

Law (192 /) Department.
(Education)

Ordinary SERIES.

G.O. No. 1781

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INDEXED

26

[Despatch Abstract.]

Missionary Educational Council of South India.

Deputation—representatives—notes recorded.

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15. Godaveri Delta Mission.
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27. National Council of the Y. M. C. A.
28. National Missionary Society.
29. Ohio Evangelical Lutheran Mission.
30. Society for the Propagation of the Gospel.
31. Strict Baptist Mission.
32. Trichinopoly S. P. G. College.
33. United Free Church of Scotland Mission.
34. Wesleyan Methodist Missionary Society.
35. Young Women's Christian Association.

The above organizations maintain, within the presidency, twelve colleges, and approximately 100 secondary schools and 5,800 elementary schools, attended by more than 2,50,000 students and pupils.

The Council has had occasion, from time to time, to address the Local and Imperial Governments on educational matters, and is grateful for the sympathetic spirit with which its representations have been met.

On this occasion the Council respectfully desires to submit to Government the following recommendations and requests, the favourable consideration of which would do much towards providing an adequate supply of teachers for elementary and secondary schools, and would enable the bodies which the Council represents not only to make their existing schools more efficient, but also to increase their number.

1. Scholarships for Pupils in Hostels and Boarding-schools.

For a wide extension of elementary education in particular, one of the most pressing needs is a larger supply of well-trained teachers. The Council is convinced that many pupils who might be expected to become teachers are unable to prosecute their studies in higher elementary and secondary schools, on account of the cost of board and lodging in the centres where such schools are available. The prospective teacher can usually find a lower elementary school not far from his own home. But when he pursues his studies in higher classes, he must of necessity, in many cases, enter a hostel or boarding institution. In the past, such hostels and boarding-schools have provided a large proportion of the teachers who are now actually engaged in missionary and other educational work. This is especially true of women teachers.

Unfortunately, the cost of maintaining these hostels is becoming heavier year by year, and many promising pupils, likely to make good teachers, are unable to pay fees sufficient even to cover the cost of their food. On the other hand, managers, whose resources are already taxed to the utmost, find it increasingly difficult to give scholarships which would enable a sufficient number of such students to meet their expenses for education and board.

Under these circumstances, the Council appeals to Government to make such an allotment in the forthcoming budget

as will permit of a much larger number of scholarships being granted to pupils in hostels or boarding-schools who intend to enter the teaching profession, but whose circumstances are such that, without pecuniary assistance, they cannot prosecute their studies in higher elementary schools.

The Council suggests that conditions such as the following might govern the award of these scholarships :—

- (1) That these scholarships be awarded on the recommendation of managers of hostels or boarding schools, and that their monthly value be as follows :—

Fifth class or standard	...	Rs 4	per mensem.
Sixth class or first form	...	Rs 4/8	per mensem.
Seventh class or second form...	...	Rs 5	per mensem.
Eighth class or third form	...	Rs 6	per mensem.

- (2) That, when recommending pupils for such scholarships, the manager of the institution shall submit to the Director of Public Instruction a statement to the effect that (a) to the best of his belief, the pupils recommended intend to become teachers, and (b) their pecuniary circumstances are such that, without the aid asked for, they are unable to prosecute their studies.
- (3) That all scholarships tenable under the above rules are liable to forfeiture for idleness, misconduct, irregularity in attendance, or failure to make due progress, or to secure annual promotion, or if it becomes clear that the holder does not intend to take up an educational career.
- (4) That any scholarship relinquished for any reason in the course of the period for which it is tenable may be transferred by the manager, for the remaining period, to another eligible applicant, with the consent of the Director of Public Instruction.

2. Grants-in-Aid to Elementary Schools. The Council recognizes gratefully the extent to which effect has been given to the proposals contained in its memorials of 1st November, 1909, 20th March, 1914, and 1st May, 1917, regarding grants to elementary schools. It submits, however, that not only are the grants which are now given to aided schools inadequate, but the system prescribed in the Grant-in-Aid Code is one which gives no encouragement to managers in their efforts to improve the financial position of teachers, or even to give them a living wage, inasmuch as the entire additional cost of such efforts falls on the management.

If even the rates of salary which, till recently, prevailed in mission schools be considered, it will be seen that the present grants give half the cost only in the case of teachers who are in the earlier stages of their career or who are quite inadequately paid. For instance, the scale of salaries which a committee of this Council has recently recommended is Rs 15-30 per mensem for trained higher elementary teachers. The Government grant is Rs 7-10-8 per month, which is little more than half of the starting salary, and

page 12 to 17 of Rs. 997 (D)
page 1 to 4 of Rs. 21.2.14 (D)

Page 12 to 17
of Rs. 997 (D)
1913-14

therefore does not help managers towards giving increments to teachers according to the above scale. Even in cases where an appreciable fee income is possible, or an enhanced grant under rule 16 of the Grant-in-Aid Code may be looked for, the amount of aid seldom exceeds half the net cost, while in the great majority of cases it falls far below it.

It is recognized that, owing to the great rise in prices, the scale referred to above is inadequate for the teachers' needs, and the Council was not able to confirm the scale suggested above. In one mission at least a scale has been adopted, according to which the higher elementary trained teacher starts on a salary of Rs 20 and rises to Rs 32 per mensem.

In considering the salaries to be given, missions have to take into account not only the increased cost of living, but the scales in force in other schools, particularly those under public management. Even under existing conditions, considerable difficulty is experienced in this respect by mission schools in certain areas. For example, in the Corporation elementary schools in the City of Madras, the initial salary of trained higher elementary teachers is, at present, Rs 35 per mensem. If the proposal of the Government Salaries Committee to fix the minimum salary of such teachers at Rs 30 per mensem be adopted, it will obviously be increasingly difficult for missions to give proportionately adequate salaries. While the Council regards with the greatest satisfaction the fact that public bodies are appreciating the need for greater liberality in the payment of teachers, it feels strongly at the same time that the policy of fostering aided education involves such a rise in the rate of aid as will ensure that the due proportion of the additional cost is borne by Government.

