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[Despatch Abstract.]

Training Schools.

Recording with remarks the report on
the working of the — for masters for
the year 1904.

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ORIGINAL

G.O., No. 413, 17th June 1905.

JUNE.

Training Schools.

Recording, with remark, the report on the working of the — for masters for the year 1904.

GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT.

READ—the following papers:—

From the Hon'ble Mr. A. G. BOURNE, D. Sc., F.R.S., Director of Public Instruction, Madras, to the Secretary to Government, Educational Department, C. No. 4996, dated 5th June 1905.

I have the honour to submit, for the information of Government, a copy of the report submitted by Mr. Stone on the training schools under his charge for the period from November 1903 when he assumed charge as Inspector of European and Training Schools to the close of the last calendar year together with my proceedings reviewing the report.

ENCLOSURE.

Proceedings of the Director of the Public Instruction, Dis. No. 3206, dated 9th May 1905.

Read—the following letter from J. H. STONE, Esq., M.A., Inspector of European and Training Schools, to the Director of Public Instruction, Madras, dated 14th March 1905, No. 223 D.:—

I have the honour to submit the following report on the training schools under my inspection. I assumed charge of the office of the Inspector of Training Schools on the 2nd November 1903. The report, therefore, covers the last two months of that year and the calendar year 1904.

I hope that the fact that it is the first of the kind may be held to excuse its length. Much that appears in it need not be repeated in subsequent reports.

TABLE I.—Distribution of Training Schools and Students on the 31st December 1904 according to districts.

Number.	District.	Male Population.	Training schools.						Students under training in the district.				Students under training who revert to schools in the district.						
			Upper secondary.		Lower secondary.		Primary.		Total.		Upper second.	Lower second.	Primary.	Total.					
			Government.	Aided.	Government.	Aided.	Government.	Aided.	Government.	Aided.									
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
1	Ganjam	961,886	..	..	..	..	..	..	3	..	..	..	5	52	57	..	8	50	58
2	Vijayapatnam	1,450,367	..	..	..	..	..	..	2	..	..	..	10	25	35	..	6	27	33
3	Godavari	1,131,722	..	..	..	..	..	..	..	..	..	..	..	7	7	..	5	17	22
4	Kistna	1,090,301	..	..	1	1	..	2	1	3	..	17	76	93	..	13	65	78	
5	Nellore	752,517	..	..	1	..	1	..	2	..	..	12	32	44	..	16	38	54	
6	Madras	256,736	..	..	1	..	1	..	2	..	..	8	39	47	..	4	6	6	
7	Chingleput	661,431	..	..	..	..	..	..	..	..	..	..	..	..	..	2	9	11	
8	North Arcot	1,100,816	..	..	1	1	1	..	2	1	..	11	44	55	..	6	34	40	
9	South Arcot	1,168,167	..	..	1	..	1	..	2	..	..	12	31	46	..	5	38	44	
10	Tanjore	1,066,423	..	..	..	..	..	..	2	..	..	10	47	81	10	31	44	85	
11	Tichinopoly	699,839	..	..	..	..	..	..	1	..	..	12	16	28	4	11	17	32	
12	Madura	1,357,056	..	..	1	..	..	..	1	..	..	11	33	69	11	26	31	68	
13	Tinnevely	1,001,799	..	..	1	..	..	..	1	2	..	9	25	100	10	36	59	104	
14	Salem	1,005,532	..	..	1	..	..	..	1	..	..	8	53	21	..	7	21	28	
15	Cumbatore	1,083,050	..	..	..	..	..	..	1	..	..	5	15	29	1	4	19	24	
16	Nilgris, The	60,550	..	..	..	..	..	..	..	1	..	..	..	5	..	4	..	4	
17	Cuddapah	655,818	..	..	..	..	..	..	1	..	..	..	22	22	..	6	15	21	
18	Kurnool	440,615	..	..	..	..	1	..	1	..	..	..	22	22	..	2	54	56	
19	Bellary	480,876	..	..	..	..	..	..	1	..	..	6	5	11	..	..	6	6	
20	Anantapur	408,356	..	..	1	1	..	..	1	..	..	9	30	39	..	8	19	27	
21	Malabar	1,378,946	1	..	..	1	2	..	3	1	13	18	70	101	11	24	67	102	
22	South Canara	548,516	..	..	1	..	..	..	1	..	..	3	28	31	1	2	20	33	
23	Coorg	..	..	..	1	..	..	..	1	..	..	5	7	12	2	5	7	14	
24	Native States	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3	2	5	
	Total	..	3	2	13	7	13	3	29	12	51	232	672	955	51	232	672	955	

