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Government of Madras.

EDUCATIONAL DEPARTMENT.

Recd.

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Enclosures

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G.O., No. 495, 19th August 1910.

School of Arts, Madras.

with remarks the
Recording report on the working of the — during 1909-1910.

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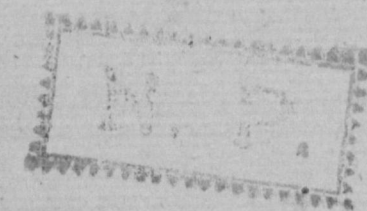
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GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT.

READ—the following paper :—

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

To—the Secretary to Government, Educational Department.

Dated—Madras, the 29th July 1910.

No.—C. 5002.

I have the honour to submit herewith a copy of my Proceedings, Dis. No. 4653, dated 25th July 1910, reviewing the report on the working of the School of Arts for the year 1909-1910.

ENCLOSURE.

Proceedings of the Director of Public Instruction Dis. No. 4653, dated 25th July 1910.

Read—the following paper :—

Letter—from W. S. HADAWAY, Esq., Superintendent, School of Arts, Madras.

To—the Director of Public Instruction.

Dated—the 6th May 1910.

No.—107.

I have the honour to submit the annual report of the School of Arts for the year 1909-1910.

2. *Staff*.—I was in charge of the school throughout the year. Under instructions conveyed in Proceedings, Reference on C. No. 7376, dated 10th November 1909, I visited and inspected the Technical classes of the Reformatory School, Chingleput, and in accordance with Proceedings, No. 4424/08, dated 15th June 1908, and Dis. No. 3671/09, dated 12th June 1909, I visited the Book Binding class of the Elephant Gate Poor School together with the Inspector of Schools, Fourth Circle (Mr. Duncan). The report, on the Chingleput Reformatory was submitted in my letter No. 1277, dated 29th November 1909.

Important changes came into effect on 14th June 1909 when many teachers and maistries who had before worked on the temporary establishment were made permanent and some wholly new appointments were also added. The list of new teachers and maistries now permanent is appended :—

List of teachers and maistries on the permanent establishment.

M.R.Ry. N. R. Balakrishna Mudaliar	...	...	Teacher.
Do. C. R. Narayanaswamy Nayudu	...	...	Do.
Do. T. G. Krishnaswamy Pillai	...	...	Do.
Do. P. Krishnaswamy Nayudu	...	...	Senior Assistant Teacher.
Do. M. Doraiswamy Aiyangar	...	...	Do.
K. Ganapathy Pathar	...	...	do.
C. Murugesu Asary	...	...	Junior Assistant do.
C. Arumuga Naicker	...	...	Do.
R. Kalimuthu Asary	...	...	Do.
K. Paramasiva Stapathy	...	...	Maistry.
Ali Ahmed	...	...	Do.
N. Parthasarathy Asary	...	...	Senior Assistant Maistry.
P. Ponnuswamy Asary	...	...	Do.
K. P. Muniswamy Mudali	...	...	Do.
C. F. LeToille	...	...	Do.
V. Murugappa Asary	...	...	Do.
T. Arumuga Mudali	...	...	Junior Assistant do.
C. Veerabadran	...	...	Do.
G. Arumaisiromani	...	...	Do.
V. S. Masilamani Pandiar	...	...	Do.
C. Kullappa Asary	...	...	Do.
C. R. Krishnaswamy Aiyar	...	...	Do.
P. Narayanaswamy Naicker	...	...	Do.
M. Lakshmayya	...	...	Dyer.

3. The result foreshadowed in some of my early reports on the school, namely, that making these teachers and maistries permanent would be of benefit to the classes generally, has worked out very much as I expected.

The teachers and maistries feeling now secure in their positions have entered into the work of teaching with much greater zeal and earnestness and although it is perhaps, a little early to judge, as the new arrangement has only been working for ten months, I feel convinced that the system is much more satisfactory than the old temporary system.

I do not go so far as to say that I have not met with disappointments in a few of the new appointments but these are perhaps due more to the general reorganisation and the many changes it brought about, rather than to individual inaptitude, and will right itself in time.

The excellent work done by some of the new men much overshadows any minor discrepancies and as it might be invidious to mention only one or two names particularly, I wish to say that I am well pleased with the work of the teachers and maistries throughout the various classes. They have all worked with an intelligent interest in their teaching and have taken great pains with the students and their work.

4. *Accommodation*.—By a shifting of certain classes and doing away with separate drawing classes, there is now room enough for all, and no one of the departments is at present overcrowded. New carpenters' and other benches, new stools and tables were procured during the year, and all the shaky and rotten old school furniture was placed on one side to be disposed of later by auction sale.

The jewellery class which I am glad to say continually increases can now accommodate about 50 students.

The old carpet-weaving shed was carefully repaired and a new floor of Cuddapah slabs put in and it is now used as a store-room. The new carpet-weaving shed which was completed during the year is very satisfactory and the changes in lighting the old drawing class rooms in the building next the west drive are a great improvement.

Minor repairs to many of the buildings were also made.

All the work done this year by the Public Works Department was done in a much more satisfactory manner than the work of the previous year.