If the present rates of aid be not increased, missions, and indeed all aided bodies, will be seriously hampered in their educational work, and the Council ventures to submit that the difficulty will not be permanently overcome by a mere substitution of higher figures for the respective grades of teachers. It holds, with the Resolution of the Government of India of 21st February, 1913, para. 12, that the grant-in-aid system should be such as to encourage managers of aided schools not only to give adequate salaries but also to give increments to teachers according to their experience; and this will not be effected by a system which treats all alike. Inasmuch, however, as an adequate effort to solve this difficulty will involve a re-casting of the Grant-in-Aid Code, for which time will be required, the Council requests that, in the meantime, the rates may be raised by not less than 50 per cent.

3. **Grants-in-Aid to Secondary Schools.** What has been stated above with regard to the increase of salaries in elementary

schools applies to a large extent to secondary schools. Aided bodies are finding it more and more difficult to meet the expenditure which is thus entailed.

In May, 1917, the Council made a representation to Government requesting that grants to secondary schools be increased beyond one half of the net cost. While grateful that the increase has been sanctioned in the case of science equipment, the Council would renew the request that it be made general, in view of the rise not only in salaries but in the cost of all kinds of equipment. The Council believes that the request will not be considered unreasonable, in the light of G. O. No. 902, 10th August, 1920, which indicates that Government is prepared to expend a large sum for the improvement and spread of secondary education, especially in connection with schools under the management of local bodies.

The Council further begs to submit that if the policy be adopted by Government of paying to schools managed by local bodies grants largely in excess of those paid to mission and other aided institutions, the result will be, not to foster aided institutions, but to prejudice them in the eyes of the public; for it will be felt by many that, if the mission school in any locality could be abolished and a school managed by a local body substituted for it, there would be at least a possibility of securing such liberal grants from Government as would lead to the improvement of the school. It will thus be argued by many that aided institutions, instead of conferring a benefit upon the locality where they are situated, stand in the way of progress where secondary education is concerned.

The Council, therefore, ventures to hope that Government may be pleased to view favourably its request that grants for aided secondary schools may be increased to two-thirds of the net cost.

4. **Grants-in-Aid for School Supervisors.** The Council is pleased to note that in certain cases Government has permitted grants-in-aid to be drawn for school supervisors employed by private bodies.

It cannot be doubted that the employment of such supervisors does much to increase the efficiency of the school staff and to improve the standard of teaching. Where they are employed, government inspectors, as a rule, admit the usefulness of their work, and have even advocated, on occasion, that their numbers should be increased. Enquiries have been made by the Council as to the relationship which exists between government supervisors and those employed by missions, and no cases have been reported which would indicate that the relationship is other than harmonious; nor is

there any reason to suppose that this harmony would suffer if larger numbers of private supervisors were employed.

In this connection, the Council would invite attention to p. 111 of the Report of the recent missionary Commission which has been studying the condition of village education in India. The report emphasises the great value of the adequate supervision of schools.

The Council accordingly requests that Government may be pleased to sanction an increased allotment of funds for grants-in-aid for such supervisors, equivalent to half the salary which is paid to them.

We have the honour to be,

Sir,

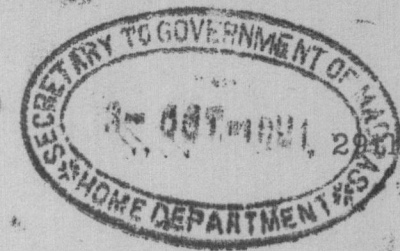
Your most obedient servants,

ON BEHALF OF THE MISSIONARY
EDUCATIONAL COUNCIL OF
SOUTH INDIA.

J. H. MACLEAN,
President.
A. SILVER,
Secretary

The Missionary Educational Council of South India

SECRETARY: REV. A. SILVER, M.A.



ARKONAM
SOUTH INDIA
24th. Sept. , 1921

To
The Hon'ble Mr. A. P. Patro, B.A., B.L.
Minister of Education,
Fort St. George,
Madras.

Sir,

I have the honour to acknowledge receipt of your letter of the 23rd. instant, and to thank you for having consented to receive a deputation from this Council. The deputation will, as desired by you, be present at your office at 12 noon on Thursday, 6th. October.

In addition to the Memorial enclosed with my former letter, the deputation desires to present to you a Memorial on Vocational Training prepared by the Council. A copy is herewith enclosed.

*DO's
views
united
in the proposed
deputation
of a
to the Philippines*

The deputation has also been instructed to lay before you the views of the Council on the following matters :-

1. The inadequacy of training school stipends, especially those given to graduates.
2. That grants to untrained teachers in elementary schools should vary according to the general educational qualifications of the teachers concerned.

I have the honour to be,

Sir,

Deputation wait on 6th Oct.
Your most obedient servant,

The first Memo submitted by the

*Mr. E. C. was already submitted the
Communicated to D.D. The office*

trust on the points raised. Please send

*this a copy by this enclosure and
also have sent up to D.D. his view
on the question of Philippine system & deputation*

Asst. Secy.
Secretary.

*Please see
page 78-84
of the Report of
the Commission to
the Government
of Madras
on the
subject of
the
Philippine
system.*

The Missionary Educational Council of South India

SECRETARY: REV. A. SILVER, M.A.

ARKONAM
SOUTH INDIA

29th. September, 1921

To

The Hon'ble Mr. A. P. Patro, B.A., B.L.

Minister of Education,

Fort St. George,

Madras.

Sir,

The Missionary Educational Council of South India has had before it for some time past the question of vocational training, with special reference to the village communities of South India. Realizing that the question is one in which Government is deeply interested, the Council desires to lay before you certain information that it has obtained regarding vocational training in the Philippine Islands, and to make a suggestion with a view to making the experience of the Philippines available for South India. In approaching you, the Council makes no request for any privileges, but simply desires to obtain the co-operation of Government in a development which will be helpful to all who have at heart the welfare of the villages.

