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509—12-8-04.

Educational (1905) Department.

ORDINARY PRINTED.

G.O., Nos 625-626,

DATED 15-9-1905

INDEXED.

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N. P.

ORIGINAL

[Despatch Abstract.]

Training Schools

Replying to the letter from the Govt. of India on the subject of the reorganization of the —— for primary school-masters in the Madras Presidency.

BACK PAPERS.

G.O.	No.	Department.	Date.	G.O.	No.	Department.	Date.

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Government of Madras.

EDUCATIONAL DEPARTMENT.

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Read. } 1905. *Enclosures*

Regd. *Spare copies*

ORIGINAL

G.O., &c., Nos. 625, 626, 15th September 1905.

N. P.

Training Schools.

Replying to the letter from the Government of India on the subject of the reorganization of the — for primary schoolmasters in the Madras Presidency.

GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT.

Read—the following papers :—

I

G.O., Nos. 184, 185, Educational, dated 27th March 1905.

Abstract.—Addressing the Government of India on the subject of the reorganization of the training schools for masters in the Madras Presidency and of the staff of the practising schools attached to those institutions.

II

Letter—from H. A. Stuart, Esq., c.s.i., Officiating Secretary to the Government of India, Home Department (Education).

To—the Secretary to the Government of Madras, Educational Department.

Dated—Simla, the 3rd August 1905.

No.—509.

I am directed to acknowledge the receipt of your letter No. 185, dated the 27th March 1905, in which proposals are made for the reorganization of training schools for primary schoolmasters in the Madras Presidency.

2. The Government of India note, both from the present letter and from several previous references, that the Government of Madras have long been desirous of improving the supply of trained primary teachers in Madras, and that while the low pay of such teachers has tended to prevent the establishment of a better standard of training, the scarcity of well-qualified teachers has at the same time reacted so as to depress the scale of salaries. The Governor-General in Council therefore entirely approves the action of the Madras Government in taking in hand the improvement of the training at the present time, when funds are available for improving the salaries of properly qualified teachers.

3. Under the present system the training schools are of two grades, lower secondary and primary, by which names are indicated the stages of general education passed by the candidates before admission to them. There are 26 of these schools managed by Government, with a total of 613 students, or an average of 24 to each, and there are also 12 under private management. In both grades of institution the course of training is for one year, and almost entirely consists in study of the technical art of teaching, without any continuation of the general education of the student. The students who pass through the lower secondary schools are held qualified to have charge of upper primary schools, and those who pass through primary training schools are held qualified to have charge of lower primary schools. The total number of teachers employed in primary schools in Madras is 25,337, of whom 6,252, or rather less than 25 per cent. have undergone training.

4. The principal faults of the present system appear to be: (*a*) the low standard of general education reached by some of the students before entrance to the training school; the completion of a course of instruction in a primary school is by common consent an insufficient basis for the technical training of a teacher; (*b*) the limitation of the course of training to one year; (*c*) the excessive predominance of the technical side of training, the continuation of general studies being omitted; (*d*) the want of a properly qualified staff of teachers for the practising schools; (*e*) the want of a well-qualified staff of teachers in the training schools, the highest pay being Rs. 40—4—60, or less than the minimum pay of a Sub-Assistant Inspector; (*f*) the deficiency in the number of trained teachers, which amounts to not quite 25 per cent. of the number in employment; (*g*) the relative costliness of the system, the total expense being greater in Madras than in any other province, and the rate of expenditure for each student

being greater than in any province except Bombay, although the salaries paid to the training school staff in Madras are far lower than in any other province. This costliness appears to be due to the policy of multiplying small schools instead of concentrating the students in a few.

5. The Government of Madras now propose a scheme to cost Rs. 69,396 per annum, by which—(*a*) the course of study in primary training schools will be remodelled, so as to include general studies as well as training in the art of teaching; (*b*) the course in the primary (but not in the lower secondary) schools will be lengthened to two years; (*c*) the monthly stipends in the two grades of training school will be raised from Rs. 5 and Rs. 6 to Rs. 6 and Rs. 7, respectively; (*d*) a cadre of teachers will be provided for the practising schools attached to the training institution of both grades.

