G.O. NO. 2773. PWD dt. 2-11-1895

Order—No. 872, Public, dated 19th October 1895.

In G.O., No. 975, Public, dated 22nd December 1894, the Council of the Victoria Technical Institute was requested to submit definite proposals as to the portions of the new buildings on the Pantheon Road, Madras, which it would require and the use to which each room would be put if made available. In his reply, No. 12, dated 25th February 1895, the President of the Council briefly states that it is proposed to reserve the upper floor for a museum and a library, while the rooms downstairs are required for class, meeting, office, record and store rooms. He then proceeds to remark on the solution of the "technical education problem" in this Presidency and the position which the Council proposes to adopt in reference thereto. It is to be regretted that, before despatching his communication to Government, the President did not take greater care to verify the statements which it contains. For instance, in paragraph 3 the President presumes that the Government will admit that it has not yet broken ground in regard to technical education, and from paragraph 8 it would appear that the Council is under the impression that no technical museum already exists in the Presidency Town. These statements and the whole position taken up by the Council have been fully and accurately dealt with by the Director of Public Instruction in his letter, No. 4833, dated 23rd April 1895, and the Government cannot do better than communicate it to the President and commend Dr. Duncan's remarks to the earnest consideration of the Council.

2. It appears to Government, from a perusal of the President's letter of the 25th February last, that the Council has conceived an idea of its position and duties in connection with technical education which cannot be regarded otherwise than as untenable. While the Government must in the ordinary course of things be held primarily responsible for the advancement of technical education and must necessarily provide by far the greater proportion of the funds without which the object in view cannot be achieved, it is obviously impossible to entrust to a body composed as the Council of the Victoria Technical Institute is the duty of supervising, directing and advising as to the steps which should be taken to promote the cause of technical education. The Government cannot at present make any further pronouncement of its views or pass any orders on the subject: these must necessarily be held over until it has dealt with the recommendations of the committee which has recently considered the various questions connected with the re-organization of the School of Arts.

G.O., No. 471, Educational, dated 7th June 1895.

3. The Government regrets that it cannot accede to the request that the whole of the new buildings should be placed at the Council's disposal. The Council has lost sight of the fact that the primary object of the new buildings was a Free Library; the Technical Institute was a secondary consideration.

4. It has, in separate Proceedings, been decided that the library of the Literary Society shall be accommodated in the new buildings pending the decision of the question of providing for it elsewhere. There are also the following collections to be provided for therein:—

No. , Public, dated September 1895.

(*a*) The Connemara Free Library, the nucleus of which consists of the books now lodged in the Museum library.
(*b*) The Art and Ethnological sections of the Government Central Museum.
(*c*) The Art collection at present in the School of Arts.
(*d*) The collection of Arms now deposited in the Arsenal, Fort St. George.
(*e*) The Oriental Manuscripts Library.

In regard to the last mentioned, it is observed that in paragraph 3 of G.O., No. 597, Public, dated 16th August 1894, it was remarked that if sufficient space for the manuscripts and special staff employed in connection with them could not be found in the new buildings it was possible that they might be accommodated in the Museum after the removal of the Art and Ethnological sections. No report from the Superintendent on the point has yet been received.

Again, to show that Government and those responsible for and engaged in technical education were alive to the need for keeping abreast with the times and that they were aware that there was no finality in educational work of this kind, I may allude to the thorough revision to which the technical scheme was subjected in 1892-93. A strong committee was then formed consisting largely of gentlemen who had been engaged in teaching and examining under the technical notification since 1886. These gentlemen, some of whom had served on the original committee, brought to bear on the syllabuses the knowledge they had gained in the actual working of the scheme during five or six years. It is not for me to assert that the scheme was improved, but improvement on the lines suggested by past experience was what the committee aimed at and what it fondly believed it had in some measure accomplished. Was this committee also labouring under a delusion? Most of the members of it are still happily amongst us, and they will doubtless be surprised to learn that their work had no relation at all to technical education and did not even break ground in that direction. Further, the names of the examiners who conduct the examinations under the technical notification are published twice a year in the *Fort St. George Gazette*. Any one who takes the trouble to look through those lists will see that it contains the names of gentlemen acknowledged to be experts in those departments of science and art in which they examine. Are we, on the authority of the Council of the Victoria Technical Institute, to believe that gentlemen of their standing are either so ignorant that they mistake for technical education something which is not technical education, or so insincere that year after year they go through the farce of pretending to conduct technical examinations, knowing all the time that technical education does not exist in this Presidency? Again, what are we to say of the managers and teachers of the technical and industrial schools and colleges which prepare candidates for these examinations? Are they also so ignorant that they do not know that there is no such thing as technical education in this Presidency, or so immoral that they do not scruple to lend a hand in maintaining that huge imposture which pretends to be genuine technical and industrial training?

3. In what I have said above there is nothing new to Government or to any one who has really taken the trouble to follow the course of education in Madras since 1886. I think I have said enough to lead Government to pause before it admits, as the Council of the Victoria Technical Institute in a high *a priori* way assumes that it must, "that Government has not yet broken ground" in the direction of technical and industrial training. And I will venture now to add by way of conclusion or moral to this part of my letter, that the operations of the Victoria Technical Institute are doomed to failure unless the Council makes itself fully acquainted with what has already been done, recognizes the efforts of the past in a generous spirit, and sets itself to build upon the foundations already laid.

4. The Council of the Victoria Technical Institute is of opinion that its proper function is to supervise, direct and advise, but that for some time to come it can hardly avoid engaging to some extent directly in the duties of instruction. It was this latter consideration that led the Council to suggest to Government that it should take charge of the School of Arts, in view to converting it into an efficient and powerful industrial school. In my letter, No. 794, dated 28th January 1895, dealing with the re-organization of the School of Arts, I have stated my views on this proposal, and would only add here that, since Government is to remain burdened with the entire financial responsibility for the upkeep of the school, it is highly expedient that the Council should put Government in possession of the specific measures it proposes to take in order to effect this transformation of the School of Arts. The Council admits that its income will be fully absorbed by the salaries of the Curator of the museum and the clerical and other staff. Who then is to pay for the teachers which the council proposes to employ? If it is intended that Government is to pay the salaries of all the teachers employed by the Institute, it will introduce this novel feature into the administration, namely, that the teachers are to be paid by Government, but their work is to be directed and supervised by an independent body.

5. As for the building in Pantheon Road, I am not in possession of the views entertained by Government when it was first proposed to erect it. One thing, however, is clear, namely, that the situation is badly chosen, if it was intended to carry



From the Hon'ble Mr. D. DUNCAN, M.A., D.Sc., Director of Public Instruction, to the Chief Secretary to Government, dated Madras, 23rd April 1895, No. 4833.

I have the honour to submit the following remarks with reference to endorsement, No. 634, dated 22nd March 1895.

2. I must begin by entering my most emphatic protest against the assumption with which the Council of the Victoria Technical Institute sets out that the Government of Madras has not yet broken ground in the direction of technical education. Not the smallest attempt is made to prove a statement which, to any one having merely an ordinary acquaintance with the progress of education in this Presidency, must appear astounding. And yet such a statement surely requires that some attempt at least should be made to substantiate it. The Government, the Educational Department and the several Managers of private institutions have in recent years been under the impression that something was being done to promote technical education and the annual reports on public instruction have described the work done year by year. It seems to me to be incumbent on the Council to show that Government, the Educational Department and Managers of Technical and Industrial schools have been living during these years in a fool's paradise; that the impression that something was being done in the matter of technical education was a mere fantasy of the brain; and that the paragraphs devoted to this subject year by year in the Report on Public Instruction were nothing more than the airy imaginings of successive Directors of Public Instruction. In 1884 Mr. Grigg, at the request of Government, sketched the outlines of a scheme of scientific and technical education. This outline was followed by a detailed scheme, and in approving of it Government certainly believed that it was taking an important step in the direction of promoting other than purely literary education (see G.O., No. 377), dated 3rd June 1885. Are we now to believe, on the authority of the Council of the Victoria Technical Institute, that both Mr. Grigg and the Government of the day were under a complete delusion? Then came the Technical Education committee appointed by Government * in 1885, on Mr. Grigg's recommendation, to draw up courses of instruction and standards of examination in scientific and technical subjects. It is, I know, the fashion to speak of the technical scheme of 1886 as a scheme of examination solely. But this opinion is due to the fact being overlooked that the syllabuses drawn up professed to lay down courses of instruction as well as standards of examination, and that the promulgation of the notification was accompanied by the strengthening and enlargement of existing institutions on the scientific, technical and industrial sides, and by the opening of schools and classes where such did not formerly exist. (See paragraph 222 of the Report on Public Instruction for the year 1886-87). I make bold to say that never before in this Presidency had there been called together such an able and influential body of experts, official and non-official, as were brought together to assist Mr. Grigg in drawing up the technical scheme. This committee, which began its sittings in September 1885, carefully considered every detail of every syllabus, its report being submitted to Government in February 1886 (see G.O., No. 198, Educational), dated 31st March 1886. Are we to be asked to take for granted, on the mere *ipse dixit* of the Council of the Victoria Technical Institute, that this large and representative body of experts knew nothing of technical education—that the experience they had acquired in the lecture-room, in the laboratory, in the workshop, in the factory, and in the field did not stand them in good stead when they met to assist Government in its earnest endeavours to promote industrial and technical education? Are we to be asked to take for granted that, in working this scheme from 1886 to 1892, and in believing that they were doing something to promote industrial and technical training and through it to advance the material well-being of the country, the Government and Educational department and the heads of technical and industrial institutions were labouring under a delusion, what they did not being technical and industrial education at all?

* (*Vide* G.O., No. 540, Educational, dated 11th September 1885, also G.O., No. 198, Educational, dated 31st March 1886).

on consecutive and systematic instruction in the building. It lies on the outskirts of the city removed alike from the great centres of the population and from the seats of such industries as Madras can boast of. The Council proposes to hold evening classes as well, but I venture to predict that evening classes will not be well attended if held in a place so far removed from the haunts of the industrial population as the institute building is. Equally clear it is to my mind that the building, admirable as it is for other purposes, is badly planned for purposes of instruction. The theatre is much too large for the small audiences or classes which the Institute could bring together. Even a highly popular course of lectures would fail to bring together a sufficient number to fill the theatre, and any course of lectures on a strictly technical subject would seldom be attended by a larger number than could be accommodated in the two front benches. The Council need not object to the theatre being retained by Government for other purposes as well, seeing that the room could not be continuously used (could in fact rarely be used) for any of the objects the Council has in view, and the maintenance of it in a state of good repair and in a cleanly condition would absorb a not inconsiderable part of the funds at the disposal of the Council. As for the other rooms down-stairs, which it is proposed to utilize as class rooms, I have merely to say that they are ill-adapted for purposes of instruction, and none of them could be adapted to the teaching of such a subject as tinctorial chemistry without considerable structural changes carried out at no small cost. The Council recognizes the necessity of making efforts for the improvement of the condition of Eurasian women and Muhammadans of both sexes. With regard to Eurasian women the Council wishes to arrange for instruction in laundry-work, cooking, domestic economy, dress-making and needle-work. It would also arrange to teach Muhammadan women needle-work, embroidery and the use of the sewing machine. I agree with the Council in recognizing the importance of these things; but if the teaching of these subjects is to be successful it is useless to attempt it in the palatial building on the Pantheon Road. Such instruction must be brought nearer to the homes of the people who are to benefit by it.

