

1929

Kenya

No. 15623

SUBJECT

CO 533/387

Salaries of European Teaching Staff

Education Dept

Previous

10454/27

Subsequent

16113/30

Tel.

Request early statement showing scale of pay of teachers in elementary & secondary schools under revised standard award & approved by Bd. of Education, also under scale in one or two areas in Scotland would be helpful in drafting new scheme proposals.

One catches what Mr Scott is preparing an entirely new scheme to limit it out - as at 1000000 1957

and a copy of this 50 to Mr Morrison of the B/E. asking him to be good enough to supply the info required.

G. Gordon

1.3.29

It to take her up officially it means I suppose letters to both English & Scotch Bds of Education - but perhaps the latter, in a semi-official short circuit to cover both.

J. M. Allen

1/3/29

Please see copy of letter - <sup>attached</sup> - which has been despatched today. I think it is will give information about additional

We are in debt to the Glasgow Press - but J.M.A. 40 March '29

? The word not used Scotland J.M.A.

Enclos copies of the Burnham Reports, which give the scales of salary under the revised Burnham Award as approved by the Board of Education.

(a) is printed in (b) : (c) is  
his letter to G. 2

Draft to Burnham in  
ref to last reading the  
Burnham report & also  
(b), (c) & (d) - copies of  
each of these is the usual  
number of copies of each.  
The draft has <sup>been</sup> already  
sent in suitable form  
& the 2d series prepared  
& I want to (?) mark.

J.P. [Signature]

8/3 at all

Just mail for a 1/4 2/3

~~Remembrance~~  
2/3

~~3. To Gov. Sec.~~  
DESTROYED UNDER STATUTE

9 March 1929.

4 To Gov. Conf. 1 enclosed - D 4 MAR 1929  
(w/ 3 Copies of documents as in draft)

certain of these <sup>extra copies</sup> were sent by J.P. on 2/3





Copies in Dept. Memorandum  
The Dept's views - of course  
that you will attend that  
meeting of the Council

acc.

2.8.29

No copies of his report this  
week have been sent to Uganda  
& C. C. It would be useful to  
have the views of these Commissions  
before the Executive meets on  
26 Sept.

Report to be carried.

It is better than schemes  
for Europe to visit the  
various States in African  
respects the protocols about  
the scales & salaries

UNFILE

5/8/29

acc.

Executive 5.8.29

2.8.29

6 To the Uganda  
7 T.T. Tel Com - 5.8.29

ha

Mr. Mayhew

Please see Mr. Parkinson's minute of the  
2nd August on 15787/29. It is proposed to re-  
circulate the papers in due course in regard to the  
salaries question, but in the meantime the Depart-  
ment would be grateful for your observations on  
other points arising out of the despatch in No. 5  
on this file, and the enclosures. In particular I  
might mention the following points

(1) The proposals of meals and boarding  
allowance which it is suggested should be considered  
in the light of practice elsewhere; (see paragraph  
3 of the despatch, and paragraph 16 of Mr. Scott's  
minute of the 19/20 April.)

(2) Length of tour. A tour of 2435/40  
months of a year, or 9 terms, is suggested in para-  
graph 7 of Mr. Scott's memorandum as to leave and  
passage conditions.

(3) Leave. It is suggested that the  
period of absence after one tour should be one term.  
Absence should begin with the closing of a term and  
end with the opening of a term. These proposals  
would give teachers almost exactly 3 months in  
England, (see paragraphs 4 to 8 of Mr. Scott's  
memorandum). The O.A.G. (see paragraph 5 of the  
despatch) is prepared to contemplate modified leave  
conditions if this can be done without extra expense.

(4) Retirement. In paragraph 20 of his  
minute of the 19/20 April Mr. Scott suggests re-  
consideration of the rule whereby pension is payable  
on retirement after 20 years service, and also that  
all service in excess of 20 years to be reckoned as  
its actual length instead of as time and a half.  
The O.A.G. refers to this matter in paragraph 7 of

And they may  
consider a  
modification in  
the nature of  
the present  
leave proposal  
seen? acc.

his despatch. You will see that practically all through Mr. Scott keeps very much in mind the possibility that his proposals may have a detrimental affect on recruiting, in which case he is not inclined to press them.

The question of the length of tour of East African officers generally is still under consideration, and in this connection you may be interested to see X.15377/29.

Mr. Devir,  
Mr. Allen.

I think these proposals will have to stand over until the October meeting of the Committee (a) because the views of Uganda and Tanganyika are not likely to be received in time for the September meeting, (b) because Mr. Vischer's views are important and he will be away until September 15th., and (c) because owing to my holidays and stress of other more urgent matters I see no prospect of going myself into questions raised in the note above or into the proposals as a whole. Mr. Vischer, with his intimate knowledge of African conditions will be able on his return to deal with the whole matter in time for the October meeting.

It will be found useful eventually if the Burnham Scale of pay for secondary school teachers in England can be attached to this file, since this scale was used by Mr. Scott in framing his proposals. I asked some time ago if papers relating to this scale could be obtained, and no doubt by now they have been placed in the Library.

Appointments Dept. might perhaps like to see memorandum

15. 8. 29.

- We sent out the in No 4 & 2000 copies have now been obtained & placed below sheet 2000A 27/8

This seems to me to raise a number of general questions of considerable difficulty which (in the present state of G.D.) there is not at the moment time to consider fully. P. Sec Affairs is also very much concerned. As far as G.D. is concerned, I should prefer to wait the views of the Governors of T.T. & Uganda before expressing any opinion.

Adair 15. 8. 29

✓ We had better now ask (1) - say that these proposals will be brought before the Advisory Com. - but that I have not yet had a P.S. asking for advice of those with whom the proposals will overlap before consulting the Com. We have known that it will be possible to do this at their meeting in October.

John Vign. and Allen, who will arrange for report to Mr. Vischer after 15th Sept. Meanwhile the report should not be reproduced in newspapers for the time being.

Adair 19. 8. 29

To Gov. Conf (2) - 26. 8. 29 (5 and)

by Scott. You will arrange for reproduction. John take the file back before the 15th Sept. 29/8/29

9

Gov. 77 8.8.29

(Transmits memo by D. V. E. on Kenya Govt's proposal as to conditions of service for teachers)

The duplicates of N. 5 & N. 9 have been sent for concision. *W. S. Blackie*

11.9.29

Reiterate one in each

W. S. Blackie

W. S. Blackie

The Allen

Recruit via minute of 13 Sept.

K.S.A. 21/9

10. Gov. Uganda, Confidential, ..... 28th Sept. 29.

Trans. memo by Director of Education regarding the proposed revision of the scales of salary for European Teachers in Kenya. Agrees with views expressed by the Director.

W. S. Blackie

Will you please take the duplicate of the 10 & enclose it to the Director in this minute, attaching the papers there as I want to circulate this minute to the Director.

W. S. Blackie 27/9/29

6

The Allen

I have taken the duplicate of No 10 (enclosed) for concision; it will be circulated to the Office

P. K. Morris

28.9.29

The Director

It was arranged - see the minutes of 2.8.29 - that Capt Newbold & I had been asked to amend more particularly a salary list that he had seen - see his minute of 15 Aug - thought this was what he had in mind. You will see reference to salary scales with Capt Newbold & I have also seen you saw a list of salary scales in my minute of 13 August

W. S. Blackie

30/9/29

Mr. Scott's ingenious dissection of the long scale into grades means in effect that, whereas the ordinary junior posts which we get asked to fill in Tanganyika or Uganda are worth £400 rising automatically (with efficiency bars) to £920, a similar post in Kenya must be advertised as carrying the salary £400 x £200 in smaller increments ~~to~~ £600. Efficient officers will normally gain entry to the next grade £600 x £200 x £720, but promotion to the latter grade will not be automatic. Thereafter there is a very narrow bottle-neck, only slightly relieved by the provision that after working for 5 years at £720 an officer may be recommended for promotion to the next grade £720 x £30 x £840, and that there may be an occasional Inspectorship vacant. The top grade £840 x £40 x £920 is reserved for 2 or 3 Headmasters of Secondary Schools.

I am afraid there is no doubt that this comparison must, to use Mr. Scott's own words, "have a disastrous effect on Kenya recruiting", which neither climatic nor any other attraction would compensate. Partial proof of the truth of this is to be found already in our unsuccessful efforts to recruit candidates for 3 existing vacancies in Kenya on the proposed short scale. (See minute 10 (19737)). Incidentally it can be safely assumed, I imagine, that Mr. Nunn's success at the London Day Training College may be taken as the equivalent of the professional diploma or certificate required under Scale "C".

As part of the comparison between one system and another, there is the comparison between

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7  
between the Educational Service and the Administration. I should have thought no more damaging blow could be aimed at the prestige and welfare of the former than by this unfavourable contrasting of the financial prospects of its personnel.

Kenya  
2. 10. 39  
Seymour X 1937 Kenya.

I entirely agree as to salary - Kenya cannot afford to offer less attractive salaries than the other EA Dependencies - and, as shown here, has been recognized in 7/500, U.S. & I.T. cannot afford to lower their present standards

A. J. D. 15757  
8. 10

Mr. Allen

I discussed this carefully with Captain Newbolt and Major Furse and am entirely in agreement with their minutes. As regards the points raised in your minute of the 13th. August (para. 4, Retirement), the general feeling amongst Directors of Education with whom I am in touch regarding the length of service is that after twenty years any man or woman who has been engaged in educational work in Africa, especially as a teacher, is worked out and requires a change of environment.

Hamm Vivian  
19. 10. 39

P.S.D

to be done  
Pt. all your minute of 15.9.29.  
This will be discussed by the  
Advisory Com on 17 Oct.,  
& if you have any  
objections will you please  
let me know & return the  
file to me by tomorrow  
evening. I am sorry there is  
no more time.

all papers  
15.10.29  
Mr. Beith handed this over to me. The  
"general" point of view, as regards the  
salary scale question, is set out in  
my letter overleaf, but I add a note of  
my own views.

15th

to be done  
I find little to rely upon from  
papers in this file which are available  
the relevant material from the  
1929 minutes, as reported by the  
Secretary, but you will  
the papers tell you can do that,  
please help

11. Minute of Executive Advisory  
Committee - 17 October 1929

DfS has written for Carson

W. H. Allen

7/11/29

W. H. Allen

12. To Gov. Sel - 11 Nov 29

To Gov. Kenya Conf (3) 18 Nov 1929

The minute (No. 11.) were approved  
without alteration at the meeting of the  
Advisory Committee held on 21<sup>st</sup> November  
1929. The minute were by Mr. Morris.

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W. H. Allen  
9.11.29

W. H. Allen  
5.11.29

Thursday, 17<sup>th</sup> October 1929

7. Kenya: Proposals for the revision of the scales of salary for European teachers.

The following papers had been circulated to members:

- a. Despatch No. 82, Confidential, of June 28th, 1929 from the Acting Governor of Kenya enclosing:
- b. Memorandum by Mr. Scott (Director of Education) containing proposals for a revision of the scales of salary for European teachers in the Kenya Education Department.
- c. Memorandum by Mr. Scott in regard to leave and passage conditions for the Education Department.
- d. Despatch (Confidential, 2) of August 8th 1929 from the Governor of Tanganyika Territory, enclosing a memorandum by the Director of Education commenting on Mr. Scott's above proposals.
- e. Despatch (Confidential) of August 28th, 1929 from the Governor of Uganda, enclosing a memorandum by the Director of Education commenting on Mr. Scott's above proposals.

Mr. Vischer pointed out that if the proposed lower scale of salaries was introduced, recruiting would suffer, as it would become almost impossible to find good candidates for the Kenya Education Department. Any advantage which Kenya might have in respect of climate as compared with other parts of Africa would not outweigh the disadvantages of the proposed lower salaries.

Mr

10

Mr. Parkinson expressed the opinion that the present scale up to £920 should not be altered at any rate for officers of the same type as Administrative officers. He said that if it was probable that recruiting would be adversely affected if the proposed new scales came into force, no further action as regards their being adopted could well be taken.

It was pointed out that efficiency bars, properly applied, would be a sufficient safeguard against paying salaries out of proportion to an officer's qualifications and an incentive to those not possessing the necessary qualifications to obtain them. In reply to a question, Mr. Fraser said that efficiency bars were enforced at Achimota College and proved very useful.

As regards pensions and leave, which were also dealt with in the correspondence, Mr. Parkinson explained (1) that it would not be practicable to have separate pension regulations for the Education staff as distinct from the other officials serving in Kenya, and (2) that the leave question could not be conveniently taken up apart from the general question of revising the leave arrangements which the Government of Kenya had under consideration.

The Committee agreed that Education officers should have the same leave regulations as other officers.

Miss Whitelaw drew special attention to the statement made by Mr. Scott that teachers in charge of boarding houses would be adequately remunerated if they received free boarding in lieu of special allowances. She was of opinion that, in view of the responsibilities of these teachers, it was essential that special allowances should be paid to them.

It was agreed to recommend that Mr. Scott's proposals should be referred back to Kenya for further consideration in the light of the foregoing discussion.

X.15623/29. Kenya.

13/11

Mr. H. T. Allen *H.T.A.*

Mr. *Paterson*

Mr.

Mr. Bottomley

Sir E. Harding

Sir J. Shackelburgh

Sir G. Grindle

Sir C. Davis

Sir S. Wilson

Mr. Ormsby-Gore

Lord Lons

Mr. Amery

C. D.  
R 12 NOV  
D 13 11

Downing Street,

18 November, 1929.

Sir,

I have etc., to confirm  
my Confidential telegram of the  
11<sup>th</sup> November regarding the

(Conf. dft)

salaries and other conditions of  
service of European Teachers in  
the Education Department, which

**DRAFT.**

Cons. V. Minutes.

KENYA

CONFIDENTIAL (3)

Gov. GRIGG.

read as follows:-  
[have copy file in file]

2. As I assume that the  
*Executive*  
Estimates of the Department for  
1930 are already receiving con-  
*preferable*  
sideration, it seemed desirable ~~to~~  
~~communicate~~  
to communicate with you by telegram  
instead of by despatch as con-  
templated in the second part of  
para. 3 of my Confidential despatch  
of the 29th October relative to  
certain vacancies for teachers.

2/11/29

104 f  
15787/29

I have etc.,

(SIGNED) PASSFIELD.

*boxed return*  
*6 p.m. 11/11/29*  
*J.P.*

- Mr. Allen 7/11
- Mr. *Wilmontischer* 8/11
- Mr. *Mathias* 9/11
- Mr. Bottomley
- Sir E. Harding
- Sir J. Shuckburgh
- Sir G. Grindis
- Sir C. Davis
- Sir S. Wilson
- Mr. Ormsby-Gore
- Lord Lovat
- Mr. Amery

11 November. My despatch

*no 8*  
*J.P.*

Confidential(2) of the 26th August European Teachers. Proposals in your Confidential despatch 26th June, No. 82, have now been considered by the Advisory Committee. Neither Uganda nor Tanganyika Territory favours proposed new scales of salary, and it is anticipated that their adoption would adversely affect recruitment for Kenya to an extent for which neither slight nor other attractions could be expected to compensate. This view is confirmed by the difficulties experienced in securing candidates for vacancies on the proposed short scale referred to in my Confidential despatch of the 29th

**DRAFT.** Tel. (Code)  
 Oms: v. minutes.  
 Governor.  
 Nairobi.

*no 4*  
*(15787/29)*

October. It is also felt that efficiency

bars, properly applied should be a sufficient safeguard against paying salaries out of proportion to an officer's qualifications, and are an incentive to those not possessing the necessary qualifications to obtain them. It is not regarded

as practicable to introduce special pension regulations for the Staff of the Education Department as distinct from other branches. The

leave question cannot conveniently be taken up apart from the general question of revision of leave regulation now under consideration.

<sup>take up view</sup>  
The Committee ~~are~~ agreed that Education officers should be subject to the same leave regulations as

other officers. With regard to the proposed substitution of free boarding for special allowances, the Committee

urge

urge that special allowances should continue to be paid to teachers in charge of boarding houses in view of their responsibilities. *New paragraph*

The Committee recommend that the proposals of the Director of Education should receive further consideration locally in the light of the foregoing remarks. I agree and I presume that this would be in accordance with his wishes, since he has made it clear that he would not desire to press his proposals if they are regarded as detrimental to recruiting.

*Lear*

1014



GOVERNMENT HOUSE,  
UGANDA.

Uganda Protectorate,

Confidential.

RECEIVED  
26 SEP 1929  
COL. OFFICE

28th August, 1929.

No.

My Lord,

*706*  
Enclos.

With reference to your confidential telegram of the 5th August, I have the honour to transmit for your information a copy of a memorandum by the Director of Education on the questions raised in the despatch of the Officer Administering the Government of Kenya Colony, No.82 of the 20th June, regarding the proposed revision of the scales of salary for European Teachers in that Colony. I agree with the views expressed by the Director of Education.

I have the honour to be,

My Lord,

Your Lordship's most obedient, humble  
servant

*L. S. Flowers*

GOVERNOR.

THE RIGHT HONOURABLE

THE SECRETARY OF STATE FOR THE COLONIES,

etc, etc, etc.

Copy.

Director of Education,  
Makerere, P.O.Box 263,  
Kampala.

13th August, 1929.

To /,

The Hon: The Chief Secretary,  
Entebbe.

Sir,

I have the honour to acknowledge the receipt of your letter of the 9th instant, together with enclosures.

2. The conditions in Uganda are so vastly different from those in Kenya that this Government would not be concerned except in regard to the higher appointments in the educational service, and then mainly in respect of the initial starting point in the scale of officers selected for such posts.

3. In Uganda at present there are no schools for European children and, if our existing policy is maintained, we are not likely to require any for a very long time, if at all: except possibly a small Kindergarten School in Kampala. The policy of sending European children to Kenya Schools is so obviously the scoundest method that no useful purpose would be served in considering scales of pay for teachers in Government Schools for European children in this Protectorate. The same applies to Indian Schools which are all owned by the Indian Community, some of which receive Government grants. These schools only take the children through the elementary course and the principle was accepted at the Dar-es-Salaam Conference that for higher education for Indian children we should avail ourselves of the facilities offered at the Indian School, Nairobi.

4. In regard to African Education there are only the following Government institutions :-

1. Makerere College.
2. Government Intermediate School,
3. Kampala Normal School,
4. Government Model School, Kasawo,
5. Kampala Technical School,
6. Eastern Province Technical School (proposed for 1931).

For the staff of Makerere College it is essential that we should have picked men of a higher standard and I do not feel that we can expect to obtain the right men unless we offer them appointments on the long grade to £920 (Scale A), and I should oppose strongly any alteration. The same applies to the Government Intermediate, Normal and Model Schools in all of which it should only be necessary to have one European, the Headmaster, as we should have plenty of highly-trained Africans available for the other posts on the staffs.

5. For appointments to the Inspecting Staff I am in full agreement with Mr. Scott that the initial salary should be £600.

6. With regard to technical appointments, I consider our present Scale D adequate provided that the initial salary for a qualified man is £372 as at present, and the maximum, £600, which I believe has the approval of the Secretary of State. I think that the <sup>proposed</sup> ~~present~~ scale of £300 by £10 to £400 would be inadequate for Uganda conditions. The post of Manager of a Technical School is one of considerable responsibility and should carry a salary of more than £600. I consider £600 by £25 to £700 by £30 to £840 would be an adequate salary for such a post.

7. I am not in favour of any alteration in leave conditions on account of school holidays. There is usually sufficient work on hand in preparing lectures, text-books,

etc for most of the staff, and they are also employed in conducting inspections of outlying schools. It is very difficult to make educational work attractive and as a general rule the best men from the Universities will prefer appointments in the Administration. I do not feel therefore that we should withdraw any slight advantage in this respect which the choice of an educational appointment may offer; especially in view of the fact that teaching involves considerable nervous strain, as Mr. Scott has pointed out.

8. In discussing scales of salaries for European teachers in African Schools the question arises as to whether we are allowing sufficient money for Anglican Missionaries so employed under our scheme of grants. The present allowance is £300 per annum, plus £50 for housing. This scale, while possibly sufficient to cover the expense to the Mission Societies involved in maintaining a single man, is certainly insufficient to maintain a married Missionary. Provision has to be made for leave pay, passages, free medical and dental treatment and also for pension. I am awaiting a precise statement from the General Secretary of the Church Missionary Society in London before laying before you any definite proposals. The Roman Catholic Societies are in a different position as their Missionaries are only paid a nominal salary.

I have the honour to be,  
Sir,  
Your obedient servant,

sd/- H.O.SAVILE,

for DIRECTOR OF EDUCATION.

(Drafted by Mr. Morris prior to his departure on safari).

10<sup>th</sup> 18

The two "general" questions involved are those of salaries & pensions.

(a). Salaries, is a general question because of the consistent recommendations of the Advisory Committee on Education, and its African predecessor, that the education service should enjoy the same status and conditions as the ~~services~~ administration. This view is brought out in the minutes of 7-10 October, and there is really no need for me to enlarge upon it.

At the same time, I have my own doubts whether it is justifiable to equate teachers, as regards pay, to those who have the responsibilities, as well as the expenses, of official leaders of the community in Africa; and in any case I believe you can only go on doing so so long as (a) the education service is relatively small, and (b) the local taxpayers are not articulate. In Kenya you have effective pressure from one section at least of the electorate; hence Mr. Scott's dilemma.

So

So long as the present Official Colonial Office view is retained, we cannot take any other line than to impress upon the Gov<sup>t</sup> the impossibility of satisfactory recruitment for Kenya if these proposals are adopted: a urge him to conform to the salary scales of the other E. A. Dependencies - at any rate for posts for which University standing is normally required. (Regarding the lower posts and, I should say, the scales for women, there seems no reason why Mr. Scott should not have his way.

The solution at which Mr. Scott seems to hint at the end of his para. 5 - viz. lower scales for teachers in European and Indian schools than in African - is surely not admissible, even in the unlikely event of the European and Indian electorate acquiescing in it?

(6) Pensions. Time does not permit of my referring this to Mr. Jeffries, but you will no doubt consult him

19  
if any proposals emerge from tomorrow's meeting. But ~~now~~ I may shew that Mr. Scott is wrong in his para. 20 (as the O.M.G. also appears to be in his para 7) in talking of the "20 years pension rule". Under the new pensions law that rule was abolished (except for existing staff), and the minimum retiring age is now 50. If the Gov<sup>t</sup> want to keep a teacher after that age, & he is willing, there is nothing to prevent it; on the other hand if the teacher is anxious to get out is any good purpose served by taking power to keep him in?

It seems doubtful whether there is any ground for a special law for teachers. In any case, I understand that pensions questions are likely to come up on the agenda of the next C.O. Conference, & there would be every advantage in doing nothing before then. In this

See 2-14-14  
14 6<sup>th</sup> D.  
and  
17:00 14

Connection you may like to glance  
at C 5097/25 Feb, which arose  
out of a suggestion from Achaeta  
that the period qualifying for  
teachers pensions should be reduced!

I mention also the point about  
"meals & boarding allowance" (B 4  
identical, para 3) as, although  
it is not a general question, I do not  
know in what quarter inquiry  
can be made unless the point is  
mentioned at the Advisory C<sup>tee</sup>  
tomorrow. If the C<sup>tee</sup> cannot help  
I should be inclined to tell the  
Gov. that this is a point he  
should decide in his own discretion  
& in the light of local cases.

8000 200000 1000  
14 600  
D. aged  
12:00

connection you may like to glance  
at L 50991/25 Jan, which arose  
out of a suggestion from Aekimota  
that the period qualifying for  
teachers pensions should be reduced!

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"meals & boarding allowance" (p. 4  
of Hatch, para 3) as, although  
it is not a general question, I do not  
know in what quarter inquiry  
can be made unless the point is  
mentioned at the Advisory <sup>tee</sup>  
tomorrow. If the <sup>tee</sup> cannot help  
I should be inclined to tell the  
Govt. that this is a point he  
should decide in his own discretion  
in the light of local circumstances.

TANGANYIKA TERRITORY.

9 1562 20  
GOVERNMENT HOUSE,

CONFIDENTIAL (2)

DAR ES SALAAM.

8 August, 1929.

RECEIVED  
30 AUG 1929  
COL. OFFICE

My Lord,

With reference to your confidential telegram of the 5th of August, I have the honour to transmit a copy of a memorandum by the Director of Education commenting on the proposals of the Kenya Government regarding the conditions of service of teachers.

2. I agree with the views of Mr. Rivers-Smith as expressed therein.

I have the honour to be,

My Lord,

Your Lordship's most obedient, humble servant.

*Donald Cameron*  
GOVERNOR.

THE RIGHT HONOURABLE

LORD PASSFIELD, P.C.,

&c.,

&c.,

&c.,

DOWNING STREET,

S. W.

11/3.

117  
Confidential  
13th July 1929

1. 1823. 29  
Kenya

C. D.  
R 20 AUG  
D 26 "

Mr. Mr. Allen. 19/8 J.

Mr.  
Mr.

- Mr. Bottomley.
- Sir E. Harding.
- Sir J. Shuckburgh.
- Sir G. Grindle.
- Sir C. Davis.
- Sir S. Wilson.
- Mr. Ormsby-Gore.
- Lord Lond.
- Mr. Amery.

34

76 Aug '28

DRAFT.

Kenya  
Confidential (2)  
Sa Fieg

I have to

ack: the receipt of <sup>the</sup> ~~the~~   
 Cab  
 Ecob Barth's / despatch  
 No 82 of the 26 June  
 salary to the  
 Roster of the Cardinals  
 European  
 of service of teachers in  
 the Duncanson Dept.

2. The proposals

submitted in the despatch  
 will be brought before  
 the Advisory Committee

Recd: to me.

in answer to the Honors:  
As the copies of Sir Robert's  
Draft of the Bill have been  
sent to the J<sup>ts</sup> of the House  
in V. T. I have thought it  
desirable to ask the J<sup>ts</sup>  
of these Honors, & telegraph  
to their offices & shall  
await them before consulting  
the Council. I hope however  
that it will be possible to  
obtain the matter in time to  
consider the matter at  
the meeting which will be  
held in October next.

Yours  
Passfield

(Signed) PASSFIELD.

X. 1823 29

Kenya

Mr. W. Allen. 19/8

Mr.

Mr.

Mr. Bottomley.

Sir E. Harding.

Sir J. Shuckburgh.

Sir G. Grindle.

Sir C. Davis.

Sir S. Wilson.

Mr. Ormsby-Gore.

Lord Lovat.

Mr. Amory.

C. D.  
R 20 AUG  
D 26 "

~~34~~

76 Aug 29

hi

DRAFT.

I have to

Kenya

Confidential (2)

Sa Greg

ack: the receipt of <sup>Sir</sup> your  
Cable

Jacob Barth's dispatch

No 82 of the 26 June  
Salary rolls

regarding the conditions  
European

of service of teachers in

the Education Dept.

2. The proposals

submitted in the dispatch

will be brought before

the Advisory Council

Recd: to me.

in answer to the letter  
 to the effect of Sir Charles  
 that the bill have been  
 sent to the Govt of Madras  
 in V. T. I have thought it  
 desirable to ask the Govt  
 of their intention & telegraph  
 to their agents & shall  
 await them before consulting  
 the Council. I hope however  
 that it will be possible to  
 discuss the matter at  
 the meeting which will be  
 held in October next.

Yours  
 Charles

(Signed) PASSFIELD.

~~Receipt~~ X. 4229. 1929  
 6-7

6-AUG.  
 6-7

- Mr. Walker
- Mr. Robinson
- Mr. Mackay
- Mr. Bottomley
- Sir E. Harding
- Sir J. Shuckburgh
- Sir G. Grindall
- Sir C. Davis
- Sir S. Wilson
- Mr. Ormsby-Gore
- Lord Loath
- Mr. Amey

Codes & Sent.  
 7.0 pm  
 5.8.29  
 6. Ann. No. 10.  
 7. Ann. No. 9.

XEA

DRAFT. See Code  
 Ann. v. minutes.

Governor  
 C. C. C. C.  
 D. D. D. D.

Confidential  
 Understand you have  
 recd direct from  
 D. D. D. D. copies  
 of his letter  
 Confidential No 82  
 of the same substance  
 proposals as to  
 Government conditions  
 of service & salaries

Should be glad to  
 be kept advised by  
 receipt of the  
 proposals to be  
 not later than  
 middle of September

Recie. J. Allen

EDUCATION OFFICE,

Enclosure to Confidential Despatch (C) DAR ES SALAAM,  
of 8 August 1929

TANGANYIKA TERRITORY.

12th July, 1929.

The Honourable

The Chief Secretary,

Dar es Salaam.

We cannot subscribe to a scheme such as this at the present time.

2. Mr. Scott's proposals are largely if not altogether dictated by the requirements for an actual teaching staff almost exclusively engaged in the education of European children. Perhaps some years hence the necessity may arise here to give special consideration to this particular branch of educational activity, but it will be wiser for the present to deal with each appointment to a European school as it arises and on its merits, rather than attempt to introduce a system which will still further jeopardise recruitment.

3. The suggestions for special leave conditions are based on the assumption that teachers will get their regular school holidays. Our men have to spend their holidays on inspection work and public examination work.

4. It seems almost certain that for many years our European Staff for African education will predominate, and I still strongly maintain that we must use every endeavour to attract the same type for the Education service as for the Administrative service, and incidentally, I have also maintained that we cannot afford to appoint

EDUCATION OFFICE,

Enclosure to Confidential Despatch (D) DAR ES SALAAM,  
of 8 August 1929

TANGANYIKA TERRITORY.

12th July, 1929.

The Honourable

The Chief Secretary,

Dar es Salaam.

We cannot subscribe to a scheme such as this at the present time.

2. Mr. Scott's proposals are largely if not altogether dictated by the requirements for an actual teaching staff almost exclusively engaged in the education of European children. Perhaps some years hence the necessity may arise here to give special consideration to this particular branch of educational activity, but it will be wiser for the present to deal with each appointment to a European school as it arises and on its merits, rather than attempt to introduce a system which will still further jeopardise recruitment.

3. The suggestions for special leave conditions are based on the assumption that teachers will get their regular school holidays. Our men have to spend their holidays on inspection work and public examination work.

4. It seems almost certain that for many years our European Staff for African education will predominate, and I still strongly maintain that we must use every endeavour to attract the same type for the Education service as for the Administrative service, and incidentally, I have also maintained that we cannot afford to

appoint

appoint any but the best type of teacher for European children in the tropics.

5. I strongly deprecate any change in the present conditions of service, - the risk of checking recruitment is too great. I consider efficiency bars a sufficient safeguard, and a sufficient incentive to those not possessing the necessary qualifications to obtain them, and the man who maintains himself in a state of efficiency and passes these bars, is, in my opinion, worth £920 after 17 years service, without having to wait for a death or retirement.

Sgd: S. Rivers-Smith

DIRECTOR OF EDUCATION.

15  
5



GOVERNMENT HOUSE,  
NAIROBI,  
KENYA.

KENYA.  
No. 82

RECEIVED  
22 JUL 1929  
COL. OFFICE

26<sup>th</sup> June, 1929.

CONFIDENTIAL.

Sir,

No. 4

Memorandum.  
19. 4. 29

10457/27 (110.3)

Memorandum.

*16/8/29  
Amel Conf (2)  
by and Tel. 11/10/29*

With reference to correspondence terminating with Mr. Amery's Confidential despatch of the 14th March, I have the honour to transmit a memorandum by the Director of Education containing proposals for a revision of the scales of salary for European Teachers in the Education Department of this Colony in conformity with the request made in Mr. Amery's despatch Confidential (2) of the 7th December last, as well as a separate memorandum by Mr. Scott in regard to leave and passage conditions for the Education Department.

2. The scales recommended are:-

European and Indian Education.

Scale "A". £240 - £10 - £300      £192 - £8 - £240

WOMEN.

This to be a consolidated salary, including all allowances and granting no pension rights. It would be paid to teachers without professional qualifications.

Scale "B". £300 - £10 - £400. £240 - £18 - £320

This would be paid to teachers with professional qualifications of a lower stamp than those connoted by the possession of the Board of Education Certificate or a University Diploma in Education, e.g. those who have passed a matriculation examination and have had one or two years training.

Scale "C".

THE RIGHT HONOURABLE  
SIDNEY WHEAT, P.C.,  
SECRETARY OF STATE FOR THE COLONIES,  
DOWNING STREET, LONDON S.W.

	<u>MEN.</u>	<u>WOMEN.</u>
<u>Scale "C".</u>	£400 - £20 - £600	£320 - £15 - £480.

This would be paid:-

- (a) To University graduates who have, or will be required to obtain before being promoted to a higher scale, a professional diploma or a certificate equal to the Board of Education Certificate.
- (b) To holders of a professional diploma or certificate equal to the Board of Education Certificate who will be required to obtain a University degree before being promoted to a higher scale.

(Note. The degree can be obtained either by taking the London University examination in this country or by completing, during periods of leave, a University course which has been already begun)

<u>Scale "D".</u>	£600 - £20 - £720.	£480 - £15 - £576.
-------------------	--------------------	--------------------

This would be paid to teachers who have, normally, served under the conditions of Scale C, who have the qualifications required under (a) and (b) of Scale C above and who are definitely recommended for promotion beyond Scale C.

<u>Scale "E".</u>	£720 - £30 - £840.	£576 - £24 - £672.
-------------------	--------------------	--------------------

This would be paid to Senior Assistant Masters and Mistresses in secondary schools and to the teachers in charge of primary schools with an average enrolment of 100 or more pupils. The professional qualifications required would be those under Scales C and D.

<u>Scale "F".</u>	£840 - £40 - £920.	£672 - £32 - £736.
-------------------	--------------------	--------------------

This would be paid to the teachers in charge of secondary schools.

Administrative Allowances.

A non-pensionable allowance of £15 for men and

£12 for women up to a maximum of £45 per annum to be paid to teachers in charge of schools for every 50 children enrolled during the previous year who have not, in primary schools, completed the primary school course.

ARAB AND AFRICAN EDUCATION.

Scale "A".

As above and on the same basis.

Scale "B".

above

As above and on the same basis, but not <sup>above</sup> £400 (men) and £320 (women) in rural areas.

Scale "C".

As above and on the same basis.

Scale "D".

As above and on the same basis, but only in special schools as the Arab School at Mombasa, the Jeanes' School at Kabete and the Native Industrial Training Depot at Kabete and not beyond £600 (men) and £480 (women) in other schools, for the present.

Scale "E".

As above and on the same basis, but only in special schools as in Scale "D".

Scale "F".

As above and on the same basis and when definite Arab or African Secondary Schools are established.

Administrative Allowance.

As above and on the same basis to teachers in charge.

Inspectors of European, Indian, Arab and African Education.

Scale "G".

£600 x £20 x £720 x £30 x £840 x £40 x £920.

Vacancies should in my opinion normally be filled by promotion from the Education Staff of the Colony.

3. From the foregoing it will be seen that Mr. Scott's recommendations retain the long scale £400 x £920, graduate it to meet the diverse staff conditions of his Department and include provision for the unqualified and for the partially qualified teacher who must, for some years to come, form part of the educational system in this Colony.

There is no provision for the stationary probationary period of two years at £400, as is the case with Administrative Cadets, and I consider provision should be made because it is as important both in Education and in Administration to make certain that a suitable type of officer has been recruited. The Director of Education is anxious, however, that increments should be paid during any such probationary period on the ground that the increments proposed under the present scheme are smaller than those of the Administrative officer. There is some force in this argument and I am prepared to accept the suggestion.

Further it is, I understand, Mr. Scott's intention to insist that all unmarried masters and mistresses should take their meals free of cost with the school and that the present allowance of £5 per mensem paid to those in charge of boarding houses should cease. If this is approved Mr. Scott's intention is that the boarding fees charged to parents should, if necessary, be increased so as to meet the cost of the food supplied to the supervising staff. You will no doubt consider this proposal in the light of the practice elsewhere.

4. I now desire to deal with the important question raised by Mr. Scott in paragraphs 4 and 5 of his memorandum as to the effect which the adoption of his proposals may have upon the recruiting of staff for the Department.

Mr. Scott has made it clear that owing to the diversity of type of schools in Kenya it is essential in  
the

the interests of economy to differentiate between the salaries attached to the teaching staff in the different types of school. His aim has therefore been to retain the long grade of £400 - £920 but to subdivide it into scales in the manner explained in this despatch. The practical effect of these subdivisions is that in the ordinary way the teaching, as opposed to the Inspectorate staff cannot look for normal promotion beyond £720, as the salaries provided in Scales E and F, which, so far as men are concerned, are only six in number, are attached to specific posts, which would only become vacant on the death or retirement of their holders. It is true that the Director proposes that in future the posts of Inspectors on £600 - £920 should not be directly recruited from home but should be filled by promotion from the teaching staff who would thus be given a farther avenue for promotion. The fact, however, remains that the salary scales now proposed must necessarily compare unfavourably with those provided on a long grade in which an officer subject to the passing of the necessary efficiency bars can proceed to £920 automatically. It is understood that such a long scale, common both to the teaching and Inspectorate staff, has been or is about to be introduced in the Education Departments of several of the African Colonies, principally with the object of attracting the same type of University graduate as is now entering the Administrative Services. If this is the case I share the Director's apprehensions that we may be compelled by the force of competition to offer similar rates of pay, unless we are going to be content with an inferior type of recruit. I shall therefore be grateful if this aspect of the case may be fully represented to the Advisory Committee on

Native Education in Tropical Africa, and their advice sought. In any case I consider, and the Director of Education agrees, that provision should be made in the existing scheme to allow an officer who has remained for 5 years on £720, the maximum salary of Scale D, to proceed to the scale £720 - £830 - £840, even though no vacancies exist in the posts graded in Scale E, provided the Director can certify that his work and conduct justifies such promotion.

5. Mr. Scott further emphasises that his recommendations are subject to the proviso that "all conditions of service will (save in so far as he has suggested altered conditions of leave or of pension) remain as they are today". This guarantee I am unable to give especially at a time when, as you are aware, the revision of leave and passage conditions is under consideration, and more especially because the average annual local holidays which the schoolmaster in fact obtains are far in excess of those of the rest of the Service. It will probably be found that uniformity of practice can be obtained throughout the Service at any rate to such a degree that instructions can be given to the Director of Education as to the manner in which the rules to be formulated are to be operated in regard to the teaching staff. My own view, however, is that the conditions of service of the teaching staff do not bear a strict comparison with the conditions applicable to other civil servants. Their work during term time, though not more arduous than that of other civil servants, calls for closer concentration of thought and effort, and constitutes a more serious drain on their nervous and mental energy. I do not therefore consider it unreasonable that leave conditions should, if necessary, be modified to meet the special circumstances of their

case, provided this can be done without extra expense to the Colony.

6. You will observe from paragraph 19 of the first enclosure that the existing rights of individuals are preserved and provision is made for option to transfer to the new scales - this, I expect, will only occur should the teacher consider he will gain materially by an extension of the retiring age.

7. The suggestion in paragraph 20 that the 20 years pension rule should be reconsidered would necessitate a special Pensions Ordinance for the Education Staff and I think that pension regulations should be of general, not particular, application. In this connection I may state that I understand Sir Edward Grigg is discussing an Interim Report of the Pensions Committee with you in London.

The relative minute of Executive Council on this aspect when considering this Interim Report was:-

"Council endorsed the Committee's recommendation  
"for increasing the age of retirement and agreed  
"that an officer under normal circumstances should  
"retire on pension either compulsorily or volun-  
"tarily only by attaining the age of 55 years or  
"after 30 years service whichever may be the  
"earlier".

but, in the case of women, it is a matter for consideration whether that power should not be taken at an earlier age and I am inclined to suggest that this should be 50 or even 45 years of age.

8. As you are aware, the question of salaries in the Education Department has been undecided for some years and, subject to what is stated above, I trust that Mr. Scott's carefully considered memorandum will receive the support of your Advisory Committee and your approval.

Copies of this despatch and its enclosures are being addressed to the Uganda and Tanganyika Governments.

I have the honour to be,  
Sir,  
Your most obedient, humble servant,

  
ACTING GOVERNOR.

EDUCATION DEPARTMENT,  
HEAD OFFICE,  
NAIROBI, 19th April, 1960.

The Hon'ble the  
Acting Colonial Secretary,  
NAIROBI.

re: Salaries - European Teaching Staff.

I beg to refer you to your Minute No. S/A.28018/19/19/1/27 of January 16th, 1960, in which you asked when I would be in a position to submit my considered views in regard to the above matter.

2. It is desirable to point out, as I have already pointed out in regard to Leave and Passage conditions of service (your minute No. S.F.R.14/18 of February 5th, reference), that the scales of salary form one part only of the conditions of service and that it is essential to consider the conditions of service as a whole.

3. I wish to emphasize this in submitting suggested scales of pay. I assume that conditions of passage and leave, conditions of pension, allowances, sick leave and generally all conditions of service, will (save in so far as I have suggested altered conditions of leave or of pension) remain as they are today. If the Government decides to introduce alterations in regard to other portions of the conditions of service, the recommendations in regard to salary which I submit herewith must, so far as I am concerned, be regarded as withdrawn. It is important that I should say this in order that there may be no misunderstanding in regard to my anxiety as to the effect which alterations in conditions generally might have upon recruiting.

4. I should have wished to have allowed the existing salary scale to continue but I recognize that the long salary scale of £600 - £900 is quite unjustifiable for certain posts, in fact for most posts in the teaching service. On the other hand it must be a most serious impediment in securing recruits. I feel that the alterations in the salary scales which I now propose may have the effect of making recruitment difficult and I hope that the Government will appreciate and emphasize this point if these scales are approved and submitted to the Secretary of State. If the officers in the Colonial office who are responsible for recruiting consider that these scales are likely to make recruiting more difficult, then we ought not to adopt them.

5. There is a further preliminary point which ought to be considered. The scales which are submitted herewith are scales suggested for the

## EDUCATION DEPARTMENT,

HEAD OFFICE,

NAIROBI, 18th April, 1929.

20

The Hon'ble the  
Acting Colonial Secretary,  
NAIROBI.

re: Salaries - European Teaching Staff.

I beg to refer you to your Minute No. 2/R.22018/19/18/1/27 of January 18th, 1929, in which you asked when I would be in a position to submit my considered views in regard to the above matter.

2. It is desirable to point out, as I have already pointed out in regard to Leave and Passage conditions of service (your minute No. C.T.R.14/18 of February 5th, reference), that the scales of salary form one part only of the conditions of service and that it is essential to consider the conditions of service as a whole.

3. I wish to emphasize this in submitting suggested scales of pay. I assume that conditions of passage and leave, conditions of pension, allowances, sick leave and generally all conditions of service, will (save in so far as I have suggested altered conditions of leave or of pension) remain as they are today. If the Government decides to introduce alterations in regard to other portions of the conditions of service, the recommendations in regard to salary which I submit herewith must, so far as I am concerned, be regarded as withdrawn. It is important that I should say this in order that there may be no misunderstanding in regard to my anxiety as to the effect which alterations in conditions generally might have upon recruiting.

4. I should have wished to have allowed the existing salary scale to continue but I recognize that the long salary scale of 2000 - 2500 is quite unjustifiable for certain posts, in fact for most posts in the teaching service. On the other hand it must be a most effective instrument in securing recruits. I feel that the alterations in the salary scales which I now propose may have the effect of making recruiting difficult and I hope that the Government will appreciate and emphasize this point if these scales are approved and submitted to the Secretary of State. If the officers in the Colonial office who are responsible for recruiting consider that these scales are likely to make recruiting more difficult, then we ought not to adopt them.

5. There is a further preliminary point which ought to be considered. The scales which are submitted herewith are scales suggested for the

European ...

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European teaching staff employed in schools for European, Indian, Arab and African children. Hardly any European children are being educated in Government Schools in Tanganyika and Uganda and, as far as I am aware, very little has been done in regard to the education of Indians in those territories. The payment of Europeans in schools for Africans is, however, a common problem if the Governments of Uganda and Tanganyika are embarking upon a system of Government schools for African children. I have submitted to you a scheme for the organization of schools for Africans and the salaries of Europeans are a salient feature of that scheme. I mention this as a possible objection to the approval of salaries of European teachers in African schools for Kenya alone. If the objection is a real one, then the scale which I submit should be regarded as submitted only in respect of schools for European and Indian children. The matter was not discussed at Dar es Salaam but if the other territories concerned continue to pay Europeans employed in African education on the long scale, the alterations in the scales must have a disastrous effect on Kenya recruiting.

6. It will not be out of place to state here that I propose no difference in pay for European teachers in European and Indian schools. The reason for this is that I am unable to see any difference in the responsibility of the work. The work in Indian Schools may well be more arduous.

7. The scales for teachers present special difficulties in regard to European education in Kenya and in East Africa generally. It is most important that the men (and women) whom we employ to teach the children of Europeans in this country should not only have professional qualifications but should also be men and women who can form and train boys and girls who are brought up definitely as a small European nation among a large population of natives. To do not secure this we shall never secure the close relationship between the European and the native. I do not suggest that the ordinary ranks of English and Scotch certificated teachers do not contain some of this type, but I do feel that we are unwillingly to get them if we look for men and women who have taken a University degree. Their longer education and wider outlook must inevitably produce what will be for Kenya a more suitable type of teacher. In the schools for Indians, the European teachers have in a sense, a still more important task. They are a small number who have to influence the Indian teachers.

8. If this is so we must provide some scale of salary which will attract the right type of men and women and we must hold out inducements to them in the way of a reasonable initial salary and fair prospects. The prospects of promotion to principalships and inspectorships must in the nature of things be scanty and it is therefore proposed to hold out the prospect of an extended scale to those of the teaching staff who by qualification (both academic and professional) and also owing to good work and reliability be promoted.