6. As regards the necessity of raising the stipends, a matter which depends upon the demand and supply of candidates for admission to the school, the Government of India are prepared to accept the views of the Government of Madras. They regard the other three changes as distinct improvements, designed to raise the efficiency of the primary training schools. But I am to request that the following suggestions may be considered by the Governor in Council.

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 reasons it is desirable to mass the students in a limited number of large and well-equipped training schools at the rate, for instance, of one to each Inspector's circle.

9. Such being the main principles upon which the system of training is determined, it may be found that for service in schools where the salaries paid are insufficient to attract men thus trained, there is still a demand for a subsidiary and inferior form of training of a cheaper kind. There are several ways in which such subsidiary kinds of training are given, as for instance by attaching pupil teachers to some of the middle vernacular schools, or by training schools to which youths, who have received only a primary education, are admitted. The Government of India see no objection to the establishment of these inferior systems of training, as subsidiary to the main system, but they are inclined to think that it is inadvisable to mix the two in one institution.

10. I am to request that the Governor in Council will take into consideration the possibility of establishing in Madras a system for the training of teachers upon the principles stated above, and also of thereby increasing the outturn of trained teachers, and that the Government of India may be favoured with his conclusions upon the subject.

The Government of India also desire to take this opportunity of adverting to the training of secondary teachers in Madras. The College at Saidapet is believed to have done good work in the training of teachers, and the Government of India have urged on other Governments the establishment of similar institutions, the course for graduates being controlled by the University, and that for undergraduates being (as at Saidapet) controlled by the Education Department. But, as they have declared in paragraph 39 of the Resolution of 11th March 1904 on Educational policy, the Government of India are of opinion that for all students, except graduates, the course of training should be not less than two years. I am to invite attention to that paragraph and to inquire how far the system of training secondary teachers which at present obtains in Madras conforms to it.

Order—No. 625, Educational, dated 15th September 1905.

The following letter will be despatched to the Government of India.

(True Extract.)

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

Letter—from H. D. TAYLOR, Esq., I.C.S., Acting Secretary to the Government of Madras, Educational Department.
To—the Secretary to the Government of India, Home Department.
Dated—Ootacamund, the 15th September 1905.
No.—626, Educational.

I am directed to reply to Home Department letter No. 509 (Education), dated 3rd August 1905, in which the proposals of this Government for the reorganization of the training schools for primary teachers in this Presidency conveyed in my letter No. 185, dated 27th March 1905, are reviewed and certain suggestions are made.

2. The Government of India suggest that a limited number of large and well-equipped normal schools should be established in which the pay of the teachers should be much higher than it would be in any of the existing schools when reorganized under the scheme proposed by this Government, that the minimum qualification for admission should be the attainment of the lower secondary standard of education and the course of training, a two years' course; and that the system of training in these institutions, which is described as "the main system", should be supplemented by a subsidiary system or subsidiary systems of training to provide masters for schools where the salaries paid are insufficient to attract teachers trained in the new high grade training institutions.

3. In reply I am directed to say that there appears to be some misapprehension of the condition of primary teachers in Madras. The salaries or emoluments of primary teachers have indeed been raised in recent years with the aid of the special grant made by the Government of India. But there are over 20,000 primary teachers in this Presidency, whose emoluments before the grant was made were exceedingly low, and the distribution of a few lakhs among so many persons does not represent any large increase in the average emoluments. In fact the salaries of primary teachers still rule exceedingly low, as low as the wages of chuprassis, constables or domestic servants, and the schools where the salaries paid are insufficient to attract well-trained teachers are so far from being the exception that they are the rule. The Governor in Council does not think it advisable (even if funds were available) to proceed to raise the salaries or the emoluments of primary teachers throughout the Presidency by suddenly and largely increasing Government subsidies to bodies which manage schools or by suddenly and largely increasing the grant to the independent teacher. It is considered that the improved training of teachers and the enhancement of salaries should go hand in hand; and that as the process of turning out a better class of teachers must necessarily be a gradual process, the enhancement of salaries, which can be justified only by the provision of teachers whose better general and professional qualifications warrant the enhancement, should also be a gradual process even if the Government of India were prepared to make further recurring grants for the purpose of improving the position of primary teachers in this Presidency.