Three of the rooms up-stairs the Council proposes to occupy as a museum and the fourth as a library. The Council attaches considerable importance to the museum, which would, it is expected, become the parent of similar museums in the mofussil. Up-country museums have not hitherto been a success, and I doubt whether the Council would be able to infuse vitality into those which now exist in a moribund condition, much less to establish new ones. But this by the way. What I wish to invite attention to, in connection with the museum part of the Council's proposals, is the repetition by the Council of the same mistake as I have adverted to in the early part of this letter—viz., the assumption that a beginning has to be made in the establishment of a technical museum. Just as it expects Government to take for granted that there has been up till now no such thing as technical instruction, so it expects it to be taken for granted that there is at present no such thing as a technical museum in Madras. To say nothing of the small museums attached to the Christian College, the Presidency College, the Medical College, the Colleges of Engineering and Agriculture and the School of Arts—museums which are all more or less technical in their character—I would ask the Council whether it altogether forgot the existence of the splendid museum in the Pantheon Road, or, if it had this museum in mind, whether it means to deny to it the epithet "technical." There are sections of this museum which are in the strict sense technical—as technical as any museum which the Council could establish. If the Council were to establish a museum of its own it could not fail to overlap with certain sections of the present museum. It would, in my opinion, be a grave blunder to allow a second museum to be established in the same compound, the new one to arrogate to itself the title of "technical." The present museum is overcrowded, and unless space can be set apart for certain sections of it in the Institute building, Government will have to sanction large additions to the old building. Failing both these, Government will have to face the inevitable conclusion that the usefulness of the museum must for the future be curtailed. I cannot understand why there should be a moment's hesitation in appropriating the space down-stairs and up-stairs in the Institute building for the extension of the existing museum. The rooms, ill-adapted for teaching purposes, are admirably adapted for museum purposes and in



appropriating them in this way Government may rest assured that it is advancing the cause of technical and industrial education. This is also the opinion of the committee on the future management, &c., of the Museum, Connemara Library, and Technical Institute, two of the members of which were also members of the Council of the Victoria Technical Institute. I make bold to say that the expansion of the museum under the present able Superintendent will do more to promote the interests of technical education than an attempt to hold classes for instruction as proposed by the Council. The Council may have a room for its library and in which to hold its meetings, and the theatre may be used for any courses of lectures which the council may inaugurate. The small theatre in the old museum building is also available for lectures. Beyond this I do not see that the Council can have any need for more accommodation.

6. I do not think that the firms mentioned in paragraph 11 of the Council's letter would be prepared to allow their workshops to be used as industrial schools for the training of stipendiary and other students sent by the Institute.

7. With much that the Council says regarding the importance of developing technical and industrial training I fully concur. I would further remark that Government and the department are fully alive to the importance of the subject and are moving as fast as the circumstances of the country and the resources at the disposal of the State will admit. It is idle to urge the Government of this Presidency to imitate the gigantic operations of Great Britain with its practically boundless wealth and resources.

8. I hope it will not be thought an impertinence on my part if I suggest that the Council might well reconsider its position, which is in several important particulars different from what it was when the Council was instituted in 1887. What are the means with which the Council proposes to effect, or assist in effecting, the educational reform which it has at heart? To effect a reform of this kind two things amongst others are absolutely essential—money in large amount and expert opinion. The Council has, on its own confession, no money whatever to spend on the teaching of technical and industrial subjects or on the inspection of institutions in which such instruction is given. Government is expected to provide the funds for those two purposes. It remains then for the Council to provide the necessary body of expert opinion, to furnish the intelligent and skilled knowledge and insight which shall constitute the moving and directing spirit of technical and industrial education. I can hardly believe that the Council is serious when it says that its main function is to supervise, direct and advise. I am aware that there may always be on the Council at least one man who is an expert in some branch of technical instruction, and who would consequently be able to give Government and the country the benefit of his special knowledge and skill. I am also aware that as long as the Council can retain at its head a gentleman of the ability and resource of its present President, it will not fail to furnish to all engaged in technical education advice both highly suggestive and stimulating. But this is a very different thing from the Council, consisting of busy men the majority of whom have only an amateurish acquaintance with the subject, setting itself up as the highest authority in the Presidency on the matter of technical and industrial training.

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From the Hon'ble Mr. D. DUNCAN, M.A., D. Sc., Director of Public Instruction, to the Chief Secretary to Government, dated Madras, 7th May 1895, No. 5425.

In continuation of my letter, No. 4833, dated 23rd April 1895, I should have mentioned that a brief history of the Government Technical examinations will be found in the Calendar of the Commission for Government Examinations, pages 10–12, also in Mr. Sathianadhan's *History of Education in the Madras Presidency*, pages 254–63. The Council of the Victoria Technical Institute might well have perused these brief sketches and the connected papers before telling Government that it had not yet broken ground in the matter of technical education.

Govt. of {1895} Madras.

PUBLIC.

No 2773 W/J 2 Nov 1895

Communicated to the Consulting Architect to Government for information

(Sd) C.H.B.B.
D.C.O.

Issued

Read. Encl.

G.O., No. 872, 19th October 1895.

OCTOBER.

## Connemara Library Buildings.

Passing orders on the proposals of the Council of the Victoria Technical Institute regarding the portions of the — which it would require and the use to which each room would be put if made available; and directing that the issue of orders on the subject of Technical Education be deferred for the present.

C.A. to Govt

representative museum containing specimens of raw and manufactured products and models of machines and appliances would be of immense utility in the way of disseminating new ideas, of indicating to the producer in what direction profitable markets may be found, and of placing the capitalist and the merchant in possession of facts as to the existence of products, skilled labour and industries, the development of which would enrich the country, and might profitably be exploited by themselves. In this connection the library of the institute, in the formation of which a substantial commencement has been made, must not be left out of account.

The salaries of the curator and the clerical and other staff will fully absorb the available income of the institute, which is at present about Rs. 4,500.

5. While, however, holding the opinion that, in theory, the proper functions of the institute would not, under normal conditions, permit it usefully to engage directly in the duties of instruction, the Council does not conceal from itself that, for some time to come, it can hardly avoid some work of this kind. It was this consideration which prompted it to suggest to Government that it should take charge of the Government School of Arts, in view to converting it into an efficient and powerful industrial school. It is more than possible, also, that it may be found advisable to impart instruction in subjects such as tinctorial chemistry, drawing, and so on, in evening classes. To this purpose the three class rooms and lecture hall downstairs will be devoted, and it is proposed also to open their use to private persons licensed by the Council to teach and to deliver lectures from time to time.

6. In this connection, the Council recognizes the necessity for making efforts for the improvement of the depressed condition of Eurasian women and of the Muhammadan community of both sexes. It seems desirable to arrange for the instruction of the former in laundry work, cooking, domestic economy, dress-making and needlework, so as to afford them the means of earning an honest and self-respectful livelihood. A project has also been mooted for amalgamating the Anjuman Mufid with the reformed Madrasa-i-Azam, if Government eventually carries out the proposed reforms in the latter institution. The Council anticipates being enabled, if the proposed amalgamation takes place, to take an active part in assisting the good work which the Anjuman has commenced in fostering industrial knowledge among Muhammadans. The condition of the female portion of that community is likewise most distressing, and systematic efforts ought to be made in order to teach these women needlework, embroidery which will sell, and the use of the sewing machine.

7. These may, in comparison with more ambitious departments of technical education, be considered humble walks of duty, but they are recognized as responsibilities in Great Britain, and the Council proposes that they be likewise accepted as such in Madras.

8. It may be anticipated that the establishment of a technical museum in Madras will lead to the formation of similar museums in the mufussil. One of the most useful and gratifying duties of the former would be to assist in the furnishing forth of the latter. For this purpose it would be necessary to maintain spare specimens of many of the exhibits for distribution to local museums. In this view the space reserved for the museum ought to be liberal, and that provided seems to be none too large.

9. In all attempts to map out the work of a technical institute, the distinction between industrial training or the teaching of handicrafts, and the higher or scientific instruction of the employers, and managers of labour, must never be lost sight of. The education of the two classes referred to may doubtless often overlap; and the more frequently it does so, the greater the success of the system will be. There is besides the provision of trained teachers, the importation of experts from England, and resort to the skilled English knowledge available in Madras—all of these ought to be provided or induced to enlist themselves in the service of technical education.

10. First, as regards the *quasi* literary species of it, the Trustees of Pachaiyappa's College have opened very successful evening classes, and the Council understands that there is a considerable demand for instruction in Surveying, Short-hand, Type-writing, Commercial Correspondence, Commercial Geography, and Book-keeping, to which Printing and Lithography may be added. This enterprise ought to be fostered.



11. Then, as to pure handicrafts, the railway workshops for smiths' work and carpentry; Messrs. P. Orr and Sons for metal-work and the manufacture of scientific instruments; Messrs. Moses and Co. for boots and shoes and harness; Messrs. Simpson and Co. for carriage building; and the School of Arts for carpentry, wood carving, tile making, pottery and metal-work, might be availed of as industrial schools for the training of stipendiary and other students.

12. The history of the original firm of Deschamps and Co. exemplifies the aptitude of local workmen in the construction of high-class furniture, for which there is a steady demand, not only within the Presidency, but also from far beyond its borders. It is a severe commentary on the existing want of systematic training that this industry is now extinct.

13. The persons in immediate charge of the industrial concerns alluded to above belong to the very class which produces similar articles in England, and one of the first fruits of extended instruction in such crafts would be the stoppage of the vast drain on the resources of India, caused by the source of supply being at present confined to the Store department of the India office, or private importation from Europe.

14. The same advantage would follow from obtaining the services of experts from Great Britain in order to put capitalists and employers of labour in the way of understanding the proper methods of tanning and preparing hides to be worked up into boots, shoes, bags and portmanteaus, harness and saddlery. At present there is a vast export of hides from Madras, which return loaded with the wages and profits of highly-paid foreigners for working them up. The same remark applies to the export of wool and of cotton, while the knowledge of the chemistry of the dye stuffs and the making of good paper remains locked up in the same quarter.

