

Government of Madras.

EDUCATIONAL DEPARTMENT.

Recd.

Regd.

} 1911.

Enclosures

Spare copies

G.O., No. 274, 12th May 1911.

Industrial Education.

Recording papers connected with the Hon'ble Mr. Chatterton's note on —.

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GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT.

READ—the following paper :—

Letter—from the Hon'ble Mr. A. CHATTERTON, Esq., Superintendent of Industrial Education.

To—the Director of Public Instruction, Madras.

Dated—the 8th March 1911.

No.—162-G.

In reply to Ref. on C. No. 8225 of 1910, dated 6th March 1911, I have the honour to forward a copy of a note which was submitted to the Revenue Secretary on the 9th January 1911. I also enclose a note which I have prepared regarding the spread of industrial education by the establishment of Government apprentices in private works. I did not intend to submit this note till I had made inquiries of the railway authorities in this Presidency as to how they would view the proposals outlined, but as it will take some time to get any definite information I think it would be better to submit this note as it will serve a basis for discussing the general lines on which we should endeavour in the future to develop industrial education.

2. The inference may be drawn from the note submitted to the Revenue department that I regard it as impracticable to establish a Bureau of industrial information in the Education department. The only type of Bureau of information which is likely to be the least use in this Presidency must follow the lines of that which has been developed in the Pumping department the details of the working of which Government are already very fully informed. The Madras Government have already decided to address the Secretary of State to ask for a re-consideration of the orders relating to the Department of Industries and I imagine that till a reply is received no final disposal of questions relating to such points as the Bureau of industrial information and the Industrial Museum is possible.

3. At the present time and until the 31st March 1911, in addition to my work as Superintendent of Industrial Education, I am in charge of what is somewhat crudely termed the Pumping department and which includes a practical Bureau of industrial information which, notwithstanding the narrow lines on which it is working, is proving of great service to the people of this country. Government have already decided that the work shall be carried on, but under what agency after the 31st March I have not yet been informed. At this time of the year the work is particularly heavy and I have already addressed the Revenue department regarding the re-appointment of a European assistant. At present we confine ourselves mainly to affording information on general industrial and engineering matters, but when the experts sanctioned by the Secretary of State join, it will be possible to extend the range of our operations and to afford expert assistance in dyeing and leather work, possibly also in some branches of weaving with which at present we have no practical experience. Government have already sanctioned a scale of fees in connection with such branches of our work as are of a practical character and I should certainly contemplate the gradual extension of the schedule of fees so as to cover every branch of work in which we are prepared to give practical assistance. Any attempt to establish a Bureau of information on other lines would be perfectly useless and would certainly end in a hopeless failure. The work must be of a practical character and a sufficient staff must be entertained so that every scheme can be worked out in detail, and if necessary the actual erection and the development of the same undertaken by the department. I have ample evidence to show that even in such a simple matter as oil engines and pumps for irrigation the ryots of the Madras Presidency are now being exploited by the manufacturers of cheap machinery which is totally unsuited to the requirements of the people and that much trouble is being caused thereby.

4. In regard to the industrial museum, I am trying to arrange a section of it being developed in the workshops attached to this office, but so far the result is not very encouraging and I am inclined to think that it will have to be abandoned in favour of a scheme of special Industrial Museums connected with each centre of technical or industrial instruction.

ENCLOSURES.

(i)

Copy of note submitted to the Revenue Secretary to Government.

The proposal to divide the work carried on during the last two years by the Department of Industries between two officers, one under Education and the other under Revenue, will seriously curtail the amount of useful work which can be done by either officer. The Superintendent of Industrial Education in the Education department, it is proposed, should deal with industrial education of which hitherto there has been but very little carried on in this presidency. Up to the present time we have had a small number of elementary industrial schools for the training of artisans. These were first started by missionaries to provide a means of livelihood for orphans and other young Native Christians under their charge, and with the exception of the two schools at Madura and Tinnevely started by district boards and the more recently established Chengalvaroya Naicker's Technical Institute industrial education may still be said to be confined to missionary institutions. In these schools the principal trades taught have been blacksmith's work, carpentry, weaving and metal-work and their influence on the artisans of the country is absolutely negligible. If we are to develop industrial schools of this type it will be necessary to consider whether they should be confined to boys of the artisan classes or whether the pressure of competition to which these classes are already subjected by foreign imports should be materially increased by training large numbers of the boys coming from other classes of the community to compete with them.

