

Government of Madras.

EDUCATIONAL DEPARTMENT.

Recd.

Regd.

} 1908.

Enclosures

Spare copies

G.O., No. 504, 8th July 1908.

School of Arts, Madras.

Accepting generally the scheme for the future conduct of the — as recommended by the Director of Public Instruction, and requesting that officer to submit a proposition statement showing the changes proposed in the staff and a revised budget for the school on the basis of the proposal made for its reorganisation.

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GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT.

READ—the following papers :—

I

G.O., No. 524, Educational, dated 3rd August 1905.

ABSTRACT.—Remitting to the Director of Public Instruction, for reconsideration, the proposals for the reorganization of the School of Arts, Madras.

II

G.O., Nos. 78, 79, Educational, dated 10th February 1906.

ABSTRACT.—Deferring the reorganisation of the School of Arts, Madras, until the services of a suitable Superintendent are obtained; and addressing the Government of India and the Local Governments and Administrations in India on the subject of the selection of a suitable person for the post of the Superintendent.

III

G.O., Mis. No. 840, Educational, dated 17th December 1907.

ABSTRACT.—Requesting the Director of Public Instruction to call upon Mr. Hadaway to submit a report on the reorganisation of the School of Arts.

IV

Letter—from the Hon'ble Mr. A. G. BOURNE, D.Sc., F.R.S., Director of Public Instruction.

To—the Secretary to Government, Educational Department.

Dated—Madras, the 23rd April 1908.

No.—Ref. on Cur 9122/07.

With reference to G.O., Mis. No. 840, Educational, dated 17th December 1907, I have the honour to submit proposals for the reorganisation of the School of Arts. As these have been drawn up after much consultation with the new Superintendent both personally and in writing, I cannot do better than freely quote his remarks :—

“The school in the past has suffered from a lack of settled policy of scheme of working, no one scheme having been in existence long enough to show good results. Arts schools are unfortunately expected to show good results almost immediately while, in the nature of things, any art work must be experimental.

“During my short tenure in the school my time has been mostly occupied in studying the school reports and the various schemes of reorganisation which have been suggested from time to time. I have had ample opportunity, however, of noting the utter lack of anything approaching to an artistic spirit which should characterise such an institution.

“Its conduct has been something between that of a scientific school and a factory.

“At present it is a sort of general repair shop and factory for making peon's badges given to the students of the engraving class on the assumption that they thereby receive practical experience in their art.

“It is essential that a School of Arts should be judged and conducted in a manner entirely different from a School of Technology.

“The individual element and the direct and intimate supervision of each and every student is essential and this can only be got by making the head of the school not only responsible for its general conduct but for its system of teaching and arrangement as well.

“In any new plan there must of necessity be much which is experimental, for, while no one can answer for the direct success of plans, principles can be broadly formulated and adhered to, but the master should have the power to alter, as occasion arises, any unsuitable schemes of working.

“There are great possibilities in the school, for the Indian artisan is as good as it is possible to find anywhere, but there is need of a strong guiding hand among the teachers of the school, not only as to the things they teach, but also in their manner of teaching.

“The only idea seems to be that, so long as any object is completely covered with ornament, the end is attained. There is no feeling of restraint or proportion: it is decoration run riot. Among the students it is mainly with the idea of passing some examination that they enter the school, so that they may in time become drawing masters themselves, but as the great majority only get as far as the pre-elementary stage, I propose to completely abolish the present system of examinations as it in no way fosters or encourages indigenous or any other art.

“It may be a convenient way of classifying students, but is not a gauge of their artistic abilities.

“I assume that it is wholly for Indian art that the school exists and with this end in view I propose to remove all evidence of Western art now existing in the school and museum.

“Nearly all the casts which the students now work from are of Greek or Roman examples, and among them there is not a single one which is even a moderately good reproduction of the original.

“In place of these there should be either good casts of Indian work or better original examples of old Indian work, a small collection of which could be got together and kept in the museum for use and reference.

“Encouragement could also be given to the students to draw and sketch in the art museum.

“For the general formation of the school I propose that the present arrangement of a workshop department and a drawing school be adhered to but conducted so that the drawing and design instruction makes it possible for the student to gain the sort of knowledge which is most useful in the craft at which he is working.

“The student will then be able to learn the more theoretical parts of his work which he is seldom able to do when he is dependent solely on the shop for his knowledge.

“Each student should spend a part of his day in the drawing class connected with the department in which he works and the remainder in the workshop actually executing some object.

“He would be encouraged to design objects which he could himself make, and would also, while in the shop, have the advantage of observing the methods and work of the skilled artisans about him.

“To do away with the drawing classes as at present would make it impossible for students to use the school merely for the gaining of an accomplishment.

"Each student would be there for a definite object, and if he pursues his course properly and is naturally fitted for his work should be able to command a good position when he leaves the school.

"For the present year I propose that the system of stipends be continued, but that, at the end of this year, a new system of scholarships based on the individual work of the pupils be instituted in place of it. I would also propose that a yearly exhibition and sale of work be held, and that part of the proceeds of any student's work which might be sold should be given to that student.

"As the classes for whom the school exists are unable, in the majority of cases, to pay fees for artistic training, I propose that the school be a free school. If it is thought necessary to continue those classes in which drawing only is taught, there may be fees for these classes, but they should be arranged so that in themselves the classes should be self-supporting.

"For the present the class in Drawing conducted between 7 and 9 A.M. may be continued and be in charge of an assistant drawing teacher.

"I propose for my own work in the school, apart from its general direction, to lecture to each class in turn on the general principles of design which should govern their work and the tendencies towards which I wish the work to lean. Care would be taken that all the students should thoroughly understand the lectures.

"It is only by a personal and intimate supervision, particularly at the start, that any results worth attaining can be got.

"The 'General education classes' are quite out of place in this school. If it is thought necessary that the students should learn English, they should be given an opportunity to study it elsewhere, but I do not consider that it can in any way help their artistic training.

"Below I have worked out in more detail the various departments of the school and the manner in which I propose to conduct them.

"Classes.

"The school is divided at present into an 'Art' department and an 'Industrial' department. There should be an intimate connection between the two, but at present many students attend only the drawing classes, and those in the industrial departments, who also attend the drawing classes, do so for the purpose of passing some examination rather than for the actual good a training in drawing would be to them in their own craft.

"This system of graded drawing classes has proved a failure even under highly trained and skilful masters, and has never yet resulted in the production of artists or artistic workmen.

"I would arrange the training in drawing primarily with the object of its being of use to the student in his own craft and do away with all those exercises which tend to make students capable only of representing on paper objects set before them.

"It is essential that their imagination and inventive powers be encouraged and developed if they are ever to do good work.

"The object at first would be teaching the student to *see* and then to instruct him so that he would distinguish between good and bad art.

"Gradually he would be given problems directly bearing on his work, and by judicious criticism be made to understand his failings.

"There is no pronounced tendency toward a natural aptitude for making designs among Eastern peoples, more than among others, though, in many cases, their system of working for many generations at one craft has made the workmen familiar with certain patterns, but the tendency is always toward a vulgarizing of those patterns rather than improvements on them.

"With adequate teaching, there is great scope for improvement without in any way interfering with the tradition of the various arts.

"For a part of each day the student would draw under a drawing master and the remainder of his day would be spent in the workshop.

"I would arrange to have under construction in the shops articles on which the students could work in parts and gradually, as they attained facility with their tools, encourage them to design objects which they could themselves make completely.

"At the end of the year (preferably during the Christmas holidays) there should be an exhibition of all the work produced in the school during the year.

"To go more into detail as to the actual production in the school in the furniture and cabinet-making class (carpentry), as there are very few examples of purely Indian furniture to use as guides, I would select European models of good proportions which could be properly decorated in an Indian manner. Very successful work on these lines resulted from the Portuguese influence. The character of the work was unmistakably Indian, while the articles themselves were suited to Western needs. I mention this principally because nearly all Indian furniture now made for Western use, is in character both as to construction and ornament decidedly Saracenic.

"I hope to depart entirely from the heavy and ornate work copied from details of stone temples and manipulated into side boards, etc., and in their place have made chairs, tables and other less ambitious objects good in construction and proportion and which would be of use in educating the student.

"In the carpet-weaving classes students would be encouraged to use old examples for their general guidance in design and colour, but they would also be encouraged to make suitable fresh patterns and new schemes.

"In connection with the carpet-weaving section, there is now working (on daily wages) a wool dyer. Dyeing with vegetable dyes is essential to the making of a proper carpet, and I have therefore included the dyer among the proposed teachers.

"The metal-working classes would necessarily be divided into several sections—copper and brass work in which the shapes are formed by hammering, repousse work, large and small work in silver, casting, jeweller's work, stone-setting and engraving.

"The hammered brass and copper is now finished as though the work had been cast instead of hammered, all the real character of the work being thereby lost.

"In the making of elaborate objects in metal, nearly all the different sections of the class could gain experience by working together and this would naturally tend to broadening the work of individual members.

"While the work now done is generally all that could be desired so far as its actual execution goes, there is a serious tendency toward overelaboration and lack of good proportion in nearly all the objects made.

"Very little is done in jewellery-making, but this being an important art, I propose to do everything possible to encourage it.

"The painting and decorating classes which include lacquer-work might be encouraged to develop true fresco-painting. The students now confine themselves almost wholly to insignificant lacquer-work trays, but should be encouraged to the production of frames, caskets, boxes and more important work generally.

"All the colour work in the school is bad, the tendency being, instead of toward the use of bright frank colours, to use so-called 'art-colours'. There is a muddiness about the work and a disregard of general colour principles.

"The engraving classes are now working at metal-engraving and wood-engraving. The wood-engravers copy out-of-date prints from old primers or some useless cut from a modern trade catalogue. They would be more usefully employed at engraving wood blocks suitable for cotton printing, preferably from designs which they might make themselves.