4. What the Government of India suggest as a subsidiary system of training must accordingly, in the opinion of this Government, remain for the present the main system. The scheme submitted by this Government is a modest scheme which aims at improving the training of teachers whose salary will only in exceptional cases exceed Rs. 10 *per mensem*. The training is, as the Government of India remark, even with the improvements proposed, an inferior system of training. But it must for the present continue to co-exist with any more elaborate system of training which may be inaugurated in a few institutions established for the purpose of providing more highly-trained teachers for the few more highly-paid posts.

5. This Government agrees with the Government of India in considering that it would be better to train students of the primary and lower secondary grade 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; and proposes to submit schemes for the reorganization of the training of lower secondary and of upper secondary students in due course. The scheme already submitted applies only to primary students and was meant to be taken as a first instalment. In this connection I am directed to explain, lest there should be any misapprehension, that all the lower secondary training institutions in this Presidency contain a primary department, and that the lower secondary department in them is relatively small. If it were eventually removed, as proposed, the primary department could then be extended.

6. With regard to the suggestion of the Government of India that the separate institutions of the lower secondary grade should, for financial reasons, be very few in number, I am directed to point out that the practical difficulties in the way of concentrating all the lower secondary students in the Presidency in four training institutions may be very serious. There are in the Presidency four ordinary Inspectors of Schools and an Inspector of European and Training schools. The repugnance of the teacher, ordinarily, it is to be noted, not a school boy, but a married man with a family, to be trained, spending in the process two years of his life at a considerable distance from his home, could probably only be overcome by the offer of very greatly enhanced stipends; and it may be found when the scheme for the reorganization of lower secondary training schools is worked out in detail that one school for every two districts will be cheaper than one in each of the four Inspectors' circles.

7. The question of the reorganization of upper secondary training schools and of the Training College, Saidapet, referred to in the last paragraph of the Home department letter, will shortly be taken up.

8. Meanwhile I am directed to request that the proposals made in my letter, No. 185, dated 27th March 1905, may be separately approved and submitted to the Secretary of State for his sanction as a first and practicable and very necessary reform in the training of teachers.

EDUCATIONAL DEPARTMENT.

NOTES CONNECTED WITH G.O., Nos. 625, 626, EDUCATIONAL, DATED 15TH SEPTEMBER 1905.

[SUBJECT.—*Reorganization of Training Schools for Masters in the Madras Presidency.*]

From the Government of India, Home Department, dated 3rd August 1905, *No.* 509.

Circulated for the perusal of His Excellency the Governor and the Honourable Members.

R.N.—9-8-05.

P. T. THARYAN—9-8-05.

A. GALLETTI—10-8-05.

Ask the Director's opinion on these suggestions—as soon as he can give it—sending the whole letter.

J. T[HOMSON]—11-8-05.

G. S[TOKES]—11-8-05.

Type a copy of letter early please and send to Director of Public Instruction.

H. D. TAYLOR—12-8-05.

To the Director of Public Instruction for favour of very early remarks.

H. D. TAYLOR—12-8-05.

Copy has gone to the Director of Public Instruction. May the file now go to His Excellency who has not yet seen the Government of India letter.

P. T. THARYAN—12-8-05.

Yes. On return to Madras.

H. D. TAYLOR—14-8-05.

Returned by order.

L. M. WYNCH—5-9-05.

What we are proposing to do at present with the Rs. 69,396 is to increase the stipends by Re. 1 and to increase their number and to staff the practising schools attached to the training schools. The former project will cost about Rs. 40,000 and the Government of India are prepared to accept the views of the Government of Madras as to its necessity. The remaining amount is to be spent upon the practising schools, and if these become really model schools a large proportion of the expenditure should be recouped in the way of fees. A small amount only out of the extra amount we are spending upon primary education is at stake and even if the system proposed is not ideal this much more should be done without further delay.

2. It is the *primary* teacher that the Government of India have in mind throughout except in paragraph 10 and the proposal appears to be to train some such expensively for the schools where the salaries paid are likely to attract the best men and to concentrate these in a few centres and to train the mass more cheaply (in order to make the money go further).

3. Adopting the terminology of the letter I should say that we are giving and are still proposing to give the cheaper kind of training and that even if this scheme comes into force it will be a minimum.