There is much need of a substantial shed in which to store timber, and a building similar to the timber shed at Chingleput Reformatory would be a very useful and necessary addition. The old tatty-shed which was in use as a wood-working department and which has since been used to store timber, is continually in need of repair, besides being very unsightly.

5. *Strength and attendance*.—In my report last year I referred, as previously, to the separate "drawing classes which used to be conducted for a few hours each morning." This increased the number of names on the rolls of the school, but as many of these students came merely to fill in their time before going to other schools, the classes (except the ladies' class) were discontinued.

All the students now entering the school spend their entire working day here. The number of pupils on the rolls on the 31st March 1910 was 368, of whom 21 were females and the average attendance during the year was 219 as compared with 477 and 373 of the previous year.

The evening drawing classes were discontinued on the reorganisation of the school.

As the system of levying fees from pupils except from the ladies' drawing class was discontinued from February 1909, the fees paid by pupils this year amounted to Rs. 272-2-0 which is Rs. 3,229-4-0 less than in the former year.

6. *Industrial classes*.—There were 63 scholarship holders and 283 students not receiving scholarships in the school, as compared with 51 and 279 of the previous year.

The 63 scholarships included—

- 23 (out of the 30 scholarships) allowed by Government;
- 33 awarded by the Director of Industries under the Government scholarship notification; and
- 7 given by the Native States of Mysore and Baroda, the District Board of Gódvári, and the Victoria Technical Institute.

Tables III, IV and V give detailed information regarding the classes of the community to which pupils belong, their educational attainments and the occupation of their parents.

Table II gives the strength of the various classes and this, compared with last year's table shows considerable differences in numbers in some departments. The decrease in the modelling department is caused by old modelling students having taken up other lines of work, but the small number does not accurately represent the strength of the class, for advanced students from the lacquerwork, wood-carving, metalwork and other classes are obliged to model for a part of each day. These students number between 15 and 20, the number shown in the table being only those students who do nothing but modelling. There have been slight gains in all departments except modelling, metal-work and lacquerwork, the largest gain being in the Jewellery department which has more than doubled in numbers.

7. The general educational attainments were higher than in the previous year, 86 per cent. having passed no examination as against 93 per cent. in 1908-1909.

The table required by G.O., No. 530, dated 22nd September 1909, paragraph 2, seems to have been overlooked. This table has, I believe, always been incorporated with the school report. In regard to paragraph 1 of the same order, it is stated that I should not "lose sight of the importance of raising the standard of general education among the pupils of the school." I have no means at my disposal, nor do I think it necessary or advisable to teach general educational subjects to students who are undergoing artistic training, but if the order referred to is taken to mean that only students who have studied in schools of general education up to a certain standard should be admitted, I request definite orders on the subject.

As I have stated in former reports, I believe that to insist upon any general educational qualifications for admission to the School of Arts would be a mistake and I believe better results could be got by selection without taking these qualifications into account.

M.R.Ry. K. C. S. Anantanarayana Aiyar, B.A., L.T., Sub-Assistant Inspector of Schools, Triplicane range, examined all the pupils anent the Government Order referred to, on the 22nd July 1909, and we agreed that there were no pupils then in the school whose attainments were so low that they could not profit intelligently by the instruction given.

The fact of the matter seems to be, that in a country where education is not compulsory, and where, as oftentimes happens, boys would be sent to schools of general education if their parents could afford it, it is much more to their advantage to learn some useful work than that they remain idle. It not infrequently happens also that boys who find general education distasteful often take to and do well at some form of manual training. I have, therefore, in the past not taken general educational qualifications into account in admitting new pupils. Personally I believe that excellent artists and artisans may be produced from quite uneducated boys and I also have a firm belief in beginning artistic education at an early age, which often makes it impossible for students to have had much education, in the ordinary sense of the term, before coming here. Among my maistries and teachers are to be found several who have never passed any examinations and who are wholly ignorant of English but, nevertheless, they are far superior as artists to others who have dozens of examinations passed, to their credit.

Any student who does well at an artistic occupation must of necessity be intelligent and students who continually show exceptional stupidity I do not encourage to proceed with their training.

8. *Examinations.*—The results of the various Government Technical examinations held in November and December 1909 are shown in Table VI.

One-hundred and forty-three candidates appeared for the various drawing examinations as compared with 225 and 302 of the two previous years and the percentage of "passed" to "examined" was 74 as compared with 72 in 1908-1909 and 69 in 1907-1908.

The average results varied very much in the individual examinations.

In the practical examinations 16 appeared and 12 passed as compared with 30 and 20 of the previous year, the average of passes being 75 as compared with 66 in 1908.

The smaller number appearing for the examinations as compared with the previous year is probably due to the raising of the amount of the examination fee. I have also consistently discouraged students who asked my advice from appearing, as the preparation for the examinations in drawing subjects interferes with the course of the school work, and is of no use to the student. Such subjects as geometry, especially in the Intermediate and Advanced grades, is quite useless to artists and anything beyond the rudiments of geometry is seldom of use to artisans studying any of the subjects taught here.