In many countries which have a long hard Winter, during which work on the land is at a standstill, the peasants have some subsidiary industries in which they engage in their own homes during the dark winter months. In the twenty years before the war the peasants of Russia, for instance, who used to depend entirely upon land cultivation, and were extremely poor, developed wood carving, and the making of household furniture by hand, to such an extent that millions of roubles annually were added thereby to their income.

In South India, instead of winter months there are the hot dry months of Summer, during which no work is going on in the hills or in the fields, when subsidiary industries, by means of which the

/family

family income for the whole year might be greatly increased, would be of the utmost value to the poorer classes of the community.

In view of the excessive poverty of many village communities in South India, and their present almost complete dependence on the land, the Council would respectfully urge upon Government the necessity of developing suitable industries among them, and the desirability of establishing, to this end, vocational training in connection with elementary schools in various centres throughout the Presidency.

In this connection the Council desires to bring to your notice the educational system of the Philippine Islands.

The twenty years during which the American Government has ruled over the islands have seen there a marvellous development of education in all its branches, among which industrial and vocational training has taken an important place. In 1918 there was practically not a pupil in the elementary schools who had not undergone some training either in agricultural work or in some form of manual work.

The aims of their industrial policy are as follows:-

1. To inculcate in the minds of the pupils a sympathetic attitude towards labour.
2. To teach the fundamentals of good craftsmanship.
3. To teach trades by the use of which pupils may earn a livelihood after they leave school.

To this end the Educational Department prepares and sends out a large number of pamphlets every year, which are distributed among the teachers and pupils of all elementary schools. In these, useful suggestions are given to teachers to help them in initiating and directing different forms of industry, and hints are given to pupils as to how they may grow various kinds of vegetables and fruits which find a ready market, how they may rear animals and so on. Contests are also encouraged, between pupils and between schools, in corn-growing, fruit-growing, cooking, gardening, poultry-keeping, /animal

animal husbandry, and other activities. Prizes are given for the best exhibit or the best work done. School credit is given for fruit trees, planted and cared for by the pupils. Every intermediate school maintains plots of vegetables for the purpose of securing selected seeds and cuttings for free distribution. Nurseries of fruit trees and cuttings are maintained for the same purpose.

Besides these, in all elementary schools, classes for manual training of one kind or another are carried on. These comprise: plain sewing, fancy needle-work, consisting of embroidery, filet and bobbin laces; handicrafts, including handweaving, mats, hats, basketry, and slipper making, and shop work, under which head both wood-working and the fabrication of bamboo-rattan furniture are taught. An ever increasing number of young people take up these handicrafts when they leave school, and add very considerably to the family income thereby. Vast quantities of baskets of all varieties, of slippers, hats, and mats, lace and embroidery of every variety are produced each year, sent up to central bureaux, and then exported to America and other countries. If the work does not come up to Government standard in workmanship and finish it is not accepted at the central bureaux; and thus it tends to improve in quality year by year, so that there is an increasing demand for it, and thus an ever increasing income to these villages.

Every industry which has any possibilities in it is thus carefully fostered by Government, and pamphlets and books are issued to the people with sketches and photographs of plants and trees which may be useful for industrial work, together with descriptions of the uses to which they may be put.

The condition of the Filipinos is not unlike that of the village communities of South India, and most of the industrial work which is developed there could be developed here if the matter were taken up seriously.

With a view to encouraging like activities in connection with the village schools of South India, this Council respectfully desires

/to

to submit these facts to Government, and to suggest that an educationist should be sent as soon as possible to the Philippines in order to study conditions and methods there, with a view to introducing into South India some of the features which have been found of such value in the educational system of the Philippines. The Council, believing that it is only by visiting the Philippines that one would be able so to assimilate the principles and methods of the system as to adapt them to Indian conditions, would strongly urge the sending of one who appreciates the difficulties of Indian village education.

We have the honour to be,

Sir,

Your most obedient servants,

(Sd.) J.H.MACLEAN,

President, M.E.C.

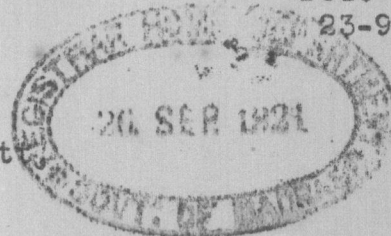
(Sd.) A. SILVER,

Secretary, M.E.C.



10
Ean 4653 A
26.9.21

Fort St. George,
23-9-1921.



Dear Mr. Dutt

I am enclosing herewith a memorial addressed to the Minister by the Missionary Educational Council. The Hon'ble Minister is receiving the deputation of the Council on Thursday the 6th October 1921. I am desired to request you to direct the office to note on the several requests of the Missionary Educational Council and send the file to the Minister some time before that date. I am ^{furth} desired to request you to send this memorial to the ^{at your convenience} Director. The Director has been asked to be present during the interview.

Yours sincerely,

Alam aswani *Mudaliar*
Council Secretary.

To

P.C. Dutt Esq.,
I. C. S.

Law (Education) Depa

Scholarships for pupils in hostels and boarding houses.-

With the object of increasing the number of teachers of the higher elementary grade, the Missionary Educational Council desires that Government should institute a system of scholarships for pupils reading in the fifth ~~and~~ ^{to} eighth classes and in the corresponding forms in secondary schools. the condition is attached that these scholarship holders should be residents in hostels or boarding houses attached to schools, the scholarships part virtually of the nature of boarding grants.