4. The Government of India say that whatever it is, it is not cheap. I do not delay the present reply to go in detail into figures. I can do so later if desired. There are, however, certain obvious considerations. The cost of the training has included the cost of the present—for the most part—wretched and therefore unremunerative practising schools. The staff insufficient for both practising and training sections, the small practising section, the totally inadequate building in most cases and the small amount allotted for stipends have all been factors in keeping the number of normal students in each school small. These are all being remedied and we ought, to nearly double the average number per school and thus halve the cost which might, with other methods of calculation as suggested above, appear still less. The cost of the training section remains the same under the new scheme and I fail to see how the training to be efficient could be done much more cheaply.

i.e., for the two together.

5. In a primary training school we are going to spend Rs. $108\frac{1}{2} \times 12$ *per annum* or thereabouts on the training section taken by itself and even this figure includes the gymnastic instructor and menials who will do duty also in the model school, and if the staff have nothing else to do, they can manage 25 first year and 25 second year normal students. So we spend on an average excluding the stipend Rs. 25 per year per student. Any extra cost entailed by the model school should not be debited to the cost of training.

6. My contention therefore is that our primary training schools and the primary departments of the training schools with higher departments are or will be of the "cheaper kind" and that in order to increase the outturn we should have more of them.

7. The mixing in one institution of two ways of training teachers for primary schools referred to in paragraph 9 does exist in those of our schools which have a lower secondary department. I think the abolition of these departments would be in accord with the proposals of the Government of India. I have had this in mind, but I thought it better to defer any such action until the primary departments were reorganized and the effect of the action now proposed had been tested. In any case the most suitable arrangements for training a better class of primary teachers would require considerable reflection. The arrangements now proposed will not in any way prejudice or interfere with any subsequent arrangements and will, I hope, be sanctioned without reference to the latter.

8. We may also consider whether any still cheaper form of training could be also attempted. I doubt it. We are doing something with the sessional schools but of these it can only be said that they are better than nothing.

9. Lastly I would again refer to the objects upon which this money is being spent. They bind us to no policy in regard to training teachers. The bulk of the money goes in stipends which would have to be given under any circumstances. The rest removes what is at present almost a scandal, the fact that the Government school, viz., the practising section of the training school is in most cases about the worst primary school in the neighbourhood. Incidentally we secure vast improvements in the training schools themselves and actually reduce their cost as such.

10. The question raised at the end of the letter as to how far our system of training secondary teachers conforms to the policy referred to is answered by remarking that no proposals have as yet been formulated for extending the course to two years or carrying out the other improvements prescribed. The University will shortly prescribe some new curriculum for the graduates' course and when I know what this is to be I can propose the reorganization of the colleges. Until then I can hardly say exactly what the school departments in them would require in the way of extra staff.

A

11 On re-reading their letter it seems probable that the Government of India have not realized that all our lower secondary training schools contain a primary department and that the lower secondary department is relatively small and if it were eventually removed as proposed the primary department could be extended

A. G. Bourne—21-8-05.

The Government of India's suggestions do not seem to be very clear. They are apparently as follows:—

(1) Have a limited number of well-equipped training schools for primary teachers at the rate, for instance, of one to each Inspector's circle. The pupils in these schools should have reached the lower secondary standard in a well designed course of study in the vernacular and they should undergo not less than two years' training in the art of teaching with a continuance and revision of general studies. The teachers employed in these schools—the training sections of them—should be well qualified and should be paid at the rates the best paid native agency employed in inspecting vernacular schools or as masters of high schools are paid.

If this is the suggestion of the Government of India, the answer is that we have not yet taken up this matter. We shall do it as soon as possible.

H. D. Taylor.

(2) For service in primary schools where the salaries paid are insufficient to attract a class of better trained men, have a subsidiary and inferior form of training of a cheaper kind. This may be done by attaching pupil teachers to some of the middle vernacular schools or by training schools to which youths who have received only a primary education are admitted. This system may be subsidiary to the main system, but the two should not be mixed in one institution.

Our proposal is to give the training of a cheaper kind referred to by the Government of India by means of training schools to which youths who have received only a primary education are admitted. All the schools included in the proposition statement have primary departments and the present proposal is to improve this department. When we take up the question of improving the secondary departments we shall consider their severance from the primary departments and concentration in fewer places.