I find that the competitions which are so arranged that the student is obliged to use his intelligence much as he would if working by himself, are both stimulating and productive of good results as to work turned out. I try to guide these competitions also, so that there is as little waste of material as possible. They enable me in a greater degree than the Government examinations to gauge a student's ability.

In the Technical Teachers' Certificate examinations nine appeared and five passed.

9. *Passed students.*—Table VIII shows the number of pupils who left the school and who have, to my knowledge, found employment during the year. Of the 24, of whom we have particulars, all except one who joined in another school have found some employment at some work either wholly learned in the school or at work for which their school training here has fitted them.

The greatest number among those who found employment were taken as draughtsmen, the next in order of number being the woodworkers.

The salaries received ranged from Rs. 10 to Rs. 25-100.

Enquiries are often received for drawingmasters who have other qualifications as well—those of a gymnastic instructor or writer being most frequently asked for. It is a great mistake on the part of managers of schools to expect to find these dual qualifications in a drawingmaster and I should myself look with suspicion on the ability of any drawing teacher who combined the teaching of gymnastics with drawing.

10. *Finance.*—The statements for the financial year are given in Tables IX, X and XI. The total cost of the School of Arts for the year was Rs. 43,289-3-4 as against Rs. 28,735 of the previous year.

11. *Woodwork Department.*—The cabinet-makers have made furniture, such as stands, tables and small benches for school use, prepared work for the carvers, besides doing considerable work for sale. The amount of work made for sale is less than in former years, as very much more attention is now given to individual teaching. The carvers have done some interesting chairs and tables and cabinets, using Indian ornament, and they have also made copies of some old carvings in the Government Museum.

Much of the completed work has been placed from time to time in the Victoria Technical Institute where it has met with a ready sale.

12. *Metalwork department.*—This class is doing better work now than at any time since I took charge of the school. The students show greater interest in their work and are occasionally allowed to work in silver. An important casket was made of silver and presented by the Corporation of Madras to His Excellency the Viceroy on His Excellency's visit to Madras in December last. I believe it was the only casket among the many presented which was designed on indigenous lines.

The head maistry of this class made an excellent figure of Natesa which was sent to the Calcutta Fine Arts Exhibition and received an "honourable mention". Throughout the year some important large figure is in process of making and this gives the students an insight into the casting and finishing work which would be difficult to acquire elsewhere.

13. The *Jewellery class* has more than doubled in numbers and the students all take a keen interest in their work. The results of a competition lately held have shown that while adhering to Hindu styles, great variety is possible in detail.

A new enamelling furnace is in place but there is some difficulty in getting good results in enamelling because of the impurity of the water available for use.

14. *Engraving class*.—This class still continues to be the largest in the school and I have been obliged to divide it into two parts, each having a separate room, to prevent overcrowding.

15. *Lacquerwork*.—The lacquerwork class continues to do good work both in design and modelled work.

The results of the recent competition proved that design and arrangement were very much superior to their colour work.

I am still making efforts to improve the sense of colour but find it extremely difficult. Crude, bright, primary colours used without much judgment are the rule and this is mainly due to the difficulty experienced in procuring and using the old indigenous colours. It is only another example of the havoc being done to the artistic colour sense of the country, to mention but one of the many evils, by the increasing use of aniline preparations.

Students who come to the school to study "drawing and painting" are placed in the lacquerwork class and the more advanced ones are allowed to draw a part of each day from the life.

16. *Carpet-weaving*.—A number of rugs of good new patterns and adaptations from old ones have been produced. One large carpet received an award of a silver medal at the recent Fine Arts Exhibition in Madras. I am glad to be able to note that this class has increased somewhat in numbers. The new students are mostly Muhammadans.

Carpet-weaving is an art easily learned in its rudiments but has degenerated a good deal of late years owing to the use of inferior dyes and bad wool, and the weaving of unsuitable patterns. Really good handmade carpets and rugs of modern make are more and more difficult to procure each year.

17. *Modelling department*.—This department is being used principally to instruct students of the wood-carving, metal-work and lacquerwork classes in a knowledge of form useful to them in the execution of their work. Some ornamental castings in plaster and cement have been made during the year.

18. *Library*.—Fifty-nine new books were added during the year and the library was moved into a much larger and better lighted room.

Following the precedent set last year some of the money allotted for "library and prizes" was again distributed in small money prizes to the different departments. This has proved to be an excellent plan from the results got in the competitions.

The students are set definite problems to be completed within a certain time and the stimulus given to work by this method is very great.

Unlike some of the other Indian Art schools, as for example, the Bombay school, where Rs. 380 in money prizes besides medals are awarded annually, the School of Arts has no endowment for this purpose.

19. *Museum*.—During the coming summer I hope to get a chance to rearrange the museum and to set aside for sale the many useless articles which have accumulated there. A start has already been made.

20. *Scholarships*.—The new scheme started in 1909 by which the paid apprenticeship system was supplanted has not been an unqualified success. The number of scholarships awarded (*i.e.*, thirty) is very small in proportion to the number of pupils. I would not propose increasing the amounts (the highest at present being Rs. 5 per mensem), but a few extra scholarships (say Rs. 20) of Rs. 2 and Rs. 1-8-0 would be very much appreciated. If I may again compare the School of Arts here with the Bombay school, there is but Rs. 120 available monthly while in the other school over Rs. 250 is available.