2. It is admittedly desirable to appoint higher elementary grade teachers in elementary schools. They are now much fewer in number. The D.P.I. has clearly stated that the ideal condition where it is possible to eliminate altogether the lower elementary teacher and start with a higher elementary one. He has, at the same time, stated that this ideal is impossible of realization at present. With the expansion of elementary education the demand for higher elementary teachers must increase. Development of lower elementary schools into higher elementary grade ones is the natural

ultimate way to meet it. Short of this, accepting the existing the provided last year a tion among aided schools go towards raising salaries of teachers. This sum was distributed among 125 aided schools for boys in the

Page 2 to 3 of 4.

Para 2(d), p. 12 of 1302
6.4.20

Para 7(iii), p. 102 of 1302

p. 1486
11.12.20 (W)

3

These maintained by Mission bodies, chiefly Christian. The Depressed classes Mission have recently opened some in South Kanara and Malabar. Those in Christian Mission boarding houses are almost entirely Christian ^{pupils} people who are in part trained for religious work. Thus, if the condition that those scholarships should be made tenable only to those living in boarding houses is imposed, the scheme proposed will benefit chiefly Indian Christians under protection of mission bodies.

A similar proposal is at present under the consideration of Government, of a somewhat restricted type. The question of giving boarding grants for destitute and orphan Indian boys in orphanages in recognised schools was raised in the course of the ^(in the Legislative Council) debate in connection with the budget provision for the increased allotment for such grants for European boys, permissible under paras. 40 and 41 of the Code of Regulations for European schools. The Hon'ble Sir Lionel D.P.I. has since been consulted as to the rates and conditions under which the grant should be paid to Indian orphanages and boarding houses. He has suggested that it may be framed on the lines of rules 40 and 41 of the Code of Regulations for European Schools and that the Govt. should meet ^{one} half or two-thirds of the cost of maintenance of a child. The rate will be uniform and not vary according to the class in which a number

for the education of the poor in ^(schools of) the higher elementary ^(+ in forms I to III of secondary schools) grade are as follows:-

Scholarship notes (I)

- (i) 24 open scholarships ranging from Rs.2 to 3 each
- (ii) 27 scholarships for Panchamas and criminal tribes ranging from Rs.2 to Rs.3 each.
- (iii) 174 open scholarships for I to III forms in secondary schools at Rs.3 each.
- (iv) Special Scholarships-34 for Muhammadans and 16 for Panchamas at Rs.3 each.
- (v) Free education in higher elementary classes of schools under Public management for Panchamas and pupils belonging to backward classes.
- (vi) Half fee concession in ^{same} ~~some~~ classes for Muhammadans and Oriyas.
- (vii) Half fee concession for the poor among those mentioned in (v) and (vi) above in corresponding classes in secondary schools.
- (viii) Similar concession as in (vii) in schools under private management also, compensation being paid to them, and,
- (ix) Recognition for purposes of grant to school under private management ~~and~~ of free scholarships in secondary schools up to 10 per cent of fee income.

G.O. just issued (Beniprints)

D.O.

D.O.

CR
30-9-21

D.P.I. to U.O. Reply - 2.

I agree as to the present need of a large supply of well-trained teachers. During the year we have not had such a large number of grants for training among Higher Elementary teachers as we had last year. The Missionary Council suggests one method of increasing this number. I should prefer that the stipend awarded be increased. If it is increased and if the number of teachers is made better than it is at present, a larger number of applicants

Elementary grade especially from pupils who have read beyond III form but have not obtained a satisfactory S.S.I.C. or who have not been able to read for whole year in the VI form.

Reference is made to pupils who intend to enter the teaching profession. My view is that such teachers are rare except among philanthropic bodies who foment the idea of teaching, especially philanthropic or religious teaching.

H. 4.10.21

The suggestion made by the Missionary Educational Council may help the Mission in getting teachers for their schools but will not help others. Increase in stipends and improvement in the pay of the teachers are the obvious remedies for the shortage of trained teachers

SD 5-10-21

Page 3+4 of cf.

Grants in aid to Elementary schools.

6 The Missionary Council proposes that the grants-in-aid system should be such as to encourage managers of aided schools not only to give adequate salaries but also to give increments to teachers according to their experience. As, however, the revision of the Grant-in-aid Code in this respect may take time the Council suggests that in the meanwhile ~~the~~ the existing rates be raised by 50 per cent. The system of aid now in force in this Presidency will be found in rules 15 and 16 of the Grant-in-aid Code.

The rates of grants are as follow:-

^x
The Hon'ble the Minister has accepted a proposal to give a graduated scale for these also.

^x

Untrained teacher.....	Rs.48 per year
Trained teacher of the Lower Ely. Grade.....	Rs.76 per year
do Higher do	Rs.92 per year
do secondary do	Rs.168 per year.

^D
In future D.E.Cs. will have this power of sanctioning enhanced grants.

The amount calculated at these rates may be ^D increased by Inspectors up to 50 per cent for the attainment of a high standard of efficiency. The Code authorises increases by more than 50 per cent in the case of higher elementary schools and schools for girls. Apparently many Mission schools earn such enhanced grant. In stating that the Govt. grant amounts only to Rs.7-10-8 per mensem in the case of higher elementary ~~at~~ teachers, the Council ignores the provision in the Grant-in-aid Code for the payment of this increased grant.

Page 3 of cf.

7 ¹
teacher. The proposal was expected to involve an expenditure of Rs.9 lakhs. For want of funds. it was not accepted by Government. The Honourable the Minister has in connection with a resolution in the Legislative Council ^{handwritten} ~~suggested~~ that the question of raising the rates of grants should be considered. The D.P.I. has been asked to submit detailed proposals on the subject. He has recently stated that he is consulting District Educational Councils on the question and that he would address Government on receipt of their replies.

CA
30-9-21

D.P.I.'s U.O. Reply.

I am in favour of an increase in grants-in-aid to trained teachers and to a differentiation in the grant paid as between teachers of different qualifications, Lower Elementary, Higher Elementary or Secondary. It is, however, waste of time to enter into details unless there is some probability of funds being available.

