Educational (1895) Department.

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DATED 7th June 1895

[Despatch Abstract.]

SCHOOL OF ARTS.

Appointing a committee to enquire into the question of the re-organization of the --, and replying to letter from the Government of India forwarding correspondence containing the views of the recent Art Conference at Lahore regarding the policy to be pursued in future with reference to schools of Art.

BACK PAPERS.

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

FURTHER PAPERS.

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

Educational

~~Local & Mun.~~ (1895) Department.

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No. 794.

From

THE HON'BLE MR. D. DUNCAN, M.A., D.Sc.,
DIRECTOR OF PUBLIC INSTRUCTION,

To

THE HON'BLE THE CHIEF SECRETARY TO GOVERNMENT,
Fort St. George.

SIR,

I have the honour to submit proposals for the re-organization of the Madras School of Arts with a view to improve its efficiency, to extend the sphere of its usefulness, and to define more precisely than at present the functions it has to perform as a part of the educational machinery of the Presidency, having regard to the main object with which it was opened four and forty years ago. In framing my recommendations, the suggestions and instructions contained in the following Government orders and in the papers therein referred to have received careful attention:—

G.O., Educational, No. 934, dated 28th December 1893.
G.O., „ „ 409, „ 7th June 1894.
G.O., „ „ 465, „ 26th „ „
G.O., Public „ 597, „ 10th August 1894.
G.O., Educational, „ 761, „ 8th October „
G.O., „ R „ 158, „ 17th „ „
G.O., „ „ 813, „ 25th „ „

2. *Origin and development of the institution.*—In order that my suggestions may be fully and properly understood, I propose to give here a short account of the origin of the school and of the different stages through which it has passed, and also to notice briefly the defects which I have observed in the working of the institution, more especially in the system on which the manufacturing side has been carried on.

3. The school was opened in May 1850, as a private concern, by Dr. Alexander Hunter, with the object of improving the taste of the native public as regards beauty of form and finish in the articles in daily use among them. The success of the school during the first year of its existence encouraged him to open an industrial department in 1851. The movement, which was both novel and interesting, deservedly found favour, and Dr. Hunter not only obtained some pecuniary help from the public, but also succeeded in inducing several gentlemen to form themselves into a committee to assist him in the management of the school. This committee brought the school to the favourable notice of Government in March 1852 and, after pointing out the more important advantages which were expected to accrue from such an institution, it applied for support from public funds. In 1853, the Court of Directors, on the recommendation of the Madras Government, sanctioned a grant of Rs. 6,000 towards the purchase of machinery, casts and models. In 1854, on a further representation from the local Government, the Court of Directors assigned a monthly grant of Rs. 600 towards the working expenses of the institution. The school had now become to all intents and purposes a Government institution; but, in sanctioning a monthly contribution, the Court of Directors laid stress on the indispensableness of keeping in view the

prospect of the school "eventually becoming independent of Government assistance." In 1855, the school came under the control of the newly appointed Director of Public Instruction. From the second year of its existence the school comprised, as already stated, two departments—an artistic and an industrial. In the artistic department, under Mr. Cole, the Professor of Fine Arts, who joined the school from England in 1856, instruction was given mainly in Practical Geometry, Free Drawing, Machine and Plan Drawing, Perspective, Chalk Drawing, Bo[illegible] Drawing and Flower Painting, while only a few were instructed in wood and copper-plate engraving. Most of the pupils in this department were qualifying for employment as draughtsmen in the Public Works or other Departments of the service. The industrial department dealt with the manufacture of bricks, paving and roofing tiles, pottery, water-pipes, &c., blacksmithing being also taught to a certain extent. The working of this department also served the useful purpose of bringing to light the mineral resources of the Presidency, and instruction was given in the selection of the materials to be used. Different opinions having been expressed as to how far the school was realizing the ends of its existence, the Director of Public Instruction in his report for 1859–60 suggested the appointment of a committee of practical men to report whether it should be maintained or abolished. Such a committee was appointed in 1860, with the Honorable Mr. Maltby, a member of Government, as President. The committee, after taking all available evidence, was satisfied that the school had effected a great improvement in the industrial arts of the country, and recommended that it continue to be maintained from the public revenues. The committee also made several important suggestions for the working of the artistic and industrial departments. It laid stress on two important points adverted to by Mr. Arbuthnot in his report for 1856–57 : (1) that the school had been worked too much as a manufactory for producing large supplies of all sorts of articles that could not readily be procured elsewhere, and too little as a school of instruction ; and (2) that the connexion between the artistic and industrial departments had been little more than nominal. In passing orders on the committee's report, Government accepted the principle that the business of the school should be to furnish the means of instruction, but considered it necessary that orders for manufacture should continue to be received in the industrial department. Dr. Hunter was placed at the head of the school on a monthly salary of Rs. 1,000 as recommended by the committee. During the next twelve years the school seems to have made little progress. Drawing in its various branches, wood and copper-plate engraving, photography, carving in wood, sculpture, modelling in various materials, and pottery were taught. A class from the Engineering College received instruction in the composition, qualities, and modes of testing clays, rocks, limes and cements, and was taught how to make tiles, bricks and cements.

In 1873, the condition of the institution again attracted the notice of Government, and a strong committee composed of the gentlemen named in the margin, was appointed to enquire into and report (1) on the result already attained by the establishment of the school, and (2) on the course best calculated to secure in future the greatest advantage to the public from its maintenance as a means of improving and developing the industrial arts in the Presidency. In reply to the first of the two points referred to it, the committee reported that, while the artistic department had succeeded in sending out a large number of good draughtsmen, no tangible evidence was to be found of what the committee deemed to be a far greater and a higher object, namely, the dissemination of artistic taste among the people through the direct instrumentality or the indirect influence of the school. Wood and copper-plate engraving and photography had, through the school, been introduced or extended among natives. In the industrial department the success attending the instruction given by the school in pottery was, in the opinion of the committee, more conspicuous. The school had also done much good in the discovery and utilization of numerous indigenous raw materials existing throughout