"The metal-engravers should devote their time more to ornamental engraving than the ordinary die-sinking, etc. Ornamental-engraving is often employed to good advantage on various metal articles, and the students in this class should be more in touch with the other departments of metal-working. Metal-carving also could be included.

"The modelling class, which is really the remains of the pottery department once carried on in the school, is of little use at present. I would, however, propose that, as I hope to revive pottery-making on a small scale, this class be retained as some of the pupils now doing modelling were connected with the pottery classes formerly.

"In addition to the classes just enumerated, I hope, as occasion or need arises, to start other and different classes and workshops.

"Examinations.

"The elaborate system of examinations now in vogue should be *completely* abolished. They give no adequate idea of the pupil's ability and, in fact, mean nothing.

"I have absolutely no belief in any set examination whatever for art students and they are a totally unnecessary worry, especially to the student.

"The students' abilities should be judged on the merit of their year's work (if some examination be considered essential) and an informal *viva voce* examination could be instituted, which, if carefully worked, would be enough to determine their capacity.

"I propose the abolition of examinations, other than those suggested for this school alone: it need affect no other institution.

"A certificate from the School of Arts on the completion of any course by the student should qualify him as examination certificates do at present.

"Scholarships.

"For the present year I propose the system of stipends now arranged should continue, but that after the yearly exhibition, at the end of 1908, a new system be instituted.

"I do not consider that 10 per cent. of the students would be enough to receive scholarships; I would propose 40 per cent. instead, but would arrange the scholarships so that the amount expended would not be in proportion to the number of students any larger than at present.

"The manner in which stipends are now awarded and fees from them taken for training seems unnecessarily complicated. I propose that the scholarships be made smaller than the stipends now given and the training be free. This would make it possible for those students not receiving stipends to still have benefit from their work, provided their work were sold.

"Museum.

"The museum, now used principally as a sales room and show room, should be used as a reference collection for the students. There should be a representative collection of objects bearing on each craft practised in the school, and it would be advisable to confine the various objects to examples produced in India.

"Though there are at present some examples of artistic objects, there are many particularly ugly ones which must have a bad effect on the student. The casts from examples of classical sculpture should be removed. Even among educated Western peoples the real appreciation for this sort of thing is only acquired after much study. They are totally beyond the appreciation of the student. Many of the examples of furniture, which have been made in the school and are now in the museum could be dispensed with to advantage, and these

together with the other objects not required could be sold. The prices placed on many of the articles of furniture are much in excess of their value. I propose reducing prices of those objects which it is advisable to dispense with.

"If the useless objects were out of the museum there would then be room enough to rearrange the collection without crowding and make it available for the students' use.

"Equipment and Appliances.

"Much time is now wasted for want of an adequate number of tools, especially in the carpentry and wood-carving departments.

"It is essential that there be tools enough for all the students, but as there is a tendency to neglect school tools, the teachers in charge of the various classes should be responsible for them. I do not advise the purchase or employment of any modern machinery, but a blacksmith might be employed on daily wages to make any special tools required.

"School Hours.

"The hours of the school are now from 7 A.M. to 5 P.M. for maistries and workmen and until 4 P.M. for apprentices.

"This makes a working day (deducting the interval from 12 to 1 P.M.) of nine hours for maistries and eight hours for apprentices.

"I propose to reduce the time for maistries to eight hours, stopping at 4 P.M., and for apprentices to seven hours, also stopping at 4 P.M., but beginning at 8 A.M.

"An interval of half hour, from 9-45 to 10-15 A.M., should also be given to apprentices. It is quite impossible for young people to concentrate their attention properly on their work for the long periods now practised.

"School Prospectus.

"I propose to issue a new and more comprehensive prospectus of the school explaining the objects and methods of working each class, admissions to school, hours of attendance and any other necessary particulars.

"This would only be possible after definite arrangements for conducting the school are sanctioned."

With the above remarks and proposals I am in entire agreement. It appears to me that Mr. Hadaway has grasped the essential features of the problem in a remarkably short time although further experience may lead him to modify his scheme in respect of some details.

I submit the proposal to substitute scholarships for stipends for the sanction of Government. The other matters dealt with seem to be within my province as controlling officer, and I propose to approve of Mr. Hadaway's scheme.

2. The Superintendent also proposes the following increases in the Budget provision under allowances, supplies and services and contingencies:—

Travelling allowances from Rs. 200 to Rs. 500.

Furniture, apparatus, including museum tools, from Rs. 1,000 to Rs. 3,000.

Materials from Rs. 4,000 to Rs. 5,000.

Wages of workmen from Rs. 4,000 to Rs. 5,000.

Library and prizes from Rs. 300 to Rs. 500.

Repairs to furniture from Rs. 600 to Rs. 1,000.

Tour charges from Rs. 50 to Rs. 250.

I doubt whether these are necessary for the current financial year, and any special amounts required may, I think, be met by reappropriation.

3. In regard to staff and establishment, the Superintendent furnishes the following estimate:—

	Estimate for		Proposed estimate for permanent establishment.
	1907-08.	1908-09.	
	RS.	RS.	RS.
Superintendent	6,000	6,000	9,000
Assistant Superintendent	3,600	3,600	4,200

Teachers—Permanent and Temporary.

Permanent.

Silversmith 1 (Rs. 35—3—50)	8,928	8,928	* 9,840
Wood-carver 1 (Rs. 35—3—50)			
Pupil-teachers 2 (Rs. 25)			
Carpenters 2—1 (Rs. 25), 1 (Rs. 20)			
Carpet-weaver 1 (Rs. 40)			

Temporary.

Painting instructor 1 (Rs. 100)	8,928	8,928	* 9,840
Silversmith 1 (Rs. 40)			
Pupil-teachers 5—1 (Rs. 15), 2 (Rs. 12), 1 (Rs. 10), 1 (Rs. 5)			
Evening class teacher 1 (Rs. 12)			
General education teachers 1 (Rs. 20), 1 (Rs. 15), 1 (Rs. 12), 1 (Rs. 10)			
Goldsmith 1 (Rs. 20)			
Carpet maistry 1 (Rs. 20)			
Wood-carving assistant 1 (Rs. 100)			
Metal worker 1 (Rs. 40)			
Modeller 1 (Rs. 18)			

Establishment.

Clerks 1 (Rs. 50—5—75), 1 (Rs. 50), 1 (Rs. 14)	4,824	4,824	† 5,244
Storekeeper 1 (Rs. 40)			
Museum-keeper 1 (Rs. 25)			
Carpentry clerk 1 (Rs. 35)			
Miscellaneous clerk 1 (Rs. 17)			

Servants.

Sergeant 1 (Rs. 21)	4,824	4,824	† 5,244
Bill-collector 1 (Rs. 10)			
Duster 1 (Rs. 9)			
Duster and lamp-lighter 1 (Rs. 10)			
Peons 2 (Rs. 9), 1 (Rs. 8)			
Painting grinder 1 (Rs. 8)			
Library peon (Rs. 7)			
Night watchmen 2 (Rs. 7)			
Fireman 1 (Rs. 7)			
Attenders 2 (Rs. 6)			
Gardeners 1 (Rs. 7), 1 (Rs. 6)			
Sweepers 2 (Rs. 3)			
Scavengers 1 (Rs. 7), 1 (Rs. 2)			
Attender 1 (Rs. 10)			

* Teachers (Drawing, design, etc.), (Rs. 125—5—150), (Rs. 100), 2 (75—5—100); First Assistants 6 (Rs. 50—1—60); Second Assistants 6 (Rs. 40—1—50); Dyer 1 (30—1—40).

Maistries—Modeller 1 (Rs. 60—1—75), Metal worker 1 (Rs. 60—1—75), Goldsmith 1 (Rs. 60—1—75), Silversmith 1 (Rs. 60—1—75), Carpenter, Wood-carver, Engraver and Carpet weaver 1 each (Rs. 60—1—74), Assistant Maistries 8 (Rs. 30—1—40), 5 (Rs. 20—1—30).

† Head Clerk 1 (Rs. 80—5—90); Storekeeper 1 (Rs. 50—1—60); Museum-keeper 1 (Rs. 45—1—50); Sergeants 2—1 (Rs. 30—1—4), 1 (Rs. 20); Assistant Clerk 1 (Rs. 15—1—25); Assistant Clerk and Librarian 1 (Rs. 17); Servants—Extra Gardeners 2—1 (Rs. 10), 1 (Rs. 9); other servants as at present.

With regard to the above estimates, I have to state that the pay of the Superintendent has been put down in the budget estimate for 1908-09 at Rs. 700 per mensem but is under his agreement Rs. 750, and that of the Assistant Superintendent depends at present upon his position in the Provincial Educational Service.

The question of revising the present scale of the clerical and menial establishments will be separately dealt with and the necessary proposals will be submitted before the next budget is taken up for consideration.

4. With regard to the teachers the Superintendent observes:—

“The school is held in low esteem by the class whom it might benefit most because of the inadequate pay of the teachers. Apart from the Assistant Superintendent and the Painting Instructor, the highest pay of any drawing teacher is Rs. 37 per mensem. Many, called ‘pupil teachers’, are getting but Rs. 15 and one as low as Rs. 12.

“Some of these teachers are in the school only for a few hours each day, but others devote all the day to the work. The school is so badly provided for in this respect that I propose separate teachers for each class and all to be full-time men and on the permanent staff. The head teacher in each department to have general control of the work and to keep records of each pupil’s work, to be responsible for tools and materials and to control his own department under the Superintendent’s orders. This refers to the teachers of drawing and design and the scale of pay I propose should be, for maistries Rs. 75—5—100, first assistant Rs. 50—1—60 and second assistant Rs. 40—1—50.

“There should be a uniform scale for all the design and drawing teachers without regard to the department to which they are attached.

“For the practical part of the training I propose a maistry for each department at a pay of Rs. 60—1—75 and assistants at Rs. 30—1—40 and Rs. 20—1—30.