9. It is with these considerations in mind that I propose scales of salary differing as little as possible from the existing long scale. I propose, in effect, to retain the existing long scale for the service as a whole with the modification that I suggest that we lengthen the subscales or grades by a slight reduction of the increments. The point on which the construction of the scales depends is the recruitment of overseas teachers of good educational and professional qualification. I doubt very much if we can hope to recruit at an initial salary of less than £400 per annum. This ought to attract the type of teacher that we require. He should be a graduate of a university and if possible possess a professional diploma or certificate of a standard equal to the Board of Education's Certificate. If we can give sufficient notice of our requirements, he should, if uncertificated, be required to take the course prescribed. Unfortunately it often happens that we cannot wait until such a course has been taken. In such a case the teacher appointed must be made to take a suitable course during his leave at the end of his first or a subsequent tour. In order to make it of vital importance to him that he should qualify himself either by taking a professional certificate if he has not got one, or by taking a university degree if he has not got one, I recommend that a definite bar be placed at £500 and that no teacher proceed beyond that bar until he has secured both a degree and a professional certificate.

The scale of teachers so recruited would be £400 - 50 - £600 and increments should be given at the end of the first year of service.

10. The next grade will be £600 - 50 - £750, and the teachers referred to in the previous paragraph should, if they have secured the qualifications I have laid down, and if they are recommended definitely for promotion, be promoted to this grade. Such promotion must not be automatic but must only be made after a careful consideration of the value of the teacher's work and the value of his service to the school.

11. Promotions to the next grade £750 - 50 - £900 should be definitely reserved to senior assistants in secondary schools such as the new Kabete boys school and the Nairobi girls' school, and should apply to the teachers in charge of the primary 5 with an enrolment of 100 or over.

12. The highest grade £900-00-£980 should be reserved for the teachers in charge of secondary schools such as those referred to in the preceding paragraph.

13. The proposals in the preceding paragraphs provide for the teaching staff as normally required. It is necessary to consider the scales of salary to be applied in the case of teachers of definite qualifications. These will, generally speaking, fall into two groups. The upper group will be with professional qualifications of a lower standard than those required by the possession of the Education Certificate or a University Diploma.

Education. The most obvious examples are those of the South African certificated teachers of the lower grade. These teachers have generally passed a matriculation examination and have had one or two years training. The salary I propose for these is £280 - £10 - £400.

14. Below this group are the teachers without qualifications, of whom a certain number are employed and must be employed for some time to come. I propose that the scale of these teachers be £240-10-£300. This should be a consolidated salary carrying no allowances such as house allowance and no pension rights.

15. The case of teachers in charge of schools requires special consideration. They should clearly be paid something in addition to their scale salary for the administrative work they have to do in connection with their schools. I propose, therefore, to pay them a non-pensionable allowance of £18 in respect of every group of 50 pupils in their schools up to a maximum of £45. A school of less than 50 would be regarded as a school of 50. The allowance will be adjusted annually according to the enrolment of the year preceding and in the case of primary schools will only be payable in respect of pupils in primary classes. For example, if some pupils are allowed to do secondary work at Eldoret they will not count for the head teachers allowance. If this is not done the local pressure not to transfer secondary school pupils to Kabete will be very strong.

16. I have considered the desirability of paying special allowances to teachers in charge of boarding houses but I have come to the conclusion that these teachers are adequately remunerated if they receive free boarding.

17. The salaries of teachers employed for technical subjects must, if their qualifications allow, be £400 - 20 - £500 in the case of teachers recruited for employment in European schools. If they are recruited for employment in schools for Africans they should not be paid on that scale unless they are to be put in charge of a school. As a rule the assistants to be employed in African schools should be men of lower qualifications and they should be paid on the scale £300 - £10 - £400.

18. It is suggested that the salaries of women should be in direct relation to those of men right through the scales and that the salary of women be about 80% of that payable for men. The ratio in London and in Scotland is a good deal higher and in some cases goes to 90%.

These scales will therefore be as follows:-

consolidated	192 - 8 - 240	compared with present scale of	
	240 - 8 - 320	do	£180-12-240
	320 -16-400	do.	do. £240-12-320
	400-12-576	do.	do. £320-12-400
	576 -24 - 672		no scale provided.
	672 -32 - 736		no scale provided.

19. It will be necessary to make some provision for transferring teachers already employed to these scales.

- (a) The teachers already employed permanently on existing scales should be informed that no change in their salary or scale will be made as a result of the introduction of these new scales, unless they elect to come under the new scales.
- (b) If they elect to come on to the new scales they will be transferred to the appropriate new scale at the nearest higher notch and on accepting the new scales will be called upon to accept the new conditions of service in regard to leave.

20. There will inevitably be some saving if this scheme of salaries is introduced but I would suggest another line of reduction and that is the reconsideration of the rule whereby a pension is payable on retirement after 20 years' service. I see no reason why service should not be compulsorily extended. The effect of such a change would be considerable especially if it were accompanied by a modification of the rule that one year's service counts as a year and a half for pension purposes. I would suggest that all service in excess of 20 years be reckoned at its actual length.

21. It is necessary to consider the salary of inspectors. These should be the same as of administrative officers but they should either be recruited from the ranks of the teaching staff here by importation from England. They should, if not here, be generally promoted after several years' service and if imported should in any case have some experience. Their initial salary should be £600 per annum on Scale B £600-720-840-920.

22. I attach a schedule showing the proposed scales.

H. S. Scott

DIRECTOR                      CURATOR.

KBS, PS.

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SALARIES AND ALLOWANCES PAYABLE TO  
EUROPEAN TEACHERS IN GOVERNMENT  
SCHOOLS FOR EUROPEAN AND  
INDIAN CHILDREN.

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<u>Men</u>	<u>Women</u>	<u>Remarks.</u>
A. 240 -10+ 300	192-8-240	Consolidated pay.
B. 300 -10 - 400	240-16-320	
C. 400 -20 - 600	320-16-480	Bar at 600.
D. 600 -20 - 720	480-16-676	After definite promo- tion.
E. 720 -30 - 840	576-24-672	Only if in charge of elementary school of over 100 or if senior assistant in secondary school.
F. 840 - 40- 920	672-32-736	only if in charge of secondary school.

Note. A non-pensionable allowance of £15 for men and £12 for women will be paid to teachers in charge of schools for every 50 children enrolled (average enrolment) during the previous year provided that the total allowance shall not exceed £45 and that no pupil in primary school be counted if he (she) has completed the course prescribed for a primary school. In the case of newly opened schools the allowance shall be based on numbers at date of opening, subject to revision at end of the first term in which the school is open.

SALARIES AND ALLOWANCES PAYABLE TO  
EUROPEAN TEACHERS IN GOVERNMENT  
SCHOOLS FOR ARAB AND  
AFRICAN CHILDREN.

---

Scales as above with the following restrictions:

1. Assistant teachers shall not proceed to the scale 600-20-720 (480-16-676) save in special schools.
2. Principals shall not proceed to the scale 720-30-840 (576-24-672) save in special schools.
3. Assistants shall not proceed beyond £400 (£320 in the case of women) in rural areas.
4. Principals shall not proceed beyond £600 (£480 in the case of women) in rural areas.

§ e.g. Mombasa Arab, Jezees, Native Industrial Training Depot.

39

MEMORANDUM BY MR. SCOTT IN REGARD TO LEAVE AND  
PASSAGE CONDITIONS FOR THE EDUCATION DEPART-  
MENT.

-----

1. This memorandum is written before it has been possible to deal with the revision of salaries and conditions of service of the European teaching staff generally. It is difficult to deal with one part of the conditions of service without dealing with the question as a whole. Members of the Select Committee will, no doubt, appreciate this.

2. It appears impracticable to attempt to revise the conditions of service of those members of the teaching staff who have already been appointed on definite agreements or definite conditions of service. The proposals in this memorandum deal therefore with officers to be appointed in the future.

3. The present position is as follows:-

- (a) Teachers are not employed normally in the holidays, though the Department maintains that it is entitled to employ them.
- (b) The arrangements in regard to leave and passages are precisely the same as those made in regard to Civil Servants except that it is the general practice to arrange that leave does not begin during the course of a school term.

4. A close comparison between the work of teachers and civil servants is one which we should be cautious in making. It would appear at first sight that the teacher with twelve or thirteen weeks' holidays a year is much better off than the civil servant with a fortnight. On the other hand it must be borne in mind that teaching is an arduous profession and that it would be impossible for any one to carry on the work of teaching satisfactorily for a period of 11½ months. It is not only that actual teaching is an occupation that tells hardly on the nervous system. There are many duties outside the actual hours of teaching which fall to the lot of teachers such as preparation of lessons, supervision of games, supervision of hostels and the like.

It is not suggested that the school holidays are granted for the sake of the teachers. They are fixed in the interests of the pupils and the length of the teachers' holidays is an incident of the profession.

5. It must at the same time be recognised that the holidays do form an attractive feature of the life of a teacher and some differentiation should be made between the leave privileges of the teacher and the civil servant owing to the difference between the length of the holidays. As has been indicated in the previous paragraph it is very difficult to express that differentiation in arithmetical terms owing to the different circumstances of the two professions.

6. It is suggested for the consideration of the Committee that the tour of teachers should be lengthened and that it should be definitely laid down that absence should begin with the closing of a term and end with the opening of a term. It will of course be impossible to arrange this with absolute precision but authority should be given to allow the Director of Education discretion to release a teacher a few days before the end of a term and permit his return a few days after the beginning of a term, if the shipping arrangements are of such a character as to make this imperative.

7. The extent to which the tour should be lengthened depends on three considerations

- (i) The relation between the teacher's work and that of the civil servant.
- (ii) The effect which a lengthening of the tour would have on overseas recruitment.
- (iii) The effect which a lengthening of the tour would have on the health of the teacher.

In regard to the first point it has already been urged that the difference in type of occupation must be taken into account. It is impossible to estimate that difference with any degree of accuracy but it is

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- (iii) The effect which a lengthening of the tour would have on the health of the teacher.

In regard to the first point it has already been urged that the difference in type of occupation must be taken into account. It is impossible to estimate that difference with any degree of accuracy but it is

suggested that the 11½ months of civil service work at present required might be considered approximately equal to 10 months of teaching work. If that were accepted then the teacher would be required to serve 2.35/40 of a year as against the 2½ years of the civil servant's tour. This would be a little less than 3 years. Expressed in terms of school time it would involve a tour of nine terms.

The second point is one of vital importance and it is open to question whether any considerable lengthening of the tour would not militate seriously against overseas recruitment. The present short tour is undoubtedly a great attraction and it is already sufficiently difficult to secure well qualified teachers and it is essential that our source of supply should not be lessened by a small saving.

The third point is one on which the Select Committee will, no doubt, have taken expert advice.

8. The period of leave to be granted should for reasons of educational administration be defined in period of school terms. It is suggested that the period of absence after one tour should be one term. In the case of teachers travelling to England this would give them almost exactly three months in England assuming that the shipping arrangements are satisfactory. A leave of two terms would involve an absence from the Colony of eight months which is excessive.

9. Passage arrangements should continue as at present. It is probable that any change in the salary scales of teachers will result in an increase of the number of teachers with relatively low salaries. It is important therefore that the grant of leave should not be illusory.

10. The effect of these changes would be a reduction in

in the cost of leave substitutes of nearly 40% and also  
a reduction of about 12 percent in the cost of passages.

11. No suggestions are submitted in regard to  
special leave or study leave. It is presumed that these  
fall outside the purview of the Select Committee.

H. S. Scott.

DIRECTOR OF EDUCATION.



X15623/29 Kenya

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- Mr. Nutter 2/3
- Mr. Allen 15/3
- Mr.
- Mr. Bottomley.
- Sir E. Harding.
- Sir J. Shuckburgh.
- Sir G. Grindle.
- Sir G. Davis.
- Sir S. Wilson.
- Mr. Ormsby-Gore.
- Lord Lovat.
- Mr. Amery.

G. D.  
R 11 MAR  
D 13

14 March 1929.

*Drafts*

DRAFT.

Kenya

I have the honour to

confirm my confidential telegram of the 11 March

\*Death Insurance

Conf.

notifying you of the date of despatch of the <sup>wife's</sup> ~~document~~

O.A.G.

referred in your confidential

telegram of the 26 Feb,

~~was~~ relating to the scales

of salaries of teachers

employed in Elementary

England & Wales and Elementary

in Scotland approved by the Board

of Education, and also

to similar scales

Remarks to be let in here see

Wootland

I enclose 3  
Copies of each of the documents  
incumented below

1. Burnham Report <sup>dated</sup> 18 Feb 1927 -  
Scales of Salaries for Teachers  
in  
Technical and Art Schools.
2. Burnham Report <sup>dated</sup> 18 Feb 1927 -  
Scales of Salaries for Teachers  
in  
Secondary Schools
3. Burnham Report <sup>dated</sup> 18 Feb 1927 -  
Standard Scales of Salaries  
for Teachers in  
Public Elementary Schools
4. Scottish Education Department  
Apr 26 1927 <sup>Order 76</sup> <sup>Order 76</sup>
5. Scottish Education Department  
Order 77 2 Feb 1928 <sup>Order 77</sup>
6. Statutory Rules and Orders 1928  
<sup>21 36</sup>  
No 97/68.

I have etc.

(Signed) L. S. AMERY

in Scotland.

2. I enclose 3  
copies of each of the documents  
enumerated below.

1. Burnham Report (18 Feb 1927) -  
Scales of Salaries for Teachers  
in  
Technical and Art Schools.

2. Burnham Report dates (8 Feb 1927) -  
Scales of Salaries for Teachers  
in  
Secondary Schools

3. Burnham Report dates (18 Feb 1927) -  
Standard Scales of Salaries  
for Teachers in  
Public Elementary Schools

4. Scottish Education Department  
19/10/26 19/10/26  
19/10/26

5. Scottish Education Department  
Circular 77, 24 Feb 1928 Circular 77.

6. Statutory Rules and Orders 1928  
No 42/68.

I have etc.

(Signed) L. S. AMERY

44

STATUTORY RULES AND ORDERS,

1928, No. 82  
S. 8

**EDUCATION, SCOTLAND.**

**Conditions as to Minimum National Scales of Salaries  
for Teachers in Scotland, 1928.**

CONDITIONS AS TO MINIMUM NATIONAL SCALES OF SALARIES FOR  
TEACHERS LAID DOWN BY THE SCOTLAND EDUCATION DEPART-  
MENT IN TERMS OF SECTION 6 (1) (c) OF THE EDUCATION  
(SCOTLAND) ACT, 1918 (8 & 9 GEO. 5. c. 48).

At Dover House, Whitehall, the 21st day of February, 1928.  
By the Lords of the Committee of the Privy Council on Education  
in Scotland.

*Read:—*

The Minute of 12th August, 1919, laying down Conditions as to Minimum National Scales of Salaries for Teachers in terms of Section 6 (1) (c) of the Education (Scotland) Act, 1918.

*Resolved:—*

1. That the said Minute be amended to read as follows, and that the Minute as amended shall have effect as from the date of this Minute.

*Amended Minute.*

Whereas by Subsection (1) (c) of Section 6 of the Education (Scotland) Act, 1918, it is required that schemes of scales of salaries for the teachers employed by Education Authorities, prepared and submitted for the approval of the Department in terms of that Section, shall satisfy such conditions as to minimum national scales of salaries for teachers as may be laid down by the Department after consultation with representatives of the Education Authorities and of the teaching profession:

And whereas the Department have consulted with representatives of the Education Authorities and of the teaching profession as to the conditions to be laid down:

Now therefore the Department, in pursuance of the terms of Subsection (1) (c) of Section 6 aforesaid, do hereby lay down conditions as follows:—

Every scheme of scales of salaries for the teachers employed by any Education Authority submitted by that Education Authority for the approval of the Department in terms of Section 6 of the Education (Scotland) Act, 1918, shall be such that every teacher

[Price 1d. Net.]

STATUTORY RULES AND ORDERS,

1928, No. 92  
S. 8

EDUCATION, SCOTLAND.

Conditions as to Minimum National Scales of Salaries for Teachers in Scotland, 1928.

CONDITIONS AS TO MINIMUM NATIONAL SCALES OF SALARIES FOR TEACHERS LAID DOWN BY THE SCOTLAND EDUCATION DEPARTMENT IN TERMS OF SECTION 6 (1) (c) OF THE EDUCATION (SCOTLAND) ACT, 1918 (8 & 9 GEO. 5 c. 48)

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[Price 1d. Net.]

44

STATUTORY RULES AND ORDERS

1928, No. 92  
S. 8

**EDUCATION, SCOTLAND.**

**Conditions as to Minimum National Scales of Salaries  
for Teachers in Scotland, 1928.**

CONDITIONS AS TO MINIMUM NATIONAL SCALES OF SALARIES FOR  
TEACHERS LAID DOWN BY THE SCOTTISH EDUCATION DEPART-  
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(SCOTLAND) ACT, 1918 (8 & 9 GEO. 5. C. 48).

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[Price 1d. Net.]

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STATUTORY RULES AND ORDERS,

1928, No. 89  
S. 8

**EDUCATION, SCOTLAND.**

**Conditions as to Minimum National Scales of Salaries  
for Teachers in Scotland, 1928.**

CONDITIONS AS TO MINIMUM NATIONAL SCALES OF SALARIES FOR  
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At Dover House, Whitehall, the 21st day of February, 1928  
By the Lords of the Committee of the Privy Council on Education  
in Scotland.

*Read:—*

The Minute of 12th August, 1919, laying down Conditions as to Minimum National Scales of Salaries for Teachers in terms of Section 6 (1) (c) of the Education (Scotland) Act, 1918.

*Resolved:—*

1. That the said Minute be amended to read as follows, and that the Minute as amended shall have effect as from the date of this Minute.

*Amended Minute.*

Whereas by Subsection (1) (c) of Section 6 of the Education (Scotland) Act, 1918, it is required that schemes of scales of salaries for the teachers employed by Education Authorities, prepared and submitted for the approval of the Department in terms of that Section, shall satisfy such conditions as to minimum national scales of salaries for teachers as may be laid down by the Department after consultation with representatives of the Education Authorities and of the teaching profession:

And whereas the Department have consulted with representatives of the Education Authorities and of the teaching profession as to the conditions to be laid down:

Now therefore the Department, in pursuance of the terms of Subsection (1) (c) of Section 6 aforesaid, do hereby lay down conditions as follows:

Every scheme of scales of salaries for the teachers employed by any Education Authority submitted by that Education Authority for the approval of the Department in terms of Section 6 of the Education (Scotland) Act, 1918, shall be such that every teacher

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in their employment who has been recognised as qualified under the Department's Regulations for the Training of Teachers shall be entitled thereunder, as from the 1st February, 1928, to receive (independently of any payment made to him or her out of any bequest or endowment the object of which is to secure special emoluments to any class of teachers or to the teachers of any special locality) an annual salary not less than the amount which he or she would be entitled to receive under the terms of the following minimum national scales had these scales been in force at the date of his or her original entry upon service in Scotland as a recognised teacher, viz. —

MINIMUM NATIONAL SCALES †

	Men.	Women.
I.—Basic Scales for all recognised teachers.	£150 by £10 to £250	£130 by £5 to £150, and by £10 to £200.

II.—Modifications of Basic Scales for :—

	Men.	Women.
(1) Certificated Teachers recognised as trained for three years.	£160 by £10 to £260	£140 by £5 to £150, and by £10 to £210.
(2) Certificated Teachers recognised as trained for four years.	£180 by £10 to £300	£160 by £10 to £230
(3) Certificated Teachers who are Graduates.*	£200 by £10 to £300, and by £15 to £360.	£180 by £10 to £260
(4) Teachers recognised under Chap. V of the Regulations if employed in teaching their special subjects in post-primary departments, or as Head Teachers. — (Differential Scale (B) shall apply).	£250 by £10 to £310, and by £15 to £400	£200 by £10 to £250

† These scales have reference to whole-time employment. The increments shown throughout are annual increments, i.e., in respect of each year of service.  
\* Women who obtained the L.L.A. Diploma of St. Andrews University in or before 1926 should rank as Graduates, and generally in view of the smaller opportunities in the past, existing teachers who entered upon training prior to 15th August, 1919, and are not Graduates might, if judged to be fully competent, be admitted, at the discretion of the Education Authority, to the benefit of the higher Scales proposed above.

III.—Annual payments in respect of special responsibilities to be made in addition to salary under the foregoing Basic Scales, including modifications thereof under II. above, viz. :—

A.—In Schools conducted under the Day School Code

† To Head Teachers of—		
Single teacher schools	10	10
Schools with 2 teachers	20	20
" " 3	30	30
" " 4	40	40
" " 5	50	50
" " 6	60	60
" " 7	70	70
" " 8	80	80
" " 9	90	90
" " 10	100	100
" " 11	110	110
" " 12	120	120
" " 13	130	130
" " 14	140	140
" " 15	150	150
" " 16	160	160
" " 17	170	170
" " 18	180	180
" " 19	190	190
" " 20	200	200
" " 21	210	210
" " 22	220	220
" " 23	230	230
" " 24	240	240
" " 25	250	250
" " 26	260	260
" " 27	270	270
" " 28	280	280
" " 29	290	290
" " 30 or more teachers	300	300

B.—In Schools conducted under the Secondary Schools Regulations

† To Head Teachers.—Additional payments at the rates and within the limits laid down under head A above, plus a further addition based on the average number of pupils on the roll during the preceding school year, in the fourth, fifth, and sixth years (or beyond) of course of post-qualifying instruction approved with a view to the award of the Leaving Certificate, as follows, viz. :—

£25 for less than	30 pupils
£25	20 pupils and less than 30
£45	30
£65	40
£85	50
£105	60
£80	60
£100	75
£120	100
£140	125
£160	150
£180	175
£200	200 or more pupils

Provided that in the case of any school which is recognised by the Department as a Secondary School, as defined in Article 1 of the Secondary Schools Regulations, the salary of the Head Teacher shall be not less than that due under the Basic Scales, including modifications thereof under II. above, plus an addition calculated on the average number of post-qualifying pupils on the roll during the preceding school year, as follows :—£20 for each 20 (or fractional part of twenty) subject to a maximum of £200.

† For the purposes of heads A and B Education Authorities shall grade their schools, subject to the approval of the Department, as 2, 3, 4, &c., up to 30 teacher schools, as the case may be, the basis of such grading being the number of full-time teachers normally to be employed in the school, but not reckoning more than one teacher for each 35 pupils (or fractional part of that aggregate) on the roll. This grading shall be open to periodic revision with the approval of the Department.

in their employment, who has been recognised as qualified under the Department's Regulations for the Training of Teachers shall be entitled thereunder, as from the 21st February, 1928, to receive (independently of any payment made to him or her out of any bequest or endowment the object of which is to secure special emoluments to any class of teachers or to the teachers of any special locality) an annual salary not less than the amount which he or she would be entitled to receive under the terms of the following minimum national scales had these scales been in force at the date of his or her original entry upon service in Scotland as a recognised teacher, viz. —

MINIMUM NATIONAL SCALES †

	Men.	Women.
I.—Basic Scales for all recognised teachers	£150 by £10 to £250	£130 by £5 to £150, and by £10 to £200.

II.—Modifications of Basic Scales for :—

	Men.	Women.
(1) Certified Teachers recognised as trained for three years.	£160 by £10 to £260	£140 by £5 to £160, and by £10 to £210.
(2) Certified Teachers recognised as trained for four years.	£180 by £10 to £280	£160 by £10 to £230
(3) Certified Teachers who are Graduates.*	£200 by £10 to £300, and by £15 to £360.	£180 by £10 to £300
(4) Teachers recognised under Chap. V of the Regulations if employed in teaching their special subjects in post-primary departments, or as Head Teachers. — (Discretionary Scale (3) shall apply).	£250 by £10 to £310, and by £15 to £400	£200 by £10 to £350

† These scales have reference to whole-time employment. The increments shown throughout are annual increments, i.e., in respect of each year of service.

\* Women who obtained the L.L.A. Diploma of St. Andrews University in or before 1926 should rank as Graduates, and generally, in view of the smaller opportunities in the past, existing teachers who entered upon training prior to 12th August, 1919, and are not Graduates might, if judged to be fully competent, be admitted, at the discretion of the Education Authority, to the benefit of the higher Scales proposed above.

III.—Annual payments in respect of special responsibilities to be made in addition to salary under the foregoing Basic Scales, including modifications thereof under II. above, viz. :—

A.—In Schools conducted under the Day School Code.

Head Teachers of	
Single teacher schools	10
Schools with 2 teachers	20
" " 3 "	30
" " 4 "	40
" " 5 "	50
" " 6 "	60
" " 7 "	70
" " 8 "	80
" " 9 "	90
" " 10 "	100
" " 11 "	110
" " 12 "	120
" " 13 "	130
" " 14 "	140
" " 15 "	150
" " 16 "	160
" " 17 "	170
" " 18 "	180
" " 19 "	190
" " 20 "	200
" " 21 "	210
" " 22 "	220
" " 23 "	230
" " 24 "	240
" " 25 "	250
" " 26 "	260
" " 27 "	270
" " 28 "	280
" " 29 "	290
" " 30 or more teachers	300

B.—In Schools conducted under the Secondary Schools Regulations.

To Head Teachers.—Additional payments at the rates and within the limits laid down under head A above, plus a further addition based on the average number of pupils on the roll during the preceding school year, in the fourth, fifth, and sixth years (or beyond) of courses of post-qualifying instruction, approved with a view to the award of the Leaving Certificate, as follows, viz. :—

£20 for less than 20 pupils	20
£25 " 20 pupils and less than 30 "	30
£25 " 30 " " " " " " " "	40
£50 " 40 " " " " " " " "	50
£50 " 50 " " " " " " " "	60
£80 " 60 " " " " " " " "	70
£100 " 75 " " " " " " " "	100
£120 " 100 " " " " " " " "	120
£140 " 125 " " " " " " " "	140
£160 " 150 " " " " " " " "	170
£180 " 175 " " " " " " " "	200
£200 " 200 or more pupils	200

Provided that in the case of any school which is recognised by the Department as a Secondary School, as defined in Article 1 of the Secondary Schools Regulations, the salary of the Head Teacher shall be not less than that due under the Basic Scales, including modifications thereof under II. above, plus an addition calculated on the average number of post-qualifying pupils on the roll during the preceding school year, as follows:—£20 for each 20 (or fractional part of twenty) subject to a maximum of £200.

† For the purposes of heads A and B, Education Authorities shall grade their schools, subject to the approval of the Department, as 2, 3, 4, &c., up to 30 teacher schools, as the case may be, the basis of such grading being the number of full-time teachers normally to be employed in the school, but not reckoning more than one teacher for each 33 pupils (or fractional part of that aggregate) on the roll. This grading shall be open to periodic revision with the approval of the Department.

## C.—In schools of either type.

(1) To Principal Teachers (other than Head Teachers) of a subject (or subjects) in which they are qualified under Chapter V. of the Regulations, in respect of supervision, where the Time-Table of the post-qualifying department of the school provides for not less than 40 hours of instruction per week in such subject (or subjects)—

(a) In a Secondary School as defined in Article 1 of the Secondary Schools Regulations:—

£20	in a post-primary department of 250 pupils or less.
£30	" " " " 251 to 300 pupils.
£40	" " " " 301 " 350 "
£50	" " " " 351 " 400 "
£60	" " " " 401 " 450 "
£70	" " " " 451 " 500 "
£80	" " " " 501 " 550 "
£90	" " " " 551 " 600 "
£100	" " " " over 600 "

(b) In a School which is not a recognised Secondary School but which has a recognised post-primary course of at least 5 years:—

£20	in a post-primary department of 300 pupils or less.
£25	" " " " 301 to 400 pupils.
£30	" " " " 401 " 500 "
£35	" " " " 501 " 600 "
£40	" " " " over 600 "

(c) To teachers who are specially nominated by Education Authorities to act as "First Assistants" or "Second Masters" in large schools or as "Senior Women Assistants" in large mixed schools under a headmaster:—£20.

(3) To Infant Mistresses (other than Head Teachers) in Schools graded under the footnote to heads A and B as 6 (or more) teacher Schools:—10s. in respect of each of the first 30 pupils in the Infant Department, plus a further sum of £10 in respect of each whole time teacher of infants, up to the ninth, whose work they supervise.

## IV. General Conditions

(1) Where a teacher's house is provided this may, at the discretion of the Education Authority, affect the amount payable under the above scales, but to an extent not exceeding the annual assessed value of the house.

(2) For the purpose of calculating salaries payable under the above scales:—

- Only service in Scottish schools to which these scales apply must be taken into account, but Education Authorities will, no doubt, consider individually cases in which a teacher has served for a lengthened period outside Scotland or in other Scottish schools.
- In the case of teachers who before becoming certificated had served in Scotland as Assistant Teachers qualified under Article 79 of the earlier Code, half of their service as Assistant Teachers so qualified shall be counted.
- Service with His Majesty's Forces during the late war, given by recognised teachers subsequently to the date of their recognition, shall count as equivalent to service in Scottish schools to which these scales apply.

2. This Minute may be cited as Conditions as to Minimum National Scales of Salaries for Teachers in Scotland, 1928.

† Determined by average roll for preceding school year.

## LONDON:

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York Street, Manchester; 1, St. Andrew's Crescent, Cardiff.

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or through any Bookseller.

1928

THE SECRETARY,  
SCOTTISH EDUCATION DEPARTMENT,  
14, QUEEN STREET,  
EDINBURGH.

## SCOTTISH EDUCATION DEPARTMENT.

21st February, 1928.

SIR,

1. I am directed to enclose for the information of your Authority a copy of a Minute of the Department laying down Conditions as to Minimum National Scales of Salaries for Teachers.

2. The Minute will become operative forthwith. In adjusting its terms the Department have given the most careful consideration to the replies which have reached them in response to their invitation of 19th November last. These included representations, not only from many individual Education Authorities, but also from the Executive of the Association of Education Authorities and from the Educational Institute of Scotland. The circumstance that the observations of the two last-mentioned bodies were couched in identical terms has done much to facilitate the Department's task. In point of fact, it has proved possible to accept their suggestions almost precisely as they stood.

3. As a result, important modifications have been made in Heads II (4), III B and III C of the Draft as originally published. The minor change made in what is now Head III C (3) has been introduced in order to meet the case of the very small infant departments which are sometimes found attached to comparatively large schools.

4. It is significant that in none of the replies was any suggestion offered as to a means by which specific provision could be made in the Scales for what the Craik Committee called "Secondary Schools of the highest grade." The Department can only interpret this as confirming their own view that there is no satisfactory way of dealing with such schools except to consider each on its merits in the light of all the circumstances and on the initiative of the Education Authority responsible for its management.

5. As already indicated, the revised Scales have effect from the date of the Minute. Where it happens that the existing Salary Scheme of an Education Authority satisfies the minimum conditions in all respects, no further action is called for. On the other hand, if it turns out that an increase in the present rate of salary of any teacher or teachers is entailed, the Education Authority concerned should at once submit an amended

## C.—In schools of either type.

(1) To Principal Teachers (other than Head Teachers) of a subject (or subjects) in which they are qualified under Chapter V of the Regulations, in respect of supervision, where the Time-Table of the post-qualifying department of the school provides for not less than 40 hours of instruction per week in such subject (or subjects)—

(a) In a Secondary School as defined in Article I of the Secondary Schools Regulations—

£20 in a post-primary department of 250 pupils or less.

£20	"	"	251 to 300 pupils.
£40	"	"	301 " 350 "
£50	"	"	351 " 400 "
£70	"	"	401 " 450 "
£80	"	"	451 " 500 "
£90	"	"	501 " 550 "
£100	"	"	551 " 600 "
£100	"	"	over 600 "

(b) In a School which is not a recognised Secondary School but which has a recognised post-primary course of at least 3 years—

£20 in a post primary department of 300 pupils or less.

£25	"	"	301 to 400 pupils.
£30	"	"	401 " 500 "
£35	"	"	501 " 600 "
£40	"	"	over 600 "

(2) To teachers who are specially nominated by Education Authorities to act as "First Assistants" or "Second Masters" in large schools or as "Senior Women Assistants" in large mixed schools under headmistresses—£20.

(3) To Infant Mistress (other than Head Teachers) in Schools graded under the footnote to heads A and B as 6 (or more) teacher Schols—10s. in respect of each of the first 30 pupils in the Infant Department, plus a further sum of £10 in respect of each whole time teacher of infants, up to the ninth, whose work they supervise.

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(1) Where a teacher's house is provided this may, at the discretion of the Education Authority, affect the amount payable under the above scales, but in no case not exceeding the annual assessed value of the house.

2. For the purpose of calculating salaries payable under the above scales—

(a) Only service in Scottish schools to which these scales apply must be taken into account, but Education Authorities will, no doubt, consider individually cases in which a teacher has served for a lengthened period outside Scotland or in other Scottish schools.

(b) In the case of teachers who before becoming certificated had served in Scotland as Assistant Teachers qualified under Article 79 of the earlier Code, half of their service as Assistant Teachers so qualified shall be counted.

(c) Service with His Majesty's Forces during the late war, given by recognised teachers subsequently to the date of their recognition, shall count as equivalent to service in Scottish schools to which these scales apply.

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1928

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Letters should be addressed to—  
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SCOTTISH EDUCATION DEPARTMENT,  
14, QUEEN STREET,  
EDINBURGH.

SCOTTISH EDUCATION DEPARTMENT.

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5. As already indicated, the revised Scales have effect from the date of the Minute. Where it happens that the existing Salary Scheme of an Education Authority satisfies the minimum conditions in all respects, no further action is called for. On the other hand, if it turns out that an increase in the present rate of salary of any teacher or teachers is entailed, the Education Authority concerned should at once submit an amended

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(1) To Principal Teachers (other than Head Teachers) of a subject (or subjects) in which they are qualified under Chapter V. of the Regulations, in respect of supervision, where the Time-Table of the post-qualifying department of the school provides for not less than 40 hours of instruction per week in such subject (or subjects)—

(a) In a Secondary School as defined in Article 1 of the Secondary Schools Regulations:—

£30 in a post-primary department of 250 pupils or less.	251 to 300 pupils.
£30	251
£40	301 to 350
£50	351 to 400
£60	401 to 450
£70	451 to 500
£80	501 to 550
£90	551 to 600
£100	over 600

(b) In a School which is not a recognised Secondary School but which has a recognised post primary course of at least 3 years:—

£20 in a post primary department of 300 pupils or less.	301 to 400 pupils.
£25	401 to 500
£30	501 to 600
£40	over 600

(2) To teachers who are specially nominated by Education Authorities to act as "First Assistants" or "Second Masters" in large schools or as "Senior Women Assistants" in large mixed schools under a headmaster:—£20.

(3) To Infant Mistresses (other than Head Teachers) in Schools graded under footnote to heads A and B as 6 (or more) teacher Schools:—£0. in respect of each of the first 30 pupils in the Infant Department, plus a further sum of £10 in respect of each whole time teacher of infants, up to the math, whose work they supervise.

IV. General Conditions

(1) Where a teacher's house is provided this may, at the discretion of the Education Authority, affect the amount payable under the above scales, but to an extent not exceeding the normal assessed value of the house.

(2) For the purpose of calculating salaries payable under the above scales:—

- (a) Only service in Scottish schools to which these scales apply must be taken into account, but Education Authorities will, no doubt, consider individually cases in which a teacher has served for a lengthened period outside Scotland or in other Scottish schools.
- (b) In the case of teachers who before becoming certificated had served in Scotland as Assistant Teachers qualified under Article 79 of the earlier Code, half of their service as Assistant Teachers so qualified shall be counted.
- (c) Service with His Majesty's Forces during the late war, given by recognised teachers subsequently to the date of their recognition, shall count as equivalent to service in Scottish schools to which these scales apply.

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\* Determined by average roll for preceding school year.

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Scheme for the Department's approval, and meanwhile they should pay the additional salary, as from the date of the Minute, under the powers conferred upon them by Section 55 of the Education (Scotland) Act, 1912.

6. It will be observed that schools conducted under the Secondary Schools Regulations now require to be graded in accordance with the amended Note to Heads III A and B of the Minute. The Department will be glad to receive your Authority's grading proposals as soon as may be convenient.

I have the honour to be,

Sir,

Your obedient Servant,

*Geo. Macdonald*

To the Official Correspondent of the Education Authority.

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"The Secretary,  
Scottish Education Department,  
14, Queen Street,  
Edinburgh."

Circular 75.

SCOTTISH EDUCATION DEPARTMENT

19th November, 1927.

SIR,

1. I am directed to enclose for the consideration of your Authority the Draft of a Minute which the Department propose to issue in terms of Section 6 (1) (c) of the Education (Scotland) Act, 1918. In forwarding the Draft, I am to remind your Authority of the circumstances which have rendered the issue of a new Minute imperative. I am also to explain briefly the nature of the changes that are contemplated.

2. The new Minute will take the place of the Minute of 12th August, 1919. The latter was not a document imposed upon Education Authorities and Teachers from without, but embodied an agreement arrived at between representatives of the Authorities and of the Educational Institute of Scotland as to the figures which would be appropriate for a series of normal or standard scales so constructed as to satisfy the reasonable claims of teachers in all areas. The agreement still stands, and therefore the Draft is, for the most part, simply a reprint.

3. But in the case of four relatively small groups of teachers the members of the Joint Conference responsible for the original agreement felt that, in view of the varying circumstances of the schools concerned, as well as of the uncertainty as to future organisation, it was impossible for them to arrive at a proper classification such as would be essential if definite amounts were to be prescribed. They therefore recommended that, in dealing with these groups, matters should be left in a more or less fluid condition until further experience should make the situation clearer. This recommendation was accepted, and when advance copies of the Minute were forwarded to individual Education Authorities, the Authorities were specially asked to observe that no determination has been made in the case of First Assistants or Second Masters or nominated Senior Women Assistants in Primary Schools nor in the case of Head Teachers and Principal Teachers of Higher Subjects in Intermediate or Secondary Schools. The recent decision of the House of Lords in the case of *Smart v. Education Authority of the County of Perth* has, however, shown that the wording chosen failed to give effective expression to the avowed intention and, in one case at least, indicated that a determination had actually, if inadvertently, been made. Amendment has thus become a matter of urgency.

90-1000

Scheme for the Department's approval, and meanwhile they should pay the additional salary, as from the date of the Minute, under the powers conferred upon them by Section 55 of the Education (Scotland) Act, 1872.

6. It will be observed that schools conducted under the Secondary Schools Regulations now require to be graded in accordance with the amended Note to Heads III A and B of the Minute. The Department will be glad to receive your Authority's grading proposals as soon as may be convenient.

I have the honour to be,

Sir,

Your obedient Servant,

*C. S. Macdonald*

To the Official Correspondent of the Education Authority.

LONDON.

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Letters should be addressed—

"The Secretary,

Scottish Education Department,

14, Queen Street,

Edinburgh."

Circular 7

SCOTTISH EDUCATION DEPARTMENT

19th November, 1927

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30-1111

4. As your Authority are aware, the relevant subsection of the statute enjoins "consultation with representatives of the education authorities and of the teaching profession" as a necessary preliminary to action by the Department. The whole matter has already been discussed confidentially with the Joint Council of Education Authorities and Teachers.

5. The majority of the minor alterations introduced are self-explanatory, but two of them appear to be of sufficient importance to call for a word of comment before the major amendments are described:—

(a) Head II (4) of the existing Minute made provision for a modification of the basic scale in favour of "Teachers recognised under Chap. V of the Regulations, if employed in the Intermediate or Secondary Department of a School." If the Three Years Advanced Division Courses are to fill their proper place in the educational organisation of the country, it is essential that they should be able to attract the services of a staff not less highly qualified than that of the old Intermediate Schools. The amendment proposed in the Draft is designed with this end in view, and the Department believe it to be in complete consonance with the spirit of the agreement of 1919.

(b) Head III A (4) of the existing Minute prescribes a scale of payments to Infant Mistresses in respect of special responsibilities. Doubtless through inadvertence, the Minute of 1919 limited the prescription to Infant Mistresses in Primary Schools. Head III C (2) of the Draft is designed to remedy this defect by making it clear that the privilege extends also to those serving in Secondary Schools. At the same time a change has been made in the method by which the payments are to be calculated, the object being to secure equality of treatment between teachers in the two types of school.

6. It may assist your Authority's consideration of the major amendments if these are referred to in some detail:—

(a) Head III A (2) of the existing Minute deals with First Assistants or Second Masters in large schools, and Head III A (3) with nominated Senior Women Assistants in large mixed schools under a Headmaster. While the Minute states that the responsibility resting upon these teachers should receive due recognition, no definite scale is prescribed, the view of the Joint Conference of 1919 having been that, as the creation of such posts at all was entirely discretionary, it was only right that the amount of additional remuneration to be given should be left discretionary also. On the other hand, so long as there was no prescription, the Department felt at liberty to direct the attention of Authorities to the recommendations of the Craik Com-

mittee. The general situation is what it was eight years ago; while there are circumstances in which appointments such as those under discussion are desirable and even necessary, some Authorities have preferred to adopt a form of organisation in which they have no place. All reference to these two categories of teachers has accordingly been omitted from the Draft. Advice has been shown to be inappropriate in the body of a mandatory document.

(b) Head III B (1) of the existing Minute deals with Head Teachers in Intermediate and Secondary Schools, and its amendment proved to be beset by difficulties of a quite exceptional kind. It still remains true that "it is not possible to arrive at a classification which would be universally applicable." While the parties to the Joint Conference of 1919 agreed in this finding, they also agreed that, in the absence of definite scales, guidance would be afforded by the Craik Scales "with an adjustment roughly proportional to what is proposed in the case of Primary Schools." A sentence to that effect was therefore inserted in the Minute, and the Department have always kept the principle in view in considering the various salary schemes submitted to them for approval.

As there had been no general indication of dissatisfaction with the manner in which they had exercised the discretion which they believed to have been reserved to them in the Minute, the Department approached the question of amendment in the hope of discovering a solution which should preserve the *status quo*, so far as the general character of the scales and the existing approved salaries were concerned, and should yet be free from any ambiguity or lack of clear definition. After an exhaustive review of all the approved salary schemes, they devised a formula which appeared to them to satisfy these conditions as nearly as it was possible to do in concrete terms. Incidentally, they found that the need for legal precision made impossible any attempt to provide for what the Craik Committee in their Recommendations—which were recommendations only—had described as "the Highest Grade of Secondary Schools."

Despite the care which had been bestowed upon its elaboration, the formula could not, in the circumstances, cover all conceivable contingencies. Accordingly, in submitting it tentatively to the Joint Council, the Department indicated their readiness to consider any suggestions for improvement or any alternative scheme put forward either by the Council as a whole or by either of the parties separately, always provided that these did not materially increase the obligations of the Authorities or materially diminish the protection afforded to teachers. No suggestions were received either from the Council as a whole or from the representatives of

the Authorities. The representatives of the teachers, however, intimated their dissatisfaction and put forward an alternative which the Department have found themselves unable to accept in view of the much heavier obligations which it would have made legally binding upon Authorities.

As already explained, the formula had been the outcome of an endeavour to conserve in the new part of the Minute that principle of standard scales—as opposed to merely minimum scales—which had been the essence of the agreement of 1919. Its incorporation in the draft, therefore, presupposed agreement between the parties as to its reasonableness. After much discussion, and to bring matters to an issue, both were specifically asked to express an opinion, from this point of view, upon the formula as modified by a proviso which was added to meet a real difficulty raised by the teachers. Both requested that the matter might be referred to the parent bodies—the Executive Committee of the Authorities Association on the one side and the Council of the Educational Institute on the other. This was done, again under seal of confidence, but neither the Committee nor the Council found itself in a position to express any opinion whatever. In the circumstances the only course open to the Department was to abandon their effort to secure in this particular respect the maintenance of the original character of the scales as agreed scales.

It need hardly be said that this decision is not intended to reflect in any way upon either of the parties concerned. Notwithstanding the utmost goodwill on both sides, the Conference of 1919 failed to find a satisfactory solution for this particular difficulty. Circumstances remain the same, and it is therefore in no way surprising that the outcome of the recent negotiations should have been equally without result. Unfortunately the temporary expedient which was adopted on the previous occasion cannot be resorted to now. Definite prescription of figures has become necessary, and in the Draft the Department have felt bound to restrict themselves to the prescription of the strictly minimum scales which are all that the Statute requires.

With regard to the Principal Teachers of higher subjects who supervised the work of other whole-time teachers of these subjects in Intermediate and Secondary Schools, the Conference of 1919 made the same recommendation as it had done in the cases of First Assistants or Second Masters in large schools and of nominated Senior Women Assistants in large mixed schools under a Head Master, and the advisory note in the existing Minute deals with them in precisely the same fashion. In the years that have elapsed it has become evident that the

analogy between the three groups is not so close as had been supposed, and that in the case of the third a definite prescription is now possible. The Department therefore suggested that there should be introduced into the Minute a system of payment graduated according to the degree of responsibility which each Principal Teacher had to bear, as measured by the number of assistant teachers whom he had to supervise. In the preliminary discussions, however, both sides on the Joint Council took strong objection to the proposal on the ground that it might introduce an element of discord between the Principal Teachers of different subjects in one and the same school. While recognising the force of this objection, the Department found themselves quite unable to accept the alternative which was put forward, since the additional burden which it would have made obligatory on Authorities was far too heavy, and, in some cases at least, the objection would still have remained. It therefore appears to them that they can best discharge their statutory duty by specifying a minimum figure for teachers who have to supervise the work of one or more whole-time colleagues. A point to be noted is that, for the reasons stated in paragraph 5(a), Principal Teachers in Three Years Advanced Division Courses will henceforth be in the same position as their colleagues in Secondary Schools.

