions for training teachers to take charge of upper primary (elementary) schools" would receive early attention.

5. The same idea is harped upon in Mr. Orange's Quinquennial Review on Education in 1902-1907, where he compares the big training institutions of Bombay and United Provinces, with their 150-200 students and their buildings costing 1½ or 2 lakhs, with our smaller affairs.

6. Dr. Bourne has never been enthusiastic about the need for more or better training schools for elementary school-masters. He said in 1906 that until it was possible to see what position the

higher elementary schools newly established by the new Educational rules would take in the educational system it would be better to defer re-organization of training schools. He now points out that the higher elementary schools are not catching on, and that there are at present less than 3,000 pupils in the V-VII standards of such schools, while the present scheme will turn out annually some 200 teachers to teach them. (The higher elementary schools are not popular because English in them is an optional subject and not the medium of instruction, while every parent wants his boys to learn all the English possible, whatever else he does not learn.)

7. Therefore the problem seems to be: what can be done to satisfy India without taking too wide a leap in the dark and going to too great expense?

8. Dr. Bourne's scheme in G.O., No. 155, Educational, dated 15th March 1909, was submitted in accordance with the orders in G.O., No. 437, Educational, dated 9th July 1907, and these were evolved while he was in England and apparently in consequence of pressure exerted by Mr. Orange when he was down here.

9. In the first place, it is submitted that India has too gloomy ideas of the extent to which our teachers in elementary schools are already trained. I append the figures—

Teachers in public primary schools.

	(1) 1897.	(2) 1902.	(3) 1907.	(4) 1908.
Trained Teachers' certificates	4,501	5,260	7,849	9,400
Untrained Teachers' certificates	997	1,185	1,026	949
Approved Service certificates	4,497	4,497	4,448	4,211
General Education certificates	10,153	8,640	11,605	12,698
No certificates	9,450	4,327	4,528	5,448
Total	25,401	(a) 23,909	(b) 29,516	(c) 32,706

(1) & (2) Paragraph 88 of Volume I of Public Instruction Report for 1901-1902.

(3) Table 74, page 105 of Volume II of Public Instruction Report for 1906-1907.

(4) Table 60, page 121 of Volume II of report for 1907-1908.

(a) Includes 3 second-grade collegiate, 130 upper secondary, 1,896 lower secondary and 17,553 primary grade teachers.

(b) Includes 1 first-grade collegiate, 5 second-grade collegiate, 166 upper secondary, 3,070 lower secondary and 19,847 primary grade teachers.

(c) Includes 9 collegiate, 296 secondary, 25,321 elementary grade teachers.

Progress of elementary education.

	1897.	1902.	1907.	1908.
Number of public primary schools for boys	19,992	19,093	21,379	22,010
Number of pupils	583,964	588,626	692,409	746,732

These show that the percentage of trained teachers in elementary schools, in spite of the increase in the total of such teachers, is advancing and is now 29, and that among these are a fair and increasing number of men with collegiate and secondary certificates. Even if more trained men were available we could not get rid of the 12,698 men with only general education certificates, or the 5,448 untrained ones, as they cannot be dismissed and must be left to die or retire gradually.

10. Madras has more pupils in training institutions than any other province and spends more on training colleges and schools than any other.

11. The wastage per annum among the 32,706 elementary school teachers cannot be accurately assessed, but supposing they are calculated to serve on an average for 20 years each (many would serve for 25 or 30 years, but the lower figure taken will allow for deaths and retirements), it comes to 1,630 men per annum, and in 1908 there were 2,321 under training, excluding those training at sessional schools.

We do not therefore seem to want a large additional number more of trained teachers.

12. India says our expenditure is high because we have a number of small schools instead of the big institutions in other provinces. But here the language difficulty prevents massing to some extent, as a man knowing only Malayalam, for instance, cannot practise on a Tamil-practising school. Moreover, it has been found in United Provinces that a single practising school cannot provide instruction for more than 80 students and it is not clear how the big training schools elsewhere provide for practical work.

13. It is submitted that these facts and figures should be mentioned in the draft to India to show them that we really are not in so bad a state after all.

14. At the same time it is also submitted that the present scheme, in view of its great cost and of Dr. Bourne's doubts about the demand for higher elementary teachers, may well be somewhat reduced.

15. The annual extra cost of the proposed over the existing scheme is Rupees 1,10,000, of which about Rs. 60,000, or over one half, is for increased salaries. But the proposed schools will be smaller, not only than the Government of India's ideal, but than seems necessary. The proposals regarding stipends in paragraph 7 of the Director of Public Instruction's letter on page 7 of G.O., No. 155, Educational, dated 14th March 1909, show that he expects to have about 40 students in each secondary school, for he provides for 200 stipends for the five secondary schools. He provides for 480 stipends for the six higher elementary schools, which gives 80 students per school, but now confesses to doubts whether these students will be forthcoming. In both the higher elementary and the secondary schools there will be the same staff, namely, four masters on Rs. 200, Rs. 100, Rs. 75 and Rs. 60, respectively, so they will be of the same standard. And each secondary school is also to have a higher elementary

Paragraph 2 (2) of Director of Public Instruction's letter in G.O., No. 155, Educational, dated 15th March 1909.

section. It therefore seems quite possible to reduce the numbers of the secondary and higher elementary schools proposed, which are now 5 and 6, respectively. Any such reduction would have to be carried out with an eye to means of communication and language and existing buildings and proximity to an Inspector's head-quarters. For instance, Villupuram, where it is proposed to have a higher elementary school, has a new building on the type design and perhaps the Tanjore secondary and the Tinnevely higher elementary schools could be doubled up with it, and secondary school at Villupuram taking the place of all three, which are all Tamil. Similarly, the proposed Nellore and Vizagapatam higher elementary schools (Telugu) might perhaps be doubled up with the secondary school at Rajahmundry. The railway runs all along that coast. I saw Dr. Bourne about this idea and he agrees generally, though he wants time to think out details. Even the elementary schools could perhaps be doubled up to some extent. The increase in the cost of the establishment of these comes to as much as Rs. 31,000 per annum. There does not seem to be need, for example, for schools both at Chittoor and Ranipectai, both at Guntur and Ongole, and both at Anantapur and Rayachoti.

16. If, therefore, Honourable Member considers that we can show India that we are already doing a good deal for training elementary teachers and that, in view of the approaching educational schemes (re-grading of the Provincial Educational Service, model high schools and revision of establishments in Government high schools) referred to on page 11 of the notes in G.O., No. 155, Educational, dated 15th March 1909, it is necessary to go slow, perhaps he would say whether the Director of Public Instruction may not be asked to suggest reductions on the above lines.

17. Even if the eleven secondary and higher elementary schools are thus reduced by, say, four, there will remain six men on Rs. 200 a month to be added to the lowest grade of the Provincial Educational Service. The objection that this will make

promotion very slow has been met by the Director of Public Instruction with the suggestion that the pay might be Rs. 150—5—200. The suggestion that these men should all be in the Provincial Educational Service was apparently Sir George Forbes' and Mr. Logan's. It might be enough to put the headmasters of the secondary schools on the Provincial Educational Service and give those of the higher elementary schools Rs. 150—5—200. This would be a great advance on the existing state of things.

W. FRANCIS—4-9-09.

The note puts the matter clearly. It seems quite clear that it will more than supply the demand to have six higher elementary schools. I should have thought that as apparently the standards fifth, sixth and seventh in higher elementary schools are no longer filled, which means I suppose that the children who should be in these standards join the first, second and third forms of the secondary schools, it was really unnecessary to have any higher elementary training schools. Surely we can explain to India that here the demand for English education is such that these higher standards of the elementary schools never will be filled, that the numbers in them are diminishing from year to year. We can then cut out these training schools altogether and only train the lower—elementary—teachers and the secondary schools (with the first, second and third forms).

If the Director can make out a case for this, I am quite ready that we should address India in this sense. There is no use in establishing expensive training schools to turn out teachers for whom there will soon be no demand.

Please ask for the Director of Public Instruction's further opinions on the subject, putting the case as it is put in the Secretary's note.

M. H[AMMICK]—8-9-09.

Please draft.

W. FRANCIS—9-9-09.

Draft submitted for approval.

T.K.—11-9-09.

K. RANGASWAMI AYYANGAR—13-9-09.

I am uncertain whether Honourable Member desires the Director of Public Instruction to report on the possibility of doing away altogether with the higher elementary training schools. If so, a paragraph will be added to the draft.

C. A. SOUTER—14-9-09.

I don't think Honourable Member meant that, as it is too soon yet to see how these new higher elementary schools are going to succeed, few being more than a year or so old. But anyhow the draft as I have altered it will give the Director of Public Instruction an opportunity of cutting the higher elementary training schools severely, if not of altogether abolishing them, and the file need not therefore, I think, go back to Honourable Member.

Please clean copy the draft.

W. FRANCIS—15-9-09.

Clean copy of the draft is placed.

K. RANGASWAMI AYYANGAR—15-9-09.

Issue.

W. FRANCIS—16-9-09.

[Memorandum No. 1678-1, dated 16th September 1909.]

*From the Director of Public Instruction, dated 25th November 1910,
R.O. No. 5128-A.*

Please see the office-note, dated 25th August 1909, on pages 4 to 6 *supra* for a brief account of the previous history of the question of the reorganization of the Government Training schools for masters in this presidency.

2. In accordance with the assurance given to the Government of India in Mr. Taylor's letter No. 496, Educational, dated 25th July 1906, proposals for the organization of training schools for the training of upper primary or higher elementary teachers were called for from the Director of Public Instruction in G.O., No. 437, Educational, dated 9th July 1907. Dr. Bourne's proposals, which were submitted in G.O., No. 155, Educational, dated 15th March 1909, with his letter R.O. No. 5128-A, dated 29th August 1908, aimed not only at the establishment of schools for the training

of higher elementary teachers but also at reorganizing all the existing Government training institutions for masters in this presidency. Briefly stated, his proposals comprised—

- (1) the abolition of the Training College at Rajahmundry and its amalgamation with the Teachers' College at Saidapet;
- (2) the increase in the number of secondary training schools from three to five;
- (3) the establishment of six higher elementary training schools in the place of the existing fifteen lower secondary training schools; and
- (4) the increase in the number of elementary training schools from 11 to 20;

Dr. Bourne's proposals involved also the abolition of the elementary training school at Cuddalore and the opening of two new schools of the elementary grade one at Narasapur in the Kistna district and another at Atur near Chingleput. These proposals were generally approved by Government in G.O., No. 155, Educational, dated 15th March 1909, and the Director of Public Instruction was requested to submit proposition statements embodying these proposals.