* The Government Training School, Bethampur, has been training Lower Secondary teachers for the last two years.

2. This table shows that, taking into account the Training section of the Government College, Rajahmundry, and the Teachers' College and the Hindu Branch Training School at Saidapet, every district in the Presidency is provided with one or more training schools for masters. The existence of more than one Government Training School in a district is usually explained by special local circumstances. In Ganjám, the school at Berhampur is Uriya, that at Chicacole Telugu and there is a third at Russellkonda for the agency. Similarly, in Vizagapatam there is a school, now at Gunupur for the agency. Madras is mostly served by the institutions at Saidapet; its two schools are for Muhammadans and Panchamas, respectively, and they serve the Presidency at large. Of the two schools in North Arcot, that at Chittoor is Telugu, and that at Ránipéttai Tamil. In Malabar, the Malappuram school is for Mappillas. The Badagara school does not differ essentially from the primary department of that at Calicut. It is intended to serve North Malabar and its existence may be considered to be justified by the fact that it is always full. The aided schools are so placed as to best serve the needs of the missions that maintain them.

The number and grades of the schools correspond pretty closely with the degree of literacy of the district as shown in the last census, though Ganjám, Kistna and Anantapur have more schools than this would lead one to expect and Trichinopoly fewer.

A comparison of columns 15 and 19 also shows approximately how far the schools serve the needs of the districts they are situated in; where the figures in these columns most closely approximate, it may be taken that the work of the schools in the district is most nearly confined to the training of teachers for the district. The most striking cases in which the figures do not approximate are Gódvári, Nellore and Kurnool for which 15, 10 and 34 teachers, respectively, were being trained outside the district. The schools which appear to have been training most teachers for other districts are Kistna 15, North Arcot 15, and Anantapur 12. The difference of 41 in the case of Madras is, of course, explained by the special character of the schools there. It is to be noticed that schools with Upper and Lower Secondary departments ought to be training teachers of those grades for neighbouring districts, three or four in the case of an Upper Secondary department, two in that of a Lower Secondary department. If the upper and lower secondary figures are compared, however, it will be found that this is, by no means, always the case. The schools of Ganjám, Nellore, Tanjore, Madura, Salem and Malabar were none of them even training all the lower secondary teachers to be employed in the district and, therefore, presumably were training no outsiders.

Of the Upper Secondary departments, Coimbatore is the only one that seems to have been doing much work for outside districts.

Excluding the districts specially served by Saidapet and Rajahmundry, Trichinopoly 4, South Arcot 1, Salem *nil*, Coimbatore 1, South Canara 1, Nilgiris *nil* are noticeable as having very few teachers under training of the upper secondary grade, and Kurnool, Bellary and Canara as having few of the lower secondary grade.

Although I see no occasion to limit admissions rigidly to teachers employed in the district in which a school is situated, some of the anomalies pointed out above should be diminished, and I would suggest as likely to help to systematise the supply of trained teachers that Inspectors of Schools should fix for each Sub-Assistant's range (having in mind the capacity of the training schools) the normal number of teachers of each grade to be sent for training from each range in each year.

TABLE II.—Training schools for masters classified according to management on the 31st December 1904.