W. Robinson, Esq.
M.R.Ry. V. Ramaiyangar.
Colonel A. Stewart, R.A.
Surgeon-Major G. Bidie, M.D.
Major H. Rogers, R.E.
R. F. Chisholm, Esq.
Major W. S. Hunt, M.S.C.

the Presidency. It had, moreover, led to the opening of similar schools in different parts of the country. The committee brought to the special notice of Government the several disadvantages under which the school had laboured, chief among these being the want of a defined curriculum and trained professional teachers. Among the remedial measures suggested, the following are the most important :—the appointment of a thoroughly efficient superintendent for the whole institution ; the employment of an artistic instructor with a British reputation ; the gradual expansion of the school into a central industrial college ; the formation of a moderate gallery of paintings, engravings, sculpture and other works of art as a necessary adjunct to the institution ; the organization of a museum to contain a well-arranged collection of the raw materials of the country, with a memoir of their uses and site and of all new discoveries and applications ; the introduction of a proper system of inspection and examination from a technical and educational point of view ; the imposition of a restriction on the superintendent to receive orders for manufactures to such an extent only as might be required for the purpose of instruction ; and lastly the appointment of a special committee to manage and control the work of the institution along with the Superintendent. The committee also specified the art and industrial subjects it would like to see taught in the school, namely, in the artistic department, drawing, engraving on wood and copper, modelling in clays, &c., designing and photography ; in the industrial department, pottery, carpentry and turning in wood and metal, carving in wood, &c., dyeing and house decoration. The committee repeated the recommendations of its predecessor of 1860 to the effect that a unity of aim should pervade the artistic and industrial departments, and that the school should be a place of instruction rather than of manufacture, this latter being restricted to what was necessary for teaching. These proposals were generally approved, and in its order No. 187, Educational, dated 26th May 1874, Government sanctioned the employment of a Superintendent on Rs. 550, of an instructor in the artistic department on Rs. 410, and of an instructor in the industrial department on Rs. 360. But the services of a full-time superintendent were not secured till 1884. The post of instructor in the artistic department was filled for a short time and then suspended, while that of instructor in the industrial department was never filled. The institution thus continued to work without what was deemed to be the necessary staff. In January 1884, Mr. Havell, the first superintendent, appointed by the Secretary of State, assumed charge, and at his suggestion Mr. Grigg recommended in July 1884, a revised establishment, in which he proposed to abolish the post of instructor in the industrial department, to fix the salary of the instructor in the artistic department at Rs. 400, to appoint an assistant in the pottery branch on Rs. 100, and to create certain minor appointments. His proposals received the approval of Government, and the services of an artistic instructor were secured in 1886. The Government Technical Examination scheme, sanctioned in March 1886, having necessitated certain changes in the course of instruction given in the institution, a code of regulations was drawn up towards the close of that year. Up to 31st March 1889 the expenditure on the school was limited to the salaries and scholarships, and a lump grant of Rs. 600 a month from Government, *plus* the receipts of the school from sales and for work executed for Government. This restriction, wholesome as it was in several ways, gave rise to some friction in the smooth working of the industrial department ; and on Mr. Grigg's recommendation it was wholly withdrawn from 1st April 1889. Towards the close of 1889, the Superintendent, at Mr. Grigg's instance, submitted certain proposals for the re-organization of the institution, the consideration of which was, however, deferred until after the arrival from Europe of a successor to Mr. Havell, who had resigned his appointment. (Proceedings of the Director of Public Instruction, dated 9th July 1890, No. 7192, enclosed). In the artistic department, at this time, instruction was given in Drawing in all its branches ; and in the industrial department, cabinet-making, carpet-weaving, silversmith's work, jeweller's work, pottery and porcelain manufacture, and lacquer work were taught. This scheme of subjects has remained till the present day.

4. *Defects in the organization of the institution.*—In submitting proposals for the re-organization of the school in December 1889, Mr. Havell, who had by that time gained five years' experience of the working of the institution, said : "The

present scheme of the school covers a wide field, far wider than the organization any Indian School of Art . . . The main point to be considered is that, with a very large expenditure, the present scheme of the school cannot be extended w advantage. The most urgent needs of the school are to fill in and consolidate t present scheme of work." A careful consideration of the comprehensive scheme instruction followed and of the inadequacy of the staff, especially in the artisti department, to cope with it, makes one cease to wonder why the school has not been more successful. Moreover an indefiniteness of aim has pervaded both the school as a whole and each of its two departments. Instruction is given in Drawing from the lowest standard prescribed in Section V of the Madras Educational Rules up to the Advanced Technical Examination standard; but whereas the Superintendent and the Art instructor devote themselves to the classes preparing for the Intermediate and Advanced Examinations of the Technical Notification, the teaching of all the lower classes is entrusted to so-called pupil-teachers in receipt of salaries ranging from Rs. 10 to Rs. 25. It is needless to urge that efficient instruction cannot be secured for these lower classes for the small salaries offered. The same remark will, in some degree, apply to the industrial department also. With a view to provide for efficient instruction being given in the Drawing and Industrial classes, Mr. Havell proposed in 1889 the abolition of the post of Art instructor on Rs. 400, and the employment from the savings thus accruing of four teachers of Drawing on salaries ranging from Rs. 40 to Rs. 50, and of an overseer for the industrial department on Rs. 100—120, a silversmith on Rs. 50 and two carpenters on Rs. 25 and Rs. 20, respectively. Mr. Grigg did not express any opinion on the above proposals. Probably it seemed to him, as it seems to me, that to abolish the Art instructorship would be a retrograde and suicidal step. The services of a well qualified instructor are absolutely necessary to teach Drawing to advanced students and to supervise the work of the lower classes. The presence, moreover, of an officer of his status on the staff, under the designation of assistant superintendent, is needed for the administration of the institution during the superintendent's absence on tours of inspection or on leave. As for the subordinate staff, its organization is far from satisfactory. A portion of it is on a permanent footing and another portion is on a temporary footing, part of it being known as "the regular temporary establishment," and part as "the temporary establishment" paid from contingencies. This difference in the treatment and status of the several members of the staff, besides being confusing, cannot be conducive to unity of purpose and hearty co-operation in seeking to realize the ends for which the institution exists.