3. Subsequently, the Government considered that the proposals required further scrutiny not only on account of their cost but also on account of the uncertainty of the position of the higher elementary schools (that is, elementary schools containing standards above the fourth) in the educational system of this presidency and of the probable demand for higher elementary teachers. The Director of Public Instruction was accordingly requested in Memorandum No. 1678-1, Educational, dated 16th September 1909, to reconsider the proposals. In order to reduce the total cost of the scheme, the Government suggested that the number of secondary and higher elementary training schools might be reduced and that the pay of the headmasters of higher elementary training schools might be fixed at Rs. 150—5—200 instead of at Rs. 200 which was the pay proposed by the Director of Public Instruction. In regard to the proposed reduction in the number of schools, the Government said that it should be carried out with due regard to means of communication, the vernacular of the practising schools, the existence of buildings and proximity to Inspector's head-quarters.

4. The Acting Director of Public Instruction, the Hon'ble Mr. Stone, now replies to this reference. With regard to the fear expressed by Government that higher elementary training schools would not be required in large numbers, the Hon'ble Mr. Stone states that the fear is unfounded and that there need be no doubt

as to the success of such institutions. In this opinion, he states, Dr. Bourne concurs. Mr. Stone emphasizes the fact that training schools of this grade have no necessary connection with higher

elementary schools; that the teachers trained in them are required for all elementary schools, and not only for those that have standards above the fourth. Mr. Stone further points out that there is a real demand for these higher elementary grade

teachers, because, firstly, it is desirable that such teachers should be employed as far as possible even in elementary schools which do not maintain standards up to the fourth, and secondly, owing to the paucity of trained secondary grade teachers, the employment of trained higher elementary grade teachers will have

Yes, but will they take such posts.

C. A. INNES—5-1-11.

The secondary training sections are presumably intended to meet this demand.

C. A. INNES—5-1-11.

to be tolerated for some time in many of the lower classes of secondary schools and in many classes of the model schools attached to training schools.

He also urges that the higher elementary teachers, some of whom may have studied in upper secondary forms, are very much better worth training than the lower elementary teachers and, therefore opposes any reduction in the number of higher elementary teachers proposed to be trained. He also deprecates any reduction in the number of lower elementary teachers to be trained under the re-organized scheme, and states that no reduction should be made in the total number of elementary teachers (higher and lower elementary) for whose training provision was made in the original scheme.

5. In order to reduce the total cost of the scheme and at the same time to secure the training of the maximum numbers of secondary, higher elementary and lower elementary teachers, the Hon'ble Mr. Stone submits a revised scheme. In the first place, he urges that the idea of establishing training schools at the head-quarters of each Circle Inspector and of concentrating the training of teachers in large training institutions should be abandoned as inapplicable to this Presidency, "where, owing to diversity of languages and the attachment of the people to their own country-side and the insuperable difficulty, in the face of the competition of aided schools, of securing a model school large enough for the training of a large number of teachers in one place, diffusion within limits rather than concentration of the training of teachers seems the right principle". The idea of concentrating training schools at

Vide paragraphs 8 and 10 of Home department letter No. 509, dated 3rd August 1905, page 3 of G.O., No. 625, Educational, dated 15th September 1905.

Inspector's head-quarters was put forth by the Government of India who suggested the establishment in this Presidency of certain large training schools the purpose of which should be the training of teachers for the higher elementary schools (that were to be brought into existence by the new Educational rules), and stated that there should be one of these at the head-quarters of each Circle Inspector. As observed by Mr. Stone, this Government have already recognized that the difference between the training

of teachers for such schools and for the lower classes of secondary schools is a matter of curriculum and not of the class of training school provided, and that having regard to the division of circles in this Presidency, the head-quarters of Inspectors are not always the best places for such schools. In the scheme approved in G.O., No. 155, Educational, dated 15th March 1909, therefore, the idea of the circle schools was not followed, and the secondary training schools proposed, which were to be started at Rajahmundry, Saidapet, Salem, Tanjore and Calicut, were to contain two separate sections—one for the training of teachers for the lower forms of secondary schools and the other for the training of higher elementary teachers.

6. *Secondary training schools.*—Mr. Stone now proposes a new method for dealing with the training of secondary teachers. He suggests that their training should be carried on in connection with a few of the Model High schools which it is proposed* to be established in the near future. Instead of establishing separate secondary training schools, he proposes to have merely secondary training sections, of two classes each, attached to certain Model High schools, preferably to those Model schools forming part of Arts Colleges.

* G.O., Nos. 86 and 87, Educational, dated 21st February 1910.

He proposes to have six such sections, two for Telugu (one at Rajahmundry and the other at Chittoor), two for Tamil (one at Tiruvalur, Tanjore district, and the other at Coimbatore); one for Malayalam at Palghat and one for Canarese at Mangalore. In making these proposals, he says he has taken care to provide for the different vernacular languages and to secure evenness of geographical distribution regard being had to the existence of

Note.—According to Dr. Bourne's scheme there were to be five secondary training schools at Saidapet, Rajahmundry, Salem, Tanjore and Calicut.

aided secondary training schools. These proposals, Mr. Stone contends, provide for the training of secondary teachers better than the institution of secondary training schools, and he states that they possess the following advantages:—

(1) The attendance of the higher standards of the complete elementary schools which now serve as model schools to secondary training schools is generally very small and the maintenance of the model schools at an adequate strength is now found to be impossible. If secondary training schools of the kind originally proposed were established, the same difficulty will continue. Moreover, each secondary training school will have to be provided with two practising sections, one an elementary section for higher elementary teachers and the other consisting of the lower classes of secondary schools for secondary teachers.

(2) Even with the increased rates of salaries of the model school teachers in the proposed secondary training schools, their qualifications will be the same as or less than the secondary students. It is necessary and desirable that the secondary teachers under training should practise in a complete and well-equipped and organized secondary school of reasonable size and come in contact with a well-qualified staff whose teaching will serve as a model to them.

(3) Where possible these sections are to be attached to model schools forming part of Arts Colleges with a view to affording the maximum facilities for the further general education of the students under training, especially as the period of training is to be extended to two years.

(4) The adoption of the modified scheme would necessitate as will be shown in paragraph 7 *infra*, an increase in the number of higher elementary schools and a corresponding reduction in the number of lower elementary schools, and thus ensure a greater proportion of lower elementary teachers being brought under the direct supervision and influence of the headmasters and staffs of higher elementary schools who will be men of superior attainments. It also makes in the direction of larger and better schools and as much concentration as is possible.

7. *Higher elementary training schools.*—As already observed, the secondary training schools in Dr. Bourne's scheme were to have contained two sections—one for the training of teachers for the lower forms of secondary schools and the other for the training of higher elementary teachers; and in addition to this it was also proposed to establish six higher elementary schools at Vizagapatam, Nellore, Bellary, Villupuram, Tinnevely and Mangalore. If the present proposal to attach secondary training sections to model high schools instead of establishing five separate secondary training schools is accepted, then the number of institutions which would be available for the training of higher elementary teachers will be reduced from 11 to 6. In order to meet this objection and also to make adequate provision for the training of higher elementary teachers, Mr. Stone proposes to increase the number of higher elementary training schools from six to ten and to establish them in the following places:—

- | | | |
|-----------------|---------|----------------------|
| (1) Vizagapatam | .. .. . | Telugu. |
| (2) Rajahmundry | .. .. . | Do. |
| (3) Nellore | .. .. . | Do. |
| (4) Bellary | .. .. . | Do. |
| (5) Saidapet | .. .. . | Telugu and Canarese. |
| (6) Villupuram | .. .. . | Telugu and Tamil. |
| (7) Dindigul | .. .. . | Tamil. |
| (8) Tinnevely | .. .. . | Do. |
| (9) Calicut | .. .. . | Do. |
| (10) Mangalore | .. .. . | Malayalam. |
|  | .. .. . | Canarese. |

Dr. Bourne's scheme provided for the training of 240 higher elementary students in the higher elementary sections of the five secondary schools and in the six higher elementary schools. According to Paragraph 7 of his letter, page 7 of G.O., No. 155, Educational, dated 15th March 1909, these 240 students will be distributed among the proposed ten higher elementary schools, which gives an average of 24 students to each school. Mr. Stone considers that this will not be an unmanageable number.

8. *Elementary training schools.*—In view of the proposed increase in the number of higher elementary training schools from six to ten and with reference to the suggestion of Government in paragraph 2 (2) of Memorandum No. 1678-1, dated 16th September 1909, Mr. Stone proposes to reduce the number of elementary training schools from 20 (in Dr. Bourne's scheme) to 14. He considers that the schools at Chicacole, Ongole, Anantapur and Badagara, which were originally established to serve local needs, may be abolished as these places will now be in easy railway communication with strong higher elementary schools which it is proposed to establish (at Vizagapatam, Nellore, Bellary and Calicut). The two new schools which Dr. Bourne proposed to establish at Narasapur and Atur are, Mr. Stone states, not wanted, as the purposes which were intended to serve can be better secured by strengthening the Rajahmundry and Saidapet higher elementary training schools and as it is not possible to secure a model school at Atur. He would accordingly have only 14 elementary schools in the following places in the place of twenty elementary schools proposed by Dr. Bourne:—

- | | | |
|---------------------------------|---------|------------|
| (1) Russellkonda | .. .. . | Uriya. |
| (2) Parvatipuram | .. .. . | Do. |
| (3) Berhampur | .. .. . | Do. |
| (4) Guntur | .. .. . | Telugu. |
| (5) Rayachoti | .. .. . | Do. |
| (6) Kurnool | .. .. . | Do. |
| (7) Chittoor | .. .. . | Do. |
| (8) Ranipet | .. .. . | Do. |
| (9) Tanjore | .. .. . | Tamil. |
| (10) Trichinopoly | .. .. . | Do. |
| (11) Salem | .. .. . | Do. |
| (12) Coimbatore | .. .. . | Do. |
| (13) Madras (for Muhammadans) | .. .. . | Do. |
| (14) Malappuram (for Mappillas) | .. .. . | Urdu. |
|  | .. .. . | Malayalam. |

9. In paragraph 2 (2) of Memorandum No. 1678-1, Educational, dated 16th September 1909, the Government observed that it did not seem necessary to have separate schools both at Chittoor and Ranipet. Mr. Stone, however, considers that elementary training schools are wanted both at Chittoor and Ranipet as the former is intended for Telugu students and the latter for Tamil students and that in both these places there are satisfactory buildings. As all the higher elementary training schools will have also lower elementary classes, there will be 24 institutions for the training of elementary teachers, and as provision is made for the training of 800 elementary students, this would give an average 33 students for each school. The only point to be noticed in these proposals is that except the higher elementary training schools at Calicut and Mangalore there will be no schools for the training of Malayalam and Canarese speaking elementary teachers. There is at present no separate elementary training school in South Canara, and there is only one lower secondary training school at Mangalore. According to the present proposals, there will be a secondary training section attached to the Mangalore College and a higher elementary training school at Mangalore. It does not therefore appear that the South Canara district is now worse off than what it is at present in the matter of its training schools or what it would be under Dr. Bourne's scheme. As Paragraph 2 of G.O., No. 155, Educational, dated 15th March 1909, regards Calicut, it is observed that there are now in this district two elementary

training schools, one at Malappuram (for Mappillas) and the other at Badagara. Paragraph 3 of G.O., No. 155, Educational, dated 15th March 1909.