“I would fill the new teaching and maistry appointments from the teachers and maistries now at work in the school so far as possible. A few new men are required and the pay on the new scale is sufficiently attractive to make it possible to procure good men, though not more than many earn working by themselves.”

With the principles involved in the above proposals I am in general agreement, but I would suggest that the following scale be substituted for that proposed by the Superintendent without altering the total number of appointments:—

Teachers 2 (100—5—150), 2 (75—5—100).

Senior assistants 6 (50—2—60).

Junior assistants 6 (40—2—50).

Maistries 8 (50—2—70), modeller, metal-worker, goldsmith, silversmith, carpenter, wood-carver, engraver, carpet-weaver.

Dyer (20—2—40).

Senior assistant maistries 5 (30—2—50).

Junior assistant maistries 8 (20—1—30).

Of the above posts, it is proposed to fill the following during the current year:—

Teachers 2 (100—5—150), 2 (75—5—100).

Senior assistants 2 (50—2—60).

Junior assistants 3 (40—2—50).

Maistries 2 (50—2—70).

Dyer 1 (20—2—40).

Senior and junior assistant maistries—12 out of 13 to be filled.

5. The Superintendent proposes to fill up the new permanent appointments by selecting men as far as possible from the teachers and maistries now at work in the school, and as most of them will be overage it will be necessary for the Director to exempt them from the age-limit in view of their special qualifications and previous service. Most prominent among them is C. R. Narayanaswami Nayudu, the present painting instructor on Rs. 100, whom it is proposed to appoint to one of the posts on Rs. 100—5—150. The Superintendent recommends that this instructor be allowed to count his temporary service in the school towards pension, and I beg that this recommendation may be approved, if possible, especially as the man has served uninterruptedly in the school and without holding any other appointment outside it.

6. The Superintendent further recommends that T. Chinnaswami Pillai, the present Librarian, who has served for over 24 years on the temporary establishment, be retired on a pension either under article 441 or 458 of the Civil Service Regulations. I shall report on the case in a separate communication.

7. The abolition of the general education classes in the school which has already been approved by Government will now be given effect to.

8. If the above proposals are approved, I shall submit, for the sanction of Government, the usual proposition statement, together with a statement of reappropriation, if necessary.

V

Memorandum No. 988-1, Educational, dated 14th May 1908.

Before passing final orders on the proposal submitted by the Director of Public Instruction for the reorganisation of the School of Arts, the Government desire to have full information on the points noted below:—

(1) *Scholarships*.—The proposals on the subject of the substitution of a system of scholarships for the existing system of stipends are very vague. The Director of Public Instruction is requested to explain fully the details of the proposed system. The Government are unable, on the present information, to approve the increase in the number of scholarship-holders beyond 10 per cent. of the strength, as they consider that it is better to have two pupils who study art for its own sake than to have a hundred pupils paid to be taught. There seems also to be no need for the employment in the school of paid cooly artisans if the instructors are properly chosen.

(2) *Staff*.—The Director of Public Instruction is requested to elaborate the scheme of work to be carried out by the staff showing what part will be played by “instructors”, “workmen”, “skilled artisans”, “paid artisans” and “apprentices”, to all of whom reference is made in his letter.

C. A. SOUTER,
Ag. Secretary to Government.

To the Director of Public Instruction.

VI

Letter—from the Hon'ble Dr. A. G. BOURNE, D.Sc., F.R.S., Director of Public Instruction.

To—the Secretary to Government, Educational Department.

Dated—Ootacamund, the 20th May 1908.

No.—R.C. No. 9122/07.

In reply to Memorandum No. 988-1, Educational, dated 14th May 1908, I have the honour to submit the following observations upon the points noted:—

(1) The details of the scheme proposed by the Superintendent in regard to scholarships reached me only after the submission of my letter No. 9122/07, dated 23rd April 1908.

He proposes 120 scholarships, viz.,—

28 of Re. 1 per mensem.	
24 of Rs. 2	“
20 of “ 3	“
20 of “ 4	“
16 of “ 6	“
12 of “ 8	“

No scholarship to be awarded until the pupil has been studying for six months or, until he is 12 years of age, the scholarship to commence as a rule at the minimum rate and to be liable to forfeiture for irregular attendance, bad behaviour or unsatisfactory work.

If a smaller number of scholarships be given, the numbers attending the school will undoubtedly fall very considerably, and if the number of scholarships is fixed at a percentage of the total strength the fall may be still more marked. I see no real objection to this so long as the school is thoroughly well staffed so that those who do come to benefit by the teaching may have a reasonable guarantee that their training will be profitable. In time there will doubtless be a demand for such teaching for its own sake, and the school may really fulfil its function.

I have said above that I see no real objection to the immediate fall in strength owing to the abolition or contraction of the scholarship system. What I actually fear is that during the first few years the expenditure on an efficient staff for a handful of pupils will be looked upon as extravagant, the cost per pupil prominently pointed out and the staff be reduced—and then that those who do come may be unable to reap such self-evident benefit as to induce others to follow.

If the number of scholarships is to be reduced to 10 per cent. of the strength, I would even advocate the entire abolition of the system and allow the pupils to retain any amount which may be obtained by the sale of their workmanship, after deducting as nearly as possible the cost of the raw material, the valuation of which may be left to the Superintendent.

As a staff for teaching drawing will necessarily be maintained for the sake of what I may call industrial pupils, a certain number of stipendiary students may perhaps be admitted for training as drawing masters, provided they enter into a bond similar to that exacted from other students under training—to the effect that if they fail to engage in their profession as drawing masters for, say, three years after training, they will be called upon to refund the stipend.

(2) With reference to the scheme of work the intention is to have—

(i) Students, also called pupils, “apprentices” or some of them, scholars.

(ii) The teaching staff consisting of (a) the Superintendent and Assistant Superintendent, (b) those who take the more theoretical portion of the work called “teachers” or “instructors”, (c) those who take the more practical portions called “maistries.”

(iii) A collection of men who know their craft, called “workmen” or “artisans” (“paid cooly artisans” in the memorandum under reply), who must be “paid” and should be “skilled” and who will spend their days in the school working at their craft. The presence of these artisans at work is regarded by the Superintendent as absolutely essential; they form an organisation somewhat analogous to the model school attached to a training school.

The teachers and maistries will spend all their time in what I may call direct teaching and will have no time for the production of finished examples of good work. The practical work of the students will be confined for the great part of their course to the use of the tool, the learning of the process, etc.

The presence of artisans at work provides for indirect teaching and, as the Superintendent tells me, if they are not there the school is bound to sink to a very low level. They entail little or no net cost and may even produce a profit as the articles made become the property of the school or may be sold.

Order—No. 504, Educational, dated 8th July 1908.

The Government accept generally the scheme for the future conduct of the School of Arts as recommended by the Director of Public Instruction. They consider it absolutely necessary that the school should be reorganised and thoroughly well equipped in every particular, especially in the matter of good expert staff, if the institution is to be raised in public estimation and if its efficiency is to be secured to such a degree as will attract pupils of the right class in sufficient numbers. But before sanctioning finally the large expenditure on the staff of the school which is now proposed, the Government desire to be satisfied as to the reason and necessity for it and to have a duly prepared proposition statement

showing exactly the changes proposed. If the pay of some of the appointments to be raised, it must be in order to secure more efficient instruction and not merely to increase the emoluments of present incumbents who may be inefficient and with whose services it might be desirable to dispense. The Director of Public Instruction will be requested to bear this in mind in making his proposals.

2. The Government consider that the system of paid apprenticeship which has long been in vogue in the school is unsatisfactory and should be replaced by a system of scholarships. They accordingly sanction the creation of 30 scholarships, as shown in the margin, to be awarded in the discretion of the

10 on Rs 3 a month.
10 " 4 "
10 " 5 "

Superintendent to pupils of exceptional merit as a reward or as a means of enabling them to continue their studies. They also accept the proposal of the Director of Public Instruction to allow the pupils to retain any amount which may be obtained by the sale of their workmanship after deducting as nearly as possible the cost of the raw material supplied by the school, the valuation of which may be left to the Superintendent. The system of scholarships now sanctioned is, however, tentative and liable to revision after one year's working, but it must be understood that the paid apprentice system is not again to be resorted to.

3. The Government approve the proposal of Mr. Hadaway that no general education test should be prescribed for the admission of pupils into the school, and that the selection may be left to the Superintendent. They also approve his proposal to exclude from the school pupils who attend a few hours each day for drawing only. The drawing classes should form part of the ordinary curriculum of the school and instruction in drawing will be given to all pupils.

It will, however, be necessary to retain a special drawing class for a few selected pupils to satisfy the demand for drawing masters in educational institutions, but such pupils will ordinarily be holders of scholarships and will be admitted only on signing a bond, binding themselves to continue the profession after they leave school. In view of the explanation now offered as to the use of the "paid artisans" in the school, the Government agree to their retention.

4. The Director of Public Instruction will be requested to prepare and submit at an early date the proposition statement called for in paragraph 1 *supra* and also a revised budget for the school on the basis of the proposal made for its reorganisation, so that it may be possible to compare the total cost of the school with its present cost under each head.

(True Extract.)

H. D. TAYLOR,
Secretary to Government.

To the Director of Public Instruction.

NOTES CONNECTED WITH G.O., No. 504, EDUCATIONAL,
DATED 8TH JULY 1908.

[SUBJECT—*Reorganisation of the School of Arts.*]

Previous Papers :

G.O., No. 671, Educational, dated 14th Oct. 1886.	
" " 471 " " 7th June 1895.	
" " 341 " " 8th " 1896.	
" " 500 " " 11th Oct. 1900.	
" " 382 " " 8th July 1901.	
" " 468 " " 22nd Aug. "	
" " 695 " " 28th Nov. "	
" " 741 " " 13th Dec. "	
" " 390 " " 8th July 1902.	
" " 614 " " 4th Oct. "	
" " 4 " " 9th Jan. 1903.	
" " 471 " " 2nd Aug. 1904.	
" Nos. 313, 314 " " 12th May 1905.	
" No. 524 " " 3rd Aug. "	
" Nos. 78, 79 " " 10th Feb. 1906.	
" " 403, 404 " " 9th June "	
" No. 580 " " 1st Sept. "	
" " 842 " " 31st Dec. "	
" " 514 " " 8th Aug. 1907.	
" " 712 " " 21st Oct. "	
" " 840 " " 17th Dec. "	

From the Director of Public Instruction, No. 9122, dated 23rd April 1908.