21. *Furniture and apparatus*.—In paragraph 4 *supra* mention has already been made of the new carpenters' benches, etc.

A hand-rolling mill for flattening sheet metal was purchased during the year from the Madura Technical Institute. This has saved much time and trouble in the metal-work department.

The problems set in the cabinet-making examinations provided some additional chairs for the school.

22. *General remarks*.—I may say that the school has made considerable progress during the year, though the reorganisation was not brought into full working order until June 1909. The teaching arrangements especially for drawing in connection with the manual work has been greatly improved. The system now in all the classes is that all students devote a part of each day to drawing which is intimately connected with the art that they are studying. A drawingmaster takes a section of each class and instructs them by setting out work on the blackboard for the students to copy in their drawing book. This, in the case of ornamental drawing, provides them, in course of time, with material to work with.

In fact it gives the students a "stock-in-trade" of ornamental forms. Other sorts of drawing, such as the geometry required in manual work, is taught and the more advanced pupils of all departments also model, and draw from life.

I have, in this way, kept the work of the school, as much as possible on indigenous methods of teaching, entirely suited to the manual work which the students undertake, and I am further trying to systematise the teaching of ornamental drawing by selecting and arranging in a permanent form the best of the drawings produced by the various teachers of the school.

As there was considerable dissatisfaction expressed by the students who came from a distance to complete examinations, I have formed temporary classes to teach such subjects as were required.

The new prospectus about to be issued will make the teaching here pursued more clearly understood, and if the Government Technical examinations are remodelled soon, it will greatly aid my scheme of working the school and make it possible to still further improve the teaching arrangements.

There is a feeling among some of the older and more advanced students that they should be taught, in some cases, painting and drawing with the ultimate object of becoming picture painters. I have consistently worked against this and tried to turn them to the more useful object of learning some artistic craft, for the reason that, not only are no capable teachers of painting available, but the students are either unable or unwilling to devote enough time to the study of drawing and painting to ever become masters of the art. Again, there are no paintings of great merit available for them to study or to put before themselves as fine examples for comparison. In fact, the facilities for such study are not at present to be had here and attempt to paint pictures under the circumstances is courting disaster. I have every desire to help all earnest students who are bent on becoming painters of pictures and I do all that is possible in this direction, but little is really possible without fine examples and without an understanding of the great amount of time and work which in western countries is invariably given up to the preliminary study of drawing from objects and from life.

Even in European countries where every facility for study is at hand and the very best of teachers are procurable, five years for the study of drawing alone, working eight to ten hours daily, before painting is seriously begun, is the usual thing, and to turn out a competent picture-painter from the best material available in the way of students is a matter of from seven to ten years' study.

Compare this with the usual two to four years which is generally the utmost an Indian student gives to painting, drawing, and often many other subjects as well at the same time, and the much shorter number of hours of study per day, and it becomes evident that until such elemental considerations are realised, little headway can be made in this direction.

The discipline of the school has improved greatly during the year. There has not been any instance of a breach of discipline which has required punishment. Punctuality in attendance has also been the rule.

The garden has been improved and is much used by the students during the school intervals. There are no restrictions as to its use, except as to plucking

leaves and flowers, and the students, in the majority of cases, use it in preference to the tiffin sheds when taking their food. I hope in time to foster an interest in growing plant forms by the garden.

During the year I prepared material for a Government monograph on "Tinsel and Wire" which was published in the autumn of 1909.

The work on the pattern book of metal objects is nearing completion and it is hoped will be finished during 1910. The principal difficulty with this work has been in the matter of selecting suitable objects to reproduce. The great mass of metalwork to be found and the extraordinary variety, both in types and details, has made the work considerably more complex than was at first imagined.

Six draughtsmen have been working since 19th July 1909 and I hope to be able to dispense with their services soon.

Many of the original drawings have been re-done, as they were found to be unsuitable for reproduction.

This work should be of great value, both as a work of reference to metal workers and as a permanent record of good examples of really indigenous work.

The service registers of the non-gazetted officers on the permanent establishment have been written up to date.

I.—Strength of Drawing classes.

Division.	Class.	Number on the rolls on the 31st March 1908-1909.	Average number on rolls during 1908-1909.	Number on the rolls on the 31st March 1909-1910.	Average number on the roll during 1909-1910.
..	Classes for boys ..	451	397	Abolished with effect from 1st October 1909.	
..	Ladies drawing class ..	26	18	{ Females.. 21 Male .. 1	23
..	Total ..	477	415	22	23

II.—Strength of each of the Industrial classes.

Department.	1908-1909.			1909-1910.		
	Scholarship holders.	Other students.	Total.	Scholarship holders.	Other students.	Total.
Wood-work ..	11	57	68	14	57	71
Metal-work ..	6	21	27	7	18	25
Lacquer work ..	9	80	89	15	68	83
Jeweller's work ..	5	14	19	7	33	40
Carpet-weaving ..	3	6	9	4	7	11
Modelling ..	5	5	10	2	1	3
Engraving ..	12	96	108	14	99	113
Total ..	51	279	330	63	283	346

III.—Classification of pupils according to the class of community to which they belong.