Vide paragraphs 6 and 7 supra.

elementary training school at Calicut. It does not appear that taken as a whole Calicut will be worse off under Mr. Stone's scheme in the matter of training schools;

It is proposed to retain it.

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but it is a matter for consideration whether it would not be better to retain the elementary training school at Malappuram which is specially intended for the training of Mappilla teachers.

10. *Staff—Secondary training classes.*—For the secondary training schools Dr. Bourne proposed to have a staff as follows:—

Designation.	Pay per mensem.
<i>Training department.</i>	
	RS.
Paragraph 5 of Director of Public Instruction's letter on page 4 of G.O., No. 155, Educational, dated 15th March 1909.	
Headmaster, L.T. (P.E.S.)	200
First assistant, L.T.	100
Second assistant, L.T.	75
Third assistant, L.T.	60
<i>Model school.</i>	
Headmaster (preferably L.T.)	60
First assistant	50
Second do.	45
Third do.	40
Fourth do.	35
Fifth do.	30
Sixth do.	25
Seventh do.	20
<i>Common to the two sections.</i>	
Agricultural instructor	50
Drawingmaster	30
Gymnastic instructor	30
Two peons	14
Gardener	6
Night watchman	5
(Sweeper and scavenger payable from contingencies Rs. 5 each.)	
Total	875

For each of the secondary training classes to be attached to Model High schools, Mr. Stone proposes to have two teachers—one Headmaster on Rs. 200 and one Assistant on Rs. 100—a gymnastic instructor on Rs. 15 and a drawingmaster on Rs. 20, except in the case of the classes to be established at Palghat and Mangalore, for which a single teacher on Rs. 200 is considered sufficient. He also considers that a peon on Rs. 7 will be required for each of the classes. The cost of the six secondary training classes will therefore be Rs. 1,782 per mensem:—

Designation.	Pay per mensem.
	RS.
Six lecturers on Rs. 200 each	1,200
Four assistant lecturers on Rs. 100 each	400
Four drawingmasters on Rs. 20 each	80
Four gymnastic instructors on Rs. 15 each	60
Six peons on Rs. 7 each	42
Total	1,782

The cost of the six secondary training sections now proposed is thus Rs. 21,384 per annum as against Rs. 52,500*, the cost of the five secondary schools originally proposed.

* Rs. ₹75 × 12 × 5 = 52,500.

11. *Staff—Higher elementary training schools.*—For each of the higher elementary training schools, Dr. Bourne proposed the following scale of establishment:—

Designation.	Pay per mensem.
<i>Training department.</i>	
	RS.
Page 5, paragraph 5, of Director of Public Instruction's letter in G.O., No. 155, Educational, dated 15th March 1909.	
Headmaster, L.T. (P.E.S.)	200
First assistant, L.T.	100
Second assistant, L.T.	75
Third assistant, L.T.	60
<i>Model school.</i>	
Headmaster (preferably L.T.)	50
First assistant	40
Second assistant	30
Third assistant	25
Fourth assistant	20
<i>Common to the two sections.</i>	
Agricultural instructor	50
Drawingmaster	30
Gymnastic instructor	30
Two peons	14
Gardener	6
Night watchmen	5
(Sweeper and scavenger payable from contingencies, Rs. 5 each.)	
Total	735

12. Mr. Stone now proposes the following staff for these schools:—

Designation.	Pay per mensem.
<i>Training section.</i>	
	RS.
Ten headmasters—	
Two on Rs. 175 each and eight on Rs. 150 each	1,550
Ten first assistants—	
Four on Rs. 125 each and six on Rs. 100 each	1,100
Ten second assistants, Rs. 75 each	750
Ten third assistants „ 50 „	500
Ten fourth assistants „ 50 „	500
<i>Model school.</i>	
Ten headmasters, Rs. 50 each	500
Ten first assistants, Rs. 40 each	400
Ten second assistants, Rs. 30 each	300
Ten third assistants, Rs. 25 each	250
Ten fourth assistants, Rs. 20 each	200
<i>Common to both.</i>	
Ten drawingmasters, Rs. 30 each	300
Ten gymnastic instructors, Rs. 30 each	300
Twenty peons on Rs. 7 each	140
Total	6,790

13. The cost of the proposed ten higher elementary training schools will be Rs. 6,790 (two schools with a scale costing Rs. 714, two with a scale costing Rs. 689 and six with a scale costing Rs. 664) or Rs. 81,480 per annum against Rs. 52,920,* the cost of six higher elementary schools originally proposed.

14. *Staff—Elementary training schools.*—The staff now proposed for the elementary training schools is compared below with that originally proposed by Dr. Bourne :—

Scale proposed by Dr. Bourne		Scale now proposed.	
Designation.	Pay per mensem.	Designation.	Pay per mensem.
<i>Training section.</i>		<i>Training section.</i>	
Headmaster	Rs. 50	Headmaster	Rs. 50
First assistant	30	Twelve first assistants on	40
Second assistant	25	Two first assistants	30
Gymnastic instructor	15	Second assistant	30
Peon	6		
Night watchman	5		
Gardener	4		
(Sweeper and scavenger payable from contingencies, Rs. 2 each.)			
<i>Model school.</i>		<i>Model school.†</i>	
Headmaster	25	Headmaster	25
First assistant	20	First assistant	20
Second assistant	20	Second assistant	20
Third assistant	15	Third assistant	15
Fourth assistant	12	Fourth assistant	12
Total	227		
<i>Common to both.</i>			
Gymnastic instructor	15		
Peon	6		

The cost of these 14 schools will be Rs. 3,242 (2 schools with a scale costing Rs. 223 and 12 schools with a scale costing Rs. 233) or Rs. 38,904 per annum as compared with Rs. 54,480,† for twenty elementary training schools proposed by Dr. Bourne.

15. The Hon'ble Mr. Stone says that the Inspector of European and Training Schools considers that the scales of salaries proposed for the staff of the Model Schools attached to the higher and lower elementary schools are not adequate for places where it is difficult to secure qualified teachers and that higher salaries should be allowed in such places. Mr. Stone admits the force of this contention, but instead of having two different scales of salaries which would hinder the transfer

of teachers from one place to another, he proposes that the Director of Public Instruction should be empowered to grant, at his discretion and in exceptional cases,

This seems reasonable and Government may perhaps agree to this proposal.
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local allowances not exceeding 20 per cent. of the pay of the teachers, excluding drawingmasters and gymnastic instructors, and states that, for the present, the grant of this local allowance should be limited to six centres, viz., Russellkonda, Berhampur, Parvatipuram, Rayachoti, Kurnool and Bellary. The cost of this local allowance he estimates at Rs. 125 per mensem, or Rs. 1,500 per annum. Including this sum, the total cost of Mr. Stone's scheme comes to Rs. 11,939 per mensem or Rupees 1,43,268 as against Rs. 1,59,900, the total cost of Dr. Bourne's scheme as shown below.

Cost per mensem.		Cost per mensem.	
RS.		RS.	
Five secondary training schools ..	4,375	Six secondary training classes ..	1,782
Six higher elementary training schools	4,410	Cost of ten higher elementary training schools	6,790
Twenty elementary training schools.	4,540	Cost of 14 elementary training schools	3,242
Total	13,325	Cost of local allowance	125
Cost per annum	1,59,900	Total	11,939
		Cost per annum	1,43,268

16. In paragraph 6 (6) of his letter Mr. Stone gives the cost of his scheme as Rs. 11,729, but this seems to be a mistake and is due to the omission of the gymnastic instructor on Rs. 15 per mensem proposed for the fourteen elementary training schools. Including the gymnastic instructor on Rs. 15, the annual cost of the scheme is Rs. 1,43,268 as against Rs. 1,59,900, the cost of the scheme approved in G.O. No. 155, Educational, dated 15th March 1909. The present scheme will thus cost annually Rs. 16,632 less than that proposed by Dr. Bourne.

17. In dealing with the staff, Mr. Stone proposes that the headmasters (pay Rs. 200) of the secondary training classes, like the headmasters of the proposed Model High schools, should be included in the cadre of the Provincial Educational Service, the headmasters of the higher elementary training schools (pay Rs. 175 and Rs. 150) and the assistant masters in the secondary training classes and in the higher elementary training schools (pay Rs. 125, 100 and 75) should be included in the cadre of the subordinate educational service—Inspection Branch—that is, with the Sub-Assistant Inspectors of schools, and that the remaining assistant masters in the higher elementary training schools and the headmasters and the first and second assistants in the elementary training schools (pay Rs. 50, 40, and 30) should all be included in the cadre of the supervisors of elementary schools. The grounds on which these proposals are made are that the subordinate inspecting staff should be in close touch with the training schools and that the masters in training schools should be thoroughly well acquainted with the needs and limitations of elementary schools. It is stated that at present the training school staff does not know the kind of schools to which their students must revert after training. There is no objection to the inclusion of the entire staff of the training schools, with the exception of the six headmasters of the secondary training classes in the cadres of the sub-assistant inspectors of schools and the supervisors of elementary schools. With regard to the headmasters of secondary training classes whom it is proposed to include in the Provincial Educational Service, it will be observed that in their letter to the Government of India, No. 578, Educational, dated 8th October 1910, the Government have proposed to reorganize the Provincial Educational Service by reducing the present strength of that service and by raising its scale of pay, the posts which are to be removed from that service under that scheme being constituted into a higher grade of the subordinate educational service. If the Provincial Educational Service were reorganized on those lines, the six appointments of headmasters of secondary training classes could not well be included into the cadre of that service but might be placed on the higher * grade of the subordinate educational service.

I agree. The proposal seems a good one.
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* Cf. paragraph 3 of letter No. 578, Educational, dated 8th October 1910.

18. *Agricultural instructors.*—There is yet another change which Mr. Stone proposes to make in the scheme approved in G.O., No. 155, Educational, dated 15th March 1909. In the staff proposed for the model schools attached to the higher elementary training schools in

paragraph 5 of his letter, dated 29th August 1908, Dr. Bourne included an Agricultural Instructor on Rs. 50. Mr. Stone now proposes to substitute an additional assistant, termed the fourth assistant, for the Agricultural Instructor and notes that this change would involve an alteration in the present method of recruitment of Agricultural Instructors. He says: "Hitherto candidates who have undergone the full course in the College of Agriculture and qualified for the diploma in Agriculture were given paper appointments as Agricultural Instructors and then sent to a training institution for a course of normal training on payment of half the salary of the post and the usual stipend before being allowed to enter on their duties. These instructors were generally Matriculates and being unfit for any other duties than those of their special appointments were not eligible for promotion. Consequently they became discontented and endeavoured to leave the department in hope of doing better elsewhere. Already one of them has been lent to the Court of Wards for service at Newington on Rs. 100 per mensem and another has applied to the Director of Agriculture for an appointment. In future, it is proposed to depute one of the trained teachers on the staff of each higher elementary training school, be he a graduate or an undergraduate to the Agricultural College at Coimbatore for a period varying from six months to a year on payment of a moiety of his salary not exceeding such moiety available after payment to his substitute.