The papers read above relate to the reorganisation of the School of Arts, Madras. As the question has been pending consideration for some time past, it is considered desirable to recapitulate briefly the previous correspondence on the subject.

2. The early history of this school is given in paragraph 3 of Dr. Duncan's letter on pages 2—4 of G.O., No. 471, Educational, dated 7th June 1895.

3. In 1893 the Secretary of State questioned whether the Schools of Art in

Vide Secretary of State's despatch No. 128, dated 9th November 1893, with G.O., No. 63, Educational, dated 2nd February 1894.

India served any useful purpose and suggested that they might be converted into elementary technical schools and transferred to the control of municipalities or of private bodies. On receipt of the Secretary of State's despatch, the Government of India convened an Art

Conference at Lahore and invited the opinions of Local Governments on the resolutions of that Conference which were in favour of maintaining the schools on the existing basis. The Madras Government referred the matter to their Director of Public Instruction (Dr. Duncan) who submitted his remarks in his letter referred to in the foregoing paragraph.

4. In their Order No. 471, Educational, dated 7th June 1895, the Government announced their views both on the Director's opinions and on the resolutions of the Lahore Conference, and appointed a committee to enquire into the whole subject. The Committee's report was received in due course and an order drafted on it in April 1898—pages 11—16 of the Notes with G.O., No. 500, Educational, dated 11th October 1900. The draft order was, however, held back until the

policy of Government in regard to the general question of technical education was settled—*vide* Mr. Sim's demi-official to Mr. Weir on page 17 of the above notes. The draft was again examined in July 1899, but was again held over as application had then been made to place Mr. Chatterton on special duty for the development of technical trades and industries—*vide* orders at the foot of page 19 of the notes. Subsequently, in October 1900, it was considered that as the arrangements for the conduct of the School of Arts would be tentative and experimental for some time, it would not serve any useful purpose to discuss the recommendations contained in the report—G.O., No. 500, Educational, dated 11th October 1900. The draft was then cancelled and a short order as above was issued.

5. In April 1901 Mr. Chatterton submitted proposals for the reorganisation of the school, but, before final orders could be passed on them, the Government of India had called together a Conference at Simla to consider the whole question of education and the proposals were hung up until the report of the Conference and the resolution of the Government of India thereon had been received—G.O., No. 468, Educational, dated 22nd August 1901.

6. The resolutions of the Conference in regard to technical education were communicated with Home Department letter No. 501, dated 20th November 1901, printed in G.O., No. 695, Educational, dated 28th idem. Paragraph 2 of this letter disposed of the question about the future of the Madras School of Arts. It said that: "The system under which the School of Arts in Madras is managed may be so modified as to bring it into accordance with the general principles which have now been laid down", namely, that the main function of a School of Art should be to improve the "arts and industries of the country".

7. With reference to the resolutions of the Simla Conference in regard to technical education, the Government of India appointed a Committee to report on the subject. A copy of the Committee's report was furnished to this Government with Mr. William's letter, No. 771, dated 3rd September 1902, on page 3 of G.O., No. 614, dated 4th October 1902. The resolution of the Government of India on this report was then awaited. (This was received in September 1903 and disposed of by G.O., Nos. 313, 314, dated 12th May 1905.)

8. Meanwhile the Director of Public Instruction was asked to submit his final proposals for the reorganisation of the School of Arts—*vide* paragraph 3 of G.O., No. 471, Educational, dated 2nd August 1904.

9. With his letter, dated 2nd March 1905, the Director (the Hon'ble Mr. Bourne) submitted a letter from Mr. Chatterton, who was then in charge of the School of Arts, containing proposals for the reorganisation of the school. Mr. Chatterton proceeded on the assumption that the work of the school should be confined to the teaching of art pure and applied, the application being restricted to the old art industries of the country, that is, to such industries as were susceptible of artistic treatment and capable of commercial development.

Vide page 2 of G.O., No. 524, Educational, dated 3rd August 1905.

He, therefore, considered it necessary to have first of all a drawing school in which the boys would be taught drawing, modelling, painting and design; and

secondly, an industrial school in which they would be taught to put into concrete form through various media the artistic conceptions which resulted from their art training. Mr. Chatterton proposed to have a Superintendent on Rs. 600 to be selected in this country to look after the general management and to have charge of the industrial section, and an Assistant Superintendent (M.R.Ry. M. Velayuda

Asari) who was in the Provincial Educational Service, to be in immediate charge of the Art branch.

Paragraph 1 of Mr. Chatterton's letter on page 3 of G.O., No. 524, Educational, dated 3rd August 1905.

Paragraph 3 of his report, page 4 of G.O., No. 524, Educational, dated 3rd August 1905.

10. The Government, however, considered that Mr. Chatterton's proposals were too wide in character. They observed that the scope of the school should be confined to the teaching of (1) design and (2) decoration, or, in other words, pure design and design applied to such industries as those of the artist in metals, the lacquer-worker and the wood-carver, without any concomitant of commercial developments on an ambitious scale and within limits narrower than those of the ordinary technical school.

The Government further stated that they desired to be guided in the matter by the principles laid down in the Secretary of State's despatch on the subject of the School of Art, No. 9, Public (Education), dated 6th February 1896, and the resolutions of the Simla Conference; and accordingly laid down that the function of the school should be "the encouragement of Indian art and art industries from

"aesthetic and not from utilitarian motives." With these remarks the Government remitted Mr. Chatterton's proposals to the Director of Public Instruction for reconsideration and observed that the department of pure design should be organised for the purpose of teaching drawing, designing, engraving and modelling, and that the industrial department or department of applied design should be confined to the decorative industries, wood-carving, metal-work, lacquer-work and painting.

The Government also called on the Director of Public Instruction to consider what justification there was for the system of paid apprentices and to report whether it could be done away with, a system of scholarships to deserving pupils being substituted. They further observed that skilled workmen should not be employed in the school to make articles for sale and to experiment in manufacture on a large scale whether in competition with existing private enterprise or with the view of creating a new market.

Paragraph 1 of the Government Order. Page 12 of G.O., No. 524, Educational, dated 3rd August 1905.

Page 12 of G.O., No. 524, Educational, dated 3rd August 1905.

G.O., No. 341, Educational, dated 8th June 1896.

Page 13 of G.O., No. 524, Educational, dated 3rd August 1905.

11. The Director, thereupon, submitted with his letter No. 372, dated 27th November 1905, revised proposals drawn up by Mr. Chatterton for the reorganisation of the School of Arts. Dr. Bourne stated that the proposals had been drawn up on the lines laid down by Government, but that it seemed to him an essential condition for the success of the new scheme that it should be launched and carried out by a Superintendent, who was convinced of its usefulness and practicability and who would be prepared to look at Indian art and industries from an aesthetic and not from an utilitarian point of view.

He considered that it was a position which Mr. Chatterton was unlikely to take and that the conditions under which the school was worked under his control was further unfavourable to giving the scheme a fair trial. Dr. Bourne, therefore, suggested that if the function of the school was to be that laid down in G.O., No. 524, Educational, dated 3rd August 1905, the first step in the reorganisation should be the appointment of a Superintendent capable of advising on the details and of developing the school upon the lines approved. With regard to the question of paid apprentices, Dr. Bourne agreed with Mr. Chatterton

Paragraph 7 on page 8 of G.O., Nos. 78, 79, Educational, dated 10th February 1906.

Paragraph 3 of Director of Public Instruction's letter on page 7 of G.O., Nos. 78, 79, Educational, dated 10th February 1906.

that there would be no advantage in altering the present system. As to the employment of skilled workmen to execute orders, Dr. Bourne stated that if workmen were admitted to carry out orders, the institution changed its character, and he observed that the bulk of the work done should be worthy specimens of Indian art not made to order but offered for the sale, however, taking place from the Victoria Technical Institute, and the School of Arts having nothing to do with it.

12. The Government decided that the first essential was to obtain a qualified Superintendent possessing a knowledge of Indian art and Indian design and deferred the actual reorganisation of the school until the appointment of such a Superintendent and until they had an opportunity of consulting the new Superintendent and obtaining his advice as to the practical details of the reorganisation.

13. The proposals now made have been drawn up by the Director of Public Instruction in consultation with Mr. Hadaway, the new Superintendent.

14. Mr. Hadaway states that the School of Arts has suffered in the past from a lack of settled policy or scheme of working, that its conduct has been something between that of a scientific school and a factory, and that "at present it is a sort of general repair shop and factory for 'making peons' badges given to the students of the engraving class on the 'assumption that they thereby receive practical experience in their art.'" He considers it "essential that a School of Arts should be judged and conducted in a manner entirely different from a school of technology." He observes that "there are great possibilities in the school, for, the Indian artizan is as good as it is possible to find anywhere, but there is need of a strong guiding hand among the teachers of the school, not only as to the things they teach but also in their manner of teaching." He is therefore of opinion that the direct and intimate supervision of each and every student is essential and this can only be got by "making the head of the school not only responsible for its general conduct, but for its system of teaching and arrangement as well." A new plan of working must, he considers, be of necessity experimental and as no one can answer for the direct success of plans, though principles can be broadly formulated and adhered to, Mr. Hadaway thinks that the "master of the school should have the power to alter, as occasion arises, any unsuitable schemes of working."