Class or community.	31st March 1909.			31st March 1910.		
	Males.	Females.	Total.	Males.	Females.	Total.
Europeans and Eurasians ..	9	15	24	4+1	12	17
Native Christians ..	48	3	51	30	2	32
Muhammadans ..	13	..	13	9	..	9
Brahmans ..	15	..	15	22	..	22
Non-Brahman Caste Hindus ..	364	8	372	278	7	285
Panchamas ..	1	..	1	3	..	3
Buddhist ..	1	..	1	..	..	..
Total ..	451	26	477	346+1 of the Ladies Drawing class.	21	368

IV.—Classification of the pupils according to their attainments in general education.

	1908-1909. Students.	1909-1910. students.
B.A. Examination ..	...	...
F.A. Examination ..	...	...
Matriculation Examination ..	...	2 (females)
Lower Secondary Examination ..	9 (6 females)	10 (4 ")
Primary Examination ..	21	39 (1 female)
Unpassed ..	447	317 (15 females) *
Total ..	477	368

* Of these 12 have studied as far as the fourth form and 3 as far as the third class.

V.—Classification of the pupils in the Industrial classes according to the occupation of parents.

Departments.	Officials.	Inferior servants.	Traders.	Land holders.	Artisans.	Coolies.	Mendicants.	Others.	Total.
Wood-work ..	20	20	3	4	15	9	..	..	71
Carpet-weaving ..	..	..	4	2	..	5	..	..	11
Metal-work ..	5	5	3	3	9	..	..	..	25
Jewellers' work ..	6	12	8	9	5	..	..	..	40
Modelling ..	1	..	..	..	1	1	..	..	3
Engraving ..	30	15	20	10	28	10	..	..	113
Painting and lacquer work ..	25	19	22	10	2	5	..	..	83
Total ..	87	71	60	38	60	30	..	..	346

VI.—Results of the various Government Technical Examinations held in November and December 1909.

Subject.	Grade.	1908-1909.		1909-1910.		Average.	
		Number appeared.	Number passed.	Number appeared.	Number passed.	1908-1909.	1909-1910.
Freehand Out-line Drawing.	Elementary ..	42	37	25	18	88	72
	Intermediate ..	22	18	31	21	82	67
Geometrical Drawing.	Advanced ..	11	4	9	9	36	100
	Elementary ..	24	16	4	1	66	25
Design ..	Intermediate ..	15	6	13	10	40	76
	Advanced ..	2	2	2	1	100	50
Painting ..	Elementary ..	30	25	15	8	83	53
	Intermediate ..	14	9	4	2	64	50
Modelling ..	Advanced ..	..	..	..	..	..	..
	Elementary ..	35	22	19	18	63	94
Wood Engraving.	Intermediate ..	10	7	5	4	70	80
	Advanced ..	2	2	..	..	100	..
Copperplate Engraving.	Elementary ..	2	2	4	4	100	100
	Intermediate ..	1	1	3	3	100	100
Cabinet-making and Wood Carving.	Advanced ..	..	..	..	..	..	..
	Intermediate ..	8	4	3	2	50	66
Metal Work ..	Advanced ..	1	1	2	1	100	50
	Intermediate ..	5	5	2	2	100	100
Jewellers' Work.	Advanced ..	1	1	2	2	100	100
	Intermediate ..	6	4	2	2	66	100
Carpet-weaving.	Elementary ..	3	2	3	2	66	66
	Intermediate ..	6	4	1	1	66	100
Total ..		255	182	159	118	138	149

VII.—Technical Teachers' Certificate Examinations.

Subjects.	1908-1909.		1909-1910.	
	Number appeared.	Number passed.	Number appeared.	Number passed.
Freehand Outline Drawing { Elementary	4	3	2	..
Intermediate	2	2	7	5
Total ..	6	5	9	5

VIII.—List of students who left the school and who are employed.