Of G.O., No. 741, Educational, dated 15th December 1910.

See below.

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"This will remove the disability to which the Agricultural Instructors are subjected under the existing system." There appears to be no objection to the adoption of the course suggested by Mr. Stone.

19. *Stipends*.—Mr. Stone proposes to make no change in the number of stipends to be allowed in the reorganized training schools, but he considers that in the case of secondary teachers the period of training of those who have passed the F.A. or the Intermediate Examination of the Madras University and who have taken the

It may be approved. These men ought not to require further general education and a shorter course is reasonable in their case.

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courses for one of these examinations in a college may be limited to one year. If this proposal is approved, the total cost of stipends will be reduced by Rs. 1,960—*vide* paragraph 7 of current.

20. *Buildings*.—Mr. Stone says that in framing the list of elementary schools he has taken care to choose those places where school buildings exist. New buildings will, however, be required at Russellkonda, Parvatipur, Rajahmundry, Salem, Coimbatore, Malappuram, and possibly at Saidapet and Madura, that is, in six or

* Bottom of page 6 of G.O., No. 155, Educational, dated 15th March 1909.

seven places against 13* in Dr. Bourne's scheme. Mr. Stone considers that all the buildings of the old Agricultural

College at Saidapet will be required for the Teachers' College and its model school, and that it would be extremely inconvenient to accommodate the higher elementary training school in the same compound. For the secondary training classes, the addition of one or two rooms to each model high school would be required. Mr. Stone estimates the total cost of buildings, including the cost of extensions and additions to existing buildings, at Rs. 4,50,000 as follows:—

	RS.
Rajahmundry and Saidapet	1,00,000
Salem, Coimbatore and Malappuram	1,35,000
Russellkonda and Parvatipur	50,000
Rooms for secondary training classes	10,000
Additions to existing buildings	1,50,000
	4,45,000
Add for rounding	5,000
Total ..	4,50,000

The cost of buildings under Dr. Bourne's scheme was Rs. 6,20,000 as follows:—

	RS.
Bottom of page 6 of G.O., No. 155, Educational, dated 15th March 1909.	
Cost of 13 new buildings at Rs. 40,000 each ..	5,20,000
Cost of additions to existing buildings	1,00,000

Mr. Stone considers that the sum of Rs. 1,00,000 for enlarging and modifying existing buildings is too small and has therefore raised it to Rs. 1,50,000.

21. Mr. Stone's scheme involves the abolition of the separate training school for Panchamas in Madras. For the reasons stated in paragraph 5 of Mr. Stone's

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letter, this proposal may be approved. If this is approved, the building occupied

by the Panchama training school may be utilized, as observed by the Director of Public Instruction, for the Telugu Training section of the Presidency Training school for mistresses, which the Director of Public Instruction has proposed separately or for the higher elementary training school at Saidapet which Mr. Stone considers to be undesirable to locate in close proximity to the Teachers' College.

22. Mr. Stone states that he has drawn up these proposals in consultation with other educational officers, *e.g.*, Mr. Middlemast and M.R. Ry. Pranatarthiara Aiyar and that if they receive the final approval of Government, he will submit the necessary proposition statement. He also notes that the proposals regarding the constitution of secondary training sections may await the scheme respecting model high schools, but that the other proposals may be given effect to when sanctioned. Mr. Stone states that the question of transferring the Saidapet Training school from its present premises deserves early consideration in view to facilitate the reorganization of the Teachers' College, for which proposals are being submitted separately through the Accountant-General. In paragraph 8 of G.O., No. 155, Educational, dated 15th March 1909, the Government said that the Saidapet Training school should be accommodated in the buildings formerly in the occupation of the College of Agriculture. Mr. Stone, however, considers that these buildings will all be required for the reorganized Teachers' College. As Mr. Stone also considers it undesirable to have an elementary Training school with a model school in close proximity to the

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Teachers' College, the removal of the Saidapet Training school from Saidapet may be approved.

23. Mr. Stone invites attention to G.O., No. 236, Educational, dated 14th May 1910, regarding the question of including the post of Headmaster, School of Commerce, Calicut, in the cadre of the Provincial Educational Service. In view of the facts stated in paragraph 17 *supra*, this post cannot be included in the reorganized Provincial Educational Service, but if Government consider it desirable to raise the pay of the post which is now Rs. 125—5—175, it may perhaps be placed in the higher grade of the Subordinate Educational Service, for which a pay of Rs. 200—20—400 is

Yes.

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proposed. This question may, however, stand over till the orders of the Government of India and the Secretary of State

are received on the proposals for the reorganization of the Provincial Educational Service.

24. The proposals now submitted by Mr. Stone appear to be well considered and are designed to produce practically the same results as Dr. Bourne's scheme but at a somewhat reduced cost.

K. RANGASWAMI AIYANGAR—25-12-10.

The Honourable Member is familiar with this file, and in order to avoid adding to these notes, I have made some marginal remarks on the foregoing office-note. The Honourable Member will remember that in G.O., No. 155, Educational, dated 15th March 1909, Government approved generally Dr. Bourne's proposals for the reorganization of training schools in this Presidency. In receiving the proposition

statements, however, the proposals were referred back to the Director of Public Instruction for further scrutiny not only on account of the expenditure initial and recurring involved in them, but also because Dr. Bourne himself had raised a doubt as to the need for the six higher elementary training schools, the establishment of which had been proposed. In particular the Director was requested to consider whether the policy consistently advocated by the Government of India could not to some extent be given effect to by reducing the number of secondary and elementary (higher and lower) schools proposed in Dr. Bourne's scheme. In all essentials however the Hon'ble Mr. Stone sticks to Dr. Bourne's proposals. He traverses the position that the higher elementary schools will not be required in comparatively large numbers and makes the rather startling statement that the doubt expressed by Government as to the need for such schools to the extent originally proposed "seemed to Dr. Bourne unfounded". Having regard to Dr. Bourne's note, dated 17th August 1909, which led to the whole matter being reconsidered, one can only suppose that Dr. Bourne altogether changed his views. At the same time Mr. Stone makes an undoubted point when he states that "training schools of this grade have no necessary connection with higher elementary schools" and that "the teachers trained in them are required in *all* elementary schools and not only in those which have standards above the fourth". This is perfectly true, and is what India have always insisted on.

Vide Dr. Bourne's note, dated 17th August 1909, on pages 3 and 4 *supra*.

See for instance paragraph 7 of the Home Department letter No. 509, dated 3rd August 1905. The real doubt, however, is whether masters trained in these comparatively high grade schools will be content with the low pay and poor prospects open to the teachers of lower elementary schools. Mr. Stone has said nothing on this point, but he must have considered it, and we may presume that in his opinion the difficulty will not arise.

Page 3 of G.O., No. 625, Educational, dated 15th September 1905.

Mr. Stone also challenges the policy of the Government of India in regard to training schools so far as this Presidency is concerned. So far as we can judge from chapter VII of Mr. Orange's quinquennial report, the ideal to aim at is to have only two classes of training institutions. Colleges for the training of secondary teachers, intended mainly for graduates and designed to provide persons qualified to teach in those classes of secondary schools in which English is either the subject or medium of instruction, and the schools corresponding to the higher elementary schools, now proposed, for the training of vernacular teachers. The Government of India consider that the above should be the main system of training, though in present conditions they admit the need for subsidiary systems, and mainly on grounds of economy, they have declared strongly in favour of massing the students in a comparatively small number of large, well-equipped and well-staffed schools and colleges. Mr. Stone however asks that this policy should be finally abandoned as regards this Presidency, and he would continue the policy hitherto followed in Madras. See paragraph 716 of the Quinquennial review. If Government accept his views, we are in much the same position as we were when G.O., No. 155, Educational, dated 15th March 1909, was issued, and the point is therefore one of fundamental importance.

2. His reasons are set out in paragraph 3 of his letter, and obviously they are open to criticism. This Presidency is not the only one with a diversity of languages. Bombay has almost as many (Canarese, Marathi, Gujarati, Sindhi and Urdu), and it is in Bombay that the policy of big training institutions has most whole heartedly been given effect to. It is also possible, I think, to make too much of arguments based on the attachment of the people of this Presidency to their own country side. Railways have broken down this feeling to a great extent, and it was mainly on account of increased railway facility that Dr. Bourne proposed to merge the Rajahmundry in the Saidapet Training College—a clear departure from the traditional Madras policy. Further the result of the policy advocated by Mr. Stone is a multiplicity of institutions and a real danger of overlapping between them. In addition to a Teachers' College, there will be secondary schools, higher elementary schools and lower elementary. Their scope is nowhere very clearly defined in these papers, but

it seems certain that they will overlap one another to a great extent. At the same time it is doubtful whether in existing circumstances this overlapping could be avoided under any system. The real objection however to Mr. Stone's policy is the expense it entails, and if it were practicable to give effect to the views of the Government of India, it would undoubtedly be more economical. At the same time, unless Financial Department raises strong objection on the score of expense, I think that Government must accept the general lines of Mr. Stone's scheme. He makes a strong point in drawing attention to "the insuperable difficulty, in the face of the competition of aided schools, of securing a model school large enough for the training of a large number of teachers in one place," and it is also a point in his favour that since the Government of India last wrote to us on the subject there has certainly been a reaction against large unwieldy training schools in at least one province. In the United Provinces the discipline in the normal schools has never been quite satisfactory. They have, in some cases, shown a tendency towards sedition, and a reduction in their numbers (*i.e.* the numbers attending them) is reported to have become desirable. See paragraph 696 of the Quinquennial review. Also it seems useless to attempt any longer to force on the Educational Department a policy of which it appears thoroughly to disapprove. The reorganization of these training schools is an important measure of reform. It has been discussed now for some years past, and now that we have got a comprehensive, carefully developed scheme out of the Director of Public Instruction, the sooner we can get it through the better.