Model schools are proposed to be improved and attached to all training schools, except Jeypore. I read paragraph 9 of India's letter to mean that it is objectionable to attach practising schools to primary training schools, but they will be practically distinct—see Director of Public Instruction's note of 16th November 1904 on page 13 of the notes in G.O., Nos. 184, 185, dated 27th March 1905.

H. D. Taylor—3-9-05.

2. Of the increase of Rs. 69,396 involved in the proposals already submitted, Rs. 29,396 is on establishment, but of this only Rs. 276 is on account of training sections; the balance of Rs. 29,120 is on account of practising sections and should not be debited to the training sections. Of the increase of Rs. 40,000 on account of stipends, all but about Rs. 3,000 is on account of primary pupils but the increase in the number of pupils caused by second year primary pupils will considerably reduce the average cost per pupil.

Page 18 of the notes in G.O., Nos. 184, 185, dated 27th March 1905.

3. The Director's remarks at **A** on page 2 *supra* answers paragraph 10 of the letter from the Government of India.

4. May the Government of India be now answered in terms of the foregoing paragraphs?

P. T. Tharyan—30-8-05.

The answer may be that the Government of India's suggestion towards the end of paragraph 9 of their letter is the aim of this Government and that the proposals already made are an instalment. They establish the "inferior system of training, subsidiary to the main system" ["main" I presume refers to quality not quantity]. The main system will be established as soon as—

H. D. Taylor.

(1) there are sufficient appointments in Government, board and private upper primary schools for more highly trained primary teachers;

H. D. Taylor.

(2) funds can be allotted for the establishment of superior training schools.

2. The more highly trained would want at least Rs. 20 *per mensem*. Until a considerable number of posts on Rs. 20 and upwards have been created in primary schools, there will be no proper demand for the highly trained.

H. D. Taylor.

Suppose one superior school were established in each of the four circles, turning out 100 more highly trained teachers *per annum*, course two years. That would mean 400 teachers *per annum* to be provided with primary posts on Rs. 20 or over. We have no figures in this office showing the number of such posts. But surely there are not enough to provide 400 vacancies *per annum*.

3. It would be uneconomical to set up such schools for less than 100. The pay of the training staff alone, with reference to paragraph 8 of the Government of India's letter, would be, say,—

G.O., Nos. 492, 493, Educational, dated 20th August 1902.

	Rs.
Headmaster	* 175
1st Assistant	150
2nd Assistant	125
3rd Assistant	100
Total ...	550

* Pay of 1st-grade Sub-Assistant.

for even as few as 25 students *per annum* (the course being a two years' course, there would be 50 students to teach; the course being high-grade, there would be various subjects; and Government schoolmasters *are not expected* to work more than 15 hours per week). If there were 100 students *per annum* instead of 25 the cost per student would be much lower.

I don't see why not. They should do a full day's work, the same as everyone else.

H. D. Taylor.

4. Suppose one school for 100 is set up by way of start at, say, Madras, and the lower and upper secondary departments in some of the present training schools are abolished so as to permit the transfer of 100 secondary students to the new school. Then many students would (1) be removed far from their homes, (2) have to undergo a two years' course instead of a one year's course. There might be a good deal of difficulty in filling up such a school. I would, however, suggest that the Director be asked or Mr. Hall through him whether the lower secondary branch of the Saidapet Training College could not be turned into a school of the sort contemplated by the Government of India. The branch contained 21 lower secondary students on 31st March 1903. The Headmaster was paid Rs. 50, the first Assistant Rs. 30. The Director and Mr. Hall might be asked whether it would be any use—

Page 5 of the notes in G.O., Nos. 184, 185, dated 27th March 1905.

(1) to lengthen the course to two years;
(2) to raise the stipends from Rs. 6 to Rs. 10;
(3) to put in a Headmaster on Rs. 175, a First Assistant on Rs. 150, etc.

whether more students from all over the Presidency would be attracted; whether, after training, they could be promised appointments in primary schools commensurate with their merits or what they might suppose to be their merits.

Perhaps the same questions might be put to the Principal, Rajahmundry Training College.