No.	Controlling agency.	Grade of institutions.			Number of students under training.				Remarks.	
		Upper second-ary.	Lower second-ary.	Pri-mary.	Upper second-ary.	Lower second-ary.	Pri-mary.	Total.		
Government.										
1	Madras	3	12	13	31	142	515	688	Upper secondary schools containing the Lower Secondary and Primary department and Lower Secondary schools containing the Primary department have each been taken as one institution.	
2	Coorg	..	1	..	..	5	7	12		
Aided.										
3	C.M.S. Mission	..	2	..	..	29	43	72		
	C.B. Mission	..	..	1	..	..	7	7		
	A.E.L. Mission	..	..	1	..	..	17	17		
	A.B. Mission	..	..	1	..	..	17	17		
	A.M. Mission	1	..	..	11	15	6	32		
	S.P.G. Mission	1	..	..	9	11	11	31		
	E.L. Mission	..	1	..	..	7	22	29		
	London Mission	..	1	..	..	9	10	19		
	Union Mission	..	1	..	..	5	16	21		
	B.G. Mission	..	2	..	..	9	1	10		
	Total ..	5	20	16	51	232	672	955		
		41								

* Maintained jointly by the Free Church, the Church of Scotland, and the Arcot American Missions.

3. This table classifies the schools according to management. It will be observed that, while Government maintains twenty-nine, twelve missionary bodies maintain twelve schools, but that Government trained 700 masters as against 255 trained by the missions. This is, of course, excluding the Rajahmundry and Saidapet institutions, the inclusion of which would appreciably raise the number of masters trained by Government.

4. *Accommodation.*—In the course of the year, handsome and commodious new buildings have been completed for the schools at Chittoor, Kurnool and Bellary and the Ráyachóti school building has been extended.

The Consulting Architect was requested to draw up in consultation with me a type design for training schools and this has been done. The design makes provision, not only for class rooms for teaching work of the ordinary kind but for others specially designed for that peculiar to training schools, criticism and model lessons and blackboard work. Great attention has also been paid in the plan to lighting and ventilation, avoidance of noise and easy communication between the different parts of the buildings.

Buildings according to the type design have been begun at Villupuram and Nellore and sites have been acquired for new buildings at Anantapur, Tinnevely, Guntúr and Malappuram and the site previously acquired at Chicacole has been enlarged. The selection of a suitable site at Madura has proved very difficult and is still under consideration. The project for building at Badagara has been shelved, pending the consideration of a possible amalgamation of that school with the Calicut School which again depends on the Calicut School of Commerce finding other quarters. Similarly, it is proposed to avoid building at Cuddalore by amalgamating the school there with the one at Villupuram.

Proposals have been submitted for improving the buildings and enlarging the compound of the Salem school and for utilising the space added to the compound of the Coimbatore school as a result of the removal of the Training school for Mistresses to its new building and for acquiring a piece of ground at Calicut to serve as a school garden. I am in correspondence with the Public Works Department with reference to improvements to the buildings at Ránipéttai, Tanjore and Trichinopoly and minor improvements at Ongole and Vizagapatam.

In all questions of building, the aim has been kept in view of making the Training schools really model school buildings, not only to raise the ideal of school accommodation of the teachers trained in them but to provide for any managers

wishing to build, practical illustrations of the latest developments in school architecture. The necessity for increasing the number of teachers trained has also been kept in mind and the new buildings will accommodate a considerably larger number of students than that at present sanctioned.

Most of the aided schools are provided with satisfactory buildings. The Church Mission Society school building at Masulipatam, however, is not suited for the new system of training and that at Arkonam for any system of training at all.

5. *Libraries, museums, school gardens, furniture and apparatus.*—All the Government Training schools contain libraries. In most of them, however, I found too few books of a technical kind and have begun the practice of supplying books from a list drawn up by myself, instead of leaving the choice to the headmasters as was formerly done.

Twelve schools have started museums, and all the schools except five have lately been supplied with suitable almirahs for specimens. Dr. Henderson, Acting Superintendent of the Government Central Museum, gave valuable hints to the teachers at the Christmas classes for starting and maintaining school museums which should much help in their development.

The schools are at present very indifferently furnished. In the period under review, new furniture has been supplied to a greater or less extent to twelve schools, but much remains to be done in replacing the thoroughly unsuitable benches and desks by others properly designed for their purpose. Care is being taken that all furniture supplied shall be such as to serve as a model for imitation by other schools.

