

Educational (190 /) Department.

ORDINARY PRINTED.

G.O., No. 768

DATED 20 . 12 . 01

INDEXED.

ORIGINAL.

[Despatch Abstract.]

Industrial Education

my to the S.P. I letter from the President
of the Committee on — on the subject of
the Committee's visit to Madras; & requesting
him to supply ^{the} information required by the Com.

BACK PAPERS.

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

FURTHER PAPERS.

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

Government {1901} of Madras. EDUCATIONAL.

Recd.

Regd.

} 1901.

Enclosures

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ORIGINAL

G.O., No. 768, 20th December 1901.

DECEMBER.

Industrial Education.

Communicating to the Director of Public Instruction letter from the President of the Committee on — on the subject of the Committee's visit to Madras, and requesting him to supply the information required by the Committee.

GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT.

READ—the following paper:—

From Lieutenant-Colonel J. CLIBBORN, C.I.E., President of the Committee on Industrial Education, Calcutta, to the Secretary to the Government, of Madras, Educational Department, dated Calcutta, 15th December 1901, No. 4.

With reference to the Government of India's resolution No. 570, dated December 4th last, I have the honour to inform you that the committee therein appointed propose to visit the Madras Presidency on January 28th leaving on February 6th and to arrive at Madras on the first of these dates at 6 A.M. if the dates referred to will suit the convenience of the local Government.

2. In order to carry out the instructions of the Government of India the committee require certain information the nature of which will be gathered from the list of questions drafted by them which I have herewith the honour to enclose.

3. I would venture to suggest that it would be desirable with the permission of His Excellency the Governor in Council to obtain from local sources before the arrival of the committee such replies to these questions as may be at once available and that further information might perhaps be supplied later in the case of replies to questions which entail an enquiry of some duration.

4. After holding a conference with such officers and non-officials as His Excellency the Governor in Council may desire them to meet, the committee would be willing to visit places where it is proposed to establish industrial schools and any existing schools which the Government may select provided that the time at their disposal permits.

ENCLOSURE.

INDUSTRIAL SCHOOLS.

A.—IMPROVEMENT OF LOCAL INDUSTRIES.

(a) WHAT HAS BEEN DONE SO FAR.

1.—Description of Schools, Government and Private, with methods of instruction.

- (1) Please give a complete list of industrial schools, Government and Private, in the province, with date of foundation, industries taught, average attendance, and output of artisans annually?
- (2) Was there any special reason for the selection of the present location?
- (3) How is each school or group of schools governed?
- (4) Are the schools self-supporting; if not, what is the average annual net cost?
- (5) Why were the particular trades selected which are taught in the schools?
- (6) How are superintendents selected; and what are their qualifications, duties, and pay?
- (7) How are the superintendents and instructors trained? Is there any regular training school or other source of supply?
- (8) How are students selected, from what classes of the population? Are there any tests applied? Have you attracted the classes aimed at?

- (9) What are the rules regarding age, fees, scholarships, period of training, test of final qualifications, character, and discipline?
- (10) What proportion of students afterwards follow the trades they are taught in the school?
- (11) How are materials and tools provided? What is done with the work turned out?
- (12) Are there any special methods of instruction employed; if so, have any of these showed marked promising results?
- (13) Is the instruction specialized for particular students, or are the students run through all the classes of trades taught in the school? Are English or Native methods of instruction used?
- (14) What general education is given in addition to regular industrial training? (N.B.—Drawing is industrial.) What is the test of the quality of the work turned out?
- (15) Has any attempt been made to improve the quality of work in particular industries or the tools or machines? If so, please specify industries, and the improvements made.
- (16) Do you consider the present system the best, or can you suggest improvements?

2.—Native system of apprenticeship.