3. If the Honourable Member agrees in this view, then I think that we may accept generally Mr. Stone's scheme. It differs from Dr. Bourne's scheme in various points, but it is somewhat cheaper and it seems to have been more carefully thought out. The most important change proposed is in regard to the training of secondary teachers, and the idea of carrying on their training in connection with the new model schools seems a good one. The advantages of it are fully set out by Mr. Stone, and I have nothing to add. It is certainly rather awkward that Mr. Stone proposes to make use of the new model schools before they have been sanctioned, and his proposals will involve some alterations in the model school scheme which is now under the consideration of the Government of India. But I suppose it is not necessary on this account to ask India to hold over that scheme till we can send up these proposals. It will be some time before we can send up these proposals, and we may hope to get orders on the model school scheme before very long. If Mr. Stone's proposals are accepted, there will be 6 secondary training sections, and when they are in full working order, 200 secondary teachers will be under training in them. In the Government schools at present (apart from the Saidapet and Rajahmundry Colleges) there are only 53 under training, and the scheme represents a great advance on the existing state of affairs at a comparatively small cost. The details of the distribution of the training sections and the staff required in them are set out in the office-note. I think they may be approved. As office points out however it will not be possible to include the senior masters of these training sections in the 9th grade of the Provincial Educational service if that service is reorganized on the lines suggested by this Government. Nor do I think that the office suggestion to place them in the new top grade proposed for the Subordinate service can be approved. It would be altogether too liberal to place them on a scale of Rs. 200—20—400. The best

But if they are shut out from all prospects of promotion, they will agitate for incremental rates of pay or personal allowances after a time.

course, I think, would be to sanction the pay proposed by the Director (Rs. 200) and to keep them out of the Provincial Educational service and the Subordinate Educational service.

C. REILLY—2-6-11.

4. The new system of training secondary teachers will involve an increase in the number of the higher elementary schools and a decrease in the number of the lower elementary schools proposed by Dr. Bourne. The proposals, including the suggested revision of the grading of Sub-Assistants and Supervisors, may, I think, be accepted as they stand.

5. The only one I am doubtful about is the proposal to substitute for the post of agricultural instructor in the higher elementary schools an additional assistant and to make a change in the present method of recruitment of agricultural

instructors. Revenue Department may be asked to advise on this point. The present system may have its inconveniences from the educational point of view. On the other hand, I imagine that there is already some difficulty in finding employment for students who have passed through the Agricultural College course, and I doubt if Revenue Department will agree to one source of employment being cut off in the manner proposed by Mr. Stone especially as Mr. Stone still proposes to make a convenience of the college. Also I doubt whether any real good would be done by deputing educational assistants for a short course at the Agricultural College.

6. I have noted on other points in the margin of the office-note, and I think that Mr. Stone may now be asked to send the proposition statement in manuscript.

C. A. INNES—5-1-11.

To the Revenue Department (with reference to paragraph 5 of the above note).

REVENUE DEPARTMENT.

In paragraph 2 of the Hon'ble Mr. Stone's letter R.O.C. No. 5873, dated the 8th November 1910, printed at page 4 of G.O., No. 111, Revenue, dated 16th January 1911, he observed that the agricultural education of elementary teachers was started on right lines by the late Mr. G. H. Stuart and that agricultural instructors were attached to some of the Government Training schools and that this system had not been extended because it was difficult to obtain and keep suitable men. In order to meet this difficulty he suggested that selected training schoolmasters might be deputed to the Agricultural College, Coimbatore, and added that these men would, in six months or a year, make considerable progress since they could be taught in English and could, in addition to their practical work, have some scientific training. He hoped that by this arrangement each training school would become a centre of agricultural or horticultural enlightenment for elementary teachers and informed the Board of Revenue that he was intending suggesting it to Government in connection with a scheme for the reorganization of Government Training schools.

2. In paragraph 6 (2) of his letter, No. 5128 A./07, dated 25th November 1910, the Hon'ble Mr. Stone has sketched out the scheme referred to above. With

Paragraph 2 of Board's Reference No. 2967, dated 2nd December 1910, at page 5 of G.O., No. 114, Revenue, dated 16th January 1911.

reference to this the Board of Revenue observed that it would doubtless come before the Board and that it could then be discussed. It will also be seen from paragraph 2 of the Under Secretary's note, dated 16th December 1910, at page 3 of the notes to G.O., No. 114, Revenue, dated 16th January 1911, that it was observed that the proposal referred to above would be the most likely of the proposals for agricultural training dealt with in that Government Order, but that it would have to be very carefully considered whether it could be given effect to without interference with the more legitimate work of the Agricultural College, Coimbatore. The Honourable Member also has pointed out that we should beware of any scheme which would detract from the College's proper functions as a training ground for practical agriculturists. It is submitted that the scheme for the agricultural training of selected school teachers at the Agricultural College, Coimbatore, sketched out by the Director of Public Instruction may be referred to the Board of Revenue for remarks with reference to paragraph 2 of its reference No. 2967, dated 2nd December 1910, disposed of in G.O., No. 114, Revenue, dated 16th January 1911, page 5. A draft endorsement is submitted for approval.

3. With reference to the portion marked A in Mr Innes' note above, it is submitted that the aim of the Agricultural College, Coimbatore, is to turn out practical agriculturists who will devote their lives to farming and thus spread a knowledge of improved agriculture all over the country. It is intended to discourage men turned out from the College seeking Government appointments

except the few appointments in the Agricultural Department itself as farm managers, etc. This being the present policy of the Agricultural Department, students are admitted to the College only on their promising to adopt agriculture as their means of livelihood. It is therefore not a matter of importance to the Agricultural Department, if the method of recruiting agricultural instructors for training schools is changed.

After the issue of the draft endorsement submitted below, the file may, it is submitted, be returned to Educational for proposition statements being called for with reference to paragraph 6 of Mr. Innes' note while the Board's reply is awaited.

E.S.J.—30-1-11.

Issue and then return the file to Educational u.o.

F. NOYCE—31-1-11.

To the Educational Department.

EDUCATIONAL DEPARTMENT.

In paragraph 10 of his letter R.O.C. No. 5128-A., dated 25th November 1910, the Director of Public Instruction says that, if the proposals made by him in his letter above quoted are approved generally by Government, he would submit proposition statements. It will be premature to call for proposition statements before the scheme submitted by the Director of Public Instruction has been considered and before a decision is come to whether the proposals should be accepted. The file may, it is submitted, be now circulated to the Hon'ble Sir M. Hammick, K.C.S.I., C.I.E., for orders on the scheme.

K. RANGASWAMI AIYANGAR—7-2-11.

Submitted to Honourable Member through Secretary for orders whether a proposition statement should be called for. Mr. Innes has already noted very fully on the subject.

I regret keeping this file so long: the subject is absolutely new to me and I wish to consult Mr. Stone on the subject on his return from Allahabad.

It has yet to be seen whether the proposal to teach more English in the higher elementary schools will save them from being destroyed. But Mr. Stone justifies the retention of a large number of higher elementary Training schools on quite different grounds, namely that (1) they will be wanted to supply teachers for secondary schools, for which there are not, nor are likely to be, enough secondary trained teachers for the present, and (2) they will be wanted to teach in lower elementary schools. Mr. Innes seemed to be of opinion that the teachers trained in a higher elementary training school would not accept posts in lower elementary schools. But it is submitted that they must make living somehow, and if the higher elementary class turns out a failure these men will have to accept posts in lower elementary schools or starve.

It is a question whether the men who are wanted for secondary schools would not be better trained in a secondary training school or section. It is submitted that the general education will not be sufficiently high for them to benefit by the training in a secondary training school.

It is also to be noted that the so-called higher elementary training schools are also to train men for lower elementary schools, and it is to be left to the discretion of the Director of Public Instruction to give more stipends proportionately to higher elementary and lower elementary teachers according to the demand. It will be clearly for the benefit of the lower elementary teachers to be trained in a school with a larger staff and better equipment.

It will be noted that Mr. Stone has decreased the cost of the training of the secondary teachers but increased the cost of the elementary schools. This is in accordance with Government policy.

The note has been hung up for a long time and it is therefore submitted that Mr. Stone's proposals may be approved and he be called on to submit a proposition statement at an early date.

G. F. PADDISON—27-2-11.

Please have this printed *as soon as possible* and send to Honourable Member in print. I have no remarks to add.

L. DAVIDSON—3-3-11.

The notes have been printed. The file may now be circulated to Honourable Member.

K. RANGASWAMI AIYANGAR—20-3-11.

As Mr. Sharp is so shortly to come down from the Government of India, it is for consideration whether it would be worth while to find out the present policy of the Government of India before passing orders.

G. F. PADDISON—21-3-11.

Put on my table at Ootacamund.

M. H[AMMICK].

The further remarks of the Revenue Department and of the Board of Revenue on the subject of deputing training school masters for a course of training in the Agricultural College are contained in the linked file. Submitted that it may be sent up to Honourable Member with this file, which Honourable Member has ordered to be placed on his table at Ootacamund.

K. RANGASWAMI AIYANGAR—19-4-11.

M. S. MASCARENHAS—19-4-11.

L. DAVIDSON—20-4-11.

Notes in the Revenue Department referred to at A above.

REVENUE DEPARTMENT.

Proceedings of the Board of Revenue (Revenue Settlement), No. 962, dated 17th March 1911.

To Under Secretary—

This file relates to the re-organization of the training schools dealt with in the Educational Department. One of the proposals made by the Director of Public Instruction in connection therewith was to depute one of the trained teachers on the staff of each higher elementary training school to the Agricultural College, Coimbatore, for a period varying from six months to a year paying him a certain proportion of his salary. The Revenue Department have been asked by the Educational Department to advise on this point, and it is understood that the main file is now in circulation.

2. The proposal referred to above was in this department sent to the Board of Revenue for remarks. It will be seen from the Board's Proceedings, No. 962, dated 17th March 1911, that both the Principal of the Agricultural College and the Director of Agriculture consider that the full three years' course prescribed for the students of the Agricultural College is essential to enable the teachers to acquire a proper knowledge of the subject and that the short course suggested would be of no use. The Board concurs in this view. The Educational Department also

were of the same opinion (*vide* the last sentence in paragraph 5 of Mr. C. A. Innes' note at page 22 *supra*). Submitted that this department may agree with the Board on the point.

3. In paragraph 4 of his letter, Dis. No. 390, dated the 24th February 1911, the Director of Agriculture suggests that the Agricultural College L.Ag. Degree should, for the purpose of the Educational Department only, be recognized as the equivalent of the B.A. Degree, in the case of such students as might be selected by the Educational Department for training there, in order that the students so trained might obtain promotion in the Educational Department. The Board does not agree with Mr. Couchman as it considers that these trained men would be unfit in the Educational Department for other than the special work of instructing in agriculture. The Board adds that if it is not possible to depute trained teachers for the full three years' course, the only alternative would be to improve the prospects of agricultural instructors to induce them to stay on in the Educational Department. Submitted that these are points for consideration in the Educational Department and the file may be transferred to that department with an expression of concurrence in the views expressed by the Board.

J. T. GWYNN.

M.G.—22-3-11.

E.S.J.—30-3-11.

This may be done.

The agricultural knowledge which the school-boy would gain from a teacher trained by a man who had spent from six months to a year at Coimbatore would not be a very valuable acquisition.