Whilst in charge of the School of Arts my attention was mainly engaged in finding new fields of employment for *bonâ fide* artisans and in one direction the work has been taken up by the Victoria Technical Institute. In metal-working I developed the aluminium business and this has given permanent employment to a considerable number of metal-workers and has led to the introduction of the most modern processes of metal-working in the factory of the Indian Aluminium Company and, to a less extent, among the large number of metal-workers now employing aluminium in the Northern Circars. In a similar manner at a later date I took up tanning and introduced the manufacture of chrome leather into the country and this is now being carried on in a number of places, the most important in the Madras Presidency being the Mysore tannery in Bangalore where the industry is carried on under expert supervision by the ordinary chucklers and workers in leather. At the School of Arts we also started the work of investigating the indigenous weaving industry which ultimately resulted in the establishment of the Salem Weaving Factory, where only weavers by caste have been employed and it has been my object throughout rather to improve the conditions under which the indigenous artisans have to work than to introduce outsiders to compete with them. Following the same policy, if an attempt is to be made to develop industrial education through the agency of industrial schools I think they should be confined to the hereditary artisans. Hitherto we have had no expert assistance in this work, but now the Secretary of State has sanctioned the appointment of experts in tanning, weaving and dyeing, and these men when they are appointed will have to work in the Education department and will be to a large extent dissociated from the work going on in the country. The Secretary of State, if he has not formally approved of the proposal that these experts should be allowed to take up a certain amount of consulting work, has at any rate not expressed any disapproval and if they are allowed to do such work it will to some extent bring them into contact with the real industrial work going on. Besides teaching, an important part of the duties of these experts will be to carry out experimental investigations with a view to improving industrial processes and it is difficult to see, under the restrictions laid down by Lord Morley, how they will be able to discover what is wanted in the country and further how they will be able to demonstrate in a convincing way the value of such improvements as they may be able to make.

The officer working in the Revenue department, it is proposed, should deal with industrial investigations, with the work now carried on by the Pumping department and should be the head of the Bureau of information. In practice he will have to do the pioneer work which, if successful, will be taken up in the Education department. At the present time as head of the Bureau of information he will have to deal with many inquiries regarding weaving, tanning and dyeing, but the Government experts specially appointed will not be available to assist him as they will be working independently in the Education department. This will unquestionably very seriously reduce the efficiency of his work as chief adviser to native industrial enterprise. Pumping has already achieved a considerable measure of success and will certainly develop as time goes on. It has already given rise to a demand for specially-trained mechanics and fitters,

but if these proposals are carried out the work of training mechanics and fitters will be carried on under the Education department and only indirectly will it be possible for him to influence the methods adopted in training them.

The Director of Industries, assuming that title is assigned to the officer working in the Revenue department, will either in practice be a single-handed industrial pioneer always working at a disadvantage, or, as may possibly happen, he will gradually gather round him an expert technical staff more or less a duplicate of that which must be employed in the Education department to carry on industrial and technical education. Already we have evidence of this in the Pumping department which has its own workshops and is to some extent training its own men. If the proposals now under discussion are carried out we shall have in the Madras Presidency technical and industrial education carried on on three distinct lines—

(1) In the College of Engineering and the School of Arts where all branches of engineering work and everything related to art industries is under the Director of Public Instruction.

(2) The technical and industrial education yet to be developed and for which already three experts have been sanctioned will be under the Director of Public Instruction working through the Superintendent of Industrial Education.

(3) The preliminary and final stages of practical, industrial and educational work which will be under the Director of Industries in the Revenue department.

This tripartite division of the work cannot possibly conduce to efficiency. There can be no industrial progress without technical education and the foundation of nearly all technical education for industrial work is mechanical engineering. Attention may be drawn to the fact that in dealing with agricultural education and the development of agriculture the whole work is under a single officer, who is not attached to the Education department. Agriculture is by far the most important, and is always likely to be the most important, industry in this presidency and logically the procedure which has been followed in this case should also be followed for all the miscellaneous work which might be fitly grouped in the Industrial department.