15. The main features of Mr. Hadaway's scheme of reorganisation are as follows:—

(a) For the general formation of the school, the present arrangement of a workshop department and a drawing school should be adhered to but conducted so that the instruction in drawing and design makes it possible for the student to gain the sort of knowledge which is most useful in the craft at which he is working.

(b) The present system of examination should be abolished as it in no way fosters or encourages indigenous or any other art. Examinations give no adequate idea of the pupil's ability and are on the other hand a totally unnecessary worry to the student. The students' ability should be judged on the merit of their year's work and if some examination was considered essential, an informal *viva voce* examination could be instituted. A certificate from the School of Art on the completion of any course by the student should qualify him as examination certificates do at present.

(c) The system of stipends as now arranged should continue for the present year, but after the yearly exhibition at the end of 1908, a new system of scholarships based on the individual work of the pupils should be instituted in its place. Mr. Hadaway does not consider that the number of the scholarships should be restricted to 10 per cent. of the number on the rolls. He would give scholarships to 40 per cent. of the students, but would arrange them so that the amount expended would not be in proportion to the number of students any larger than at present. He proposes that the scholarships should be made smaller in value than the stipends

now given; that the training be free and that the students be permitted to profit by their work by allowing them part of the sale-proceeds of their work which might be sold at the yearly exhibition which it is proposed to hold during the Christmas vacation.

(d) The school should be a free school as the classes for whom it exists are unable, in the majority of cases, to pay fees for artistic training.

(e) The classes in which drawing only is taught should be abolished; but if it is thought necessary to continue them, they should be made self-supporting by charging fees for the instruction given.

(f) The general education classes are quite out of place in the school and should be abolished. If students should learn English they might be given an opportunity to study it elsewhere.

(g) The carpet-weaving class should be continued.

(h) The metal-working classes should be divided into several sections—copper and brass work, Repoussé work, silver work, casting, jeweller's work, stone-setting and engraving. The jeweller's work being an important one Mr. Hadaway proposes to do everything possible to encourage it.

(i) The modelling class should be continued as it is hoped to revive pottery-making on a small scale.

(j) The museum should be reorganised and should be used as a reference collection for the students. There are now many particularly ugly objects in the museum; these should be removed as well as the cast from examples of classical sculpture which are not even a moderately good reproduction of the original.

(k) The school hours should be from 7 A.M. to 4 P.M. for maistries and from 8 A.M. to 4 P.M. for apprentices or students.

16. Dr. Bourne states that he is in entire agreement with the above proposals and remarks. He requests the sanction of Government to the proposal to substitute scholarships for stipends—*vide* paragraph 15 (c) above—and states that the other matters dealt with seem to be within his province as controlling officer and that he proposes to approve of Mr. Hadaway's scheme. It is submitted that the scheme now proposed may be generally approved.

17. As regards the proposal to substitute a system of scholarships for the

Vide paragraph 15 (c), *supra*.

present system of stipends, no definite proposals have been made either by Mr. Hadaway or by the Director of Public Instruction. From the administration report of the School of Arts for 1906-07, it is observed that there were in that year 102 paid apprentices, and that the allotment for stipends was Rs. 4,000, but it is not stated on what principle the stipends were distributed among the apprentices. In 1905 information was called for as to the number of paid apprentices in the school, and from the statement* then furnished by the Superintendent of the School (Mr. Brand), it appears that the stipends varied from Rs. 2 to Rs. 10 per head per mensem. It is now proposed to reduce the rate of the scholarships and to grant them to about 40 per cent. of the students, arranging them in such a manner that the total expenditure is not exceeded. Perhaps the Director of Public Instruction may be asked to report the details of the new system of scholarships which it is proposed to introduce from the beginning of 1909.

Page 3 of G.O., No. 514, Educational, dated 8th August 1907.

* Page 5 of G.O., No. 78, Educational, dated 10th February 1906.

18. In regard to staff and establishment, the Director of Public Instruction states that the question of revising the present scale of the clerical and menial establishment will be separately dealt with and that the necessary proposals will

be submitted before the next budget is taken up for consideration. As regards the teaching staff, the Director of Public Instruction submits the following scale for sanction :—

Scale proposed by the Director of Public Instruction.

Number of teachers.	Scale of pay.		Average cost.
	RS.	RS.	
2 Teachers ..	100—5—150		261½
2 do. ..	75—5—100		183½
6 Senior assistants.	50—2—60		340
6 Junior assistants.	40—2—50		280
8 Maistries ..	50—2—70		497½
5 Senior assistant maistries.	30—2—50		211½
8 Junior assistant maistries.	20—1—30		208½
1 Dyer ..	20—2—40		32½
38	Total ..		2,014½

Scale proposed by Mr. Hadaway.

Number of teachers.	Scale of pay.		Average cost.
	RS.	RS.	
1 Teacher ..	125—5—150		141½
1 do. ..	100		100
2 Teachers ..	75—5—100		183½
6 First assistants.	50—1—60		336½
6 Second assistants.	40—1—60		276½
8 Maistries ..	60—1—75		546½
8 Assistant maistries.	30—1—40		288½
5 Assistant maistries.	20—1—30		130½
1 Dyer ..	30—1—40		36½
38	Total ..		2,040½

19. The number of appointments proposed by the Director of Public Instruction is the same as that required by Mr. Hadaway, but the average cost of the scale of pay proposed by the Director of Public Instruction is Rs. 26 less than that proposed by Mr. Hadaway. There are at present 7 permanent and 21 temporary appointments in the School of Arts, costing Rs. 746 per mensem. The

* By the Director of Public Instruction.

additional cost of the proposed * reorganisation of the teaching staff is thus Rs. 1,272 per mensem.

20. As regards teachers, Mr. Hadaway observes that the School of Arts is held in the low esteem by the class whom "it might benefit most because of the inadequate pay of the teachers. Apart from the Assistant Superintendent and the painting instructor, the highest pay of any drawing teacher is Rs. 37 per mensem. Many called 'pupil teachers' are getting but Rs. 15 and one as low as Rs. 12." Some of these teachers are in the school only for a few hours each day, but others devote all the day to the work. The school is so badly provided for in respect of teachers that Mr. Hadaway proposes separate teachers for each class and all to be full-time men and on the permanent staff. Dr. Bourne states that he is in general agreement with Mr. Hadaway in regard to the principles involved in the above proposals.

21. The cost of the revised staff proposed by the Director of Public Instruction is expected to amount to Rs. 2,014 per mensem against the existing establishment costing Rs. 746 per mensem. The reasons for the large increase in the cost of the teaching staff of the school are explained in paragraph 4 of the Director of Public Instruction's letter. This does not however include the cost of the Assistant Superintendent, which the Director of Public Instruction observes, will depend upon the position of M.R.Ry. Velayuda Asari in the Provincial Educational Service. Velayuda Asari has recently been promoted to the sixth† grade of the Provincial

† Salary Rs. 350 per mensem.

Page 2 of G.O., No. 842, Educational, dated 31st December 1906.

Letter No. 573, Educational, dated 27th August 1906.

Government to remove the post of Assistant Superintendent of the School of Arts from the cadre of the Provincial Educational Service, substituting therefor the First

Educational Service, but no guarantee has been given that he will get the same pay as Assistant Superintendent of the School of Arts on its reorganisation. In their No. 792, Home (Educational), dated 15th October 1906, the Government of India have sanctioned the proposal of this

Assistantship of the Training College, Rajahmundry. The Director of Public Instruction may, it is submitted, be requested to submit definite proposals on this point and also to submit proposition statements for the revision of the teaching staff. The proposals promised in regard to the revision of the clerical and menial establishments may be awaited.

22. The Director of Public Instruction states that it is proposed to appoint C. R. Narayanasawmi Nayudu, the present painting instructor on Rs. 100, to one of the posts on Rs. 100—5—150 and recommends that, as he has served uninterruptedly in the school and without holding any other appointment outside it, he may be allowed to count his temporary service in the school towards pension. It is for

Yes.

C. A. SOUTER—4-5-08.

H. D. TAYLOR—5-5-08.

consideration whether this recommendation may be accepted. This should form the subject of a separate communication, as also the proposal to retire the present

librarian of the school, T. Chinnaswami Pillai, on pension.

23. As regards the abolition of the general education classes proposed by Mr. Hadaway [*vide* paragraph 15 (f) *supra*] the Director states that it has already been approved by Government (*vide* paragraph 6 of G.O., No. 524, Educational, dated 3rd August 1905) and will now be given effect to. In approving the proposal to abolish the general education classes, the Government said that if it were adopted, the qualifications for admission should be the possession of the Primary

The primary school leaving certificate may be adopted. The Director of Public Instruction has suggested this in connection with the Board's Technical Institute, Tinnevely.

H. D. TAYLOR.

* Page 5 of the 1906 edition.

of the school leaving certificate, which more or less corresponds to the Primary certificate, and if it is considered necessary that any educational qualification should be prescribed for admission to the school, the possession of a leaving certificate may perhaps be prescribed. In this connection attention is invited to paragraph 5 (5) of Lord Ampthill's note on page 10 of the notes with G.O., No. 524, Educational, dated 3rd August 1905.

R. RANGASWAMI AIYANGAR—2-5-08.

As regards the scheme of work, I feel unable to criticise it. The matter of the correlation of art and industry is highly technical and it may be left to the

H. D. TAYLOR.

Superintendent to work it out. Mr. Hadaway states that his scheme is not final and only experiment can show where it is defective. Government may approve generally the proposals.

2. *Scholarships*.—It seems necessary to have more details of these. The

H. D. TAYLOR.

Director of Public Instruction may be asked to report.

3. *The staff*.—The increase proposed is large, but certainly the present staff

I would accept the scale proposed by Director of Public Instruction if Financial agree.

H. D. TAYLOR.

seems very small and ill-paid. The very best material is necessary if the school is to be a success, that is, if artistic principles are to be imparted, the teachers themselves must be men of artistic sense, else the place may at once be closed.