J. T. GWYNN—4-4-11.

In my opinion this idea of teaching agriculture through schoolmasters is bound to end in failure. A subject of this sort must be taught by men who really understand the subject and to pupils who intend to learn it practically. If the Educational Department thinks otherwise then it must get *fully* trained men and it is not in the least likely that it will get such men for a pay of Rs. 50 without prospects. Besides, the Agricultural College is not intended to feed the Educational Department. It is wanted to train agriculturists and is, I believe, doing good work in that direction. The accommodation is limited and it would be disastrous to reject the sons of landowners who intend to work their estates in order to provide tuition for schoolmasters who will at most teach theoretical agriculture to school-boys.

A. BUTTERWORTH—6-4-11.

I agree with the Secretary.

J. N. A[TKINSON]—8-4-11.

A. BUTTERWORTH—10-4-11.

To the Educational Department.

EDUCATIONAL DEPARTMENT.

I have kept these papers as in Madras I had no time to deal with them. I am ready to accept Mr. Stone's modifications of the scheme submitted by Dr. Bourne. He should be called upon now for a proposition statement—urgently.

As regards agricultural teachers Mr. Stone's proposals cannot be accepted. We shall have to devise some other method—but that need not delay the matter now. No change should be made in the pay of these teachers at present.

The Provincial service scheme is sure to come back to us from India. They are not going to accept it.

Mr. Innes' note is very good. The letter must take the line taken by him in generally defending our scheme.

M. H[AMMICK]—27-4-11.

A draft order is submitted for approval. It is regretted that owing to the pressure of urgent legislative work this could not be submitted earlier. The draft may be sent to the Financial Department u.o. for acceptance.

K. RANGASWAMI AIYANGAR—16-5-11.

M. S. MASCARENHAS—17-5-11.

Make a fair copy and send in a very emergent file board to Financial. The draft has already been unduly delayed.

L. DAVIDSON—19-5-11.

I have to-day given Mr. Stone a note of the substance of the order.

L. DAVIDSON—20-5-11.

A fair copy of the draft has been made; the file may now be sent to the Financial Department.

T.K.—20-5-11.

M. S. MASCARENHAS—20-5-11.

To the Financial Department.

FINANCIAL DEPARTMENT.

The proposals, which are briefly summarised in the draft order, involve heavy recurring and initial financial liability, and it is for consideration whether the scheme may not be subjected to further scrutiny so as to moderate the expenditure while retaining the general outline. G.O., No. 155, Educational, dated 15th March 1909, was issued without reference to this department.

2. *Origin of scheme and ability of provincial to bear the cost.*—In connection with a scheme submitted by this Government for the re-organization of the training schools for masters in this Presidency at an estimated extra cost of Rs. 69,396—Rs. 29,396 on establishments and Rs. 40,000 on stipends—the Government of India suggested the desirability of establishing institutions in which the students are collected in comparatively large numbers and are taught by well-educated and well-paid teachers in well-equipped buildings, the training in these institutions being supplemented by subsidiary systems of where the salaries paid are insufficient to attract teachers trained in the new high grade training institutions. As this Government, however, pressed for the scheme for the primary training schools being sanctioned independently, with some modifications as regards stipends which reduced the cost, the Government of India recommended its sanction to the Secretary of State on an assurance being given by this Government that funds would be provided for the larger scheme suggested outcome of the suggestion made by the Government of India. It will be seen that the Government of India are not likely to render any financial help in this connection and the scheme will apparently have to be financed from the resources of this Government. In a recent forecast which has been made in connection with the strengthening of armed police reserves as to the ability of Provincial to bear the cost of the various pending schemes, a sum of 1.1 lakh has been taken into account towards the cost of the present scheme.

G.O., No. 184, Educational, dated 27th March 1905.

Home Department letter in G.O., No. 625, Educational, dated 15th September 1905, and paragraph 4 of Despatch to Secretary of State on page 3 of G.O., No. 519, Educational, dated 8th August 1907.

Paragraph 3 of Home Department letter on page 2 of G.O., No. 495, Educational, dated 25th July 1906, and this Government's letter No. 496, Educational, dated 25th July 1906.

by them. The present proposals are the Cf. also paragraph 22 of Registrar's note on page 34 of notes to G.O., No. 577-A, Educational, dated 8th October 1910.

have to be financed from the resources of this Government. In a recent forecast which has been made in connection with the strengthening of armed police reserves as to the ability of Provincial to bear the cost of the various pending schemes, a sum of 1.1 lakh has been taken into account towards the cost of the present scheme.

3. The proposals involve—

(1) the abolition of the Training College at Rajahmundry and its amalgamation with the Teachers' College, Saidapet;

(2) the opening of training sections of two classes each in six selected high schools (Telugus—Rajahmundry and Chittoor; Tamils—Tiruvalur and Coimbatore; Malayalis—Palghat; and Canarese—Mangalore);

(3) the replacement of the existing fifteen lower secondary and eleven primary training schools by ten higher elementary and fourteen elementary training schools.

These proposals are the result of elaborate consideration, and having regard to the remarks made by the Government of India in paragraph 4 of their despatch to Page 3 of G.O., No. 519, Educational, dated the Secretary of State, No. 80, dated 8th August 1907, and Mr. Innes' observations in paragraphs 2 and 3 of his note on pages 20 and 21 *ante* they seem probably to represent the minimum of reforms likely to be accepted by India. Any attempts to reduce the cost will therefore have to be directed mainly against the staff to be employed.

4. *Proposal* (1) involves a saving. Part of the saving, however, goes towards the strengthening the amalgamated Teachers' College, proposals regarding which have been dealt with in G.O., No. 147, Educational, dated 13th March 1911, and a portion towards the cost of the model schools which will be formed out of the remainder of the two institutions. The savings are thus only nominal and may be left out of account in dealing with the present proposals.

5. *Proposals* (2) and (3).—According to Mr. Stone's proposals the following additions are required to the Provincial Educational, Sub-Assistants and Supervisors cadres:—

A. *Provincial Educational Service*—Six Lecturers on Rs. 200 each.

B. *Sub-assistants cadre* (34 appointments)—

(a)	2 in the first grade on Rs. 175	<i>per mensem.</i>
(b)	8 in the second grade on Rs. 150	"
(c)	4 in the third grade on Rs. 125	"
(d)	10 in the fourth grade on Rs. 100	"
(e)	10 probationary on Rs. 75	"
	34	

C. *Supervisors cadre* (62 appointments)—

(a)	34 appointments in the first grade on Rs. 50	<i>per mensem.</i>
(b)	12 " second " Rs. 40	"
(c)	16 " third " Rs. 30	"
	62	

6. As regards (A), it has been approved in Educational that these six appointments should be kept outside the Provincial and Subordinate* Educational services and should form a distinct class. It is submitted that this arrangement is not likely to prove satisfactory. It is apparently the intention that there should be as few changes as possible in the *personnel* of these appointments and this result is not likely to be achieved if they are constituted a distinct class with a fixed rate of pay. This department may, perhaps, agree to their being placed outside the Provincial and Subordinate services for the reason stated in the Educational Department note on page 17 (paragraph 17) *ante* and paragraph 3 of Mr. Innes' note on page 21 *ibid.* It is not, however, clear why they should not be included in the cadre of Sub-Assistants.

[* Pay rising from Rs. 200 to Rs. 400.] Paragraph 3 of Mr. Innes' note on page 21.

The only objection urged seems to be that they would not then be on the same

With the increased prospects of promotion proposed for the Subordinate service in paragraph 3 on page 2 of Educational No. 578, dated 8th October 1910, there seems no objection to putting these men into that service, to which Educational have already agreed to relegate the Vice-Principal of the Training College, Rajahmundry.

C. REILLY—2-6-11.

Assistant (Rs. 175) is only Rs. 25 *per mensem*, and it is not likely that this will make much difference while it seems desirable to avoid the creation of a further small

They are not of superior standing to those whom Educational has already agreed to relegate to the Subordinate service in paragraph 3, page 2, of its letter No. 578, dated 8th October 1910.

C.R.—2-6-11.

7. With regard to (B) and (C), additions to the cadres of Sub-Assistants and Supervisors have been proposed so as to secure certain allotted rates of pay to the teachers of the new institutions. It is submitted that in graded services such an arrangement is hardly necessary and is unusual. On the other hand, it is desirable in the interests of the services as a whole to distribute the appointments in all the grades in proportions which while securing a fair flow of promotion provide for a sufficient number of appointments in the higher grades for the more important offices. If this and the proposals made in paragraph 6 above are approved, the following grading may, perhaps, be adopted in the two cases:—

Class.	Existing.	Proposed by Director of Public Instruction.	Now proposed.
<i>* Plus six on Rs. 200 per mensem.</i>			
<i>+ With reference to paragraph 6 ante.</i>			
<i>Sub-Assistants' cadre.</i>			
First (175)	10	* 10 + 2	† 10 + 6
Second (150)	20	20 + 8	20 + 10
Third (125)	20	20 + 4	20 + 1
Fourth (100)	40	40 + 10	40 + 5
Probationary (75)	22	22 + 10	22 + 18
Total	121	121 + 34	† 121 + 34 + 6
<i>Supervisors' cadre.</i>			
First	34	34 + 34	34 + 26
Second	68	68 + 12	68 + 12
Third	136	136 + 16	136 + 24
Total	238	238 + 62	238 + 62

If these gradings are adopted there would be a saving of about Rs. 7,500 *per annum* over the proposals accepted by Educational. The rest of the establishment does not seem to call for any special remarks.

8. *Provision of funds.*—The extra recurring cost involved according to the proposals accepted by Educational is roughly indicated below:—

	Existing.	Proposed.	Extra cost.
<i>See paragraph 21, page 9 of notes to G.O., No. 155, Educational, dated 15th March 1909.</i>			
† Excludes figures for Training College, Rajahmundry.	RS.	RS.	RS.
Staff	† 99,860	§ 1,43,268	43,408
Stipends	1,17,412	1,64,960	47,548
Contingencies	21,435	21,435	..
		(Same as existing).	
Total	† 1,38,707	3,29,663	96,956

§ Excludes figures for Teachers' College, Saidapet.

If the regrading suggested in paragraph 7 *ante* is accepted, the extra cost will be reduced to about Rs. 83,500 *per annum*. A provision of Rs. 25,000 has been entered in the current year's budget towards the cost of the scheme.

9. *Local allowance.*—The Director of Public Instruction proposes that he should be empowered to grant, at his discretion and in exceptional cases, local allowances not exceeding 20 per cent. of the pay of the teachers in the case of localities where it is difficult to secure qualified teachers. It is submitted that this delegation would require the sanction of the Government of India and seems to be hardly

C. REILLY—2-6-11. | called for. At any rate it does not appear that it can be considered in connection with the present file. Any local allowances that may be necessary may be specially sanctioned by Government.

If local allowances are required they should be allocated now and included in the proposition statement.