7. I am to ask that any observations which your Authority may have to offer upon the Draft may be forwarded to the Department at your early convenience and in any event not later than December 31st.

I have the honour to be,

Sir,

Your obedient Servant,

*G. E. Macdonald*

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BOARD OF EDUCATION

# Standard Scales of Salaries for Teachers in Public Elementary Schools

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ENGLAND AND WALES

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Third Report of the Standing Joint Committee representative of the County Councils Association, the Municipal Corporations Association, the Association of Education Committees, and the London County Council, and of the National Union of Teachers

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FEBRUARY, 1927.

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SCALES OF SALARIES FOR TEACHERS IN  
PUBLIC ELEMENTARY SCHOOLS

To the  
Right Hon. the President of the  
Board of Education.

Sir,

1. The Agreement embodied in the Committee's Second Report of 30th September, 1920<sup>(a)</sup> and the Supplementary Reports of 16th December, 1920, and 25th April, 1921, having expired on 31st March, 1925, and the Committee having failed to reach an agreement as to the scales to come into force after that date, it was agreed to submit the question to arbitration, and the Right Hon. the Viscount Burnham, C.H., consented to act as Arbitrator. His Award, given on 27th March, 1925, was accepted by the Committee, and in your letter dated 9th April, 1925<sup>(b)</sup> you informed Lord Burnham, as Chairman of this Committee, that the Board of Education would be prepared to recognise for grant purposes expenditure incurred by Local Education Authorities in paying salaries on the scales thus awarded. In a subsequent letter, dated 15th June, 1925<sup>(c)</sup>, you informed Lord Burnham that the Board accepted the Recommendation appended to the Award that the Board should recognise, for the calculation of grant, expenditure by each Local Education Authority within a prescribed sum, for the purpose of paying allowances, over and above the scale salaries, in certain specified cases, subject to the proviso that no part of such sum shall be so applied as in effect to alter the operation of the Standard Scales.

2. Certain other documents relating to the application of the Standard Scales as modified by Lord Burnham's Award, have also been issued to Local Education Authorities after consultation between this Committee and the Board of Education. The Committee are of opinion that it is desirable, both for the convenience of Local Education Authorities and others in administering the scales and for the purpose of future reference, that these documents<sup>(d)</sup> should be embodied in a single Report. The Committee have accordingly agreed upon the following statement of the scales which apply to full-time teachers in Public Elementary and Special Schools, and of the conditions governing their application. In the process of codification one or two minor rules relating to existing teachers have been omitted as of insufficient importance to justify their retention and one or two Sections of the Report have been restated. The Committee wish, however, to make it clear that it has not been their intention to change existing procedure and practice.

<sup>(a)</sup> See Appendix II.  
<sup>(b)</sup> See Appendix III.  
<sup>(c)</sup> The documents in question are—  
 The First Report of the Committee, dated 24th November, 1919, upon a Provisional Minimum Scale.  
 Supplementary Report, dated 24th June, 1920, upon Scales of Salary for Handicraft Teachers.  
 The Second Report of the Committee, dated 30th September, 1920, upon Standard Scales of Salaries.  
 Supplementary Report, dated 16th December, 1920, upon Standard Scale I.  
 Supplementary Report, dated 25th April, 1921, upon the Allocation of Standard Scales to Local Education Authorities.  
 The Award and Recommendations made by the Right Honourable the Viscount Burnham, C.H., in respect of the Salaries of Teachers (April, 1925).  
 The Recommendations appended to the Award (June, 1925).  
 Interpretations and Decisions relating to the Award.  
 K. Memoranda, numbers 1, 4, 5, 6, 7 and 8.

### SCALES FOR CERTIFICATED TEACHERS.

The scales are set out in full in Appendix VI.

#### 3. (a) (i) Certificated Assistant Teachers<sup>(1)</sup>, Two Years College-Trained<sup>(2)</sup> :—

Scales.	Men.			Women.		
	Minimum <sup>(3)</sup>	Annual <sup>(7)</sup> Increment	Maximum.	Minimum <sup>(3)</sup>	Annual <sup>(7)</sup> Increment.	Maximum.
I	£ 168	12	£ 312	£ 150	9	£ 249
II	168	12	330	150	9	258
III	180	12	366	162	9	288
IV	192	12	408	180	9	324

(i) The first annual increment shall accrue after two years' service as a Certificated Teacher.

(b) There shall be added to the Minimum—

(i) One increment for Certificated Teachers who either have completed a three years' continuous period of training<sup>(5, 6)</sup> or are graduates<sup>(9, 10)</sup> of a British University.

(ii) Two increments for Certificated Teachers who are graduates<sup>(9, 10)</sup> of British Universities, and have also completed a four years' continuous period<sup>(11, 12)</sup> of training<sup>(5, 6)</sup>.

<sup>(13, 14)</sup> Teachers who fail to pass the Final Examination for the Board's Certificate, and are, in consequence, recognised as temporarily Certificated Teachers, rank as Certificated Teachers not College-trained for salary purposes during their period of temporary recognition. (See also paragraph (2) (c), Appendix IV).

Teachers who become Certificated at a later date may from that date be classed for salary purposes as Trained Certificated Teachers.

<sup>(15)</sup> The status for salary purposes of other provisionally recognised teachers, whether College-trained or not College-trained, depends on the nature of the provisional recognition. The Board inform Local Education Authorities in each individual case of the conditions which apply.

<sup>(16)</sup> Training in recognised English or Welsh Training Colleges or in Scottish or Irish Training Colleges where the training was a part of the qualification for recognition under the Code is accepted for this purpose. The three years' continuous course of training must be a bona fide three years' course; an extension of a shorter course to three years owing to repetition of some part of it is not accepted. The three years' course of training taken at certain Training Colleges in preparation for the Proebel Higher Certificate is not regarded as equivalent to a continuous three years' course at an ordinary Training College. The last two years of the course are accepted as an alternative to the ordinary course leading to the Board's Final Examination for Students in Training Colleges, but the first year is not recognised for grant under the Board's Regulations for the Training of Teachers. In these circumstances, students who have taken such a course cannot be regarded as having completed a three years' continuous period of training for the purposes of Section 3 (b) (i) of this Report.

It should be noted that the third year of training must be continuous with the first two in order to qualify the teacher for an additional increment to his scale salary. A third year after a break does not do so. It is, however, open to a Local Education Authority in such a case, or where a teacher has been trained for one year only, to grant an allowance under Section 14 of this Report. (See Appendix III).

<sup>(17, 18)</sup> A Teacher who, pending recognition as a Certificated Teacher, after leaving Training College, commences service before the 1st August, may be paid at the rate which will be appropriate from the 1st August, but the period before the 1st August (which is the normal date of recognition) will not be counted for increments.

<sup>(19)</sup> If the existing salary of an Uncertificated Teacher who qualifies as a Certificated Teacher is greater than the minimum of the Certificated Teacher Scale, his (or her) existing salary on the Uncertificated Teacher Scale may be taken as his (or her) personal minimum on the Certificated Teacher Scale, but Section 3 (a) (ii) applies equally in this case. "Existing salary" means the salary on the Uncertificated Teacher Scale calculated on completed years only of service in the Uncertificated Teacher capacity at the date of promotion.

**Note.**—The decision that a second halt is required in the case of Uncertificated Teachers promoted to the Certificated Teacher Scale has been adopted by the Board of Education for grant purposes. The Committee failed to agree on this point.

<sup>(20)</sup> Annual increments accrue only on completion of years of service as a Certificated Teacher. With regard to adjustment of salaries to a uniform incremental date, see Section 11.

<sup>(21)</sup> A year spent in France as a répétiteur (répétiteur) or assistant (assistant) in a French Training College or Secondary School under the Convention between the French Ministry of Public Instruction and the Board of Education may be included in determining whether a teacher is entitled to the appropriate increment or increments.

<sup>(22)</sup> In addition to degrees of English, Welsh and Scottish Universities, degrees of Irish, Canadian, Indian or South African Universities may be accepted for this purpose.

<sup>(23)</sup> Courses of not less than three years in study for a degree at a University or University College and followed by a year's course of professional training, whether in the same or another institution, may be accepted for this purpose.

(c) For other Certificated Assistant Teachers, except as provided in Section 14 of this Report, the Minimum shall be less than that stated in (a) above by the amount of one increment in each case<sup>(10)</sup>, the Maximum remaining unaltered.

(d) **Married Teachers.**—In cases in which a husband and wife, both being Certificated Teachers, have been appointed or are appointed to posts in the same school or department, and where the requirements of the Board of Education as to staffing can be met by the appointment of an Assistant Teacher who is not Certificated, the salary of the husband (if he be the Assistant Teacher) or of the wife (if she be the Assistant Teacher) shall be that attaching to the status of the Assistant Teacher required.<sup>(24)</sup>

### SCALES FOR CERTIFICATED HEAD TEACHERS.

The scales are set out in full in Appendix VI.

4. (a) For the purpose of Head Teachers' Salaries, schools shall be graded according to average attendance<sup>(1, 2)</sup> thus :—

Grade I	—	Not over 100 in average attendance.
II	—	Over 100 but not over 200 in average attendance.
III	—	200 " " 350 " " "
IV	—	350 " " 500 " " "
V	—	500 " " "

(b) (i) The minimum salary for Certificated Head Teachers shall be the corresponding Assistant's minimum<sup>(3, 4)</sup> with the addition of the appropriate promotion increment.

(ii) Normal annual increments for Certificated Head Teachers shall be the same as for Certificated Assistant Teachers, but in determining the Head Teacher's correct position on the scale, one normal annual increment shall be allowed for each year, other than the first year, of service as a Certificated Teacher, whether as Head or Assistant.<sup>(5)</sup>

(iii) The promotion increments *per grade of school* shall be as follows :—

Scales.	Men.	Women.
	Per grade of School.	Per grade of School.
I	£ 18	£ s. 18 10
II	18	18 0
III	24	13 0
IV	24	18 0

<sup>(6)</sup> The additional increment in respect of a degree also applies to Certificated Teachers who are not College-trained as well as to Trained Certificated Teachers. Thus a Certificated Teacher not College-trained with a degree is paid the same rates of salary as a Certificated Teacher two years' College-trained.

<sup>(7, 8)</sup> In determining the salary attaching to the status of the assistant teacher required, any past years of service in a not inferior capacity may be counted.

<sup>(9)</sup> The payment of salary at higher rates than those appropriate on the Uncertificated Teacher scale according to past years of service in a not inferior capacity is not covered by this Section.

<sup>(10)</sup> See also Section 8 of this Report.

<sup>(11)</sup> The minimum of the corresponding scale for assistant teachers will include any additional increment due under Section 3 (b) of this Report, but will not include any additional allowance which the teacher, as an assistant, may have been receiving under Section 14 of this Report.

<sup>(12)</sup> For the purpose of determining the number of normal annual increments which may be reckoned,

(i) If there is a uniform incremental date in force, the teacher's service should be reckoned in years and months up to the last incremental date. Thus, if the service at the last incremental date were 7 years 5 months, there would be added to the minimum six full increments and five-twelfths of an increment. The next increment will be due at the next incremental date. If there has been a break in the teacher's service since the last incremental date it may be necessary to modify this calculation. (See Section 11 (b) and Note 34.)

(ii) If no uniform incremental date is in force, the number of completed years at the date of promotion will be reckoned in determining the commencing salary and the next annual increment will be due when the teacher's total service reaches another completed year. Thus, if the service at the date of promotion were 9 years 7 months, eight increments would be included in the commencing salary as Head Teacher and a further increment would be added after five more months of service.

It will be noted that the number of increments which may be allowed is limited only by the maximum of the Head Teacher scale for the Grade and not by the maximum of the Assistant's scale. It should also be noted that the last increment equally with the others accrues only at the end of the year and therefore where it is less than the normal increment a corresponding reduction should be made for odd months of the final year counted under (i) of this Note.

## (c) MAXIMA FOR HEAD TEACHERS.

Scales.	Grade I.		Grade II.		Grade III.		Grade IV.		Grade V.	
	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.
I ..	£ 348	£ 276	£ 378	£ 300	£ 408	£ 324	£ 438	£ 348	£ 468	£ 372
II ..	360	288	393	315	426	342	459	369	492	396
III ..	402	318	438	348	474	378	510	408	546	438
IV ..	450	360	489	390	528	423	567	456	606	486

(d) At the option of the Local Education Authority schools with an average attendance not exceeding 40 may be placed in a special Grade 0. The promotion increment to Grade 0 shall be £18 for a man and £13 10s. for a woman. There shall be no promotion increment from Grade 0 to Grade I in Scales I and II, and the promotion increment from Grade 0 to Grade I in Scales III and IV shall be £6 for a man and £4 10s. for a woman.

The maximum salaries for Grade 0 shall be—

	Scale I.	Scale II.	Scale III.	Scale IV.
Men ..	327	345	381	423
Women ..	261	273	303	339

N.B.—The Grade 0 scales are included with the scales for the other grades in Appendix VI.

## SCALES FOR UNCERTIFICATED TEACHERS.

The scales are set out in full in Appendix VI.

5. (a) (i) Uncertificated Assistant Teachers:—

Scales.	Men.				Women.			
	Minimum <sup>(12)</sup> .	Annual Increment <sup>(13)</sup> .	Maximum <sup>(17)</sup> . Teachers appointed		Minimum <sup>(14)</sup> .	Annual Increment <sup>(15)</sup> .	Maximum <sup>(17)</sup> . Teachers appointed	
			On or after 1.4.14.	Before 1.4.14.			On or after 1.4.14.	Before 1.4.14.
I ..	£ 102	£ 7 10	£ 156	£ 198	£ 93	£ 6	£ 144	£ 156
II ..	102	7 10	156	198	93	6	144	156
III ..	108	7 40	174	222	99	6	153	174
IV ..	117	7 40	192	246	108	6	162	192

(ii) The first annual increment shall accrue after two years' service as an Uncertificated Teacher.

(b) An Uncertificated Teacher on appointment as a Head Teacher shall receive a promotion increment of £10 and shall proceed by annual increments of £7 10s. to a maximum which shall exceed the maximum for Uncertificated Assistant Teachers by £20 in the case of men and £15 in the case of women.

## TEACHERS OF DOMESTIC SUBJECTS AND HANDICRAFT.

6. (a) Domestic Science Mistresses holding a diploma or diplomas of a recognised training school covering Cookery, Laundry, and Housewifery, shall be placed on the

(12) If the existing salary of a Supplementary Teacher who qualifies as an Uncertificated Teacher is greater than the minimum of the Uncertificated Teacher scale, her existing salary as a Supplementary Teacher or the minimum of the Uncertificated Teacher scale plus two increments on the scale, whichever of these two amounts is the less, may be taken as the teacher's personal minimum on the Uncertificated Teacher scale; provided that the teacher does not thereby receive a salary greater than that she would have been receiving had all her service as a Supplementary Teacher been in the capacity of an Uncertificated Teacher.

(13) Annual increments accrue only on completion of years of service as an Uncertificated Teacher. With regard to the adjustment of salaries to a uniform incremental date, see Section 11.

(14) "Appointed before 1st April, 1914," means appointed to a Public Elementary School as an Uncertificated Teacher.

(15) A teacher who was appointed to a Public Elementary School on 21st February, 1914, but owing to illness was unable to take up the appointment until 21st April, 1914, has been regarded as having been appointed before 1st April, 1914, for the purposes of this Section.

same scale as two years' College-trained<sup>(18)</sup> Certificated Assistant Mistresses; teachers recognised by the Board of Education before the 1st April, 1921, who hold a diploma of a recognised training school, but who have not qualified in the three subjects, to be placed on the same scale.

(b) Other recognised Domestic Science Mistresses shall be placed on the same Scale as other Certificated Assistant Mistresses.<sup>(19)</sup>

(c) Teachers of Domestic Subjects holding the Teacher's Certificate of the Board of Education shall be placed on the corresponding scale for Certificated Assistant Teachers.

(d) A teacher of Handicraft who holds the Elementary School Teacher's Certificate of the Board of Education and a diploma in Handicraft<sup>(20)</sup> recognised by the Board of Education shall be graded as a Certificated Assistant Teacher, two years College-trained.

(e) A teacher of Handicraft who does not hold the Elementary School Teacher's Certificate of the Board of Education but on 30th September, 1920, held a diploma in Handicraft<sup>(20)</sup> recognised by the Board of Education:—

(i) If appointed<sup>(21)</sup> before 1st April, 1914, shall be graded as a Certificated Assistant Teacher not College-trained.

(ii) If appointed<sup>(22)</sup> on or after 1st April, 1914, but before 1st January, 1921, shall, if recognised<sup>(23)</sup> by the Board as an Uncertificated Teacher or upon obtaining such recognition<sup>(23)</sup>, be graded as a Certificated Assistant Teacher not College-trained.

(iii) If the case does not fall under either (i) or (ii) of this section, shall be graded as an Uncertificated Teacher.

(f) Local Education Authorities may at their discretion make exceptions to the foregoing provisions within the following limits. These exceptions will be assessed on the merits of each individual case. Where the Authority are satisfied that in any individual case hardship is occasioned to existing teachers<sup>(24)</sup>:—

(i) Existing teachers<sup>(25)</sup> who obtained a recognised diploma<sup>(26)</sup> not later than 1st August, 1924, may be graded as Certificated Assistant Teachers, not College-trained, service in approved institutions<sup>(24)</sup> being recognised for increments on the Certificated Teacher scale as from the date of obtaining the recognised diploma<sup>(26)</sup>. But if the salary on 1st April, 1925, so calculated is less than the Recognised Salary<sup>(27)</sup> on 31st March, 1925, they may enter the Certificated Teacher scale at the latter rate.

(ii) Existing teachers<sup>(25)</sup> appointed<sup>(22)</sup> before 1st April, 1925, who do not hold a recognised diploma<sup>(26)</sup> may enter the scale for Certificated Teachers, not College-trained, as from 1st April, 1925, either at the minimum of the scale or at any point not exceeding their Recognised Salary<sup>(27)</sup> on 31st March, 1925.

A teacher appointed<sup>(22)</sup> after 31st March, 1925, but before the date of termination of this Report who holds a diploma in Handicraft<sup>(20)</sup> recognised by the Board of Education, may, if recognised<sup>(23)</sup> by the Board as an Uncertificated Teacher, or upon

<sup>(18)</sup> The payment of an additional increment in respect of a third year of training, corresponding to that provided for Certificated Teachers in Section 3 (b) (i) of this Report, is not covered by Section 6 (a). Such payments may, at the discretion of the Local Education Authority, be made under Section 14 of this Report (see Appendix III).

<sup>(19)</sup> See Section 3 (e) of this Report.

<sup>(20)</sup> It should be noted that the diploma of the City and Guilds of London Institute dates from the 1st August in the year in which the final examination for the diploma is passed.

<sup>(21)</sup> "Appointed" means: Appointed as a Handicraft Teacher in an institution which has been accepted for the purposes of Section 9 (b) (i) of this Report (see Appendix IV).

<sup>(22)</sup> The holding of a qualification for recognition under the Code as an Uncertificated Teacher is accepted for this purpose even though the formalities of recognition have not been undergone.

<sup>(23)</sup> "Existing Teachers" means: Teachers in whose cases, on 31st March, 1925, there existed a contractual relationship with a Local Education Authority or with the Governing Body of an institution accepted for the purposes of Section 9 (b) (i) of this Report (see Appendix IV) or such a contractual relationship was in process of termination only in order that the Local Education Authority or Governing Body might be able to apply the new scale.

<sup>(24)</sup> See Appendix IV.

<sup>(25)</sup> "Recognised Salary" means: The salary recognised for grant by the Board of Education. The first annual increment will accrue after two years' service following the entry on the scale for Certificated Teachers.

obtaining such recognition, be graded<sup>(20)</sup> for salary purposes as a Certificated Assistant Teacher, not College-trained.

(g) These provisions (a)–(f) only apply so long as the teacher is employed as a teacher of Domestic Subjects or Handicraft. If a teacher who is qualified as a teacher of Domestic Subjects or Handicraft is employed in some other capacity the appropriate salary is that applicable to the capacity in which the teacher is employed.

#### TEACHERS IN SPECIAL SCHOOLS.

7. The following paragraphs apply to the salary paid for full-time teaching duties in either Day or Residential Special Schools.

(a) *Certificated<sup>(21)</sup> Head Teachers* shall receive salaries calculated in the same manner as those of *Certificated Head Teachers<sup>(22)</sup>* of Public Elementary Schools. The grading shall not be less than that shown in the second column of the following table, and Local Education Authorities may at their discretion adopt a differential basis of grading within the limits indicated in the subsequent columns of the table:—

Grade.	Average Attendance.				
	Minimum for all Schools.	Alternative grading at the discretion of the L.E.A.			
		Deaf Schools.	Blind or Partially Deaf.	Mentally Defective or Partially Blind.	Open Air Sanatorium Cripple or Epileptic.
(1)	(2)	(3)	(4)	(5)	(6)
I	not over 40	not over 10	not over 20	not over 30	not over 20
II	41–100	11–30	21–60	21–70	21–80
III	101–200	31–60	61–100	71–140	81–200
IV	201–350	61–100	101–160	141–220	201–320
V	over 350	over 100	over 160	over 220	over 320

(b) *Certificated<sup>(23)</sup> Assistant Teachers and Teachers of Domestic Subjects and Handicraft* shall receive one increment more than they would have received in Public Elementary Schools and shall proceed to the same maximum.

(c) (i) *Uncertificated Head and Assistant Teachers* shall receive one increment more than they would have received in Public Elementary Schools and shall proceed to the same maximum.

(ii) At the discretion of the Local Education Authority, *Uncertificated Teachers* who obtain a recognised diploma for teaching in Special Schools may be placed on the scale for *Certificated Teachers, not College-trained<sup>(24)</sup>*, service being reckoned from the date when both qualifications are held.

(iii) *Uncertificated Teachers* may receive the higher salaries determined by sub-section (a) below if they satisfy the conditions there specified.

(d) (i) *Head and Assistant Teachers holding the Higher Froebel Certificate of the National Froebel Union* and employed in Schools for Defective and Epileptic Children may receive salary at the rates appropriate to *Certificated Head and Assistant Teachers of Special Schools*. If the Froebel Certificate was obtained after 2 years' training at a recognised Froebel Training College, the scale for *Certificated Teachers, 2 years' College-trained*, may be applied.

The provisions of (b) above may be applied in these cases.

<sup>(20)</sup> The grading as a *Certificated Teacher, not College-trained*, may not be made unless and until the teacher holds both a recognised diploma and a qualification for recognition by the Board as an *Uncertificated Teacher*. Service rendered prior to the holding of both these qualifications may not be reckoned for increments on the *Certificated Teacher Scale*.

<sup>(21)</sup> A two years' course of training for Special Schools under the Regulations for the Training of Teachers may be treated as a two years' course within the meaning of Section 3 (a) of this Report; a continuous three years' course under the Regulations may be treated as falling under Section 3 (b) (i) of this Report; a four years' course for Teachers of the Deaf held at Manchester University may be treated as falling under Section 3 (b) (ii) if the teacher has also obtained a degree.

<sup>(22)</sup> The additional increment provided for in Section 7 (b) is not added to the salary of a Head Teacher unless immediately before promotion to be Head Teacher of a Special School the teacher was serving as an Assistant Teacher in a Special School. It may not be given in cases under (c) (ii).

<sup>(23)</sup> An *Uncertificated Teacher placed on the scale for Certificated Teachers not College-trained* under this paragraph may have his salary assessed in accordance with Note (6) (b) above, i.e., his existing salary may be taken as a personal minimum on that scale.

(ii) *Head Teachers* who were specially recognised as Head Teachers of Special Schools before 1st September, 1925, or who were recognised as Assistants in Schools for Blind, Deaf, Defective or Epileptic children for 10 years before 1st August, 1910, may receive salary calculated as for *Certificated Head Teachers, not College-trained, of Public Elementary Schools* of the same average attendance, the higher grading and additional increment not being given. In those cases, however, where the teacher is serving in a school of the same type as that for which recognition prior to 1st August, 1910, was given, the Local Education Authority may, at their discretion, pay salary calculated under Section 7 (a) of this Report.

In either event, service subsequent to 1st August, 1910, only may be reckoned for increments.

(iii) *Assistant Teachers* recognised as Teachers in schools for Blind, Deaf, Defective or Epileptic children for 10 years before 1st August, 1910, may receive salary calculated as for *Certificated Assistant Teachers, not College-trained, of Public Elementary Schools*, the additional increment not being given. In those cases, however, where the teacher is serving in a school of the same type as that for which recognition prior to 1st August, 1910, was given, the Local Education Authority may, at their discretion, pay salary calculated under Section 7 (b) of this Report. In either event, service subsequent to 1st August, 1910, only may be reckoned for increments.

(iv) *Other Assistant Teachers* may receive salaries as for *Uncertificated Assistant Teachers of Public Elementary Schools*, but higher rates may be specially approved in the cases of exceptionally qualified Specialist or Trade Teachers.

#### GRADING AND REGRADING OF SCHOOLS.

8. (a) All grading and regrading of existing schools for the purposes of this Report shall be determined by reference to the average attendance<sup>(25)</sup> calculated on the average of the three preceding financial years.

(b) The grading of each individual school or department should be reviewed by reference to the limits specified in Section 4 (a) of this Report upon the appointment of a new Head Teacher or whenever the school is reorganised.

(c) In the case of new schools, and considerable enlargements or reorganisation of existing schools such as can for this purpose conveniently be treated as new schools, the grading should be provisionally fixed by reference to the estimated average attendance for the first three financial years, and at the end of that period be determined for the future by reference to the actual average as then ascertained. In some cases of reorganisation such as the amalgamation of departments, definite figures of average attendance for the three financial years preceding the reorganisation are available. In these cases the school or department should be regraded as from the date of the reorganisation on the relevant figures of average attendance for the three preceding financial years.

(d) All the schools and departments in the area of the Local Education Authority shall be regraded, with effect from the same date in each case, at intervals not exceeding three financial years. These periodical regratings may be carried out either by reference to the grade limits specified in Sections 4 (a) and 7 (a) or by the method of Sub-section (e) below.

(e) For the purpose of the periodical regrading of schools and departments a neutral zone<sup>(26)</sup> of 5 per cent. may be fixed on each side of the determining figures in Sections 4 (a) and 7 (a) within which the average of the average attendance for the

<sup>(25)</sup> In the calculation of the average attendance for the three preceding financial years taken together, a fraction of a unit should be ignored or reckoned as an additional unit according as it is, or is not, less than one-half, e.g., 350.3 should be regarded as "not over 350," and 350.5 as 351.

<sup>(26)</sup> If this neutral zone system is adopted it must be applied to all the schools and departments in the area with the following exceptions:—

It is not to be applied:

(a) At the first grading of a school or department fixed at the end of the first three years during which a provisional grading has been in operation (Section 6 (b)).

(b) At the grading following upon a vacancy in a head teachership or upon a reorganisation of the school (Sections 6 (b) and (c)).

In these cases the school will be graded by reference to the limits specified in Section 4 (a) of this Report.

three preceding financial years may fluctuate<sup>(22)</sup> without affecting the salary of the Head Teacher, e.g. —

Grade Limits	Zone Limits <sup>(23)</sup>
100	95-105
200	190-210
350	332.5-367.5
500	475-525

The zone limits for Special Schools (Section 7) will be similarly determined.

(f) If, in any year, owing to exceptional temporary circumstances<sup>(24)</sup> (such as the occurrence of an epidemic, or the exclusion of an abnormally large number of children by the School Medical Officer), which are beyond the control of the existing Head Teacher, the average attendance of a school falls below the normal percentage of that school, or the normal percentage of similar schools in the area of the Local Education Authority, the Authority may have regard to those circumstances in determining the grading or regrading of the school.

If, owing to such circumstances, the average attendance is found to be below the minimum of the grade within which the school would otherwise be placed, the Head Teacher shall not be thereby prejudiced as regards grade salary, increments or maximum.

(g) In cases where the school, under the system adopted, fails to be regraded upwards the Local Education Authority may:—

- (i) Promote the existing Head Teacher to a higher grade; or
- (ii) At the request of the existing Head Teacher, continue him in his post at the same emoluments in respect of salary, increments, and maximum, as if the school had not risen in grade; or
- (iii) Declare a vacancy in the post of Head Teacher and consider the existing Head Teacher in competition with other applicants for appointment to the post.

**CORRECT POSITION.**

9. (a) A teacher's correct position<sup>(25)</sup> on the scales at any time shall be ascertained as follows:—

(i) *Assistant Teachers*.—To the minimum<sup>(26)</sup> of the scale for the capacity in which the teacher is recognised there shall be added, for each completed year, other than the first year, of service in that capacity, one normal annual increment on the scale applying to that capacity, up to the maximum of that scale.

(ii) *Certificated Head Teachers*.—To the minimum of the corresponding scale for Assistant Teachers there shall be added the appropriate promotion increment for the grade of school together with one normal annual increment for each completed year, other than the first year, of service as a Certificated Teacher, whether as Head or Assistant, provided that the maximum salary of the grade is not exceeded.

(iii) *Uncertificated Head Teachers*.—To the minimum of the scale for Uncertificated Assistant Teachers there shall be added, for each completed year, other than the first year, of service as an Uncertificated Assistant Teacher, one normal annual increment upon the scale applying to that service, up to the maximum of the scale, plus one scale increment for each completed year of service as an Uncertificated Head Teacher, together with the appropriate promotion increment; provided that the maximum salary is not exceeded.

<sup>(22)</sup> Examples. (a) A school which has been placed in Grade III will not be reduced to Grade II during the tenure of office of the existing Head Teacher unless the average attendance, calculated on the average for the three preceding financial years, falls below 190.

(b) On the other hand, a school which has been placed in Grade II will not rise to Grade III during the tenure of office of the existing Head Teacher unless the average attendance, calculated on the average for the three preceding financial years, rises above 210.

<sup>(23)</sup> For this purpose the following causes should not be interpreted as "exceptional temporary circumstances":—

A fall due to removal of population from the district; or a shrinkage in the number of children of school age owing to a fall in the birth rate, or to the substitution of households which do not include children of school age for households which do; or to a reorganisation of the school (see Section 14 (d)); or to the delimitation of the area which it serves; or to scholars going forward to Secondary or Central Schools.

<sup>(24)</sup> (a) "The minimum of the scale for the capacity in which the teacher is recognised" means, for Teachers paid on the Certificated Teacher scales, the minimum of the scales for Certificated Assistant Teachers, two years College-trained, with the addition of any increments due under Section 3 (b) (i) or (ii) of the Section 7 (b), or with the deduction of an increment under Section 3 (c) as may be appropriate. Allowances under Section 14 are not regarded as part of the teacher's scale salary.

<sup>(25)</sup> With regard to the adjustment of salary to a uniform incremental date see Section II of this Report.

(b) In determining the correct position, the following types of service shall be taken into account:—

- (i) Teaching service in approved institutions under the conditions set forth in Appendix IV to this Report.
- (ii) War service with the Forces of the Crown, etc., within the limits and under the conditions explained in Appendix V to this Report.

**WITHHOLDING OF INCREMENTS.**

10. No increment shall be withheld in respect of any year unless the service for that year has been declared unsatisfactory by the Local Education Authority or Education Committee, but the effect of this shall be limited to one year unless the Local Education Authority or Education Committee otherwise determine.

**INCREMENTAL DATE.**

11. (a) The Standing Joint Committee recommend all Local Education Authorities to adopt a uniform incremental date at 1st April. In adjusting salaries<sup>(27)</sup> to that uniform incremental date the principle which applies is that teachers who remain continuously in service throughout the financial year should receive the same salary in respect of that year as though no uniform date were in force, but increments were given as from the date of completion of an integral number of years of service. In reckoning service for this purpose the number of odd days may be ignored or counted as one month according as it is or is not less than 15, *i.e.*, the date of completion of a year's service may be taken to be the first of the month which is nearer to the actual date.

(b) The principle which applies to the calculation of salary<sup>(28)</sup> in the case of migrants and of teachers discontinuing service and resuming it in the same area is that teachers of the same qualifications and the same amount of service at any particular time who are employed by the same Local Education Authority in similar conditions should have the same rate of salary. This rate is therefore determined by considering what salary an existing teacher would be receiving who had been continuously employed in the area and had the same service as the migrant at the date of appointment.

**DATE OF APPLICATION.**

12. The scales in this Report came into force under Lord Burnham's Award from 1st April, 1925.

**PROTECTION OF EXISTING SALARY ON 31st MARCH, 1925.**

13. (a) No existing teacher shall receive, by reason of the operation of the scales, a less rate of salary as from 1st April, 1925, than he or she was receiving on 31st March, 1925; provided that no teacher shall receive a scale salary in excess of the maximum of the appropriate scale. Existing teachers will "mark time" until the scale overtakes their previous scale salaries as existing on 31st March, 1925.—

(i) For the purposes of this section a teacher shall be deemed to be an "existing teacher" in whose case, on 31st March, 1925, there existed a contractual relationship with the Local Education Authority, or such a contractual relationship was in process of termination only in order that the Local Education Authority might be able to apply the new scale.

*Note*.—Supply Teachers at daily rates are not regarded as coming within the terms of this definition.

(ii) Scale salary as existing on 31st March, 1925, means:—

Salary on that date if correctly calculated according to the scale which was in force in the area on that date (whether 95 per cent. Burnham or other scale not exceeding the full Burnham Scale<sup>(29)</sup>) and excluding allowances. Allowances in addition to the new scales are to be dealt with as a separate matter.

<sup>(26)</sup> Examples of the calculation of salary in various cases are given in Appendix VII to this Report. It should be noted that the principle in Section 11 (b) requires a reassessment of salary after a break in service. Such reassessment need not, however, be made until the breaks in service since the last incremental date amount in the aggregate to 15 days or more. (See Appendix IV, para. 2 g.)

<sup>(27)</sup> In the cases where on 31st March, 1925, the voluntary abatement of 5 per cent. was made from the salaries calculated under the scale set out in the 1920 Report, the salary calculated in accordance with the scale in force in the area should be taken to be 95 per cent. of the full salary under the 1920 Report.

(b) *Change of status or grade due to promotion.*—The salary in the new status or grade shall be calculated<sup>98</sup> in accordance with the principles of Sections (a) and 11 of this Report; provided always that there shall be no reduction of salary on promotion.

(c) *Reduction of status or grade.*—If a teacher is reduced in status or grade, the protected salary as from the date of reduction shall be the salary which would have been appropriate on 31st March, 1925, to the lower status.<sup>99</sup>

(d) *Migration of Existing Teachers.*—A teacher who was on 31st March, 1925, an "existing teacher" as defined in Section 13 (a) (i) above,<sup>97</sup> upon migrating from one area to an equivalent post in another area shall receive,<sup>100</sup> in the new area, such salary as would have been payable had the whole of the teaching service been rendered in the new area, and shall enjoy the same protection.

#### ALLOWANCES.

14. The Local Education Authority may at their discretion<sup>93</sup> make allowances over and above the Scale Salary:—

- For a period of College Training of less than two years;
- For special qualifications;
- To Women Teachers holding posts of special responsibility in large mixed schools;
- To mitigate or prevent hardship to teachers whose scale salaries are diminished or whose posts are lost in consequence of the reorganisation or closure of their schools or departments in the interests of economy and efficiency;
- For similar reasons.

#### DIVIDED SERVICE.

15. (a) Where a teacher employed by one Local Education Authority builds up full-time service by combining part-time service of different types which, if full-time, would be remunerated at different rates of salary, the salary may be computed as follows:—<sup>101</sup>

- Teachers who spend less than one-quarter of their time in the more highly paid service should be paid at the lower rate for all work, one-quarter of their salary being charged to the school or institution to which the higher rate of salary is applicable and three-quarters to that to which the lower rate of salary is applicable.
- Teachers who spend not less than one-quarter, and not more than three-quarters, of their time in the more highly paid service should be paid as to half their salary at the higher rate, and as to the other half at the lower rate, the apportionment between accounts being made accordingly.
- Teachers who spend more than three-quarters of their time in the more highly paid service should be paid at the higher rate for all work, three-quarters of their salary being charged to the school or institution to which the higher rate of salary is applicable, and one-quarter to that to which the lower rate is applicable.

(b) In calculating the salary for this purpose on the Secondary and Technical Scales, the whole of the past divided service may be counted as Secondary or Technical service as the case may be, and in calculating the correct position on the Elementary Scale, the whole of the service may be counted as Elementary service.

#### ALLOCATION OF SCALES TO THE SEVERAL AREAS.

16. The allocation of the scales to the several areas shall be as shown in Appendix I to this Report.

#### CHANGE OF SCALES.

17. Any Local Education Authority may, at any time, in agreement with its Teachers, and with the consent of the Standing Joint Committee, proceed from one Standard Scale to another, provided nevertheless that no Local Education Authority outside the "London Area" as defined in Section 20 below, shall adopt Scale IV unless such adoption is confirmed by the Standing Joint Committee.

<sup>98</sup> Examples of the calculation are given in Appendix VII to this Report.

<sup>99</sup> The terms of this section apply also to teachers in whose cases on 31st March, 1925, there was a contractual relationship with the Governing Body of a school or institution accepted for the purposes of section 9 (b) (i) of this Report—see Appendix IV.

<sup>100</sup> The recognition of expenditure for grant purposes by the Board of Education is subject to the conditions set out in Appendix III.

<sup>101</sup> An example of the calculation is given in Appendix VII. It should be noted that the Board's interpretation of the provisions of this Section for grant purposes requires that the provisions of the Section should be adopted as a whole and be applied to all the divided service cases in the area.

18. The Standing Joint Committee, and each Panel of it (*i.e.*, the representatives of the County Councils Association, the Municipal Corporations Association, the Association of Education Committees and the London County Council, and the representatives of the National Union of Teachers respectively), shall exert their best influence to prevent the adoption or change of a Scale by any Local Education Authority contrary to the opinion or decision of the Committee, and the Committee may, if necessary, make representations to the Board of Education concerning such action by any Local Education Authority.

19. Any disagreement between a Local Education Authority and its Teachers on the subject of the adoption, change or interpretation of a Salary Scale shall be referred to the decision of the Standing Joint Committee at the instance either of the Authority or of the Executive of the National Union of Teachers.

#### DEFINITION OF LONDON AREA.

20. The "London Area" shall be the areas, wholly or partly within the Metropolitan Police District, of such Local Education Authorities as shall arrive at a Provisional Agreement with their Teachers that Scale IV is the appropriate Scale for the whole of their respective areas.

#### MINIMUM DURATION OF THE SCALES.

21. The duration of the Scales shall be six years from the 31st March, 1925, and thereafter from year to year, subject to notice of one year, being the financial year, from either Panel of the Standing Joint Committee.

#### COMMITTEE OF REFERENCE.

22. There shall be appointed a Committee of Reference, consisting of seven members nominated by the representatives on the Committee of Local Education Authorities, and seven members nominated by the representatives of the National Union of Teachers, to which Committee shall stand referred for consideration and report to the Standing Joint Committee any matter, relating to the interpretation of the provisions of this agreement, brought forward by a Local Education Authority, or by any Local Association of the National Union of Teachers acting through the Executive of the National Union of Teachers, or by other Associations of Teachers either through the Executive of the National Union of Teachers or by consent of the Chairman of the Standing Joint Committee.

We have the honour to be,  
Sir,

Your obedient servants,

BURNHAM (Chairman).

C. BARRASS.  
F. BARRACLOUGH.  
FRED. R. BASSETT.  
A. E. BAXTER.  
WALTER D. BENTLIFF.  
A. F. CHUBB.  
E. R. CONWAY.  
M. CONWAY.  
FLORENCE DUNN.  
DAN EDWARDS.  
M. GARDNER.  
F. W. GOLDSTONE.  
A. E. HENSHALL.  
H. HUMPHREY.  
H. J. JACKSON.  
E. W. JONES.  
FRED. MANDER.  
LEAH MANNING.  
HENRY T. MORGAN.  
WINIFRED ORGAN.  
OWEN PAPINEAU.  
W. LLOYD PIERCE.  
ANGUS ROBERTS.  
E. J. SAINSBURY.  
C. T. WING.

Representing the  
National Union  
of Teachers.

S. G. COOK.  
J. E. HOLLAND.  
PERCY JACKSON.  
JOSEPH JONES.  
J. G. C. KIMMINS.  
H. LOPES.  
C. H. LOMAX.  
A. LEYCESTER-  
PENRHYN.  
F. F. POTTER.  
P. E. MEADON.  
CYRIL S. COBB.  
G. H. GATER.  
ANGUS N. SCOTT.  
FRANCIS ASKEW.  
JAMES GRAHAM.  
JOHN HOUSTON.  
W. B. KENRICK.  
H. D. STRUTHERS.  
A. H. WHIPPLE.  
JOS. CALVERT.  
SPURLEY HEY.  
GEORGE LUNN.  
A. R. PICKLES.  
W. E. RALEY.  
PERCIVAL SHARP.

Representing the  
County Councils  
Association.

Representing the  
London County  
Council.

Representing the  
Association of  
Municipal  
Corporations.

Representing the  
Association of  
Education  
Committees.

PERCIVAL SHARP, Joint Hon.  
F. W. GOLDSTONE, Secretaries

18th February, 1927.

Letter from Lord Burnham forwarding a copy of the Report to the President of the Board of Education.

13, Bryanston Square, W  
9th March 1927.

My dear Minister,

At the request of the Standing Joint Committees I have the honour to forward you the amended copies of their last Reports that have just been handed to me. In the case of the Elementary Schools this is the third report following on that of the 30th September, 1920, whilst that referring to the Secondary Schools is the second, and follows on the report of 1st October, 1920, and that of the Technical and Art Schools on the report of 28th April, 1921. All are alike, however, in being for codification, and are not intended to make any changes in the present agreements or with the interpretation in practice that has taken place under them mainly by the agency of the Committees of Reference.

I wish it had been possible to have avoided the multiplicity of notes and glosses which are appended to the clauses of the reports, but I understand that for convenience sake it is desirable to have the drafting in its present form, in order that the Local Education Authorities and all who are concerned or affected may see at once how the scales of salary and conditions of service have been applied in the course of administration and have been recognized by the Board of Education. May I be allowed to say that I welcome the fact that a larger discretion has now been given to Committees of Reference which have already done such excellent service in the discharge of the functions assigned to them in our previous reports, and I believe that the rule now adopted will avoid delays and conduce to speedy determination of any points in doubt or dispute between Local Education Authorities and the various Associations of School Teachers.

I also note with satisfaction that the Board of Education is showing a growing appreciation of the usefulness of these Committees in keeping them in constant touch with both the Local Education Authorities and School Teachers on such matters as were referred to us when these Joint Standing Committees were originally constituted.

I am,

Yours very truly,

BURNHAM.

The Rt. Hon. Lord Eustace Percy,  
Board of Education,  
S.W.1.

Letter from the President of the Board of Education to Lord Burnham in reply.

14th March 1927.

My dear Lord Burnham,

I have the honour to acknowledge the receipt of your letter of the 9th March, with which you forward to me, at the request of the Standing Joint Committees, amended copies of their last Reports dealing with Elementary Schools, Secondary Schools, and Technical and Art Schools, respectively. I am sure that the codification which has thus been made will prove of the greatest service to all concerned.

I should like to take this opportunity of conveying, through you, the thanks of the Board to the Standing Joint Committees for this valuable piece of work and at the same time to express to you once more our gratitude for all the time and trouble which you yourself have expended upon the work of these Committees.

Yours sincerely,

EUSTACE PERCY.

The Right Hon  
Viscount Burnham (C.H.),  
13, Bryanston Square, W.1.

APPENDIX L  
ALLOCATION OF SCALES.  
(as on 1.4.25.)

\* County, County Borough, Borough, or Urban District as on date of issue of this Report.  
L—Places marked "L" are in the Metropolitan Police Area.