RL
4.10.21

8. Grants-in-aid to secondary schools.

The Council requests that aid to secondary schools may be increased to two-thirds of the net cost. Grants for the maintenance of secondary schools are calculated in accordance with the provisions of article 32 of the Grant-in-aid Code. Grant is ordinarily equal to one half of the net cost of the school. In 1917 also the Council made a similar request. In forwarding the memorial to Govt. the D.P.I. (Sir Henry Stone) stated as follows:-

"We do not in practice too rigidly adhere to the principle of limiting the aid given to half the net cost: for example, grants for enhancing teachers' salary irrespective of what half the net cost amounted to were given from the Government of India's recurring grant of Rs.80,000 for aided education and schools which suffered financially owing to the war were shown special consideration".

The Educational Conference held in 1916 discussed the question of grants to secondary schools. It did not recommend the raising of the proportion of the cost of schools that is met by Govt. grant. Its recommendation was that a portion not exceeding 15 per cent of the total funds available for teaching grants to secondary schools be reserved for distribution by the D.P.I. to such schools as, under rules 32 and 33 of the Grant-in-aid Code, received the Govt. did not

Para 9, page 4 + 5-2
p. 346
19-3-19 (S)

Page 14 of 82, 112
25.1.19 (U)

Resoln No 24, p. 19
782. (U)

9/8
Presidency and many mission schools shared in the grant which was outside the provisions of the Grant-in aid Code. Subsequently a sum of Rs.15,000 was distributed among aided secondary schools for girls. These grants will be continued in the current year also. It will thus be seen that Govt. are already sanctioning grants in addition to what is strictly admissible under the provisions of the Code. Any further increase will result in additional expenditure for which funds are not now available.

9. In this connection the Council refers to the liberal grants made by Government in recent years to local bodies towards the opening of secondary schools. Prior to 1918 there were very few secondary schools under local bodies towards the cost of which Government paid grant. Such schools were mostly in the Ceded Districts. With the object of preventing large congregation of students in principal cities and towns and of relieving congestion in the existing secondary schools in this Presidency, the Govt. in that year, decided to provide additional facilities for secondary education in the absence of private effort. A large number of secondary schools were accordingly opened under the management of local bodies in the years 1918 and 1920 and the Government undertook to meet from provincial funds almost the whole of the additional expenditure involved on this account, especially as the schools were opened at the instance of Government.

30-7-21

Sp. 457 (R)
28-7-21

Sp. No 757 (R)
11-6-18

Sp. No 902 (R)
10-8-20

V5 10
D.P.I's U.O. Reply.

Grants-in-Aid to Secondary schools.

Schools under Mission management have not fared at all badly in the past in receiving grants-in-aid. I could not, however, support a proposal to increase the grants to two-thirds of the net cost. Our funds are limited and I should favour a larger expenditure on elementary education before considering this suggestion of increased grants-in-aid to secondary schools.

4.10.21

Para 4, pages 5 & 6 of c.f.

10. Grants in aid for school supervisors.

Prior to the revision of the Grant-in-aid Code in 1906 there was provision in that Code for the payment of grants towards the salaries of ~~su-~~ supervisors of groups of schools under private management. In the present Code there is no ~~xxxx~~ specific provision for this purpose. The Missionary Council states that in certain cases Government have permitted grants in aid for school super^visors employed by private bodies and desires that provision should be made for the payment of a grant of half the salary of such supervisors. There is no information ~~ad~~ to the cases in which such grants have been sanctioned under the existing rules. The D.P.I. may be requested to explain the position. It may be noted here that when grants in aid ~~have~~ being paid for school supervisors (i.e. prior to 1906) local bodies had their staff of school supervisors. Since then, the staff of supervisors has been provincialised and the subordinate inspecting agency now maintained by Government ~~for~~ consists of Sub Assistants and supervisors. The Government inspecting agency inspect mission schools also and it is for consideration whether missions should employ their own supervisors and claim a grant from Government.

11. The file may be sent to the D.P.I. u.o. for remarks.

8th
30-4-21

CR
30-9-21
5

21

70 12
D.P.I.'s U.O. Reply.

Grants-in-aid for school supervisors.

After 1906 these grants to supervisors mainly of Mission schools were continued, Sir Alfred Bourne thinking that it would be difficult to stop these grants which have been given for some years, although there was no extension of the system of paying supervision grants. In 1916 Sir Henry Stone held that we should take an early opportunity of cutting these grants down and of getting rid of them by degrees. Last year I myself raised this same question and though the Deputy Directress, Mrs. Drysdale, was of opinion that these supervisors did useful work so far as girls' schools were concerned I ruled that the number and amounts of grants awarded to the supervising agency should not be increased, that the system should be gradually abolished and that when the rates of teaching grants to elementary schools were revised opportunity should be availed of to abolish the system completely. Notice was accordingly given last year to Missionary bodies that the Director would consider the abolition of these grants on the next occasion when the rates of teaching grants to elementary schools were increased. The amounts sanctioned last year were Rs. 500 for supervisors of boys' schools and Rs. 3260 for supervisors of girls' schools. They were sanctioned by the D.P.I. under Chapter VI of the Grant-in-Aid Code as a special form of teaching grant. The Director will no longer pay these special grants. It is left for D.E.Cs to consider an application for the payment of a supervisor's grant.

I do not see the payment of duplicated agencies for doing

40 M. 564
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Law (Govt) Department

CM 4775A. From the Secretary, the Missionary Educational Council of S. India, 829. 9. 21.

Subject. Stipends to teachers under training & grant on behalf of untrained teachers

As directed by the Honble the Minister a copy of the present communication from the Missionary Educational Council has been sent to the D.P.I.

2. The Council ^{also} proposes to discuss the following matters:-

(i) the inadequacy of training school

stipends, especially those given to graduates.

(ii) grant to ~~elementary~~ untrained teachers in elementary school.