The development of industrial education has not yet been discussed, but before any definite action is taken regarding the present proposals it seems desirable at any rate briefly to indicate the probable line along which it will proceed. We have to provide for the education of two distinct classes, viz., (1) operatives or their allies who will be mainly drawn from the existing artizan classes, and (2) masters and foremen who will control industrial undertaking and who will probably be mainly drawn from the upper ranks of the educated natives. I presume that Government will be prepared to accept as a starting point the conclusion that there will be little or nothing done in the way of industrial development unless the artizans are assisted by persons of superior mental attainments and possessed of sufficient technical knowledge and experience. Under the orders of the Secretary of State we must provide for the industrial education of artizans in schools and we must make the education in these schools to run on lines as nearly resembling as possible those which are followed in commercial workshops. We have also to provide a much higher kind of training for those who will afterwards control the work of groups of artizans whether they be associated on some co-operative basis or employed in private workshops. The training that these men require may be correctly designated as "technical". All such students should have a preliminary training in mechanical engineering, should learn something about the design and construction of machinery, the properties of engineering materials and should understand and be able to make designs from drawings for industrial work. The more extensive their knowledge of physical science and the greater their ability to carry out accurate experimental work the better. On such a foundation they can specialise in any direction with considerable advantage and the ultimate aims of our system of industrial education should be to secure that every technical student should go through this preliminary training before he specialises along any particular line. At the outset, this of course will be impossible and our experience in tanning, weaving and dyeing is that they will have to do the best they can with the imperfectly trained students who are likely to come to them. That means, that to a large extent their work will be of an empirical character and as such it can best be associated with the schools in which the artizans will be trained.

In the proposals which I shall be able to submit for the consideration of Government in a few weeks' time regarding the Madura Technical Institute there will be provision made for a weaving school divided into two branches, one for the training of artizans and the other for the training of weaving masters. A dyeing school in which chemistry will be taught and instruction, mainly of an empirical character, given in the art of dyeing, and lastly there will be an engineering side for the training of artificers and mechanical foremen and on this side of the school provision will be made for suitable courses of instruction for those taking up weaving and dyeing. In the school and in the workshop a large amount of practical work will have to be done and to avoid any semblance of competition with private enterprise the products of this work will have to be disposed of through agencies working in conjunction with the local representatives of the trades interested. There will be no attempt at commercial work, but for efficient instruction a good deal of work must be done and the disposal of this through the middlemen connected with the trade can, I think, be so arranged as not in any way to interfere with private enterprise.

The Madras Government have accepted the principle that industries must exist for any useful results to accrue from provision for technical education in such industries. This means that the pioneering of industries must precede technical education and it will be a very important function of the Director of Industries in the Revenue department to assist in the pioneering of new industries by local enterprise. It would be easier to take up such work directly under Government, but as we are precluded from doing so by the orders of the Secretary of State we must do the best we can by encouraging and assisting private enterprise. Assuming the establishment of such new industries and the necessity arising for technical education connected with them, it seems to me that the Director of Industries who will be intimately in touch with the business that has been created will be in a far better position than the Director of Public Instruction to advise as to the need and extent of the technical education required. I venture to assert that this is the case at the present time in regard to weaving, tanning and those developments of mechanical engineering represented by the Pumping department. The objections which I have stated to the proposal to split up the late Department of Industries assume that it is possible at the present time to obtain both a Superintendent of Industrial Education in the Education department and a Director of Industries in the Revenue department with adequate technical knowledge and local experience, but that will not be the case as the proposal involves getting a new man out from home who, however well he may be qualified technically, will be entirely lacking in local experience. In the other provinces of India this difficulty has been severely felt and accounts largely for the fact that they have made but little progress.

I would submit that it is better to go to the Secretary of State and to ask for a reconsideration of the orders recently issued abandoning altogether the idea that Government should carry on commercial work in pioneering new industries. If the Secretary of State can be induced to accept such a proposition it then becomes desirable to ask for the re-appointment of a personal assistant or assistant director who should be selected with a view to ultimately occupying the position of Director so that there may be always available a fully-qualified officer to run the department.

(ii)

Industrial education.

In this note it is assumed that industrial education in the past, though not entirely a failure, has not been attended with such a measure of success as would justify extensive developments along the same lines. It seems to me, therefore, desirable that before preparing a new programme for industrial education, Government should define the policy to be pursued and should state the objects which, it is hoped, that policy will accomplish.