Name of Authority.	Type of Authority.*	Standard Scale recommended by Committee.	Name of Authority.	Type of Authority.*	Standard Scale recommended by Committee.
ANGLESEY	C.	2	DEVONSHIRE	C.	1
BEDFORDSHIRE	C.	2	Exeter	C.B.	2
Bedford	B.	3	Plymouth	C.B.	3
Luton	B.	3	Barnstaple	B.	2
BERKSHIRE	C.	2	Tiverton	B.	2
Reading	C.B.	3	Torquay	B.	2
Maidenhead	B.	2	DORSETSHIRE	C.	1
Newbury	B.	2	Poole	B.	2
New Windsor	B.	2	Weymouth and Melcombe Regis	B.	2
BRECKNOCKSHIRE	C.	2	DURHAM	C.	3
BUCKINGHAMSHIRE	C.	2	Darlington	C.B.	3
Chepping Wycombe	B.	2	Gateshead	C.B.	3
CAMBRIDGESHIRE	C.	1	South Shields	C.B.	3
Cambridge	B.	2	Sunderland	C.B.	3
CARDIGANSHIRE	C.	1	West Hartlepool	C.B.	3
CARMARTHENSHIRE	C.	3	Durham	B.	3
Carmarthen	B.	3	Hartlepool	B.	3
Llanelli	B.	3	Jarlow	B.	3
CARVATONSHIRE	C.	2	Stockton-on-Tees	B.	3
CRESSHIRE	C.	3	Felling	U.D.	3
Birkenhead	C.B.	3	Hebburn	U.D.	3
Cheshire	C.B.	3	ELY ISLE OF	C.	1
Stockport	C.B.	3	ESSEX	C.	3
Wallasey	C.B.	3	East Ham	L.	4
Crofton	B.	3	Southend-on-Sea	C.B.	3
Crowe	B.	3	West Ham	L.	4
Dakinfield	B.	3	Chelmsford	B.	3
Hyde	B.	3	Colchester	B.	3
Macclesfield	B.	3	Harwich	B.	3
Stalybridge	B.	3	Ilford	L.	4
CORNWALL	C.	1	Leyton	L.	4
Falmouth	B.	1	Barking Town	L.	4
Penzance	B.	1	Walthamstow	L.	4
CUMBERLAND	C.	2	FLINTSHIRE	C.	2
Carlisle	C.B.	3	GLOUCESTERSHIRE	C.	2
Whitehaven	B.	2	Bristol	C.B.	3
Workington	B.	2	Gloucester	C.B.	2
DENBIGHSHIRE	C.	2	Cheltenham	B.	2
Wrexham	B.	2	GLAMORGANSHIRE	C.	3
DERBYSHIRE	C.	2	Cardiff	C.B.	3
Derby	C.B.	3	Merthyr Tydfil	C.B.	3
Buxton	B.	3	Swansea	C.B.	3
Chesterfield	B.	3	Neath	B.	3
Glossop	B.	3	Port Talbot	B.	3
Ilkeston	B.	3	Aberdare	U.D.	3
			Barry	U.D.	3
			Mountain Ash	U.D.	3
			Pontypridd	U.D.	3
			Rhondda	U.D.	3

## APPENDIX I—continued.

\* County, County Borough, Borough, or Urban District as on date of issue of this Report.  
L.—Places marked "L" are in the Metropolitan Police Area.

Name of Authority.	Type of Authority.*	Standard Scale recommended by Committee.	Name of Authority.	Type of Authority.*	Standard Scale recommended by Committee.
HAMPSHIRE ..	C.	2	LANCASHIRE—contd.		
Bournemouth ..	C.B.	3	Leigh ..	B.	3
Portsmouth ..	C.B.	3	Lytham St. Annes ..	B.	3
Southampton ..	C.B.	3	Middleton ..	B.	3
Aldershot ..	B.	3	Morecambe ..	B.	3
Gosport ..	B.	3	Mosley ..	B.	3
Winchester ..	B.	2	Nelson ..	B.	3
HEREFORDSHIRE ..	C.	1	Rawtenstall ..	B.	3
Hereford ..	F.	1	Widnes ..	B.	3
HERTFORDSHIRE ..	C.	3	Chadderton ..	U.D.	3
Home Hemstead ..	B.	3	Farnworth ..	U.D.	3
HUNTINGDONSHIRE ..	C.	1	Huddley ..	U.D.	3
KENT ..	C.	3	Ince-in-Makerfield ..	U.D.	3
Canterbury ..	C.B.	3	Rochdale ..	U.D.	3
Bromley ..	B.	4	Spennerd ..	U.D.	3
Chatham ..	B.	3	Swinton and Pendlebury ..	U.D.	3
Deal ..	B.	3	Waterloo-with-Scotforth ..	U.D.	3
Dover ..	B.	3	LEICESTERSHIRE ..	C.	2
Paversham ..	B.	3	Leicester ..	C.B.	3
Folkestone ..	B.	3	Loughborough ..	B.	2
Gillingham ..	B.	3	LINCOLNSHIRE (HOLLAND)	C.	2
Gravesend ..	B.	3	Boston ..	B.	2
Maidstone ..	B.	3	LINCOLNSHIRE (KESTVEN)	C.	1
Margate ..	B.	3	LINCOLNSHIRE (LANDS)	C.	2
Raingate ..	B.	3	Grimsby ..	C.B.	3
Rochester ..	B.	3	Lincoln ..	C.B.	3
Tunbridge-Wells ..	B.	3	LONDON (L.C.C. Area)	L.	4
Beckenham ..	U.D.	4	MERSETHSHIRE ..	C.	1
Erith ..	U.D.	4	MIDDLESEX ..	L.	4
Penze ..	U.D.	4	Acton ..	L.	4
LANCASHIRE ..	C.	3	Ealing ..	L.	4
Barrow-in-Furness ..	C.B.	3	Hortsey ..	L.	4
Blackburn ..	C.B.	3	Twickenham ..	L.	4
Blackpool ..	C.B.	3	Chiswick ..	U.D.	4
Bolton ..	C.B.	3	Edmonton ..	U.D.	4
Braintree ..	C.B.	3	Enfield ..	U.D.	4
Bury ..	C.B.	3	Finsbury ..	U.D.	4
Liverpool ..	C.B.	3	Hendon ..	U.D.	4
Manchester ..	C.B.	3	Heston and Isleworth ..	U.D.	4
Oldham ..	C.B.	3	Tottenham ..	U.D.	4
Preston ..	C.B.	3	Willesden ..	U.D.	4
Rochdale ..	C.B.	3	Wood Green ..	L.	4
St. Helens ..	C.B.	3	MONMOUTHSHIRE ..	C.	3
Salford ..	C.B.	3	Newport ..	C.B.	3
Southport ..	C.B.	3	Aberystwyth ..	U.D.	3
Warrington ..	C.B.	3	Ebbw-Valle ..	U.D.	3
Wigan ..	C.B.	3	MONTGOMERYSHIRE ..	C.	1
Accrington ..	B.	3	NORFOLK ..	C.	1
Ashton-under-Lyne ..	B.	3	Great Yarmouth ..	C.B.	2
Beaup ..	B.	3	Norwich ..	C.B.	3
Chorley ..	B.	3	King's Lynn ..	B.	2
Clitheroe ..	B.	3	NORTHAMPTONSHIRE ..	C.	2
Colne ..	B.	3	Northampton ..	C.B.	3
Darwen ..	B.	3	Kettering ..	U.D.	3
Foles ..	B.	3			
Hastingsden ..	B.	3			
Heywood ..	B.	3			
Lancaster ..	B.	3			

## APPENDIX I—continued.

\* County, County Borough, Borough, or Urban District as on date of issue of this Report.  
L.—Places marked "L" are in the Metropolitan Police Area.

Authority.	Type of Authority.*	Standard Scale recommended by Committee.	Authority.	Type of Authority.*	Standard Scale recommended by Committee.
NORTHUMBERLAND ..	C.	3	SUSSEX (EAST)	C.	2
Newcastle-upon-Tyne ..	C.B.	3	Brighton ..	C.B.	3
Tynemouth ..	C.B.	3	Eastbourne ..	C.B.	3
Blyth ..	B.	3	Hastings ..	C.B.	3
Wallsend ..	B.	3	Bexhill ..	B.	3
NOTTINGHAMSHIRE ..	C.	2	Hove ..	B.	3
Nottingham ..	C.B.	3	Lewes ..	B.	2
East Retford ..	B.	2	SUSSEX (WEST)	C.	2
Mansfield ..	B.	3	Chichester ..	B.	2
Newark ..	B.	2	Worthing ..	B.	2
OXFORDSHIRE ..	C.	1	WARWICKSHIRE ..	C.	2
Oxford ..	C.B.	2	Birmingham ..	C.B.	3
Banbury ..	B.	1	Coventry ..	C.B.	3
PENNSYLVANIA ..	C.	1	Nuneaton ..	B.	3
Pembroke ..	B.	1	Royal Leamington Spa ..	B.	2
PETERBOROUGH (Sole of)	C.	2	Sutton Coldfield ..	B.	3
Peterborough ..	B.	2	WESTMORLAND ..	C.	1
RADNORSHIRE ..	C.	1	Rendal ..	B.	2
RUTLAND ..	C.	1	WIGHT, ISLE OF	C.	1
SHERIFFS	C.	1	Newport ..	B.	1
Sharnbury ..	B.	2	WILTSHIRE ..	C.	1
SOMERSETSHIRE ..	C.	2	Salisbury ..	B.	2
Bath ..	C.B.	2	Swindon ..	B.	3
Bridgewater ..	B.	2	WORCESTERSHIRE ..	C.	2
Taunton ..	B.	2	Dudley ..	C.B.	3
Yeovil ..	B.	2	Worcester ..	C.B.	3
STAFFORDSHIRE ..	C.	3	Kidderminster ..	B.	2
Burton-upon-Trent ..	C.B.	3	Oldbury ..	U.D.	3
Smethwick ..	C.B.	3	YORKSHIRE (EAST RIDING)	C.	2
Stoke-on-Trent ..	C.B.	3	Kingston-upon-Hull ..	C.B.	3
Wakall ..	C.B.	3	York ..	C.B.	3
West Bromwich ..	C.B.	3	Beverley ..	B.	2
Wolverhampton ..	C.B.	3	Reddington ..	B.	2
Newcastle-under-Lyme ..	B.	3	YORKSHIRE (NORTH RIDING)	C.	2
Wednesbury ..	B.	3	Middlesbrough ..	C.B.	3
Bilston ..	U.D.	3	Scarborough ..	B.	2
Carmock ..	U.D.	3	YORKSHIRE (WEST RIDING)	C.	3
Coseley ..	U.D.	3	Barnsley ..	C.B.	3
Rowley Regis ..	U.D.	3	Bradford ..	C.B.	3
Tipton ..	U.D.	3	Dewsbury ..	C.B.	3
Wolstanton United ..	U.D.	3	Hatfield ..	C.B.	3
SUFFOLK (EAST) ..	C.	1	Huddersfield ..	C.B.	3
Ipswich ..	C.B.	2	Leeds ..	C.B.	3
Lowestoft ..	B.	2	Rotherham ..	C.B.	3
SUFFOLK (WEST) ..	C.	1	Sheffield ..	C.B.	3
Bury St. Edmunds ..	B.	1	Walsfield ..	C.B.	3
SURREY ..	C.	3	Batley ..	B.	3
Croydon ..	L. C.B.	4	Brighouse ..	B.	3
Guildford ..	B.	3	Doncaster ..	B.	3
Kingston-upon-Thames L. ..	B.	3	Harrogate ..	B.	3
Reigate ..	B.	3	Keighley ..	B.	3
Richmond ..	L. B.	4	Morley ..	B.	3
Wimbledon ..	L. B.	4	Osselt ..	B.	3
			Pontefract ..	B.	3
			Pudsey ..	B.	3
			Todmorden ..	B.	3
			Shipley ..	U.D.	3
			Spawborough ..	U.D.	3
			SULLY, ISLES OF	C.	1

† Doncaster becomes a County Borough on 1st April, 1927.

## APPENDIX I—continued.

\* County, County Borough, Borough, or Urban District as on date of issue of this Report.  
L.—Places marked "L" are in the Metropolitan Police Area.

Name of Authority.	Type of Authority.*	Standard Scale recommended by Committee.	Name of Authority.	Type of Authority.*	Standard Scale recommended by Committee.
HAMPSHIRE	C.	2	LANCASHIRE—contd.		
Bournemouth	C.B.	3	Leigh	B.	3
Portsmouth	C.B.	3	Lytham St. Annes	B.	3
Southampton	C.B.	3	Middleton	B.	3
Aldershot	B.	3	Morecambe	B.	3
Gosport	B.	3	Mossley	B.	3
Winchester	B.	2	Nelson	B.	3
HEREFORDSHIRE			Rawtenstall	B.	3
Hereford	C.	1	Widnes	B.	3
HEREFORDSHIRE			Chadderton	U.D.	3
Hemel Hempstead	B.	3	Farnworth	U.D.	3
HERTFORDSHIRE			Hindley	U.D.	3
Hemel Hempstead	B.	3	Ince-in-Makerfield	U.D.	3
HUNTS			Radcliffe	U.D.	3
	C.	1	Stretford	U.D.	3
KENT			Swinton and Pentlebury	U.D.	3
Canterbury	C.	3	Waterloo-with-Scarforth	U.D.	3
Bromley	C.B.	3	LEICESTERSHIRE		
Chatham	B.	3	Leicester	C.	2
Deal	B.	3	Loughborough	B.	2
Dover	B.	3	LINCOLNSHIRE (HOLLAND)		
Faversham	B.	3	Boston	C.	2
Folkestone	B.	3	LINCOLNSHIRE (KESTEVEN)		
Gillingham	B.	3		C.	1
Gravesend	B.	3	LINCOLNSHIRE (LEINSTER)		
Marlstone	B.	3	Grimsby	C.B.	3
Margate	B.	3	Lincoln	C.B.	3
Rochester	B.	3	LONDON (L.C.C. Area)	L.	C.
Tunbridge Wells	B.	3		C.	4
Beckenham	U.D.	4	MERIONETHSHIRE		
Eath	U.D.	4		C.	1
Penge	U.D.	4	MIDDLESEX		
LANCASHIRE			Acton	L.	C.
Barrow-in-Furness	C.B.	3	Ealing	L.	B.
Blackburn	C.B.	3	Harrow	L.	B.
Blackpool	C.B.	3	Hertsmere	L.	B.
Bolton	C.B.	3	Twickenham	L.	B.
Bootle	C.B.	3	Chiswick	L.	U.D.
Burnley	C.B.	3	Edmonton	L.	U.D.
Bury	C.B.	3	Enfield	L.	U.D.
Liverpool	C.B.	3	Finchley	L.	U.D.
Manchester	C.B.	3	Hendon	L.	U.D.
Oldham	C.B.	3	Hendon and Epsom	L.	U.D.
Preston	C.B.	3	Tottenham	L.	U.D.
Rochdale	C.B.	3	Willesden	L.	U.D.
St. Helens	C.B.	3	Wood Green	L.	U.D.
Salford	C.B.	3	MONMOUTHSHIRE		
Southport	C.B.	3	Newport	C.	3
Warrington	C.B.	3	Aberystwyth	U.D.	3
Wigan	C.B.	3	Ebbw Vale	U.D.	3
Accrington	B.	3	MONTGOMERYSHIRE		
Ashton-under-Lyne	B.	3		C.	1
Bacup	B.	3	NORFOLK		
Chorley	B.	3	Great Yarmouth	C.B.	2
Clitheroe	B.	3	Norwich	C.B.	3
Colne	B.	3	King's Lynn	B.	2
Darwen	B.	3	NORTHAMPTONSHIRE		
Eccles	B.	3	Northampton	C.B.	3
Haslingden	B.	3	Kettering	U.D.	3
Herrwood	B.	3			
Lancaster	B.	3			

## APPENDIX I—continued.

\* County, County Borough, Borough, or Urban District as on date of issue of this Report.  
L.—Places marked "L" are in the Metropolitan Police Area.

Authority.	Type of Authority.*	Standard Scale recommended by Committee.	Authority.	Type of Authority.*	Standard Scale recommended by Committee.
NORTHUMBERLAND			SUSSEX (EAST)		
Newcastle-upon-Tyne	C.	3	Brighton	C.	2
Tynemouth	C.B.	3	Eastbourne	C.B.	3
Blyth	B.	3	Hastings	C.B.	3
Wallsend	B.	3	Bexhill	B.	3
NORTHGAMPSHIRE			Hove	B.	3
Nottingham	C.	2	Lewes	B.	2
East Retford	C.B.	3	SUSSEX (WEST)		
Manchester	B.	2	Chichester	C.	2
Nottingham	B.	3	Worthing	B.	3
Nottingham	B.	2	WARWICKSHIRE		
Nottingham	B.	2	Birmingham	C.	2
Nottingham	B.	2	Ceometry	C.B.	3
Nottingham	B.	2	Nuneaton	B.	3
Nottingham	B.	2	Royal Leamington Spa	B.	2
Nottingham	B.	2	Sutton Coldfield	B.	3
Nottingham	B.	2	WESTMORLAND		
Nottingham	B.	2	Rendal	C.	1
Nottingham	B.	2	WIGHT, ISLE OF		
Nottingham	B.	2	Newport	C.	1
Nottingham	B.	2	WILTSHIRE		
Nottingham	B.	2	Salisbury	C.	1
Nottingham	B.	2	Swindon	B.	3
Nottingham	B.	2	WORCESTERSHIRE		
Nottingham	B.	2	Hudley	C.	2
Nottingham	B.	2	Worcester	C.B.	3
Nottingham	B.	2	Kidderminster	B.	2
Nottingham	B.	2	Oldbury	U.D.	3
Nottingham	B.	2	YORKSHIRE (EAST RIDING)		
Nottingham	B.	2	Kingston-upon-Hull	C.	2
Nottingham	B.	2	York	C.B.	3
Nottingham	B.	2	Beverley	B.	2
Nottingham	B.	2	Billingham	B.	2
Nottingham	B.	2	YORKSHIRE (NORTH RIDING)		
Nottingham	B.	2	Middlesbrough	C.	2
Nottingham	B.	2	Scarborough	B.	2
Nottingham	B.	2	YORKSHIRE (WEST RIDING)		
Nottingham	B.	2	Barnsley	C.	3
Nottingham	B.	2	Bradford	C.B.	3
Nottingham	B.	2	Dewsbury	C.B.	3
Nottingham	B.	2	Halifax	C.B.	3
Nottingham	B.	2	Huddersfield	C.B.	3
Nottingham	B.	2	Leeds	C.B.	3
Nottingham	B.	2	Rotherham	C.B.	3
Nottingham	B.	2	Sheffield	C.B.	3
Nottingham	B.	2	Walsley	C.B.	3
Nottingham	B.	2	Batley	B.	3
Nottingham	B.	2	Brighouse	B.	3
Nottingham	B.	2	Doncaster	B.	3
Nottingham	B.	2	Harrogate	B.	3
Nottingham	B.	2	Keighley	B.	3
Nottingham	B.	2	Morley	B.	3
Nottingham	B.	2	Ossett	B.	3
Nottingham	B.	2	Pontefract	B.	3
Nottingham	B.	2	Pudsey	B.	3
Nottingham	B.	2	Todmorden	B.	3
Nottingham	B.	2	Shipley	U.D.	3
Nottingham	B.	2	Spenborough	U.D.	3
Nottingham	B.	2	SCHILLY ISLES OF		
Nottingham	B.	2		C.	1

1 Doncaster becomes a County Borough on 1st April, 1927.

## APPENDIX II.

*Letter addressed by the Chairman of the Standing Joint Committee to the President of the Board of Education.*

13, Bryanston Square, W.1.  
18 April, 1925.

My dear Minister,

At the request of the Standing Joint Committee I have the honour to forward you authorised copies of my Award and Recommendations\* on the matters in dispute as to the Scales of Salaries for Teachers in Public Elementary Schools, in Secondary Schools in which the Local Education Authorities accept responsibility for the salary scale, and in Technical Schools, Schools of Art, Junior Technical Schools, Evening Schools and Day Continuation Schools, in which the Local Education Authorities accept responsibility for the salary scales.

I have also to enclose three reports,† Marked A, B, and C of the Joint Standing Committees which have been unanimously approved and forwarded to me for transmission to you to the Board of Education.

I am, Yours very truly,

BURNHAM.

The Rt. Hon. Lord Eustace Percy, M.P.,  
Board of Education.

*Letter from the President of the Board of Education to the Chairman of the Standing Joint Committee.*

Board of Education,  
Whitehall, S.W.1.  
28th April, 1925.

My dear Lord Burnham,

I have the honour to acknowledge the receipt of your letter of 1st April in which you forward to me, at the request of the Standing Joint Committee, authorised copies of your Award and Recommendations on the matters in dispute as to the Scales of Salaries for Teachers in Public Elementary Schools, in Secondary Schools in which the Local Education Authorities accept responsibility for the salary scale, and in Technical Schools, Schools of Art, Junior Technical Schools, Evening Schools and Day Continuation Schools, in which the Local Education Authorities accept responsibility for the salary scales.

I am authorised by His Majesty's Government to inform you that the Board of Education will be prepared to recognize for grant purposes expenditure incurred by Local Authorities in paying salaries on the scales thus awarded by you.

I have also taken note of the Recommendations\* attached to the three Awards, and I will carefully consider them, together with the three Reports of the Standing Joint Committees which you have transmitted to me. The Government must have time to examine the effect of these Recommendations and Reports before arriving at a decision in regard to them.

I wish to take this opportunity of conveying to you the thanks of the Board and of His Majesty's Government for having undertaken this Arbitration which has involved such heavy duties and such demands upon your time for so long a period.

Yours sincerely,

EUSTACE PERCY.

The Rt. Hon. The Viscount Burnham, C.H.

\* The Recommendations attached to the Award for Elementary School Teachers were—

(1) That the Board of Education shall so adjust the grant that no Local Education Authority shall gain financially by paying salaries on a basis lower than the appropriate Standard Scales.

(2) That the Board of Education should be asked to recognise for the calculation of grant expenditure by each Local Education Authority within a prescribed sum, ascertained for the Authority on a well-defined basis, for the purposes outlined in Section 14 of the Report of the Standing Joint Committee of 30th September, 1920, or for the purpose of meeting cases of special hardship arising out of educational reorganisation, provided that in the event of this recognition being accepted by the Board no part of such sum shall be applied towards so increasing the salaries of classes of teachers mentioned in the Report as would be tantamount to altering the operation of the Standard Scales.

(3) That where under Section 6 (4) of the main Report of the Joint Committee recognised teachers of Handicraft have not been graded for salary purposes as Certificated Assistant Teachers not College-trained, they should be so graded, having regard to the importance of Handicraft teaching in the schools.

(4) That where Local Authorities have undertaken Housing Schemes teachers in the Public Elementary Schools should be given the opportunity of taking such houses or tenements for their own occupation at the stipulated rents, where they would thus be enabled to reside in the neighbourhood of their schools.

(5) In the course of the proceedings several questions were brought before me upon points of detail in the application of the existing Standard Scales which create special difficulties. I have not been able to deal with these questions in my Award, but I recommend that the Standing Joint Committee should consider questions of this kind with a view to making such readjustments as they may find to be necessary or desirable.

† Report A in the form finally approved by the Board is incorporated in this Report as Section 14 and Appendix III. Reports B and C refer to corresponding recommendations for Teachers in Secondary and Technical Schools respectively.

## APPENDIX III.

*Letter from the President of the Board of Education to the Chairman of the Standing Joint Committee.*

15th June, 1925.

My dear Lord Burnham,

When I wrote to you on 9th April last, informing you that the Board of Education would be prepared to recognise for grant purposes expenditure incurred by Local Authorities in paying salaries on the scales recently awarded by you, I referred to the Recommendations attached to the three Awards, and to the Reports of the Standing Joint Committees which you transmitted to me, and I stated that these Recommendations and Reports were receiving careful consideration; but that the Government would require time to examine their effect before arriving at a decision in regard to them.

I am now in a position to announce the Government's decision on these matters.

As regards the first Recommendation, I am anxious not to relieve the Local Education Authorities, who employ the teachers, of the responsibility which properly rests upon them in the matter of salaries. I have every reason to believe that they are now considering the Award with a full sense of that responsibility, and I do not think that I need intervene in their deliberations further than to say that the Board would feel bound to make adjustments of grant in any case in which they considered that the efficiency of the educational service was prejudiced or endangered by unreasonable action on the part of any Local Education Authority.

The second Recommendation is that the Board should recognise, for the calculation of grant, expenditure by each Local Education Authority within a prescribed sum, for the purpose of paying allowances over and above the scale salaries, in certain specified cases, subject to the proviso that no part of such sum shall be so applied as in effect to alter the operation of the standard scales.

The Board accept this Recommendation and will be prepared, within the limits and conditions appended hereto, to recognize the expenditure of Local Education Authorities on the purposes described in the Recommendation and subject to the proviso therein contained. It will be observed that in determining these conditions, the Board, while following the general lines recommended by the Standing Joint Committee, have found it necessary to introduce some modifications.

In announcing their readiness to recognize expenditure of this kind, the Board desire to make it clear that the prescribed amount, being intended to be applicable to all authorities as a maximum, is necessarily fixed at a figure which may be expected to exceed the requirements of a large proportion of the Local Education Authorities.

The Board felt that the Recommendation with regard to Handicraft Teachers in Elementary Schools requires further consideration, but they share your view as to the importance of Handicraft instruction and they will be prepared to discuss the question with the Standing Joint Committee.

With regard to the remaining Recommendations, the Board will be prepared to consider, and, where necessary, to submit to the Treasury, any proposals that may be made by the Standing Joint Committees in regard to the matters referred to.

Yours sincerely,

EUSTACE PERCY.

The Rt. Hon. Viscount Burnham, C.H.

## PUBLIC ELEMENTARY SCHOOLS.†

STATEMENT\* of the limits and conditions under which the Board will be prepared to recognize expenditure on allowances over and above the Scale Salaries.

1. The proposals of the Standing Joint Committee, set out in the Report of their Sub-committee, distinguish between allowances in respect of advanced instruction and extra payments made for other reasons. This distinction does not appear to the Board to be necessary or desirable. After careful consideration, the Board propose to calculate as follows the expenditure which they will be prepared to recognise as a maximum in respect of each Local Education Authority for allowances of salary over and above the Standard Scales as amended by the Award; and the additions to them which are specified in the Standard Scales Reports.

2. The prescribed sum will be calculated at 9d. per unit of average attendance for the preceding financial year in Public Elementary Schools maintained by the Authority, with the addition of £300 for each Authority.

3. So far as the Board are able to estimate, this provision will cover the needs of the great majority of Authorities. It is in the opinion of any Authority the interests of advanced instruction make it desirable that the amount recognisable should be increased, the Board will be prepared to consider the circumstances in order to decide whether it will be proper to admit some increase in that area beyond 9d. per head.

\* It will, of course, be understood that the general proviso mentioned in the fourth paragraph of Lord Eustace Percy's letter of 15th June to Lord Burnham, viz. that "no part of such sum shall be so applied as in effect to alter the operation of the standard scales," applies to this statement.

† See Section 6 (1) of the Report for the result of this further consideration.

‡ For this purpose, Special Schools maintained by a Local Education Authority are treated as though they were Public Elementary Schools.

4. The objects for which the provision for allowances is made are those which are stated and illustrated in Section 14 of the Standard Scales Report of 1920\*, i.e., extra payments which may properly be required for special qualifications or for posts of special responsibility or for similar reasons. But the Board would not regard it as consistent with these objects that allowances should be so given as in effect to create a class of schools in which service would be remunerated by special scales without reference to individual responsibilities and qualifications.

5. It will be a condition of the recognition of allowances to teachers in "Central" or other Elementary Schools providing "advanced instruction" that their total remuneration should not exceed that of Secondary School Teachers of equal service and qualifications.

6. The Board are, however, prepared to add to the objects contemplated in Section 14 of the Standard Scales Report such provision as the Authority may wish to make to mitigate or prevent hardship to teachers whose Scale Salaries are diminished or whose posts are lost in consequence of the reorganisation or closure of their schools or departments in the interests of economy and of efficiency.

\* Section 14 of this Report.

1. The conditions prescribed by the Board of Education for the recognition of payments under the above Statement are as follows:—

1. For the purposes of the above Statement the Board must assume that a Local Education Authority who contemplate expenditure upon allowances have accepted the conditions which are stated in it.

2. The Board will not require that the Authority's general proposals for expenditure under the Statement shall be submitted to them in advance, nor do they desire to be referred to upon the details of the Authority's grants of such allowances, although they will be ready to advise the Authority upon any question of principle.

3. The Board will expect the Authority to keep such accounts as will enable them to furnish a statement of the amounts spent on allowances as distinct from Standard Scale salaries, and to certify that any payments made have been made in accordance with the conditions of the Statement and of this and any later Decision which the Board may have issued upon the subject.

4. For "Central Schools" providing advanced instruction the Board will not regard it as inconsistent with the conditions of paragraph 4 of the Statement, if not more than one-third of the posts in such schools in the area of the Local Education Authority taken as a whole are regarded as posts of special responsibility, and not more than 80 per cent. of the Assistant Teachers in those schools taken as a whole receive allowances in respect of special responsibility or special qualifications or both or for similar reasons.

N.B.—The "Additions" to minimum salary laid down in Section 3 (b) of this Report are not "Allowances" but part of the scale.

5. The primary object of the provision made in paragraph 3 of the Statement for increasing the amount of expenditure recognisable "in the interests of advanced instruction" is to enable the Board to have regard to the number of schools in the area giving advanced instruction and the number of teachers engaged in it.

6. As regards the classes of teachers mentioned in the Standard Scales Reports the provisions of the Statement are intended to cover all expenditure upon full-time Teachers' pay over and above the Standard Scales, as amended by the Award or otherwise.

7. The Statement applies only to "full-time" Teachers and for this purpose posts of "special responsibility" do not include posts of Organiser, Superintendent or Inspector under the Local Education Authority.

8. It is a condition of the Board's recognition of expenditure upon "Allowances" that they shall not be applied to any increasing the salaries of classes of teachers mentioned in the Report as would be tantamount to altering the operation of the Standard Scales.

#### APPENDIX IV.

##### TEACHING SERVICE WHICH MAY BE RECOGNISED FOR THE PURPOSES OF SECTION 9 (b) (i) OF THIS REPORT.

1. (a) Teaching service in the following classes of educational institutions, grant-aided or recognised as efficient in England and Wales, and the corresponding institutions in Scotland, the Isle of Man, Guernsey and Jersey:—

Public Elementary Schools;

Certified Efficient Elementary Schools in England and Wales;

Special Subjects Centres;

Special Schools (both Day and Boarding);

Secondary Schools;

Pupil Teacher Centres;

Training Colleges;

Poor Law Schools;

Reformatory and Industrial Schools;

Day Continuation Schools;

Continuation Classes for Blind, etc., students;

Juvenile Unemployment Centres;

Ministry of Labour Home Training Centres;

Junior Technical Schools;

Schools of Nautical Training;

Nursery Schools and Classes;

Technical Schools, Schools of Art, etc., grant-aided by the Board under the Regulations for Technical Schools, etc., or the Regulations for Further Education. (In certain circumstances where the Board have been satisfied that a teacher's service was full time, time spent in connexion with grant-aided Evening Schools may be counted.)

(b) Teaching service in Naval, Marine and Dockyard Schools and as Schoolmaster R.N.; and in Royal Air Force Educational Institutions.

(c) (i) Teaching service in Army Schools for soldiers' children in any part of the world; and service in connexion with the academic part of the instruction given in the following institutions controlled by the Army Council:—

Boys' Technical School, Beachley Camp, Chertswold

School of Electric Lighting, Stokes Bay;

Artillery College, Woolwich;

School of Military Engineering, Chatham;

Signal Training Centre, Maresfield;

Royal Tank Corps Training Centre, Bovington Camp;

Royal Army Ordnance Corps School of Instruction, Hilsa.

(ii) Teaching service in the Army Educational Corps may also be counted if certified by the War Office as Full Time Teaching Service.

(d) Teaching service in State-aided Schools in Ireland, in the Dominions or the Colonies or in India, rendered before 7th October, 1921, if the teacher—

(i) On 7th October, 1921, was employed in one of the institutions otherwise accepted for the purposes of Section 9 (b) (i) of this Report (see above), and,

(ii) Is now employed by one of the Local Education Authorities whose practice or declared intention it was before 7th October, 1921, to recognise service in Ireland, in the Dominions or the Colonies or in India in the calculation of salary for teachers in Public Elementary Schools.

(e) Full time teaching service rendered overseas by teachers employed by Local Education Authorities in England or Wales who proceed to the Overseas Dominions, States and Provinces under the "interchange" arrangements approved by the Board may, upon their return, be included in the calculation of salary increments.

2. The following conditions apply to the reckoning of service for this purpose:—

(a) Service in approved types of educational institution, other than Public Elementary Schools, Centres, or Special Schools, prior to the date on which the teacher was recognised under the Code or under the Regulations for Special Schools, as the case may be, may be reckoned for increments provided that (during such service) the teacher held the qualifications in virtue of which recognition in the grade in which the correct position is to be calculated was subsequently accorded by the Board or Scottish Education Department.

(b) Service in Public Elementary Schools and Centres, or in Special Schools, may only be reckoned for increments if the teacher was at the time recognised by the Board or the Scottish Education Department in the grade in which the Correct Position is to be calculated.

(c) A teacher who, pending recognition as a Certificated Teacher, after leaving Training College commences service before the 1st August, may be paid at the rate which will be appropriate from the 1st August; but the period before the 1st August (which is the normal date of recognition) will not be counted as service.

(d) If before the expiration of a period of temporary recognition as a Certificated Teacher, the teacher is accorded full recognition as a Certificated Teacher so that service in a Certificated Teacher capacity is continuous the period of service during temporary recognition may be counted as Certificated Teacher service. If, however, on the expiration of a period of temporary recognition the Teacher reverts to the status of an Uncertificated Teacher the service during the period of temporary recognition may only be counted as Uncertificated Teacher service even if at a later period the Teacher is accorded full recognition as a Certificated Teacher. On securing such recognition the Teacher may be treated for salary purposes as a Certificated Teacher one, two or three years College-trained according to the description of the Course which the Teacher followed at the Training College.

(e) For a teacher taking up his first appointment either as an Uncertificated Teacher or as a Certificated Teacher on leaving Training College, the date of beginning service is the date on which duty first began or the date of recognition whichever is the later. In other cases, service should begin and end with the dates on which a contract of service begins and ends and will normally be for the period in respect of which salary is paid. If a teacher held two overlapping appointments care must be taken not to count any part of the period twice for increment purposes.

(f) Periods of service of less than one month. Any arrangement for taking account for increment purposes of short periods of service up to the 31st March, 1927, to which the Board of Education have not taken exception will be recognised by the Board. For service subsequent to the 31st March, 1927, the following arrangements are recognised by the Board of Education:—

(i) Periods of continuous service extending over not less than four consecutive weeks.

For each such period:—

(a) the complete calendar months will be totalled; and

(b) odd days at the beginning and end of the service will be aggregated.

In order to equate these odd days to months of service the sum of all the aggregates in (b) for the whole of the teacher's service which is taken into account for increment purposes will be divided by 30. The quotient will be taken as a number of complete months and the remainder will count as one month or will not count, according as it is 15 days or over, or less than 15 days.

For this purpose continuous service beginning on a Monday and ending on the Friday of the fourth week after is regarded as service for four consecutive weeks; and neither the incidence of a financial year nor a change of employment is regarded as affecting the continuity of service which otherwise runs continuously.

(ii) Periods of service of less than four consecutive weeks, rendered subsequently to 31st March, 1927, may not be included in the calculation of increments.

(f) *Breaks in service.* In areas which have adopted a uniform incremental date it will not be necessary to re-assess a teacher's salary for breaks in service until they amount in the aggregate to 15 days or more since the last incremental date. The period of the break will not, however, be treated as service when the teacher's salary is next re-calculated.

3. The following types of service do not satisfy these conditions:—

- The service of a teacher not previously Certified between the date of leaving Training College and the date (normally 1st August) when recognition as a Certificated Teacher is accorded under the Code.
- The service prior to the date of recognition of a teacher whose recognition is delayed owing to failure to submit the necessary evidence as to age and physical capacity.
- Domestic Subjects Teachers.* Service in the capacity of an Uncertificated Teacher rendered by a teacher who is also recognised or qualified for recognition as a Domestic Subjects Teacher, cannot be counted for increments on the Certificated Teachers' Scale.
- Handicraft Teachers, who are classed for salary purposes as Certificated Teachers* under Section 9 of this Report.—Service in the capacity of an Uncertificated Teacher cannot be reckoned in assessing salary on the Certificated Teachers' Scale except as provided for in that Section.
- Service as an Inspector or Organizer or in other non-teaching capacity. But where such service includes some teaching, such teaching may be regarded as though it had been part-time teaching.

4. Absences on leave without pay do not count as service.

5. In calculating the salary of a teacher, a proportionate increment may be given for previous part-time teaching service, e.g., one increment for two years' half-time teaching service, subject to the condition that, where part-time teaching was concurrent with other service or experience which can be counted for increment, not more than one increment on the appropriate scale can, in the aggregate, be given in respect of a year of a teacher's life.

#### APPENDIX V.

##### WAR SERVICE WHICH MAY BE RECOGNISED FOR THE PURPOSES OF SECTION 9 (b) (ii) OF THIS REPORT.

###### Men Teachers.

1. In respect of teachers who fall into the categories referred to in paragraphs 2, 3, 4, 5 and 6 below, War Service of the following kinds may be reckoned as equivalent to teaching service:—

(a) War Service (as soldiers, sailors or airmen) with H.M. Forces.

*N.B.*—In the case of teachers who were transferred to Army Reserve W., such service with Army Reserve W. is not service with the Forces of the Crown within the meaning of this paragraph: the date of demobilisation, however, for the purposes of paragraphs 3 (c), (d) and (e) below, may be taken to be the date of discharge from Army Reserve W.

(b) A period of disablement, up to a maximum of 12 months, provided that satisfactory evidence is produced that the teacher was unable to resume teaching duties, or in the cases referred to in paragraphs 3 and 4 below, to complete his preparation for the teaching profession, after demobilisation, owing to medical treatment for wounds or other disabilities contracted when on War Service with H.M. Forces.

(c) War Service with allied armies in a combatant capacity, provided that the teacher was in recognised teaching service in England, Wales or Scotland before the war.

(d) War service which has been accepted by the Naval and Military Authority for the purpose of the issue of the Victory Medal or the Mercantile Marine War Medal.

2. Men who before enlistment were recognised as teachers in England and Wales or in Scotland, and were serving in one of the institutions mentioned in Appendix IV, either immediately before enlistment or immediately after demobilisation. In these cases the war service will normally be counted as equivalent to teaching service in the capacity in which the teacher was recognised before his entry on war service.

3. In the following cases where teachers were in definite stages of acquiring qualifications for employment as Certificated Teacher, and would, in the ordinary course, have obtained permanent employment in that capacity at a considerably earlier date if they had not joined the Forces, war service may be reckoned as equivalent to teaching service as a Certificated Teacher:—

- Students whose Training College course was interrupted during the war, and who either completed a course satisfactorily after demobilisation, or were given a Provisional Certificate;
- Students who before joining the Forces had been accepted by a Training College for admission and who either completed a course satisfactorily after demobilisation, or obtained recognition as Certificated Teachers by passing the Acting Teacher's Certificate Examination not later than the first examination following the expiry of 12 months from the date of demobilisation;
- Pupil Teachers and Student Teachers, who before joining the Forces, although not yet accepted by a Training College for admission, were then qualified for admission, and who either entered a Training College at the earliest opportunity after demobilisation and completed the course satisfactorily, or passed the Acting Teacher's Certificate Examination not later than the first examination following the expiry of 12 months from the date of demobilisation;
- Uncertificated Teachers of not more than two years' standing at the time of joining the Forces, who either (a) entered a Training College within 12 months of demobilisation and completed a course of training satisfactorily; or (b) passed the Acting Teacher's Certificate Examination not later than the next examination following expiry of 12 months from the date of demobilisation.
- Uncertificated Teachers of not more than two years' standing at the time of joining the Forces, who were unable to enter Training College within 12 months of demobilisation owing to wounds or other disabilities contracted when on war service, or to lack of Training College accommodation, and who either:
  - Entered a Training College within two years of demobilisation (or of the Armistice, if demobilisation took place before the Armistice) and completed a course of Training satisfactorily; or
  - Passed the Acting Teacher's Certificate Examination not later than the next examination following the expiry of two years from the date of demobilisation.

In cases where a claim is made on the ground of lack of Training College accommodation, evidence will be required that the teacher made application for entry to Training College within 12 months of demobilisation (or of the Armistice, if demobilisation took place before the Armistice).

4. Consideration on merits is also given to the case of any teacher who does not satisfy (3) above, provided that the teacher became Certificated at the earliest opportunity after demobilisation and can produce substantial evidence, beyond that indicated, for example, by mere tenure of a Bursarship or Student or Pupil-Teachership, that he was in a definite stage of acquiring qualifications for recognition as a Certificated Teacher before joining the Forces.

5. In the case of Handicraft Teachers who before enlistment were undergoing a course of training in a Training College for Handicraft (e.g., Shoreditch or one of the Scottish Training Colleges), and whose course of training was interrupted by war service, the war service may be counted on the scale which is appropriate to the teachers' status after the war.

*N.B.*—This does not apply to other teachers who claim to have been preparing, for example, for the City and Guilds Examination.

6. Public Elementary School Teachers who immediately before enlistment were serving in approved educational institutions (Appendix IV above) and who at that time held academic qualifications for recognition under the Code, may for this purpose be regarded as though they had been recognised under the Code at the earliest date from which recognition could have been given if all their service had been in Public Elementary Schools.

###### Women Teachers.

7. The war service of Women Teachers who have been awarded the Victory Medal may be reckoned as equivalent to teaching service in the capacity in which the teacher was recognised before the war, provided that the service in respect of which that medal was awarded commenced before 14th June, 1917, the date upon which Circular 1003 was issued.

###### General.

8. The following conditions are applicable to the teachers mentioned above in connection with the counting of war service:—

- Service before the age of 18 should not be counted.
- No service for which a teacher volunteered after the Armistice should be counted.\*
- If the total period spent in a Training College by a College-trained teacher falls short of two years, the difference between two years and the period actually spent in the College (both before and after enlistment) should be deducted from any period allowed for war service.

\* No general ruling can be given with regard to the date up to which Army Service after the Armistice may be counted for increments on the Standard Scale of Salaries. So far as the Army and Royal Air Force are concerned, it may be assumed that a teacher had no post-Armistice Volunteer Service if he were demobilised before 1st July, 1919. There was no post-Armistice Volunteer service in the Royal Navy.

**APPENDIX VI.**  
**SCALE SALARY FOR EACH YEAR OF SERVICE.**  
**MEN.**

Completed years of Service.	Assistant Teachers.				Certificated Head Teachers.*						
	U.T.s. appointed.		C.T.s. two years' College trained.	Secondary School Scales.†		Grade.					
	Before 1.4.14.	On or after 1.4.14.		Non-Graduate.	Graduate.	O	I	II	III	IV	V
			£								
<b>SCALE I</b>											
0	102	168	186	234	186	186	204	222	240	258	
1	102	168	186	234	186	186	204	222	240	258	
2	109.5	180	198	246	198	198	216	234	252	270	
3	117	192	210	264	210	210	228	246	264	282	
4	124.5	204	222	279	222	222	240	258	276	294	
5	132	216	234	294	234	234	252	270	288	306	
6	139.5	228	246	309	246	246	264	282	300	318	
7	147	240	258	324	258	258	276	294	312	330	
8	154.5	252	270	339	270	270	288	306	324	342	
9	162	264	282	354	282	282	300	318	336	354	
10	169.5	276	294	369	294	294	312	330	348	366	
11	177	288	306	384	306	306	324	342	360	378	
12	184.5	300	318	399	318	318	336	354	372	390	
13	192	312	330	414	330	330	348	366	384	402	
14	198	324	342	429	342	342	360	378	396	414	
15	—	336	354	444	354	354	372	390	408	426	
16	—	348	366	459	—	—	378	402	420	438	
17	—	360	378	474	—	—	408	432	450	468	
18	—	372	390	489	—	—	—	438	462	480	
19	—	—	—	—	—	—	—	—	468	—	
<b>SCALE II</b>											
0	102	168	186	234	186	186	204	222	240	258	
1	102	168	186	234	186	186	204	222	240	258	
2	109.5	180	198	246	198	198	216	234	252	270	
3	117	192	210	264	210	210	228	246	264	282	
4	124.5	204	222	279	222	222	240	258	276	294	
5	132	216	234	294	234	234	252	270	288	306	
6	139.5	228	246	309	246	246	264	282	300	318	
7	147	240	258	324	258	258	276	294	312	330	
8	154.5	252	270	339	270	270	288	306	324	342	
9	162	264	282	354	282	282	300	318	336	354	
10	169.5	276	294	369	294	294	312	330	348	366	
11	177	288	306	384	306	306	324	342	360	378	
12	184.5	300	318	399	318	318	336	354	372	390	
13	192	312	330	414	330	330	348	366	384	402	
14	198	324	342	429	342	342	360	378	396	414	
15	—	336	354	444	354	354	372	390	408	426	
16	—	348	366	459	—	—	378	402	420	438	
17	—	360	378	474	—	—	408	432	450	468	
18	—	372	390	489	—	—	—	438	462	480	
19	—	—	—	—	—	—	—	—	468	—	
20	—	—	—	—	—	—	—	—	468	—	
21	—	—	—	—	—	—	—	—	492	—	

\* For salaries of Uncertificated Head Teachers see Section 5 (b) of Report.

† These Scales are inserted for the convenience of Local Education Authorities in view of the Board's requirements, set out in paragraph 5 of Appendix III, that the total remuneration of teachers in Central Schools and other Schools providing "Advanced Instruction" who receive allowances should not exceed that of Secondary School Teachers of equal service and qualifications.

‡ For Scale IV areas situated in the Counties of Essex, Kent and Surrey, the Provincial Secondary Scale, being the scale in operation in those Counties is regarded by the Board as the comparable scale.