Additions have been made to the maps and pictures in all the schools and more are in contemplation. Some simple scientific apparatus has also been supplied. In all these supplies, the needs of the more extended course of study that is contemplated are kept in view.

6. *Hostels.*—There are at present only two hostels attached to Government Training schools, the Panchama Training school, Rayapuram, and the Ongole Training school. These have worked satisfactorily. I hope it will be found practicable to extend the hostel system to other schools, but the want of suitable buildings and the poverty of many of the students have so far prevented much progress being made in this direction. Most of the Aided Training schools have arrangements for boarding their students.

7. *Staffs.*—

Government Training Schools.
1st November 1903.

	L.T.'s.	B.A.'s.	F.A.'s.	Matriculation.	Lower Second-ary.	Fourth grade.	Fifth Standard and Primary.	Total.
Headmasters	6	2	7	12	..	2	..	29
Assistants	..	..	9	59	4	..	3	75

Gymnastic instructors, first class—19; second class—6; unpassed—1.
Drawing masters—4.
Agricultural instructors—*nil*.

31st December 1904.

	L.T.'s.	B.A.'s.	F.A.'s.	Matriculation.	Lower second-ary.	Fourth grade.	Fifth Standard and Primary.	Total.
Headmasters	8	2	6	11	..	2	..	29
Assistants	2	..	12	55	4	..	2	75

Gymnastic instructors, first class—19; second class—6; unpassed—1.
Drawing masters—4.
Agricultural instructors—5.

Aided Training Schools.

1st November 1903.

	L.T.'s.	B.A.'s.	F.A.'s.	Matriculation.	Lower Second-ary.	Fourth grade.	Fifth Standard and Primary.	Total.
Headmasters	2	1	6	3	..	..	..	12
Assistants	..	1	5	22	11	1	14	54

Gymnastic instructors—1.
Drawing masters—8.

31st December 1904.

	L.T.'s.	B.A.'s.	F.A.'s.	Matriculation.	Lower Second-ary.	Fourth grade.	Fifth Standard and Primary.	Total.
Headmasters	3	1	5	3	..	..	..	12
Assistants	..	1	5	22	12	1	12	53

Gymnastic instructors—10.
Drawing masters—9.

The above table shows the qualifications of Headmasters and Assistants in Government and Aided Training schools when I took charge and on the 31st December 1904. It will be seen that a decided improvement was effected in the qualifications of the teachers, there being five more L.T.'s and one more F.A.

In nearly all the schools, the same Headmaster remained in uninterrupted charge throughout the working part of the year. This has not previously usually been the case and is due to your refusal to supply short vacancies in the Sub-Assistants' ranges from the training school staffs. The gain to the schools must have been very great.

The Christmas vacation classes for the improvement of the training school staffs sanctioned in G.O., No. 717, Educational, dated 8th December 1904, were carried out in accordance with the prospectus, of which a copy is submitted herewith. In asking you to arrange for these classes being held, I anticipated that they would not only increase the teachers' efficiency by distinct additions to their stock of knowledge and by broadening their ideas, but that the bringing together so many teachers engaged in similar work would stimulate their interest in it, and that they would learn from one another as well as from the lecturers.

My expectations were fully realised and I anticipate considerable improvement from these classes in the work of the schools during the year. I take this opportunity of cordially acknowledging the assistance I received from the Principal and staff of the Teachers' College, from Dr. J. R. Henderson, M.B., C.M., F.L.S., M.R.Ry. K. Rangachariyar, M.A., L.T., M.R.Ry. S. Lakshmana Aiyar, B.A., L.T., Miss Gillingham and M.R.Ry. C. Narayanaswami Nayudu who did the bulk of the teaching work, some of them gratuitously, from Colonel W. G. King, C.I.E., I.M.S., and Lieutenant Christophers, I.M.S., who gave lectures and demonstrations to the teachers on "School Hygiene and the Etiology of Malarial fevers" and also showed them the working of the King Institute of Preventive Medicine and from Mr. R. Ll. Jones who gave an exposition of "Recent Scientific Developments" at the Presidency College. The very efficient management of the hostels in which the teachers were accommodated by my head clerk M.R.Ry. N. Ramanujachariyar also deserves mention.