- (1) What is the native system of keeping up a supply of artisans for the ordinary native arts and trades?
- (2) Is one system or method common to all trades, or are there several different systems or methods?
- (3) Are there any special objections to or advantages in the native systems? Please specify.
- (4) How can the best craftsman in any particular trade be most easily identified?
- (5) Do you think that the native system of apprenticeship is superior or inferior to the average Industrial school in method? Can it be extended in practice? Can it be influenced by outside expert suggestion, advice or interference, and how best?
- (6) Are any fees paid by native apprentices? Do they receive any remuneration for work? Can you give any information regarding ages and preliminary education?
- (7) Will the craftsmen take in apprentices of all classes or only of their own class?
- (8) Have famine sufferers been taught trades by native agency which they would not ordinarily follow? Was such native agency readily procurable, and on what terms?
- (9) What particular inducements would you offer craftsmen to induce them to improve and extend their system of training?
- (10) Are there trade guilds in the province, and, if so, in what trades, and where?
- (11) Where they exist, can they be utilized for the improvement and expansion of industries?

3.—Principal industries of the Province.

- (1) Please state the principal industries of the province?
 - (2) Which of the above would you recommend being specially supported or encouraged?
 - (3) Can you give any reasons why support or encouragement is specially required, and what direction should the support or encouragement take?
 - (4) What are the reasons for other industries not requiring support?
- (b) WHAT IS PROPOSED TO BE DONE TO CARRY OUT THE EDUCATIONAL CONFERENCE

RESOLUTION.

1.—Proposed alterations and additions in system and methods.

- (1) Do you approve of the existing methods of schools, or would you propose any other methods of training in the existing schools?
- (2) If you do not approve the school system, how do you propose to provide a training for artisans in the future?
- (3) Do you consider any provision should be made for advancing specially promising students from an industrial institution to a higher class?
- (4) Which do you consider the best method of training foremen or assistant managers of works?
- (5) Do you think their training can be completed in a college or a school?
- (6) Do you think a method of final training in large workshops advantageous and practicable? In this case should a fee be paid to the shop or a scholarship given to the student?

- (7) As regards the methods employed in private schools, what measures are you prepared to take for ensuring that they are conducted in conformity with Government industrial institutions? Would you give—
- An annual grant?
 - A grant to cover initial expenses?
 - Free expert advice?
- accompanied with conditions?

Proposed alterations and additions in schools and of the want of new schools.

- Can you suggest any improvements to existing schools apart from changes in the methods of teaching or training?
- Would you approve of the institution of new schools or a new school in the province now or in the near future, and if so—
 - In what locality, and are premises available?
 - For what trades?
 - Under what system and method?
 - How would you finance it? Are there any special funds available?
- Do you approve of night schools for the voluntary improvement in theory of artisans and industrial students who are willing to attend and pay a small fee? Are the local conditions likely to lead to success?
- Should such night schools be under the General Education department or the Industrial school management?
- Are you in favour of the establishment of training schools for superintendents and instructors, and do you propose to take steps in this direction at once?
- Can the necessary instructors be provided in existing institutions.

*2.—How the Neapolitan scheme would apply.**

- Do you approve of the method of the Naples scheme generally?
- Do you think craftsmen working at their trades and financing them will consent to work in an industrial school under the control of a superintendent?
- Should such schools be in an enclosed private area or open freely to the public?
- What special inducements should be offered to craftsmen to co-operate?
- How would you suggest dealing with the following detail points—
 - Supply of materials;
 - Waste of materials;
 - Sale of work made;
 - Exhibitions of work made;
 - Support of impecunious apprentices while unable to do remunerative work;
 - Divisions of profits (when apprentice becomes more or less expert) between the school, the craftsman and the apprentice;
 - Holidays including Sundays;
 - Discipline of apprentices;
 - Fees?
- Would you attempt to improve the craftsman's practice of work, and how?

3.—Would you accept experts from abroad in each industry.

- Generally speaking, would it be best to have a working expert, i.e., a general hand for each school, or a specialized working expert for several schools? Is it possible to obtain a sound general expert, and, if so, in what trades?
- If you approve of specialized working experts, should they be Provincial or Imperial?
- What would be the average annual cost of such an expert?
- For what trades at present do you consider specialized working experts are required in this province?
- Can you define the status and qualifications required in these experts?
- How should the expert proceed to improve manipulation and practice?

4.—Proposed department of control, central and local, for urban and rural schools.