15. Finally, the Council regards the present condition of agricultural education with grave concern. It has to do with far the greatest industry in the country, and not until farm schools, museums and local exhibitions, have thoroughly impregnated the ryot with enlightened methods and the freshest scientific knowledge, communicated in a manner in which he will be able to assimilate and utilize them, can this branch of technical education be considered to have been placed on a basis befitting an industry on which the finances of the country are, so far as Madras is concerned, unfortunately increasingly dependent.

16. In the above compressed *resumé*, the Council has endeavoured to sketch a programme of the possibilities of technical education during the next few years. It feels that in doing so it has provided a syllabus of imperial work, and that, for a financially weak private body to attempt independent action, would be merely to court certain failure, and the discredit of a great and much needed educational and economic advance. The Council has endeavoured to confine itself to strictly practical lines and wants. If its scheme be considered ambitious, it can only see in such an opinion an overwhelming argument in favour of the direct intervention of Government for the fulfilment on the part of the State of a great duty.

17. If the Government should be pleased to approve of the views now laid before it, legislation, somewhat on the lines adopted in Great Britain, will, no doubt, be eventually unavoidable; but it does not appear to the Council that it is immediately essential. In addition to the usual allotment for the School of Arts, a grant of Rs. 20,000 towards the furnishing and equipment of the library and museum, the payment of stipends to pupils and salaries to teachers, and for grants-in-aid would probably suffice to make a commencement of real work in 1895–96. Detailed estimates would be submitted for sanction from time to time.

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Endorsement No. 634, dated 14th March 1895.

Referred, through the Educational Department, for the remarks of the Director of Public Instruction.

(Signed) J. F. PRICE,
*Chief Secretary.*

From the Hon'ble Mr. D. DUNCAN, M.A., D.Sc., Director of Public Instruction, to the Chief Secretary to Government, dated Madras, 23rd April 1895, No. 4833.

I have the honour to submit the following remarks with reference to endorsement, No. 634, dated 22nd March 1895.

2. I must begin by entering my most emphatic protest against the assumption with which the Council of the Victoria Technical Institute sets out that the Government of Madras has not yet broken ground in the direction of technical education. Not the smallest attempt is made to prove a statement which, to any one having merely an ordinary acquaintance with the progress of education in this Presidency, must appear astounding. And yet such a statement surely requires that some attempt at least should be made to substantiate it. The Government, the Educational Department and the several Managers of private institutions have in recent years been under the impression that something was being done to promote technical education and the annual reports on public instruction have described the work done year by year. It seems to me to be incumbent on the Council to show that Government, the Educational Department and Managers of Technical and Industrial schools have been living during these years in a fool's paradise; that the impression that something was being done in the matter of technical education was a mere fantasy of the brain; and that the paragraphs devoted to this subject year by year in the Report on Public Instruction were nothing more than the airy imaginings of successive Directors of Public Instruction. In 1884 Mr. Grigg, at the request of Government, sketched the outlines of a scheme of scientific and technical education. This outline was followed by a detailed scheme, and in approving of it Government certainly believed that it was taking an important step in the direction of promoting other than purely literary education (see G.O., No. 377), dated 3rd June 1885. Are we now to believe, on the authority of the Council of the Victoria Technical Institute, that both Mr. Grigg and the Government of the day were under a complete delusion? Then came the Technical Education committee appointed by Government * in 1885, on Mr. Grigg's recommendation, to draw up courses of instruction and standards of examination in scientific and technical subjects. It is, I know, the fashion to speak of the technical scheme of 1886 as a scheme of examination solely. But this opinion is due to the fact being overlooked that the syllabuses drawn up professed to lay down courses of instruction as well as standards of examination, and that the promulgation of the notification was accompanied by the strengthening and enlargement of existing institutions on the scientific, technical and industrial sides, and by the opening of schools and classes where such did not formerly exist. (See paragraph 222 of the Report on Public Instruction for the year 1886–87). I make bold to say that never before in this Presidency had there been called together such an able and influential body of experts, official and non-official, as were brought together to assist Mr. Grigg in drawing up the technical scheme. This committee, which began its sittings in September 1885, carefully considered every detail of every syllabus, its report being submitted to Government in February 1886 (see G.O., No. 198, Educational), dated 31st March 1886. Are we to be asked to take for granted, on the mere *ipse dixit* of the Council of the Victoria Technical Institute, that this large and representative body of experts knew nothing of technical education—that the experience they had acquired in the lecture-room, in the laboratory, in the workshop, in the factory, and in the field did not stand them in good stead when they met to assist Government in its earnest endeavours to promote industrial and technical education? Are we to be asked to take for granted that, in working this scheme from 1886 to 1892, and in believing that they were doing something to promote industrial and technical training and through it to advance the material well-being of the country, the Government and Educational department and the heads of technical and industrial institutions were labouring under a delusion, what they did not being technical and industrial education at all?

* (*Vide* G.O., No. 540, Educational, dated 11th September 1885, also G.O., No. 198, Educational, dated 31st March 1886).



5. It will thus be seen that the calls on the available accommodation are already heavy, and at the present juncture the Government is not in a position to do more than provide space for the Council's library in a room which could also be used for the meetings of the Council and to grant permission to the Council to use the small theatre in the Central Museum for lectures, the new theatre being apparently much too large for the purpose.

6. In regard to item (*c*) in paragraph 4 *supra*, the Director of Public Instruction has stated in paragraph 10 of his letter recorded in G.O., No. 471, Educational, dated 7th June 1895, that he approves the proposed transfer subject to the condition that no articles are moved which are in constant requisition at the School of Arts as models or otherwise. With advertence to item (*d*), it is observed that a selection of objects of interest has been made by Mr. Thurston and the Government of India has been addressed in reference to their transfer to the new buildings.

G.O., No. 416, R., dated 3rd April 1895.

7. In the absence of details of the space required for each of the purposes enumerated above the Government is unable to pass orders as to the actual distribution of the rooms in the new buildings. In paragraph 6 of G.O., No. 597, Public, dated 16th August 1894, the Government agreed generally in the observations in paragraph 21 of the report of the committee recorded therein to the effect that the whole of the buildings should be in charge of an officer of some standing and position and that, as the most economical and convenient arrangement, the Superintendent of the Central Museum should be entrusted with the duty and have also general charge of the free library and the public collections to be deposited in the buiidings. His Excellency the Governor in Council considers that the time has now arrived to give effect to this suggestion and Mr. Thurston will therefore be requested to submit with the least possible delay the distribution of the accommodation which he would propose for the purposes indicated above. He should consult the Honorary Secretary of the Literary Society as to the space that will be required for its books. The question of an allowance to the Superintendent of the Museum for the additional duties he will be called upon to perform must be held over for future consideration. But meanwhile the Director of Public Instruction will be requested to favour Government with his views on the subject.

8. In regard to the evening classes referred to by the President in paragraph 5 of his letter the Government fully agrees with the Director of Public Instruction that the situation of the new buildings is unsuitable for the purpose. Such classes to be a success should be held in the midst of the people who are to profit by them. Provided that the Council finds the requisite funds and does not deal with subjects which are already met by existing institutions there can be no objection to its undertaking to give instruction in technical subjects. This, however, is a matter in which it would be wise to defer action pending the promulgation of the decision of Government as to the future scope of the work connected with the School of Arts. The disposal of the various minor matters referred to by the President of the Council and the Director of Public Instruction must similarly be held over.

(True Extract.)

*for Chief Secretary.*

To the Secretary, Victoria Technical Institute, Madras.
" Director of Public Instruction.
" Superintendent, Government Central Museum.
" Revenue Department.
" Public Works Department.
" Educational Department.
" Honorary Secretary, Madras Literary Society.

Exd. A. Raitt.

P. W. CURRENT No. 8320

Govt. of {1895} Madras.

PUBLIC.

21-5-94 no 1892
18-5-94 " 1732
17-5-94 " 1632
5-5-94 " 1835 C
28-3-94 " 878 W
31-3-86 " 198 E&L
14-6-93 - 1576 W
6-1-91 = 30 W
8-4-86 - 950 W

Issued

Recd. Encl.

G.O., No. 872, 19th October 1895.

OCTOBER.

Recd: 29.10.95
10 S.C.

B

No. 2773 W of 2nd Nov 1895

Communicated to the Consulting Architect for information.

C&RA
30/10/95

The A. with 4 S.C.
C.S.

RECEIVED

## Connemara Library Buildings.

Passing orders on the proposals of the Council of the Victoria Technical Institute regarding the portions of the — which it would require and the use to which each room would be put if made available; and directing that the issue of orders on the subject of Technical Education be deferred for the present.

A

with order

2 issues to W 5/11.

P. W. CURRENT No. 8320

16/10/96 RH S-6

4287 RH 96



GOVERNMENT OF MADRAS.

PUBLIC DEPARTMENT.

Read—the following papers :—

From the Hon'ble Mr. C. S. CROLE, President of the Council, Victoria Technical Institute, to the Chief Secretary to Government, dated Madras, 25th February 1895, No. 12.

As desired by Government in its order of 22nd December 1894, No. 975, Public, I have the honour to lay before it two tracings of the rooms in the Victoria Technical Institute. The entries in red ink show at a glance the uses to which the council would put the accommodation provided. Briefly stated, the upper floor is reserved for the museum and library, the rooms in the lower are allotted for meeting, office, record and store-rooms, while three class rooms and the lecture hall absorb the space downstairs.

2. The principle on which the Council has made the above allocation of the space available in the new buildings of the Technical Institute in the Pantheon road involves some consideration of the solution of the technical education problem in the Madras Presidency, and it likewise requires that some clear understanding with Government should be arrived at. The Council does not pretend to take any long views on an Indian subject of such importance and complexity, or to forestall developments which it would be hard to predict; but it is not impossible to lay down the proper sphere of duty belonging to the council of the Victoria Technical Institute for the present and in the immediate future. The present opportunity may, it is submitted, be not inappropriately taken by Government of advertising the Council, and through it the public, in respect of the attitude towards technical education, which Government purposes to assume in the Madras Presidency.

3. The object of, and necessity for, technical education, the field of its operations, the duties of Government and of local bodies in respect of it, and the manner in which funds are raised and administered have, in so far as Great Britain especially is concerned, been fully discussed in a speech delivered by the President in Pachaiyappa's Hall, which has since been printed in pamphlet form (copy enclosed) by the Trustees of that institution. The Council, therefore, in order to avoid repetition proposes to assume it as common ground that technical education is as much the special care of civilized Governments as the literary education of the people. It will likewise, the Council supposes, be admitted that Government has not yet broken ground in this direction in Madras.