As to Velayuda Asari the pay of the post of Assistant Superintendent may be fixed at Rs. 200—10—300 and Velayuda Asari may be appointed thereto, allowed to draw the maximum pay plus a personal allowance of Rs. 50. India's sanction will be necessary.

H. D. TAYLOR.

The Director of Public Instruction may, as suggested in the office-note, be asked to submit definite proposals regarding Velayuda Asari and the menial staff.

4. The leaving certificate seems all that is necessary as an entrance qualification.

C. A. SOUTER—4-5-08.

Mr. Hadaway has spent considerable time and thought in the matter of the reorganisation, and his proposals are practical and may be generally approved. As he himself states they must be to some extent tentative, and liable to modification in the light of actual experience. I had the opportunity of going over the School of Arts with Mr. Hadaway, and he pointed out that the majority of the existing models ought to be cleared out of the place, not only because they were not in any way oriental, but because they were poor of their kind. He also pointed out that the present system of teaching drawing was defective and that the so-called technical examinations were complicated and useless.

2. Mr. Hadaway's proposals generally, as to the lines on which the school should be conducted, may be approved.

3. The general education classes being abolished, the primary school leaving certificate (4th standard) may be accepted as sufficient qualification for admission to the school.

Mr. Hadaway is much against any Educational test at all. He prefers to be left free to choose himself.

M. H[AMMICK].

The drawing classes may be continued on revised lines, fees being levied

for these classes only, all other classes being free.

4. Mr. Hadaway's proposals for the technical staff, as slightly modified by the Director of Public Instruction, may, with the concurrence of the Financial Department, be accepted.

Velayuda Asari may be appointed as First Assistant and removed from the Provincial Educational Service. The pay of the post may be fixed as formerly suggested at Rs. 200—10—300 and Velayuda Asari may receive the maximum *plus* a personal allowance of Rs. 50, the sanction of India being obtained to this arrangement.

5. The carpet-weaving classes may be restored. Mr. Hadaway personally pointed out to me that very excellent work had been done in the school in the matter of the discovery of fresh vegetable dyes, which are intimately connected with the carpet-weaving industry. The report on the Anjuman for last year showed that aniline dyes had been largely substituted for vegetable dyes in the work turned out in that institution.

G. S[TOKES].
8-5-08.

Subsequent investigation shows that Mr. Brand's book is of very doubtful value. You had better get the file from Revenue.

6. There are one or two points which appear to require elucidation.

Under "school hours" Mr. Hadaway refers not only to maistries, but to workmen and apprentices. Allowing the fact that in addition to the technical instructors, maistries are necessary for supervising the practical work of the students

To work in the school to show students how the ordinary workman handles his tools, etc. and paid apprentices should be employed. It was decided that the system of employing paid workmen and paid apprentices should cease. Perhaps by "apprentices" Mr. Hadaway intends to imply pupils and scholars: but if so the point should be made clear.

M. H[AMMICK].

And again the Superintendent proposes an increased provision of Rs. 1,000 for "Wages of workmen", by whom presumably he means "paid artizans". This would seem to indicate a lingering of the commercial side. Again Mr. Hadaway says, "He (the student) while in the shop would have the advantage of observing the methods of the skilled artizans about him." This is the only portion of the scheme which has not been made very clear, and which, in the light of previous orders, appears to call for criticism.

7. I understand that Mr. Hadaway has been nominated by the Director of Public Instruction to a seat on the School Final Committee, so that he will probably be in Ootacamund shortly, and, if considered desirable, the details could be discussed with him and the Director of Public Instruction.

H. D. TAYLOR—5-5-08.

I have no remarks to offer. I think we must give the new Superintendent a fairly free hand, at all events to begin with. I agree with the Secretary and would sanction generally the scheme put forward, calling for more information on the points the Secretary mentions. The Superintendent's proposals seem to me to be on the right lines and practical.

M. H[AMMICK]—6-5-08.

There are two points to which I must take exception.

It has been debated *ad nauseam* and has been finally settled that the paid apprentice system is to be abolished and that scholarships are to be provided "on the usual conditions and in the usual manner in which scholarships are awarded" (G.O., Nos. 403, 404, Educational, dated 9th June 1906, notes, page 6). It is settled that 10 per cent. of school strength is a fair proportion for scholars. To any modification of the position thus defined I regret that I am unable to agree for the reasons so often given by me in the papers in former cases. These are shortly that it is better to have two pupils who study art for its own sake and for what it will bring than to have 100 pupils paid to be taught. As to the employment in the school of paid cooly artizans, I see no need for such if the instructors are properly chosen.

Further, I am not satisfied that the enormous increase in the establishment of the school proposed by the Superintendent is called for. What will be the total cost of the school in the future and how does it compare with that in the past? Pending further information I object entirely to the increase asked for.

G. S[TOKES]—9-5-08.

I am prepared to accept generally the scheme for the future conduct of the School of Arts as recommended by the Director of Public Instruction, but there are, as the Secretary points out, certain matters requiring elucidation—

(1) As to scholarships—

In their present form the proposals are vague.

The attention of the Director of Public Instruction should be called to the Hon'ble Mr. Stokes' criticisms.

(2) As to staff—

Will the Director of Public Instruction elaborate the scheme of work to be carried out by the staff showing what part will be played by "instructors", "workmen", "skilled artizans", "paid artizans" and "apprentices" to all of whom reference is made in the notes. I should like information in regard to (1) and (2) above before passing orders.

A. L[AWLEY]—12-5-08.

Ask the Director of Public Instruction by official memorandum for the information desired by His Excellency.

C. A. SOUTER—14-5-08.

The draft memorandum placed below is for approval.

2. With reference to the Hon'ble Mr. Stokes' remarks at *A supra*, it is submitted that the cost of the revised staff proposed by the Director of Public Instruction is expected to amount to Rs. 2,014 per mensem against Rs. 746 per mensem, the cost of the present staff, or an increase of Rs. 15,216 per annum.

K. RANGASWAMI AIYANGAR—14-5-08.

Issue.

C. A. SOUTER—14-5-08.

[Memorandum No. 988-1, dated 14th May 1908.]

As soon as the Director of Public Instruction's reply to the memorandum comes in put up the papers again for orders to me please.

M. H[AMMICK]—18-5-08.

C. A. SOUTER—19-5-08.

From the Director of Public Instruction, R.C. No. 9122, dated 20th May 1908.

Dr. Bourne has sent in his reply to memorandum No. 988-1, dated 14th May 1908.

2. As regards *scholarships*, Dr. Bourne states that the Superintendent of the

28 at Re. 1 per mensem.	
24 at Rs. 2	"
20 at " 3	"
20 at " 4	"
16 at " 6	"
12 at " 8	"
120	

NOTE.—The strength of the school was as follows:—

On 31st March 1907	..	..	455
" 31st " 1906	..	..	449
" 31st " 1905	..	..	385

"training will be profitable." He however apprehends that during the first few years, the expenditure on an efficient staff for a handful of pupils will be looked upon as extravagant. If the number of scholarships is to be reduced to 10 per cent. of the strength, Dr. Bourne would even advocate the entire abolition of the system and allow the students to retain any amount which may be obtained by the sale of their workmanship, after deducting the approximate cost of the raw material, the valuation of which may be left to the Superintendent.

I am afraid this will be a very precarious source of income. The system would however encourage industriousness, but might keep pupils out of the school who cannot otherwise afford to go there.

C. A. SOUTER—21-5-08.

3. According to the existing system the pupils in the School of Arts get only a monthly stipend and do not receive any portion of the sale-proceeds of the articles turned out by them. To allow the pupils only the amounts which may be realised by the sale of their workmanship would be practically giving nothing to them in the first few months of their school course, and while such an arrangement would be prejudicial to the interests of artistic training, as the pupils would have their eyes on finishing an article anyhow so that they might get the sale-proceeds of the article, rather than on the development of the art. It seems, therefore, to be desirable to have some system of scholarships and it is for consideration whether the number proposed by the Director of Public Instruction may be proved as a tentative measure.

4. As regards the "paid coolly artizans" referred to in paragraph 1 of memorandum No. 988-1, dated 14th May 1908, the Director of Public Instruction states that the Superintendent considers the presence of these artizans as absolutely essential, as it provides for the indirect teaching of the boys, and that these artizans form an organisation somewhat analogous to the model school attached to a training school.

5. With reference to the scheme of work in the school, the Director of Public Instruction says that the teaching staff comprises, besides the Superintendent and the Assistant Superintendent, of—

(1) "Teachers" or "Instructors"—those who are engaged in the more theoretical portion of the teaching;

(2) "Maistries"—those who take up the more practical portions of it; and

(3) "Workmen" or "Artizans"—a collection of men who know their craft, who must be "paid" and should be "skilled" and who will spend their days in the school working at their school.

The teachers and maistries will spend all their time in what may be called "direct teaching" and will have no time for the production of finished examples of good work. The practical work of the students will be confined for the great part of their course to the use of the tool and the learning of the process. The presence of the artizans at work provides for indirect teaching and the Superintendent considers that if these are not kept on, the school is bound to sink to a very low level. It is stated that these artizans entail little or no net cost and may even produce a profit, as the articles they make become the property of the school or may be sold.

6. Dr. Bourne also states that the students are referred to in the scheme as "pupils", "apprentices" and "scholars."

7. The Director makes a further proposal in this connection. He suggests that as a staff for teaching drawing will necessarily be maintained in the college for the sake of "industrial pupils," a certain number of stipendiary students may

* Vide the form in appendix U on page 67 of the Educational rules.

I submit it may.

C. A. SOUTER—21-5-08.

be admitted for training as drawing masters on their entering into an agreement* similar to that executed by students in training schools. For orders whether this proposal may be accepted.

K. RANGASWAMI AIYANGAR—21-5-08.

What does this remark mean? Has the Under Secretary read the file?

G. S[TOKES].

I submit that the Director of Public Instruction is right. Scholarships certainly seems necessary. There are few institutions without them.