5. *Dejects in the working of the manufacturing side.*—In my letter No. 12612, dated 24th December 1894, I have brought to the special notice of Government the defects which were observed by Mr. Lewis in the course of his examination of the stock, stock materials, registers and accounts of the school. In 1874, Government sanctioned the employment of a separate instructor for the industrial department on Rs. 360 per mensem. But, as I have already remarked, this post was never filled. In submitting a revised establishment in 1884, Mr. Grigg omitted this appointment and obtained the sanction of Government for a new post under the designation of pottery assistant on Rs. 100. This appointment was filled for a time, but was subsequently reduced. Mr. Havell proposed in his scheme of 1889 to appoint an overseer on Rs. 100—5—120, and for this pay he proposed to employ a competent foreman to assist in giving instruction either in carpentry or metal work, and also to be in general charge of the pottery manufacturing branch. I doubt, however, whether it would be possible to get a man who could efficiently teach an industrial subject, and at the same time attend satisfactorily to the heavy and manifold duties connected with the management of the industrial and manufacturing department. I am inclined to think that the appointment of an office manager and storekeeper on a salary of Rs. 80 would be more advantageous. Such a man would relieve the superintendent of petty details in the administration of the manufacturing side and would see to the proper maintenance of the several registers and books. The superintendent has never been able to ascertain, even approximately, the cost to the school of the production of the various articles manufactured. This he would be able to do with the assistance of a manager and store-keeper. Articles now turned out are generally made to order, but some are made

to find work for the maistries and coolies employed in the school and in the expectation of their being eventually disposed of. This leads to an accumulation of stock. Government has remarked in paragraph 6 of its Order, dated 8th October 1894, No. 758, Educational, that the formation of an unsaleable stock is a matter of trifling importance. This is quite true in the circumstances which I understand Government had in view, namely, that the stock was turned out in carrying on the instruction of the pupils. But the unsaleable stock I am alluding to consists of articles made in order to furnish employment to maistries and coolies, who, but for this, would have to go idle or be dismissed. There must always be a certain quantity of articles made by the students in the ordinary course of instruction which cannot find a ready sale. To keep down the quantity of unsold or unsaleable articles it might be well to demand from private parties ordering articles an earnest money of, say, 10 per cent. on the estimated value of the articles ordered. This would lead to a more prompt settlement of accounts, and would check the tendency to refuse to take articles when made. I have carefully considered the question of continuing the manufacturing department and have come to the conclusion that it must be retained. It serves several very important purposes. As a workshop it affords opportunities for pupils to learn work and to acquire taste and dexterity. The occasional execution of ornamental work, on a fairly large scale, makes the conditions of the school, as nearly as can be, similar to those of the ordinary workshop or factory. The training received in a technical school can never take the place of that received in the ordinary workshop, where some great industry is carried on under the conditions of modern competition. But in the manufacturing side of the School of Arts we have as good a substitute as can be got for the workshop or factory of actual life. Just as the practical side of the medical profession is acquired in a hospital where the actual diseases of human life are treated, so is it with the arts and industries; practical skill and dexterity can be acquired only in the ordinary workshop. If no workshop or factory, conducted on business principles, can be found near the school and to which the pupils can be sent while carrying on their theoretical studies by means of lesson or lecture, a workshop must be provided within the school, the conditions being made to resemble, as closely as possible, those that prevail in the workshops of the manufacturing world. But for financial reasons, care must be taken to avoid, as much as possible, the production of unsaleable articles, the making of which is of little or no instructional value to the pupils. Moreover, the price of the articles manufactured should be so fixed that the sale-proceeds may constitute an appreciable return to meet the cost of the raw materials, the stipends and wages paid, and the wear and tear of the plant and tools. With these safeguards I would retain the manufacturing side of the school undisturbed.

G.O., dated 13th October 1890, No. 664, Educational.

6. *Division into departments.*—It has already been stated that almost from the very first the school has been divided into two departments—an artistic and an industrial. To these has since been added a general education department. I doubt whether it is expedient to continue the division of the school in this way. As far as the general education department is concerned I would confine it within the narrowest possible limits. In the admission of pupils preference should be given, other things equal, to those who have passed at least the Primary Examination. I question the expedience of admitting pupils who have not got beyond the lower primary standards in literary subjects. Such pupils can profit but little from the instruction imparted in the School of Arts and would perhaps gain as much skill by working in the ordinary bazaar workshop under the guidance of their parents or relatives at their own caste trade. But probably, for some time to come, pupils who have not got beyond the Third standard will have to be admitted and provision will have to be made to prepare them for passing the Primary Examination and for preparing those who have passed the Primary Examination to pass the Fifth standard. This would enable those of them who may wish to become teachers to qualify for primary teachers' certificate of the first or second class. Beyond this I would not go in the matter of general education. As for the formal distinction between the artistic and industrial departments, I would do away with it. It serves no important end; it is a distinction which breaks down in application, it

being impossible to justify the inclusion of engraving in wood and copper in the artistic department and the exclusion of jeweller's and silversmith's work; and it tends to hide from view what I conceive to be the fundamental purpose for which this school is maintained. The School of Arts is not an institution for affording instruction in the fine arts as distinguished from the industrial arts, nor in the latter as distinguished from the former. Its object is to afford instruction in certain arts that are capable of artistic treatment. Drawing, painting, design, and modelling are taught with a view to, and in close connexion with, their application to those industrial arts. "The teaching of drawing," it has been well said, "is not technical instruction until it is applied to some special industry." "Drawing is not sufficient if not supplemented by its application to work in paper, card-board, clay, wood, or other material. Manual training through drawing alone is work but half done; the other half, by which material is shaped by the hand into any preconceived design represented by drawing," must be provided. "Unless the element of construction is added, drawing must fail to yield the full measure of good results expected from it. Designing, and the working out of the design, are but parts of one whole: neither can have full educational value without the other." For these reasons I would no longer retain the distinction between the artistic and industrial departments. Drawing in its various branches will still continue to be taught in the school as the fundamental subject, as a means of providing teachers of drawing for schools, as a training for the hand and eye, and as a means of cultivating and elevating æsthetic taste; but its place in a scheme of technical instruction will be the main consideration. The school will thus comply fully with the conditions laid down by the Secretary of State.