- Apart from the superintendent in direct charge of the school, what system of local control do you think the best—
 - For rural schools?
 - For urban schools?
- What should be the functions of the local control in each case?

* Vide appendix III of Sir E. Baek's report on practical and technical education, 1901.

- The local systems of control must, it is presumed, be focussed for the province by some technical officer who will be generally responsible for executive administration and management. Who should this be?
- Would it not be best to relieve the Educational department of the extra burden that industrial schools must constitute owing to this department not having, as a general rule, any special technical qualifications?
- Is direct and special imperial control of industrial education necessary for its efficient development?

5.—Exhibitions and sales whether required.

- Are exhibitions of any real value—
 - Local?
 - Provincial?
 - Imperial?
- Can you suggest any conditions which would make exhibitions of value to the industrial progress of India?
- Do you approve of sale-rooms for schools, or, if not, what method would you employ for the disposal of the work output? Thus it may be—
 - scrapped;
 - made to order only, private or by regular agent;
 - sold through agents as produced;
 - sold directly by the producer as in the case of schools on the Neapolitan system;
 - sold in a regular school sale-room.

Should prices be marked or fixed at all?
- Regarding industries generally in India, are you aware of any financial conditions which affect—
 - Production,
 - Price,
 - Returns to workmen;

which could be removed by the reasonable action of Government?
- Can you say whether, generally speaking, the workman gets the best wage or profit return from—
 - Expensive fine work?
 - Cheap common work?

(c) HOW FUNDS ARE TO BE PROVIDED.

- Could the Provincial funds provide the cost of starting the necessary schools? If not, how should the cost be divided between the local Government and the Government of India?
- Do you propose to find funds for the schools until they are self-supporting and, in addition, for the setting up, in trade of pupils taught at the schools? How would you recover such advances if made and in what period?
- Would you support the present position of workers in hand industries by a system of advances on the method of State loans to agriculturists, either—
 - for the purchase of improved implements?
 - to free them from the exactions of the middlemen?
- Are you in favour of any scheme of industrial banks?

B.—INTRODUCTION OF NEW INDUSTRIES.

(a) WHAT INDUSTRIES TO BE INTRODUCED.

- Name the industries to be introduced?

[In replying to this question it may be assumed that no industry can be at once introduced—

 - which requires preliminary research as to methods and practice;
 - which does not necessitate the remunerative employment of a large number of workers;
 - which can be better exploited in a mill or by private agency;
 - which does not supply some requirement of India;
 - which cannot in the future be transferred for commercial working to private agency.]
- Has your experience with jail industries suggested any such?
- What goods are made in jails not made elsewhere in the province? Do they find a ready sale at prices which would pay a free man?
- Have you any scheme for starting these new industries by securing that discharged prisoners should work on at their trade after they leave the jail?

(b) WHAT ARTIZANS ARE REQUIRED.

(1) Are there any lines of work requiring trained artizans of which the supply is now limited or badly trained?

ORDER—No. 768, Educational, dated 20th December 1901.

Communicated to the Director of Public Instruction for the supply of the information required in paragraph 3 and for early report on paragraph 4.

(True Extract.)

C. J. WEIR,
Ag. Secretary to Government.

To the Director of Public Instruction with questions.

Educational (1901) Department.

CURRENT No. 1764.

From

[Name]

Lt Colonel Clibborn C. Esq.

[Designation]

President of the Committee on Industrial Education

[Station]

Calcutta

No.

4

Dated

15. 12.

1901.

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19. 12.

1901.

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SUBJECT.

Communicating certain information regarding the visit of the Committee to this presidency for the purpose of making enquiries about the Industrial Education

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" 695 25-11-'01

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READ ALSO:—
C. No. 1764, From the President of the Committee on Industrial Enq., No. 4, dated 15th December 1901

190

190

ORDER No. 768, dated 20-12- 1901

Communicated to the ~~DP~~^{DP} for
early report on paragraph ~~174~~¹⁷³ and
for the supply of the information required
in para: 2.

7/1/21, 8.50
19.12.57 19.12.57

* Govt. may themselves decide
as to para. 1. WPP

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12th December

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Communication to the
[unclear] [unclear] [unclear]