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**APPENDIX VI—continued.**  
**SCALE SALARY FOR EACH YEAR OF SERVICE.**  
**WOMEN.**

Completed years of Service.	Assistant Teachers.				Certificated Head Teachers.*						
	U.T.s. appointed.		C.T.s. two years' College trained.	Secondary School Scales.†		Grade.					
	Before 1.4.14.	On or after 1.4.14.		Non-Graduate.	Graduate.	O	I	II	III	IV	V
			£								
<b>SCALE I</b>											
0	93	150	174	216	163.5	163.5	177	190.5	204	217.5	
1	93	150	174	216	163.5	163.5	177	190.5	204	217.5	
2	99	159	183	228	172.5	172.5	186	199.5	213	226.5	
3	105	168	192	240	181.5	181.5	195	208.5	222	235.5	
4	111	177	201	252	190.5	190.5	204	217.5	231	244.5	
5	117	186	210	264	199.5	199.5	213	226.5	240	253.5	
6	123	195	219	276	208.5	208.5	222	235.5	249	262.5	
7	129	204	228	288	217.5	217.5	231	244.5	258	271.5	
8	135	213	237	300	226.5	226.5	240	253.5	267	280.5	
9	141	222	246	312	235.5	235.5	249	262.5	276	289.5	
10	147	144	231	324	244.5	244.5	258	271.5	285	298.5	
11	153	—	240	336	253.5	253.5	267	280.5	294	307.5	
12	156	—	246	348	261	261	276	289.5	303	316.5	
13	—	—	—	360	—	—	285	298.5	312	325.5	
14	—	—	—	372	—	—	291	307.5	321	334.5	
15	—	—	—	384	—	—	300	316.5	330	343.5	
16	—	—	—	396	—	—	—	324	339	352.5	
17	—	—	—	—	—	—	—	—	348	361.5	
18	—	—	—	—	—	—	—	—	—	370.5	
19	—	—	—	—	—	—	—	—	—	372	
<b>SCALE II</b>											
0	93	150	174	216	163.5	163.5	177	190.5	204	217.5	
1	93	150	174	216	163.5	163.5	177	190.5	204	217.5	
2	99	159	183	228	172.5	172.5	186	199.5	213	226.5	
3	105	168	192	240	181.5	181.5	195	208.5	222	235.5	
4	111	177	201	252	190.5	190.5	204	217.5	231	244.5	
5	117	186	210	264	199.5	199.5	213	226.5	240	253.5	
6	123	195	219	276	208.5	208.5	222	235.5	249	262.5	
7	129	204	228	288	217.5	217.5	231	244.5	258	271.5	
8	135	213	237	300	226.5	226.5	240	253.5	267	280.5	
9	141	222	246	312	235.5	235.5	249	262.5	276	289.5	
10	147	144	231	324	244.5	244.5	258	271.5	285	298.5	
11	153	—	240	336	253.5	253.5	267	280.5	294	307.5	
12	156	—	246	348	261	261	276	289.5	303	316.5	
13	—	—	—	360	—	—	285	298.5	312	325.5	
14	—	—	—	372	—	—	291	307.5	321	334.5	
15	—	—	—	384	—	—	300	316.5	330	343.5	
16	—	—	—	396	—	—	—	324	339	352.5	
17	—	—	—	—	—	—	—	—	348	361.5	
18	—	—	—	—	—	—	—	—	—	370.5	
19	—	—	—	—	—	—	—	—	—	372	
20	—	—	—	—	—	—	—	—	—	—	
21	—	—	—	—	—	—	—	—	—	396	

\* For salaries of Uncertificated Head Teachers see Section 5 (b) of Report.

† These scales are inserted for the convenience of Local Education Authorities in view of the Board's requirements, set out in paragraph 5 of Appendix III, that the total remuneration of teachers in Central Schools, and other Schools providing "Advanced Instruction" who receive allowances should not exceed that of Secondary School Teachers of equal service and qualifications.

‡ For Scale IV areas situated in the Counties of Essex, Kent and Surrey, the Provincial Secondary Scale, being the Scale in operation in those Counties is regarded by the Board as the comparable scale.

APPENDIX VI—continued.  
SCALE SALARY FOR EACH YEAR OF SERVICE  
MEN.

Completed years of Service.	Assistant Teachers.				Certificated Head Teachers.*						
	U.Ts. appointed.		C.Ts. two years' College trained.	Secondary School Scales.†		Grade					
	Before 1.4.14.	On or after 1.4.14.		Non-Graduate.	Graduate.	O	I	II	III	IV	V
			£								
0	108	180	186	234	198	204	228	252	276	300	
1	108	180	186	234	198	204	228	252	276	300	
2	115.5	192	198	249	210	216	240	264	288	312	
3	123	204	210	264	222	228	252	276	300	324	
4	130.5	216	222	279	234	240	264	288	312	336	
5	138	228	234	294	246	252	276	300	324	348	
6	145.5	240	246	309	258	264	288	312	336	360	
7	153	252	258	324	270	276	300	324	348	372	
8	160.5	264	270	339	282	288	312	336	360	384	
9	168	276	282	354	294	300	324	348	372	396	
10	175.5	288	294	369	306	312	336	360	384	408	
11	183	300	306	384	318	324	348	372	396	420	
12	190.5	312	318	399	330	336	360	384	408	432	
13	198	324	330	414	342	348	372	396	420	444	
14	205.5	336	342	429	354	360	384	408	432	456	
15	213	348	354	444	366	372	396	420	444	468	
16	220.5	360	366	459	378	384	408	432	456	480	
17	228	368	375	474	381	386	410	434	458	482	
18	—	—	384	489	—	402	432	456	480	504	
19	—	—	—	—	—	—	438	468	492	516	
20	—	—	—	—	—	—	—	474	504	528	
21	—	—	—	—	—	—	—	—	510	540	
22	—	—	—	—	—	—	—	—	—	546	
SCALE IV.											
0	117	192	204	276	210	216	240	264	288	312	
1	117	192	204	276	210	216	240	264	288	312	
2	124.5	204	216	291	222	228	252	276	300	324	
3	132	216	228	306	234	240	264	288	312	336	
4	140.5	228	240	321	246	252	276	300	324	348	
5	147	240	252	336	258	264	288	312	336	360	
6	154.5	252	264	351	270	276	300	324	348	372	
7	162	264	276	366	282	288	312	336	360	384	
8	169.5	276	288	381	294	300	324	348	372	396	
9	177	288	300	396	306	312	336	360	384	408	
10	184.5	300	312	411	318	324	348	372	396	420	
11	192	312	324	426	330	336	360	384	408	432	
12	199.5	324	336	441	342	348	372	396	420	444	
13	207	336	348	456	354	360	384	408	432	456	
14	214.5	348	360	471	366	372	396	420	444	468	
15	222	360	372	486	378	384	408	432	456	480	
16	229.5	372	384	501	390	396	420	444	468	492	
17	237	384	396	516	402	408	432	456	480	504	
18	244.5	396	408	531	414	420	444	468	492	516	
19	246	408	420	543	423	432	456	480	504	528	
20	—	—	—	—	—	444	468	492	516	540	
21	—	—	—	—	—	450	480	504	528	552	
22	—	—	—	—	—	—	489	516	540	564	
23	—	—	—	—	—	—	—	528	552	576	
24	—	—	—	—	—	—	—	—	564	588	
25	—	—	—	—	—	—	—	—	567	600	
26	—	—	—	—	—	—	—	—	—	606	

\* For salaries of Uncertificated Head Teachers see Section 5 (b) of Report.  
† These scales are inserted for the convenience of Local Education Authorities in view of the Board's requirements, set out in paragraph 5 of Appendix III, that the total remuneration of teachers in Central Schools, and other Schools providing "Advanced Instruction," who receive allowances should not exceed that of Secondary School teachers of equal service and qualifications.  
For Scale IV areas situated in the Counties of Essex, Kent and Surrey, the Provincial Secondary Scale, being the Scale in operation in those Counties is regarded by the Board as the comparable scale.

27  
APPENDIX VI—continued.  
SCALE SALARY FOR EACH YEAR OF SERVICE  
WOMEN.

Completed years of Service.	Assistant Teachers.				Certificated Head Teachers.*						
	U.Ts. appointed.		C.Ts. two years' College trained.	Secondary School Scales.†		Grade					
	Before 1.4.14.	On or after 1.4.14.		Non-Graduate.	Graduate.	O	I	II	III	IV	V
			£								
0	99	162	174	216	175.5	180	198	216	234	252	
1	99	162	174	216	175.5	180	198	216	234	252	
2	105	171	183	228	184.5	189	207	225	243	261	
3	111	180	192	240	193.5	198	216	234	252	270	
4	117	189	201	252	202.5	207	225	243	261	279	
5	123	198	210	264	211.5	216	234	252	270	288	
6	129	207	219	276	220.5	225	243	261	279	297	
7	135	216	228	288	229.5	234	252	270	288	306	
8	141	225	237	300	238.5	243	261	279	297	315	
9	147	234	246	312	247.5	252	270	288	306	324	
10	153	243	255	324	256.5	261	279	297	315	333	
11	159	—	252	336	265.5	270	288	306	324	342	
12	165	—	261	348	274.5	279	297	315	333	351	
13	171	—	270	360	283.5	288	306	324	342	360	
14	174	—	279	372	292.5	297	315	333	351	369	
15	—	—	288	384	301.5	306	324	342	360	378	
16	—	—	—	396	—	315	333	351	369	387	
17	—	—	—	—	—	318	342	360	378	396	
18	—	—	—	—	—	—	348	366	384	402	
19	—	—	—	—	—	—	—	378	396	414	
20	—	—	—	—	—	—	—	—	405	423	
21	—	—	—	—	—	—	—	—	—	432	
22	—	—	—	—	—	—	—	—	—	438	
SCALE IV.											
0	108	180	192	264	193.5	198	216	234	252	270	
1	108	180	192	264	193.5	198	216	234	252	270	
2	114	189	201	276	202.5	207	225	243	261	279	
3	120	198	210	288	211.5	216	234	252	270	288	
4	126	207	219	300	220.5	225	243	261	279	297	
5	132	216	228	312	229.5	234	252	270	288	306	
6	138	225	237	324	238.5	243	261	279	297	315	
7	144	234	246	336	247.5	252	270	288	306	324	
8	150	243	255	348	256.5	261	279	297	315	333	
9	156	252	264	360	265.5	270	288	306	324	342	
10	162	261	273	372	274.5	279	297	315	333	351	
11	168	—	270	384	283.5	288	306	324	342	360	
12	174	—	279	396	292.5	297	315	333	351	369	
13	180	—	288	408	301.5	306	324	342	360	378	
14	186	—	297	420	310.5	315	333	351	369	387	
15	192	—	306	432	319.5	324	342	360	378	396	
16	198	—	315	444	328.5	333	351	369	387	405	
17	—	—	324	456	337.5	342	360	378	396	414	
18	—	—	—	468	346.5	351	369	387	405	423	
19	—	—	—	—	355.5	360	378	396	414	432	
20	—	—	—	—	—	364.5	382	400	418	436	
21	—	—	—	—	—	—	390	408	426	444	
22	—	—	—	—	—	—	—	423	441	459	
23	—	—	—	—	—	—	—	—	450	468	
24	—	—	—	—	—	—	—	—	458	477	
25	—	—	—	—	—	—	—	—	—	486	

\* For salaries of Uncertificated Head Teachers see Section 5 (b) of Report.  
† These scales are inserted for the convenience of Local Education Authorities in view of the Board's requirements, set out in paragraph 5 of Appendix III, that the total remuneration of teachers in Central Schools, and other Schools providing "Advanced Instruction," who receive allowances should not exceed that of Secondary School teachers of equal service and qualifications.  
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APPENDIX VI—continued.  
SCALE SALARY FOR EACH YEAR OF SERVICE  
MEN.

Completed years of Service.	Assistant Teachers.				Certificated Head Teachers.*						
	U.T.s. appointed.		C.T.s. two years' College trained.	Secondary School Scales.†		Grade.					
	Before 1.4.14.	On or after 1.4.14.		Non-Graduate.	Graduate.	O	I	II	III	IV	V
<b>SCALE III.</b>											
0	108	180	186	234	198	204	228	252	276	300	
1	108	180	186	234	198	204	228	252	276	300	
2	115.5	192	198	249	210	216	240	264	288	312	
3	123	204	210	264	222	228	252	276	300	324	
4	130.5	216	222	279	234	240	264	288	312	336	
5	138	228	234	294	246	252	276	300	324	348	
6	145.5	240	246	309	258	264	288	312	336	360	
7	153	252	258	324	270	276	300	324	348	372	
8	160.5	264	270	339	282	288	312	336	360	384	
9	168	276	282	354	294	300	324	348	372	396	
10	175.5	288	294	369	306	312	336	360	384	408	
11	183	300	306	384	318	324	348	372	396	420	
12	190.5	312	318	399	330	336	360	384	408	432	
13	198	324	330	414	342	348	372	396	420	444	
14	205.5	336	342	429	354	360	384	408	432	456	
15	213	348	354	444	366	372	396	420	444	468	
16	220.5	360	366	459	378	384	408	432	456	480	
17	228	372	378	474	390	396	420	444	468	492	
18	—	—	384	489	—	402	432	456	480	504	
19	—	—	—	—	—	—	438	468	492	516	
20	—	—	—	—	—	—	—	474	504	528	
21	—	—	—	—	—	—	—	—	510	540	
22	—	—	—	—	—	—	—	—	—	546	
<b>SCALE IV.</b>											
0	117	192	204	276	210	216	240	264	288	312	
1	117	192	204	276	210	216	240	264	288	312	
2	124.5	204	216	291	222	228	252	276	300	324	
3	132	216	228	306	234	240	264	288	312	336	
4	139.5	228	240	321	246	252	276	300	324	348	
5	147	240	252	336	258	264	288	312	336	360	
6	154.5	252	264	351	270	276	300	324	348	372	
7	162	264	276	366	282	288	312	336	360	384	
8	169.5	276	288	381	294	300	324	348	372	396	
9	177	288	300	396	306	312	336	360	384	408	
10	184.5	300	312	411	318	324	348	372	396	420	
11	192	312	324	426	330	336	360	384	408	432	
12	199.5	324	336	441	342	348	372	396	420	444	
13	207	336	348	456	354	360	384	408	432	456	
14	214.5	348	360	471	366	372	396	420	444	468	
15	222	360	372	486	378	384	408	432	456	480	
16	229.5	372	384	501	390	396	420	444	468	492	
17	237	384	396	516	402	408	432	456	480	504	
18	244.5	396	408	531	414	420	444	468	492	516	
19	246	408	420	546	426	432	456	480	504	528	
20	—	—	432	—	—	444	468	492	516	540	
21	—	—	—	—	—	480	498	504	528	552	
22	—	—	—	—	—	—	489	516	540	564	
23	—	—	—	—	—	—	—	528	552	576	
24	—	—	—	—	—	—	—	—	564	588	
25	—	—	—	—	—	—	—	—	567	600	
26	—	—	—	—	—	—	—	—	—	606	

\* For salaries of Uncertificated Head Teachers see Section 5 (b) of Report.  
† These scales are inserted for the convenience of Local Education Authorities in view of the Board's requirements, set out in paragraph 5 of Appendix III, that the total remuneration of teachers in Central Schools, and other Schools providing "Advanced Instruction," who receive allowances should not exceed that of Secondary School teachers of equal service and qualifications.  
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27  
APPENDIX VI—continued.  
SCALE SALARY FOR EACH YEAR OF SERVICE  
WOMEN.

Completed years of Service.	Assistant Teachers.				Certificated Head Teachers.*						
	U.T.s. appointed.		C.T.s. two years' College trained.	Secondary School Scales.†		Grade.					
	Before 1.4.14.	On or after 1.4.14.		Non-Graduate.	Graduate.	O	I	II	III	IV	V
<b>SCALE III.</b>											
0	99	162	174	216	175.5	180	198	216	234	252	
1	99	162	174	216	175.5	180	198	216	234	252	
2	105	171	183	225	184.5	189	207	225	243	261	
3	111	180	192	234	193.5	198	216	234	252	270	
4	117	189	201	243	202.5	207	225	243	261	279	
5	123	198	210	252	211.5	216	234	252	270	288	
6	129	207	219	261	220.5	225	243	261	279	297	
7	135	216	228	270	229.5	234	252	270	288	306	
8	141	225	237	280	238.5	243	261	279	297	315	
9	147	234	246	289	247.5	252	270	288	306	324	
10	153	243	255	298	256.5	261	279	297	315	333	
11	159	—	252	306	265.5	270	288	306	324	342	
12	165	—	261	315	274.5	279	297	315	333	351	
13	171	—	270	324	283.5	288	306	324	342	360	
14	174	—	279	333	292.5	297	315	333	351	369	
15	—	288	300	342	301.5	306	324	342	360	378	
16	—	—	306	—	303	315	333	351	369	387	
17	—	—	—	—	318	342	360	378	396	414	
18	—	—	—	—	—	348	366	384	402	420	
19	—	—	—	—	—	—	378	396	414	432	
20	—	—	—	—	—	—	—	408	432	456	
21	—	—	—	—	—	—	—	—	408	432	
22	—	—	—	—	—	—	—	—	—	438	
<b>SCALE IV.</b>											
0	108	180	192	264	193.5	198	216	234	252	270	
1	108	180	192	264	193.5	198	216	234	252	270	
2	114	189	201	276	202.6	207	225	243	261	279	
3	120	198	210	288	211.5	216	234	252	270	288	
4	126	207	219	300	220.5	225	243	261	279	297	
5	132	216	228	312	229.5	234	252	270	288	306	
6	138	225	237	324	238.5	243	261	279	297	315	
7	144	234	246	336	247.5	252	270	288	306	324	
8	150	243	255	348	256.5	261	279	297	315	333	
9	156	252	264	360	265.5	270	288	306	324	342	
10	162	261	273	372	274.5	279	297	315	333	351	
11	168	—	270	384	283.5	288	306	324	342	360	
12	174	—	279	396	292.5	297	315	333	351	369	
13	180	—	288	408	301.5	306	324	342	360	378	
14	186	—	297	420	310.5	315	333	351	369	387	
15	192	—	306	432	319.5	324	342	360	378	396	
16	198	—	315	444	328.5	333	351	369	387	405	
17	—	324	336	—	337.5	342	360	378	396	414	
18	—	—	348	—	339	369	387	405	423	441	
19	—	—	—	—	—	360	378	396	414	432	
20	—	—	—	—	—	—	387	405	423	441	
21	—	—	—	—	—	—	—	414	432	450	
22	—	—	—	—	—	—	—	423	441	459	
23	—	—	—	—	—	—	—	—	450	468	
24	—	—	—	—	—	—	—	—	456	477	
25	—	—	—	—	—	—	—	—	—	486	

\* For salaries of Uncertificated Head Teachers see Section 5 (b) of Report.  
† These scales are inserted for the convenience of Local Education Authorities in view of the Board's requirements, set out in paragraph 5 of Appendix III, that the total remuneration of teachers in Central Schools, and other Schools providing "Advanced Instruction," who receive allowances should not exceed that of Secondary School teachers of equal service and qualifications.  
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## APPENDIX VII

The following examples show the method of calculation of salary in the more involved cases. In each example the scale is assumed to be Scale III.

## 17. Adjustment of Salary to an uniform incremental date.

Man Certificated Assistant Teacher, two years' College-trained, with 16 years 5 months service on 31st March, 1925.

## (a) Calculation of Correct Position—

	£	s.	d.
Minimum of Scale .. .. .	180	0	0
15 increments .. .. .	180	0	0
Correct Position on 1st April, 1925 .. .. .	360	0	0

The next increment will be due when the teacher has completed seven more months of service after 31st March, 1925. If he were continuously employed this would be on 1st November, 1925, and the Correct Position on that date would then be £366, the maximum of the scale. The final increment is thus £6 in this case.

## (b) Adjustment to uniform incremental date at 1st April—

$$\begin{aligned} \text{Salary for 1925-6} &= \frac{7}{12} \text{ of } £360 + \frac{5}{12} \text{ of } £366 \\ &= £360 + \frac{5}{12} \text{ of } £6 \\ &= £362 \text{ 10s.} \end{aligned}$$

It should be noted that as the final increment is £6 instead of £12 the monthly proportion of it is 10s. and not £1.

## 2. Migration without change of status.

A Woman Certificated Teacher, two years' College-trained, migrated on 1st September, 1925, to an area which in 1924-5 paid salaries on the basis of the allocated Standard Scale less than 5 per cent. abatement with a uniform incremental date of 1st April. Her service on 31st August, 1925, was six years two months as Certificated Assistant Teacher.

## (a) Calculation of Scale Salary—

Service on 31.8.25—6 years 2 months.

Comparable service on 31.3.25—5 years 9 months.

	£	s.	d.
Minimum .. .. .	182	0	0
4 increments at £9 .. .. .	36	0	0
$\frac{2}{3}$ of £9 .. .. .	6	15	0
Scale Salary 1.9.25 to 31.3.26 .. .. .	204	15	0

Scale Salary 1926-7, if service remains continuous—£213 15s.

## (b) Calculation of "mark-time" salary.

Salary as at 31.3.25 of comparable teacher (Section 11 (b) of Report) would have been based on 4 years 9 months service to 31.3.24.

	£	s.	d.
Minimum 1924-wide .. .. .	170	0	0
4 increments at £12 10s. .. .. .	50	0	0
$\frac{1}{3}$ of £12 10s. .. .. .	0	7	6
5 per cent. abatement .. .. .	229	7	6
Mark-time salary .. .. .	11	9	4
Mark-time salary .. .. .	217	18	2

## 3. Migration to a higher status.

If the Certificated Assistant Teacher in the last example had been appointed on 1st September, 1925, to be Head Teacher of a Grade II School the mark-time salary would be £217 18s. 2d. as in (b) above. The scale salary would be £240 15s. as follows—

	£	s.	d.
Assistant's Minimum .. .. .	182	0	0
Promotion Inc. 4/25 .. .. .	36	0	0
$\frac{4}{5}$ Annual Increment .. .. .	42	15	0
Scale Salary .. .. .	260	15	0

In this case therefore there would be no marking time.

## 4. Migration to a lower status.

In the case of a Head Mistress appointed to a post as Assistant Teacher the salary is calculated on the Assistant's Scale, previous approved service (less one year), whether as Certificated Assistant or as Certificated Head Teacher, being counted for increments. If this scale salary (a) is less than (b) the salary on 31st March, 1925, of an existing Certificated Assistant Teacher, continuously employed, who has the same total amount of certificated teacher service at the date of appointment, then the newly appointed Assistant Teacher may mark-time at the salary (b) until such time as the scale salary overtakes it. Thus if the appointment dates from 1st August, 1925, and on that date the teacher has six years one month's service, the service on 31st March, 1925, of a comparable existing teacher would have been five years nine months. The scale salary and mark-time salary would then be as in Example 2 above.

## 5. Discontinuous or broken service.

Woman Certificated Assistant Teacher, two years' College-trained. Service, 31st March, 1925, seven years two months. No service from 1st May, 1925, to 31st August, 1925. Resumes service on 1st September, 1925, in an area in which a uniform incremental date at 1st April is in force.

Salary 31st March, 1925—£234 15s.

## (a) Salary 1.4.25 to 30.4.25—

	£	s.	d.
Minimum .. .. .	182	0	0
6 increments at £9 .. .. .	54	0	0
$\frac{1}{3}$ of £9 .. .. .	1	10	0
Award Salary .. .. .	217	10	0
Mark-time Salary .. .. .	234	15	0

## (b) Salary 1.9.25 to 31.3.26—

Service on 1.9.25—7 years 3 months.

Service as on 31.3.25 of comparable existing teacher continuously employed—6 years 10 months.

	£	s.	d.
Award Salary: Minimum .. .. .	182	0	0
5 increments at £9 .. .. .	45	0	0
$\frac{1}{3}$ of £9 .. .. .	9	10	0
Mark-time Salary: Minimum .. .. .	214	10	0
5 increments at £12 $\frac{1}{2}$ .. .. .	170	0	0
$\frac{1}{3}$ of £12 $\frac{1}{2}$ .. .. .	62	10	0
Less 5 per cent. abatement .. .. .	10	8	4
Mark-time Salary .. .. .	242	18	4
Less 5 per cent. abatement .. .. .	12	2	11
Mark-time Salary .. .. .	230	15	5

The above calculation applies equally for a break in service whether the teacher changed her employer after the break in service or remained with the same employer.

## 6. Handicraft Teacher who becomes Certificated.

Obtained recognised diploma 1st August, 1918. Recognised as Certificated Teacher 1st April, 1922. Service continuous.

## (a) Salary applicable under Section 6 (d) of this Report—

	£	s.	d.
Minimum .. .. .	180	0	0
2 C.T. increments .. .. .	24	0	0
(3 years' service to 31.3.25) .. .. .	204	0	0
Salary 1.4.25 .. .. .	204	0	0

## (b) Salary applicable under the optional Section 6 (f) (i) of this Report with the addition of an increment under Section 6 (d).

Service in approved institutions from date of diploma to 31.3.25—6 years 8 months.

	£	s.	d.
Minimum (C.T. not College-trained) .. .. .	168	0	0
$5\frac{1}{3}$ × £12 .. .. .	68	0	0
Add one increment under 6 (d) .. .. .	12	0	0
Salary .. .. .	248	0	0

Note.—For the period 1st August, 1918, to 31st March, 1922, the teacher may not count service under Section 6 (d) but may do so at the discretion of the Authority under Section 6 (f) (i). From 1st April, 1922, he is allowed also to be graded for salary purposes as a two years' college-trained Certificated Teacher. His salary, therefore, is increased by one increment.

## 7. Teacher in Divided Service.

A teacher who has been serving for the past three years, two days per week in an Elementary School as a Certificated Teacher, and three days per week in a Secondary School as a Graduate (i.e.,  $\frac{1}{3}$  of his time Elementary and  $\frac{2}{3}$  Secondary), would have his salary for the fourth year of such service calculated, under Section 15 (a) (ii), thus—

Standard Scale III .. .. .	$\frac{1}{3}$ of (£192 + (£12 × 2)) = $\frac{1}{3}$ × £216 = £72
Secondary School .. .. .	$\frac{2}{3}$ of (£234 + (£15 × 2)) = $\frac{2}{3}$ × £264 = £172
Total .. .. .	£244

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BOARD OF EDUCATION

## Second Report of the Standing Joint Committee

representative of Local Education Authorities and Associations of Teachers on

## Scales of Salaries

for Teachers in

# TECHNICAL AND ART SCHOOLS

in which the Local Education Authorities accept responsibility for the Salary Scales.

ENGLAND AND WALES

FEBRUARY, 1927

LONDON:

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SCALES OF SALARIES FOR TEACHERS IN COLLEGES FOR FURTHER EDUCATION, ART SCHOOLS, JUNIOR TECHNICAL SCHOOLS, JUNIOR HOUSEWIFERY SCHOOLS, TECHNICAL DAY CLASSES, EVENING SCHOOLS, AND DAY CONTINUATION SCHOOLS IN WHICH THE LOCAL EDUCATION AUTHORITIES ACCEPT RESPONSIBILITY FOR THE SALARY SCALES.

To the  
Right Hon. the President of the  
Board of Education.

Sir,

INTRODUCTORY NOTE.

1. (a) The Agreement embodied in the Committee's Report of 28th April, 1921, having expired on 31st March, 1925, and the Committee having failed to reach an agreement as to the Scales to come into force after that date, it was decided to submit the question to arbitration and the Right Hon. the Viscount Burnham, C.H., consented to act as Arbitrator. His Award, given on 27th March, 1925, has been accepted by the Committee, and in your letter dated 9th April, 1925<sup>1</sup>, you informed Lord Burnham as Chairman of this Committee that the Board of Education would be prepared to recognise for grant purposes expenditure incurred by Local Education Authorities in paying salaries on the scales thus awarded. In a subsequent letter dated 15th June, 1925<sup>2</sup>, you informed Lord Burnham that the Board accepted the recommendation appended to the Award that the Board should recognise, for the calculation of grant, expenditure by each Local Education Authority within a prescribed sum, for the purpose of paying allowances over and above the scale salaries, in certain specified cases, subject to the proviso that no part of such sum shall be applied so as to alter the operation of the Scales.

(b) Certain other documents relative to the application of the Scales as modified by Lord Burnham's Award have also been issued to Local Education Authorities after consultation between this Committee and the Board of Education. The Committee are of opinion that it is desirable, both for the convenience of Local Education Authorities and others in administering the scales and for the purpose of future reference, that these documents<sup>3</sup> should be embodied in a single Report. The Committee have accordingly agreed upon the following statement of the scales which apply to full-time teachers in schools to which this Report relates and of the conditions governing their application. In the process of codification one or two minor rules relating to existing teachers have been omitted as of insufficient importance to justify their retention, and one or two Sections of the Report have been restated. The Committee wish, however, to make it clear that it has not been their intention to change existing procedure and practice.

(c) For the purposes of this Report, the term "Technical Schools" includes Colleges for Further Education, Art Schools, Junior Technical Schools, Junior Housewifery Schools, Technical Day Classes, Evening Schools and Day Continuation Schools in which the Local Education Authorities accept responsibility for the Salary Scales.

(d) This Report relates only to full-time Teachers. A full-time Teacher is defined for the purposes of this Report as one holding a full-time appointment.

INSTITUTIONS NOT COVERED BY THE REPORT.

2. As there is no formal representation on the Committee of any Institutions of the type covered by this Report other than those maintained by Local Education Authorities or for which the Local Education Authorities accept responsibility for the Salary Scales, the Award cannot directly apply to such other Institutions. We anticipate, however, that the findings contained in this Report will receive the serious consideration of those controlling such other Institutions.

<sup>1</sup> See Appendix II, Letters 2 and 3.

<sup>2</sup> The documents in question are—

The Report of the Committee dated 28th April, 1921 (referred to hereinafter as the 1921 Report).

Appendix III to the Report of 28th April, 1921 (June-August, 1923).

The Award and Recommendations made by the Right Hon. The Viscount Burnham, C.H.,

in respect of the Salaries of Teachers (April, 1925).

The Recommendations appended to the Award (June, 1925).

Interpretations and Decisions relating to the Award.

K. Memoranda Numbers 2, 3 and 6.

### GRADING OF TEACHERS AND SALARY SCALES.

3. The full-time teachers in Schools to which this Report relates are for the purposes of this Report, classified in five grades:—(1) Principals, Head Masters, or Head Mistresses; (2) Heads of Departments; (3) Graduate Assistants; (4) Non-Graduate Assistants; (5) Instructors.

*N.B.*—Representatives of all of the five grades are not found in all Schools.

#### (1) Grade I.—Principals.

(a) The Head of a School of the type to which this Report relates shall be graded as a Principal whilst the School continues to be recognised by the Local Education Authority as a separate Institution. When the School is not so recognised but is part of a larger Institution the teacher in question shall be graded either as a Head of Department or as a Graduate or Non-Graduate Assistant holding a post of special responsibility unless he is recognised by the Local Education Authority as Principal of the whole Institution.

(b) The Head of a small School shall, at the discretion of the Local Education Authority, and subject to the approval of the Board of Education be paid as (i) a Principal, or (ii) a Head of Department, or (iii) a Graduate or Non-Graduate Assistant holding a post of special responsibility.

#### (2) Grade II.—Heads of Departments.

(a) The recognition of a group of classes as a Department shall be determined by the Local Education Authority, after consideration of the numbers of full-time and (or) part-time teachers and students, and of the character and quality of the work. A group of classes will not be recognised as a Department unless a substantial amount of higher work is carried on in the Department. Higher work for this purpose is defined as work reaching one of the following standards:—

- (i) Recognised full-time Courses in a College for Further Education.
- (ii) Senior Part-time Courses with a substantial amount of advanced work.
- (iii) Intermediate Examination for a Degree.
- (iv) Final Grade of the subjects set out in the Programme of the City and Guilds of London Institute.

(b) Subject to (a) above, the Head of a Department will be a teacher who is responsible to the Principal for the organisation and conduct of the work in a subject or group of subjects. If the subject involves practical work, the Head of the Department will be responsible to the Principal for the working of the laboratories, care of apparatus, requisitioning of stores, etc.

#### (3) Grade III.—Graduate Assistants.

(a) Assistants in this grade will be of two kinds: (i) those who possess a University degree<sup>(a)</sup> or equivalent academic or professional qualifications (see Section 7) and (ii) those whose industrial or commercial qualifications and teaching or other experience entitle them in the opinion of the Local Education Authority to be placed in this grade.

*Note.*—The Board's approval must be sought for all cases proposed under (ii).

<sup>(a)</sup> The term "Graduate Assistants" is deemed for salary purposes to include the holders of degrees of:—

- (a) English, Welsh, Scottish, Irish, Dominions and Colonial Universities.
- (b) St. David's College, Lampeter.
- (c) Foreign Universities, provided that the standard of the degree approximates to that of an English University. Graduates of the Universities mentioned below whose service has come under the Board's notice during the period ended 31st December, 1926, have been regarded by the Authorities concerned and by the Board as entitled to the Graduate Scales.

FRANCE	GERMANY	SWITZERLAND	UNITED STATES	AUSTRIA
Paris	Berlin	Zürich	Harvard	Vienna
Bordeaux	Göttingen	Basle	Princeton	
Dijon	Basle	Lausanne	Yale	
Grenoble	Leipzig	Geneva	Bryn Mawr	BELGIUM
Lille	Munich			Louvain
Lyons				
Rennes				

<sup>(d)</sup> Teachers who have passed the requisite final examination and complied with the other conditions for the award of a degree are classed as Graduates for salary purposes even though the degree has not been conferred upon them by the University.

(b) It is recommended that the following Scales shall apply:—

Areas	ASSISTANT MASTERS.			ASSISTANT MISTRESSES.		
	Minimum.	Annual Increment.	Maximum.	Minimum.	Annual Increment.	Maximum.
England and Wales (except London)	£ 234	£ 15	£ 480	£ 216	£ 12	£ 384
London (as defined in Section 6)	276	15	326	284	12	420

(c) The first annual increment shall accrue after two years' service.  
*The Scales are set out in full in Appendix VIII.*

#### (4) Grade IV.—Non-Graduate Assistants.<sup>(b)</sup>

(a) Assistants in this grade, include those teachers (not being Instructors) of Science, Technology, Arts and Crafts, Commercial and Domestic Science or other subjects, who have not in the opinion of the Local Education Authority the qualifications necessary for their inclusion in Grade III, and have not been placed on the Graduate Scale under Sections 8-10 of this Report.

(b) It is recommended that the following Scales shall apply:—

Areas	ASSISTANT MASTERS.			ASSISTANT MISTRESSES.		
	Minimum.	Annual Increment.	Maximum.	Minimum.	Annual Increment.	Maximum.
England and Wales (except London)	£ 186	£ 12	£ 384	£ 174	£ 9	£ 306
London (as defined in Section 6)	204	12	432	192	9	342

(c) The first annual increment shall accrue after two years' service.  
*The Scales are set out in full in Appendix VIII.*

#### (5) Grade V.—(a) Instructors.<sup>(c)</sup>

Instructors should be skilled in trade processes or in artistic crafts or in commercial work of a routine character, and should have had at least five years' experience, industrial or commercial, after the age of 21 years.<sup>(d)</sup>

(b) Chief Instructors.

Instructors who hold posts of special responsibility may be recognised as Chief Instructors.

#### ADDITIONS FOR TRAINING.

(In place of the additions to salary provided for in Sections 4 (3) (b) and 4 (4) (a) of the 1921 Report.)

4. (a) One increment shall be added to the scale provided that the maximum shall not be thereby exceeded:—

- (i) For Graduates who have spent not less than three years (or the equivalent) in study for a degree at a University or University College or Technical College, and who, in addition, have satisfactorily completed one year (or the equivalent) of training in teaching.<sup>(e) (f)</sup>

<sup>(g)</sup> The holders of the following qualifications are classed as Non-Graduates for salary purposes:—

- (a) I.L.A. (St. Andrews).
- (b) B.és.L. or B.és.Sc. of a French University.

<sup>(h)</sup> Teachers described as "Instructors" who do not possess the necessary five years' qualification, should not be paid on a scale superior to that appropriate to a non-graduate assistant.

<sup>(i)</sup> Service as a Laboratory Assistant may count as time spent in industry for the purpose of this Section.

<sup>(j)</sup> The following may be counted as the equivalent of a year of training for this purpose:—

- (a) A year abroad as Assistant (Assistante) or Répétiteur (Répétitrice) under the Board of Education Scheme.
- (b) A one year's course at the École de Préparation de Professeurs de Français à l'Étranger of the University of Paris.

<sup>(k)</sup> (a) The words "or the equivalent" refer to a concurrent four years' course of training in teaching and study for a degree.

(b) Training in teaching which preceded, as well as that which followed a full-time course of study for a degree is accepted for this purpose.

- (ii) For Non-Graduates who have satisfactorily completed three years of training, of which a substantial part must have been devoted to training in teaching.<sup>(10)</sup> (11) (12)

Provided that in all cases the training has been recognised under the Regulations for the Training of Teachers of the Board of Education or of the Scottish Education Department, or else has been specially approved for the purpose by the Board of Education.<sup>(13)</sup> (14) (15)

(b) Where an "Existing Teacher"<sup>(16)</sup> on the 31st March, 1925, was with the concurrence of the Board of Education, in receipt of an additional payment under Section 4 (3) (b) or Section 4 (4) (a) of the 1921 Report, the sums of £18 and £12 shall be substituted for one increment for the purpose of subsections (a) (i) and (ii) respectively, so long as the teacher remains on the staff of the School.<sup>(17)</sup>

(c) Where a teacher satisfies subsection (a) (i) above, except that owing to Military Service he completed satisfactorily a shortened course of two terms' duration of training in teaching with the approval of the Board of Education or the Scottish Education Department, a proportionate increment of £10 shall be allowed.

#### ALLOWANCES OVER AND ABOVE SCALE SALARIES.<sup>(18)</sup>

5. (a) Provision was made under Sections 4 (3) (a) (c) and (d), 4 (4) (b) and (c), and 13 (b), of the 1921 Report, for additions to the standard scale in respect of:—

- (i) A Good Honours Degree, or its technological equivalent.
- (ii) Special responsibility.
- (iii) Exceptional qualifications or experience.

(b) All teachers who were, on 31st March, 1925, in receipt of such additional allowances, shall continue to receive them for the period covered by this award, so long as they remain in the same posts; provided that for the sums of £25 and £50 specified in Section 4 (3) (a) there shall be substituted £24 and £48 respectively.<sup>(19)</sup> (20)

<sup>(10)</sup> A Non-Graduate on becoming a Graduate, or on being placed on the Graduate Scale, is no longer eligible for this addition.

<sup>(11)</sup> The following have been approved as constituting three years' training for the purpose of subsection (a) (ii):—

(a) Three years at a Domestic Science Training College, provided that the Cookery, Laundry and Housewifery diplomas were taken at the end of the second year, and the third year devoted to an additional subject, e.g., Dressmaking, or to advanced training in one of the subjects taken in the first two years.

(b) A Three Years' Course at the following Physical Training Colleges:—

- |   |   |
|---|---|
| (i) Chelsea Physical Training College (courses commenced 1909 or later).                      | } Three Years' Courses commenced 1919 or later. |
| (ii) Battersea Physical Training College (period 1914-19).                                    |   |
| (iii) Dartford, Bergman Osterberg Physical Training College.                                  |   |
| (iv) Anstey Physical Training College.  |   |
| (v) Bedford Physical Training College.  |   |
| (vi) Kensington, Queen Alexandra Physical Training College (courses commenced 1920 or later). |   |

(c) Two years at an English Training College, followed by a third year course of Physical Training at Sheffield Physical Training College, or at Dunfermline Physical Training College, or at Silkeborg, Denmark, provided that a diploma was obtained at the end of the course.

<sup>(12)</sup> The following are examples of courses not accepted for this purpose:—

- (a) Three years' training for the Higher Certificate of the National Froebel Union.
- (b) A Three Years' Academic Course at a University without qualifying for a degree.
- (c) A Course in which the third year is a repetition of the work of the second year.
- (d) A Three Years' Course in Music or Art, unless the course includes a substantial amount of professional training.

<sup>(13)</sup> See Section 15 (4).

<sup>(14)</sup> An "Existing Teacher" on the 31st March, 1925, who was with the concurrence of the Board in receipt of an additional payment for post-graduate training in teaching under the provisions of Section 4 (3) (b) of the 1921 Report is, so long as he or she remains on the staff of the School, entitled from 1st April, 1925, to an additional payment of £18 (provided that the appropriate maximum is not thereby exceeded) under the provisions of Section 4 (b) of this Report whether the provisions of Section 4 (a) (i) are or are not satisfied.

<sup>(15)</sup> The increments applicable in the period after 31st March, 1925, to teachers coming under the terms of Section 5 (b) are the Award Scale increments of £15 for men, and £12 for women.

<sup>(16)</sup> Teachers receiving an allowance under Section 5 (b) who on 31st March, 1925, were in receipt of an allowance between £24 and £48 under Section 4 (3) (a) of the 1921 Report, continue to receive this allowance until the maximum of the new Award Scale is reached. The allowance is then increased as increments fall due until the maximum additional allowance of £48 is reached.

(c) In any Technical School (or area of a Local Education Authority, if the Authority so decide), there shall be a margin of expenditure,<sup>(17)</sup> within the limits of which the Local Education Authority or Governing Body with the sanction of the Local Education Authority may, at their discretion, grant additions to the scale in respect of special academic, professional or industrial qualifications or experience, special responsibility, or other circumstances which in the opinion of the Authority or Governing Body justify an addition to the scale. The allowances shall not be applied so as in effect to alter the operation of the scales set out in Section 3, and they shall only apply to:—

- (i) Graduate Assistants.
- (ii) Non-Graduate Assistants.
- (iii) Instructors, if and where a definite scale for Instructors has been adopted by the Local Education Authority.

(d) The existing additional allowances mentioned in (a) and (b) above shall be the first charge upon the margin of expenditure mentioned in (c).

#### DEFINITION OF LONDON AREA.

6. The "London Area" shall be the area, wholly or partly within the Metropolitan Police District, of such Local Education Authorities as shall have arrived at an agreement with their teachers that the Scale for the London Area is the appropriate Scale for the whole of their respective Areas.

#### QUALIFICATIONS ENTITLING A TEACHER TO BE PLACED ON THE GRADUATE SCALE.

7. The following qualifications shall be recognised as entitling the teacher to the appropriate Graduate Scale:—

(a) ARCHITECTURE.

Associateship of the Royal Institute of British Architects if awarded after passing the Examination of the Institute.

(b) ART.

(i) The Teaching Certificate for Teachers in Schools of Art issued by the Board of Education under the provisions of Part I or Part II of Rules 109 or of Circular 1214.<sup>(18)</sup>

(ii) The full Associateship of the Royal College of Art.<sup>(19)</sup>

(iii) The Art Masters' Certificate, Group I, if awarded under the Rules of 1901 and subsequent years; and also if awarded under Rules in force before 1901 and followed by five years' full time Art Teaching experience in an approved School, such service not to be counted for increments.

(c) SCIENCE AND TECHNOLOGY.

(i) Academic Qualifications.

Associateship of the Royal College of Science, London or Ireland.  
Associateship of the City and Guilds of London Institute.  
Associateship of the Royal School of Mines.

(ii) Membership of Professional Societies.<sup>(20)</sup>

Associate membership of the following Institutions:—The Institution of Civil Engineers; The Institution of Mechanical Engineers; The Institution of Electrical Engineers.

Provided in each case that election to Associate membership has followed passing of the Associate Membership Examination, and provided also that three years' engineering experience after the age of 21 is reckoned as part of the qualification and is not counted for increments under Section 16 (d).

<sup>(17)</sup> See also Appendix III.

<sup>(18)</sup> This includes:—

- (a) The Schools Associateship of the Royal College of Art if endorsed under Rules 109.
- (b) The London University Diploma in Fine Art (Slade School) if endorsed under Rules 109.

Graduate status dates in each case from the date of endorsement.

<sup>(19)</sup> This Diploma is not now awarded.

<sup>(20)</sup> Holders of the Board of Trade Certificate of Competency as a first-class Engineer are not normally classed as Graduates for salary purposes.

Associateship of the Institute of Chemistry, provided that the Associate has passed the Institute's Examination for Associateship. The Pharmaceutical Chemist qualification (by examination) of the Pharmaceutical Society of Great Britain provided that three years' professional experience as a qualified pharmacist has been obtained and is reckoned as part of the qualification, and is not counted for increments under Section 16 (d).

(iii) *Miscellaneous.*<sup>(120)</sup>

Whitworth Scholarship if gained between 1887 and 1922. The First Class Colliery Managers' Certificate if the holder has had three years' industrial experience after the age of 21 and has also obtained the Diploma of a Mining College recognised by the Board of Trade

#### CONSIDERATION FOR EXISTING TEACHERS.

8. A Local Education Authority, in considering the placing of Non-Graduate teachers on the Graduate scale, should accept a less exacting standard for teachers who were in the service of the Authority on the 1st April, 1921.<sup>(121) (122)</sup>

#### NON-GRADUATE TEACHERS ALREADY PLACED ON A GRADUATE SCALE.

9. In Schools to which this Report relates where there were in force definite scales for Graduates and Non-Graduates prior to 1st April, 1921, or the date of the adoption of the 1921 Report if later, and where a Non-Graduate teacher had been placed by the Local Education Authority on such graduate scale, such recognition shall continue in the application of the new scales.<sup>(123) (124)</sup>

#### LONG SERVICE NON-GRADUATE TEACHERS.

10. In Schools to which this Report relates, the Local Education Authority is recommended to recognise the case of Non-Graduate teachers of adequate educational qualifications whose service in such Schools has been of a meritorious character and who were appointed on or before 1st April, 1912, by placing such teachers on the Graduate Scale.<sup>(125) (126)</sup>

#### SALARIES OF PRINCIPALS, HEAD MASTERS AND HEAD MISTRESSES, HEADS OF DEPARTMENTS AND INSTRUCTORS.

11. Except so far as is provided in Section 3 (1) (b), this Committee have found it impossible, owing to the varying types of the Schools and to the differing local conditions, to formulate by agreement scales of salaries for full-time appointments in the following classes:—

- (a) Principals of Colleges for Further Education and Art Schools;
- (b) Head Masters and Head Mistresses of Junior Technical Schools and Junior Housewifery Schools;
- (c) Head Masters and Head Mistresses of Day Continuation Schools;
- (d) Head Masters and Head Mistresses of Evening Schools (where such Evening Schools have a full-time Head);
- (e) Heads of Departments of Colleges for Further Education and Art Schools;
- (f) Instructors.