We have to provide industrial education on three distinct lines—

- (1) For operatives in modern factories, mills and workshops.
- (2) For indigenous artizans.
- (3) For non-hindus and for what are now termed the "depressed classes."

I assume at the outset that we recognize the fact that industrial training can best be given in a workshop or factory and that we should only have recourse to industrial schools when it is impossible to make arrangements for the training of artizans in organized factories. That we also recognize that the workshop training requires to be supplemented by special courses of instruction such as may be conveniently given in schools similar to the polytechnics or technical schools which are to be found in almost every western manufacturing town.

Modern industries are not largely developed in the Madras Presidency and are represented chiefly by the railway workshops, the cotton mills and a few general engineering shops. The artizans working in these modern industrial establishments are chiefly engineer artificers such as smiths, moulders, pattern makers, turners, fitters and general machine men. There is a sufficient supply of these men for present requirements, but it is admitted on all sides that better trained workmen would be an advantage. In each large workshop some attempt is made to supply this industrial training, but as employers have no hold upon the workmen they have trained, they usually provide for nothing more than is absolutely necessary.

Besides the demand in what may be termed the large centres of modern industry there is growing up all over the country a demand for mechanics and fitters to look after small installations of machinery such as are now being erected under the guidance of the Pumping department. There are probably between 700 and 800 oil engines at work in the Madras Presidency and each of them should be in the charge of a well-trained mechanic. In addition, there are several hundred motor cars and other mechanically-driven vehicles the repairs and upkeep of which give further employment to mechanically trained men. In every direction there is likely to be expansion in the future if adequate arrangements can be made to provide the necessary number of men to carry them on.

The cost of education in industrial schools (*vide* statement I) has in the past averaged at least Rs. 100 per boy per annum and the work has not been done satisfactorily. I would suggest a system of state apprenticeship by which each boy should be apprenticed to a particular trade

for a period of five years, a premium of Rs. 100 per annum per boy being paid to the managers of the workshop or factory in which he is apprenticed. The apprenticeship system is an essential feature of the scheme, as without legal control over the boys it is difficult to get them to go through a complete course of instruction owing to the temptation to begin to earn their own living as soon as they have acquired a smattering of the trade they have started to learn. I have consulted several firms in Madras and they highly approve of the introduction of some such system as this, but I have not yet had time to obtain the opinion of the railway authorities to whom we must look for the training of the greater number of the apprentices. In the first instance it will be convenient to establish this system in Madras and it will probably be possible to arrange for the training of about 300 boys in the various industrial factories in the neighbourhood of Perambore. As a first approximation it may be assumed that the railway workshops will take 200 apprentices, the Buckingham and Carnatic Mills 20, Messrs. Massey & Co. 20, the Reliance Foundry of Messrs. Oakes & Co. 10, the Public Works Workshops 20 and the various smaller establishments a few, making up in all the total of 300. At Rs. 100 per boy the annual cost will be Rs. 30,000 which would be about the cost of an industrial school with not more than one-half the number of boys in it. For that part of the training which cannot be given in the workshop it would be convenient to establish a technical school in Perambore where the boys would receive such elementary technical instruction as their limited educational attainments would enable them to assimilate. Drawing would of course be the principal item, but there should also be elementary instruction in arithmetic, mechanism, and applied mechanics. It might also be found useful to give lectures on the construction and working of special machinery such as steam engines, oil and gas engines, hydraulic presses, cotton gins and some elementary instruction regarding the use of different kinds of fuel, the working of boilers and suction gas plants, etc. It would be necessary to devise some system of inspection of the apprentices and to maintain a register of firms who might be allotted apprentices under this scheme. If the employers of labour can be induced to cordially support some such scheme I have just outlined, the necessity for industrial schools of this class will practically disappear and I think we shall have solved the problem of industrial education, so far as modern industries are concerned, in a fairly satisfactory way. It should be possible to obtain instructors for the technical school from the European staffs of the various firms interested in the development of such a scheme.