4. The real question which the completion of the Victoria Technical Institute buildings in the Pantheon road has brought into prominence is in what manner it may appear desirable for Government to commence to discharge its responsibilities in this all important matter. Incidentally the decision will involve the future of this Council, for it is beyond dispute that, except as an instrument in carrying out the determinate policy of Government, a body of this character would, by itself, be absolutely powerless to cope with the gigantic task of bringing about an educational reform closely affecting thirty millions of human beings. The most that the Council of the Victoria Technical Institute can be expected to do,— and it is quite ready to strain every nerve for the due performance of that function—is to supervise, direct and advise. It might also do much in the way of bringing capital and labour in India into touch with the most improved methods of the day in other countries. As an auxiliary to the due performance of this duty, the establishment of an efficient and

representative museum containing specimens of raw and manufactured products and models of machines and appliances would be of immense utility in the way of disseminating new ideas, of indicating to the producer in what direction profitable markets may be found, and of placing the capitalist and the merchant in possession of facts as to the existence of products, skilled labour and industries, the development of which would enrich the country, and might profitably be exploited by themselves. In this connection the library of the institute, in the formation of which a substantial commencement has been made, must not be left out of account.

The salaries of the curator and the clerical and other staff will fully absorb the available income of the institute, which is at present about Rs. 4,500.

5. While, however, holding the opinion that, in theory, the proper functions of the institute would not, under normal conditions, permit it usefully to engage directly in the duties of instruction, the Council does not conceal from itself that, for some time to come, it can hardly avoid some work of this kind. It was this consideration which prompted it to suggest to Government that it should take charge of the Government School of Arts, in view to converting it into an efficient and powerful industrial school. It is more than possible, also, that it may be found advisable to impart instruction in subjects such as tinctorial chemistry, drawing, and so on, in evening classes. To this purpose the three class rooms and lecture hall downstairs will be devoted, and it is proposed also to open their use to private persons licensed by the Council to teach and to deliver lectures from time to time.

6. In this connection, the Council recognizes the necessity for making efforts for the improvement of the depressed condition of Eurasian women and of the Muhammadan community of both sexes. It seems desirable to arrange for the instruction of the former in laundry work, cooking, domestic economy, dress-making and needlework, so as to afford them the means of earning an honest and self-respectful livelihood. A project has also been mooted for amalgamating the Anjuman Mufid with the reformed Madrasa-i-Azam, if Government eventually carries out the proposed reforms in the latter institution. The Council anticipates being enabled, if the proposed amalgamation takes place, to take an active part in assisting the good work which the Anjuman has commenced in fostering industrial knowledge among Muhammadans. The condition of the female portion of that community is likewise most distressing, and systematic efforts ought to be made in order to teach these women needlework, embroidery which will sell, and the use of the sewing machine.

7. These may, in comparison with more ambitious departments of technical education, be considered humble walks of duty, but they are recognized as responsibilities in Great Britain, and the Council proposes that they be likewise accepted as such in Madras.

8. It may be anticipated that the establishment of a technical museum in Madras will lead to the formation of similar museums in the mufussil. One of the most useful and gratifying duties of the former would be to assist in the furnishing forth of the latter. For this purpose it would be necessary to maintain spare specimens of many of the exhibits for distribution to local museums. In this view the space reserved for the museum ought to be liberal, and that provided seems to be none too large.

9. In all attempts to map out the work of a technical institute, the distinction between industrial training or the teaching of handicrafts, and the higher or scientific instruction of the employers, and managers of labour, must never be lost sight of. The education of the two classes referred to may doubtless often overlap; and the more frequently it does so, the greater the success of the system will be. There is besides the provision of trained teachers, the importation of experts from England, and resort to the skilled English knowledge available in Madras—all of these ought to be provided or induced to enlist themselves in the service of technical education.

10. First, as regards the *quasi* literary species of it, the Trustees of Pachaiyappa's College have opened very successful evening classes, and the Council understands that there is a considerable demand for instruction in Surveying, Short-hand, Type-writing, Commercial Correspondence, Commercial Geography, and Book-keeping, to which Printing and Lithography may be added. This enterprise ought to be fostered.



11. Then, as to pure handicrafts, the railway workshops for smiths' work and carpentry; Messrs. P. Orr and Sons for metal-work and the manufacture of scientific instruments; Messrs. Moses and Co. for boots and shoes and harness; Messrs. Simpson and Co. for carriage building; and the School of Arts for carpentry, wood carving, tile making, pottery and metal-work, might be availed of as industrial schools for the training of stipendiary and other students.

12. The history of the original firm of Deschamps and Co. exemplifies the aptitude of local workmen in the construction of high-class furniture, for which there is a steady demand, not only within the Presidency, but also from far beyond its borders. It is a severe commentary on the existing want of systematic training that this industry is now extinct.

13. The persons in immediate charge of the industrial concerns alluded to above belong to the very class which produces similar articles in England, and one of the first fruits of extended instruction in such crafts would be the stoppage of the vast drain on the resources of India, caused by the source of supply being at present confined to the Store department of the India office, or private importation from Europe.

14. The same advantage would follow from obtaining the services of experts from Great Britain in order to put capitalists and employers of labour in the way of understanding the proper methods of tanning and preparing hides to be worked up into boots, shoes, bags and portmanteaus, harness and saddlery. At present there is a vast export of hides from Madras, which return loaded with the wages and profits of highly-paid foreigners for working them up. The same remark applies to the export of wool and of cotton, while the knowledge of the chemistry of the dye stuffs and the making of good paper remains locked up in the same quarter.

15. Finally, the Council regards the present condition of agricultural education with grave concern. It has to do with far the greatest industry in the country, and not until farm schools, museums and local exhibitions, have thoroughly impregnated the ryot with enlightened methods and the freshest scientific knowledge, communicated in a manner in which he will be able to assimilate and utilize them, can this branch of technical education be considered to have been placed on a basis befitting an industry on which the finances of the country are, so far as Madras is concerned, unfortunately increasingly dependent.

16. In the above compressed *resumé*, the Council has endeavoured to sketch a programme of the possibilities of technical education during the next few years. It feels that in doing so it has provided a syllabus of imperial work, and that, for a financially weak private body to attempt independent action, would be merely to court certain failure, and the discredit of a great and much needed educational and economic advance. The Council has endeavoured to confine itself to strictly practical lines and wants. If its scheme be considered ambitious, it can only see in such an opinion an overwhelming argument in favour of the direct intervention of Government for the fulfilment on the part of the State of a great duty.

17. If the Government should be pleased to approve of the views now laid before it, legislation, somewhat on the lines adopted in Great Britain, will, no doubt, be eventually unavoidable; but it does not appear to the Council that it is immediately essential. In addition to the usual allotment for the School of Arts, a grant of Rs. 20,000 towards the furnishing and equipment of the library and museum, the payment of stipends to pupils and salaries to teachers, and for grants-in-aid would probably suffice to make a commencement of real work in 1895–96. Detailed estimates would be submitted for sanction from time to time.

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Endorsement No. 634, dated 14th March 1895.

Referred, through the Educational Department, for the remarks of the Director of Public Instruction.

(Signed) J. F. PRICE,
*Chief Secretary.*

From the Hon'ble Mr. D. DUNCAN, M.A., D.Sc., Director of Public Instruction, to the Chief Secretary to Government, dated Madras, 23rd April 1895, No. 1833.

I have the honour to submit the following remarks with reference to endorsement, No. 634, dated 22nd March 1895.

2. I must begin by entering my most emphatic protest against the assumption with which the Council of the Victoria Technical Institute sets out that the Government of Madras has not yet broken ground in the direction of technical education. Not the smallest attempt is made to prove a statement which, to any one having merely an ordinary acquaintance with the progress of education in this Presidency, must appear astounding. And yet such a statement surely requires that some attempt at least should be made to substantiate it. The Government, the Educational Department and the several Managers of private institutions have in recent years been under the impression that something was being done to promote technical education and the annual reports on public instruction have described the work done year by year. It seems to me to be incumbent on the Council to show that Government, the Educational Department and Managers of Technical and Industrial schools have been living during these years in a fool's paradise; that the impression that something was being done in the matter of technical education was a mere fantasy of the brain; and that the paragraphs devoted to this subject year by year in the Report on Public Instruction were nothing more than the airy imaginings of successive Directors of Public Instruction. In 1884 Mr. Grigg, at the request of Government, sketched the outlines of a scheme of scientific and technical education. This outline was followed by a detailed scheme, and in approving of it Government certainly believed that it was taking an important step in the direction of promoting other than purely literary education (see G.O., No. 377), dated 3rd June 1885. Are we now to believe, on the authority of the Council of the Victoria Technical Institute, that both Mr. Grigg and the Government of the day were under a complete delusion? Then came the Technical Education committee appointed by Government * in 1885, on Mr. Grigg's recommendation, to draw up courses of instruction and standards of examination in scientific and technical subjects. It is, I know, the fashion to speak of the technical scheme of 1886 as a scheme of examination solely. But this opinion is due to the fact being overlooked that the syllabuses drawn up professed to lay down courses of instruction as well as standards of examination, and that the promulgation of the notification was accompanied by the strengthening and enlargement of existing institutions on the scientific, technical and industrial sides, and by the opening of schools and classes where such did not formerly exist. (See paragraph 222 of the Report on Public Instruction for the year 1886–87). I make bold to say that never before in this Presidency had there been called together such an able and influential body of experts, official and non-official, as were brought together to assist Mr. Grigg in drawing up the technical scheme. This committee, which began its sittings in September 1885, carefully considered every detail of every syllabus, its report being submitted to Government in February 1886 (see G.O., No. 198, Educational), dated 31st March 1886. Are we to be asked to take for granted, on the mere *ipse dixit* of the Council of the Victoria Technical Institute, that this large and representative body of experts knew nothing of technical education—that the experience they had acquired in the lecture-room, in the laboratory, in the workshop, in the factory, and in the field did not stand them in good stead when they met to assist Government in its earnest endeavours to promote industrial and technical education? Are we to be asked to take for granted that, in working this scheme from 1886 to 1892, and in believing that they were doing something to promote industrial and technical training and through it to advance the material well-being of the country, the Government and Educational department and the heads of technical and industrial institutions were labouring under a delusion, what they did not being technical and industrial education at all?

* (*Vide* G.O., No. 540, Educational, dated 11th September 1885, also G.O., No. 198, Educational, dated 31st March 1886).



Again, to show that Government and those responsible for and engaged in technical education were alive to the need for keeping abreast with the times and that they were aware that there was no finality in educational work of this kind, I may allude to the thorough revision to which the technical scheme was subjected in 1892–93. A strong committee was then formed consisting largely of gentlemen who had been engaged in teaching and examining under the technical notification since 1886. These gentlemen, some of whom had served on the original committee, brought to bear on the syllabuses the knowledge they had gained in the actual working of the scheme during five or six years. It is not for me to assert that the scheme was improved, but improvement on the lines suggested by past experience was what the committee aimed at and what it fondly believed it had in some measure accomplished. Was this committee also labouring under a delusion? Most of the members of it are still happily amongst us, and they will doubtless be surprised to learn that their work had no relation at all to technical education and did not even break ground in that direction. Further, the names of the examiners who conduct the examinations under the technical notification are published twice a year in the *Fort St. George Gazette*. Any one who takes the trouble to look through those lists will see that it contains the names of gentlemen acknowledged to be experts in those departments of science and art in which they examine. Are we, on the authority of the Council of the Victoria Technical Institute, to believe that gentlemen of their standing are either so ignorant that they mistake for technical education something which is not technical education, or so insincere that year after year they go through the farce of pretending to conduct technical examinations, knowing all the time that technical education does not exist in this Presidency? Again, what are we to say of the managers and teachers of the technical and industrial schools and colleges which prepare candidates for these examinations? Are they also so ignorant that they do not know that there is no such thing as technical education in this Presidency, or so immoral that they do not scruple to lend a hand in maintaining that huge imposture which pretends to be genuine technical and industrial training?