5. For each superior training school, if it is decided to propose the establishment of any, the Government of India might be asked to provide funds, say, Rs. 30,000 *per annum*:—

	Rs.
Stipends at Rs. 10 for 200 students (100 of each year)	2,000
Staff, training section, four teachers	550
Staff, practising section	100
Etc.	50
	2,700
	12
	32,400
Less deduction for shortage of students [they never find it possible to fill all vacancies], say	2,400
	30,000

A. Galletti—31-8-05.

In paragraph 3 of their letter India have left out of consideration the three upper secondary training schools.

In regard to the number of schools and the poor average attendance *at present*, I consulted the Director of Public Instruction as to whether the numbers might not be reduced by amalgamation at the more important centres. The Director of Public Instruction was of opinion that experience of the new scheme could alone show whether this would be possible—*vide* paragraph 3 of my note of 11th November 1904, on page 11 of the notes in G.O., Nos. 184, 185, Educational, dated 27th March 1905. While the two years' course will ordinarily double the numbers, it may be more difficult to obtain men willing to undergo the longer course (last clause of paragraph 7 of Director of Public Instruction's note, page 13 *ibid*).

2. The object of the present proposals is to remove the scandal attaching to the large number of unqualified primary teachers. The question of improving the training of secondary teachers, and of introducing a higher standard of teachers for the more important primary schools will be taken up later, in the light of experience gained by the present proposals and after the need for higher trained primary teachers has been created.

3. Mr. Galletti's proposals as to enlarging the scope of the Saidapet Training College may be considered.

We cannot do everything at once; our object is to advance slowly and gradually in accordance with actual requirements.

H. D. Taylor—3-9-05.

Draft answer on Government of India's letter please.

J. T[homson]—4-9-05.

Draft submitted.

A. Galletti—6-9-05.

H. D. Taylor—7-9-05.

Will the Secretary please revise and retype this draft before submitting it to His Excellency?

J. T[homson]—9-9-05.

Retype please.

2. I can see no further points requiring revision. Will Under Secretary please go through the draft again and note. I do not think that we have made quite clear the position of the model schools, on which the greater part of the extra expenditure is proposed to be incurred.

H. D. Taylor—11-9-05.

Typed and submitted.

P. T. Tharyan—11-9-05.

It seems to me the Government of India have understood the point about the practising schools: section (*d*) in paragraphs 4 and 5 of their letter.

2 Dr. Bourne has just gone up to Simla. He may perhaps be asked to speak about this there and tell Mr. Orange exactly what is meant; a copy of the draft could be sent to Dr. Bourne.

3. The Government of India *may* have misunderstood what we said about the practising schools, they *may* not have understood that our lower secondary training schools contain a primary department. Dr. Bourne thinks they have not understood. But these points were made quite clear by our original letter and proposition statement and I do not find in their reply anything that clearly points to misunderstanding. So would it not be better that Dr. Bourne should furnish information on these matters orally, if necessary?

A Galletti—11-9-05.

If India find our proposals not understandable, they will no doubt take the opportunity of Dr. Bourne's presence at Simla to ask Mr. Orange to consult him as to doubtful points in connection with the present and proposed constitution of our training schools; but I do not think it desirable to *instruct* the Director of Public Instruction to address Mr. Orange. This is a matter of tehnical detail in which it is open to the Director of Public Instruction, of his own motion to confer with Mr. Orange.

2. From paragraph 5 of our present draft India may infer that secondary training schools contain primary departments. I have, however, added a clause, subject to approval, to make this clear.

H. D. TAYLOR—12-9-05.

Draft approved.

A[MPTHILL]—13-9-05.

Issue.

H. D. TAYLOR—14-9-05.

[G.O., Nos. 625, 626, Educational, dated 15th September 1905.]

to 625-6 of 15/9/05

1 EDUCATIONAL DEPARTMENT.

C. No.1435, from the Govt. of India, H.D., No. 509, dated 3--8-1905. 8

ORDER:

The following letter will be despatched to the Government of India.

LETTER:

To

The Secretary to the Govt.of India

Home Department.

Sir,

I am directed to reply to Home Department letter No.509 (Education) dated 3rd August 1905, in which the proposals of this Government for the reorganization of the training schools for primary teachers in this Presidency conveyed in my letter No.185, dated 27th March 1905 are reviewed and certain suggestions are made.