When we come to deal with the indigenous industries we are faced with the difficulty that the industries themselves are in an exceedingly backward condition and in most cases quite unable to provide any training for the boys other than that they are now getting in the bazaar. For the indigenous industries, therefore, it seems inevitable that we must have recourse to industrial schools, but I would suggest that instruction in each industry should be confined to the sons and relatives of those actually engaged in the industry at the present time: that is to say, we should carry on the industrial schools on a caste basis. The indigenous industries have suffered very severely from foreign competition and it will not help the people still dependent on these industries for a livelihood to have added to their difficulties the competition of locally-trained people belonging to the non-artizan castes. It is generally supposed that the artizans are being gradually driven from their caste occupations, but on this point there is no very definite evidence. It is perfectly certain, however, that if the artizans could be induced to become fairly efficient workmen it would be difficult to find sufficient employment for them all. A low standard of skill and a low standard of living go together. If we can improve the one the other will probably rise also. The difficulty at the present time is to get the artizans to recognize that they are in need of our advice and assistance. Unless we adopt the apprenticeship system the boys will not remain in our schools long enough to become good workmen and I am therefore in favour of binding over the boy who enters the industrial school to work there for a definite period of time. As all these artizan boys will be drawn from very poor classes it will be necessary either to pay them some wages or feed and clothe them, and I think we should attempt to work as far as possible in the latter direction. The weaving school which it is proposed to open at Madura would belong to this class and I would be inclined to limit it to 100 boys, apprenticed for a period of five years. The boys can live with their parents in the town, but they should be entirely fed and clothed by the school. As they would all belong to one caste there should be no difficulty about feeding them and in regard to clothing they could manufacture their own clothes in the school. If a suitable uniform were designed for them they would probably take a pride in wearing it and if this came about it would probably increase the attractiveness of the school.

With regard to the non-hindu and depressed classes, they have in the main been the recipients of industrial education in the past. With a few exceptions industrial schools have been started by missionaries for the benefit of the native christian community. In several instances schools were established to educate orphan boys at trades by which they could afterwards obtain their livelihood. In almost every school carpentry and blacksmith work have been chosen with weaving and rattan-work as an alternative for boys of feeble physique. These schools may be said to have achieved their purpose and it does not seem to me to be necessary to make any change in the lines along which they are worked. I would, however, preclude them from taking in boys belonging to the Hindu community. The attempts that have been made in this direction have not been very successful and it will be better to definitely abandon them

altogether. All these mission schools are as far as possible worked on factory lines to reduce the cost of educating the boys and the principle, I think, is sound though it conflicts with the recent orders of the Secretary of State. I doubt, however, if it was intended that the principle recently enunciated in regard to industrial education should be applied to this class of schools. They should be encouraged as far as possible to run on the lines so successfully developed by the Basel Mission on the West Coast and, if necessary, a special system of grant-in-aid can be devised, based entirely upon the educational advantages of these workshops or factories. In these schools, it will not be necessary to insist upon the apprenticeship system as the boys are even now entirely dependent upon the school authorities and it will not strengthen the bonds between them in any way to insist upon a legal apprenticeship.

Statement No. I.

Number.	Name of the institution.	1905-1907.			1907-1908.			1908-1909.			1909-1910.		
		Average number on the rolls.	Expenditure.	Cost of tuition to each boy.	Average number on the rolls.	Expenditure.	Cost of tuition to each boy.	Average number on the rolls.	Expenditure.	Cost of tuition to each boy.	Average number on the rolls.	Expenditure.	Cost of tuition to each boy.
1	Madura—Technical Institute ..	140	RS. 10,411	74	127	RS. 9,279	73	91	RS. 11,542	127	61	RS. 12,328	202
2	Karur—Wesleyan Mission Industrial school ..	101	7,467	74	84	7,448	89	82	6,151	75	65	10,427	160
3	Madras—Anjuman-i-Mufid-i-Ahl-i-Islam ..	100	11,446	114	86	13,549	157	130	9,934	76	93	9,612	103
4	Arni—Arcot American Mission Industrial school ..	54	5,529	102	45	4,755	105	42	5,846	139	56	5,854	104
5	Nazareth—Art Industrial school ..	153	7,685	50	135	10,600	78	131	12,816	98	134	7,413	55
6	Coimbatore—St. Joseph's Industrial school ..	57	4,787	84	58	3,230	56	62	3,200	51	73	7,532	103
7	Tinnevely—Technical Institute ..	96	10,065	105	102	9,276	90	112	4,006	36	69	5,796	84
8	Tindivanam—St. Joseph's Industrial school ..	18	4,055	225	33	6,159	186	51	2,033	40	53	4,349	82

N. Ref. on C. No. 8225/1910, dated 22nd March 1911.

Submitted to Government with reference to paragraph 4 of G.O., No. 745, Educational, dated 16th December 1910.