3. In what I have said above there is nothing new to Government or to any one who has really taken the trouble to follow the course of education in Madras since 1886. I think I have said enough to lead Government to pause before it admits, as the Council of the Victoria Technical Institute in a high *a priori* way assumes that it must, "that Government has not yet broken ground" in the direction of technical and industrial training. And I will venture now to add by way of conclusion or moral to this part of my letter, that the operations of the Victoria Technical Institute are doomed to failure unless the Council makes itself fully acquainted with what has already been done, recognizes the efforts of the past in a generous spirit, and sets itself to build upon the foundations already laid.

4. The Council of the Victoria Technical Institute is of opinion that its proper function is to supervise, direct and advise, but that for some time to come it can hardly avoid engaging to some extent directly in the duties of instruction. It was this latter consideration that led the Council to suggest to Government that it should take charge of the School of Arts, in view to converting it into an efficient and powerful industrial school. In my letter, No. 794, dated 28th January 1895, dealing with the re-organization of the School of Arts, I have stated my views on this proposal, and would only add here that, since Government is to remain burdened with the entire financial responsibility for the upkeep of the school, it is highly expedient that the Council should put Government in possession of the specific measures it proposes to take in order to effect this transformation of the School of Arts. The Council admits that its income will be fully absorbed by the salaries of the Curator of the museum and the clerical and other staff. Who then is to pay for the teachers which the council proposes to employ? If it is intended that Government is to pay the salaries of all the teachers employed by the Institute, it will introduce this novel feature into the administration, namely, that the teachers are to be paid by Government, but their work is to be directed and supervised by an independent body.

5. As for the building in Pantheon Road, I am not in possession of the views entertained by Government when it was first proposed to erect it. One thing, however, is clear, namely, that the situation is badly chosen, if it was intended to carry

on consecutive and systematic instruction in the building. It lies on the outskirts of the city removed alike from the great centres of the population and from the seats of such industries as Madras can boast of. The Council proposes to hold evening classes as well, but I venture to predict that evening classes will not be well attended if held in a place so far removed from the haunts of the industrial population as the institute building is. Equally clear it is to my mind that the building, admirable as it is for other purposes, is badly planned for purposes of instruction. The theatre is much too large for the small audiences or classes which the Institute could bring together. Even a highly popular course of lectures would fail to bring together a sufficient number to fill the theatre, and any course of lectures on a strictly technical subject would seldom be attended by a larger number than could be accommodated in the two front benches. The Council need not object to the theatre being retained by Government for other purposes as well, seeing that the room could not be continuously used (could in fact rarely be used) for any of the objects the Council has in view, and the maintenance of it in a state of good repair and in a cleanly condition would absorb a not inconsiderable part of the funds at the disposal of the Council. As for the other rooms down-stairs, which it is proposed to utilize as class rooms, I have merely to say that they are ill-adapted for purposes of instruction, and none of them could be adapted to the teaching of such a subject as tinctorial chemistry without considerable structural changes carried out at no small cost. The Council recognizes the necessity of making efforts for the improvement of the condition of Eurasian women and Muhammadans of both sexes. With regard to Eurasian women the Council wishes to arrange for instruction in laundry-work, cooking, domestic economy, dress-making and needle-work. It would also arrange to teach Muhammadan women needle-work, embroidery and the use of the sewing machine. I agree with the Council in recognizing the importance of these things; but if the teaching of these subjects is to be successful it is useless to attempt it in the palatial building on the Pantheon Road. Such instruction must be brought nearer to the homes of the people who are to benefit by it.

Three of the rooms up-stairs the Council proposes to occupy as a museum and the fourth as a library. The Council attaches considerable importance to the museum, which would, it is expected, become the parent of similar museums in the mofussil. Up-country museums have not hitherto been a success, and I doubt whether the Council would be able to infuse vitality into those which now exist in a moribund condition, much less to establish new ones. But this by the way. What I wish to invite attention to, in connection with the museum part of the Council's proposals, is the repetition by the Council of the same mistake as I have adverted to in the early part of this letter—viz., the assumption that a beginning has to be made in the establishment of a technical museum. Just as it expects Government to take for granted that there has been up till now no such thing as technical instruction, so it expects it to be taken for granted that there is at present no such thing as a technical museum in Madras. To say nothing of the small museums attached to the Christian College, the Presidency College, the Medical College, the Colleges of Engineering and Agriculture and the School of Arts—museums which are all more or less technical in their character—I would ask the Council whether it altogether forgot the existence of the splendid museum in the Pantheon Road, or, if it had this museum in mind, whether it means to deny to it the epithet "technical." There are sections of this museum which are in the strict sense technical—as technical as any museum which the Council could establish. If the Council were to establish a museum of its own it could not fail to overlap with certain sections of the present museum. It would, in my opinion, be a grave blunder to allow a second museum to be established in the same compound, the new one to arrogate to itself the title of "technical." The present museum is overcrowded, and unless space can be set apart for certain sections of it in the Institute building, Government will have to sanction large additions to the old building. Failing both these, Government will have to face the inevitable conclusion that the usefulness of the museum must for the future be curtailed. I cannot understand why there should be a moment's hesitation in appropriating the space down-stairs and up-stairs in the Institute building for the extension of the existing museum. The rooms, ill-adapted for teaching purposes, are admirably adapted for museum purposes and in



appropriating them in this way Government may rest assured that it is advancing the cause of technical and industrial education. This is also the opinion of the committee on the future management, &c., of the Museum, Connemara Library, and Technical Institute, two of the members of which were also members of the Council of the Victoria Technical Institute. I make bold to say that the expansion of the museum under the present able Superintendent will do more to promote the interests of technical education than an attempt to hold classes for instruction as proposed by the Council. The Council may have a room for its library and in which to hold its meetings, and the theatre may be used for any courses of lectures which the council may inaugurate. The small theatre in the old museum building is also available for lectures. Beyond this I do not see that the Council can have any need for more accommodation.

6. I do not think that the firms mentioned in paragraph 11 of the Council's letter would be prepared to allow their workshops to be used as industrial schools for the training of stipendiary and other students sent by the Institute.

7. With much that the Council says regarding the importance of developing technical and industrial training I fully concur. I would further remark that Government and the department are fully alive to the importance of the subject and are moving as fast as the circumstances of the country and the resources at the disposal of the State will admit. It is idle to urge the Government of this Presidency to imitate the gigantic operations of Great Britain with its practically boundless wealth and resources.

8. I hope it will not be thought an impertinence on my part if I suggest that the Council might well reconsider its position, which is in several important particulars different from what it was when the Council was instituted in 1887. What are the means with which the Council proposes to effect, or assist in effecting, the educational reform which it has at heart? To effect a reform of this kind two things amongst others are absolutely essential—money in large amount and expert opinion. The Council has, on its own confession, no money whatever to spend on the teaching of technical and industrial subjects or on the inspection of institutions in which such instruction is given. Government is expected to provide the funds for those two purposes. It remains then for the Council to provide the necessary body of expert opinion, to furnish the intelligent and skilled knowledge and insight which shall constitute the moving and directing spirit of technical and industrial education. I can hardly believe that the Council is serious when it says that its main function is to supervise, direct and advise. I am aware that there may always be on the Council at least one man who is an expert in some branch of technical instruction, and who would consequently be able to give Government and the country the benefit of his special knowledge and skill. I am also aware that as long as the Council can retain at its head a gentleman of the ability and resource of its present President, it will not fail to furnish to all engaged in technical education advice both highly suggestive and stimulating. But this is a very different thing from the Council, consisting of busy men the majority of whom have only an amateurish acquaintance with the subject, setting itself up as the highest authority in the Presidency on the matter of technical and industrial training.

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From the Hon'ble Mr. D. DUNCAN, M.A., D. Sc., Director of Public Instruction, to the Chief Secretary to Government, dated Madras, 7th May 1895, No. 5425.

In continuation of my letter, No. 4833, dated 23rd April 1895, I should have mentioned that a brief history of the Government Technical examinations will be found in the Calendar of the Commission for Government Examinations, pages 10–12, also in Mr. Sathianadhan's *History of Education in the Madras Presidency*, pages 254–63. The Council of the Victoria Technical Institute might well have perused these brief sketches and the connected papers before telling Government that it had not yet broken ground in the matter of technical education.

Order—No. 872, Public, dated 19th October 1895.

In G.O., No. 975, Public, dated 22nd December 1894, the Council of the Victoria Technical Institute was requested to submit definite proposals as to the portions of the new buildings on the Pantheon Road, Madras, which it would require and the use to which each room would be put if made available. In his reply, No. 12, dated 25th February 1895, the President of the Council briefly states that it is proposed to reserve the upper floor for a museum and a library, while the rooms downstairs are required for class, meeting, office, record and store rooms. He then proceeds to remark on the solution of the "technical education problem" in this Presidency and the position which the Council proposes to adopt in reference thereto. It is to be regretted that, before despatching his communication to Government, the President did not take greater care to verify the statements which it contains. For instance, in paragraph 3 the President presumes that the Government will admit that it has not yet broken ground in regard to technical education, and from paragraph 8 it would appear that the Council is under the impression that no technical museum already exists in the Presidency Town. These statements and the whole position taken up by the Council have been fully and accurately dealt with by the Director of Public Instruction in his letter, No. 4833, dated 23rd April 1895, and the Government cannot do better than communicate it to the President and commend Dr. Duncan's remarks to the earnest consideration of the Council.

2. It appears to Government, from a perusal of the President's letter of the 25th February last, that the Council has conceived an idea of its position and duties in connection with technical education which cannot be regarded otherwise than as untenable. While the Government must in the ordinary course of things be held primarily responsible for the advancement of technical education and must necessarily provide by far the greater proportion of the funds without which the object in view cannot be achieved, it is obviously impossible to entrust to a body composed as the Council of the Victoria Technical Institute is the duty of supervising, directing and advising as to the steps which should be taken to promote the cause of technical education. The Government cannot at present make any further pronouncement of its views or pass any orders on the subject: these must necessarily be held over until it has dealt with the recommendations of the committee which has recently considered the various questions connected with the re-organization of the School of Arts.

G.O., No. 471, Educational, dated 7th June 1895.