As another means of improving the qualifications of the masters, I have encouraged them to study and appear for some of the Government Technical Examinations with the result that 17 have passed in one or more of the following: Animal Physiology, Mensuration, Botany, Physiography and Hygiene.

In recommending or making promotions, I have where possible taken these successes into consideration.

Five out of six of the Agricultural Instructors whose employment was sanctioned in G.O., No. 256, Educational, dated 29th May 1903, were appointed and sent for training in the Teachers' College, Saidapet.

8. *Strength of training schools*—(1) *Training section*.—The total number of stipendiaries of the various grades allowed by the rules in Government Training schools is 30 Upper Secondary, 200 Lower Secondary and 640 Primary, in all 870.

The actual number of stipendiaries in the schools on the 31st December 1904 was 27 Upper Secondary, 133 Lower Secondary and 510 Primary or 200 less than the maximum. This deficiency was, to a small extent, due to the prevalence of plague at Anantapur, Bellary and Coimbatore, the first-named schools having to be transferred temporarily to Tadpatri and Adóni to prevent their being left entirely without students.

A more efficient cause of the smallness of the number of men under training was, however, the failure of the inspecting officers to secure a sufficient number of well-qualified teachers which was shewn not so much by the smallness of the number of applications [48 Upper Secondary, 232 Lower Secondary and 914 Primary] (1,194 in all) as by the number of men selected for training that failed to join the schools. On my representing these facts to you, you drew the attention of the inspecting officers to the necessity for more attention to this matter with the result that 1,516 applications, or nearly 75 per cent. more than the number of available stipends, were received for this year and most of the schools will be full.

(2) *Practising department*.—It has been constantly observed that the practising schools attached to Government Training schools are rarely large enough to give sufficient opportunities for practice to the students or to effectively illustrate school organization and management. In December 1903, the total strength of these schools was 2,285 and in December 1904 it had risen to 2,437, which is satisfactory as far as it goes.

The smallest practising school in 1904 was Berhampur with 52 pupils in five classes and the largest Calicut with 233 in eight classes and the average number of pupils on the rolls for all the schools was 94 and the average number of pupils for each student in training 4. The other two Upper Secondary schools, Tanjore and Coimbatore, have 76 and 73 pupils respectively and there are no indications of any rise in these numbers. At Nellore, the numbers fell from 99 to 47. This is a very unsatisfactory state of things. I believe, however, that the staffs of the schools have done their best to remedy it both by seeking to make the schools efficient and by persuading pupils to come in, but a not unnatural prejudice exists against the schools and, I believe, they will be of little use for any training purpose till they have been turned into model schools with staffs of teachers independent of the students under training. Once these staffs are provided, there will, I am sure, be no difficulty in keeping the schools up to any required strength.

The schools in which the students of aided schools practise are not maintained simply to serve that purpose. Each of the aided training schools has, I believe, been opened as an adjunct to some well-established mission school. The presentation of statistics about their practising schools would, therefore, serve no useful purpose.

9. *Education given in the schools*—(1) *General education*.—When training schools were first opened in India, they were intended, like the English Training Colleges, to produce, largely at the public expense, a body of persons sufficiently well educated to be teachers, and technical training was given quite a subordinate place in the school work. A time came, however, when it was thought that the ordinary schools could be depended on for the general education of teachers and that the work of the training schools ought to be purely technical. These views were given effect to fifteen years ago when the system now set forth in Chapters vi, vii and viii of the Madras Educational Rules was framed. In these rules, the course of study for the schools and the subjects of examination are so defined as to make any attempt to improve the

student's general education seem unnecessary, if not contrary to the intention of the rules, and although for a time some headmasters seem to have tried at least to work up the Primary grade men to the Fifth Standard, even that gradually ceased to be done.

I found that the schools consequently confined their work to the routine laid down in the Code (viz.), teaching under supervision, criticism and model lessons, blackboard exercises and instruction in "Methods of Teaching," "School Management" and "Discipline."