J. H. STONE,
Ag. Director of Public Instruction.

Order—No. 274, Educational, dated 12th May 1911.

Recorded, pending reply to letter No. 269-D/11-1, Revenue, dated 8th May 1911.

(True Extract.)

L. DAVIDSON,
Ag. Secretary to Government.

EDUCATIONAL DEPARTMENT.

NOTES CONNECTED WITH G.O., No. 274, EDUCATIONAL, DATED
12TH MAY 1911.

[SUBJECT.—*Industrial education.*]

Demi-official—from G. F. PADDISON, Esq., I.C.S., Deputy Secretary to Government,
Educational Department.

To—the Hon'ble Sir MURRAY HAMMICK, K.C.S.I., C.I.E., I.C.S.

Dated—the 26th March 1910.

I send herewith a file about the Victoria hostel which Rangaswami Aiyangar told me yesterday you wanted.

I also send a very urgent file in which the Revenue Department ask that Chatterton may be continued in charge of Pumping and Boring till August 1st. I must say I think they have sprung it on us rather late in the day and I have suggested that the extension might be made only till 1st May to start with.

Chatterton came to see me the day before yesterday. He is very anxious to get the general lines of a policy for industrial education approved before the Government move to Ootacamund. With this end in view he wants a conference held with you in the chair, and Stone, the Secretary (or Deputy) and himself. In order to let you know the main lines of his proposals, I send also two files on the subject—one containing the note he prepared for the Industrial Conference, and which the office notwithstanding several calls has been preparing a note for a month which is not yet complete—the other his definite request for approval of policy which has only just arrived. The office have not put up Stone's covering letter. (I see he submitted it with an endorsement without expressing his opinion.)

I am also sending the file containing Chatterton's recommendation to appoint Guthrie as a leather expert. Chatterton's letter is rather meagre and perhaps the matter of getting a leather expert might also be a subject for discussion if a conference is held.

The files containing the Hon'ble Mr. Chatterton's notes on industrial education are submitted herewith.

T.K.—26-3-11.

Honourable Member for perusal.

G. F. PADDISON—26-3-11.

I do not think I shall have leisure to hold any conference before we go to Ootacamund. These papers can be put up at Ootacamund as soon as we get there and I must talk to Mr. Stone on the subject before anything more is done.

M. H[AMMICK]—28-3-11.

G. F. PADDISON—29-3-11.

This case must go back to office. In the note for Revenue Secretary Mr. Chatterton apparently desires everything to go back to that department and I suppose himself to be made head of the Industrial department.

In the second paper he apparently desires in Madras a system of apprenticeship with a technical school or classes—evening classes I presume.

A perusal of these papers only further convinces me that we shall never make any progress until Mr. Chatterton is either one thing or the other—either under Revenue department or under the Director of Public Instruction. At present Mr. Chatterton is doing nothing for us in the Educational department. His whole time and thought run on industrial and revenue lines.

M. H[AMMICK]--25-4-11.

Do I understand Honourable Member to desire these papers to be scrutinized in detail by the Secretariat or may they be recorded (pending the Secretary of State's orders on the main question)?

2. On the 28th March Honourable Member wrote of consulting Mr. Stone before taking any further action.

L. DAVIDSON-3-5-11.

I do not see that any orders can be passed on this until the Secretary of State has passed orders on the letter going to him through India. Meanwhile these papers may be recorded pending reply to letter.

M. H[AMMICK]—8-5-11.

They had better be printed.

М. Н[АММИК]—9-5-11.

Print.

L. DAVIDSON—9-5-11.

The draft is for approval.

T.K.—9-5-11.

K. RANGASWAMI AIYANGAR--10-5-11.

M. S. MASCARENHAS—11-5-11.

[G.O., No. 274, Educational, dated 12th May 1911.]

AGAIN G.O., No. _____, dated _____ 19____

” ” ” ” ” 19

READ ALSO:—

C. No. 659, From the D.P.I., No. 8225, dated 22-3-1941

" "; " "; " "; " " 19

ORDER.

P. S.

No. 274, dated 12. 5. 1911

Recorded, pending reply to
letter no 269 D/11-1 Rev. D 8.5-11.

