

E. J. L.

X. J. M.

(1915) Department.

mis SERIES:

G.O. No. 1183 *E. J. L.*

DATED 1-11-15

Industrial Schools [Despatch Abstract.] Recording letter from the Director of Industries on the subject of the policy to be pursued in the development of individual aided industrial schools.

CR. 3144 & P

C.F. - 29.

DEPARTMENT.



Registered 11-9-1915

Subject.

SCHEMES FOR THE DEVELOPMENT OF INDUSTRIAL SCHOOLS. Explain-
ing the -----

RN:LOS RES. No. Extra copies
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No. B. 44

Station Madras, Dated the 9th September 1915.

From (Name) K. T. Dressler, Esq.,

(Designation) Director of Industries.

To The Secretary to the Government of Madras,
EDUCATIONAL Department.

Sir,

I have the honour to remark that for some time past schemes have been under consideration for the re-organisation of Industrial Schools at the following centres viz., Waltair, Cocanada, Coimbatore, Tindivanam and Tanjore.

2. The schemes for the last three have been kept in abeyance pending the re-establishment of more normal economical conditions, but in connection with the first scheme, Government have asked for further information regarding the lines I propose to follow. As these are, in principle, the same for all the above schools it will be convenient if I explain them in a

separate letter.

3. At the time I took charge of Industrial Schools there appeared to be no regular educational policy at all. The majority of the schools were under the management of charitable ladies, whose knowledge of industry was negligible and whose main idea in providing education was a vague desire 'to do something' for orphans or the intellectually unfit. This 'doing something' resolved itself into providing tools and workmen to teach their use. A local workman may be all very well in his way, but he is a relic of an industrially prehistoric era--the cottage industry era--and is incapable of teaching anything in advance of what he has himself learnt. This kind of education therefore leads merely to the multiplication of artisans of the existing type but of rather lower quality, & the class of individual trained being, on the whole, on a lower intellectual level than the hereditary craftsmen class.

4. The School authorities soon found out that such industrial teaching was a somewhat expensive affair. Apart from the cost of staff, there was a good deal of waste of material, and schools therefore hit upon a compromise. They decided to combine education with business and make their pupils manufacture saleable articles. As usually no one in the school had any manufacturing business qualifications, this compromise, so far from reducing expenditure, probably increased it. When a boy tries to mortise a bit of wood he uses, say, 4 annas worth of material, the value of which is lost to the school. When he tries to make a chair he uses, say, Rs.2/- worth of material, and the school does get a return. Unfortunately the system of manufacture is so poor that a chair thus made will rarely realise more than, say, Rs.1-8-0, so that the

*Cottage industries
in which the
Duple is so good
to be developed.*

actual loss to the school is greater than before.

5. Such quasi-commercial manufacture is ruinous also to the teaching as educational interests soon become subordinated to so called business interests and technical instruction is almost entirely neglected. This is the system we have hitherto been subsidising.

6. If industry is to develop in India it must conform to modern ideas. Modern industry has, no doubt, many objectionable features, but it is beyond the power of the individual or even the State to alter them. If the drawbacks of the modern system of industry are considered to outweigh the advantages, the system may be rejected altogether. But this is all we can do: to take it or leave it. I particularly wish to emphasise this point as there is a very prevalent impression not only among educationalists, but also industrial entrepreneurs that they can accept such part of the modern industrial system as suits them and reject the rest. By doing so they simply fall between two stools. Industrial education must have some definite objective; if it is to train labour for modern industry it must conform to the requirements of modern industry. Unless it does this it simply produces workmen who are certainly no better than the ordinary village craftsmen--and generally not as good. It is true that, had it not been for the industrial schools a number of orphans and other afflicted youths would to-day be ordinary labourers instead of third rate carpenters. But the supply of third or even second rate carpenters is already sufficiently assured by the ordinary hereditary class, and it seems to me a sheer waste of money to subsidise a system that only leads to a multiplication of the number of indifferent workers.

7. The existing educational system is therefore a hopeless jumble. In industrial training there

should be three distinct stages. First what I have called a "school" stage when the pupil learns technique and the use of tools, plain reading and drawing; then the "workshop" stage when he learns commercial application that is, work with due regard for time and money. At this stage the training of the ordinary workman ceases. A craftsman will concurrently with or subsequent to his "workshop" training also require technical instruction in elementary theory.

8. All these periods are at present indiscriminately mixed up, and the training is thorough in no period. If we want to train men on modern industrial lines the only remedy I can think of is to separate rigorously all these periods and treat them all as independent units. That is my new policy. It involves considerable capital expenditure. Practically none of the existing schools are properly equipped and the separation of the school and factory stages means some reduplication of plant. Accommodation must also be greatly extended, the more so as the existing accommodation in schools is generally inadequate even for work on the present lines.

9. Such a policy costs money, but if we want results I do not see how the expenditure can be avoided. During the last seven years since I have been in charge of industrial education we have spent nearly 2½ lakhs in the aggregate on grants of which about 1 lakh was for capital grants. It may not seem much, but we have got no return for it. Instead of putting away small sums year after year, my scheme is to spend a large sum, say five lakhs straight away and to get something for my money.