These are briefly noted on below.

3. Stipends in training schools.

The rates of stipends now allowed to the several classes of teachers undergoing training are prescribed in rule 118 of the Madras Educational Rules. Graduates & Secondary grade teachers (S. S. L. C holders) undergoing

Training Colleges at Saidapet

on the subject were received last year. The D.P.I recommended that the rates should be raised as shown below:-

	Existing	Proposed
Graduates	Rs. 15	Rs. 30 per mensem
Secondary	Rs. 12	Rs. 25 "
Higher elementary	Rs. 10.8.0	Rs. 20. "
Lower	Rs. 8.8.0	Rs. 15. "

The additional expenditure involved by the proposal ~~was~~ was estimated at Rs. 9.5 lakhs. The former minister (M.A.R. Diwan Bahadur A. Subbarayaiah Reddiyar) was not in favour of the grant of stipend for male teachers & much less for any increase in the rates of stipend. The proposal was, therefore, vetoed.

4. It may be noted here that under the scheme for the expansion of elementary education outlined in the Madras Elementary Education Act, the supply of trained teachers for elementary schools is the function of Govt. The District Educational Councils will only advise in the matter.

Para 3, p. 2
J.S. 216
10.2.21

Revised
10.2.21

Under Govt. 1072 of 12-7-21, no stipend is paid to a graduate admitted into a training College who has no previous teaching experience

Rule 15 of Grant in aid Code.

Rule 1 of chapter 1
p. 4 of G.O. 819
31.5.21

Para 9, p. 27 of (H)

5. Grants to untrained teachers in elementary schools.

At present, all untrained teachers irrespective of their general educational qualification are eligible ~~for~~ for a teaching grant of Rs. 48 ~~per~~ a year. The draft rules under the Madras Elementary Education Act also contain a similar provision. The D.E.C, Vizagapatam, in offering its opinion on the draft rules, has suggested a graduated scale of grant for untrained ~~teachers~~ of the several grades (lower elementary, higher elementary, & secondary). At an informal conference with the certain members of the Legislative Council who are also members of D.E.C, held last month, the Honble the Minister ~~has~~ provisionally settled that the classification of untrained teachers proposed by the D.E.C, Vizagapatam, but not the rates. It might be ~~settled~~ accepted. The file dealing with the draft rules has been sent to the D.P.I for remarks. On return from ~~the~~ submitted to the Honble

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and the consent of the Finance Dept will have to be obtained to it. ~~the estimate~~ ~~at present to calculate the cost~~ ~~of the project~~. The S.P.I will have to be asked to furnish an estimate after the

scale is fixed
Stc
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4/10/21

[Faint, mostly illegible handwritten text continues on this page]

4/10

As regards education in the ^{Philippines} ~~Philippines~~ the office has not hitherto been able to pick out any relevant literature on the subject. Appendix 7 of the report of the Burma Committee to Imperial India gives a very cursory account of the American educational method in the Philippines. The gentlemen who will wait on regulations will perhaps be able to refer to some literature on the subject. The idea of sending an educationalist from South India to study the American method in the Philippines is worth pursuing and if no examination is found useful it may be worthwhile ~~considering~~ ~~but~~ ~~much~~ ~~feeling~~ ~~not~~ what the cost would be. It is not likely to be very much.

M₃
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It is not likely to be very much

U.O. Reply No.

Some of the main features of education in the
Phillipine Islands are the following:-

The school education consists of 4 standards
in the Primary section, 3 standards in the Inter-
mediate section and 4 standards in the secondary
section of the school. Vocational courses are
introduced only after the primary section has been
passed, that is to say, only on a student reaching
the 5th year's school course. The Islands have
large funds at their disposal for educational pur-
poses. There is a continual import of teachers
from America where vocational courses are one of
the most important features of school education,
although there is an increasing majority of
teachers who are Phillipinos. The language of
instruction is English throughout so that the
difficulty of the vernacular is not experienced
by these imported teachers. Promotions in all the
classes are made fairly strictly, the usual per-
centage being 50 per cent promotions, 25 per cent
failures and 25 per cent ^{who} leave the school course.
With educational progress the vocational courses
have been thrust further up the school, for exam-
ple, the business course has been entirely eli-
minated from the Intermediate course of studies
and is now a High School course or a post High
School course. A large number of the results of
vocational training, baskets, etc., are collected
together under Government control and exported

A very

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I note that some of the wording of the letter written by the Missionary Educational Council of South India dated 29th September regarding education in the Philippines is taken directly from the 19th annual Report of the Director of Education of the Philippines.

I am of opinion that the suggestion to send some one to the Philippines might be accepted even though a mass of information regarding education in the Philippines is contained in the Reports of the Bureau of Education of the Philippine Islands.

Law (ED) Dept

The main files dealing with the memorial of the Missionary Educational Council have already been submitted to M₃. This may be also be submitted to him.

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5.10.21

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Returned from Bn from
M₃ on 18-10-21.

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Law (ED) Department

The file may be submitted to the Hon'ble the Minister.

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4.10.21

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5.10.21

M₃

The deputation was led by Rev M. Madan & replies were given to all the points raised.

The question of Continuance Clause also was discussed informally.

6/10/21



~~Handwritten crossed-out text~~

Please see the cutting from the "Madras Mail" (Slip A) which gives an abstract of the replies given by the Hon'ble the Minister to the points raised by the deputation of the Missionary Educational Council. It is for orders whether any further action should be taken in regard to the

an officer to the Philippine Islands.

with the deputation

22

The Secretary of the Southern India
 Missionary Education Council represented
 that he would prepare a summary of
 the proceedings & submit the same
 for approval of the Council.

He has not yet done so -
 There is no other action to be taken
 now -

Regarding despatch of a person
 to Philippines, the matter should be
 more fully discussed before I
 will finally pass orders -

I would wish to know what would be
 the cost of the despatch -

There are reports of work available
 I read one or two. The other day the
 condition of things are not similar
 in other countries -

26/10/27

A copy note to the D.P.S. is placed below.