7. *The school as a training school for teachers.*—I am not in favour of any proposal to convert the School of Arts into a training school. The teacher along with other qualifications must possess these two: firstly, a knowledge of the subject he is to teach, and secondly, an acquaintance with the best methods of teaching the subject and skill in applying those methods. It is not the proper business of the training school to impart the first; its concern is with the second. The training school proceeds on the assumption that teachers, or would-be teachers, enter the school furnished with a knowledge of the main subjects constituting the ordinary school curriculum, but deficient in theoretical and practical acquaintance with the methods which science and experience has shown to be the best for imparting knowledge to others. In the course of generations a large body of knowledge has been accumulated and much practical insight and skill has been acquired relating to the methods, effective and ineffective, of instructing and educating the young; and the function of the normal or training school is, from these accumulated experiences, to find out and formulate the fundamental principles which they exemplify, and by means of precept, example, and practice to habituate the young teacher in the application of those principles in presence of a class. Along with this he is familiarized with the numberless questions that enter into class and school management—with whatever bears on the physical, intellectual, and moral well-being and growth of the young in so far as these come within the scope of school-life and work.

In Great Britain at the present day, and formerly in this Presidency, instruction in the subject-matter entering into the school curriculum was combined with normal training strictly so-called. With us the combination proved a failure and was given up for the most part some years ago. In Great Britain it is still carried on in the long-established schools, but the tendency is now towards the adoption of the course which experience has led us to adopt in this Presidency. The same is true of Germany and the United States.

The proposal to add to the functions of the School of Arts that of being a training school for teachers of drawing, proceeds on the supposition that a teacher of drawing requires to be specially trained to teach that subject. Now this cannot be admitted unless one is prepared to go much further and to hold that a special training school or class must be provided for each of the main subjects entering into the school curriculum. If there is to be a special training school for drawing, why not also for language, for arithmetic, for geography, for mensuration, for chemistry, for physics, &c.? This would be the *reductio ad absurdum* of the training system. It proceeds on a misapprehension regarding the proper

function of the training school. The training school is primarily concerned in making the future teacher acquainted theoretically and practically with the principles and precepts common to the teaching of all the subjects of knowledge constituting the school curriculum; and secondarily with the exemplification of the application of those principles and precepts in the actual teaching of a few of the more fundamental subjects. As far as training is concerned it is of minor importance what subjects are selected in which to apply those principles in class teaching. If a young man is acquainted with the theory of teaching and has not only seen those principles applied to a few subjects in the practising school but has also applied them himself, it is taken for granted that he will find no difficulty in applying them to a new subject, *provided that he knows that subject.* To *teach* the subject of drawing is all that the School of Arts need attempt and all that it is capable of doing under its present constitution or under any constitution that it is likely to possess for a generation to come. I cannot follow Mr. Monro when he says in paragraph 5 of his letter read in G.O., dated 10th April 1884, No. 241, Educational, that "the School of Arts, Madras, is eminently fitted to train teachers of drawing." Rule 32 of the Regulations for training institutions constituting Section VI of the Educational Rules provides for students from training institutions going through a course in drawing at the School of Arts A trained teacher who has gone through a course in drawing and obtained a certificate under the Technical Examination Notification will have a special value in schools in which a trained teacher capable of teaching drawing is wanted; just as a trained graduate who took his degree in Mathematics or in Physical Science has his special value in schools where a teacher of Mathematics or of Physics is required. A person who has not been trained, but who has gone through a course in drawing at the School of Arts may, under Section VIII of the Educational Rules, come up for a technical teachers' certificate in drawing if he wishes to become a teacher of it. The Educational Rules are at present under revision, and a set of subsidiary rules for the conduct of the practical test for technical teachers' certificates will be submitted to Government when the revision of the rules has been completed. It seems to me, therefore, that it is neither necessary nor expedient to carry out Mr. Monro's proposals with respect to the training of teachers in the art of teaching drawing in the School of Arts.

8. *Continuance of the school as a Government institution.*—In his despatch No. 128 (Public—Educational), dated 9th November 1893, the Secretary of State questioned the expediency of continuing the Schools of Art in India as Government institutions on the grounds (1) that ever-increasing difficulty has been experienced in securing the services of European teachers fit to be entrusted with the direction of such schools in India, (2) that such schools serve no useful purpose, (3) that the expenditure on them from the Imperial revenues is unjustifiable, (4) that such schools might be absorbed in elementary technical schools where these already exist or converted into elementary technical schools, and (5) that the transfer of the administration of the technical schools to municipal control or to private bodies might, as in England, lead to beneficial results. In the proposals for the reorganization of the Department, which I trust have by this time been placed before the Secretary of State, the post of Superintendent of the Madras School of Arts has been included in the European service with a salary of Rs. 500 rising to Rs. 1,000, and the Government of India has suggested the offer of an initial salary of Rs. 600 or Rs. 700 if a qualified man cannot be got for the lower commencing salary. The officer will be given the choice of retiring with such gratuity or pension as he may be entitled to, without remaining in this country for such a long period as 22 years. These concessions should minimize the difficulty of engaging the services of competent gentlemen for the post in question. The Madras School of Arts is the only institution of the kind which Government has been maintaining, and during the forty years and more that it has been in existence successive independent committees have testified to the good it has done. In this connection I would suggest that the Secretary of State be furnished with the full text of the report drawn up by the special committee appointed by Government in 1873 to enquire into the working of the school, and with extracts from the reports on the school for the subsequent years. The expenditure on the school is borne partly from Provincial funds and partly from its