The Committee strongly recommend all Local Education Authorities to formulate their own standard scales for these appointments. The scales formulated for classes (a), (b), (c) and (d) should, in general, be comparable with those adopted for similar classes of teachers in the Secondary Schools of the Area.

*N.B.*—The financial effect of the action to be taken under this head will necessitate submission by Authorities of their proposed arrangements for the approval of the Board of Education.

<sup>(121)</sup> Teachers may retain Graduate status given under Sections 8 and 10 of this Report on transfer to a new Authority.

<sup>(122)</sup> In cases where the Authority's decision to place a teacher on the Graduate Scale was made subsequent to the date of the adoption of the Burnham Scale, expenditure as a result of the retrospective application of the decision will not be recognised for grant.

<sup>(123)</sup> Teachers placed on a Graduate Scale under this Section of the Report can count their Graduate status only from the date when they were first placed on the Authority's pre-Burnham Graduate Scale.

<sup>(124)</sup> The Graduate status, if conferred under this Section of the Report, may only be retained on transfer to another area if the Section is also applicable to the new area.

#### DATE OF APPLICATION OF SCALES.

12. These Scales shall come into operation as from 1st April, 1925, and any increments falling due on or after that date shall be in amount as provided in this Report.

#### HALTS.

13. (a) Except as provided in (b) below, two halts shall be made in calculating the salary of a teacher on the Graduate Scale, wherever in the calculation account is taken of previous teaching service on a lower status. One halt shall be at the Graduate rate of increment; the other shall be at the Non-Graduate, except where the only previous service on a lower scale which is counted is service in the capacity of an Uncertificated Teacher, in which case the halt shall be at the Uncertificated Teacher rate.

(b) Teachers paid on the Graduate Scale shall have only one halt—

- (i) under the Report on Standard Scales for Elementary School Teachers they would be entitled to be paid on the Scale<sup>(127)</sup> for two years College-trained Certificated Teachers;
- (ii) on first entry into teaching service they possessed a qualification, which under Section 4 (3) (a) of, or Appendix III to, the 1921 Report was classified as equivalent to a University Degree;
- (iii) at the date of entry into teaching they had passed one of the examinations specified in Section 7 (c) (ii) of this Report, but had not attained the prescribed age for the conferment of such membership and were therefore graded as Non-Graduates pending their election as Associate Members and consequent transfer to the Graduate Scale.

The halt shall be at the Graduate rate of increment.

(c) One halt only shall be made in the case of a teacher paid on the Non-Graduate Scale, and shall be at the Non-Graduate rate of increment.

(d) A teacher entering a higher scale who is only required to have one halt and has already undergone a halt at a lower rate of increment<sup>(128)</sup> shall receive as the first increment in the higher scale the increment appropriate to the scale in which the last halt was made.

(e) The salary of a teacher entering teaching service in a Technical School for the first time with increments in respect of industrial experience shall include one increment in respect of each year of industrial experience allowed by the Local Education Authority acting in its discretion under Section 16 (d) of this Report, but there shall be a halt for increment purposes in respect of the first year of teaching service.

#### INCREMENTS.<sup>(127)</sup>

14. (a) Each Authority may follow its general procedure as regards date of payment of annual increments. Proportionate increments in respect of a period of service of less than one year, where needed for the establishment or maintenance of a uniform incremental date, are allowed.

<sup>(126)</sup> This means the Scale excluding any additional increments under Section 3 (b) or 7 of the Standard Scales Report.

<sup>(127)</sup> A teacher who has reached the maximum of the lower scale is deemed to have undergone a halt at a lower rate of increment.

<sup>(128)</sup> For the purpose of determining the number of normal annual increments which may be reckoned,

- (i) If there is a uniform incremental date in force, the teacher's service should be reckoned in years and months up to the last incremental date. Thus if the service at the last incremental date were 7 years 5 months, there would be added to the minimum 6 full increments and five-twelfth's of an increment. The next increment will be due at the next incremental date.

*N.B.*—This rule will not apply in the case of a Teacher transferring from an Elementary School. (See Appendix IX, Examples 5-7).

- (ii) If no uniform incremental date is in force, the number of completed years will be reckoned in determining the commencing salary and the next annual increment will be due when the teacher's total service reaches another completed year. Thus if the service at the date of appointment were 9 years 7 months, 8 increments would be included in the commencing salary and a further increment would be added after 5 more months of service.

It should be noted that the last increment equally with the others accrues only at the end of the year, and therefore where it is less than the normal increment, a corresponding reduction should be made for odd months of the final year counted under (i) of this Note. (See Appendix IX, Example 4).

(b) Subject to the provisions of Section 13, no increment shall be withheld in respect of any year unless the service for that year has been declared unsatisfactory by the appropriate Authority, but the effect of this shall be limited to one year unless the appropriate Authority otherwise determines.

### SALARIES OF EXISTING TEACHERS.

#### 15. (a) Definition of Existing Teacher.

A teacher shall be deemed an "Existing Teacher" in whose case on 31st March, 1925, there existed a contractual relationship with a Local Education Authority or Governing Body of any School, service in which is counted for increment purposes on the Scales, or such contractual relationship was in process of termination only in order that the Authority or Governing Body might be able to apply the new scale. Supply Teachers at daily rates are not regarded as coming within the terms of this definition.

#### (b) Salary on 1st April, 1925.

No such teacher shall receive, by reason of the operation of the awarded scale, a less rate of scale salary as from 1st April, 1925, than he or she was receiving on the 31st March, 1925, provided that no teacher shall receive a scale salary in excess of the maximum of the appropriate scale, i.e., existing teachers will mark time until the new scale overtakes their scale salaries as existing on the 31st March, 1925.

#### (c) Definition of Scale Salary as existing on 31st March, 1925.

Scale salary as existing on 31st March, 1925, means salary on that date if correctly calculated according to the scale which was in force in the area on that date (not exceeding full Burnham Scale<sup>185</sup> but excluding additions and allowances under Sections 4 (3) (a), (b), (c) and (d), 4 (4) (a), (b) and (c) and 13 (b) of the 1921 Report. Additions and allowances in addition to the new Scale have been dealt with in Sections 4 and 5 of this Report.

#### (d) Migration of Existing Teachers without change of Status.

A teacher who was on the 31st March, 1925, an "Existing Teacher," as defined in (a) above, upon migrating from one area to an equivalent post in another area shall receive, in his new area, such salary as he would have received had the whole of his teaching service been rendered in his new area and shall enjoy the same protection.

#### (e) Change of status, due to promotion.

This constitutes a new appointment and salary should be calculated in accordance with the scales set out in Section 3, provided always that there shall be no fall of salary on promotion. (This provision does not apply to a teacher promoted on migration from one area to another.)

#### (f) Breaks in service for Protected Teachers.

An "Existing Teacher" having a break in service after 31st March, 1925, should on resumption receive the same salary as would be received by an "Existing Teacher" with unbroken service in the school if he possessed equivalent status and service on the date of resumption.

### SERVICE.<sup>186</sup>

16. (a) For the purpose of computing the salary under these scales, the following shall be accepted:—

- (i) Service in Schools to which this Report relates and (or) in Secondary or Preparatory Schools recognised by the Board of Education as efficient;
- (ii) Service in other Schools or Institutions within the British Empire accepted by the Local Education Authority as of equivalent standard;
- (iii) Service in Universities, University Colleges and Training Colleges;
- (iv) Service with the Forces of the Crown during the War and such other service as is allowable under the Board's Circulars 1244, 1318 and 1336.<sup>187</sup>

<sup>185</sup> Where on 31st March, 1925, a teacher was in receipt under Section 16 of the 1921 Report of a salary in excess of his 100 per cent. "correct position" scale salary on that date, his protected salary is limited to the 100 per cent. "correct position" scale salary under the 1921 Report or the maximum of the appropriate scale under Section 3 (3) or 3 (4) of this Report, whichever is the less.

<sup>186</sup> See Appendix IV.

<sup>187</sup> See Appendix V.

(b) (i) In the case of teachers who have served in Public Elementary Schools, the increment in respect of such service shall be computed on the basis of the Standard Scale for teachers in such schools adopted by the Local Education Authority.<sup>188</sup>

(ii) The term "Public Elementary Schools" shall be deemed to include any School or Institution, not coming under (a) above, service in which is accepted for increment purposes under the Report of the Standing Joint Committee on Standard Scales of Salaries for Teachers in Public Elementary Schools.<sup>189</sup>

(c) In cases where the appropriate Authority has refused to recognise service in any School or Institution as equivalent service to (a) (i) above, for the purpose of computing the salary, the teacher concerned may appeal to the Reference Committee (appointed under Section 22) against the decision of the appropriate Authority, always provided that such appeal has been sanctioned by the Teachers' Panel of the Standing Joint Committee. No such appeal may be made by any teacher not in service on 1st April, 1921, in a School to which these scales apply.

(d) Time spent in industry or in professional or research work after the age of 21 years (other than time already counted as part of the qualifications under subsections (3) and (5) of Section 3, or under Section 7) may be approved by the Local Education Authority in its discretion, and if so approved, shall be counted as equivalent to teaching service provided that not more than five years or, in special cases, seven years shall be so counted.<sup>190</sup>

### CHANGE OF STATUS.<sup>191</sup>

17. Where a teacher has become a Graduate, or has been placed on a Graduate scale whilst in service in a school to which this Report relates, his or her salary shall be increased by the difference between the minimum of the appropriate scale and the minimum of the Graduate scale independently of the normal increments accruing under the scales.

### DETERMINATION OF SCALE SALARY.

18. The scale salary of a teacher shall be determined as follows:—

To the minimum of the scale salary given in Section 3 of this Report appropriate to the Teacher's status, provided that the appropriate maximum shall not be thereby exceeded, there shall be added:—

(a) An appropriate Elementary Scale increment<sup>192</sup> in respect of each completed year, other than the first, of service as a Certificated Teacher or if there is no service as a Certificated Teacher, as an Uncertificated Teacher,<sup>193</sup> in an Elementary School. Odd months in excess of completed years of elementary service are ignored for increment purposes, but, in the case of a teacher on the Non-Graduate Scale where the proportionate increment on the Elementary Scale in respect of such odd months exceeds the difference between the minimum of the Non-Graduate Scale and the minimum of the Elementary Scale, the amount by which it exceeds this difference may be added.<sup>194</sup> The total addition under this subsection shall not exceed the difference between the minimum and maximum of the appropriate Standard Scale, as defined in paragraph 3 of Appendix VII.<sup>195</sup>

(b) An appropriate Non-Graduate Scale increment in respect of each completed year, other than the first, of Non-Graduate service accepted under Section 16 (a) and, subject to the provisions of Section 13 (e), Section 16 (d), provided that the total addition, together with any addition under Sub-section (a), does not exceed the difference between the minimum and maximum of the appropriate Non-Graduate scale.<sup>196</sup>

<sup>188</sup> See Appendix IV, paragraphs 10-11.

<sup>189</sup> See Appendix IV, paragraph 6.

<sup>190</sup> See Appendix IX, Example 3.

<sup>191</sup> See Appendix VI.

<sup>192</sup> The Elementary Scale increments are:—

	Men	Women
For Certificated Teachers	112	76
For Uncertificated Teachers	102	66

<sup>193</sup> See Appendix VII, paragraph 1, and Appendix IX, Example 5, for the case of a teacher with both Uncertificated Teacher and Certificated Teacher service.

<sup>194</sup> See Appendix VII, paragraph 2 and Appendix IX, Example 7. The object of this provision is to ensure that a Certificated Teacher does not receive less of the Non-Graduate Scale than he would have received had he remained on the Elementary Scale.

<sup>195</sup> See Appendix IX, Example 8.

<sup>196</sup> See Appendix IX, Example 9.

(c) An appropriate Graduate Scale increment in respect of each completed year other than the first, of Graduate service, accepted under Section 16 (a) and subject to the provisions of Section 13 (e), Section 16 (d).

(d) Where a uniform incremental date is in force a proportionate increment as provided for in Section 14 (a) on the Scale appropriate to the teacher's final status.

(e) Where necessary an increment as provided for in Section 13 in respect of the first year of service subsequent to each change of status.

Additions for training and allowances for teachers whose service is of exceptional value, etc., are dealt with in Section 4 and Section 5.

#### DIVIDED SERVICE.<sup>10</sup>

19. (a) Where a teacher employed by one Local Education Authority builds up full-time service by combining part-time service of different types which, if full-time, would be remunerated at different rates of salary, the award salary may be computed as follows:

(i) Teachers who spend less than one-quarter of their time in the more highly paid service should be paid at the lower rate for all work, one-quarter of their salary being charged to the School or Institution to which the higher rate of salary is applicable and three-quarters to that to which the lower rate of salary is applicable.

(ii) Teachers who spend not less than one-quarter, and not more than three-quarters, of their time in the more highly-paid service should be paid as to half their salary at the higher rate, and as to the other half at the lower rate, the apportionment between accounts being made accordingly.

(iii) Teachers who spend more than three-quarters of their time in the more highly paid service should be paid at the higher rate for all work, three-quarters of their salary being charged to the School or Institution to which the higher rate of salary is applicable, and one-quarter to that to which the lower rate is applicable.

(b) In calculating the salary for this purpose on the Technical Scales, the whole of the past divided service may be counted as Technical Service and in calculating the correct position on the Elementary Scale, the whole of the service may be counted as Elementary Service.

N.B.—It should be noted that the Board's acceptance of the provisions of this section for grant purposes requires that the provisions of the Section shall be adopted as a whole and be applied to all the divided service-cases in the area.

#### CHANGE OF SCALE.

20. (a) No Local Education Authority wholly outside the "London Area" as defined in Section 6, shall adopt the Scale prescribed in this Report for London.

(b) The Standing Joint Committee and each Panel of it and the Bodies represented on each Panel (i.e., the County Councils Association, the Association of Municipal Corporations, the Association of Education Committees, the London County Council, the Association of Teachers in Technical Institutions, the Association of Principals of Technical Institutions, the National Society of Art Masters, the National Federation of Continuitive Teachers and the National Union of Teachers, respectively), shall exert their best influence to prevent the adoption or change of a Scale by any Local Education Authority contrary to the opinion or decision of the Committee, and the Committee may, if necessary, make representations to the Board of Education concerning such action.

(c) Any disagreement between a Local Education Authority and its Teachers on the subject of the adoption, change, or interpretation of a Salary Scale shall be referred to the decision of the Standing Joint Committee at the instance either of the Authority or of the executive of one of the Associations of Teachers represented on the Committee.

<sup>10</sup> See Appendix IX, Example 10.

#### DURATION OF SCALES.

21. The duration of the scales shall be six years from the 31st March, 1925, and thereafter from year to year, subject to notice of one year, being the financial year, from either Panel of the Standing Joint Committee.

#### COMMITTEE OF REFERENCE.

22. There shall be appointed a Joint Committee of Reference, consisting of 12 members nominated by the representatives of Local Education Authorities on the Committee, and 12 members nominated by the representatives of the Teachers, i.e. six representatives of the Teachers of the Secondary Committee and six representatives of the Teachers of the Technical Committee, and the Honorary Secretaries *ex officio*, with Viscount Burnham, or, in the case of his absence, a deputy to be nominated by him from time to time as Chairman; to which Committee shall stand referred for consideration and report to the Standing Joint Committee any matters relating to the interpretation of the provisions of this agreement brought forward by a Local Education Authority or by any Association of Teachers in Schools to which this Report relates acting through the Executive of one of the Associations of Teachers represented on the Committee, or by consent of the Chairman of the Standing Joint Committee.

The Committee will also consider appeals from Teachers as provided in Section 16 (c) of this Report.

We have the honour to be,

Sir,

Your obedient servants,

BURNHAM (*Chairman*).

F. C. CLARKE.	} <i>Representing the Association of Teachers in Technical Institutions.</i>	W. A. BROCKINGTON.	} <i>Representing the County Councils Association.</i>
R. M. CRIPPS.		W. HODGSON.	
A. E. EVANS.		J. L. HOLLAND.	
J. SCHOLES HAGUE.		PERCY JACKSON.	
M. HALL.		WM. JENKINS.	
W. E. HARRISON.		J. C. C. KIMMIDS.	
GEORGE KNOX.		A. LEYCSTER.	
T. WICKHAM MURRAY.		PENRHYN.	
E. L. RHEAD.		F. F. POTTER.	
J. PALEY YORKE.			
S. C. LAWS.	} <i>Representing the Association of Principals of Technical Institutions.</i>	O. WAKEMAN.	
B. PRENTICE.		K. T. WALLIS.	
W. MANSERGH VARLEY.		FRANCIS ASKEW.	} <i>Representing the Municipal Corporations Association.</i>
T. WORSWICK.	W. J. BURGESS.		
R. R. CARTER.	JAMES GRAHAM.		
W. H. EVANS.	P. D. INNES.		
R. T. MUMFORD.	CHAS. HADDON.		
A. SHUTTLEWORTH.	} <i>Representing the National Society of Art Masters.</i>	OSBORNE.	} <i>Representing the Association of Education Committees.</i>
		A. H. WHIPPLE.	
M. CONWAY.	} <i>Representing the National Federation of Continuitive Teachers.</i>	TROS. W. BERRY.	} <i>Representing the Association of Education Committees.</i>
W. J. KENYON.		ERNEST H. COOK.	
	B. S. GOTT.		
E. R. CONWAY.	} <i>Representing the National Union of Teachers.</i>	SPURLEY HRY.	
E. W. JONES.		GEORGE LUNN.	
E. J. SAINSBURY.		J. J. SCOTT.	
		PERCIVAL SHARP.	} <i>Joint Hon. Secretaries.</i>
		W. MANSERGH VARLEY.	

18th February, 1927.

Letter from Lord Burnham forwarding a copy of the Report to the President of the Board of Education.

13, Bryanston Square, W.  
9th March, 1927.

My dear Minister,

At the request of the Standing Joint Committees I have the honour to forward you the amended copies of their last Reports that have just been handed to me. In the case of the Elementary Schools this is the third report following on that of the 30th September, 1920, whilst that referring to the Secondary Schools is the second and follows on the report of 1st October, 1920, and that of the Technical and Art Schools on the report of 28th April, 1921. All are alike, however, in being for codification and are not intended to make any changes in the present agreements or with the interpretation in practice that has taken place under them mainly by the agency of the Committees of Reference.

I wish it had been possible to have avoided the multiplicity of notes and glosses which are appended to the clauses of the reports; but I understand that for convenience sake it is desirable to have the drafting in its present form, in order that the Local Education Authorities and all who are concerned or affected may see at once how the scales of salary and conditions of service have been applied in the course of administration and have been recognized by the Board of Education. May I be allowed to say that I welcome the fact that a larger discretion has now been given to Committees of Reference, which have already done such excellent service in the discharge of the functions assigned to them in our previous reports and I believe that the rule now adopted will avoid delays and conduce to speedy determination of any points in doubt or dispute between Local Education Authorities and the various Associations of School Teachers.

I also note with satisfaction that the Board of Education is showing a growing appreciation of the usefulness of these Committees in keeping them in constant touch with both the Local Education Authorities and School Teachers on such matters as were referred to us when these Joint Standing Committees were originally constituted.

I am,

Yours very truly,

BURNHAM.

The Rt. Hon. Lord Eustace Percy,  
Board of Education, S.W.1.

Letter from the President of the Board of Education to Lord Burnham in reply.

14th March, 1927.

My dear Lord Burnham,

I have the honour to acknowledge the receipt of your letter of the 9th March, with which you forward to me, at the request of the Standing Joint Committees, amended copies of their last Reports dealing with Elementary Schools, Secondary Schools, and Technical and Art Schools, respectively. I am sure that the codification which has thus been made will prove of the greatest service to all concerned.

I should like to take this opportunity of conveying, through you, the thanks of the Board to the Standing Joint Committees for this valuable piece of work and at the same time to express to you once more our gratitude for all the time and trouble which you yourself have expended upon the work of these Committees.

Yours sincerely,

EUSTACE PERCY.

The Rt. Hon. Viscount Burnham, C. H.,  
13, Bryanston Square, W.1.

APPENDIX I.

The RECOMMENDATIONS appended to the Award of the Right Hon. the Viscount Burnham, C.H., in respect of the Salaries of Teachers.

I strongly recommend:—

(1) That the Board of Education shall so adjust the grant that no Local Education Authority shall gain financially by paying salaries on a basis lower than the appropriate standard scales.

(2) That the Board of Education should be asked to recognise for the calculation of grant expenditure by each Local Education Authority within a prescribed sum, ascertained for the Authority on a well-defined basis for the purposes outlined in paragraphs 4 (3) (a), (b), (c), 4 (4) (b), (c) and 13 (b) of the Report of the Standing Joint Committee of the 28th April, 1921, provided that in the event of this recommendation being accepted by the Board no part of such sum shall be applied towards so increasing the salaries of classes of teachers mentioned in the Report as would be tantamount to altering the operation of the standard scales.

(3) That all Local Education Authorities should formulate their own standard scales for all classes of teachers referred to in Section 16 of the Report of the Standing Joint Committee dated 28th April, 1921.

(4) In the course of the proceedings several questions were brought before me upon points of detail in the application of the existing Standard Scales which create special difficulties. I have not been able to deal with these questions in my award, but I recommend that the Standing Joint Committee should consider questions of this kind with a view to making such readjustments as they may find to be necessary or desirable.

BURNHAM.

APPENDIX II.

Correspondence between the Chairman of the Standing Joint Committee and the President of the Board of Education.

I.

13, Bryanston Square, W.1.  
1st April, 1925.

My dear Minister,

At the request of the Standing Joint Committees I have the honour to forward you authorised copies of my Award and Recommendations on the matters in dispute as to the Scales of Salaries for Teachers in Public Elementary Schools, in Secondary Schools in which the Local Education Authorities accept responsibility for the salary scale, and in Technical Schools, Schools of Art, Junior Technical Schools, Evening Schools and Day Continuation Schools, in which the Local Education Authorities accept responsibility for the salary scales.

I have also to enclose three reports, \*marked A, B and C, of the Joint Standing Committees which have been unanimously approved and forwarded to me for transmission to you to the Board of Education.

I am, Yours very truly,

The Rt. Hon. Lord Eustace Percy, M.P.,  
Board of Education.

BURNHAM.

Board of Education,  
Whitehall, S.W.1.

9th April, 1925.

My dear Lord Burnham,

I have the honour to acknowledge the receipt of your letter of April 1st in which you forward to me, at the request of the Standing Joint Committees, authorised copies of your Award and Recommendations on the matters in dispute as to the Scales of Salaries for Teachers in Public Elementary Schools, in Secondary Schools in which the Local Education Authorities accept responsibility for the salary scales and in Technical Schools, Schools of Art, Junior Technical Schools, Evening Schools and Day Continuation Schools, in which the Local Education Authorities accept responsibility for the salary scales.

I am authorised by His Majesty's Government to inform you that the Board of Education will be prepared to recognise for grant purposes expenditure incurred by Local Authorities in paying salaries on the scales thus awarded by you.

I have also taken note of the Recommendations attached to the three Awards, and I will carefully consider them, together with the three Reports\* of the Standing Joint Committees which you have transmitted to me. The Government must have time to examine the effect of these Recommendations and Reports before arriving at a decision in regard to them.

I wish to take this opportunity of conveying to you the thanks of the Board and of His Majesty's Government for having undertaken this Arbitration which has involved such heavy duties and such demands upon your time for so long a period.

Yours sincerely,

EUSTACE PERCY.

The Rt. Hon. The Viscount Burnham, C.H.

\* Report C in the form finally approved by the Board is incorporated in this Report as Section 5 and Appendix III. Reports A and B refer to corresponding Recommendations for Teachers in Elementary and Secondary Schools respectively.

15th June, 1925.

My dear Lord Burnham,

When I wrote to you on the 9th April last informing you that the Board of Education would be prepared to recognise for grant purposes expenditure incurred by Local Authorities in paying salaries on the scales recently awarded by you, I referred to the Recommendations attached to the three Awards, and to the Reports of the Standing Joint Committees which you transmitted to me, and I stated that these Recommendations and Reports were receiving careful consideration, but that the Government would require time to examine their effect before arriving at a decision in regard to them.

I am now in a position to announce the Government's decision on these matters.

As regards the first Recommendation, I am anxious not to relieve the Local Education Authorities, who employ the teachers, of the responsibility which properly rests upon them in the matter of salaries. I have every reason to believe that they are now considering the Award with a full sense of that responsibility, and I do not think that I need intervene in their deliberations further than to say that the Board would feel bound to make adjustments of grant in any case in which they considered that the efficiency of the educational service was prejudiced or endangered by unreasonable action on the part of any Local Education Authority.

The second Recommendation is that the Board should recognise, for the calculation of grant, expenditure by each Local Education Authority within a prescribed sum, for the purpose of paying allowances, over and above the scale salaries, in certain specified cases, subject to the proviso that no part of such sum shall be so applied as in effect to alter the operation of the standard scales.

The Board accept this Recommendation and will be prepared, within the limits and conditions shown separately for Elementary, Secondary and Technical Schools, in the papers appended hereto, to recognise the expenditure of Local Education Authorities on the purposes described in the Recommendations and subject to the proviso therein contained. It will be observed that in determining these conditions, the Board, while following the general lines recommended by the Standing Joint Committee, have found it necessary to introduce some modifications.

In announcing their readiness to recognise expenditure of this kind, the Board desire to make it clear that the prescribed amount, being intended to be applicable to all Authorities as a maximum, is necessarily fixed at a figure which may be expected to exceed the requirements of a large proportion of the Local Education Authorities.

The third Recommendation in the S. and T. Awards relates to the salaries of Head Teachers and Heads of Departments whose salaries are not regulated by the awarded scales, and recommends those Local Education Authorities which have not yet framed scales to do so. The Board concur in this Recommendation. It will still be necessary for the Board to review the scales framed by Local Education Authorities. They will consider on their merits and with all possible despatch any proposals submitted to them without laying down any uniform standard in advance.

The Board feel that the Recommendation with regard to Handicraft Teachers in Elementary Schools requires further consideration, but they share your view as to the importance of Handicraft Instruction and they will be prepared to discuss the question with the Standing Joint Committee.

With regard to the remaining Recommendations, the Board will be prepared to consider, and, where necessary to submit to the Treasury, any proposals that may be made by the Standing Joint Committees in regard to the matters referred to.

Yours sincerely,

EUSTACE PERCY.

The Rt. Hon. Viscount Burnham, C.H.

24th June, 1925.

Dear Lord Burnham,

You will recollect that the Standing Joint Committee, when they submitted proposals for putting into operation the Recommendation (2) attached to your Awards for Secondary and Technical Teachers, also submitted proposals for modifying Section 4 (b) and (c) of the Secondary Report and Section 4 (3) (b) and 4 (4) (a) of the Technical Report, which prescribed the conditions under which certain additions to Scale Salaries are allowed to Teachers who have taken courses of training in teaching.

I am now glad to be able to inform you that the Board have considered these proposals and are prepared to agree to them in the slightly modified forms set out in the Schedules enclosed herewith.

Yours sincerely,

EUSTACE PERCY.

The Rt. Hon. Viscount Burnham, C.H.

*Statement of the limits and conditions under which the Board will be prepared to recognise for grant expenditure on allowances over and above the Scale Salaries (Section 5 of the Report).*

1. The margin of expenditure mentioned in Section 5 (c) shall not exceed the smaller of the amounts ascertained under (A) and (B) below.

(A) Take in respect of full-time students:—

- (i) £1 for each boy under the age of 16;
- (ii) 15s. for each girl under the age of 16;
- (iii) £3 for each boy between 16 and 18;
- (iv) 45s. for each girl between 16 and 18;
- (v) £5 for each man over 18;
- (vi) 75s. for each woman over 18; and
- (vii) in respect of part-time day or evening students, 30s. for each complete thousand in the aggregate numbers of student-hours of such students;

and deduct from the aggregate of these allowances £50 for each post which has been accepted by the Board of Education as a Headship of Department for salary purposes.

(B) Take the product of (a) the number of teachers in the grades defined in Section 5 (c) (i) (ii) and (iii) and (4) 225, or, if the Authority report to the Board that a larger margin is reasonably required for one or more of the Schools in the area or for the area as a whole, such factor larger than 225 as the Board may approve after considering the representations of the Authority.

2. For the purpose of these computations:—

- (a) No account is to be taken of any students or of any teachers in a school in which there is no full-time teacher belonging to any one of the classes specified in Section 5 (c) (i) (ii) and (iii).
- (b) The number of full-time students shall be determined by reference to the state of the school admission register or other register which shows the list of individual full-time students enrolled on the 1st November, 1924, for instruction in the Autumn Term of 1924.
- (c) The ages of those students shall be taken as on 1st November, 1924.
- (d) The student-hours of day or evening part-time students shall be taken to be those made in the school year which ended on the 31st July, 1924.
- (e) The number of teachers shall be taken as on the 1st November, 1924, due allowance being made for vacancies.

3. The margin as ascertained above shall remain fixed throughout the duration of the Award.

## APPENDIX IV.

## TEACHING SERVICE AND INDUSTRIAL EXPERIENCE. (Section 16 of Report.)

## General.

1. So long as the Teacher's status remains unaltered, service is not affected by a change from one School to another of the same class.

2. (i) The following are examples of service not accepted as service for increment purposes:—

- (a) Service under the age of 18 years.
- (b) Grace terms.
- (c) Foreign Service (i.e. service outside the British Empire, but see paragraph 6 (ii) below).
- (d) Service as Private Tutor.
- (e) Teaching under supervision (e.g. Student-Teacher or Art Pupil Teacher).
- (f) Service as Inspector or Organiser, or in other non-teaching capacity. But, where such service includes some teaching, such teaching may be regarded as though it had been part-time teaching.
- (ii) Absences on leave without pay do not count as service.

3. (a) *Part-Time Teaching Service.*—In calculating the salary of a Teacher, a proportionate increment may be given for previous part-time teaching service, e.g. one increment for two years' half-time teaching service, subject to the condition that, where part-time teaching was concurrent with other service or experience which can be counted for increment, not more than one increment on the appropriate scale can, in the aggregate be given in respect of a year of a Teacher's life.

(b) *Short Periods of Teaching Service of less than One Month.*—Any arrangement for taking account for increment purposes of short periods of service up to the 31st March, 1927, to which the Board of Education have not taken exception will be recognised by the Board for such service. For service subsequent to the 31st March, 1927, the following arrangements are recognised by the Board of Education.

(i) Periods of continuous service extending over not less than four consecutive weeks. For each such period—

- (a) The complete calendar months will be totalled; and
- (b) odd days at the beginning and end of the service will be aggregated.

In order to equate these odd days to months of service the sum of all the aggregates of odd days for the whole of the teacher's service which is taken into account for increment purposes will be divided by 30. The quotient will be taken as a number of complete months and the remainder will count as one month or will not count, according as it is 15 days or over, or less than 15 days.

For the purpose of this paragraph continuous service beginning on a Monday and ending on the Friday of the fourth week after is regarded as service for four consecutive weeks; and neither the incidence of the end of a financial year nor a change of employment is regarded as affecting the continuity of service which otherwise runs continuously.

(ii) Periods of service of less than four consecutive weeks, rendered subsequently to 31.3.27, will not be recognised in the calculation of increments.

## Section 16 (a) (i).

4. Service in a School prior to the date of its recognition as efficient by the Board is accepted under Section 16 (a) (i) of this Report provided that there has been no change of status (e.g. conversion of an Elementary School into a Secondary School), and provided that the School was not decided by the Board to be inefficient during the period in question.

5. Jersey Victoria College and Guernsey Elizabeth College are regarded as coming under Section 16 (a) (i) of this Report for increment purposes.

6. Art Teachers who are formally reported to the Board as part of the teaching staff of a School, although they are Students for part of their time, may be credited with part-time service, corresponding to that part of their time which is occupied in teaching.

## Section 16 (a) (ii).

7. If an Authority after making full enquiries are satisfied that a non-recognised School or Institution may properly be regarded as of an equivalent standard to Schools to which this Report relates and (or) Secondary or Preparatory Schools which are recognised by the Board as efficient, they may give increments in respect of service therein.

8. (i) Full-time service in the following has been generally accepted for the purpose of computing the salary of a Teacher in a School to which this Report relates:—

- (a) Separately organised Pupil Teacher Centres.
- (b) Juvenile Unemployment Centres.
- (c) Army Education Corps.
- (d) H.M. Dockyard Schools, and service as Naval Schoolmaster.
- (e) Secondary Schools recognised as efficient by the Scottish Education Department.
- (f) H.M. Ships "Conway" and "Worcester" and the Royal Naval Colleges at Dartmouth and Osborne.

(ii) For the purposes of the Report, Egypt and the Mandated Areas (e.g. Palestine), are regarded as within the British Empire.

## APPENDIX IV—continued.

## Section 16 (b).

9. In addition to service in Public Elementary Schools, the following types of service *inter alia* are counted as Elementary service:—

- (a) Service in Certified Efficient Elementary Schools in England and Wales.
- (b) Service as a Teacher in Army Schools for Soldiers' children in any part of the world.
- (c) Full-time teaching service in State-aided Elementary Schools in Ireland, in the Dominions or Colonies, or in India, under the same conditions as are applicable under the Elementary Report. (See Appendix IV, paragraph 1 (b) (iii) of Standard Scales Report.)
- (d) Full-time teaching service in Elementary Schools, rendered overseas, by Teachers employed by Local Education Authorities in England and Wales, who proceed to the overseas Dominions, States, and Provinces for one year under the interchange arrangements.

10. Service as a Head Teacher in an Elementary School is counted as if it were service as an Assistant Teacher.

11. "The Standard Scale adopted by the Local Education Authority," shall be the Standard Scale adopted by the Local Education Authority for Higher Education in whose area the School or Institution is situated, and not the scale adopted by the Local Education Authority for Elementary Education.

## Section 16 (d).

12. In cases in which a Technical School Teacher obtained a Degree during a period of industrial experience allowed for increment purposes by a Local Education Authority, under the provisions of Section 16 (d) of this Report, increments at the Non-Graduate rate are given in respect of completed years of industrial experience up to the date of the Degree and at the Graduate rate in respect of the subsequent experience allowed.

## WAR SERVICE. (Section 15 (a) (iv) of Report.)

1. The following types of war service (see Circulars 1244, 1318 and 1336) may be counted for increment purposes—

- (a) Service with H.M. Forces (Soldiers, Sailors or Airmen).
- (b) A period of disablement owing to medical treatment for wounds or other disabilities contracted when on war service with H.M. Forces, up to a maximum of 12 months, on production of satisfactory evidence that the teacher was unable to resume or continue teaching duties, or was unable after demobilisation to complete his preparation for the teaching profession.
- (c) Service with the Allied armies in a combatant capacity, provided that the Teacher was in recognised teaching service in England, Wales or Scotland before the war.
- (d) Service which has been accepted by the Naval or Military Authority for the purpose of the issue of the Victory Medal or the Mercantile Marine War Medal.

2. The following are examples of types of war service which are not taken into account for increment purposes—

- (a) Voluntary periods of service after the Armistice (but provided they do not exceed 12 months in duration, they do not invalidate actual service during the war from being counted).
- (b) Service with Army Reserve W. In the case of teachers who had service with the Forces prior to transfer to Army Reserve W, the date of demobilisation may be taken to be the date of discharge from Army Reserve W.
- (c) A period of internment as a civilian prisoner of war.
- (d) Munitions work.
- (e) Service in a University O.T.C. (N.B.—This does not include service in the Artists Rifles O.T.C. or Inns of Court O.T.C. which is regarded as war service.)
- (f) Service with the Forces of the Crown before the age of 18.

3. The following classes of Teachers are allowed to count war service as defined in paragraph 1 above for increment purposes—

- (a) Men who were serving as full-time Teachers at the outbreak of the war or later. Provided that they resumed such teaching at the first opportunity after demobilisation, or the interval between demobilisation and resuming teaching was occupied by a full-time course of study for a degree, or in preparation for the teaching profession.

(b) New Entrants—Graduates.

As regards men Teachers who only commenced full-time teaching service after the war and had not been in any other occupation prior to the war, war service is counted for increment purposes on the Graduate Scale, subject to the following conditions—

- (i) The Teacher must have entered upon full-time teaching service at the first opportunity after demobilisation, or after the completion of a full-time course of study for a degree, or in preparation for the teaching profession. A short period of temporary teaching service whilst waiting for admission to the University is ignored.
- (ii) If the total period spent in such full-time course of study falls short of three years, the difference between three years and the period actually spent in the course (both before and after enlistment) is deducted from any period allowed for salary purposes for service with the Forces. For this purpose, the University year is taken as commencing on 1st August and ending on 31st July.

(c) New Entrants—Non-Graduates—

- (i) Men possessing qualifications accepted by the Board as equivalent to a degree are treated as Graduates and dealt with as in (b) above.
- (ii) Certificated Assistant Masters are dealt with in accordance with Circular 1227. (See Appendix V to Standard Scales Report.)
- (iii) In the case of other Assistant Masters, war service is counted only if the Teacher possesses suitable and substantial qualifications based upon a course of full-time study of at least two years' duration, e.g. courses of study in Art or Music. In such cases the normal period of full-time study required for the qualification is substituted for three years in (i) (ii) above.
- (iv) In the case of women teachers war service is counted only if it is of the type coming under paragraph 1 (d) and was commenced before 14th June, 1917, and if the teachers concerned satisfy the conditions set forth in (a), (b) or (c) preceding.

4. War service is counted for increments on the scale which was appropriate to the Teacher before his entry on war service, except in the following cases—

- (a) Teachers who proceeded to a University and obtained a degree before resuming teaching are treated as new entrants (see paragraph 3 (b) preceding).
- (b) Teachers in foreign service prior to the war who resumed teaching in a School in England, Wales or Scotland immediately on demobilisation, have their war service counted on the same scale as is appropriate to their post-war service. If, however, they returned to foreign service after demobilisation, their war service is not counted for increment purposes.
- (c) In the case of Teachers serving in Secondary or Technical Schools before the war, who were awarded War Degrees whilst on Active Service, the war service is counted at Non-Graduate rates up to the date of the award of the War Degree, and at Graduate rates afterwards.

## RULES FOR CHANGE OF STATUS. (Section 17 of Report.)

1. The date of graduation for salary purposes is the date at which the result of the degree examination is notified to the Teacher, not the date at which the degree, etc., is formally conferred.

2. Special Rules for Degrees of London University—

- (a) In cases where the Degree Examinations were held in October (e.g. London B.A. and B.Sc. external degrees prior to 1924), the date of graduation is taken as the 1st December, unless the Teacher completes an additional year of Non-Graduate service by the 31st December, in which case the date is taken as the 1st January.
- (b) In cases where the Degree Examinations were held in June (e.g. B.A. and B.Sc. examinations from 1924 onwards), the Graduate status for salary purposes is dated from the 1st August, unless the Teacher completes an additional year of Non-Graduate service by the 31st August, in which case the date of graduation is taken as the 1st September.
- (c) In the case of a Teacher who, prior to 1924, took an internal degree of London University, after having completed a three-years full-time day course of study for the degree in July, and obtained a teaching post at the commencement of the following Autumn Term, the Graduate Status is taken as dating from the 1st September.

3. Only completed years of aggregated service in each capacity are taken into account for increment purposes in assessing salary on the Graduate Scale, e.g. 4 years 7 months previous service in the capacity of a Non-Graduate together with 2 years and 5 months as a Certificated Teacher counts as 4 years Non-Graduate service and 2 years Certificated Teacher service for increment purposes.

4. The words "minimum of the appropriate Scale," mean the minimum without any addition under Section 4 of this Report, and any such addition should be deducted from the salary paid before adding the transfer increment.

5. Where a proportionate increment has been given to a Non-Graduate Teacher in a School for which a uniform incremental date operates and the Teacher subsequently becomes entitled to the Graduate Scale, the following procedure is adopted—

- (a) If an additional year of Non-Graduate service has been completed since the last incremental date, the transfer increment is added on the date of change of status; the balance of the Non-Graduate increment (i.e. the amount required to make a full Non-Graduate increment), is given on the first incremental date following transfer; and the proportionate Graduate increment is given when the first Graduate increment becomes due, i.e. either on the next uniform incremental date or the next but one according as the teacher has one or two halves. If one half only is given regard has to be had to Section 13 (d). (See Appendix IX, Examples 1 and 2.)
- (b) If an additional year of Non-Graduate service has not been completed at the date of transfer the salary is increased by the transfer increment, and reduced by the proportionate Non-Graduate increment included therein. On the date when the first Graduate increment becomes due, the Teacher receives only the proportionate Graduate increment for the period subsequent to graduation. (See Appendix IX, Example 3.)

## APPENDIX VII.

## TREATMENT OF ELEMENTARY SERVICE IN DETERMINATION OF SCALE SALARY. (Section 18 (a) of Report)

1. Where the teacher has had service both as an Uncertificated and as a Certificated teacher, the salary may be computed in whichever of the following methods is the more favourable to the teacher—

(a) Ignoring Uncertificated service and giving increments only in respect of Certificated service; or

(b) Counting all service as if it had been Uncertificated service.

2. Under the Award Scales, the only case where the proportionate increment on the Standard Scale for Certificated Teachers exceeds the difference between the Minimum of the Certificated Teachers' Scale and the Minimum of the Non-Graduate Scale is that of the two years' College Trained Certificated Assistant Master in a Scale III area. The adjustment of salary necessary in such a case is an addition of £1 for each month in excess of six of the odd months of Certificated Teacher service. (See Appendix IX, Example 7.) No addition would be made if the increment on the Certificated Teachers' Scale is the final one of (b).

## 3. Difference between Minimum and Maximum of Elementary Scale.

## (a) Certificated Assistant Teacher transferring to Non-Graduate Scale.

	MEN			WOMEN		
	Max.	Min.	Diff.	Max.	Min.	Diff.
Standard Scale I	£ 312	£ 168	£ 144	£ 246	£ 150	£ 96
.. II	330	168	162	258	150	108
.. III	366	180	186	288	162	126
.. IV	408	192	216	324	180	144

N.B.—The Minimum is in all cases that for a 2 years' College Trained Teacher.

## (b) Certificated Assistant Teacher transferring to Graduate Scale.

	MEN			WOMEN		
	Max.	Min.	Diff.	Max.	Min.	Diff.
Standard Scale I	£ 312	£ 180	£ 132	£ 246	£ 159	£ 87
.. II	330	180	150	258	159	99
.. III	366	182	174	288	171	117
.. IV	408	204	204	324	189	135

N.B.—The Minimum is in all cases that for a 2 years' College Trained Certificated Teacher plus the increment for a degree under Section 3 (b) (i) of the Standard Scales Report.

## (c) Uncertificated Assistant Teacher transferring to Graduate or Non-Graduate Scale.

	MEN			WOMEN		
	Max.	Min.	Diff.	Max.	Min.	Diff.
(i) If recognised as U.T. before 1/1/14						
Standard Scale I	£ 168	£ 102	£ 66	£ 156	£ 93	£ 63
.. II	198	102	96	156	93	63
.. III	222	108	114	174	99	75
.. IV	246	117	129	198	108	90
(ii) If recognised as U.T. on or after 1/3/14						
Standard Scale I	£ 156	£ 102	£ 54	£ 144	£ 93	£ 51
.. II	156	102	54	144	93	51
.. III	174	108	66	153	99	54
.. IV	192	117	75	162	108	54

## APPENDIX VIII.

## SCALE SALARY FOR EACH YEAR OF SERVICE.

N.B.—This Table does not apply in the case of a Teacher with "Mixed" service, e.g. Non-Graduate and Graduate service, or Elementary service and Graduate service. In such cases it is necessary to calculate the scale salary in accordance with Section 18 of the Report.

Years of Service.	Provincial Scale for—				London Scale* for—			
	Graduates.		Non-Graduates.		Graduates.		Non-Graduates.	
	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.
0	£ 234	£ 216	£ 186	£ 174	£ 276	£ 264	£ 204	£ 192
1	234	216	186	174	276	264	204	192
2	249	228	198	183	291	279	216	201
3	264	240	210	192	306	288	228	210
4	279	252	222	201	321	300	240	219
5	294	264	234	210	336	312	252	228
6	309	276	246	219	351	324	264	237
7	324	288	258	228	366	336	276	246
8	339	300	270	237	381	348	288	255
9	354	312	282	246	396	360	300	264
10	369	324	294	255	411	372	312	273
11	384	336	306	264	426	384	324	282
12	399	348	318	273	441	396	336	291
13	414	360	330	282	456	408	348	300
14	429	372	342	291	471	420	360	309
15	444	384	354	300	486	—	372	318
16	459	—	366	306	501	—	384	327
17	474	—	378	—	516	—	396	336
18	489	—	384	—	528	—	408	342
19	—	—	—	—	—	—	420	—
20	—	—	—	—	—	—	432	—

\* The London Scale has been adopted by the London and Middlesex County Councils and by the County Borough Councils for East Ham, West Ham and Croydon.

## APPENDIX IX.

The following examples show the method of calculation of salary in the more involved cases. In each case the Scale is assumed to be the Provincial Scale and the Elementary Scale the Standard Scale III.