H. A. STUART—27-6-11.

10. *Buildings.*—It is estimated that, under the modified scheme now proposed to be sanctioned, a sum of Rs. 4.5 lakhs (against the original estimate of 6.2 lakhs) will be roughly required for purposes of modifying existing buildings and constructing new ones. In this connection attention may, perhaps, be drawn to the remarks made by Sir James Thomson in paragraph 4 of his note, dated 27th December 1904, on page 20 of the notes to G.O., No. 184, Educational, dated 27th March 1905. If these remarks are kept in view the estimated expenditure on buildings may perhaps be susceptible of further reduction.

11. The draft may, it is submitted, be accepted subject to the remarks made above.

U.P.A.—1-6-11.

The proposals have already been accepted by Honourable Member. It is submitted that this department should have been consulted at an earlier stage. In view of the fact that Provincial has to finance entirely the cost of the present proposals, the Educational Department may be asked to consider the suggestions in the previous note which make for economy without sacrificing any of the essential features of the scheme. A further reduction in cost might be effected to the amount Rs. 6,000 *per annum* under "Stipends", the increase under which amounts to about half a lakh, by reducing the rate for higher elementary students from Rs. 7 to Rs. 6. This, however, is of doubtful advisability.

C. REILLY—2-6-11.

I am sorry to have kept this so long, but it is a very heavy and confusing case and I have had to deal with it from time to time as I found opportunity.

2. The draft order gives approval of a scheme which will involve additional expenditure of near a lakh *per annum*, and non-recurring expenditure which may be anything from 4½ to 6 lakhs; yet the Financial Department are never consulted until the approval of the Honourable Member (who is also in charge of the Finance Department) has been obtained, and the order has been drafted. That procedure is contrary to rule and obviously inconvenient and I must beg that it may not be repeated. It is probably too late now to offer any criticisms from the point of view of the Financial Department but I should like the following observations to be laid before the Honourable Member.

* Mr. Stone's reply to the remark in paragraph 1 of the official memorandum of 16th September 1909 is in the most general terms.

H.A.S.—27-6-11.

3. My first criticism is that there does not appear to have been any adequate * consideration of the relation between the number of teachers for whom training is to be provided and the number of teachers required annually to supply of the training institutions will be (at a maximum)—

Secondary teachers	100
Higher elementary	240
Lower	800

Mr. Francis has given some figures about teachers and he estimates the annual wastage at 5 per cent. among elementary school teachers, but he gives the number under training as 2,321, excluding those in sessional school. I cannot find any statistics in the file, as it does not contain a copy of the administration report, and it is difficult to reconcile the figures given by Mr. Francis with those given in the papers under consideration. This is no doubt owing to my ignorance of educational

The letter to India has yet to be drafted.

L. DAVIDSON—29-6-11.

administrative machinery, but the Government of India will certainly want this point made clear—and it ought to have been made clear for the Finance department.

4. Another point which I should have pressed on the score of economy (if I had been given an opportunity at the proper stage) is some further concentration of institutions. I beg in this connection to invite attention to Mr. Innes's note, where he shows that the circumstances which have been urged against concentration in Madras are not peculiar to this Presidency, and though we need not go so far as Bombay and the United Provinces there is yet a *via media* along which we might proceed with the proverbial safety. We might, for example, cut out the higher elementary training schools at Vizagapatam, Nellore, Saidapet or Villupuram, and Dindigul, and the elementary training schools at Parvatipur, Rayachoti or Kurnool, Ranipet (where there is an aided training school), Tanjore and Salem.

5. It is admitted that there will be very little demand for teachers trained in the higher elementary training institutions as teachers in higher elementary schools, but we are to train them in the expectation that they will be forced by starvation into accepting employment in the ordinary elementary schools. That of course will mean persistent demands for the increase of salaries of the teachers in elementary schools, and a very small individual increase will amount, in the aggregate to a very large sum. From the political point of view, too, it is not desirable to create a class of malcontents, with a grievance, moreover, that is not wholly unfounded.

6. I hope Educational department will agree to include the six lecturers on Rs. 200 in the sub-assistants' service. On general grounds it is undesirable to create small isolated services, and in this particular case the proposed treatment is bound to lead eventually to demands for better pay or personal allowances.

7. The proposed distribution at page 27 of the notes is for consideration by the Education department.

H. A. STUART—27-6-11.

To the Educational Department.

EDUCATIONAL DEPARTMENT.

Please examine the Financial suggestions at once. Take each point and as briefly as possible add the information necessary to enable the Honourable Member to decide on the matters in issue.

Why was the propriety of prior circulation to Financial overlooked in Educational?

L. DAVIDSON—28-6-11.

Paragraph 3 of the Chief Secretary's note.—The maximum number of trained teachers who will be turned out every year from the Government training schools according to the present proposals will be 1,140 as observed by the Chief

Secretary, but the number under instruction in all these institutions will be double this number, as the course of training in training schools of all grades, secondary and elementary, will be two years. The figure (2,321) given by Mr. Francis in paragraph 11 of his note represents the total number of teachers under instruction on the 31st March 1908 in all training schools (Government, aided and unaided) both secondary and elementary, the number in Government training schools alone being 1802. Of the total number (2,321), 114 were secondary students (whose course of training extends under existing rules to only one year) and the remaining 2,207 were elementary students who have to undergo a course of two years. In other words,

the number of elementary teachers turned out at the end of the year 1907-1908 would have been only about one-half of 2,207 or say roughly 1,100; while the number turned out by Government training schools alone would have been about 900. The total number of elementary teachers under instruction in training schools of all classes at the end of 1909-10 was 2,171, so that the number of teachers actually passed out of training schools at the end of that year would have been 1,086.

2. Taking therefore the average number of elementary teachers annually turned out by the existing training schools of all descriptions at say 1,100, it has to be observed that this number has not only to meet the annual wastage, but also to provide the additional teachers required for the new schools which are opened every year consequent on the expansion of elementary education. The annual wastage, as calculated by Mr. Francis, under elementary teachers, is 1,630, while the average annual increase in the number of elementary schools during the thirteen years

* The number of schools in 1897-98 was 19,992 and that in 1909-10—23,260 (table 54, page 120 of Vol. II of Public Instruction Report). The average is $\frac{3,268}{13}$ = 251.

1,630 + 250.

I agree to all this.

M. H[AMMICK]—29-6-11.

And they only go a little way towards doing so, while it is certain that the demands will increase in the near future.

L. DAVIDSON—29-6-11.

elementary teachers to meet the increasing demand for trained teachers, a demand which will become still more pronounced if free elementary education is introduced. It may be noted that it is proposed to open about 586 new elementary schools in the current year in places where they are most needed and that for this purpose the Government have allotted a subsidy of one lakh.

3. Paragraph 4 of the Chief Secretary's note.—There are at present five secondary training schools (including the secondary departments of the training colleges at Saidapet and Rajahmundry)

15 lower secondary training schools and eleven primary training schools. The original idea was to establish five secondary training schools each containing two separate sections one for training secondary teachers and the other for training higher elementary teachers, six higher elementary and twenty elementary training schools. In calling for revised proposals, the main principles which should be observed in proposing any reduction in the number of schools were indicated in paragraph 2 (2) of Memorandum No. 1678-1, dated 16th September 1909.

4. The original idea was thus to provide for the training of 240 higher elementary teachers every year in eleven institutions, that is, in five secondary and six higher elementary training schools. The higher elementary schools were to be established at Vizagapatam, Nellore, Bellary, Villupuram, Tinnevely and Mangalore.

Page 3 of G.O., No. 155, Educational, dated 15th March 1909. In his revised proposals Mr. Stone abandoned the idea of having separate secondary training schools, to which higher elementary sections were to be attached, but suggested the establishment of ten higher elementary schools, so as to provide for the training of 240 students at the rate of 24 students for each school. He observed:

"In order to secure this object, I propose to convert one of the schools (Dindigul) classed as lower secondary into higher elementary and to establish higher elementary schools in three of the stations (Rajahmundry, Saidapet and Calicut) in which it was originally intended to retain the secondary schools."

5. In selecting places for the establishment of higher elementary schools, Mr. Stone has taken into consideration the language and general geographical distribution and the existence of aided training institutions. The existence of suitable Government buildings was also one of the main considerations which has apparently influenced the Director of Public Instruction in the selection of places for these schools. The Chief Secretary suggests that the higher elementary schools at Vizagapatam, Nellore, Saidapet or Villupuram and Dindigul might be cut out. But it is observed that in all these places there are already lower secondary training schools and that all

Vide paragraph 6 of the Director of Public Instruction's letter on pages 5 and 6 of G.O., No. 155, Educational, dated 15th March 1909.

these schools except the one at Saidapet, and that at Vizagapatam are provided with new Government buildings which have been constructed at considerable expense specially for training schools. It is also very doubtful whether six higher elementary schools would be sufficient to train 240 students every year. Similarly as regards the lower elementary schools, which the Chief Secretary suggests might be omitted, it is observed that there are already training schools in all these places except

I agree.

M. H[AMMICK]—29-6-11.

able for the schools in all the places except Parvatipur.

6. *Paragraph 5 of the Chief Secretary's note.*—The arguments in support of having higher elementary training schools are fully set out in paragraph 2 of Mr. Stone's letter. There seems to be no doubt that there will be ample field for employment for these higher elementary teachers, who correspond exactly to the lower secondary teachers now turned out from the existing lower secondary training schools. It will be seen from the footnote to the table given in paragraph 9 of Mr. Francis' note on page 7 *ante*, that of the teachers employed in elementary schools in 1908 as many as 3,070 or about 10 per cent. of the total number were of the lower secondary grade. The employment of lower secondary teachers (called higher elementary teachers in the present proposals) in elementary schools has not hitherto given rise

I agree here too.

M. H[AMMICK]—29-6-11.

to any inconvenience, either administrative or political, and it does not appear that the employment of higher elementary teachers in similar situations in future will be productive of the inconveniences apprehended.

7. *Paragraph 6 of the Chief Secretary's note.*—The suggestion to include the six headmasters of secondary training classes on Rs. 200 per mensem in the subordinate educational service may be accepted. Attention is solicited to the latter part of paragraph 17 of the office-note on pages 17

L. DAVIDSON—29-6-11.

I agree.

M. H[AMMICK]—29-6-11.

and 18 *ante* and to the concluding portion of Mr. Innes' note on pages 21 and 22. According to the proposals contained in paragraph 3 of letter No. 578, Educational, dated 8th October 1910, some appointments in training colleges which are now included in the Provincial Educational Service are to be relegated to the Subordinate Service and placed at the top of that service on a new scale of pay of Rs. 200—20—400. It is not clear whether the Chief Secretary's proposal is to put in the six training school headmasters on a new scale of pay of Rs. 200 per mensem in the cadre of sub-assistants,

or to reduce the pay to Rs. 175 and to include them in the topmost grade of the existing sub-assistants cadre. From the distribution on page 26 of the note file the intention apparently is to include them in the cadre of Rs. 175 in the subordinate service. If this surmise is correct, the Director of Public Instruction may perhaps be consulted, before coming to a definite decision on this point.