Name.	Highest examination passed.	Period spent in the school.	Present employment.	Salary.
1. K. R. Nallamunisami.	Modelling—Intermediate II, Painting—Elementary II, Geometrical Drawing—Elementary II, Design—Intermediate II, Free-hand Outline Drawing—Intermediate II.	6 years ..	Re-toucher, Messrs. Venkiah Brothers, Mount Road.	Now a letter-painter on Rs. 10 in the Perambore Workshops.
2. V. Dakshana-moorthi Mudali.	Free-hand Outline Drawing—Elementary II, Geometrical Drawing—Elementary II.	3 „ ..	Joined the Civil Engineer class at the Chengalvaroya Naicker's School, Chulai.	....
3. C. M. Chinna-sami.	Completed Diploma in Drawing and Metal Work—Intermediate.	7 „ ..	Draftsman in the Survey of India, Burma.	Rs. 25—5—100.
4. N. S. Ellappan Nayudu.	Free-hand Outline Drawing—Elementary II, Cabinet-making—Elementary II.	4 „ ..	Cabinet-maker in the Madras Stationery office.	„ 12.
5. P. C. Narayana-sami.	Free-hand Outline Drawing—Elementary I, Cabinet-making—Elementary II.	4 „ ..	Carpenter in the Gas and Vacuum break department at Perambore Works.	„ 15.
6. V. K. Venugopal Mudaliyar.	Nil	1 year ..	Employed as a tracer in the Madras Survey office.	„ 10.
7. N. Kuppusami.	Nil	2 years ..	Employed as a carpenter in the Kodam-takam Carriage Factory.	„ 15.
8. P. S. Gangadara Mudali.	Completed group certificate .. ..	....	Drawing Master, Madurantakam High School.	„ 20.
9. M. S. Shaik Mohideen.	Free-hand Outline Drawing—Intermediate II, Painting—Elementary II, Design—Elementary II.	6 years ..	Draftsman, Survey office, Madras.	Not known.
10. S. L. Kanniah Nayudu.	Free-hand Outline Drawing—Intermediate II, Geometrical Drawing—Elementary II, Painting—Elementary II, Free-hand Outline Drawing—Elementary II.	4 „ ..	Do.	
11. S. Kanakasabai Pillai.	Modelling—Intermediate II, Geometrical Drawing—Elementary II, Pottery and Porcelain manufacture—Intermediate II, Design—Elementary II, Free-hand Outline Drawing—Intermediate II, and Painting—Elementary II.	10 „ ..	Do.	
12. C. S. Theruvengada Nayudu.	Free-hand Outline Drawing—Elementary and Intermediate, Painting and Design—Elementary.	5 „ ..	Do.	
13. K. Thiruvengaliah.	Free-hand Outline Drawing—Intermediate, Painting, Design and Geometry—Elementary.	1 year ..	Gone to his native place for employment under the Gódvári District Board.	....
14. G. Doraisami Asari.	Cabinet-making—Elementary II ..	9 years ..	Fitter in the College of Engineering, Madras, on a daily wage of As. 7.	....
15. T. Murugesan.	Free-hand Outline Drawing—Intermediate.	3 „ ..	Drawing Master in Oleott Panchama Free School, Tey-nampet.	Rs. 12.

VIII.—List of students who left the school and who are employed—cont.

Name.	Highest examination passed.	Period spent in the school.	Present employment.	Salary.
16. P. R. Natesa Asari.	Wood Engraving—Advanced I and Intermediate I, Copper-plate Engraving—Intermediate II, Free-hand Outline Drawing—Intermediate I, Painting—Elementary II, Design—Elementary II.	7 years ..	Employed as an apprentice to learn stone-setting work in Messrs. P. Orr & Sons.	Not known.
17. T. Namberumal Pillai.	Free-hand Outline Drawing—Elementary and Intermediate II, and Painting—Elementary II.	4 „ ..	Probationer in the Madras Survey office.	Rs. 10.
18. T. V. Daniel ..	Free-hand Outline Drawing—Elementary I, Painting—Elementary II.	3 „ ..	Tracer in the Madras Survey office.	
19. M. N. Kesava-raman.	Free-hand Outline Drawing—Elementary II.	3½ „ ..	Do.	„ 10.
20. V. Subramania Mudali.	Do. do.	4 „ ..	Do.	„ 10.
21. M. Kotilingam.	Free-hand Outline Drawing—Intermediate II, Wood-carving—Intermediate II, Painting—Intermediate II, Design, Elementary I—Copperplate Engraving—Advanced I.	6 „ ..	Engraver in the Madras Survey office.	Not known.
22. T. G. Cunniah Nayudu.	Free-hand Outline Drawing—Elementary II and Intermediate II, Design—Elementary I, Painting—Elementary I Geometrical Drawing—Intermediate II.	5 „ ..	Stage painter in a Dramatic Company.	
23. P. G. Sundaram.	Painting—Elementary II, Design—Elementary II, Free-hand Outline Drawing—Intermediate II.	4 „ ..	Joined Venkiah Brothers as a photographer.	As. 14 per day.
24. N. Subramania Asari.	Free-hand Outline Drawing—Intermediate II Cabinet-making—Intermediate II.	7 „ ..	Cooly carpenter in D'Angelis & Co., Mount Road.	

TABLE IX.—Statement of receipts and charges of the School of Arts, Madras, for 1909-1910.

Receipts.	Amount.		Charges.	Amount.	
	RS.	A. P.		RS.	A. P.
Drawing Class fees ..	272	2 3	Salaries—		
Sales of manufactured articles.	5,243	1 5	Superintendent	9,977	11 4
			Assistant Superintendent.	4,200	0 0
			Establishment—		
			Permanent	10,765	13 9
			Temporary	3,316	3 5
			Allowances—		
			Travelling Allowance ..	21	0 0
			Supplies and Services—		
			Stipends	1,408	1 9
			Furniture and Apparatus.	587	0 0
			Library and Prizes ..	316	13 4
			Contingencies—		
			Postage and Telegraph charges.	80	0 0
			Telephone	1,172	4 0
			Rents, Rates and Taxes.	276	14 0
			Repairs to Furniture ..	1,200	10 6
			Office expenses and other contingencies.		
Total cost of the School of Arts for the year 1909-1910.	....	43,289 3 4	Add net charge of the Industrial Department as per Table X.	....	33,322 8 1
Total ..	....	48,804 6 9	Total ..	....	15,481 14 8
					48,804 6 9

TABLE X.—Statement of assets and liabilities, Industrial departments, 1909-1910.