own receipts. The expenditure from Provincial funds is justifiable on the grounds (1) that the institution is the only one of its kind fitted to supply schools with teachers of drawing and of industries capable of ornamental treatment, (2) that it is worked on as economical lines as possible, (3) that it has helped to train the young of the artisan and working classes to earn a better livelihood than they could otherwise have earned, (4) that it has contributed both directly and indirectly to a steady improvement in the artistic tastes of the people, and in the style and workmanship of several of the products of indigenous industries, and (5) that it fills a place in the system of education in this Presidency which no institution managed by Local or Municipal bodies, or by private associations or individuals, has filled or can fill. Probably the Secretary of State has been misled, as so many have been, by the name "School of Arts," which is mistakenly taken to be equivalent to "School of Art." A school of Art is an institution affording instruction in drawing, painting, design, modelling, &c.,—in other words, a school of Fine Art. The Madras School is a School of Arts, and in point of fact it never has been a mere drawing school, but a drawing and an industrial school, or rather a school in which the industries susceptible of artistic treatment and the artistic treatment of those industries are taught. It is thus virtually a technical school. There is no other Government technical school in Madras with which it can be amalgamated. The school cannot be handed over to the municipality; for the lower primary education of poor boys is the only charge which the Madras Municipality is required to attend to under the City of Madras Municipal Act, and, moreover, it has no funds to spare for expenditure on technical or industrial schools. The only body which has been suggested as capable of working the school is the Council of the Victoria Technical Institute, and that body has, I understand, intimated that it is prepared to take over the school provided that Government will contribute an annual amount equal to the present net cost of the school. I do not see any advantage which Government, or the school, or technical instruction would gain by such a transfer. As far as Government is concerned the transfer would be anything but advantageous, inasmuch as it would have to continue to bear the cost of the school without having that direct and complete control over the expenditure which it now has. As for the school, I look in vain among the members of the council for gentlemen so intimately acquainted with the kind of work carried on in the school and so blessed with leisure that they have the time and the technical knowledge needed to manage a special institution like this. There remain the interests of technical instruction throughout the Presidency. These interests, I submit, are dependent on the efficiency of the school, not on the accident of its being managed by Government or by the Victoria Technical Institute. The school should, therefore, in my opinion, continue to be a Government institution. This, I observe, was also the emphatic opinion of the Art Conference that assembled at Lahore.

9. *Draft Code.*—Having thus briefly sketched the history of the school and the nature and scope of its work, I proceed to formulate my recommendations. A draft code of revised rules based on these recommendations is also submitted. For convenience of reference, my remarks run on parallel lines with the provisions of the draft code.

Designation of the Institution.—Mr. Monro and the Committee appointed by Government to consider the question of the management of the Connemara Library proposed to alter the designation of the school into "the School of Arts and Industries" (G.O., dated 16th August 1894, No. 597). When Mr. Grigg once designated the institution as "the School of Industrial Arts," Government questioned his authority for the insertion of the word "Industrial" (G.O., dated 23rd August 1888, No. 496, Educational). If any change were to be made I think "the School of Arts and Industries" would be a more appropriate name than "the School of Industrial Arts." But as I have said in paragraph 8, the institution is not "the School of Art," but "the School of Arts," and I do not think the name needs any alteration, the term "Arts," unlike the term "Art," being wide enough to embrace all the subjects taught in the school. As a matter of fact, candidates are prepared for the Industrial standard examinations in Drawing and Industries

as well as for the examinations in those subjects under the Technical Examination Notification. To designate the school "The Madras Technical and Industrial Institute" would tend to obliterate the distinctive character of the school by substituting a generic for a specific name. In short, I am not in favour of any alteration in the name.

I. Object.—The object of the institution is to afford instruction in drawing, painting, design, modelling, engraving in wood and copper, jeweller's work, silversmith's work, carpentry and cabinet-making, carpet-weaving, pottery and porcelain manufacture, and in such other industries susceptible of artistic treatment as may hereafter be introduced.

II. Control.—The article in the present code regarding "control" has been repeated. But as Government has, under certain conditions, sanctioned the employment of the Superintendent as an Inspector of Technical and Industrial schools in the Presidency, words to that effect have been added in the draft Code. I would here remark that I have deliberately written "*an* Inspector," for it is not possible to find any one man competent to deal with all the subjects taught in such schools. Members of the staff will be required to address the Superintendent in the first instance on all matters connected with their duties, and the Director of Public Instruction through the Superintendent on matters in which they may wish to make a representation to the Head of the Department. Experience has led me to the conclusion that it is expedient for the maintenance of departmental discipline to insert this provision in the rules relating to every Government institution.

III. Staff.—The staff, excluding the Superintendent, the Assistant Superintendent (now called Art Instructor), and the teachers of general education subjects, should ordinarily consist of persons (i) who hold technical teachers' certificates in the subjects which they teach, the grade of certificate corresponding to that laid down in article 3, chapter III of the Grant-in-Aid Code, or (ii) who have passed the Government Technical Examination of the prescribed grade in the subjects they teach and have had at least two years' approved service as teachers of the subjects in recognized schools, or (iii) who have had five years' approved service as teachers of the subjects in recognized schools. These conditions might be waived in exceptional cases and as a temporary measure. It is essential that the standard of knowledge of the teachers should be much above the level of that expected from their pupils. The teachers employed in the general education classes must satisfy the conditions laid down for similar teachers in the Educational Rules.

IV. Apparatus, Appliances and Museum.—A museum and an art gallery are now provided. Every endeavour should be made to supply them with typical examples and models. The Superintendent will be required to make as extensive a use as possible of oriental models and designs. The Connemara Library Committee suggested in its report embodied in G.O., Public, No. 597, dated 16th August 1894, that, with a view to centralization, the collection illustrating South Indian Art, which is now in the School of Arts, should be transferred to the new building and amalgamated with the existing museum collection. The Acting Superintendent has furnished a list of such articles, but he is not in favour of their transfer, inasmuch as they are often needed as models. Articles should not be transferred which students may have to make constant references to, but I see no objection to the transfer of all such articles as are not required for the immediate purposes of the school. This, I understand, is all that the committee had in view. Mr. Holder's letters on this subject are enclosed for reference, but they were written under a misapprehension of the committee's remarks. Stipendiaries excepted, all students will be required to provide themselves with such materials, instruments, &c., as the Superintendent may prescribe for purposes of class instruction. The present practice of supplying pupils with stationery from the school at cash price is objectionable and will be discontinued.

V. Courses of Instruction.—The courses of instruction prescribed in the Educational Rules and in the Government Technical Examination Notification for the several classes will be followed. Where no such course has been prescribed, the

Superintendent will be required to follow a special curriculum to be approved by the Director. The length of the course for each class will vary and need not be definitely fixed.