3. The Government regrets that it cannot accede to the request that the whole of the new buildings should be placed at the Council's disposal. The Council has lost sight of the fact that the primary object of the new buildings was a Free Library; the Technical Institute was a secondary consideration.

4. It has, in separate Proceedings, been decided that the library of the Literary Society shall be accommodated in the new buildings pending the decision of the question of providing for it elsewhere. There are also the following collections to be provided for therein:—

No. , Public, dated September 1895.

(*a*) The Connemara Free Library, the nucleus of which consists of the books now lodged in the Museum library.
(*b*) The Art and Ethnological sections of the Government Central Museum.
(*c*) The Art collection at present in the School of Arts.
(*d*) The collection of Arms now deposited in the Arsenal, Fort St. George.
(*e*) The Oriental Manuscripts Library.

In regard to the last mentioned, it is observed that in paragraph 3 of G.O., No. 597, Public, dated 16th August 1894, it was remarked that if sufficient space for the manuscripts and special staff employed in connection with them could not be found in the new buildings it was possible that they might be accommodated in the Museum after the removal of the Art and Ethnological sections. No report from the Superintendent on the point has yet been received.



5. It will thus be seen that the calls on the available accommodation are already heavy, and at the present juncture the Government is not in a position to do more than provide space for the Council's library in a room which could also be used for the meetings of the Council and to grant permission to the Council to use the small theatre in the Central Museum for lectures, the new theatre being apparently much too large for the purpose.

6. In regard to item (*c*) in paragraph 4 *supra*, the Director of Public Instruction has stated in paragraph 10 of his letter recorded in G.O., No. 471, Educational, dated 7th June 1895, that he approves the proposed transfer subject to the condition that no articles are moved which are in constant requisition at the School of Arts as models or otherwise. With advertence to item (*d*), it is observed that a selection of objects of interest has been made by Mr. Thurston and the Government of India has been addressed in reference to their transfer to the new buildings.

G.O., No. 416, R., dated 3rd April 1895.

7. In the absence of details of the space required for each of the purposes enumerated above the Government is unable to pass orders as to the actual distribution of the rooms in the new buildings. In paragraph 6 of G.O., No. 597, Public, dated 16th August 1894, the Government agreed generally in the observations in paragraph 21 of the report of the committee recorded therein to the effect that the whole of the buildings should be in charge of an officer of some standing and position and that, as the most economical and convenient arrangement, the Superintendent of the Central Museum should be entrusted with the duty and have also general charge of the free library and the public collections to be deposited in the buiidings. His Excellency the Governor in Council considers that the time has now arrived to give effect to this suggestion and Mr. Thurston will therefore be requested to submit with the least possible delay the distribution of the accommodation which he would propose for the purposes indicated above. He should consult the Honorary Secretary of the Literary Society as to the space that will be required for its books. The question of an allowance to the Superintendent of the Museum for the additional duties he will be called upon to perform must be held over for future consideration. But meanwhile the Director of Public Instruction will be requested to favour Government with his views on the subject.

8. In regard to the evening classes referred to by the President in paragraph 5 of his letter the Government fully agrees with the Director of Public Instruction that the situation of the new buildings is unsuitable for the purpose. Such classes to be a success should be held in the midst of the people who are to profit by them. Provided that the Council finds the requisite funds and does not deal with subjects which are already met by existing institutions there can be no objection to its undertaking to give instruction in technical subjects. This, however, is a matter in which it would be wise to defer action pending the promulgation of the decision of Government as to the future scope of the work connected with the School of Arts. The disposal of the various minor matters referred to by the President of the Council and the Director of Public Instruction must similarly be held over.

(True Extract.)

J. F. PRICE,
*Chief Secretary.*

To the Secretary, Victoria Technical Institute, Madras.
" Director of Public Instruction.
" Superintendent, Government Central Museum.
" Revenue Department.
" Public Works Department.
" Educational Department.
" Honorary Secretary, Madras Literary Society.

Exd. A. Raitt.

# Govt. of {1895} Madras.

## PUBLIC.

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G.O., No. 872, 19th October 1895.

B.P. 2773 W 8 2.11.95

OCTOBER.

### Connemara Library Buildings.

Passing orders on the proposals of the Council of the Victoria Technical Institute regarding the portions of the — which it would require and the use to which each room would be put if made available; and directing that the issue of orders on the subject of Technical Education be deferred for the present.

C A to Govt



GOVERNMENT OF MADRAS.

PUBLIC DEPARTMENT.

Read—the following papers :—

From the Hon'ble Mr. C. S. CROLE, President of the Council, Victoria Technical Institute, to the Chief Secretary to Government, dated Madras, 25th February 1895, No. 12.

As desired by Government in its order of 22nd December 1894, No. 975, Public, I have the honour to lay before it two tracings of the rooms in the Victoria Technical Institute. The entries in red ink show at a glance the uses to which the council would put the accommodation provided. Briefly stated, the upper floor is reserved for the museum and library, the rooms in the lower are allotted for meeting, office, record and store-rooms, while three class rooms and the lecture hall absorb the space downstairs.

2. The principle on which the Council has made the above allocation of the space available in the new buildings of the Technical Institute in the Pantheon road involves some consideration of the solution of the technical education problem in the Madras Presidency, and it likewise requires that some clear understanding with Government should be arrived at. The Council does not pretend to take any long views on an Indian subject of such importance and complexity, or to forestall developments which it would be hard to predict; but it is not impossible to lay down the proper sphere of duty belonging to the council of the Victoria Technical Institute for the present and in the immediate future. The present opportunity may, it is submitted, be not inappropriately taken by Government of advertising the Council, and through it the public, in respect of the attitude towards technical education, which Government purposes to assume in the Madras Presidency.

3. The object of, and necessity for, technical education, the field of its operations, the duties of Government and of local bodies in respect of it, and the manner in which funds are raised and administered have, in so far as Great Britain especially is concerned, been fully discussed in a speech delivered by the President in Pachaiyappa's Hall, which has since been printed in pamphlet form (copy enclosed) by the Trustees of that institution. The Council, therefore, in order to avoid repetition proposes to assume it as common ground that technical education is as much the special care of civilized Governments as the literary education of the people. It will likewise, the Council supposes, be admitted that Government has not yet broken ground in this direction in Madras.

4. The real question which the completion of the Victoria Technical Institute buildings in the Pantheon road has brought into prominence is in what manner it may appear desirable for Government to commence to discharge its responsibilities in this all important matter. Incidentally the decision will involve the future of this Council, for it is beyond dispute that, except as an instrument in carrying out the determinate policy of Government, a body of this character would, by itself, be absolutely powerless to cope with the gigantic task of bringing about an educational reform closely affecting thirty millions of human beings. The most that the Council of the Victoria Technical Institute can be expected to do,—and it is quite ready to strain every nerve for the due performance of that function—is to supervise, direct and advise. It might also do much in the way of bringing capital and labour in India into touch with the most improved methods of the day in other countries. As an auxiliary to the due performance of this duty, the establishment of an efficient and

representative museum containing specimens of raw and manufactured products and models of machines and appliances would be of immense utility in the way of disseminating new ideas, of indicating to the producer in what direction profitable markets may be found, and of placing the capitalist and the merchant in possession of facts as to the existence of products, skilled labour and industries, the development of which would enrich the country, and might profitably be exploited by themselves. In this connection the library of the institute, in the formation of which a substantial commencement has been made, must not be left out of account.

The salaries of the curator and the clerical and other staff will fully absorb the available income of the institute, which is at present about Rs. 4,500.

5. While, however, holding the opinion that, in theory, the proper functions of the institute would not, under normal conditions, permit it usefully to engage directly in the duties of instruction, the Council does not conceal from itself that, for some time to come, it can hardly avoid some work of this kind. It was this consideration which prompted it to suggest to Government that it should take charge of the Government School of Arts, in view to converting it into an efficient and powerful industrial school. It is more than possible, also, that it may be found advisable to impart instruction in subjects such as tinctorial chemistry, drawing, and so on, in evening classes. To this purpose the three class rooms and lecture hall downstairs will be devoted, and it is proposed also to open their use to private persons licensed by the Council to teach and to deliver lectures from time to time.

6. In this connection, the Council recognizes the necessity for making efforts for the improvement of the depressed condition of Eurasian women and of the Muhammadan community of both sexes. It seems desirable to arrange for the instruction of the former in laundry work, cooking, domestic economy, dress-making and needlework, so as to afford them the means of earning an honest and self-respectful livelihood. A project has also been mooted for amalgamating the Anjuman Mufid with the reformed Madrasa-i-Azam, if Government eventually carries out the proposed reforms in the latter institution. The Council anticipates being enabled, if the proposed amalgamation takes place, to take an active part in assisting the good work which the Anjuman has commenced in fostering industrial knowledge among Muhammadans. The condition of the female portion of that community is likewise most distressing, and systematic efforts ought to be made in order to teach these women needlework, embroidery which will sell, and the use of the sewing machine.

7. These may, in comparison with more ambitious departments of technical education, be considered humble walks of duty, but they are recognized as responsibilities in Great Britain, and the Council proposes that they be likewise accepted as such in Madras.

8. It may be anticipated that the establishment of a technical museum in Madras will lead to the formation of similar museums in the mufussil. One of the most useful and gratifying duties of the former would be to assist in the furnishing forth of the latter. For this purpose it would be necessary to maintain spare specimens of many of the exhibits for distribution to local museums. In this view the space reserved for the museum ought to be liberal, and that provided seems to be none too large.

9. In all attempts to map out the work of a technical institute, the distinction between industrial training or the teaching of handicrafts, and the higher or scientific instruction of the employers, and managers of labour, must never be lost sight of. The education of the two classes referred to may doubtless often overlap; and the more frequently it does so, the greater the success of the system will be. There is besides the provision of trained teachers, the importation of experts from England, and resort to the skilled English knowledge available in Madras—all of these ought to be provided or induced to enlist themselves in the service of technical education.

10. First, as regards the *quasi* literary species of it, the Trustees of Pachaiyappa's College have opened very successful evening classes, and the Council understands that there is a considerable demand for instruction in Surveying, Short-hand, Type-writing, Commercial Correspondence, Commercial Geography, and Book-keeping, to which Printing and Lithography may be added. This enterprise ought to be fostered.



11. Then, as to pure handicrafts, the railway workshops for smiths' work and carpentry; Messrs. P. Orr and Sons for metal-work and the manufacture of scientific instruments; Messrs. Moses and Co. for boots and shoes and harness; Messrs. Simpson and Co. for carriage building; and the School of Arts for carpentry, wood carving, tile making, pottery and metal-work, might be availed of as industrial schools for the training of stipendiary and other students.

12. The history of the original firm of Deschamps and Co. exemplifies the aptitude of local workmen in the construction of high-class furniture, for which there is a steady demand, not only within the Presidency, but also from far beyond its borders. It is a severe commentary on the existing want of systematic training that this industry is now extinct.