Assets.	Amount.		Liabilities.	Amount.	
	RS.	A. P.		RS.	A. P.
1. Receipts	5,243	1 5	1. Expenditure	19,855	12 8
2. Sundry Debtors ..	637	9 7	2. Outstandings on 1st April 1909.	....	
3. Stock of manufactured articles on 31st March 1910.	13,164	6 3	3. Stock of manufactured articles on 1st April 1909	13,358	14 0
4. Stock of unfinished articles on 31st March 1910.	1,219	0 0	4. Stock of unfinished articles on 1st April 1909.	2,080	0 0
5. Stock of materials on 31st March 1910.	3,376	4 9	5. Stock of materials on 1st April 1909.	4,898	4 0
6. Value of Tools and Plant on 31st March 1910.	4,904	10 0	6. Value of Tools and Plant on 1st April 1909.	3,834	0 0
Net charge .. ..	....	28,545 0 0			
		15,481 14 8			
Total .. ..	....	44,026 14 8	Total .. ..	....	44,026 14 8

TABLE XI.—Receipts and Sales.

Departments.	Receipts.		Sales.	
	1909-1910.	1908-1909.	1909-1910.	1908-1909.
	RS. A. P.	RS. A. P.	RS. A. P.	RS. A. P.
Wood work	5,243 1 5	7,335 8 0	2,040 9 0	3,808 7 3
Carpet weaving				
Metal and Jeweller's work				
Modelling				
Lacquerwork, Engraving and Miscellaneous departments.				

Proceedings, Dis. No. 4653, 25th July 1910.

Recorded.

2. The most noteworthy event of the year was the introduction in June 1909 of the scheme of reorganization of the institution by which the pay and prospects of the staff have been improved and the temporary establishment attached to the school have been placed on a permanent footing. The Director is glad to note that there have been already evident signs of improvement in the tone and efficiency of the staff as the result of the reorganization.

3. There was a decline in the strength of the institution during the year due partly to the closing of the morning drawing classes which, however, served little useful purpose and partly to the discontinuance of the evening classes in drawing.

4. With reference to his remarks in paragraph 7 of the report the Superintendent is informed that the intention of Government seems to be that preference should be given in the matter of admissions to pupils who have received a higher general education and who will be enabled to profit to the full by the course of instruction imparted in the school. There was an improvement in the general educational qualifications of the students who were admitted into the school during the year.

5. The proposal made in paragraph 20 of the report to increase the number of scholarships awarded in the school should form the subject of a separate communication, this question, however, received full consideration when the reorganization scheme was under settlement.

6. The Superintendent's remarks in paragraph 22 of the report on the question of training some of the students as "picture painters" are noted.

7. *Finance.*—The receipts are correctly stated. Including the gross expenditure of Rs. 19,856 on the Industrial department the total expenditure of the institution according to tables IX and X appended to the report amounted to Rs. 53,173, whereas the figures given in the quarterly verified returns amount to Rs. 47,357 only. This discrepancy requires to be explained at an early date.

A. G. BOURNE,
Director of Public Instruction.

To the Superintendent, School of Arts.

„ Inspectors of Schools, including the Inspector of European and Training Schools.

„ Inspectresses of Girls' Schools.

„ Principals of Colleges.

„ Superintendent, Reformatory School, Chingleput.

„ Government with C.L.

Order—No. 495, Educational, dated 19th August 1910.

Recorded.

2. The report is interesting and shows an advance in the working of the school in the desired direction.

3. The Director of Public Instruction has correctly interpreted the intention of G.O., No. 530, Educational, dated 22nd September 1909, in regard to the educational qualifications of the pupils of the school. The Government consider that, *ceteris paribus*, students who have acquired the rudiments of education must be better able to benefit by the instruction imparted in the school than those who do not possess any education whatever, and while they do not wish to hamper the Superintendent in any way, they desire that the educational qualifications of the pupils should be gradually raised.

4. As regards the scholarships to be awarded in the school, the Government are prepared to receive and consider any proposals which the Superintendent may make to increase their number, but they have to observe that the present arrangement under which the number of scholarships was limited to 30 was made after much consideration and they are not inclined at present to alter it without strong reasons.

5. The Government hope that the efforts made by the Superintendent to improve the school will result in its steady progress. The school has made a good start after its reorganization, and the lines on which the Superintendent is working appear to be sound.

(True Extract.)

L. M. WYNCH,
Ag. Secretary to Government.

To the Director of Public Instruction.
Editors' Table.

EDUCATIONAL DEPARTMENT.

NOTES CONNECTED WITH G.O., No. 495, EDUCATIONAL,
DATED 19TH AUGUST 1910.

[SUBJECT.—*Report on the working of the School of Arts during 1909-1910.*]

Previous papers.