The art and industrial standards laid down in section V of the Educational Rules do not include standards in jeweller's and silversmith's work, but suitable standards will be submitted to Government for approval and sanction if, after consulting the Superintendent, it seems expedient.

VI. Standards and Classes.—The present scheme of class arrangements is both cumbrous and unintelligible. In submitting a revised draft Code in 1889, Mr. Havell proposed to divide the school into three departments—(1) Drawing, (2) Industrial, and (3) General education. With a view to induce artisan children to enter the school at as early an age as possible, no minimum general education qualification is now demanded from candidates for admission, but as a certain amount of general knowledge and intelligence is necessary to enable any pupil to profit by the instruction given, pupils below a certain literary standard receive instruction in literary subjects side by side with their other work, as in the case of industrial schools generally. I am inclined to think that the time has come when a minimum standard of general attainments might be fixed for all candidates seeking admission. Article 22, chapter IV of the Grant-in-Aid Code (1894–95) provides that to earn a grant in an art or industrial subject a pupil should have passed the compulsory subjects of the Third standard. Most elementary "pial" schools teach up to this standard, and it seems to me that it is not the province of the School of Arts to undertake this work. I would therefore recommend that a pass in the compulsory subjects of the Third standard—or a standard of knowledge which the Superintendent may consider suitable to enable the pupils to follow the instruction given in the school—be required of all candidates for admission, except deaf and dumb children. This restriction would perhaps reduce the strength slightly for a time, but this need not be a matter for regret, for the mere swelling of the numbers by admitting persons unable to follow the instruction given can serve no useful purpose whatsoever. Provision will, however, be made for teaching the compulsory subjects and one of the optional subjects (say Elementary Science), of the fourth and fifth standards, Drawing taking the place of the other optional subject. Instruction in the other standards of general education is no longer necessary and will be discontinued. The school will accordingly consist of the following classes :—

Standard Drawing Classes—to consist of pupils receiving instruction in Drawing from the Third to the Sixth standard in accordance with section V of the Educational Rules.

Elementary Technical Examination Drawing Classes—to consist of pupils preparing for the Elementary Technical Examination in Drawing.

Intermediate Technical Examination Drawing Classes—to consist of pupils preparing for the Intermediate Technical Examination or for the Group certificate in Drawing.

Advanced Technical Examination Drawing Classes—to consist of pupils preparing for the Advanced Technical Examination or for the diploma in Drawing.

Modelling Classes—to consist of pupils preparing for the Technical Examinations in Modelling.

Architectural Drawing Class—to consist of pupils who, after passing a public test in Drawing, receive instruction in Architectural Drawing only.

Special classes will be held in Drawing, Painting and Modelling (1) from casts or still-life, and (2) from life (human figure).

Decorative Painting Class—to consist of pupils receiving instruction in decorative or ornamental painting, such as wall and window decoration, lacquer work, &c.

Engraving Classes—to consist of pupils preparing for the Technical Examinations in Engraving in wood or copper.

Jeweller Classes—to consist of six classes—standards A, B, C and D, and the Elementary and Intermediate Technical Examination classes.

Silversmith Classes—to consist of six classes as above.

Carpentry and Cabinet-making Classes—to consist of seven classes—standards A, B, C and D, and the Elementary, Intermediate, and Advanced Technical Examination classes.

Carpet-weaving Classes—to consist of six classes—standards A, B, C and D, and the Elementary and Intermediate Technical Examination classes.

Pottery and Porcelain Classes—to consist of six classes as above.

General Education Classes will be held for those who have not gone beyond the Third Literary standard, to enable them to pass the Primary and Fifth Standard Examinations.

VII. Strength of Classes.—For the present it is hardly necessary or expedient to fix a minimum or a maximum strength for each class.

VIII. Admissions and Withdrawals.—Admissions into the classes preparing for the Government Technical Examinations may be made once a year immediately after these examinations have taken place. Admissions into classes not preparing for any of the above examinations may be made at any time, but not later than the 10th of a month. Withdrawals in the case of scholarship-holders and stipendaries will, except for good and sufficient reasons, be allowed only on completion of the course for which the scholarships or stipends have been awarded.

IX. Qualifications for Admission.—There is no minimum educational qualification for admission at present. I propose to restrict admission in future to candidates of not less than nine years of age who have passed the compulsory subjects of the Third (literary) standard or any higher public examination, the Superintendent being empowered to admit other candidates, provided that their knowledge and intelligence are, in his opinion, sufficient to enable them to understand and profit by the instruction given in the school. For this purpose, he may hold an entrance examination equivalent in difficulty to that of the Third standard.

X. Selection of Pupils.—Selection from among candidates for admission will be made according to their general education qualifications, preference being given to those possessing higher general knowledge. Selection from among candidates tested by the school entrance examination will be made in the order of merit.

Other things being equal, sons of artisans and boys whose fathers are or have been engaged in some handicraft will be preferred for training in the respective industries.

XI. Fees.—The following scale of fees is recommended for the approval of Government. All fees are payable monthly before the 15th of each month :—

	Per mensem. Rs.	A.	P.
Standard Drawing Classes	0	4	0
Elementary Technical Examination Drawing Classes	0	8	0
Intermediate Technical Examination Drawing Classes ...	1	0	0
Advanced Technical Examination Drawing Classes	1	8	0
Modelling Classes only	0	8	0
Architectural Drawing Class only	0	8	0
Special class in drawing, &c., from casts	5	0	0
Do. do. from life	8	0	0

No fees are proposed to be levied from pupils working at any of the industries. Even in the lowest standard each pupil turns out work of some market value, and he need not therefore be called upon to pay any fee.