In the case of Teachers on the Graduate Scale with service in a lower status, separate figures are given for teachers entitled to be paid as two years College Trained Certificated Teachers (Trained) and for other teachers (Not Trained). All the examples refer to Men unless otherwise stated. The following abbreviations have been used:—

G. = Graduate. C.T. = Certificated Teacher.  
 N.G. = Non-Graduate. U.T. = Uncertificated Teacher.

## 1. Transfer to Graduate Scale.

Incremental date 1/4.  
 N.G. Service commenced 9/26.  
 Obtained London External Degree in 1926 (June Examination).  
 Salary as a Non-Graduate 31/8/26:—

	£
Increments on service to 1/4/26	186
$4\frac{1}{2}$ at £12 (Section 4 (4) (c))	55
	241
Graduate Status from 1/9/26 (see Appendix VI, paragraph 2 (b)).	
Transfer increment £234-186	48
Salary 1/9/26	£289
Increment 1/4/27 (Trained) $\frac{1}{3} \times £12 + \frac{1}{3} \times £12 = £12$	
1/4/28 (Trained) $\frac{1}{3} \times £12 + \frac{1}{3} \times £15 = £13\ 15s$	
1/4/29 (Trained) —£15	
1/4/27 (Not Trained) —£5	
1/4/28 (Not Trained) $\frac{1}{3} \times £15 = £8\ 15s$	
1/4/29 (Not Trained) —£15	

Note.—The teacher receives on 1/4/27 whether (Trained) or (Not Trained) an increment of £5, being the balance of the HG increment due to him in respect of the year 1/9/25-31/8/26 (see Appendix VI, paragraph 5 (a)). In addition, if (Trained) he receives a proportional increment at the rate of £12 per annum in respect of the 7 months 1/9/25-31/3/26. The increment on 1/4/28 is in this case, as in Example 5, a composite one.

## 2. Transfer to Graduate Scale.

Incremental date 1/4.  
 Service to 1/4/26 as Non-Graduate 6 years 3 months.  
 Salary—£186 +  $5\frac{1}{3} \times 12$  (Section 3 (4) (c)) = £249.  
 Teacher obtained a London Degree in 1926 (June Examination).

	£
Salary on Non-Graduate Scale 31/7/26	249
Transfer increment, £234-186	48
	297
Less proportionate increment in respect of broken period of N.G. service	3 (Appendix VI, para. 5 (b))
Salary 1/8/26	£294

Increment 1/4/27 (Trained)  $\frac{1}{3} \times £12 = £8$ ; if (Not Trained) nil.  
 " 1/4/28 (Trained)  $\frac{1}{3} \times £12 + \frac{1}{3} \times £15 = £14$ ; if (Not Trained) £10.  
 " 1/4/29 (Trained, and Not Trained) —£15.

Note.—Service to 31/7/26 = 6 years 7 months.

Only 5 increments allowed on 1/8/26 in respect of N.G. service.

## 3. Teacher appointed on Graduate Scale with industrial experience.

Graduate qualification obtained during period of industrial experience.  
 Incremental date 1/4.  
 Date of appointment 1/9/26, with 4 years' industrial experience.

	£	s.	d.
Minimum	234	0	0
Increments under Section 16 (a) (see Appendix IV, paragraph 12) —			
At N.G. rates = 2 years + at £12	24	0	0
At G. rates = $1\frac{1}{3}$ years at £15	23	15	0
Salary 1/9/26	£281	15	0
Increment 1/4/27	Nil		
" 1/4/28	8	15	0
" 1/4/29	15	0	0

## APPENDIX IX—continued.

## 4. Penultimate and final increments where a uniform incremental date has been adopted.

Incremental date 1/4.  
 Service to 1/9/26—17 years G.  
 Salary 1/4/26 = £467 15s.  
 Increment for year 1/9/25—31/8/26 = £15.  
 " " " 1/9/26—31/8/27 = £6 (see Appendix VIII).  
 Therefore " " " 1/4/26—31/8/27 =  $\frac{1}{3} \times £15 + \frac{1}{3} \times £6 = £9\ 15s$ .  
 [See Note 27, page 9].  
 Therefore Salary 1/4/27 = £477 10s.  
 " " " 1/4/28 = £480 maximum.

## 5. Teacher with Elementary Service both as an Uncertificated and as a Certificated Teacher.

Incremental date 1/4.  
 Teacher transferred to Technical School as a Non-Graduate, 1/9/26.  
 Service to 1/9/26—2 years 7 months as U.T.  
 " " " " 4 years 6 months as C.T.

Total 7 years 1 month

4 Increments on C.T. Scale = £48.

7 " U.T. Scale = £524.

Combined service can be treated as U.T. service (see Appendix VII, paragraph 1 (b)).

Minimum	£186
6 U.T. Increments	45 (See Section 18 (a))
Salary 1/9/26	£231

Increment 1/4/27  $\frac{1}{3} \times £7\ 10s = £4\ 7s\ 6d$ . (see Section 13 (c)).  
 " 1/4/28  $\frac{1}{3} \times £7\ 10s + \frac{1}{3} \times £12 = £10\ 2s\ 6d$ .  
 " 1/4/29 —£12.

Note.—(a) Increment in respect of year 1/9/26-31/8/27 is £7 10s. Hence increment for year 1/4/27-31/3/28 is a composite one.

(b) As difference between maximum and minimum of U.T. Scale for Men (Standard Scale III) is £66 (or £114 if appointed as U.T. before 1/4/14), paragraph 1 (b) of Appendix VII cannot apply if C.T. service exceeds 6 years (or 10 years if Teacher appointed as U.T. prior to 1/4/14). (See Section 18 (a)).

## 6. Salary of a Certificated Teacher transferred to Graduate Scale at point below the Maximum of the Certificated Teacher's Scale.

Incremental date 1/9.  
 Date of Transfer 1/1/27.  
 Service to 1/1/27—15 years + as C.T.

	£
Minimum	234
Increments for Service—14 at £12	168
Salary 1/1/27	£402
Increment 1/9/27 (Trained) $\frac{1}{3} \times £12 = £8$	
" 1/9/28 (Trained) $\frac{1}{3} \times £12 + \frac{1}{3} \times £15 = £14$	
" 1/9/29 (Trained) —£15	
" 1/9/27 (Not Trained) —Nil	
" 1/9/28 (Not Trained) $\frac{1}{3} \times £15 = £10$	
" 1/9/29 (Not Trained) —£15	

Note.—A full £12 increment is given in respect of first year of Graduate service in the case of (Trained) Teachers although final increment on C.T. scale would be only £6.

## 7. Salary of a Certificated Teacher two years college trained transferring to Non-Graduate Scale at point below the maximum of the C.T. Scale.

Service to date of transfer—6 years 9 months.

Difference between minima of Elementary and Non-Graduate Scales = £186-£180 (Minimum for 2 years' trained Teacher).

Proportionate Increment on C.T. Scale in respect of odd months of C.T. service = £9.

	£
Minimum	186
Increments for service—5 at £12	60
Addition for 9 months C.T. service—£9-6 (see Section 18 (a))	3
	£249

Notes.—(a) Since increment on C.T. Scale is the same as that on the N.G. Scale, increments accrue at £12 per annum from date of transfer (Sections 13 (c) and (d)).

(b) If the teacher subsequently transfers to the Graduate Scale the salary would be recalculated so that increments are only given in respect of the completed years of C.T. service.



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BOARD OF EDUCATION

Second Report of the Standing  
Joint Committee

representative of Associations of Local Education Authorities,  
Associations of Teachers in Secondary Schools and  
The National Union of Teachers on

Scales of Salaries

for Teachers in

SECONDARY SCHOOLS

in which the Local Education Authorities  
accept responsibility for the  
Salary Scales.

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ENGLAND AND WALES

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FEBRUARY, 1927.

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SCALES OF SALARIES FOR TEACHERS IN SECONDARY SCHOOLS IN WHICH THE LOCAL EDUCATION AUTHORITIES ACCEPT RESPONSIBILITY FOR THE SALARY SCALES.

To the  
Right Hon. the President of the  
Board of Education.

Sir,

**INTRODUCTORY NOTE.**

1. (a) The Agreement embodied in the Committee's Report of 1st October, 1920, having expired on 31st March, 1925, and the Committee having failed to reach an agreement as to the Scales to come into force after that date, it was decided to submit the question to arbitration, and the Rt. Hon. the Viscount Burnham, C.H., consented to act as Arbitrator. His Award, given on 27th March, 1925, has been accepted by the Committee, and in your letter dated 9th April, 1925<sup>(1)</sup>, you informed Lord Burnham as Chairman of this Committee that the Board of Education would be prepared to recognise for grant purposes expenditure incurred by Local Education Authorities in paying salaries on the scales thus awarded. In a subsequent letter dated 15th June, 1925<sup>(2)</sup>, you informed Lord Burnham that the Board accepted the recommendation appended to the Award that the Board should recognise, for the calculation of grant, expenditure by each Local Education Authority within a prescribed sum, for the purpose of paying allowances, over and above the scale salaries, in certain specified cases, subject to the proviso that no part of such sum shall be applied so as to alter the operation of the Scales.

(b) Certain other documents relative to the application of the Scales as modified by Lord Burnham's Award have also been issued to Local Education Authorities after consultation between this Committee and the Board of Education. The Committee are of opinion that it is desirable, both for the convenience of Local Education Authorities and others in administering the Scales and for the purpose of future reference, that these documents<sup>(3)</sup> should be embodied in a single Report. The Committee have accordingly agreed upon the following statement of the scales which apply to full-time teachers in schools to which this Report relates and of the conditions governing their application. In the process of codification one or two minor rules relating to existing teachers have been omitted as of insufficient importance to justify their retention, and one or two Sections of the Report have been restated. The Committee wish, however, to make it clear that it has not been their intention to change existing procedure and practice.

(c) This Report relates only to full-time Teachers. A full-time Teacher is defined for the purposes of this Report as one holding a full-time appointment.

**SECONDARY SCHOOLS NOT COVERED BY THE REPORT.**

2. As there is no formal representation on the Committee of any Secondary Schools other than those maintained by Local Education Authorities or for which the Local Education Authorities accept responsibility for the Salary Scales, the Award cannot directly apply to such other schools. We anticipate, however, that the findings contained in this Report will receive the serious consideration of those controlling such other schools.

<sup>(1)</sup> See Appendix II, Letters 2 and 3.

<sup>(2)</sup> The documents in question are:—

The Report of the Committee dated 1st October, 1920 (referred to hereinafter as the 1920 Report), Correspondence between the President of the Board of Education and the Chairman of the Standing Joint Committee on points arising out of the 1920 Report (November, 1921).

The Award and Recommendations made by the Rt. Hon. the Viscount Burnham, C.H., in respect of the Salaries of Teachers (April, 1925).

The Recommendations appended to the Award (June, 1925).

Interpretations and Decisions relating to the Award.

K. Memoranda Numbers 2, 3 and 6.

## SCALES FOR ASSISTANT MASTERS AND MISTRESSES

The Scales are set out in full in Appendix VIII.

### 3. (a) Graduates.<sup>(10)</sup>

Areas	Assistant Masters			Assistant Mistresses		
	Minimum	Annual Increment (See Section 3(c))	Maximum	Minimum	Annual Increment (See Section 3(c))	Maximum
England and Wales (except London)	£ 234	15	£ 480	£ 216	12	£ 384
London (as defined in Section 5)	276	15	528	264	12	420

### (b) Non-Graduates.<sup>(11)</sup>

Areas	Assistant Masters			Assistant Mistresses		
	Minimum	Annual Increment (See Section 3(c))	Maximum	Minimum	Annual Increment (See Section 3(c))	Maximum
England and Wales (except London)	£ 186	12	£ 384	£ 174	9	£ 306
London (as defined in Section 5)	204	12	432	192	9	342

(c) The first annual increment shall accrue after two years' service.

### ADDITIONS FOR TRAINING.

(In place of the additions to salary provided for in Sections 4 (b) and 4 (c) of the 1920 Report.)

4. (a) One increment shall be added to the scale provided that the maximum shall not be thereby exceeded:—

(i) For Graduates who have spent not less than three years (or the equivalent) in study for a degree at a University or University College or Technical College, and who, in addition, have satisfactorily completed one year (or the equivalent) of training in teaching.<sup>(12)</sup>

(10) The term "Graduates" is deemed for salary purposes to include the holders of degrees of:—

(a) English, Welsh, Scottish, Irish, Dominion and Colonial Universities.

(b) St. David's College, Lampeter.

(c) Foreign Universities, provided that the standard of the degree approximates to that of an English University.

Graduates of the Universities mentioned below, whose service has come under the Board's notice during the period ended 31st December, 1920, have been regarded by the Authorities concerned and by the Board as entitled to the Graduate Scales.

FRANCE	GERMANY	SWITZERLAND	UNITED STATES	AUSTRIA
Paris.	Berlin.	Zurich.	Harvard.	Vienna.
Bordeaux.	Rennes.	Basle.	Princeton.	
Dijon.	Göttingen.	Lausanne.	Yale.	HELGIVM
Grenoble.	Halle.	Geneva.	Bryn Mawr.	Louvain.
Lille.	Leipzig.			
	Munich.			

(11) Teachers who have passed the requisite final examination and complied with the other conditions for the award of a degree are classed as Graduates for salary purposes even though the degree has not been conferred upon them by the University.

(12) The holders of the following qualifications are classed as Non-Graduates for salary purposes:—

(a) I.L.A. (St. Andrews).

(b) B.és L. or B.és Sc. of a French University.

(13) All Assistant Teachers other than (a) Graduates or (b) Assistants placed on the Graduate Scale under Sections 7-10 of this Report are classed as Non-Graduates for salary purposes.

(14) The following may be counted as the equivalent of a year of Training for this purpose:—

(a) A year abroad as Assistant (Assistante) or Répétiteur (Répétitrice) under the Board of Education Scheme.

(b) A one year's course at the "École de Préparation de Professeurs de Français à l'Étranger" of the University of Paris.

(15) (a) The words "or the equivalent" refer to a concurrent four years' course of training in teaching and study for a degree.

(b) Training in teaching which preceded, as well as that which followed a full-time course of study for a degree, is accepted for this purpose.

(ii) For Non-Graduates who have satisfactorily completed three years of training, of which a substantial part must have been devoted to training in teaching.<sup>(13)</sup>

Provided that in all cases the training has been recognised under the Regulations for the Training of Teachers of the Board of Education or of the Scottish Education Department, or else has been specially approved for the purpose by the Board of Education.<sup>(14)</sup>

(b) Where an "Existing Teacher" on the 31st March, 1925, was with the concurrence of the Board of Education, in receipt of an additional payment under Section 4 (b) or Section 4 (e) of the 1920 Report, the sums of £18 and £12 shall be substituted for one increment for the purpose of Sub-sections (a) (i) and (ii) respectively so long as the teacher remains on the staff of the School.<sup>(15)</sup>

(c) Where a teacher satisfies Sub-section (a) (i) above, except that owing to Military Service he completed satisfactorily a shortened course of two terms' duration of training in teaching with the approval of the Board of Education or the Scottish Education Department, a proportionate increment of £10 shall be allowed.

### ALLOWANCES OVER AND ABOVE SCALE SALARIES.<sup>(16)</sup>

5. (a) The allowances here referred to are in place of the additions to salary hitherto provided for under Sections 4 (a) and 6 (Good Honours Degrees) Section 4 (d) (Senior Mistresses), Section 4 (e) (Special Responsibility), and Section 14 (b) (Additional payments to Individuals) of the 1920 Report. The allowances shall not be applied so as in effect to alter the operation of the scales set out in Section 3.

(b) The teachers to whom the allowances may be given are:—

(i) Teachers whose service is of exceptional value.

(ii) Teachers with high academic attainments. (No teacher shall receive additions under (i) and (ii) at the same time, and no addition under (ii) shall be given in such a way as to cause the maximum of the scale to be thereby exceeded).

(16) A Non-Graduate on becoming a Graduate, or on being placed on the Graduate Scale, is no longer eligible for this addition.

(17) The following have been accepted as constituting three years' training for the purpose of Sub-section (a) (ii):—

(a) Three years at a Domestic Science Training College, provided that the Cookery, Laundry and Housewifery diplomas were taken at the end of the second year, and the third year devoted to an additional subject, e.g., Dressmaking, or to advanced training in one of the subjects taken in the first two years.

(b) A three years' course at the following Physical Training Colleges:—

(i) Chelsea Physical Training College (courses commenced 1909 or later).

(ii) Battersea Physical Training College (period 1914-19).

(iii) Dartford, Bergman Osterberg Physical Training College } (courses commenced

(iv) Anetey Physical Training College } 1919 or later).

(v) Bedford Physical Training College

(vi) Kensington, Queen Alexandra Physical Training College (courses commenced in 1920 or later).

(c) Two years at an English Training College, followed by a third year course of Physical Training at Sheffield Physical Training College, or at Dunfermline Physical Training College, or at Silkeborg, Denmark, provided that a diploma was obtained at the end of the course.

(18) The following are examples of courses not accepted for this purpose:—

(a) Three years' training for the Higher Certificate of the National Froebel Union.

(b) A three years' academic course at a University without qualifying for a degree.

(c) A course in which the third year is a repetition of the work of the second year.

(d) A three years' course in Music or Art, unless the course includes a substantial amount of professional training.

(19) See Section 15 (a).

(20) An "Existing Teacher" on the 31st March, 1925, who was, with the concurrence of the Board, in receipt of an additional payment for post-graduate training in teaching under the provisions of Section 4 (b) of the 1920 Report is, so long as he or she remains on the staff of the School, entitled from 1st April, 1925, to an additional payment of £18 (provided that the appropriate maximum is not thereby exceeded) under the provisions of Section 4 (b) of this Report, whether the provisions of Section 4 (a) (i) are or are not satisfied.

(21) See also Appendix III.

- (iii) Senior Assistant Mistresses in "Mixed" Schools  
 (iv) Teachers (other than the Senior Assistant Mistresses of "Mixed" schools) holding posts of special responsibility. (In assessing responsibility account may be taken of organising and administrative responsibility attaching to the posts of Second Master and Second Mistress.)

(c) Teachers who, on the 31st March, 1925, were, with the concurrence of the Board of Education, in receipt of additional payments under Section 4 (d) of the 1920 Report, shall, so long as they remain on the staff of the school, receive such additional payments as would have been payable to them had that Report remained in operation, except that the sums £24 and £48 shall be substituted for the sums £25 and £50 named in that Section. Such teachers shall not be eligible for any additional payment under Sub-sections (b) (i) or (ii) above.<sup>(14)</sup> (15)

#### DEFINITION OF LONDON AREA.

6. The "London Area" shall be the area, wholly or partly within the Metropolitan Police District, of such Local Education Authorities as have arrived at an agreement with their Teachers that the scale for the London Area is the appropriate scale for the whole of their respective Areas.

#### QUALIFICATIONS ENTITLING A TEACHER TO BE PLACED ON THE GRADUATE SCALE.

7. The following qualifications shall be recognised as entitling the teacher to the appropriate Graduate Scale:—

(a) For Art—

- (i) The Teaching Certificate for Teachers in Schools of Art issued by the Board of Education under the provisions of Part I or Part II of Rules 109 or of Circular 1214.<sup>(16)</sup>  
 (ii) The Full Associateship of the Royal College of Art.<sup>(17)</sup>  
 (iii) The Art Masters Certificate, Group I, if awarded under the Rules of 1901 and subsequent years, and also if awarded under the Rules in force before 1901 and followed by five years' full time Art Teaching experience in an approved School, such service not to be counted for increments.  
 (iv) The Secondary Teachers' Drawing Certificate of the University of Oxford, so long as the Committee approve of the conditions attached to the granting of such certificate, and provided the requirement of a year's professional training has been fulfilled.

(b) For Modern Languages—

(i) French—

Licence ès Lettres.  
 Doctorat d'Université (with thesis written and sustained in French).  
 Doctorat d'Etat ès lettres.

(ii) Other languages—

A qualification of equivalent standard to those recommended for French.

(c) For Science—

Associateship of the Royal College of Science (London).  
 Associateship of the Royal College of Science (Ireland).

<sup>(14)</sup> The increments applicable in the period after 31st March, 1925, to teachers coming under the terms of this Sub-section, are the Award Scale increments of £15 for men, and £12 for women.

<sup>(15)</sup> Teachers receiving an allowance under this Sub-section who on 31st March, 1925, were in receipt of an allowance between £24 and £48 under Section 4 (a) of the 1920 Report, continue to receive this allowance until the maximum of the new Award Scale is reached. The allowance is then increased as increments fall due until the maximum additional allowance of £48 is reached.

<sup>(16)</sup> This includes:—

- (a) The Schools Associateship of the Royal College of Art if endorsed under Rules 109.  
 (b) The London University Diploma in Fine Art (Slade School) if endorsed under Rules 109.  
 Graduate Status dates in each case from date of endorsement.

<sup>(17)</sup> This Diploma is not now awarded.

(d) For Music—

Fellowship of the Royal Academy of Music.  
 Associateship of the Royal Academy of Music.

(e) For Non-Graduate Teachers not included in (a), (b), (c), or (d).

- (i) Continuance in full time general education up to the age of 18, and  
 (ii) Passing the Matriculation Examination of a University in the United Kingdom, or an examination accepted by such a University in lieu of Matriculation, and  
 (iii) A three years' full time course approved for this purpose by the Standing Joint Committee at an Institution recognised by the Committee, and  
 (iv) Passing at the end of such course an Examination affording a sufficient test of the satisfactory completion of the course.

N.B.—Up to the date of issue of this Report, no courses have been approved or Institutions recognised by the Committee for the purpose of Section 7(c).

#### CONSIDERATION FOR EXISTING TEACHERS.

8. A Local Education Authority in considering the placing of Non-Graduate teachers on the Graduate Scale, should accept a less exacting standard for teachers who were in the service of the Authority on the 1st September, 1920.<sup>(18)</sup> (19)

#### NON-GRADUATE TEACHERS ALREADY PLACED ON A GRADUATE SCALE.

9. In Schools to which this Report relates where there were in force definite scales for Graduates and Non-Graduates prior to 1st September, 1920, or the date of the adoption of the 1920 Report if later, and where a Non-Graduate teacher had been placed by the Local Education Authority on such Graduate Scale, such recognition shall continue in the application of the new scale.<sup>(21)</sup> (22)

#### LONG SERVICE NON-GRADUATE TEACHERS.

10. In Schools to which this Report relates, the Local Education Authority is recommended to recognise the case of Non-Graduate teachers of adequate educational qualifications whose service in such Schools has been of a meritorious character and who were appointed on or before 1st April, 1912, by placing such Teachers on the Graduate Scale.<sup>(23)</sup> (24)

#### SALARIES OF HEAD TEACHERS.

11. (a) In the opinion of this Committee, payment by Capitation Fees is undesirable.

(b) This Committee has found it impossible to formulate by agreement scales of salaries for Head Teachers in Secondary Schools owing to the varying types of such schools and the differing local conditions. They agree, however, that the minimum commencing salary attaching to the post of Head Master of a Secondary School shall be not less than £600 and that the minimum commencing salary attaching to the post of Head Mistress of a Secondary School shall be not less than £500.

(c) The Committee further strongly recommend all Local Education Authorities to formulate their own standard scales for Head Teachers on the basis of these figures. The scales should proceed to satisfactory maxima within a reasonable period, by annual increments, fixed with due regard to the status of a Head Teacher and to the size and educational scope of the school.

N.B.—The financial effect of the action to be taken under this head will necessitate submission by Authorities of their proposed arrangements for the approval of the Board of Education.

<sup>(18)</sup> Teachers may retain Graduate status given under Sections 8 and 10 on transfer to a new Authority.

<sup>(19)</sup> In cases where the Authority's decision to place a Teacher on the Graduate Scale, was made subsequent to the date of the adoption of the Burnham Scale, expenditure as a result of the retrospective application of the decision will not be recognised for grant by the Board of Education.

<sup>(20)</sup> Teachers placed on a Graduate Scale under this Section of the Report can count their Graduate status only from the date when they were first placed on the Authority's pre-Burnham Graduate Scale.

<sup>(21)</sup> The Graduate status, if conferred under this Section of the Report, may only be retained on transfer to another area if the Section is also applicable to the new area.

### DATE OF APPLICATION OF SCALES.

12. These scales shall come into operation as and from 1st April, 1925, and any increments falling due on or after that date shall be in amount as provided in this Report.

### HALTS.

13. (a) Except as provided in (b) below, two halts shall be made in calculating the salary of a teacher on the Graduate Scale, wherever in the calculation account is taken of previous service on a lower status. One halt shall be at the Graduate rate of increment; the other shall be at the Non-Graduate, except where the only previous service on a lower scale which is counted is service in the capacity of an Uncertificated Teacher, in which case the halt shall be at the Uncertificated Teacher rate.

(b) Teachers paid on the Graduate Scale shall have only one halt if under the Reports on Standard Scales for Elementary School Teachers they would be entitled to be paid on the scale<sup>(22)</sup> for two years College Trained Certificated Teachers.

The halt shall be at the Graduate rate of increment.

(c) One halt only shall be made in the case of a teacher paid on the Non-Graduate Scale, and shall be at the Non-Graduate rate of increment.

(d) A teacher entering a higher Scale who is only required to have one halt and has already undergone a halt at a lower rate of increment<sup>(23)</sup> shall receive as the first increment in the higher Scale the increment appropriate to the Scale in which the last halt was made.

### INCREMENTS.<sup>(24)</sup>

14. (a) Each Authority may follow its general procedure as regards date of payment of annual increments. Proportionate increments in respect of a period of service of less than one year, where needed for the establishment or maintenance of a uniform incremental date, are allowed.

(b) Subject to the provisions of Section 13 of this Report, no increment shall be withheld in respect of any year unless the service for that year has been declared unsatisfactory by the appropriate Authority but the effect of this shall be limited to one year unless the appropriate Authority otherwise determines.

### SALARIES OF EXISTING TEACHERS.

15. (a) *Definition of Existing Teacher.*—A teacher shall be deemed an "Existing Teacher" in whose case on 31st March, 1925, there existed a contractual relationship with a Local Education Authority or Governing Body of any school service in which is counted for increment purposes on the Scales, or such contractual relationship was in process of termination only in order that the Authority or Governing Body might be able to apply the new scale. Supply Teachers at daily rates are not regarded as coming within the terms of this definition.

<sup>(22)</sup> This means the Scale excluding any additional increment under Section 3 (b) or 7 of the Standard Scales Report.

<sup>(23)</sup> A teacher who has reached the maximum of the lower scale is deemed to have undergone a halt at a lower rate of increment.

<sup>(24)</sup> For the purpose of determining the number of normal annual increments which may be reckoned,

(i) If there is a uniform incremental date in force, the teacher's service should be reckoned in years and months up to the last incremental date. Thus, if the service at the last incremental date were 7 years 5 months, there would be added to the minimum six full increments and five-twelfths of an increment. The next increment will be due at the next incremental date.

(ii) If no uniform incremental date is in force, the number of completed years will be reckoned in determining the commencing salary, and the next annual increment will be due when the teacher's total service reaches another completed year. Thus, if the service at the date of appointment were 9 years 7 months, eight increments would be included in the commencing salary, and a further increment would be added after five more months of service.

It should be noted that the last increment equally with the others accrues only at the end of the year, and therefore where it is less than the normal increment, a corresponding reduction should be made for odd months of the final year counted under (i) of this Note. (See Appendix IX, Example 3.)

(b) *Salary on 1st April, 1925.*—No such teacher shall receive, by reason of the operation of the Awarded Scale, a less rate of scale salary as from 1st April, 1925, than he or she was receiving on the 31st March, 1925, provided that no teacher shall receive a scale salary in excess of the maximum of the appropriate scale, i.e., existing teachers will mark time until the new scale overtakes their scale salaries as existing on the 31st March, 1925.

(c) *Definition of Scale Salary as existing on 31st March, 1925.*—Scale Salary as existing on 31st March, 1925, means salary on that date if correctly calculated according to the scale which was in force in the area on that date (not exceeding full Burnham Scale)<sup>(25)</sup>, but excluding additions and allowances under Sections 4 (a), (b), (c), (d) and (e) and 14 (b) of the 1920 Report. Additions and allowances have been dealt with in Sections 4 and 5 of this Report.

(d) *Migration of Existing Teachers without change of Status.*—A teacher who was on the 31st March, 1925, an "Existing Teacher" as defined in (a) above, upon migrating from one area to an equivalent post in another area shall receive, in his new area, such salary as he would have received had the whole of his teaching service been rendered in his new area and shall enjoy the same protection.

(e) *Change of Status, due to Promotion.*—This constitutes a new appointment and salary should be calculated in accordance with the scales set out in Section 3, provided always that there shall be no fall of salary on promotion. This provision does not apply to a teacher promoted on migration from one area to another.

(f) *Breaks in Service for Protected Teachers.*—An "Existing Teacher" having a break in service after 31st March, 1925, should on resumption receive the same salary as would be received by an "Existing Teacher" with unbroken service in the school if he possessed equivalent status and service on the date of resumption.

### SERVICE.<sup>(26)</sup>

16. (a) For the purpose of computing the salary under these scales, the following shall be accepted:—

- (i) Service in Secondary or Preparatory Schools recognised by the Board of Education as efficient.
- (ii) Service in other schools or institutions within the British Empire accepted by the Local Education Authority as of equivalent standard.
- (iii) Service in Universities, University Colleges, Training Colleges, and in Institutions recognised by the Board of Education under their Regulations for Further Education or their Regulations for Schools of Nautical Training.
- (iv) Service with the Forces of the Crown during the War and such other War service as is allowable under the Board's Circulars 1244, 1318 and 1336.<sup>(27)</sup>

(b) (i) In the case of teachers who have served in Public Elementary Schools, the increment in respect of such service shall be computed on the basis of the Standard Scale for teachers in such schools adopted by the Local Education Authority.<sup>(28)</sup>

(ii) The term Public Elementary Schools shall be deemed to include any school or institution, not coming under (a) above, service in which is accepted for increment purposes under the Report of the Standing Joint Committee on Standard Scales of Salaries for Teachers in Elementary Schools.<sup>(29)</sup>

<sup>(25)</sup> Where on 31st March, 1925, a Teacher was in receipt under Section 17 of the 1920 Report of a salary in excess of his 100 per cent. "correct position" scale salary on that date, his protected salary is limited to the 100 per cent. "correct position" scale salary under the 1920 Report or the maximum of the appropriate Scale under Section 3 of this Report, whichever is the less.

<sup>(26)</sup> See Appendix IV.

<sup>(27)</sup> See Appendix V.

<sup>(28)</sup> See Appendix IV, paragraphs 10-11.

<sup>(29)</sup> See Appendix IV, paragraph 9.

(c) In cases where the appropriate Authority has refused to recognise service in any school or institution as equivalent service to (a) (i) above, for the purpose of computing the salary, the teacher concerned may appeal to the Reference Committee (appointed under Section 22) against the decision of the appropriate Authority, always provided that such appeal has been sanctioned by the Teachers' Panel of the Standing Joint Committee. No such appeal may be made by any teacher not in service on 1st September, 1920, in a Secondary School to which these scales apply.

#### CHANGE OF STATUS.<sup>(10)</sup>

17. Where a teacher has become a Graduate, or has been placed on a Graduate Scale whilst in service in a School to which this Report relates, his or her salary shall be increased by the difference between the minimum of the Non-Graduate Scale and the minimum of the Graduate Scale independently of the normal increments accruing under the scales.

#### DETERMINATION OF SCALE SALARY.

18. The Scale Salary of a Teacher shall be determined as follows:—

To the minimum of the Scale Salary given in Section 3 of this Report appropriate to the Teacher's status, provided that the appropriate maximum shall not be thereby exceeded, there shall be added:—

(a) An appropriate Elementary Scale increment<sup>(11)</sup> in respect of each completed year, other than the first, of service as a Certificated Teacher, or if there is no service as a Certificated Teacher, as an Uncertificated Teacher,<sup>(12)</sup> in an Elementary School. Odd months in excess of completed years of elementary service are ignored for increment purposes, but, in the case of a Teacher on the Non-Graduate Scale, where the proportionate increment on the Elementary Scale in respect of such odd months exceeds the difference between the minimum of the Non-Graduate Scale and the minimum of the Elementary Scale, the amount by which it exceeds this difference may be added.<sup>(13)</sup> The total addition under this Sub-Section shall not exceed the difference between the minimum and maximum of the appropriate Standard Scale, as defined in paragraph 3 of Appendix VII.<sup>(14)</sup>

(b) An appropriate Non-Graduate Scale increment in respect of each completed year, other than the first, of Non-Graduate service accepted under Section 16 (a) provided that the total addition, together with any addition under Sub-Section (a), does not exceed the difference between the minimum and maximum of the appropriate Non-Graduate Scale.<sup>(15)</sup>

(c) An appropriate Graduate Scale increment in respect of each completed year other than the first, of Graduate service, accepted under Section 16 (a).

(d) Where a uniform incremental date is in force a proportionate increment as provided for in Section 14 (a) on the Scale appropriate to the Teacher's final status.

(e) Where necessary an increment as provided for in Section 13 in respect of the first year of service subsequent to each change of status.

Additions for training and allowances for teachers whose service is of exceptional value, etc., are dealt with in Section 4 and Section 5.

<sup>(10)</sup> See Appendix VI.

<sup>(11)</sup> The Elementary Scale increments are:—

	Men.	Women.
For Certificated Teachers	£12	£9
For Uncertificated Teachers	£7 10s.	£6

<sup>(12)</sup> See Appendix VII paragraph 1 and Appendix IX, Example 4, for the case of a teacher with both Uncertificated and Certificated Teacher Service.

<sup>(13)</sup> See Appendix VII, paragraph 2 and Appendix IX, Example 6. The object of this provision is to ensure that a Certificated Teacher does not receive less on the Non-Graduate Scale than he would have received had he remained on the Elementary Scale.

<sup>(14)</sup> See Appendix IX, Examples 7 and 8.

<sup>(15)</sup> See Appendix IX, Example 11.

#### DIVIDED SERVICE.<sup>(16)</sup>

19. (a) Where a teacher employed by one Local Education Authority builds up full-time service by combining part-time service of different types which, if full-time would be remunerated at different rates of salary, the award salary may be computed as follows:—

(i) Teachers who spend less than one quarter of their time in the more highly paid service should be paid at the lower rate for all work, one-quarter of their salary being charged to the School or Institution to which the higher rate of salary is applicable and three-quarters to that to which the lower rate of salary is applicable.

(ii) Teachers who spend not less than one-quarter, and not more than three-quarters, of their time in the more highly paid service should be paid as to half their salary at the higher rate, and as to the other half at the lower rate, the apportionment between accounts being made accordingly.

(iii) Teachers who spend more than three-quarters of their time in the more highly paid service should be paid at the higher rate for all work, three-quarters of their salary being charged to the School or Institution to which the higher rate of salary is applicable, and one-quarter to that to which the lower rate is applicable.

(b) In calculating the salary for this purpose on the Secondary scales, the whole of the past divided service may be counted as Secondary Service, and in calculating the correct position on the Elementary Scale, the whole of the service may be counted as Elementary Service.

N.B.—It should be noted that the Board's acceptance of the provisions of this Section for grant purposes requires that the provisions of the Section shall be adopted as a whole and be applied to all the divided service cases in the area.

#### CHANGE OF SCALE.

20. (a) No Local Education Authority outside the "London Area" as defined in Section 6, shall adopt the Scale for London unless such adoption is confirmed by the Standing Joint Committee.

(b) The Standing Joint Committee and each Panel of it and the Bodies represented on each Panel (i.e., the County Councils Association, the Municipal Corporations Association, the Association of Education Committees, the London County Council, the Incorporated Association of Head Masters, the Incorporated Association of Head Mistresses, the Incorporated Association of Assistant Masters in Secondary Schools, the Incorporated Association of Assistant Mistresses in Public Secondary Schools, and the National Union of Teachers, respectively), shall exert their best influence to prevent the adoption or change of a Scale by any Local Education Authority contrary to the opinion or decision of the Committee, and the Committee may, if necessary, make representations to the Board of Education concerning such action.

(c) Any disagreement between a Local Education Authority and its Teachers on the subject of the adoption, change, or interpretation of a Salary Scale shall be referred to the decision of the Standing Joint Committee at the instance either of the Authority or of the executive of one of the Associations of Teachers represented on the Committee.

#### DURATION OF SCALES.

21. The duration of the scales shall be six years from the 31st March, 1925, and thereafter from year to year, subject to notice of one year, being the financial year from either Panel of the Standing Joint Committee.

#### COMMITTEE OF REFERENCE.

22. There shall be appointed a Joint Committee of Reference, consisting of 12 members nominated by the representatives of Local Education Authorities on the Committee, and 12 members nominated by the representatives of the Teachers, i.e., 6 representatives of the Teachers of the Secondary Committee and 6 representatives

<sup>(16)</sup> See Appendix IX, Example 12.

of the Teachers of the Technical Committee, and the Honorary Secretaries ex officio, with Viscount Burnham, or in the case of his absence, a deputy to be nominated by him from time to time as Chairman: to which Committee shall stand referred for consideration and report to the Standing Joint Committee any matter relating to the interpretation of the provisions of this agreement brought forward by a Local Education Authority, or by any Local Association of Teachers in Secondary Schools acting through the Executive of one of the Associations of Teachers represented on the Committee, or by consent of the Chairman of the Standing Joint Committee.

This Committee will also consider appeals from Teachers as provided in Section 16 (c) of this Report.

We have the honour to be,

Sir,

Your obedient servants,

BURNHAM (Chairman).

R. F. CHOLMELEY.	} Representing the Incorporated Association of Head Masters.	W. A. BROCKINGTON.	} Representing the County Councils Association.
E. T. ENGLAND.		MARK COLLET.	
J. TREVOR OWEN.		W. G. DODD.	
L. W. TAYLOR.		C. DUNKLEY.	
W. JENKYN THOMAS.	} Representing the Incorporated Association of Head Mistresses.	J. L. HOLLAND.	} Representing the London County Council.
E. R. GWATKIN.		PERCY JACKSON.	
D. L. SANDFORD.		J. C. C. KIMMINS.	
I. E. SAVILL.		A. LEYCESTER-PENRYN.	
BEATRICE M. SPARKS.		F. F. POTTER.	
E. STRUDWICK.	} Representing the Incorporated Association of Assistant Masters in Secondary Schools.	G. H. GATER.	} Representing the Municipal Corporations Association.
W. R. ANDERSON.		HAROLD SWANN.	
G. D. DUNKERLEY.		K. T. WALLAS.	
ED. HOTHAM.		FRANCIS ASKEW.	
A. E. L. HUDSON.		W. J. BURGESS.	
A. H. JOSLIN.		JAMES GRAHAM.	
T. TATE.	JOHN HOUSTON.	} Representing the Association of Education Committees.	
A. LEYTON-GREENWOOD.	P. D. INNES.		
E. M. MACE.	H. D. STRUTHERS.		
M. L. NEWMAN.	A. H. WHIPPLE.		
EDITH WILLS.	THOS. W. BERRY.		
U. GORDON WILSON.	ERNEST H. COOK.		
C. W. BRACKEN.	B. S. GOTT.	} Joint Hon. Secretaries.	
E. M. DEBENHAM.	SPURLEY HEY.		
FRED. MANDER.	GEORGE LUNN.		
W. B. STEER.	J. J. SCOTT.		
M. M. WILLS.	PERCIVAL SHARP.	} Joint Hon. Secretaries.	
	G. D. DUNKERLEY.		

18th February, 1927.

Letter from Lord Burnham forwarding a copy of the Report to the President of the Board of Education.

13, Bryanston Square, W.

9th March, 1927.

My dear Minister,

At the request of the Standing Joint Committees I have the honour to forward you the amended copies of their last Reports that have just been handed to me. In the case of the Elementary Schools this is the third Report following on that of the 30th September, 1920, whilst that referring to the Secondary Schools is the second and follows on the Report of 1st October, 1920 and that of the Technical and Art Schools on the report of 28th April, 1921. All are alike however in being for codification and are not intended to make any changes in the present agreements or with the interpretation in practice that has taken place under them mainly by the agency of the Committees of Reference.

I wish it had been possible to have avoided the multiplicity of notes and glosses which are appended to the clauses of the Reports, but I understand that for convenience sake it is desirable to have the drafting in its present form, in order that the Local Education Authorities and all who are concerned or affected may see at once how the scales of salary and conditions of service have been applied in the course of administration and have been recognized by the Board of Education. May I be allowed to say that I welcome the fact that a larger discretion has now been given to Committees of Reference, which have already done such excellent service in the discharge of the functions assigned to them in our previous Reports and I believe that the rule now adopted will avoid delays and conduce to speedy determination of any points in doubt or dispute between Local Education Authorities and the various Associations of School Teachers.

I also note with satisfaction that the Board of Education is showing a growing appreciation of the usefulness of these Committees in keeping them in constant touch with both the Local Education Authorities and School Teachers on such matters as were referred to us when these Joint Standing Committees were originally constituted.

I am,

Yours very truly,

BURNHAM.

The Rt. Hon. Lord Eustace Percy,  
Board of Education,  
S.W.1.

Letter from the President of the Board of Education to Lord Burnham in reply.

14th March, 1927.

My dear Lord Burnham,

I have the honour to acknowledge the receipt of your letter of the 9th March, with which you forward to me, at the request of the Standing Joint Committees, amended copies of their last Reports dealing with Elementary Schools, Secondary Schools, and Technical and Art Schools, respectively. I am sure that the codification which has thus been made will prove of the greatest service to all concerned.

I should like to take this opportunity of conveying, through you, the thanks of the Board to the Standing Joint Committee for this valuable piece of work and at the same time to express to you once more our gratitude for all the time and trouble which you yourself have expended upon the work of these Committees.

Yours sincerely,

EUSTACE PERCY.

The Right Hon.  
Viscount Burnham, C. H.,  
13, Bryanston Square,  
W.1.

## APPENDIX I.

The RECOMMENDATIONS appended to the Award of the Rt. Hon. the Viscount Burnham, C.H., in respect of the Salaries of Teachers.

[strongly recommend]—

(1) That the Board of Education shall so adjust the grant that no Local Education Authority shall gain financially by paying salaries on a basis lower than the appropriate standard scales.

(2) The Board of Education should be asked to recognise for the calculation of grant expenditure by each Local Education Authority within a prescribed sum, ascertained for the Authority on a well-defined basis, for the purposes outlined in paragraphs 4 (a), (d), (e), and 14 (b) of the Report of the Standing Joint Committee of the 1st October, 1920, provided that in the event of this recommendation being accepted by the Board, no part of such sum shall be applied towards so increasing the salaries of classes of teachers mentioned in the Report as would be tantamount to altering the operation of the Standard Scales.

(3) That all Local Education Authorities should formulate their own Standard Scales for head teachers on the basis of these figures according to Section 11 of the Report of the Standing Joint Committee, dated 1st October, 1920.

(4) In the course of the proceedings, several questions were brought before me upon points of detail in the application of the existing Standard Scales which create special difficulties. I have not been able to deal with these questions in my Award, but I recommend that the Standing Joint Committee should consider questions of this kind, with a view to making such readjustments as they may find to be necessary or desirable.

BURNHAM.

## APPENDIX II.

Correspondence between the Chairman of the Standing Joint Committee and the President of the Board of Education.

1.

13, Bryanston Square, W.1.  
1st April, 1925.

My dear Minister,

At the request of the Standing Joint Committee I have the honour to forward you authorised copies of my Award and Recommendations on the matters in dispute as to the Scales of Salaries for Teachers in Public Elementary Schools, in Secondary Schools in which the Local Education Authorities accept responsibility for the salary scale, and in Technical Schools, Schools of Art, Junior Technical Schools, Evening Schools and Day Continuation Schools, in which the Local Education Authorities accept responsibility for the salary scale.

I have also to enclose three reports\*, marked A, B and C, of the Joint Standing Committees which have been unanimously approved and forwarded to me for transmission to you to the Board of Education.

I am yours very truly,

BURNHAM.

The Rt. Hon. Lord Eustace Percy, M.P.,  
Board of Education.

2.

Board of Education,  
Whitehall, S.W.1  
9th April, 1925.

My dear Lord Burnham,

I have the honour to acknowledge the receipt of your letter of April 1st in which you forward to me, at the request of the Standing Joint Committee, authorised copies of your Award and Recommendations on the matters in dispute as to the Scales of Salaries for Teachers in Public Elementary Schools, in Secondary Schools in which the Local Education Authorities accept responsibility for the salary scale, and in Technical Schools, Schools of Art, Junior Technical Schools, Evening Schools and Day Continuation Schools, in which the Local Education Authorities accept responsibility for the salary scale.

I am authorised by His Majesty's Government to inform you that the Board of Education will be prepared to recognise for grant purposes expenditure incurred by Local Authorities in paying salaries on the scales thus awarded by you.

I have also taken note of the Recommendations attached to the three Awards, and I will carefully consider them, together with the three Reports\* of the Standing Joint Committee, which you have transmitted to me. The Government must have time to examine the effect of these Recommendations and Reports before arriving at a decision in regard to them.

I wish to take this opportunity of conveying to you the thanks of the Board and of His Majesty's Government for having undertaken this Arbitration which has involved such heavy duties and such demands upon your time for so long a period.

Yours sincerely,

EUSTACE PERCY.

The Rt. Hon. The Viscount Burnham, C.H.

\* Report B in the form finally approved by the Board is incorporated in this Report as Section 5 and Appendix III. Reports A and C refer to corresponding Recommendations for Teachers in Elementary and Technical Schools respectively.

## APPENDIX II—continued.

3.