Of these, the three first are by far the more important from the point of view of practical training, but since appearing for the practical test depends on passing the written examination, and the results of this are clearly stated in the inspection report and are what the school is chiefly judged by, the main work of the schools had come to be preparing students by dictating notes and frequent practice in answering questions on them for these examinations. That this kind of work has not much bearing on practical efficiency and is especially unsuitable for men of such low attainments as Primary grade teachers is, I think, obvious. It is, however, still being done in the schools and will continue to be done till the reorganisation now under consideration is effected.

Pending this reorganisation, I have, with Government's approval, tried to mitigate the most striking defect of the training schools—their failure to extend the Primary teacher's range of knowledge and ideas—by the holding of a special Fifth Standard examination for which 25 of the Government Training schools and five of the aided schools sent up candidates and of which the results are tabulated below:—

—				Number appeared.	Number passed.	Percentage.
Government Training schools	..	..	..	388	243	63
Aided do.	..	..	..	52	39	75
Total ..				440	282	64

The introduction of the course of studies tested by this examination has, so far as it goes, been of undoubted use, and in most schools great interest has been evinced in it by both teachers and students, and a very satisfactory proportion of the latter succeeded in passing. It is proposed to continue the general educational course this year with some modifications suggested by experience.

This part of training school work is incidentally proving very useful in helping me to gauge the capacities and needs of the primary students. I find that most of them come to the schools not only appallingly ignorant but with the mental development, grown men as they are, of an average European boy of ten years old. They are totally unaccustomed to look at anything with attention, so that to find out how many pieces of wood an ordinary bench is made of, is for them a real intellectual exercise. I should judge too that their powers of sense perception are largely undeveloped. They hear and see, as children do in the mass, and need careful training in discrimination. As far as seeing goes, the teachers in the training schools are beginning to understand this and to use drawing and nature study to cultivate the habit of accurate observation. I have myself found their attempts at drawing most illuminating. Even after a fair amount of dexterity has been acquired, a strange inability even to copy often remains. Of inventiveness, hardly a trace shows itself—though one student did draw a crow with four legs. This being so, it is not surprising that abstract thinking is beyond them. I have constantly found that the distinction between the subject-matter of a lesson and the method of teaching it is too subtle. The year's experience has, I think, shown that the work laid down for the special Fifth Standard examination, especially, the nature study, blackboard drawing and common sense arithmetic and simple geometrical notions is well suited to the end in view—such mental development as the time allows—and when the reorganisation is effected and very much more time is given to general education, the extended curriculum may safely be drawn up on similar lines.

It will be observed that no attempt has been made so far to extend the general education of students of the two higher grades. The case of the primary students was the most pressing and the pending reorganisation of public secondary examinations necessitated a postponement of the question of the education of teachers of the higher grades. It may be mentioned, however, that in most schools, the Lower Secondary students have taken most of the special fifth standard work along with the Primary. The students of all grades have taken blackboard drawing to the development of which on practical and educative lines I have given special attention.

(2) *Professional education.*—The students of the schools appeared, as usual, for the written examination for Teachers' certificates in December last.

In 1903, I compared the successes achieved in these examinations by the different schools and had to comment very unfavourably on the work of Tanjore, Coimbatore, Tinnevely, Villupuram, Salem, Mercara and Malappuram. All these schools I am glad to say show for 1904 very much better results. Taking all the schools into account, there is similarly a very general improvement in the results. In the Upper Secondary grade, 47 per cent. of the candidates sent up passed as against 42 last year and no school fell so low as 18 per cent., Coimbatore's last year's figure. Tanjore, however, shows a much lower percentage than last year, 30, as against 71. This is disappointing, as I had looked upon Tanjore as inferior in efficiency to no school.

In the Lower Secondary grade the successes range between 40 per cent. of the candidates sent up and 100 which was the percentage obtained by Chittoor, Mercara and Tinnevely with 6, 5 and 10 students, respectively. The average percentage was 70 as against 61 last year. Salem which passed no student of this grade last year passed 80 per cent. this. Twelve out of the eighteen schools did better than last year, two exactly the same and four worse. Villupuram which passed only 18 per cent. last year rises to 50 this. These schools were of course taken to task for last year's failure.