G.O., No. 504, Edl., dated	8th July	1908.
" " 757 " "	10th November	"
" " 17 " "	11th January	1909.
" " 368 " "	21st June	"
" " 397 " "	6th July	"
" " 478 " "	16th August	"
" " 530 " "	22nd September	"

From the Director of Public Instruction, No. 5002, dated 29th July 1910.

The report is satisfactory. The tone and efficiency of the teaching staff appear to have considerably increased since the reorganization. But as the reorganization was introduced only in June 1909, it is yet too soon to expect any decided improvement.

2. The draft is for approval.

T.K.—9-8-10.

Paragraph 4 of the Director of Public Instruction's review of the report correctly expresses the intention of G.O., No. 530, Educational, dated 22nd September 1909.

It is observed that of the 346 pupils in the industrial classes of the school, only 60 belonged to the artizan class.

K. RANGASWAMI AIYANGAR—9-8-10.

Judging from his remarks in paragraph 7 of his report Mr. Hadaway does not seem to be quite certain what is meant by the phrase "not lose sight of the importance of raising the general standard of education." He seems to think it may mean that he should try and give some general education to the pupils in the school. This is not the meaning (*vide* paragraph 1 of Secretary's note at page 6 of the notes to G.O., No. 530, Educational, dated 22nd September 1909). I submit that we may express concurrence with the explanation given by the Director of Public Instruction in paragraph 4 of his review.

S. H. SLATER—12-8-10.

The report is interesting and instead of simply recording it we may perhaps say that Government have read it with interest and observe with satisfaction that improvements are noticeable in several directions, more especially in the metal work department and the jewellery class.

As regards the remarks made in paragraph 7, the ~~Honourable Member~~ has correctly interpreted the views of Government in paragraph 4 of his endorsement.

L. M. WYNCH—13-8-10.

We may say that the report is interesting and shows an advance in the working of the school in the direction intended. We may also say that as regards educational qualifications, while not desiring to hamper the Superintendent, Government desire that gradually the educational qualifications should be raised; that *cæteris paribus* the boy with some education in the three R.'s must be better able to benefit by the teaching of the school than those entirely without any educational qualifications. As regards scholarships, while ready to receive and consider any proposals that the Superintendent may make, the Government observe that the present arrangement under which the number of scholars was restricted to 30 was made after much consideration and Government are not inclined at present to make any change. [Apparently, owing to the Director of Industries giving scholarship, the rule of 30 scholars only is actually not observed.]

I think we may add at the close a remark that the Government hope that the Superintendent's efforts to improve the school will result in steady progress. The reorganization seems to have made a good start and the lines on which the Superintendent is working appear to be sound.

M. H[AMMICK]—15-8-10.

Please draft accordingly.

L. M. WYNCH—16-8-10.

A revised draft is submitted for approval.

T.K.—16-8-10.

K. RANGASWAMI AIYANGAR—17-8-10.

S. H. SLATER—18-8-10.

Issue.

L. M. WYNCH—19-8-10.

[G.O., No. 495, Educational, dated 19th August 1910.]

C.No.1507, from the D.P.I., No.5002, d/29-7-1910.

ORDER:
P.S.

112 495-719.8.10.

Recorded.

2. The report is interesting and shows an advance in the working of the school in ~~those~~ ^{the desired direction.} directions which the recent reorganization was intended to improve.

3. The D.P.I. has correctly interpreted the intention of G.O.No. 530, Edl., dated 22nd September 1909, in regard to the educational qualifications of the pupils of the school. The Government ~~however~~ consider that ^{who have} ~~caeteris paribus~~ students ~~possessing~~ ^{acquired} ~~the rudiments of education~~ ^{Res.} ~~a knowledge of the three R's~~ must be better able to benefit by the instruction imparted in the school than those who do not possess any education whatever, and while they do not wish to hamper the Superintendent in any way, they desire that the

To be placed on E.T.

2/19/10

2. ~~20~~ 11 WP
educational qualifications of the
pupils should be gradually raised.

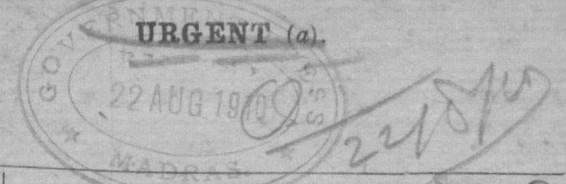
4. As regards the scholarships
to be awarded in the school, the
Government ^{are} ~~would be~~ prepared to receive
and consider any proposals which the
Superintendent may make to increase
their number, but they ^{have to} ~~would~~ observe
that the present arrangement under
which the number of scholarships was
limited to 30 was made after much
consideration and ^{an} ~~that~~ they ~~would~~ not
~~be~~ inclined at present to alter it
without strong reasons.

5. The Government hope that the
efforts made by the Superintendent to
improve the school will result in its
steady progress. The school has made
a good start after its reorganization,
and the lines on which the Superintendent
is working appear to be sound.

8/4/10
To the D.P.I.
E.T.

7.7.
17-8-10
17-8-10.

18/8
19.8.10



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