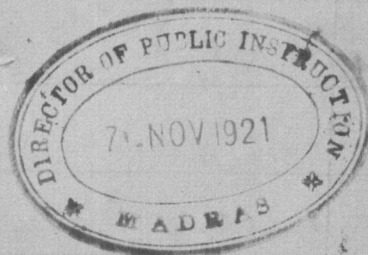
18 - 26/11/27



Pages 18 & 19 of N.F.

D.P.I. no. note N-567, dated 5. 10. 21.

Subject - Deputation of an officer
to study the ~~Philippine~~ education
System of the Philippine Islands



The deputation of the Missionary ed-
council of S. India which waited on
the Honble the Minister on the 6th October
last suggested the desirability of sending
an educationist to the Philippine Islands
to study the educational systems prevailing
there. Before passing orders on this suggestion
the Govt desire that the matter should be
fully discussed ^{in all its aspects, especially} in view of the fact
that the conditions ^{obtaining in India and in} of the two countries
~~are~~ ^{Philippines} are not similar. It is also desirable
to have an estimate of the cost of the
deputation proposed by the Missionary
Council. The D.P.I. may be requested to
advise Govt on these matters & also to
submit a ^{preliminary} report of work in the Philippine

23
U.O. Reply No.

I understand that the cost of a single first class passage from Madras to the Philippine Islands is about Rs. 1000/-.

The following publications bearing on Education in the Philippine Islands are in my office:-

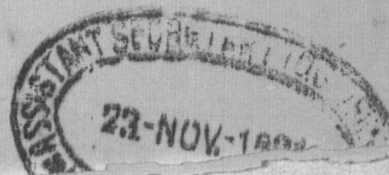
- (1) Administrative Code of the Philippine Islands of 1917; ✓
- (2) Annual reports of the Director of Education for 1917 and 1918; ✓
- (3) The Philippine Normal School, Manila; ✓
- (4) Agricultural Clubs for Philippino boys and girls; ✓
- (5) The Philippine school of Commerce; ✓
- (6) Philippine Nautical school manual; ✓
- and (7) Manual in wood working for Philippine public schools. ✓

Other publications are available to the public but I do not possess them in my office. Some are:-

- (1) Service Manual of the Bureau of Education;
- (2) Hand-book of the Executive Departments of the Government of the Philippines;
- and (3) School Law of the Philippines.

A perusal of the publications on Education in the Philippines by any intelligent person suffices to obtain a grasp of the general educational conditions prevailing in these Islands.

In view of this fact and of the cost involved in sending a deputation to the Philippine Islands I am unable to support the proposal of the deputation of the Missionary Educational Council of South India.



The papers may be ^{only} ~~mis~~ 1781912

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Law (Ed) detail

CUTTINGS FROM NEWSPAPERS.

1. Name of Paper—

Madras Mail

2. Published at—

Madras

3. Dated—

7th Oct 1921

MISSIONARY
EDUCATION.

FUTURE IN INDIA.

VOCATIONAL TRAINING.

A deputation representing the Missionary Educational Council of Southern India waited on the Hon'ble Mr. A. P. Patro, Minister for Education, at the Secretariat Buildings, Fort St. George, yesterday. The following were the members of the deputation: The Rev. J. H. Maclean, the Rev. W. Meston, Dr. Miller, of the American Madura Mission, Miss Grover and the Rev. A. Silver. Mr. R. Littlehales, Director of Public Instruction, and Mr. A. Ramaswamy Moodelliar, Council Secretary, were present with the Minister when the deputation was received.

The deputation stated by way of introduction that the Missionary Educational Council of Southern India was constituted in 1879 with a view to furthering the interests of Protestant missionary education in South India. It was re-constituted in 1913 and now represented 35 missionary and other organisations. These organisations maintained within the Presidency 12 colleges and approximately 100 secondary schools and 5,800 elementary schools attended by more than 250,000 students and pupils.

DEARTH OF TEACHERS.

The first representation submitted by the deputation was that in order to increase the number of teachers of higher elementary grade it was desirable that Government should institute a system of scholarships for pupils readings in V to VIII Classes. It was further suggested that the grant-in-aid system should be such as to encourage managers of aided schools not only to give adequate salaries but also to give increment to teachers according to their experience. In the opinion of the deputation, for the attainment of a high standard of efficiency in the case of higher elementary schools and schools for girls, it was necessary that the existing rate of grant-in-aid should be considerably raised.

Another representation of the deputation was that the aid to secondary schools should be increased to two-thirds of the net cost. Grants were also asked by the deputation for payment of salaries to supervisors of schools under private management and to give increased stipends to teachers under training and to untrained teachers. It was again submitted by the members of the deputation that for a wide extension of elementary education in particular one of the most pressing needs was a larger supply of well-trained teachers. Many pupils who might be expected to become teachers were unable to prosecute their studies in higher elementary and secondary schools on account of the high cost of boarding in the centres where

COLLEGE INDUSTRIES.

Lastly, the deputation urged that in view of the excessive poverty of many village communities in South India and their present almost complete dependence on the land it was necessary, with a view to developing suitable cottage industries, that vocational training should be given in connexion with elementary schools in various centres throughout the Presidency. And in this connexion the deputation placed before the Hon'ble Minister an interesting account of the educational system adopted in the Philippine Islands by the Government of the United States:

GOVERNMENT'S POLICY DEFINED.