In the Primary grade, the average percentage of success rose from 59 last year to 68 this. Seventeen out of the 29 schools did better than last year. Eight did well though not so well as last year and four showed a decided falling off. These are Trichinopoly 50 per cent., Tinnevely 48, Muhammadan 46, Berhampore 25 as against 79, 58, 56 and 67 per cent., respectively, last year.

So far as the work of the schools can be judged by these results, it must, I think, be pronounced to have been decidedly more satisfactory this year than last. It is least so in the Upper Secondary grade. This is because by no means the best matriculates take to teaching and they are handicapped by having to do their training work in English of which they have a very imperfect knowledge. We are unfortunately obliged to allow matriculates to teach in English, but in the early years of their career, they are quite unfit to do it, and if they ever do obtain a real command of the language, it is at the expense of their pupils. The Lower Secondary candidates are not under this difficulty, so that their superior degree of general education tells and their average of success is highest.

The success of the Primary students was nearly as high, however, and is particularly creditable when it is remembered that they were preparing for the Special Fifth Standard examination as well as for the written test. A considerable proportion passed both examinations and the result shows that both teachers and students must have worked very much harder than in previous years. This year, as all arrangements for the Special Fifth Standard examination were made early, the schools should work under favourable conditions and it is to be hoped that there will be no relaxation of effort.

The aided schools did better in the Upper Secondary grade 11 passing out of 20 that appeared (*i.e.*), 55 per cent., but much worse in the other grades, 37 passing out of 81 in the Lower Secondary or 46 per cent. and 88 out of 149 or 59 per cent. in the Primary. All the Lower Secondary students sent up from the E.L.M. Training school, Tranquebar, failed.

Most of the results of the practical test for teachers' certificates have only just been published. From them, I learn that 17 Upper Secondary, 90 Lower Secondary and 192 Primary teachers trained in the Government and aided schools under my inspection passed the practical test in the year. The numbers that passed the written test in December 1903 were from the same schools, Upper Secondary 28, Lower Secondary 128, Primary 422.

Since about half of all the candidates that appeared for the practical test passed and since the numbers given above must include many teachers who were trained before 1903, they cannot be considered very satisfactory. The number of applicants, in view of the fact that a good many men fail to complete the tests immediately after training, ought to be much larger and the proportion of passes higher.

Headmasters of training schools are charged with the duty of seeing that their students complete the practical test but when they are once out of the school, it is very difficult to bring pressure to bear on them. Headmasters ought to receive more help in this matter from the subordinate inspecting officers, especially the Supervisors of Primary schools.

10. *Administration.*—An important part of this consists in seeing that students fulfil the terms of the agreements they execute on admission, of which the chief is serving as a teacher in a recognised school for three years after training.

I have found, in the course of my inspections, that the maintenance of the history of Normal students, which makes this possible, has in many schools been incomplete. Steps have been taken to remedy this and to bring to book defaulters and a sum of Rs. 1,021 has been recovered in the period under review from 22 defaulters, and a number of men who were evading compliance with the terms of their bonds have been induced to resume teaching.

One of the most troublesome duties that has fallen on this office has been the checking of the service registers and records of service of the Government Training school staffs, in all 205 in number. The remark of the Director of Public Instruction in Proceedings Dis. No. 3856, dated 15th June 1903, that "the work of verification has been completely neglected in spite of the instructions issued" proved to be amply justified. Omissions and mistakes abounded in these registers. They have now, however, been brought into order and care will be taken to maintain them correctly, in future.

I have sought to introduce uniformity into the working of the training schools and to bring them, as much as possible, under the Inspector's control. To this end, monthly returns are now submitted and bills for contingent expenditure are only cashed after his countersignature and the powers of headmasters as to granting of casual leave and correspondence have been defined. To prevent undue pressure of office work on headmasters, the immediate responsibility for it has been distributed among the members of the staffs.

In the course of the year, besides inspecting and submitting separate reports on each of the thirty-nine schools, I visited for improvement or other purposes seven schools.