7. A.
9-5-1

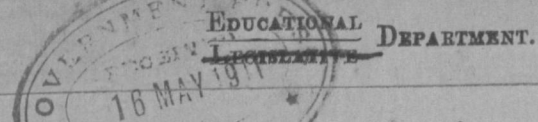
10-5.

25/11
Lacey

ORDINARY.

PREFERENCE.

URGENT (a).



Current No., dated 190 ..

G.O., No. 274, dated 12-5- 1911.Number of MS. pages sent { Correspondence including order or orders
(b)
(b¹)
NotesDocket Leather export Industrial

Education Recording paper
connected with the Honble Mr
Chatterton's note on

* Number (c) of copies required when struck off (not including
copies for volumes and editors' table which are retained
in the Press).Complete
Correspondence
and orders.

Notes

FOR RECORD.*

Madras Records	...	...	...	30	15
Ooty Records	...	...	...	3	3
For filing with original	...	...	...	7	7
Total	...	...	...	34	19

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INSTRUCTIONS FOR THE SECRETARIAT.

(a) If a paper is marked to be printed urgently, the Superintendent of the section concerned should sign the Press slip. The Superintendent should exercise a careful discretion in the matter.

(b) Each letter, memorandum, or order, or set of orders, in the file of correspondence should be headed in succession with the Roman numeral I, II, III, etc., the number being written in red ink or blue chalk above the item. The particular papers to be printed in the special issue-copies should be indicated by the Roman numeral (I, II, etc.) by which that item has been headed in the correspondence file. All matter, including marginal remarks or references, to be printed should be written in ink and matter which should not be printed should be encircled. Initials and signatures that are not quite legible should be re-written distinctly.

(b¹) For rules regarding printing of notes, see the rules in G.O., No. 1220, Public, dated 30th November 1900.

(c) The number of copies and the details of distribution should be filled in by the Superintendent or Referencer concerned.

(d) In the absence of special instructions to the Press to keep matter standing for a specified period, ordinary papers of 8 pages and under will be kept standing for one week, and larger papers for two weeks only. The type of notes and of all confidential papers is distributed immediately after striking.

(e) This slip, properly and completely filled in, should accompany every paper sent to Press; it will be returned by the Press when proofs are furnished; it should be sent to the Press when a call is made for revised proofs or when a corrected proof is sent for striking. When finally returned by Press it should be filed with the original order or letter.

INSTRUCTIONS FOR THE PRESS.

(a) If, in the opinion of the Superintendent of the Press, a paper has been marked urgent unnecessarily, he should send the Press slip to the Deputy Registrar with a remark to that effect.

(b) Unless a note to the contrary is made against the matter, pencil entries should not be printed. The Superintendent of the Press may bring to the notice of the Deputy Registrar any instance of incomplete or careless editing.

(c) Signature copies of letters to the Secretary of State or to the Government of India should be printed on hand-made paper.

(d) This slip should be returned by the Press to the Secretariat when proofs are furnished; it will be sent back to the Press when proofs are returned corrected and should be finally returned to the Secretariat when struck-off copies are supplied.

(e) The names of the Secretary and Members should be printed in full when they occur on the right hand side, but only the first time when they appear on the left side, the initials alone being printed later.

* Copies distributed on.....*(Press Clerk.)

† Copies distributed on.....*(Despatcher.)

A

Please send proof in triplicate. The papers have been carefully edited.

B

Proof returned corrected. Please strike off and send number of copies as indicated.

Type may be released after usual interval at once.

C

As the matter is clear manuscript as has been carefully edited, (b) proof need not be sent. Please print and supply number of copies as indicated.

Type may be released after usual interval

Clerk.

Clerk.

Clerk.

Supdt.

Supdt.

Supdt.

(b) Three copies of proof of all notes should be sent for approval, except when instructions are given to the contrary.

SPECIAL INSTRUCTIONS.

TO BE FILLED IN BY THE PRESS.

Diary.	Initials of Press official.
Received in Press on.....	16-6-11
First proof furnished on.....	22-5-11
Call for revised proof received on.....	
Revised proof furnished on.....	
Corrected proof received for striking on.....	13-6-11
Final copies supplied on.....	17-6-11

Account of copies.	Complete copies.	Notes.	Issue copies.
Supplied to Secretariat for Record.....	34	19	
Issue.....			
For Volumes.....	16		
For E. T.....			
Total	50	19	