15th June, 1925.

My dear Lord Burnham,

When I wrote to you on 9th April last informing you that the Board of Education would be prepared to recognise for grant purposes expenditure incurred by Local Authorities in paying salaries on the scales recently awarded by you, I referred to the Recommendations attached to the three Awards, and to the Reports of the Standing Joint Committee which you transmitted to me, and I stated that these Recommendations and Reports were receiving careful consideration, but that the Government would require time to examine their effect before arriving at a decision in regard to them.

I am now in a position to announce the Government's decision on these matters.

As regards the first Recommendation, I am anxious not to relieve the Local Education Authorities who employ the teachers, of the responsibility which properly rests upon them in the matter of salaries. I have every reason to believe that they are now considering the Award with a full sense of that responsibility, and I do not think that I need intervene in their deliberations further than to say that the Board would feel bound to make adjustments of grant in any case in which they considered that the efficiency of the educational service was prejudiced or endangered by unreasonable action on the part of any Local Education Authority.

The second Recommendation is that the Board should recognise, for the calculation of grant, expenditure by each Local Education Authority within a prescribed sum, for the purpose of paying allowances, over and above the scale salaries, in certain specified cases, subject to the proviso that no part of such sum shall be so applied as in effect to alter the operation of the standard scales.

The Board accept this Recommendation and will be prepared, within the limits and conditions shown separately for Elementary, Secondary and Technical Schools, in the papers appended hereto, to recognise the expenditure of Local Education Authorities on the purposes described in the Recommendations and subject to the proviso therein contained. It will be observed that in determining these conditions, the Board, while following the general lines recommended by the Standing Joint Committee, have found it necessary to introduce some modifications.

In announcing their readiness to recognise expenditure of this kind, the Board desire to make it clear that the prescribed amount, being intended to be applicable to all Authorities as a maximum, is necessarily fixed at a figure which may be expected to exceed the requirements of a large proportion of the Local Education Authorities.

The third Recommendation in the S. and T. Awards relates to the salaries of Head Teachers and Heads of Departments whose salaries are not regulated by the awarded scales, and recommends those Local Education Authorities which have not yet framed scales to do so. The Board concur in this Recommendation: It will still be necessary for the Board to review the scales framed by Local Education Authorities. They will consider on their merits and with all possible despatch any proposals submitted to them without laying down any uniform standard in advance.

The Board feel that the Recommendation with regard to Handicraft Teachers in Elementary Schools requires further consideration, but they share their view as to the importance of Handicraft Instruction and they will be prepared to discuss the question with the Standing Joint Committee.

With regard to the remaining Recommendations, the Board will be prepared to consider, and, where necessary, to submit to the Treasury, any proposals that may be made by the Standing Joint Committee in regard to the matters referred to.

Yours sincerely,

EUSTACE PERCY.

The Rt. Hon. Viscount Burnham, C.H.

24th June, 1925.

Dear Lord Burnham,

You will recollect that the Standing Joint Committee, when they submitted proposals for putting into operation the Recommendation (2) attached to your Awards for Secondary and Technical Teachers, also submitted proposals for modifying Section 4 (b) and (c) of the Secondary Report and Sections 4 (3) (b) and 4 (4) (a) of the Technical Report, which prescribe the conditions under which certain additions to Scale Salaries are allowed to teachers who have taken courses of training in teaching.

I am now glad to be able to inform you that the Board have considered these proposals and are prepared to agree to them in the slightly modified forms set out in the Schedules enclosed herewith.

Yours sincerely,

EUSTACE PERCY.

The Rt. Hon. Viscount Burnham, C.H.

## APPENDIX III.

STATEMENT of the limits and conditions under which the Board will be prepared to recognise for grant expenditure on allowances over and above the Scale Salaries (Section 5 of the Report).

(a) The total amount of the additional payments under Section 5 of the Report which may be awarded to the teachers in a school shall not exceed a specified sum, provided that an Authority may for this purpose treat as a single unit two or more of the schools within their area to which this Report applies.

(b) Subject to the exceptions named in paragraphs (c) and (d) below the specified sum shall remain unchanged for the duration of the principal award, and shall be based on the number of registered full-time pupils in the school or group of schools on 1st October, 1924. It shall consist of 20s. for each boy and 15s. for each girl who was over eleven and under sixteen on 31st July, 1924, together with 60s. for every boy and 45s. for every girl who was over sixteen on that date.

(c) In the case of schools newly opened on or after 1st August, 1924, the specified sum referred to in paragraph (b) shall be based on the number of registered full-time pupils in the school on the 1st October of the year in which the school was opened.

(i) For the first two years it shall consist of 24s. 8d. for each boy and 20s. for each girl who was over eleven and under sixteen on the 31st July of the year in which the school was opened, together with 80s. for each boy and 60s. for each girl who was over sixteen on that date.

(ii) For the third year and the remainder of the period covered by (b) above it shall consist of 30s. for each boy and 22s. 6d. for each girl who was over eleven and under sixteen on the 31st July of the year in which the school was opened, together with 90s. for each boy and 67s. 6d. for each girl who was over sixteen on that date.

(d) In the case of existing schools which become recognised for the first time as grant-earning Secondary Schools after 1st April, 1925, (b) above shall apply except that, for the date 1st October, 1924, shall be substituted 1st October in the year of first recognition.

## APPENDIX IV.

## TEACHING SERVICE. (Section 16 of Report).

## General.

1. So long as the Teacher's status remains unaltered, service is not affected by a change from one School to another of the same class.

2. (i) The following are examples of service not accepted as service for increment purposes:—

- (a) Service under the age of 18 years.
- (b) Grace terms.
- (c) Foreign Service (i.e., service outside the British Empire, but see paragraph 7 (ii) below).
- (d) Service as Private Tutor.
- (e) Teaching under supervision (e.g., Student Teacher, and Art Pupil Teacher).
- (f) Service as Inspector or Organiser, or in other non-teaching capacity. But where such service includes some teaching, such teaching may be regarded as though it had been part-time teaching.
- (ii) Absences on leave without pay do not count as service.

3. (a) *Part-Time Teaching Service*.—In calculating the salary of a Teacher, a proportionate increment may be given for previous part-time teaching service (e.g., one increment for two years' half-time teaching service), subject to the condition that, where part-time teaching was concurrent with other service or experience which can be counted for increment, not more than one increment on the appropriate scale can, in the aggregate, be given in respect of a year of a Teacher's life.

(b) *Short Periods of Teaching Service of less than one month*.—Any arrangement for taking account for increment purposes of short periods of service up to the 31st March, 1927, to which the Board of Education have not taken exception will be recognised by the Board for such service. For service subsequent to the 31st March, 1927, the following arrangements are recognised by the Board of Education:—

(i) Periods of continuous service extending over not less than four consecutive weeks. For each such period:—

- (a) the complete calendar months will be totalled, and
- (b) odd days at the beginning and end of the service will be aggregated.

In order to equate these odd days in months of service the sum of all the aggregates of such days for the whole of the teacher's service, which is taken into account for increment purposes, will be divided by 30. The quotient will be taken as a number of complete months and the remainder will count as one month or will not count, according as it is 15 days or over, or less than 15 days.

For the purposes of this paragraph continuous service beginning on a Monday and ending on the Friday of the fourth week after is regarded as service for four consecutive weeks, and neither the incidence of the end of a financial year nor a change of employment is regarded as affecting the continuity of service which otherwise runs continuously.

(ii) Periods of service of less than four consecutive weeks rendered subsequently to 31st March, 1927, will not be recognised in the calculation of increments.

## Section 16 (a) (5).

4. Service in a School in the period prior to the date of its recognition as efficient by the Board is accepted under Section 16 (a) (i) of this Report provided that there has been no change of status (e.g., conversion of an Elementary School into a Secondary School), and provided that the School was not decided by the Board to be inefficient during the period in question.

5. Jersey Victoria College and Guernsey Elizabeth College are regarded as coming under Section 16 (a) (i) of this Report for increment purposes.

## Section 16 (a) (ii).

6. If an authority after making full enquiries are satisfied that a non-recognised School or Institution may properly be regarded as of an equivalent standard to Secondary or Preparatory Schools which are recognised by the Board as efficient, they may give increments in respect of service therein.

7. (i) Full-time service in the following has been generally accepted for the purpose of computing the salary of a teacher in a school to which this Report relates:—

- (a) Separately organised Pupil Teacher Centres.
- (b) Juvenile Unemployment Centres.
- (c) Army Educational Corps.
- (d) H.M. Dockyard Schools, and service as Naval Schoolmaster.
- (e) Secondary Schools recognized as efficient by the Scottish Education Department.
- (f) H.M. Ships "Conway" and "Worcester" and the Royal Naval Colleges at Dartmouth and Osborne.

(ii) For the purposes of the Report, Egypt and the Mandated Areas (e.g., Palestine), are regarded as within the British Empire.

Section 16 (a) (iii).

8. Art Teachers who were formally reported to the Board as part of the teaching staff of a School of Art, although they were Students for part of their time, may be credited with part-time service, corresponding to that part of their time which was occupied in teaching.

9. In addition to service in Public Elementary Schools, the following types of service, *inter alia* are counted as Elementary service:—

- (a) Service in Certified Efficient Elementary Schools in England and Wales.
- (b) Service as a Teacher in Army Schools for Soldiers' children in any part of the world.
- (c) Full-time teaching service in State-aided Elementary Schools in Ireland, in the Dominions or Colonies, or in India, under the same conditions as are applicable under the Standard Scales Report (see Appendix IV, paragraph 1 (d) of the Standard Scales Report).
- (d) Full-time teaching service in Elementary Schools, rendered overseas, by Teachers employed by Local Education Authorities in England and Wales, who proceed to the overseas Dominions, States, and Provinces for one year under the interchange arrangements.

10. Service as a Head Teacher in an Elementary School is counted as if it were service as an Assistant Teacher.

11. The Standard Scale . . . . . adopted by the Local Education Authority shall be the Standard Scale adopted by the Local Education Authority for Higher Education in which the School is situated, and not the Scale adopted by the Local Education Authority for Elementary Education.

WAR SERVICE. (Section 16 (a) (iv) of Report.)

1. The following types of war service (see Circulars 1244, 1318 and 1336) may be counted for increment purposes:—

- (a) Service with H.M. Forces (Soldiers, Sailors or Airmen).
- (b) A period of disablement owing to medical treatment for wounds or other disabilities contracted when on war service with H.M. Forces, up to a maximum of 12 months, on production of satisfactory evidence that the Teacher was unable to resume or continue teaching duties, or was unable after demobilisation to complete his preparation for the teaching profession.
- (c) Service with the Allied armies in a combatant capacity, provided that the Teacher was in recognised teaching service in England, Wales or Scotland before the war.
- (d) Service which has been accepted by the Naval or Military Authority for the purpose of the issue of the Victory Medal or the Mercantile Marine War Medal.

2. The following are examples of types of war service which are not taken into account for increment purposes:—

- (a) Voluntary periods of service after the Armistices (but provided they do not exceed 12 months in duration, they do not invalidate actual service during the war from being counted).  
*N.B.*—There was no voluntary service with the Navy.
- (b) Service with Army Reserve W. In the case of Teachers who had service with the Forces prior to transfer to Army Reserve W, the date of demobilisation may be taken to be the date of discharge from Army Reserve W.
- (c) A period of internment as a civilian prisoner of war.
- (d) Munitions work.
- (e) Service in a University O.T.C. *(N.B.)*—This does not include service in the Artists' Rifles O.T.C. or Inns of Court O.T.C. which is regarded as war service.
- (f) Service with the Forces of the Crown before the age of 18.

3. The following classes of Teachers are allowed to count war service as defined in paragraph 1 above for increment purposes:—

- (a) Men who were serving as full-time Teachers at the outbreak of the war or later—  
provided that they resumed such teaching at the first opportunity after demobilisation, or the interval between demobilisation and resuming teaching was occupied by a full-time course of study for a degree, or in preparation for the teaching profession.
- (b) New Entrants—Graduates—  
As regards men Teachers who only commenced full-time teaching service after the war and had not been in any other occupation prior to the war, war service is counted for increment purposes on the Graduate Scale, subject to the following conditions:—  
(i) The Teacher must have entered upon full-time teaching service at the first opportunity after demobilisation, or after the completion of a full-time course of study for a degree, or in preparation for the teaching profession. A short period of temporary teaching service whilst waiting for admission to the University is ignored.  
(ii) If the total period spent in such full-time course of study falls short of three years, the difference between three years and the period actually spent in the course (both before and after enlistment) is deducted from any period allowed (for salary purposes) for service with the Forces. For this purpose, the University year is taken as commencing on 1st August and ending on 31st July.
- (c) New Entrants—Non-Graduates:—  
(i) Men possessing qualifications accepted by the Board as equivalent to a degree are treated as Graduates and dealt with as in (b) above.  
(ii) Certificated Assistant Masters are dealt with in accordance with Circular 1227 (see Appendix V to Standard Scales Report).  
(iii) In the case of other Assistant Masters, war service is counted only if the Teacher possesses suitable and substantial qualifications based upon a course of full-time study of at least two years duration (e.g., courses of study in Art or Music). In such cases the normal period of full-time study required for the qualification is substituted for three years in (b) (ii) above.
- (d) In the case of women teachers war service is counted only if it is of the type coming under paragraph 1 (d), was commenced before 14th June, 1917 and if the teachers concerned satisfy the conditions set forth in (a), (b) or (c) preceding.

4. War service is counted for increments on the scale which was appropriate to the Teacher before his entry on war service, except in the following cases:—

- (a) Teachers who proceeded to a University and obtained a degree before resuming teaching are treated as new entrants (see paragraph 3 (b) preceding).
- (b) Teachers in foreign service prior to the war, who resumed teaching in a School in England, Wales or Scotland immediately on demobilisation, have their war service counted on the same scale as is appropriate to their post-war service. If, however, they returned to foreign service after demobilisation, their war service is not counted for increment purposes.
- (c) In the case of Teachers serving in Secondary or Technical Schools before the war, who were awarded War Degrees whilst on Active Service, the war service is counted at Non-Graduate rates up to the date of the award of the War Degree, and at Graduate rates afterwards.

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APPENDIX VI.

RULES FOR CHANGE OF STATUS. (§ 17 of Report.)

1. The date of graduation for salary purposes is the date at which the result of the degree examination is notified to the Teacher, not the date at which the degree, etc., is formally conferred.

2. Special Rules for Degrees of London University:—

(a) In cases where the Degree Examinations were held in October (e.g. London B.A. and B.Sc. external degrees prior to 1924), the date of graduation is taken as the 1st December, unless the Teacher completes an additional year of Non-Graduate service by the 31st December, in which case the date is taken as the 1st January.

(b) In cases where the degree examinations were held in June (e.g. B.A. and B.Sc. examinations from 1924 onwards), the Graduate status for salary purposes is dated from the 1st August, unless the Teacher completes an additional year of Non-Graduate service by the 31st August, in which case the date of graduation is taken as the 1st September.

(c) In the case of a Teacher who, prior to 1924, took an internal degree of London University, after having completed a three-years full-time day course of study for the degree in July, and obtained a teaching post at the commencement of the following Autumn Term, the Graduate status is taken as dating from the 1st September.

3. Only completed years of aggregated service in each capacity are taken into account for increment purposes in assessing salary on the Graduate scale, e.g. 4 years 7 months previous service in the capacity of a Non-Graduate together with 2 years and 5 months as a Certificated Teacher counts as four years Non-Graduate service and two years Certificated Teacher service for increment purposes.

4. The words "minimum of the appropriate Scale" mean the minimum without any addition under Section 4 of this Report, and any such addition should be deducted from the salary paid before adding the transfer increment.

5. Where a proportionate increment has been given to a Non-Graduate Teacher in a School for which a uniform incremental date operates and the Teacher subsequently becomes entitled to the Graduate Scale, the following procedure is adopted:—

(a) If an additional year of Non-Graduate service has been completed since the last incremental date, the transfer increment is added on the date of change of status; the balance of the Non-Graduate increment (i.e. the amount required to make a full Non-Graduate increment), is given on the first incremental date following transfer; and the proportionate Graduate increment is given when the first Graduate increment becomes due, i.e. either on the next uniform incremental date or the first but one, according as the teacher has one or two halts. If one halt only is given regard has to be had to Section 13(d). (See Appendix IX, Examples 8, 9 and 10.)

(b) If an additional year of Non-Graduate service has not been completed at the date of transfer the salary is increased by the transfer increment, and reduced by the proportionate Non-Graduate increment included therein. On the date when the first Graduate increment becomes due, the Teacher receives only the proportionate Graduate increment for the period subsequent to graduation. (See Appendix IX, Example 10.)

APPENDIX VII.

TREATMENT OF ELEMENTARY SERVICE IN DETERMINATION OF SCALE SALARY. (Section 18 (a) of Report.)

1. Where the teacher has had service, both as an Uncertificated and as a Certificated teacher, the salary may be computed in whichever of the following methods is the more favourable to the teacher:—

- (a) Ignoring Uncertificated service and giving increments only in respect of Certificated service; or
- (b) counting all service as if it had been Uncertificated service.

2. Under the Award Scales, the only case where the proportionate increment on the Standard Scale for Certificated Teachers exceeds the difference between the Minimum of the Certificated Teachers' Scale and the Minimum of the Non-Graduate Scale is that of the two years' College Trained Certificated Assistant Master in a Scale III area. The adjustment of salary necessary in such a case is an addition of £1 for each month in excess of six of the odd months of Certificated Teacher service. (See Appendix IX, Example 6). No addition would be made if the increment on the Certificated Teachers' Scale is the final one of £8.

3. Difference between Minimum and Maximum of Elementary Scale.

(a) Certificated Assistant Teacher transferring to Non-Graduate Scale.

	MEN.			WOMEN.		
	Max.	Min.	Diff.	Max.	Min.	Diff.
Standard Scale I .. .. .	£ 312	£ 168	£ 144	£ 246	£ 153	£ 93
" " II .. .. .	330	168	162	258	150	108
" " III .. .. .	366	180	186	288	162	126
" " IV .. .. .	408	192	216	324	180	144

N.B.—The Minimum is in all cases that for a 2 years' College Trained Teacher.

(b) Certificated Assistant Teacher transferring to Graduate Scale.

	MEN.			WOMEN.		
	Max.	Min.	Diff.	Max.	Min.	Diff.
Standard Scale I .. .. .	£ 312	£ 180	£ 132	£ 246	£ 159	£ 87
" " II .. .. .	330	180	150	258	159	99
" " III .. .. .	366	192	174	288	171	117
" " IV .. .. .	408	204	204	324	189	135

N.B.—The Minimum is in all cases that for a 2 years' College Trained Certificated Teacher, plus the increment for a degree under Section 3 (b) (i) of the Standard Scales Report.

(c) Uncertificated Assistant Teacher transferring to Graduate or Non-Graduate Scale.

	MEN.			WOMEN.		
	Max.	Min.	Diff.	Max.	Min.	Diff.
(i) If recognised as U.T. before 1/4/14:—						
Standard Scale I .. .. .	£ 198	£ 102	£ 96	£ 156	£ 93	£ 63
" " II .. .. .	198	102	96	156	93	63
" " III .. .. .	222	108	114	174	99	75
" " IV .. .. .	246	117	129	198	108	90
(ii) If recognised as U.T. on or after 1/4/14:—						
Standard Scale I .. .. .	£ 156	£ 102	£ 54	£ 144	£ 93	£ 51
" " II .. .. .	156	102	54	144	93	51
" " III .. .. .	174	108	66	153	99	54
" " IV .. .. .	192	117	75	162	108	54

## APPENDIX VIII.

## SCALE SALARY FOR EACH YEAR OF SERVICE.

S.B.—This Table does not apply in the case of a Teacher with "Mixed" service (e.g., Non-Graduate and Graduate service or Elementary service and Graduate service). In such cases it is necessary to calculate the scale salary in accordance with Section 18 of the Report.

Un- qualified Years of Service	Provincial Scale for—				London Scale* for—			
	Graduates		Non-Graduates		Graduates		Non-Graduates	
	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.
0	234	216	186	174	276	264	204	192
1	234	216	186	174	276	264	204	192
2	249	228	198	183	291	276	216	201
3	264	240	210	192	306	288	228	210
4	279	252	222	201	321	300	240	219
5	294	264	234	210	336	312	252	228
6	309	276	246	219	351	324	264	237
7	324	288	258	228	366	336	276	246
8	339	300	270	237	381	348	288	255
9	354	312	282	246	396	360	300	264
10	369	324	294	255	411	372	312	273
11	384	336	306	264	426	384	324	282
12	399	348	318	273	441	396	336	291
13	414	360	330	282	456	408	348	300
14	429	372	342	291	471	420	360	309
15	444	384	354	300	486	—	372	318
16	459	396	366	306	501	—	384	327
17	474	—	378	—	516	—	396	336
18	489	—	390	—	531	—	408	345
19	—	—	—	—	—	—	420	—
20	—	—	—	—	—	—	432	—

\* The London Scale has been adopted by the London and Middlesex County Councils, and by the County Borough Councils for East Ham, West Ham and Croydon.

## APPENDIX IX.

The following examples show the method of calculation of salary in the more involved cases. In each case the Secondary Scale is assumed to be the Provincial Scale and the Elementary Scale to be Standard Scale III.

In the case of Teachers on the Graduate Scale with service in a lower status, separate figures are given for teachers entitled to be paid as two years College Trained Certificated Teachers (Trained) and for other Teachers (Not Trained). All the examples refer to Men unless otherwise stated. The following abbreviations have been used—

G. = Graduate.  
NG. = Non-Graduate.

C. T. = Certificated Teacher.  
U. T. = Uncertificated Teacher.

## 1. Salary of Woman Migrant (Section 15 (d)).

Date of Migration 1/9/26.

Service to 1/9/26—6 years Non-Graduate.

3 years Graduate.

Incremental Date—1/4.

Entitled to an additional Increment under Section 4.

"Marking-time" Salary.

= Salary under 1920 Report (less 5%) based on

service to incremental date prior to 31/3/25.

i.e. 1/4/24.

Minimum .. .. . £ 225 — —

Increments — .. .. . £ 75 — —

For N.G. service 6 at £124 .. .. . 8 15 —

" G. " 3 at £15 .. .. . 4 5 —

.. .. . £ 308 15 —

Less 5% .. .. . £ 15 8 9

.. .. . £ 293 6 3

Salary under Award on 1/9/26

(based on service to 1/4/26)

£ 216

5 at £9 .. .. . 45

1 1/4 at £12 .. .. . 19

.. .. . £ 64

290 if (Not Trained)

18 (b), 18 (c) & 18 (d)

290 if (Trained)

9 See Sections 13 (d)

and 15 (e)

£ 280 6 3

Salary 1/9/26 (Trained and Not Trained) £293 6s. 3d. + £12 (Section 4) = £305 8s. 3d. (Award

Salary £260 + £12 or £272 + £12)

" 1/4/27 (Trained) £260 + £12 (Section 4) + £12 (increment due 1/4/27) = £312 (Award

Salary greater than Marking-time Salary.)

" 1/4/28 (Trained) £305

" 1/4/27 (Not Trained) £205 6s. 3d. (Award Salary £280 + £12 + £12 = £304)

" 1/4/28 (Not Trained) £204 + £12 = £316

Note—Protection of addition under Section 4 (5) of 1920 Report at £18 ceases on transfer (see Section 4 (b)).

## 2. Salary of Protected Teacher (Woman) after a break in service (Section 15 (f)).

Incremental date 1/9.

Service to 1/9/24—8 years G.

"Marking-time" Salary 1/4/25 £327 15s. (Award Salary £300.)

Salary 1/9/25 £327 15s. (Award Salary £312.)

Break in service 1/9/25-30/4/26 = 8 months.

Service to 1/5/26—9 years.

Less period 1/9/24-1/5/26—1 year 8 months.

Equivalent service 1/9/24—7 years 4 months.

"Marking-time" Salary 1/5/26 95% of (£225 + 7 1/4 × 15) = £318 5s. (Award Salary £312.)

Salary 1/9/26 £318 5s. (Award Salary £316.)

1/9/27 £328.

Note—(a) "Marking-time" Salary is reduced by proportion of increment under 1920 Report (less 5%) corresponding to break in service.

(b) The break in service does not affect the salary on the Award Scale, but reduces increment on following incremental date. (See Section 14 (a).)

## 3. Penultimate and final increments where a uniform incremental date has been adopted.

Incremental date 1/4.

Service to 1/9/26—17 years G.

Salary 1/4/26 £467 15s. 0d.

Increment for year 1/9/25—31/8/26 £15.

" 1/9/26—31/8/27 £6. (See Appendix VIII.)

" 1/4/26—31/8/27 (run on 1/4/27) = 1/4 × £15 + 3/4 × £6 = £9 15s. (See

Note 25, page 8).

Salary 1/4/27 £477 10s. 0d.; 1/4/28 £480 max.



§ Refers to Section of the Report. Paragraphs of the Appendices are indicated by Para.

Subject	Reference	
	Section, etc. of Report	Page
<b>A.</b>		
Absence without pay—see Leave		
Allied Armies, service with	App. V para. 1 (a)	19
Allowances over and above Scale Salaries	§ 5 and App. III	5, 18
Army Educational Corps, service in	App. IV para. 7 (i) (c)	17
Army Reserve W, service in	App. V para. 2 (b)	19
Army Schools, service in	App. IV para. 9 (b)	18
Art Pupil Teachers, service as	App. IV para. 2 (i) (e)	17
Art Qualifications equivalent to a Degree	§ 7 (a)	6
Artists Rifles, O.T.C., service in	App. V para. 2 (d)	19
Assistant, Year in France as	Note 7	4
Associateships entitling teachers to Graduate Scale	§ 7	6
<b>B.</b>		
B as L or B as Sc, teachers holding	Note 5	4
Breaks in Service for protected Teachers	§ 15 (f)	9
British Empire, service in Schools in	§ 16 (a) (ii) and App. IV para. 7 (ii)	9, 17
<b>C.</b>		
Capitation Fees for Head Teachers	§ 11 (a)	7
Certificated Teachers, counting of service as	§ 16 (b), 18 (a), App. VII	9, 10, 21
Certified Efficient Schools (Elementary), service in	App. IV para. 9 (a)	18
Change of Scale	§ 20	11
Change of status	§ 17	10
Colonial Service	§ 16 (a) (i) and App. IV para. 2 (b)	9, 17
Committee of Reference	§ 22	11
“Conway” H.M.S., service in	§ 16 (c) and App. IV para. 2 (f) (f)	17
<b>D.</b>		
Dartmouth Royal Naval College, service in	App. IV para. 7 (i) (f)	17
Date of application of Scales	§ 12	8
Date of Graduation	App. VI paras. 1, 2	29
Degree Equivalents	§ 7	6
Determination of Scale Salary	§ 18	10
Disabled after War Service	App. V para. 1 (b)	19
Divided Schools	§ 19	11
Dockyard Schools, service in	App. IV para. 7 (i) (d)	17
“Doctorat” Degrees (France)	§ 7 (b)	6
Domestic Subjects, Courses in	Note 10 (a)	5
Dominion Service	§ 16 (a) (i) and App. IV para. 2 (b)	9, 17
Duration of Scales	§ 21	11
<b>E.</b>		
Egypt, service in Schools in	App. IV para. 7 (i)	17
Elementary Service— as C.I. or U.T.	§ 16 (b), 18 (a), and App. IV paras. 9-11, App. VII	9, 10, 18, 21
as Head Teacher	App. IV para. 10	18
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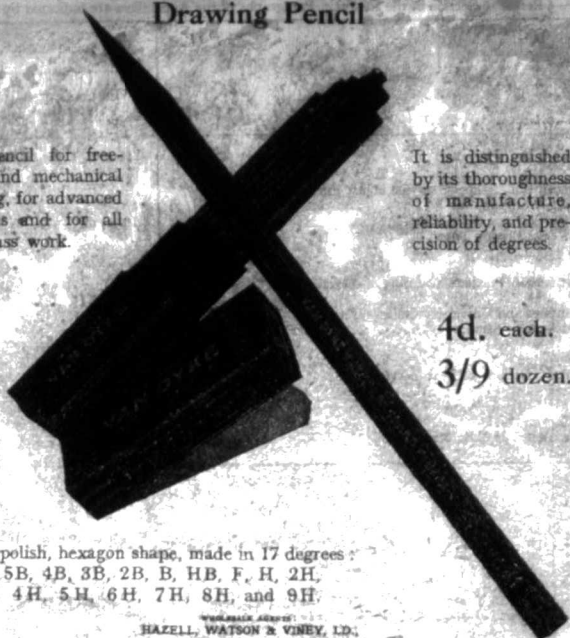
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Obtainable from Stationers  
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Dealers.

For hand-lettering and  
poster work they are  
superior to the brush.  
Always ready for work,  
carry as much ink as  
is necessary for long,  
swift strokes.



Seventeen different Nibs, each with its reservoir  
for ink, each drawing its ink stroke smoothly, with  
clean, sharp edges, and doing it again and again  
without variation in width and without blotting.

6/6 per Box. 17 Pens Assorted, one of each style.  
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ordinary gramophone and then on

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"His Master's Voice"  
Gramophone

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## MONTEUX | MONTEUX |

At Montreux the mountain sides scintillate with the loveliness of the narcissi, and the atmosphere is ecstatic with its perfume. What makes this the wonder centre of the Alps? Is it the scintillating lights of the Swiss Riviera; the crocuses which grow amidst the vanishing snow on a summer's day; Napoleonic revelations of the Gt. St. Bernard, or the mountain magic all around; or is it the charm of its hotels and the glamour of the lake?

### 10-Day Montreux Tours.

	£ s. d.	£ s. d.	
Bellmont	9 19 6	Palmyers	8 18 8
Golf Hotel	10 10 0	Palma	12 17 6
Eden	11 7 6	Excelsior	10 19 6
Liliana	8 8 0	Europe	9 19 6

### 17-Day Montreux Tours.

	£ s. d.	£ s. d.	
Bon Port	14 14 0	Honivard	12 12 0
Ketterer	11 19 6	Savoy	11 2 8
14 days, Montreux, Grindelwald, Lucerne	13 7 6		
14 days, Montreux, Wilderswil, Lucerne	12 12 0		
17 days, Montreux, Interlaken, Lucerne	14 2 6		
15 days, Montreux, Grindelwald Tour	13 8 6		
14 days, Montreux, Interlaken Tour	12 2 6		
10 days, Montreux, Läuterbrunnen	10 10 0		
10 days, Montreux, Wengen Tour	11 3 6		
3 days' Paris Extension, may be taken with above Tours at an extra cost of	2 8 0		
Or 3 days' Extension to Zermatt from	3 8 0		

## LUGANO | LUGANO |

At Lugano the perfume of roses is in the air, and the glistening minarets of Milan Cathedral are a daydream from an autocar.

	£ s. d.	£ s. d.	
10 days, Lugano Tour, Hotel Eden	12 2 6		
All rooms have balconies facing lake.			

	£ s. d.	£ s. d.	
Victoria	11 16 6	Primrose	10 19 6
Palace	12 19 6	Bristol	12 12 0
Lloyd	11 8 6	Splendide	13 7 6
Poste	9 19 6	Tivoli	10 19 6

### 17-Day Lugano Tours.

	£ s. d.	£ s. d.	
B. Rivage	15 15 0	du Lac	13 19 6
Espanade	13 19 6	Diana	12 12 0
Park	18 10 0	Belle Rive	14 7 6
17 days, Lugano, Lucerne Tour	13 13 0		
17 days, Lugano, Interlaken Tour	13 19 6		
17 days, Lugano, Grindelwald	15 7 6		
17 days, Lugano, Wengen Tour	15 0 0		
17 days, Lugano, Wilderswil Tour	13 10 0		
17 days, Lugano, Kandersteg Tour	14 4 6		
17 days, Lugano, Zermatt Tour	16 5 0		
17 days, Lugano, Montreux Tour	14 0 0		
9 days, Venice Extension, from	4 17 6		
3 days, Paris Extension, from	2 8 0		
7 days, Paris Tour, with Auto Tours round Paris and to Versailles	6 16 6		

## BIARRITZ, SAN SEBASTIAN.

10 days, Biarritz, with 2 Auto Tours, 9 19s. 6d. 13 days, Biarritz, San Sebastian, £13 6s. 6d., with Auto Tours to St. Jean-Pied-de-Port, Pau, Lourdes, Zumaya, Loyola, and meals en route to Biarritz. 23 days' Tour to Spain, 52 Gns.

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27 Days Round Italy de luxe, £66 10s. 0d. First-class Travel and Hotels, £50 15s. 0d. Second-class Travel, £41. Escorted throughout; no Night Travel; Short Sea Route. Inclusive Charges. 16 days Round Italy, £26 10s. 23 days, £35. 22 days; no Night Travel, £35. 17 days, £31 5s.

The prices quoted are for 1st or 2nd class travel as the case may be, but in no case do we announce Tours with 3rd class travel in France or Belgium.

Apply for the most comprehensive programmes of 2,500 Tours to Switzerland, Italy, Riviera, Spain, Algeria, Tunisia, Morocco, Sicily, Biarritz, San Sebastian, Balearic Islands, and Cruises to the Mediterranean and Norway BE.

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## PARIS:

3, Avenue de l'Opera.

## LUCERNE | BRUNNEN |

### 10-Day Lucerne Tours.

	£ s. d.	£ s. d.	
Eden	10 5 0	Lac	11 11 0
Park	9 19 6	Roselli	9 9 0
Royal	9 15 0	Terrasse	10 0 0
Palace	12 12 0	Carlton	11 11 0
Swan	11 11 0	Belvedere	10 0 0
B. Rivage	11 15 0	Schweizerhof	12 12 0
Wildersmann	9 9 0		

### 10-Day Brunnen Tours.

	£ s. d.	£ s. d.	
Grand	11 11 0	Eden	10 19 6
Rigi	9 9 0	Wakstatterhof	11 2 8
Metropole	10 5 0		
17 days, Lucerne, Interlaken Tour	12 17 6		
17 days, Brunnen, Interlaken Tour	13 5 0		
17 days, Lucerne, Wilderswil Tour	12 12 0		
17 days, Brunnen, Wilderswil Tour	12 19 6		
10 days, Brunnen, Grindelwald Tour	11 2 6		
17 days, Lucerne, Grindelwald Tour	13 19 6		
20 days, Lucerne, Wengen, Zermatt, Montreux Tour	18 12 6		
With 7 days' Engelberg Extension, from	3 17 6		

## NICE, GENOA, BELLAGIO.

### LUGANO, PALLANZA, MONTEUX. IN THE SPRING FOR MOON MAGIC.

For tennis, golf, motoring, shopping. Spring evenings scented with sub-tropical perfumes. Moonlight motor boating and swimming in the warm, caressing surf.

	£ s. d.	£ s. d.	
13 days, Lugano, Genoa, Nice Tour	14 19 6		
15 days, Venice, Genoa, Nice Tour	18 18 0		
17 days, Lugano, Venice, Genoa, Nice	19 19 0		
17 days, Venice, Florence, Genoa, Nice	19 19 0		
20 days, Lucerne, Lugano, Genoa, Nice	17 19 6		
17 days, Brunnen, Venice, Genoa, Nice	20 2 6		
15 days, Wilderswil, Pallanza, Genoa, Nice Tour	16 19 6		
18 days, Interlaken, Pallanza, Genoa, Nice Tour	18 8 6		
18 days, Grindelwald, Pallanza, Genoa, Nice Tour	19 10 0		
15 days, Wengen, Pallanza, Genoa, Nice Tour	17 10 0		
15 days, Montreux, Pallanza, Genoa, Nice Tour	16 10 0		
10 days, Bellagio (Lake Como) Tour	11 19 6		
10 days, Bellagio, Lugano Tour	11 19 6		
10 days, Pallanza (Lake Maggiore)	10 10 0		
10 days, Pallanza, Bellagio Tour	12 7 6		
Motoring in Italy from Florence to Rome and back, via Siena, Perugia, Assisi, Orvieto, Rome, Chiusi, Arezzo, Florence.			
7 days' Motor Tour by Private Car	19 19 0		
This delightful Extension from Florence to Rome by car may be linked up with any Tour passing through Lugano, Pallanza, Bellagio, Venice, Milan, or Genoa by simply adding to it the price of the return rail ticket from the nearest point on any given Tour to Florence.			

# GEORGE LUNN'S TOURS

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### 10-Day Montreux Tours.

	f. s. d.	f. s. d.	
Belmont	9 19 6	Palmer's	8 18 8
Golf Hotel	10 10 0	Palace	12 17 6
Eden	11 7 6	Excelsior	10 19 6
Liliana	8 8 0	Europe	9 19 6

### 12-Day Montreux Tours.

	f. s. d.	f. s. d.	
Bon Port	14 14 0	Boulevard	12 12 0
Kettner	11 19 6	Savoy	11 2 8
14 days, Montreux, Grindelwald, Lucerne	13 7 6		
14 days, Montreux, Wilderswil, Lucerne	12 12 0		
17 days, Montreux, Interlaken, Lucerne	14 2 6		
15 days, Montreux, Grindelwald Tour	13 8 6		
14 days, Montreux, Interlaken Tour	12 2 6		
10 days, Montreux, Lauterbrunnen	10 10 0		
10 days, Montreux, Wengen Tour	11 3 6		
3 days' Paris Extension, may be taken with above Tours at an extra cost of	2 8 0		
Or 3 days' Extension to Zermatt from	3 8 0		

## LUGANO | LUGANO |

At Lugano the perfume of roses is in the air, and the glimmering minarets of Milan Cathedral are a daydream from an autocar.

	f. s. d.	f. s. d.	
10 days, Lugano Tour, Hotel Eden	12 2 6		
All rooms have balconies facing lake.			
Victoria	11 16 6	Primrose	10 19 6
Palace	12 19 6	Bristol	12 12 0
Lloyd	11 8 6	Splendide	13 7 6
Poste	9 19 6	Tivoli	10 19 6

### 17-Day Lugano Tours.

	f. s. d.	f. s. d.	
B. Rivage	15 15 0	du Lac	13 19 6
Esplanade	13 19 6	Diana	12 12 0
Park	18 10 0	Belle Rive	14 7 6
17 days, Lugano, Lucerne Tour	13 13 0		
17 days, Lugano, Interlaken Tour	13 19 6		
17 days, Lugano, Grindelwald	15 7 6		
17 days, Lugano, Wengen Tour	15 0 0		
17 days, Lugano, Wilderswil Tour	13 10 0		
17 days, Lugano, Kandersteg Tour	14 4 6		
17 days, Lugano, Zermatt Tour	16 5 0		
17 days, Lugano, Montreux Tour	14 0 0		
3 days, Venice Extension, from	4 17 6		
3 days, Paris Extension, from	2 8 0		
7 days, Paris Tour, with Auto Tours round Paris and to Versailles	6 16 6		

## BIARRITZ, SAN SEBASTIAN.

10 days, Biarritz, with 2 Auto Tours, £9 19s. 6d. 13 days, Biarritz, San Sebastian, £13 6s. 6d., with Auto Tours to St. Jean-Pied-de-Port, Pau, Lourdes, Zumaya, Loyola, and meals en route to Biarritz. 23 days' Tour to Spain, 52 Gns.

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The prices quoted are for 1st or 2nd class travel as the case may be, but in no case do we announce Tours with 3rd class travel in France or Belgium.

Apply for the most comprehensive programmes of 2,500 Tours to Switzerland, Italy, Riviera, Spain, Algeria, Tunisia, Morocco, Sicily, Biarritz, San Sebastian, Balearic Islands, and Cruises to the Mediterranean and Norway BE.

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## PARIS:

3, Avenue de l'Opera.

## LUCERNE | BRUNNEN |

### 10-Day Lucerne Tours.

	f. s. d.	f. s. d.	
Eden	10 5 0	Lac	11 11 0
Park	9 19 6	Rosli	9 9 0
Royal	9 15 0	Terrasse	10 0 0
Palace	12 12 0	Carlton	14 11 0
Swan	11 11 0	Belvedere	10 0 0
B. Rivage	11 15 0	Schweizerhof	12 12 0
Wilderstrasse	9 9 0		

### 10-Day Brunnen Tours.

	f. s. d.	f. s. d.	
Grand	11 11 0	Eden	10 19 6
Rig	9 9 0	Waldstatterhof	11 2 6
Metropole	10 5 0		
17 days, Lucerne, Interlaken Tour	12 17 6		
17 days, Brunnen, Interlaken Tour	13 5 0		
17 days, Lucerne, Wilderswil Tour	12 12 0		
17 days, Brunnen, Wilderswil Tour	12 19 6		
10 days, Brunnen, Grindelwald Tour	11 2 6		
17 days, Lucerne, Grindelwald Tour	13 19 6		
20 days, Lucerne, Wengen, Zermatt, Montreux Tour	18 12 6		
With 7 days' Engelberg Extension, from	3 17 6		

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### LUGANO, PALLANZA, MONTREUX.

### IN THE SPRING FOR MOON MAGIC.

For tennis, golf, motoring, shopping. Spring evenings scented with sub-tropical perfumes. Moonlight motor boating and swimming in the warm, caressing surf.

	f. s. d.
13 days, Lugano, Genoa, Nios Tour	14 19 6
15 days, Venice, Genoa, Nice Tour	18 18 0
17 days, Lugano, Venice, Genoa, Nice	19 19 0
17 days, Venice, Florence, Genoa, Nice	19 19 0
20 days, Lucerne, Lugano, Genoa, Nice	17 19 6
17 days, Brunnen, Venice, Genoa, Nice	20 2 6
15 days, Wilderswil, Pallanza, Genoa, Nice Tour	16 19 6
18 days, Interlaken, Pallanza, Genoa, Nice Tour	18 8 6
18 days, Grindelwald, Pallanza, Genoa, Nice Tour	19 10 0
15 days, Wengen, Pallanza, Genoa, Nice Tour	17 10 0
15 days, Montreux, Pallanza, Genoa, Nice Tour	16 10 0
10 days, Bellagio (Lake Como) Tour	11 19 6
10 days, Bellagio, Lugano Tour	11 19 6
10 days, Pallanza (Lake Maggiore)	10 10 0
10 days, Pallanza, Bellagio Tour	12 7 6
Motoring in Italy from Florence to Rome and back, via Siena, Perugia, Assisi, Orvieto, Rome, Chiusi, Arezzo, Florence.	
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Whitehall,  
London, S.W.1.

Telegraphic Address—  
"BURNHAM, LONDON."

In reply please quote—  
"CASIR."

Dear Maynew,

With reference to your letter of March, 1st, I enclose copies of the Burnham Reports (3 in number) which give the scales of salary under the revised Burnham Award as approved by the Board of Education.

As regards the Scottish Salary scales, the Colonial Office are sure to have a department which deals with official publications and their supply to members of the Colonial Office staff. They could probably get you the appropriate documents, which are as follows:

- (a) Conditions as to minimum national scales of salaries for Teachers, laid down by the Scottish Education Department, (dated 12/8/19, reprinted 1927)
- (b) Scottish Education Department Circular 76 (dated 19/11/27) with enclosure X
- (c) Scottish Education Department Circular 77 (dated 21/2/28)
- (d) Statutory Rules and Orders, 1928. No. 92/68

Yours sincerely,

A. J. Maynew, Esq.,  
Colonial Office,  
2 Richmond Terrace,  
Westminster, S.W.1.

OFFICE OF SPECIAL INQUIRIES & REPORTS,  
BOARD OF EDUCATION,  
WHITEHALL, LONDON, S.W.1.  
4th. March, 1929.



2 W.O.

101 4  
2 Richmond Terrace,  
Whitehall, S.W.1.  
1st. March 1929

My dear Burrows,

In connection with some proposals that are being framed regarding salaries for European teachers in one of our colonies, I am asked to approach you on the subject of scale of pay of teachers employed in elementary and secondary schools, under the revised Burnham Award, and approved by the Board of Education. Can you put us on the track of any official statement giving us this scale? Could you possibly at the same time tell us where we could get, - or better still send us - any corresponding scale in one or two areas in Scotland?

We have at present no one with whom we are closely in touch in the Scotch Education Office. If through information in the Board of Education you can help us, it will save official reference to the Scotch Education Department.

Yours sincerely,

J.W. Burrows Esq.

*See note inside*

102  
END

27 FEB 1929

COL. OFFICE

Mem from the G.A.G. of Kenya to the Secretary of State for the Colonies.

Dated 26th February, 1929.

(Received Colonial Office 3.55 p.m. 26th February, 1929.)

No. 55 26th February Confidential Your despatch of 27th October 1927 Confidential No. 2. Salaries of Educational personnel. Grateful for statement by early mail showing scale of pay of teachers employed in elementary and Secondary schools under revised Burnham award and approved by Board of Education. Similar scale in one or two areas in Scotland would also be helpful in drafting proposal(s) for new salaries for European teachers.

See tel. 9 March 1929.  
Further info. Conf. 14.3.29

102  
END

27 FEB 1929

COL. OFFICE

Memorandum from the O.A.G. of Kenya to the Secretary of State for the Colonies.

Dated 26th February, 1929.

(Received Colonial Office 3.55 p.m. 26th February, 1929.)

No. 55 26th February Confidential Your despatch of 27th October 1927 Confidential No. 2. Salaries of Educational personnel. Grateful for statement by early mail showing scale of pay of teachers employed in elementary and Secondary schools under revised Burnham award and approved by Board of Education. Similar scale in one or two areas in Scotland would also be helpful in drafting proposals for new salaries for European teachers.

25/2/29  
25  
See tel of March 1929  
Further to Camp 14.3.29