XII. Scholarships and Stipends.—One scholarship of the value of Rs. 3½ is now given for Drawing every half-year. This is increased to Rs. 5 at the end of six months, if the work of the scholarship holder continues to be satisfactory. It is further raised to Rs. 7½ on the holder passing the Elementary Technical

Examination in Drawing, and again to Rs. 10 on his passing the Intermediate Examination in Drawing, Painting and Design. The scholarship is on the whole tenable for four years and the period is extended to five years, if considered necessary, to enable the holder to pass the Advanced Examination. Under this arrangement the scholarship scheme cannot be properly worked or regulated. I think that no scholarship need be given to a pupil in any of the standard classes, nor need a scholarship be given half-yearly. I would propose that three scholarships of the monthly value of Rs 4 each be given annually in the Elementary Technical Examination Drawing classes and be made tenable for one year. One of these scholarships should be awarded to a Muhammadan or, failing a Muhammadan, to a pupil belonging to the backward classes mentioned in Article 4, Chapter II of the Grant-in-Aid Code, and the other two scholarships should be awarded to pupils who stand in need of help in the order of merit at the highest standard examination conducted by the Superintendent. If the pupil undertakes to proceed to the Intermediate Technical Examination in the same subject, the scholarship should be raised to Rs. 5, tenable for two years. If, after passing the Intermediate Technical Examination, the pupil continues in the school with a view to pass the Advanced Technical Examination, the scholarship should be raised to Rs. 7, tenable for a further period of two years. The pupils will not be required to enter into any agreement; but the scholarship will be liable to be reduced or withdrawn for misconduct, idleness, or want of progress. The maximum expenditure, if all these scholarships be taken up, will be $12 \times 3 \times (4 + 5 + 5 + 7 + 7)$ or Rs. 1,008. The actual expenditure will probably not exceed Rs. 800, as it is not likely that all of them will be fully appropriated.

Under the present rules, students in the industrial classes receive stipends at the undermentioned rates:—

		Rs.	Rs.
Standard	A	1 to	1½
„	B	1½ to	2½
„	C	2½ to	3½
„	D	3½ to	5½
Higher Examination, 1st and 2nd year		7 to	10
„ „	3rd year	10	

This arrangement has led to much difference and confusion. In 1889 Mr. Havell proposed to institute certain scholarships in the jeweller, silversmith, wood-carving, and carpet-weaving sections, and to award to apprentices not holding scholarships stipends at rates to be regulated by the number of vacancies which occurred and the demand for school-work. This arrangement would also lead to confusion. Mr. Holder recommends the establishment of some 69 scholarships of varying values to be awarded to deserving students on the results of the Standard and Technical Examinations; the scholarships, after having been held for one year, to be continued for a second year if the student's conduct, attendance and progress were satisfactory. This arrangement is also defective, in that it does not specify the number of stipends to be attached to each industry. The following are my recommendations:—

(*a*) That no stipend be given in industrial standards A and B, the waste of materials by the pupils being set off against the work done by them;

(*b*) that two stipends be awarded annually in the Jeweller classes, three in the Silversmith classes, four in the Carpentry and Cabinet-making classes, three in the Carpet-weaving classes and two in the Pottery and Porcelain classes on the results of the annual examination in industrial standard B;

(*c*) that the stipends be of the value of Rs. 2 in standard C, Rs. $2\frac{1}{2}$ in standard D, Rs. 3 in the Elementary Technical Examination class, Rs. $4\frac{1}{2}$ in the Intermediate Technical Examination class and Rs. 6 in the Advanced Technical Examination class. I may here state that Cabinet-making is the only industrial subject in which an Advanced Technical Examination is at present provided. The stipends to pupils preparing for the Intermediate and Advanced Technical Examinations will in each case be made tenable for two years. The total

expenditure involved in this proposal, if all the stipends be taken up and continued up to the highest standard, will be—

		Per mensem. Rs.
Jeweller classes	2 (2 + 2½ + 3 + 4½ + 4½) =	33
Silversmith classes ...	3 (2 + 2½ + 3 + 4½ + 4½) =	49½
Carpentry and Cabinet-making classes	4 (2 + 2½ + 3 + 4½ + 4½ + 6 + 6) =	114
Carpet-weaving classes ...	3 (2 + 2½ + 3 + 4½ + 4½) =	49½
Pottery and Porcelain classes	2 (2 + 2½ + 3 + 4½ + 4½) =	33
		279
Per annum ...		3,348

The maximum cost of stipends will thus be Rs. 3,348. But as it is not probable that each stipendiary will go through the full course, the average annual expenditure will not likely exceed Rs. 2,500. If all the stipends be appropriated there will be 78 stipendiaries on the whole. This is as liberal a provision as the Department is in a position to provide at present. Vacancies in the lowest class in any industrial standard may be filled by increasing temporarily the number of stipends in another section. For misconduct, idleness, or want of progress stipends may be reduced or withdrawn by the Superintendent, subject to the approval of the Director. Scholarships and stipends will be sanctioned by the Director on the recommendation of the Superintendent.

XIII. Time Table.—The hours of attendance now in force will be continued, as it has been found that it enables persons engaged in other avocations or studying in other institutions to attend a course of Drawing at the school.

Morning Drawing classes—Every week day, except Saturday, from 7 to 9 A.M.

Afternoon Drawing classes.—Every week day, except Saturday, from 3 to 5 P.M.

Evening Drawing classes.—Monday, Wednesday and Friday, from 6 to 8 P.M.

Industrial classes.—Every week day, except Saturday, from 8 A.M. to 12 noon and from 1 to 4 P.M.; on Saturday, from 7 A.M. to 12 noon.

General Education classes.—Every week day, except Saturday, between 10 A.M. and 5 P.M.

XIV. Vacations and Holidays.—The Drawing and general education classes will be closed for the Christmas vacation from the 16th December to 15th January and for the summer vacation from 1st to 30th June. The industrial classes will be closed from 1st to 15th January for the Christmas vacation. The casual holidays allowed in Section IV of the Educational Rules will apply to this school also. It is to the advantage of the institution and the public to keep the industrial classes open during the last week of December, when Madras is full of visitors from the mofussil, many of whom would doubtless visit the school in order to see the work carried on there.

XV. Leave and Dismissal.—Scholarship holders and stipendiaries will forfeit their scholarships or stipends, as the case may be, during any period, however short, of absence without leave; and will further be liable to have their scholarships or stipends altogether withdrawn if they absent themselves without leave for five consecutive working days. Casual leave may be given to them by the Superintendent for five days at a time and for not more than ten days in the year; but any additional leave granted by the Superintendent in cases of real necessity will be leave without scholarship or stipend. In case of severe sickness certified to by a competent medical authority, sick leave with scholarship or stipend may be given by the Superintendent for one month, but if such leave exceeds one month, the excess period will be leave without allowances. Dismissal for misconduct or idleness will render a scholarship holder or stipendiary ineligible for employment in the Educational Department.