L. DAVIDSON—29-6-11.

Yes.

M. H[AMMICK]—29-6-11.

8. This file was not sent to Financial under the impression that it would be premature to send the papers to them before the revised proposals which were called for in Memorandum No. 1678-1, dated 16th September 1909, under the Honourable

Member's orders had been seen by Honourable Member, and before the general principles of the scheme had been accepted by him.

K. RANGASAWMI AIYANGAR—28-6-11.

As to paragraph 8, I certainly did not consider the question of circulation to Financial, when the file came to me in the beginning of March. A legislative council meeting was just impending and Mr. Innes, who was dealing with the papers, probably took the same view as this office. It was not unnatural, though I admit at variance with the rules as to interdepartmental references.

L. DAVIDSON—29-6-11.

These papers have been under consideration long enough. I know this scheme involves heavy expenditure, but for years past the training of our elementary teachers has been most insufficient and inefficient and looking to the certainty that in a very few years' time our expenditure on primary education must run up by leaps and bounds, I consider the financial burden of this scheme must be accepted as moderate. All the points referred to in the Financial note were considered by me at different times.

It is perfectly clear that we are as a Government bound to improve our training of teachers; it is the most necessary of all reforms in the Educational Department now, and this scheme which has been under consideration for three and more years now may go forward. In a few years' time I am quite certain it will be regarded as having been quite insufficient, but it is all that our financial conditions enable us to accept now.

I have no fear whatever that the outturn of trained teachers will be larger than necessary: the pay of the elementary teacher is at present much too low and the position of these teachers must be improved. The training of a higher elementary teacher should really be the minimum that we should aim at for all teachers. It is certainly in the training of teachers that we must look for improvement. The greater diffusion of our present primary education unless our teachers are vastly improved will do the State no good but rather harm.

I don't think anybody can justly regard this scheme as extravagant. Please lose no time in getting it through to India.

M. H[AMMICK]—29-6-11.

Issue the order and draft a letter to India emergent. Print the notes emergent and send a copy to Financial.

L. DAVIDSON—1-7-11.

[G.O., No. 424, Educational, dated 1st July 1911.]

Read again G.O.No.155, Edl., dated 15-3-1909.

Read also--

From the D.P.I., No.5128-A, dated 14th June 1909.

-Do.- -do.- 21st Aug. 1909.

-Do.- -do.- 25th Nov. 1910.

ORDER:
P.S.

In G.O.No.155, Educational, dated 15th March 1909 the Government approved generally the proposals submitted by the Director of Public Instruction, Dr. Bourne, for the re-organization of the Government training schools for masters in this presidency. These proposals comprised

- (1) the abolition of the Training College at Rajahmundry and its amalgamation with the Teachers' College at Saidapet;
- (2) an increase in the number of secondary training schools from three to five;
- (3) the establishment of six higher elementary training schools in the place of the existing fifteen lower secondary training schools; and
- (4) an increase in the number of elementary training schools from eleven to twenty.

2. When the Director of Public Instruction submitted proposition statements embodying these proposals, the Government came to the conclusion that the scheme required further scrutiny not only on account of the aggregate cost but also because of the doubtful future of higher elementary schools in the

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abstract attached

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the educational system of this presidency and the uncertainty of the demand for higher elementary teachers. They accordingly requested the Director of Public Instruction to reconsider the question with reference to these aspects of the case and in order to lower the total cost of the proposals suggested that the number of secondary and higher elementary training schools might be reduced and that the headmasters of the higher elementary training schools need not be placed in the Provincial Educational Service as originally proposed. Any such reduction in the number of schools, the Government observed, must however be carried out with due regard to means of communication, the vernacular of the practising schools, the existence of Government buildings and proximity to Inspectors' ~~quarters~~ headquarters.

3. The acting Director of Public Instruction (the Hon'ble Mr. Stone) in replying to this reference contests the proposition that higher elementary training schools are not in great demand. Training schools of this grade, he urges, have no necessary connection with higher elementary schools ; and the teachers trained in them are required for all elementary schools - not exclusively for higher elementary schools. There is thus a real demand for teachers of the higher elementary grade, and Mr. Stone has no doubt that provision must be made for the training of the full number of the higher and lower elementary teachers suggested in Dr. Bourne's scheme. The training of secondary teachers, he considers, can be carried on more efficiently in connection with the proposed model high schools. In lieu therefore of opening separate institutions of this grade he

proposes

Head again G.O. No. 138, dated 15-3-1909.

Head also--
from the G.O. No. 138, dated 15-3-1909.
The Government observed that the number of secondary and higher elementary training schools might be reduced and that the headmasters of the higher elementary training schools need not be placed in the Provincial Educational Service as originally proposed. Any such reduction in the number of schools, the Government observed, must however be carried out with due regard to means of communication, the vernacular of the practising schools, the existence of Government buildings and proximity to Inspectors' headquarters.

- (1) The abolition of the Training College at Rajahmundry and its re-connection with the Government College at Bangalore.
 - (2) an increase in the number of secondary training schools from three to five;
 - (3) the establishment of six higher elementary training schools in the place of the existing fifteen lower secondary training schools; and
 - (4) an increase in the number of elementary training schools from eleven to twenty.
2. When the Director of Public Instruction submitted proposition statements embodying these proposals, the Government came to the conclusion that the scheme required further scrutiny not only on account of the aggregate cost but also because of the doubtful value of higher elementary schools in connection with institutions of this grade.

proposes to attach secondary training sections of two classes each to selected high schools, preferably those forming part of Arts colleges. He would have six such sections, two for Telugus at Rajahmundry and Chittoor, two for Tamils at Tiruvalur and Coimbatore, one for Malayalis at Palghat and one for Canarese at Mangalore. Finally, he recommends the replacement of the ~~at~~ existing fifteen lower secondary and eleven primary training schools by ten higher elementary and fourteen elementary training schools at the following places:--

Higher elementary training schools.		Elementary training schools.	
1. Vizagapatam	(Telugu)	1. Russelkonda	(Uriya)
2. Rajahmundry	do.	2. Parvatipuram	do.
3. Nellore	do.	3. Berhampur	(Telugu)
4. Bellary	(Telugu and Canarese)	4. Guntur	do.
5. Saidapet	(Tamil and Telugu)	5. Rayachoti	do.
6. Villupuram	(Tamil)	6. Kurnool	do.
7. Dindigul	do.	7. Chittoor	do.
8. Tinnevely	do.	8. Ranipet	(Tamil)
9. Calicut	(Malayalam)	9. Tanjore	do.
10. Mangalore	(Canarese)	10. Trichinopoly	do.
		11. Salem	do.
		12. Coimbatore	do.
		13. Madras	(Urdu for Muhammadans)
		14. Malappuram	(Malayalam for Mappillas).

4. Incidentally these proposals involve the abolition of the Panchama training school at Madras and the training schools now at Chicacole, Ongole, Anantapur, Cuddalore and Badagara and the establishment of new training schools at Rajahmundry, Saidapet and

proposes to attach secondary training sections of two classes each to selected high schools, preferably those forming part of Arts colleges. He would have six such sections, two for Telugu at Rajahmundry and Chittoor, two for Tamil at Tiruvallur and Coimbatore, one for Malayalam at Palghat and one for Kannada at Mangalore. Finally, he recommends the replacement of the six existing fifteen lower secondary and eleven primary training schools by ten higher elementary and fourteen elementary training schools at the following places:--

Higher elementary training schools	Elementary training schools
1. Vizagapatnam (Telugu)	1. Russelkonda (Urdu)
2. Rajahmundry	2. Rajahmundry
3. Bellary	3. Bellary
4. Bellary	4. Bellary
5. Bellary	5. Bellary
6. Bellary	6. Bellary
7. Bellary	7. Bellary
8. Bellary	8. Bellary
9. Bellary	9. Bellary
10. Bellary	10. Bellary
11. Bellary	11. Bellary
12. Bellary	12. Bellary
13. Bellary	13. Bellary
14. Bellary	14. Bellary

4. Incidentally these proposals involve the abolition of the Panchayat training school at Madras and the training schools now at Chittoor, Ongole, Anantapur, Gubbalore and Badagara and the establishment of new training schools at Rajahmundry, Bellary and Calicut.

and Calicut.

5. Mr. Stone's scheme has been carefully worked out and the proposed classification and distribution of the training institutions meets with the approval of Government. They accept the scale of staff proposed as also the recommendation to distribute the lower grades between the cadres of the sub-assistant inspectors and the supervisors of elementary schools. With regard, however, to the headmasters of secondary training classes whom it is proposed to include in the Provincial Educational Service, the Government observe that the scheme already submitted to the Government of India for the re-organization of the Provincial Educational Service would not admit of the inclusion of these appointments and for that reason these posts must be kept outside of that service in a class of their own. Nor are the Government prepared to accept Mr. Stone's proposals regarding agricultural teachers. They consider that the existing method of recruitment of these instructors must continue for the present and that no change should now be made in their pay. They have no objection, however, to limiting to one year the period of training of those students who have passed the First in Arts, or the Intermediate Examination of the Madras University or have taken the courses for one of these examinations in a college.

included in the subordinate service, on a new scale of pay of Rs 200 per m. in the Sub-assistant's Cadre.

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6. The Director of Public Instruction will be requested to submit at a very early date the usual proposition statements embodying these proposals and a simplified statement in form 5-A as prescribed

in article 57(4) of the Civil Account Code.

L.D.
19-5-11.

To the Director of Public Instruction.

" Financial Department.

" Local and Municipal Department.

21.7.11

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and Calicut.

5. Mr. Stone's scheme has been carefully worked out and the proposed classification and distribution of the training institutions made with the approval of Government. They accept the scale of staff proposed as also the recommendation to distribute the lower grades between the cadres of the sub-assistant inspectors and the supervisors of elementary schools. With regard, however, to the headmasters of secondary training classes whom it is proposed to include in the Provincial Educational Service, the Government observe that the scheme already submitted to the Government of India for the re-organization of the Provincial Educational Service would not admit of the inclusion of these appointments and for that reason these posts must be kept outside of that service in a class of their own. Now are the Government prepared to accept Mr. Stone's proposals regarding agricultural teachers. They consider that the existing method of recruitment of these instructors must continue for the present and that no change should now be made in their pay. They have no objection, however, to limiting to one year the period of training of those students who have passed the First in Arts, or the Intermediate Examination of the Madras University or have taken the course for one of these examinations in a college.

6. The Director of Public Instruction will be requested to submit at a very early date the usual proposition statements embodying these proposals and a simplified statement in form S-A as prescribed in

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URGENT (a).

EDUCATIONAL
LEGISLATIVE DEPARTMENT.

Current No., dated 19
G.O., No. 424, dated 1-7-1911

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