10. Hitherto all these capital grants have been in the form of conditional gifts to private institutions these institutions securing complete ownership of the plant or buildings towards which

the grant has been made after a period of twenty years (recently altered to 40). If within that period recognition should be withdrawn the schools are liable for the refund of the whole or a part of the grant. If the old system of awarding grants is continued under the new policy, it will mean that very considerable sums will have to be awarded to Industrial Schools in the manner above explained. Most school authorities are as poor as church mice, and if for any reason it should be found necessary to disaffiliate their schools before the completion of the full term of 40 years they will be unable to refund the grant made. Nor in view of the penalty attaching thereto, will it be possible to disaffiliate schools without a case strong enough not only to stand in a Court of Law, but also to satisfy public opinion. This is a very difficult thing to do.

11. Most school authorities find it very hard to appreciate industrial facts and when the authorities happen to be Mission bodies their interests are very often opposed to ours. Their idea is to find occupation for converts: ours to train competent workmen. Then there is no guarantee of continuity of policy. Today the Manager may be a technical man; tomorrow he may be replaced by a mere zealot. No amount of regulation and codification can ensure the observance of the spirit of a scheme and if a manager cannot enter into the spirit he regards the enforcement of many really important rules as merely vexatious and meticulous. He will probably obey them in a perfunctory manner which renders them entirely nugatory and would consider himself aggrieved if recognition is withdrawn. The Inspector might know very well that he was getting what he wanted, but he would be hard put to it to prove it by rule.

12. My experience in the past leads me to apprehend

that future cases of dispute are very likely to arise. Under the existing system the difficulties associated with the withdrawal of recognition are so great that in practice we will probably find ourselves compelled to accept what the school authorities see fit to offer in the way of teaching: whether we like it or not. Moreover the present system of Industrial Education is a most artificial one and will cease to be of any practical value as soon as normal development sets in. To bind down Government by giving large capital grants seems therefore a most unsatisfactory arrangement and instead of doing this what I now propose is to spend all the extra money necessary to develop schools on buildings and plants which shall be the property of Government and will be lent to school authorities for the time being. Under such an arrangement Government have full liberty to resume possession at any time and can adduce numerous reasons for so doing without raising controversial questions. My schemes are to be drafted in such a way as to secure for Government in return for the sum now to be spent an asset of permanent value.

13. If, for instance, a school at a place A requires development I ask myself: what will Government ultimately find a use for? If for both a technical school and a factory I would be prepared to finance the whole scheme: if for a technical school only I should expect the school authorities to build the factory without grant and construct the school myself--if for a factory, then I should make the school authorities provide funds for the school section.

14. To illustrate this principle I will instance each of the schemes now under consideration:-

Waltair: The School section is to be located in the Mission compound. As such a position is useless for public purposes, the school authorities will be expected to build this section themselves.

Waltair is a rising place and will soon have a harbour. A mechanical workshop near the harbour is

likely to prove an absolute necessity in the near future. The Industrial School is conveniently situated within a stone's throw of the harbour, and if we acquire land and equip a factory near the school, we can use it for the present for educational purposes but, will always hold an asset of increasing value if we at any time want to sell. Hence I propose to build the factory section at Government expense.

Coimbatore: Coimbatore is a manufacturing town with an increasing demand for technical education. In time, it will obviously be necessary to provide a technical school of Sorli. The Mission body hold some land which they want to utilise for manufacturing purposes. Here therefore I propose to let the Mission ~~to~~ develop their own factory and to build separate buildings for the school section at Government expense which will be of value later on as a centre for technical education.

Tanjore: I am not satisfied that either a school or a factory on the proposed site will be of any advantage to the Government in the near future and the only help in the way of capital grant that I should feel inclined to offer the school, would be of the nature of an advance repayable in a certain number of years.

Tindivanam: As Tanjore.

Cocanada: There is an opening both for a technical school and a factory and whilst I would leave as much as possible to private enterprise I would be prepared in the worst eventuality to build both a school and factory at Government expense. But, whatever might be decided, on the school or factory would belong entirely to one party or the other.

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

[Signature]
1.9.11

Director of Industries

Again G.O., No. , dated 190 .
Current No. from the , No. , dated 190 .

Current No. 3144 from the A.I. , No. B44, dated 9.9.1905.

SUBJECT.

Development of industrial education

Mr Dresser condemns the policy which has been pursued so far in regard to the development of industrial education. He states that the two main principles in regard to this work should be

(i) That there should be three distinct stages of industrial education viz., the 'school', the 'workshop' & the 'technical ^{instruction} ~~education~~' stage; ~~and~~

(ii) That the Govt should, in aiding the schools with capital grant, ~~subsidize~~ ~~subsidize~~ ~~subsidize~~ construct the buildings required for the 'schools' & the 'workshop' stages or for any one of them as may be necessary & ~~base~~

para 7, page 3 & 4 of.

para 13, page 6 of.

para 7. page 4 of 4.