11. *Finance.*—As there are several important training colleges and schools not under my inspection, any account I could give of the cost of training masters would be incomplete.

12. *Conclusion.*—I trust that the facts contained in the foregoing paragraphs may be taken to show that the appointment of a Special Inspector for Training schools for masters has already not been altogether without result. Much, however, remains to be done if the schools are effectively to play their part in the development of primary education. They must broaden their aims. Neither the members of their staffs, nor those who judge their work must be content with their turning out each year a few hundred men stuffed with a loose accumulation of facts about teaching and drilled into the observance of a mechanical routine.

It must be realised by all concerned in it that the aim of training is not only to add to a teacher's knowledge and technical skill but to exert a decided and permanent influence on his attitude of mind towards his profession so that he may exercise it with a clearer perception of its aims and how they may best be realised.

Proceedings Dis. No. 3206 of 1905.

Recorded.

2. The report which is interesting and exhaustive summarises the work done in connection with training schools during the first year of his tenure of his appointment by the Inspector of European and Training schools, and the Director is pleased to observe that although a great deal has yet to be done to place the training institutions of the Presidency on a thoroughly efficient and satisfactory footing, much useful and successful work has been accomplished by the Inspector during the period covered by the report. Advance is indicated in the improvement already effected in the qualifications of the teachers employed in Government schools, in the improved accommodation and equipment that some of these schools have been provided with, and in the inauguration of measures such as the institution of a special fifth standard examination and of vacation classes, calculated to enlarge in the right direction the stock of general knowledge possessed by the primary grade teacher, and render him better qualified for his work. These measures are reported to be already producing good results in training schools, and the Director trusts that with their continuance and the proposed conversion of practising schools into model primary schools, thereby setting the teachers of the training school free to devote their entire attention to the teachers under training, which is now under consideration it will be possible to achieve further advance towards realising the aim in view, viz., the supply of an adequate number of well qualified teachers for the schools of the Presidency. The Director considers that Mr. Stone deserves great credit for the improvement that has been effected in the work and management of training schools during the year.

3. The attention of inspecting officers is invited to the Inspector's remarks in paragraphs 2 and 8 of the report, and the Director trusts that endeavours will be made by these officers to keep training schools up to their maximum strength. It is observed that some action has already been taken in this direction and that the schools this year are likely to be full.

4. The thanks of the department are due to the gentlemen mentioned in the report who helped in carrying on the work of the vacation classes.

(True Extract.)

A. G. BOURNE,
Director of Public Instruction.

To the Inspector of European and Training schools.
 „ Inspectors of schools, Northern, Central, Southern and Western Circles.
 „ Inspectresses of Girls' schools.
 „ Assistant Inspectors of schools.
 „ Heads of Training schools and Government colleges.
 „ Directors of Public Instruction of other Provinces.
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2. The thanks of Government are due to Mr. Stone for the good work done and his interesting report.

(True Extract.)

H. D. TAYLOR,
Ag. Secretary to Government.

To the Director of Public Instruction.

Exd. R. Colundasawmy.

EDUCATIONAL DEPARTMENT.

NOTES CONNECTED WITH G.O., No. 413, EDUCATIONAL, DATED
17TH JUNE 1905.

[SUBJECT.—*Report on Training schools.*]

From the Director of Public Instruction, No. 4996, dated 5th June 1905.

A draft is placed below for approval.

T. KANAKASUNDARAM PILLAI—13-6-05.

A. GALLETTI—14-6-05.

H. D. TAYLOR—16-6-05.

J. T[HOMSON]—17-6-05.

Issue as revised by Honourable Member.

H. D. TAYLOR—17-6-05.

[G.O., No. 413, Educational, dated 17th June 1905.]

Educational (190⁵) Department.

CURRENT No. 1079

From

[Name] The Hon'ble Mr. A.G. Bourne, D.Sc., F.R.S.,

[Designation] Director of Public Instruction,

[Station] Madras.

C. No. 4996 of 05.

Dated 5th June 190⁵.

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2. The thanks of Government are due to Mr. Stone for the good work done and his interesting report.

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14-6-05.

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16-6-05.

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