2. As to artizans, there must be some persons in the school who are able to carry out in practice what the instructors teach. These persons must be skilled workmen and, if it is impossible for the instructors to do this work in addition to that of lecturing, artizans must be introduced.

C. A. SOUTER—21-5-08.

Dr. Bourne and Mr. Hadaway came to see me and talked over the matters of the school.

As regards scholarships or paid apprentices, I think Mr. Hadaway's opinion

He is not.

G.S.

should carry weight, supported as he is by Dr. Bourne. Mr. Hadaway points out that the boy who wants to study

art for art's sake is a very rare bird either in India or anywhere else, and his experience is that such boys do not want these kind of schools and, as a rule, do not profit by them. They become artists by nature; and training either at home or with private teachers suffices for them. He also points out that if a percentage system is introduced and, say, 10 per cent. is laid down as the rule, the immediate result will be that the number of pupils in the school will be reduced to half a dozen or a few more with one scholar! This is a position we can hardly contemplate.

Mr. Hadaway tells me that the boys in the school are not most of them Bramins but are poor boys, whose fathers in many cases are artizans, and he says that with care in selection there will be no difficulty in securing that all the boys in the school come from the artizan class.

Mr. Hadaway would get rid at once of all the drawing class boys who come to learn drawing only and merely stay in the school for a couple of hours in the morning. He would make the drawing class merely a part of the school art training and take in only boys who would attend both the drawing classes and the school.

Dr. Bourne says he would prefer to have a few pupils using the school for drawing only as he wants them to fill the posts of drawing masters. Such pupils would hold scholarships and sign a bond compelling them to go on with the profession after they leave the school.

Mr. Hadaway says that it is quite possible that in a few years time, if the school work is efficiently conducted, boys may come without scholarships, but *now* not to give scholarships would amount to closing the school.

I am of opinion that scholarships must continue, but we might make the numbers 60 instead of 120. The result of doing this would be that Mr. Hadaway might be able to reduce to some extent the cost of the establishment as he would get on with fewer maistries, etc., but the reduction would not be in proportion to the reduction in the number of pupils. That is obvious.

As to any educational test, Mr. Hadaway is against having one at all. He holds that in this country artistic workmen can be turned out from boys who have no knowledge of English or even are unable to read and write their own language. He instanced one maistry that he has in the school, who, he says, is really the only artist there, whose hereditary occupation is carving images for temples. This man, he told me, possesses a knowledge of the native laws of proportion which is most important and that while he cannot read or write he is able to impart more instruction of the kind Mr. Hadaway would like to see given than any one else in the school. I would leave the selection of pupils to Mr. Hadaway without any tests or conditions.

Dr. Bourne's letter explains the necessity for workmen who will be paid daily wages for their work. Mr. Hadaway says that in all schools he knows of, such men are considered necessary. The teachers proper have no time to work at their trade, and it is absolutely necessary to have a certain number of workmen always at work alongside the teachers so that the pupils can by watching instinctively learn how to handle their tools and the material. These men really cost nothing as their work can be sold for the value of their work at the end of the year.

Mr. Hadaway struck me as very keen and full of practical knowledge and not likely to be carried away by any fads. I should say we have got in him a valuable servant and that he is likely to make a success of the school. But I should let him work his own way. I always remember what Sir Edward Law said to me when he was Finance Minister as regards these schools of art. He said: "Choose your man carefully and then make up your mind what you are going to spend and give it to him and let him have a free hand. If you try to drive him you will most certainly produce disaster".

I would therefore let Mr. Hadaway have his way. I would tell him to limit scholars to 60, that is, as boys now in the school leave, I would not give fresh scholarships until the number of pupils was reduced to below 60. I would ask Mr. Hadaway and Dr. Bourne to say on these conditions what reductions in establishment are feasible. Mr. Hadaway explained to me that the establishment he manned was not one he wished to employ at once, but one to work up to.

I would allow the cooly workmen and I would close the school as a mere "drawing class" except as regards the few pupil scholars Dr. Bourne wants who would serve on condition they carried on their works as teachers for some years after they left the school.

I would then wait for a couple of years and see what results Mr. Hadaway produces.

Please circulate.

M. H[AMMICK]—22-5-08.

1. *The Hon'ble Mr. Stokes, C.S.I.*

2. *His Excellency the Governor.*

C. A. SOUTER—23-5-08.

I too have had an interview with Mr. Hadaway and Dr. Bourne about this subject.

2. I asked Mr. Hadaway if he had ever before heard or known of even an Art School which the pupils were paid to attend. He said he had never before heard of such a thing. I asked why then he had recommended it in this case. He said he thought that as the pupils were poor it was necessary in this country. Dr. Bourne, who must know something about school-fees and how far they can be paid, at once assured him he was wrong and this is obviously the case. People of the class attending the School of Arts will not only gladly send their children there to be taught for nothing but will pay fees if the teaching is worth it. While I am prepared to agree that having an expert you should support him I think this only holds in regard to expert matters and not in regard to matters depending on a knowledge of the country of which Mr. Hadaway has had only a few months' experience.

M. H[AMMICK].

3. Dr. Bourne distinctly stated that he was not in favour of the paid apprentice system, *i.e.*, of paying pupils to attend this school—see also his letter of 20th May. He said that if that system is altered the school will certainly go down for a few years; but if Government would face that there was no need for any system of paid pupils.

4. Mr. Hammick's argument is that Mr. Hadaway is a good expert and that we should give an expert his way and he enforces it by the authority of Sir Edward Law. If authority is to be given weight (which I think it should not be, for I do not think Government can shirk its responsibility so easily), I would certainly prefer an authority for whom I could show more respect than Sir Edward Law in regard either to administrative or art matters. But however that may be, I feel bound to point out that the argument is unsound unless we confine it to expert matters.

5. It is also put forward as an argument against the position that nothing should be paid to the School of Art pupils except as scholarships to the extent of 10 per cent. of strength, that if you have only 10 pupils you will have only one scholarship. But is not this a somewhat damaging argument? Does it not mean that this School of Arts is absolutely unneeded or unasked for in this Presidency and what, then, is the justification for spending Rs. 62,116 in keeping it up? I put forward this limitation expressly to bring out the difference between the scholarship system which I proposed and the paid pupil system which was to be wiped out. As Sir James Thomson pointed out years ago, unless the number of scholarships is limited and given on proper grounds, there is no difference between a scholar and a paid-pupil.

6. The number of paid-pupils asked for is 120, costing Rs. 388 a month or Rs. 4,656 a year. I regret I am unable to agree to any system of paid pupils whether under the name of pupils or apprentices, but I am prepared to sanction 20 scholarships—

								RS.
7	on	Rs. 3	a	month	...	...	...	21
7	"	4	"	"	...	...	...	28
6	"	5	"	"	...	...	...	30
								—
								79

= Rs. 948 a year to be awarded in the discretion of the Superintendent to pupils of exceptional merit as a reward or as a means of enabling them to continue their studies. I have no objection to, in fact approve of, Dr. Bourne's proposal on page 30, *viz.*, in the event of the paid-pupil system being abolished "to allow the pupils to retain any amount which may be obtained by the sale of their workman-ship after deducting as nearly as possible the cost of the raw material the valuation of which may be left to the Superintendent."

7. I formerly objected to "coolies" and paid artizans being employed in the school. These are the men referred to under III on page 21 of the current. After the explanation which Mr. Hadaway and Dr. Bourne gave me of the use and object of the employment of these men, I desire to raise no further objection to their employment.

8. As regards staff, it is proposed to increase the staff from one costing Rs. 746 a month to one costing Rs. 2,014 or an increase of cost of Rs 15,216. This will raise the cost of this school from Rs. 46,900 to Rs. 62,116 or by very nearly 33 per cent. I object entirely to this enormous increase of cost. I am prepared to sanction any increased cost which can be reasonably justified, but I can form no idea of what this increase consists of in the absence of a properly prepared proposition statement. Please call for one.

Call, also, on the Director of Public Instruction to submit a revised budget for this school on the basis of the proposals put forward so that we may be able to compare the total cost of the school with its present cost under each head.

G. S[TOKES]—29-5-08.

As I stated in Council and as I think was generally agreed to, it is absolutely necessary to reorganise the School of Arts and to equip it in every particular especially in the matter of good expert staff if we are to raise the institution in the public estimation and ensure its efficiency to such a degree as will attract pupils of the right class in any number.

2. It is probable that to secure its being thus organised on a thoroughly sound basis, we may have to increase the expenditure considerably.

3. I agree with the Hon'ble Mr. Stokes that before such expenditure is sanctioned we must be satisfied as to the reason and necessity for it, *e.g.*, if the pay of some of the appointments is to be raised, it must be in order to secure more efficient incumbents and not merely to increase the pay of present incumbents who may be duffers and had better be got rid of. The Director of Public Instruction will no doubt bear this in mind when making his proposition statement.

4. The next point to be settled is that of scholarships. We may as agreed in Council sanction the creation of 30 scholarships, that is—

	RS.
10 on Rs. 3 a month	30
10 " 4 "	40
10 " 5 "	50
	120

to be awarded in the discretion of the Superintendent to pupils of exceptional merit as a reward or as a means of enabling them to continue their studies. I am prepared to accept Dr. Bourne's proposal, namely, in the event of the paid-pupil system being abolished "to allow the pupils to retain any amount which may be obtained by the sale of their workmanship after deducting as nearly as possible the cost of the raw material the valuation of which may be left to the Superintendent."

5. This may be regarded as tentative and liable to revision after one year's working, it being agreed that the system of paid pupils is pernicious and is not to be resorted to.

6 What I think we should aim at is this—the organisation of the School of Arts on so sound a basis that we can say to the public "here is a School of Arts well organised and completely equipped where any of your sons can obtain free a thoroughly sound theoretical and practical knowledge of certain arts. We offer a limited number of scholarships to deserving pupils and if advantage is taken of the opportunities which we here offer we shall be prepared to increase the number of such scholarships in proportion to the general attendance at the school."