Please see chapter III
of Part I of the Code,
page 104 of 4.

(In the Code the 'school'
stage is called 'practice'
stage)
etc

and lease the buildings to the school.
2. As regards the first point
Mr. Trevelin explains that in the
'school' stage the pupil learns
technique & the use of tools,
plain reading & drawing & in the
'workshop' stage he learns com-
mercial application, that is,
work with due regard for time &
money. In the technical education
instruction's stage the pupils receive
instruction ~~now~~ in elementary
theory. It is submitted that
the scheme of industrial edu-
cation elaborated in the Techni-
cal education Code submitted
by Mr. Trevelin is based on this
classification. The desirability
of adopting the classification
is examined in connection with
that Code. No separate orders
are therefore necessary on the
point here.
3. As regards the second point
it is submitted that the policy
of ~~constructing~~ acquiring land
& constructing buildings ~~solely~~
for industrial schools ~~solely~~
at

at Govt expense + sending them to some private agency to be in occupation of the premises + in receipt of teaching grant so long as the school is managed on lines approved by the Deptt. Has been accepted in connection with the development of the Muslim industrial school at Tanjore - Please see H.E. the Governor's note on page 8 of notes to G.O. 740 Est. dated the 12th August 1913.

4. Mr. Derscher's idea seems to be that in the case of workshops the plant + machinery should also be provided ~~partly~~ from Govt funds in those cases where the buildings are constructed by Govt. Under chapter II of the existing grant-in-aid code, grants not exceeding one-half of the total cost may be given for the plant, materials + tools needed in industrial + technical schools. If an institution which has received aid under the chapter is closed within five years from the date on which a grant ~~was~~ ~~therein~~ is drawn

para 12, page 6 of of.

Rule 57, page 15-7
Grant in aid Code

Rule 59 — do —

Pages 84 + 86, page 21 + 22
of the new code

para 12, page 67 of.

the Govt are at liberty to purchase the articles towards the supply of which the grant was drawn, at a valuation to be made by an officer to be deputed by the Govt for the purpose. These rules are embodied in the new Technical Education Code also. Mr. Treasbr considers that ~~the school authorities~~ ~~the school authorities~~ the buildings + ~~the~~ machinery should both remain the property of Govt which might be resumed from the school authorities whenever necessary. The policy advocated by Mr. Treasbr will cost a large sum of money. But if buildings are provided by Govt it may in some cases be necessary to provide the equipment also from Govt funds + each case will have to be considered on its merits + with reference to the funds available. It is, therefore, for orders whether Govt should accept the general policy of Mr. Treasbr, or merely record the communication. ^{SK} 12.9.11. Mr. Treasbr will no doubt address

Gout. separately with reference to each of the schools which it is under contemplation to develop.

CR
18/11/15

Secretary's remarks to the directors list submitted last week on the item relating to this file "Can't you record this?"

The letter in the current file was submitted by the Director of Industries in connection with his scheme for the development of the St. Aloysius Industrial School, Vizagapatnam. H.E. the Governor ~~has~~ has directed that that scheme should be taken up for consideration after orders issue on the Draft Technical Education Code. It does not appear that this ^{file} ~~document~~ should be kept pending. The papers may, it is submitted, be recorded. A draft order is submitted for approval.

SK
29.10.15.

CR
29.10.15

The letter is merely an explanation of paper for use when necessary. May be recorded

8
31.10.15

This file was sub^d to the list linked with the file on Coacanaba + Vizagapatnam Industrial schools.

(Papers relating to the school are in the Coacanaba school file which has been sent to him!).

Director of Industries letter No.B.44, dated 9th

September 1915.

One apparent objection to building and leasing Government workshops is that they must be adjacent to the institutions to which they are leased and therefore generally unsuitably placed for lease to other institutions if the former prove unsatisfactory. It is understood that the Director proposes to limit the application of this policy to places where a Government workshop can be centrally situated and will be permanently useful, and that for other cases he proposes to maintain the existing system of grants in aid to private institutions. Will the Director please say whether this is the case?

Will the Director also please say whether his proposal to equip the Government workshops extends to the hand tools?

C.G.T.

15-9-15.

Director of Industries U.O.

(1) My ideas regarding the provision of workshop accommodation are correctly interpreted.

(2) To begin with it will probably be necessary to provide 'hand tools' also, in addition to large plant. But the renewal of 'hand' tools will have to be done by the leasing body and the total cost of such tools in the first instance is not likely to exceed Rs.1,500.

K.T.B.Tressler,
15-9-15.

” ” ” ” ” 191

C. No. 3144, From the J. I., No. 824, dated 9. 9. 1915.

" " " " , " " 191

No. 11832² ^{mis}, dated 1st November 1915

Mis

Recorded.

29.10.15

31. 10. 15

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191

READ AGAIN G.O. No. , DATED
 191

CURRENT No.

ENCLOSURES TO C. No.

ORDER OF GOVERNMENT

A A A A A A A

LETTER OF GOVERNMENT.

STATEMENT WITH DITTO.

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