2. The Government of India suggest that a limited number of normal schools should be established in which the pay of the teachers should be much higher than it would be in any of the existing schools when reorganized under the scheme proposed by this Government, that the minimum qualification for admission should be the attainment of the Lower Secondary

standard of education and the course of training a two years course; and that the system of training in these ~~schools~~ institutions, which ~~they~~ we describe as "the main system", should be supplemented by a subsidiary system or subsidiary systems of training ~~if there are still any~~ to suit local conditions schools where the salaries paid are insufficient to attract teachers trained in the new high-grade training ~~schools~~ institutions.

3. In reply I am directed to say that there appears to be some misapprehension of the condition of primary teachers in Madras. The salaries or emoluments of primary teachers have indeed been raised ~~considerably~~ in recent years with the aid of the special grant made by the Government of India. But there are over 20,000 primary teachers in this Presidency, ~~their~~ whose emoluments before the grant was made were exceedingly low and a few lakhs ~~distributed~~ to distribution among so many persons does not represent any large increase in the average emoluments. In fact the salaries of primary teachers still rule exceedingly low, as low as the wages of chuprassis, constables or domestic servants, and ~~so far from~~ the schools where the salaries paid are insufficient to attract well-trained teachers being the exception are so far from that they are the rule. The Governor in Council does not think it advisable (even if funds were available) ~~with the view of providing posts for better-trained men~~ to proceed to raise the ~~procure the raising of~~ salaries or ~~to~~

3

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~~the~~ raise emoluments of primary teachers throughout the Presidency by suddenly and largely increasing Government subsidies to bodies which manage schools ~~on condition of their raising the salaries of teachers or~~ by suddenly and largely increasing the grant to the independent teacher. It is considered that the improved training of teachers and the enhancement of salaries should go hand in hand; and that as the process of turning out a better class of teachers must necessarily be a gradual process, the enhancement of salaries, which can ~~only~~ be justified ~~by a demand for higher salaries on the part of~~ only by the progress of those teachers ~~with~~ better general and professional qualifications should warrant the enhancement also be a gradual process, even if the Government of India were prepared to make further recurring grants for the purpose of improving the position of primary teachers in this Presidency.

4. What the Government of India suggest as a subsidiary system of training must accordingly, in the opinion of this Government, remain for the present the main system. The scheme submitted by this Government is a modest scheme which aims at improving the training of teachers whose salary will only in exceptional cases exceed Rs.10 per mensem. The training is, as the Govt. of India remark, even with the improvements proposed, an inferior system of training. But it must for the present continue to co-exist with any more

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elaborate system of training which may be inaugurated in a few ~~schools~~ institutions established for the purpose of providing more highly-trained teachers for the few more highly-paid posts.

5. This Government agrees with the Govt. of India in considering that it would be better to train students of the primary and lower secondary grade 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; and they propose to submit schemes for the reorganization of the training of lower secondary and of upper secondary students in due course. The scheme already submitted applies only to primary students and was ~~only~~ meant to be taken as a first instalment.

6. With regard ~~however~~ to the suggestion of the Government of India that the separate institutions of the lower secondary grade should, for financial reasons, be very few in number, I am directed to point out that the practical difficulties in the way of concentrating all the lower secondary students in the Presidency in ~~three or~~ four training institutions may be very serious. The repugnance of the teacher to be trained ordinarily, it is to be noted, not a school-boy, but a married man with a family, to spending two years of his life at a considerable distance from

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his home could probably only be overcome by the offer of very greatly enhanced stipends; and it may ~~well, consequently~~, be found when the scheme for the reorganization of lower secondary training schools is worked out in detail that ~~a school in each of the 23 districts~~ one school will be cheaper ~~than a school~~ than one in each of the four Inspectors' circles

7. The question of the reorganization of Upper Secondary training schools and of the Training College, Saidapet, referred to in the last paragraph of the Home Department letter will shortly be taken up.

8. Meanwhile I am directed to request that the proposals made in my letter No.185, dated 27th March 1905 may be separately approved and submitted to the Secretary of State for his sanction as a first and practicable and very necessary reform in the training of teachers.

EDUCATIONAL DEPARTMENT.

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C. No. 1435, from the Govt. of India, H.D. No.509, dated 3rd Aug: 1905.