13. The persons in immediate charge of the industrial concerns alluded to above belong to the very class which produces similar articles in England, and one of the first fruits of extended instruction in such crafts would be the stoppage of the vast drain on the resources of India, caused by the source of supply being at present confined to the Store department of the India office, or private importation from Europe.

14. The same advantage would follow from obtaining the services of experts from Great Britain in order to put capitalists and employers of labour in the way of understanding the proper methods of tanning and preparing hides to be worked up into boots, shoes, bags and portmanteaus, harness and saddlery. At present there is a vast export of hides from Madras, which return loaded with the wages and profits of highly-paid foreigners for working them up. The same remark applies to the export of wool and of cotton, while the knowledge of the chemistry of the dye stuffs and the making of good paper remains locked up in the same quarter.

15. Finally, the Council regards the present condition of agricultural education with grave concern. It has to do with far the greatest industry in the country, and not until farm schools, museums and local exhibitions, have thoroughly impregnated the ryot with enlightened methods and the freshest scientific knowledge, communicated in a manner in which he will be able to assimilate and utilize them, can this branch of technical education be considered to have been placed on a basis befitting an industry on which the finances of the country are, so far as Madras is concerned, unfortunately increasingly dependent.

16. In the above compressed *resumé*, the Council has endeavoured to sketch a programme of the possibilities of technical education during the next few years. It feels that in doing so it has provided a syllabus of imperial work, and that, for a financially weak private body to attempt independent action, would be merely to court certain failure, and the discredit of a great and much needed educational and economic advance. The Council has endeavoured to confine itself to strictly practical lines and wants. If its scheme be considered ambitious, it can only see in such an opinion an overwhelming argument in favour of the direct intervention of Government for the fulfilment on the part of the State of a great duty.

17. If the Government should be pleased to approve of the views now laid before it, legislation, somewhat on the lines adopted in Great Britain, will, no doubt, be eventually unavoidable; but it does not appear to the Council that it is immediately essential. In addition to the usual allotment for the School of Arts, a grant of Rs. 20,000 towards the furnishing and equipment of the library and museum, the payment of stipends to pupils and salaries to teachers, and for grants-in-aid would probably suffice to make a commencement of real work in 1895–96. Detailed estimates would be submitted for sanction from time to time.

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Endorsement No. 634, dated 14th March 1895.

Referred, through the Educational Department, for the remarks of the Director of Public Instruction.

(Signed) J. F. PRICE,
*Chief Secretary.*

From the Hon'ble Mr. D. DUNCAN, M.A., D.Sc., Director of Public Instruction, to the Chief Secretary to Government, dated Madras, 23rd April 1895, No. 4833.

I have the honour to submit the following remarks with reference to endorsement, No. 634, dated 22nd March 1895.

2. I must begin by entering my most emphatic protest against the assumption with which the Council of the Victoria Technical Institute sets out that the Government of Madras has not yet broken ground in the direction of technical education. Not the smallest attempt is made to prove a statement which, to any one having merely an ordinary acquaintance with the progress of education in this Presidency, must appear astounding. And yet such a statement surely requires that some attempt at least should be made to substantiate it. The Government, the Educational Department and the several Managers of private institutions have in recent years been under the impression that something was being done to promote technical education and the annual reports on public instruction have described the work done year by year. It seems to me to be incumbent on the Council to show that Government, the Educational Department and Managers of Technical and Industrial schools have been living during these years in a fool's paradise; that the impression that something was being done in the matter of technical education was a mere fantasy of the brain; and that the paragraphs devoted to this subject year by year in the Report on Public Instruction were nothing more than the airy imaginings of successive Directors of Public Instruction. In 1884 Mr. Grigg, at the request of Government, sketched the outlines of a scheme of scientific and technical education. This outline was followed by a detailed scheme, and in approving of it Government certainly believed that it was taking an important step in the direction of promoting other than purely literary education (see G.O., No. 377), dated 3rd June 1885. Are we now to believe, on the authority of the Council of the Victoria Technical Institute, that both Mr. Grigg and the Government of the day were under a complete delusion? Then came the Technical Education committee appointed by Government * in 1885, on Mr. Grigg's recommendation, to draw up courses of instruction and standards of examination in scientific and technical subjects. It is, I know, the fashion to speak of the technical scheme of 1886 as a scheme of examination solely. But this opinion is due to the fact being overlooked that the syllabuses drawn up professed to lay down courses of instruction as well as standards of examination, and that the promulgation of the notification was accompanied by the strengthening and enlargement of existing institutions on the scientific, technical and industrial sides, and by the opening of schools and classes where such did not formerly exist. (See paragraph 222 of the Report on Public Instruction for the year 1886–87). I make bold to say that never before in this Presidency had there been called together such an able and influential body of experts, official and non-official, as were brought together to assist Mr. Grigg in drawing up the technical scheme. This committee, which began its sittings in September 1885, carefully considered every detail of every syllabus, its report being submitted to Government in February 1886 (see G.O., No. 198, Educational), dated 31st March 1886. Are we to be asked to take for granted, on the mere *ipse dixit* of the Council of the Victoria Technical Institute, that this large and representative body of experts knew nothing of technical education—that the experience they had acquired in the lecture-room, in the laboratory, in the workshop, in the factory, and in the field did not stand them in good stead when they met to assist Government in its earnest endeavours to promote industrial and technical education? Are we to be asked to take for granted that, in working this scheme from 1886 to 1892, and in believing that they were doing something to promote industrial and technical training and through it to advance the material well-being of the country, the Government and Educational department and the heads of technical and industrial institutions were labouring under a delusion, what they did not being technical and industrial education at all?

* (*Vide* G.O., No. 540, Educational, dated 11th September 1885, also G.O., No. 198, Educational, dated 31st March 1886).



Again, to show that Government and those responsible for and engaged in technical education were alive to the need for keeping abreast with the times and that they were aware that there was no finality in educational work of this kind, I may allude to the thorough revision to which the technical scheme was subjected in 1892–93. A strong committee was then formed consisting largely of gentlemen who had been engaged in teaching and examining under the technical notification since 1886. These gentlemen, some of whom had served on the original committee, brought to bear on the syllabuses the knowledge they had gained in the actual working of the scheme during five or six years. It is not for me to assert that the scheme was improved, but improvement on the lines suggested by past experience was what the committee aimed at and what it fondly believed it had in some measure accomplished. Was this committee also labouring under a delusion? Most of the members of it are still happily amongst us, and they will doubtless be surprised to learn that their work had no relation at all to technical education and did not even break ground in that direction. Further, the names of the examiners who conduct the examinations under the technical notification are published twice a year in the *Fort St. George Gazette*. Any one who takes the trouble to look through those lists will see that it contains the names of gentlemen acknowledged to be experts in those departments of science and art in which they examine. Are we, on the authority of the Council of the Victoria Technical Institute, to believe that gentlemen of their standing are either so ignorant that they mistake for technical education something which is not technical education, or so insincere that year after year they go through the farce of pretending to conduct technical examinations, knowing all the time that technical education does not exist in this Presidency? Again, what are we to say of the managers and teachers of the technical and industrial schools and colleges which prepare candidates for these examinations? Are they also so ignorant that they do not know that there is no such thing as technical education in this Presidency, or so immoral that they do not scruple to lend a hand in maintaining that huge imposture which pretends to be genuine technical and industrial training?

3. In what I have said above there is nothing new to Government or to any one who has really taken the trouble to follow the course of education in Madras since 1886. I think I have said enough to lead Government to pause before it admits, as the Council of the Victoria Technical Institute in a high *a priori* way assumes that it must, "that Government has not yet broken ground" in the direction of technical and industrial training. And I will venture now to add by way of conclusion or moral to this part of my letter, that the operations of the Victoria Technical Institute are doomed to failure unless the Council makes itself fully acquainted with what has already been done, recognizes the efforts of the past in a generous spirit, and sets itself to build upon the foundations already laid.

4. The Council of the Victoria Technical Institute is of opinion that its proper function is to supervise, direct and advise, but that for some time to come it can hardly avoid engaging to some extent directly in the duties of instruction. It was this latter consideration that led the Council to suggest to Government that it should take charge of the School of Arts, in view to converting it into an efficient and powerful industrial school. In my letter, No. 794, dated 28th January 1895, dealing with the re-organization of the School of Arts, I have stated my views on this proposal, and would only add here that, since Government is to remain burdened with the entire financial responsibility for the upkeep of the school, it is highly expedient that the Council should put Government in possession of the specific measures it proposes to take in order to effect this transformation of the School of Arts. The Council admits that its income will be fully absorbed by the salaries of the Curator of the museum and the clerical and other staff. Who then is to pay for the teachers which the council proposes to employ? If it is intended that Government is to pay the salaries of all the teachers employed by the Institute, it will introduce this novel feature into the administration, namely, that the teachers are to be paid by Government, but their work is to be directed and supervised by an independent body.

5. As for the building in Pantheon Road, I am not in possession of the views entertained by Government when it was first proposed to erect it. One thing, however, is clear, namely, that the situation is badly chosen, if it was intended to carry

on consecutive and systematic instruction in the building. It lies on the outskirts of the city removed alike from the great centres of the population and from the seats of such industries as Madras can boast of. The Council proposes to hold evening classes as well, but I venture to predict that evening classes will not be well attended if held in a place so far removed from the haunts of the industrial population as the institute building is. Equally clear it is to my mind that the building, admirable as it is for other purposes, is badly planned for purposes of instruction. The theatre is much too large for the small audiences or classes which the Institute could bring together. Even a highly popular course of lectures would fail to bring together a sufficient number to fill the theatre, and any course of lectures on a strictly technical subject would seldom be attended by a larger number than could be accommodated in the two front benches. The Council need not object to the theatre being retained by Government for other purposes as well, seeing that the room could not be continuously used (could in fact rarely be used) for any of the objects the Council has in view, and the maintenance of it in a state of good repair and in a cleanly condition would absorb a not inconsiderable part of the funds at the disposal of the Council. As for the other rooms down-stairs, which it is proposed to utilize as class rooms, I have merely to say that they are ill-adapted for purposes of instruction, and none of them could be adapted to the teaching of such a subject as tinctorial chemistry without considerable structural changes carried out at no small cost. The Council recognizes the necessity of making efforts for the improvement of the condition of Eurasian women and Muhammadans of both sexes. With regard to Eurasian women the Council wishes to arrange for instruction in laundry-work, cooking, domestic economy, dress-making and needle-work. It would also arrange to teach Muhammadan women needle-work, embroidery and the use of the sewing machine. I agree with the Council in recognizing the importance of these things; but if the teaching of these subjects is to be successful it is useless to attempt it in the palatial building on the Pantheon Road. Such instruction must be brought nearer to the homes of the people who are to benefit by it.