7. The first thing to be done is to carry out our reorganisation as to staff and equipment of the school.

8. I agree with the Hon'ble Mr. Hammick as to the abolition of the educational test and the retention of the drawing class.

Honourable Members should see.

A. L[AWLEY]—10-6-08.

I understand that it is the intention to retain paid artizans or workmen on the scale suggested by Mr. Hadaway.

H. D. TAYLOR—12-6-08.

Yes. Paid artizans must be retained, whether as many will be required as originally suggested, I am not sure. What we require now is a proposition statement showing exactly the changes proposed by Mr. Hadaway and Dr. Bourne.

M. H[AMMICK]—12-6-08.

I have agreed in my former note to the retention of paid artizans.

With Mr. Hammick I want a proposition statement and in addition a revised budget.

I fully agree with His Excellency in what he says in paragraph 3 of his note.

I accept His Excellency's scale of scholarships.

I fully agree that the system of paid-pupils "is pernicious and should not be resorted to."

G. S[TOKES]—13-6-08.

Please draft.

H. D. TAYLOR—13-6-08.

The draft order placed below is for approval.

K. RANGASWAMI AIYANGAR—16-6-08.

The present draft does not commit to any expenditure except that of thirty scholarships. The detailed proposition statement for the establishment generally will be forwarded to Financial on receipt from the Director of Public Instruction, after it has been approved by Government.

H. D. TAYLOR—20-6-08.

To the Financial Department *u.o.* for acceptance.

FINANCIAL DEPARTMENT.

The principal item which is costly in the proposal for the reorganisation of the School of Arts is the revision of pay of the teaching staff. This item has been generally accepted, but the financial liability involved therein has not been definitely settled and detailed proposals on this account are called for from the Director of Public Instruction.

(Paragraph 1 of draft)

(Paragraph 2 of draft.)

* *Vide* under "22-F. Government Schools, Special—School of Arts—Supplies and Services—Stipends of Apprentices", page 144 of Civil Budget Estimate for 1908-09.

2. The proposal in regard to scholarships costs Rs. 120 *per mensem* or Rs. 1,440 *per annum*, but these will take the place of the present "paid apprenticeship" on which between Rs. 4,000 * and Rs. 5,000 are now spent annually.

3. The proposals may, it is submitted, be generally accepted in Financial.
T.A.H.—29-6-08.

C. M. SCHMIDT—30-6-08.

Accepted.

J. N. ATKINSON—1-7-08.

To the Educational Department.

EDUCATIONAL DEPARTMENT.

Circulated for approval.

H. D. TAYLOR—2-7-08.

Approved.

M. H[AMMICK]—6-7-08.

Approved.

G. S[TOKES]—7-7-08.

Issue in manuscript first.

H. D. TAYLOR—8-7-08.

[G.O., No. 504, Educational, dated 8th July 1908.]

EDUCATIONAL DEPARTMENT.

Received.....190 , Registered.....190

Subject.

Submitting proposals for the reorganization of the School of
Arts, Madras.

ENCLOSURES.

No.

Spare copies

Ref on Cur No. 9 1 2 2/07

Station M a d r a s , Dated the 23rd April 1908.

From (Name) The Hon'ble Mr. A.G. Bourne, D.Sc., F.R.S.,

(Designation) Director of Public Instruction

To the Secretary to the Government of Madras,
Educational Department

Sir,

With reference to G.O. No. 840 Mis. dated 17th
December 1907 I have the honour to submit proposals for the
re-organization of the School of Arts. As these have been
drawn^{up} after much consultation with the new Superintendent both
personally and in writing, I cannot do better than freely quote
his remarks:-

"The school in the past has suffered from a lack
of settled policy or scheme of working, no one scheme having
been in existence long enough to show good results. Art schools
are unfortunately expected to show good results almost
immediately while, in the nature of things, any art work must
be experimental."

"During my short tenure in the School my time

has

EDUCATIONAL DEPARTMENT.

CN^o. 1179

Received

1908, Registered

1908.



Subject. School of Arts:— Submitting observations on the points raised in Educational Memo. N^o 988-1, dated 14th May 1908 in connection with the reorganization scheme of the —

ENCLOSURES.

No.

Spare copies

Re No. 9122/07

Station *Potacamund*, Dated the *20th May* 1908.

From (Name) *The Honble D^r A. G. Bourne, F.R.S.*
(Designation) *Director of Public Instruction*

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

Sir,

In reply to Memo. N^o 988-1 Edt, dated

Paps 16+17 of cf 14th May 1908 I have the honour to submit the following observations upon the points noted:—

1. The details of the scheme proposed by the Superintendent in regard to scholarships reached me only after the submission of my letter N^o 9122/07, dated 23rd April 1908.

He proposes 120 scholarships

viz:—

*902
26/5*

viz: -

1923

28 of Rs 1 per mensem	28
24 " 2 "	28
20 " 3 "	60
20 " 4 "	80
16 " 6 "	96
12 " 8 "	96
	388 Rs. mensem.

No scholarship to be awarded until the pupil has been studying for six months or, until he is 12 years of age - the scholarship to commence as a rule at the minimum rate and to be liable to forfeiture for irregular attendance, bad behaviour or unsatisfactory work.

If a smaller number of scholarships be given, the numbers attending the school will undoubtedly fall very considerably, and if the number of scholarships is fixed at a percentage of the total strength the fall may be still more marked. I see no real objection to this so long as the school is thoroughly well-staffed so that those who do come to benefit by the teaching may have a reasonable guarantee that their training will be profitable. In time there will doubtless be a demand for such teaching for its own sake, and the school may really fulfil its function.

I have said above that I see no real objection to the immediate fall in strength owing to the abolition or contraction of the scholarship system. What I actually fear

Educational Department.

Read again--

G.O.No.524 Edl., dated 3--8-1905.

G.O.No. 78 Edl., dated 10--2-1906.

G.O.No.840 Edl., dated 17-12-1907.

Read also--

C.No.988, from the Director of Public Instruction, Ref.on Cur. No.9122/07, d/23--4-08.

C.No.1179, from the Director of Public Instruction, R.C.9122/07, dated 20th May 1908.

ORDER:
P.S.

504 of 8. 7. 08

Vide H.E. note on p.22
quote file.

Vide paras. 100 of H.E. note
on p.38 of quote file.

The Government accept generally the scheme for the future conduct of the School of Arts as recommended by the D.P.I. They consider it absolutely necessary that the school should be reorganized and thoroughly well-equipped in every particular, especially in the matter of good expert staff, if the institution is to be raised in public estimation and if its efficiency is to be secured to such a degree as will attract pupils of the right class in ^{sufficient} large numbers. But before sanctioning finally ~~such a~~ ^{The} large expenditure on the staff of the school as is ^{now} proposed ~~by the Government~~, the Government desire to be satisfied as to the reason and necessity for it and to have a duly prepared proposition statement [showing exactly the changes proposed. If the pay of some of

52. 19 24 P.

vide para 3 of H.E.'s note on p. 38
of note file

in the above sense it might be
desirable to discontinue.

vide para 5 of H.E.'s note on p. 39 +
para. the Honbl. Mr. Stokes's note
on p. 40 of note file.

I don't think this
remission shall be
properly managed.

10 on Rs 3 a month.
10 on Rs 4 a month.
10 on Rs 5 a month.

vide para 4 of H.E.'s note on
p. 38 of note file.

vide para 5 of H.E.'s note on
p. 39 of note file

of the appointments is to be raised,
it must be in order to secure more
efficient instruction and not merely
to increase the emoluments of present

incumbents who may be inefficient and
~~it may be better to~~
~~and better therefore to get rid of.~~

The D.P.I. will be requested to bear
this in mind in making his proposals.

2. The Government consider that
the system of paid apprenticeship
which has long been in vogue in the
school is ~~pernicious~~ ^{unsatisfactory} and should be
replaced by a system of scholarships.
They accordingly sanction the creation
of 30 scholarships, as shown in the
margin, to be awarded in the discre-
tion of the Superintendent to pupils
of exceptional merit as a reward or as
a means of enabling them to continue
their studies. They also accept the
proposal of ~~the D.P.I.~~ ^{the D.P.I.} to allow the
pupils to retain any amount which may
be obtained by the sale of their
workmanship after deducting as nearly
as possible the cost of the raw
material supplied by the school, the
valuation of which may be left to
the Superintendent. The system of
scholarships now sanctioned is, however,
tentative and liable to revision after
one year's working, ~~it must be~~ ^{but it must be} under-
stood that the paid apprentice system

is not again to be resorted to.

3. The Government approve the proposal of Mr. Hadaway that no general education test should be prescribed for the admission of pupils into the school, ^{that} the selection may be left to the Superintendent. They also approve his proposal to exclude from the school pupils who attend a few hours each day for drawing only. The drawing classes should form part of the ordinary curriculum of the school and instruction in drawing will be given to all pupils.

It will however be necessary to retain a special drawing class for a few selected pupils to satisfy the demand for drawing masters in Educational Institutions, but such pupils will ordinarily be holders of scholarships and will be admitted only on signing a bond, binding themselves to continue the profession after they leave school. In view of the explanation now offered as to the use of the "paid artisans" in the school, the Government agree to their retention.

4. The D.P.I. will be requested to prepare and submit at an early date the proposition statement called for in paragraph 1 supra and also a revised budget for the school on the basis of the proposal made for its reorganization, so that it may be possible to compare the total cost of the school with its present cost under each

Vide para. 8 of H's note on p. 39
+ this remarks on p. 30 of
note file.

do do 1 p. 32 of
the note file, containing
this remarks.

65

PC of the State of N. Y.
+ of the State of N. Y.
+ of the State of N. Y.

1000

7
4

2 26P

each head.

K.R.
16-6-08.

H.D.T.
20-6-08.

To

The Director of Public Instruction.

DESPATCHED at 1-45 pm.
8 JUL 1908