The Hon'ble Mr. A. P. Patro, in the course of his reply, said that though he was in favour of an increase in grants-in-aid to trained teachers and also according to qualifications, the matter depended upon the funds available in any year. As for increasing the aid to secondary schools to two-thirds of the net cost, this was not possible. The Educational Conference held in 1916 had discussed the question of grants to secondary schools, but did not recommend the raising of the grant. The recommendation was that a portion, not exceeding 15 per cent. of the total funds available for teaching grants to secondary schools, be reserved for distribution by the Director of Public Instruction to such schools as under Rules 32 and 33 of the Grant-in-aid Code received little or no teaching grant. This proposal could not be accepted by the Government, but last year, the Government, all the same, provided a sum of Rs. 1 lakh for distribution among aided schools towards the cost of increasing salaries of teachers of 25 aided schools receiving the benefit of the grant. This was outside the Grant-in-aid Code, and these grants would be continued this year also.

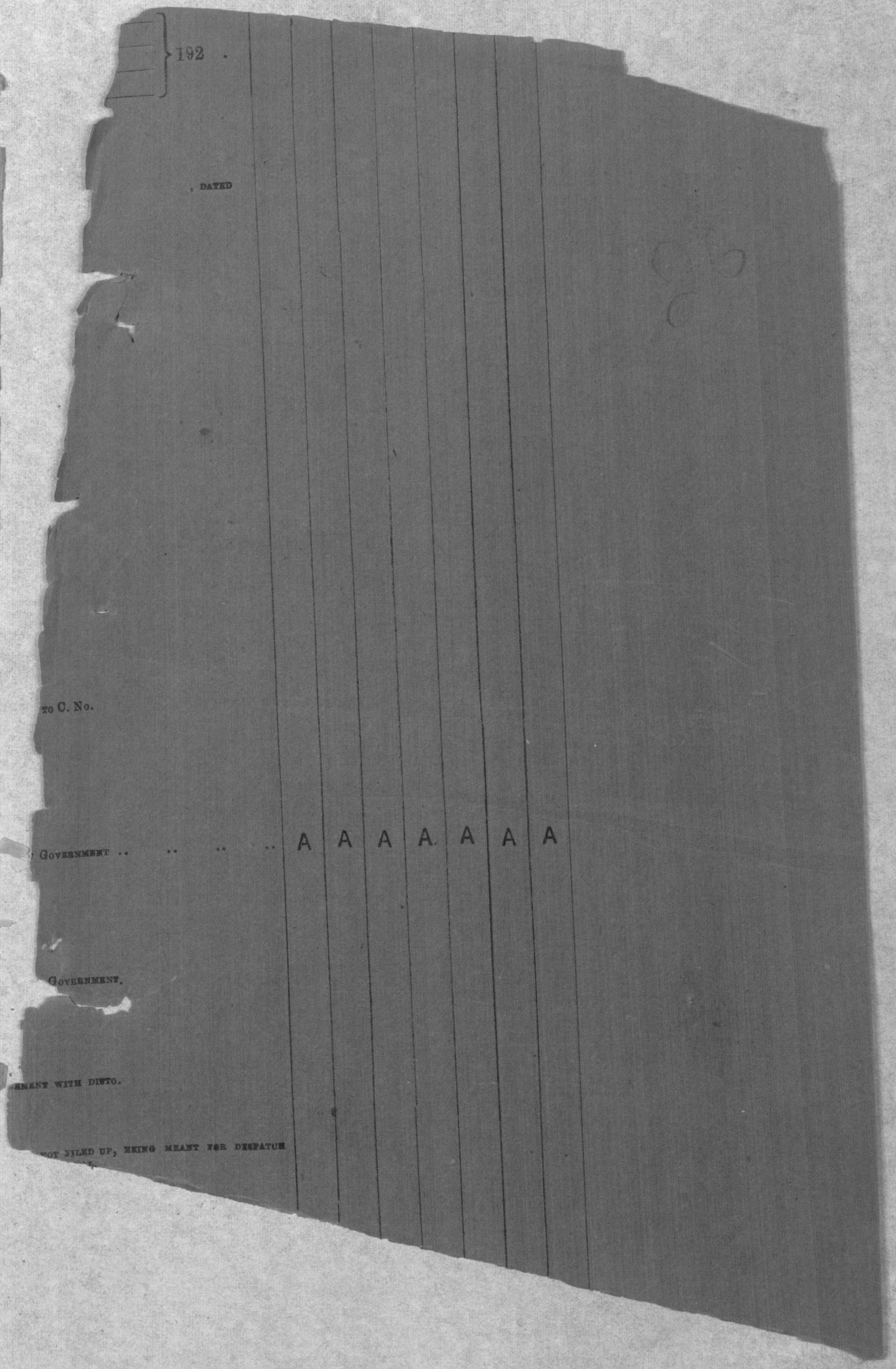
NO MONEY FOR SUPERVISION.

It was impossible to incur additional expenditure at present. As for giving grants-in-aid to school supervisors, this was not possible. There was already the Government agency which inspected Mission schools also. There was no reason why a private agency should be paid for, in addition, by the Government. To have a duplicated agency was also not conducive to healthy organisation. As for increasing the stipends to teachers under training and the giving of grants to untrained teachers, the Hon'ble Minister said that there had been a representation from graduates and second grade teachers undergoing training at Saidapet and Rajahmundry. No doubt their case was a difficult one, considering that the stipends were fixed some time back. But it was not possible to say definitely whether a revision would be undertaken at an early date, the additional expenditure involved being about Rs. 9½ lakhs.

As for introducing a graduated scale of grant for untrained teachers the question was now under consideration.

EXOTIC TRAINING SCHEMES.

Lastly the Hon'ble Minister, after discussing a length the subject of vocational training in this Presidency, said that the matter had his fullest sympathy. He also agreed with the members of the deputation that it would be well to send an educationist from South India to the Philippine Islands to study the system of vocational training obtaining there with a view to its introduction here. But, at the same time, he could help feeling, from what he had seen in European countries and in Germany in particular that it would not do to transplant bodily any system into India, simply because it had been successful elsewhere. It was necessary, after all was said and done, to evolve a system of vocational training suited to the conditions



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REMARKS WITH DIWTO.

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