Three of the rooms up-stairs the Council proposes to occupy as a museum and the fourth as a library. The Council attaches considerable importance to the museum, which would, it is expected, become the parent of similar museums in the mofussil. Up-country museums have not hitherto been a success, and I doubt whether the Council would be able to infuse vitality into those which now exist in a moribund condition, much less to establish new ones. But this by the way. What I wish to invite attention to, in connection with the museum part of the Council's proposals, is the repetition by the Council of the same mistake as I have adverted to in the early part of this letter—viz., the assumption that a beginning has to be made in the establishment of a technical museum. Just as it expects Government to take for granted that there has been up till now no such thing as technical instruction, so it expects it to be taken for granted that there is at present no such thing as a technical museum in Madras. To say nothing of the small museums attached to the Christian College, the Presidency College, the Medical College, the Colleges of Engineering and Agriculture and the School of Arts—museums which are all more or less technical in their character—I would ask the Council whether it altogether forgot the existence of the splendid museum in the Pantheon Road, or, if it had this museum in mind, whether it means to deny to it the epithet "technical." There are sections of this museum which are in the strict sense technical—as technical as any museum which the Council could establish. If the Council were to establish a museum of its own it could not fail to overlap with certain sections of the present museum. It would, in my opinion, be a grave blunder to allow a second museum to be established in the same compound, the new one to arrogate to itself the title of "technical." The present museum is overcrowded, and unless space can be set apart for certain sections of it in the Institute building, Government will have to sanction large additions to the old building. Failing both these, Government will have to face the inevitable conclusion that the usefulness of the museum must for the future be curtailed. I cannot understand why there should be a moment's hesitation in appropriating the space down-stairs and up-stairs in the Institute building for the extension of the existing museum. The rooms, ill-adapted for teaching purposes, are admirably adapted for museum purposes and in



appropriating them in this way Government may rest assured that it is advancing the cause of technical and industrial education. This is also the opinion of the committee on the future management, &c., of the Museum, Connemara Library, and Technical Institute, two of the members of which were also members of the Council of the Victoria Technical Institute. I make bold to say that the expansion of the museum under the present able Superintendent will do more to promote the interests of technical education than an attempt to hold classes for instruction as proposed by the Council. The Council may have a room for its library and in which to hold its meetings, and the theatre may be used for any courses of lectures which the council may inaugurate. The small theatre in the old museum building is also available for lectures. Beyond this I do not see that the Council can have any need for more accommodation.

6. I do not think that the firms mentioned in paragraph 11 of the Council's letter would be prepared to allow their workshops to be used as industrial schools for the training of stipendiary and other students sent by the Institute.

7. With much that the Council says regarding the importance of developing technical and industrial training I fully concur. I would further remark that Government and the department are fully alive to the importance of the subject and are moving as fast as the circumstances of the country and the resources at the disposal of the State will admit. It is idle to urge the Government of this Presidency to imitate the gigantic operations of Great Britain with its practically boundless wealth and resources.

8. I hope it will not be thought an impertinence on my part if I suggest that the Council might well reconsider its position, which is in several important particulars different from what it was when the Council was instituted in 1887. What are the means with which the Council proposes to effect, or assist in effecting, the educational reform which it has at heart? To effect a reform of this kind two things amongst others are absolutely essential—money in large amount and expert opinion. The Council has, on its own confession, no money whatever to spend on the teaching of technical and industrial subjects or on the inspection of institutions in which such instruction is given. Government is expected to provide the funds for those two purposes. It remains then for the Council to provide the necessary body of expert opinion, to furnish the intelligent and skilled knowledge and insight which shall constitute the moving and directing spirit of technical and industrial education. I can hardly believe that the Council is serious when it says that its main function is to supervise, direct and advise. I am aware that there may always be on the Council at least one man who is an expert in some branch of technical instruction, and who would consequently be able to give Government and the country the benefit of his special knowledge and skill. I am also aware that as long as the Council can retain at its head a gentleman of the ability and resource of its present President, it will not fail to furnish to all engaged in technical education advice both highly suggestive and stimulating. But this is a very different thing from the Council, consisting of busy men the majority of whom have only an amateurish acquaintance with the subject, setting itself up as the highest authority in the Presidency on the matter of technical and industrial training.

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From the Hon'ble Mr. D. DUNCAN, M.A., D. Sc., Director of Public Instruction, to the Chief Secretary to Government, dated Madras, 7th May 1895, No. 5425.

In continuation of my letter, No. 4833, dated 23rd April 1895, I should have mentioned that a brief history of the Government Technical examinations will be found in the Calendar of the Commission for Government Examinations, pages 10–12, also in Mr. Sathianadhan's *History of Education in the Madras Presidency*, pages 254–63. The Council of the Victoria Technical Institute might well have perused these brief sketches and the connected papers before telling Government that it had not yet broken ground in the matter of technical education.

Order—No. 872, Public, dated 19th October 1895.

In G.O., No. 975, Public, dated 22nd December 1894, the Council of the Victoria Technical Institute was requested to submit definite proposals as to the portions of the new buildings on the Pantheon Road, Madras, which it would require and the use to which each room would be put if made available. In his reply, No. 12, dated 25th February 1895, the President of the Council briefly states that it is proposed to reserve the upper floor for a museum and a library, while the rooms downstairs are required for class, meeting, office, record and store rooms. He then proceeds to remark on the solution of the "technical education problem" in this Presidency and the position which the Council proposes to adopt in reference thereto. It is to be regretted that, before despatching his communication to Government, the President did not take greater care to verify the statements which it contains. For instance, in paragraph 3 the President presumes that the Government will admit that it has not yet broken ground in regard to technical education, and from paragraph 8 it would appear that the Council is under the impression that no technical museum already exists in the Presidency Town. These statements and the whole position taken up by the Council have been fully and accurately dealt with by the Director of Public Instruction in his letter, No. 4833, dated 23rd April 1895, and the Government cannot do better than communicate it to the President and commend Dr. Duncan's remarks to the earnest consideration of the Council.

2. It appears to Government, from a perusal of the President's letter of the 25th February last, that the Council has conceived an idea of its position and duties in connection with technical education which cannot be regarded otherwise than as untenable. While the Government must in the ordinary course of things be held primarily responsible for the advancement of technical education and must necessarily provide by far the greater proportion of the funds without which the object in view cannot be achieved, it is obviously impossible to entrust to a body composed as the Council of the Victoria Technical Institute is the duty of supervising, directing and advising as to the steps which should be taken to promote the cause of technical education. The Government cannot at present make any further pronouncement of its views or pass any orders on the subject: these must necessarily be held over until it has dealt with the recommendations of the committee which has recently considered the various questions connected with the re-organization of the School of Arts.

G.O., No. 471, Educational, dated 7th June 1895.

3. The Government regrets that it cannot accede to the request that the whole of the new buildings should be placed at the Council's disposal. The Council has lost sight of the fact that the primary object of the new buildings was a Free Library; the Technical Institute was a secondary consideration.

4. It has, in separate Proceedings, been decided that the library of the Literary Society shall be accommodated in the new buildings pending the decision of the question of providing for it elsewhere.

No. , Public, dated September 1895.

There are also the following collections to be provided for therein:—

(*a*) The Connemara Free Library, the nucleus of which consists of the books now lodged in the Museum library.
(*b*) The Art and Ethnological sections of the Government Central Museum.
(*c*) The Art collection at present in the School of Arts.
(*d*) The collection of Arms now deposited in the Arsenal, Fort St. George.
(*e*) The Oriental Manuscripts Library.

In regard to the last mentioned, it is observed that in paragraph 3 of G.O., No. 597, Public, dated 16th August 1894, it was remarked that if sufficient space for the manuscripts and special staff employed in connection with them could not be found in the new buildings it was possible that they might be accommodated in the Museum after the removal of the Art and Ethnological sections. No report from the Superintendent on the point has yet been received.



5. It will thus be seen that the calls on the available accommodation are already heavy, and at the present juncture the Government is not in a position to do more than provide space for the Council's library in a room which could also be used for the meetings of the Council and to grant permission to the Council to use the small theatre in the Central Museum for lectures, the new theatre being apparently much too large for the purpose.

6. In regard to item (*c*) in paragraph 4 *supra*, the Director of Public Instruction has stated in paragraph 10 of his letter recorded in G.O., No. 471, Educational, dated 7th June 1895, that he approves the proposed transfer subject to the condition that no articles are moved which are in constant requisition at the School of Arts as models or otherwise. With advertence to item (*d*), it is observed that a selection of objects of interest has been made by Mr. Thurston and the Government of India has been addressed in reference to their transfer to the new buildings.

G.O., No. 416, R., dated 3rd April 1895.

7. In the absence of details of the space required for each of the purposes enumerated above the Government is unable to pass orders as to the actual distribution of the rooms in the new buildings. In paragraph 6 of G.O., No. 597, Public, dated 16th August 1894, the Government agreed generally in the observations in paragraph 21 of the report of the committee recorded therein to the effect that the whole of the buildings should be in charge of an officer of some standing and position and that, as the most economical and convenient arrangement, the Superintendent of the Central Museum should be entrusted with the duty and have also general charge of the free library and the public collections to be deposited in the buildings. His Excellency the Governor in Council considers that the time has now arrived to give effect to this suggestion and Mr. Thurston will therefore be requested to submit with the least possible delay the distribution of the accommodation which he would propose for the purposes indicated above. He should consult the Honorary Secretary of the Literary Society as to the space that will be required for its books. The question of an allowance to the Superintendent of the Museum for the additional duties he will be called upon to perform must be held over for future consideration. But meanwhile the Director of Public Instruction will be requested to favour Government with his views on the subject.

8. In regard to the evening classes referred to by the President in paragraph 5 of his letter the Government fully agrees with the Director of Public Instruction that the situation of the new buildings is unsuitable for the purpose. Such classes to be a success should be held in the midst of the people who are to profit by them. Provided that the Council finds the requisite funds and does not deal with subjects which are already met by existing institutions there can be no objection to its undertaking to give instruction in technical subjects. This, however, is a matter in which it would be wise to defer action pending the promulgation of the decision of Government as to the future scope of the work connected with the School of Arts. The disposal of the various minor matters referred to by the President of the Council and the Director of Public Instruction must similarly be held over.

(True Extract.)

J. F. PRICE,
*Chief Secretary.*

To the Secretary, Victoria Technical Institute, Madras.
" Director of Public Instruction.
" Superintendent, Government Central Museum.
" Revenue Department.
" Public Works Department.
" Educational Department.
" Honorary Secretary, Madras Literary Society.

Exd. A. Raitt.

Govt. of {1895} Madras.

PUBLIC.

No. 2773 W/J 2 Nov 1895

Communicated to the Consulting Architect to Government for information

(Sd) C.H.B.B.
D.C.O.

Issued

Recd. Encl.

G.O., No. 872, 19th October 1895.

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