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ORDER: no. 625 dg 15-9-05-

The following letter will be despatched to the Government of India.

H.D.T.
7-9-05.

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LETTER: no. 626 dg 15-9-05-

To

The Secretary to the Govt. of India,

Home Department.

Sir,

I am directed to reply to Home Department letter No.509 (Education) dated 3rd August 1905, in which the proposals of this Government for the reorganization of the training schools for primary teachers in this Presidency conveyed in my letter No.185, dated 27th March 1905, are reviewed and certain suggestions are made.

2. The Government of India suggest that a limited number of large and well-equipped normal schools should be established in which the pay of the teachers should be much higher than it would be in any of the existing schools when reorganized under the scheme proposed by this Government, that the minimum qualification for admission should be the attainment of the Lower

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Secondary standard of education and the course of training a two years course; and that the system of training in these institutions, which is described as "the main system", should be supplemented by a subsidiary system or subsidiary systems of training to provide masters for schools where the salaries paid are insufficient to attract teachers trained in the new high-grade training institutions.

3. In reply I am directed to say that there appears to be some misapprehension of the condition of primary teachers in Madras. The salaries or emoluments of primary teachers have indeed been raised in recent years with the aid of the special grant made by the Government of India. But there are over 20,000 primary teachers in this Presidency, whose emoluments before the grant was made were exceedingly low and the distribution of a few lakhs among so many persons does not represent any large increase in the average emoluments. In fact the salaries of primary teachers still rule exceedingly low, as low as the wages of chuprassis, constables or domestic servants, and the schools where the salaries paid are insufficient to attract well-trained teachers are so far from being the exception that they are the rule. The Governor in Council does not think it advisable (even if funds were available) to proceed to raise the salaries or the

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emoluments of primary teachers throughout the Presidency by suddenly and largely increasing Government subsidies to bodies which manage schools or by suddenly and largely increasing the grant to the independent teacher. It is considered that the improved training of teachers and the enhancement of salaries should go hand in hand; and that as the process of turning out a better class of teachers must necessarily be a gradual process, the enhancement of salaries, which can be justified only by the provision of teachers whose better general and professional qualifications warrant the enhancement should also be a gradual process, even if the Government of India were prepared to make further recurring grants for the purpose of improving the position of primary teachers in this Presidency.

4. What the Government of India suggest as a subsidiary system of training must accordingly, in the opinion of this Government, remain for the present the main system. The scheme submitted by this Government is a modest scheme which aims at improving the training of teachers whose salary will only in exceptional cases exceed Rs.10 per mensem. The training is, as the Government of India remark, even with the improvements proposed, an inferior system of training. But it must for the present continue to co-

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co-exist with any more elaborate system of training which may be inaugurated in a few institutions established for the purpose of providing more highly trained teachers for the few more highly-paid posts.

5. This Government agrees with the Government of India in considering that it would be better to train students of the primary and lower secondary grade 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; and they propose to submit schemes for the reorganization of the training of lower secondary and of upper secondary students in due course. The scheme already submitted applies only to primary students and was meant to be taken as a first instalment.

6. With regard to the suggestion of the Government of India that the separate institutions of the lower secondary grade should, for financial reasons, be very few in number, I am directed to point out that the practical difficulties in the way of concentrating all the lower secondary students in the Presidency in four training institutions may be very serious. There are in the Presidency four ordinary Inspectors of Schools and an Inspector of European and Training Schools. The repugnance of the teacher ordinarily it

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is to be noted, not a school boy, but a married man with a family, to be trained spending in the process two years of his life at a considerable distance from his home, could probably only be overcome by the offer of very greatly enhanced stipends; and it may be found when the scheme for the reorganization of lower secondary training schools is worked out in detail that one school for every two Districts will be cheaper than one in each of the four Inspectors' circles.

7. The question of the reorganization of upper secondary training schools and of the Training College, Saidapet, referred to in the last paragraph of the Home Department letter will shortly be taken up.

8. Meanwhile I am directed to request that the proposals made in my letter No.185, dated 27th March 1905, may be separately approved and submitted to the Secretary of State for his sanction as a first and practicable and very necessary reform in the training of teachers.

A.G.
6-9-05.

H.D.T.
7-9-05.

J.T.
9-9-05.

13-9-05

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