XVI. Examinations.—As at present, the examinations for admissions and promotions in the art and industrial standards will be conducted by the school staff at such intervals as the Superintendent may deem fit; while the public examinations will be conducted by boards under special notifications in the manner

and at the times and places laid down in such notifications. The annual examination in the literary standards will, as heretofore, be conducted by the Assistant Inspector.

XVII. Certificates.—Successful candidates at the Government Technical Examinations will be awarded certificates under the Government Technical Examination Notification. The holders of diplomas in Drawing will, if their education has been received in the school, be styled "Associates of the Madras School of Arts." Students passing the highest art or industrial standard in any subject and who cannot be induced to proceed to the Technical Examination in that subject will be awarded school certificates signed by the Superintendent.

XVIII. Employment of passed students.—The Superintendent will keep a register of all students who have passed any of the examinations under the Technical Examination Notification and will give them every assistance in his power in securing a fair start in life. As an Inspector of Technical and Industrial schools in the Presidency, he will have opportunities to provide for qualified men as teachers of special subjects. In this way a much desired improvement in the general efficiency of these schools will be brought about. All Upper Secondary schools are now expected to provide for the teaching of Freehand Drawing as a part of the ordinary curriculum, and Drawing is required to be taught in all Training institutions. There is thus a prospect of employment being readily found for students from the School of Arts for some years to come. It is too early to introduce Drawing as a compulsory subject of study in Lower Secondary schools. But I trust that the enhanced rate of results grants recently sanctioned for this subject and the growing appreciation by the public of the usefulness and importance of the subject will induce Managers of these schools also to introduce it without any pressure from the Department. On the recommendation of this Department, several Municipalities have agreed to employ common Drawing-masters to teach the subject in the Primary and Lower Secondary schools within municipal limits. I do not think it necessary that a register be kept of pupils who do not go beyond the standards of Section V of the Educational Rules.

XIX. Registers.—The following registers and accounts will be maintained in the school, in addition to a time-table and to the ledgers connected with the several accounts ;—

Registers.

(i) Register of admissions and withdrawals for each class.
(ii) Monthly register of attendance, fees and fines for each class.
(iii) Acquittance roll and pay abstract.
(iv) Library catalogue and register.
(v) Register of scholarships and stipends.
(vi) Register of expenditure on contingencies.

Accounts.

(vii) Daily account of sales.
(viii) Daily account of disbursements.
(ix) Monthly statement of stock added, with value.
(x) Do. do. issued, with value.
(xi) Do. of materials purchased and issued, with value.
(xii) Do. of outstandings and liabilities.

The Manager and Storekeeper will be primarily responsible for the proper maintenance of the above registers, subject to the general control of the Superintendent. He will also keep under the instructions of the Superintendent a price list of all articles manufactured in the school. The monthly returns prescribed by the Director will be prepared from these registers, and the Superintendent or, during his absence, the Assistant Superintendent, will be required, when he affixes his signature to the returns and accounts, to satisfy himself that the figures therein given agree with the entries in the registers and accounts kept in the school.

XX. Miscellaneous.—The provisions of the Educational Rules regarding accommodation and sanitation, admission of pupils, inter-school rules, common rooms, discipline, dress, periodical examinations, and punishments will apply *mutatis mutandis* to the School of Arts, in so far as the special character of the school renders their application practicable. The Superintendent will invariably obtain the previous sanction of the Director for any deviation from the rules. He will also

move the Director to arrange for an annual clearance sale of sundry articles manufactured and for an audit of the stock and accounts of the school. An extract from the rules of the school will be published annually in the *Fort St. George Gazette* for the information of the public.

10. *Scale of establishment.*—I beg to recommend the following scale of establishment for favourable consideration and sanction. In fixing or rather re-arranging the scale, I have taken into account the present scale as contrasted below, the necessity for providing the Drawing classes with a more efficient staff, and the desirability of introducing a graduated scale of pay. The Superintendent who belongs to the European Educational Service, and the Art Instructor, to be styled Assistant Superintendent, who belongs to the Provincial Educational Service, have been excluded from the scale as their pay will vary from time to time. In the re-organization scheme of the Department, a pay of Rs. 500—50—1,000 has been recommended for the Superintendent, and the pay of the Assistant Superintendent may vary between Rs. 400 and Rs. 600 :—

Present Scale.		Proposed Scale.	
Artistic department.			
	Rs.		Rs.
One pupil-teacher (permanent) ...	25	One teacher of drawing	50
One engraving class teacher (permanent)	25	One teacher of design and decorative painting	35
Five pupil-teachers (temporary) on Rs. 15 each	75	One teacher of drawing	25
One pupil-teacher (temporary) ...	10	One „ „	15
One „ („) ...	5	One „ „	15
One „ evening class (temporary) ...	12	One teacher of engraving	25
One „ decorative painting class (temporary)	12	One paint-grinder	8
One paint-grinder (temporary) ...	8		
Two attendants on Rs. 6 each ...	12		
	184		
Industrial department.			
Jeweller classes—	Rs.		
One goldsmith (temporary) ...	20	One goldsmith	30
One pupil-teacher (temporary) ...	12	One assistant goldsmith	20
Silversmith classes—		One silversmith	50
One silversmith (35—50) (permanent)	46¼	One assistant silversmith	15
One silversmith (temporary) ...	40	One wood-carver	40
Carpentry and Cabinet-making classes—		One „	25
One wood-carver (35—50) (permanent)	46¼	One „	20
One wood-carver (permanent) ...	25	One carpet-weaver	40
One wood-carver („) ...	20	One assistant carpet-weaver	20
Carpet-weaving classes—		One modeller	30
One carpet-weaver (permanent) ...	40	One assistant modeller	16
One Assistant weaver (temporary).	20	One potter	20
Pottery and Porcelain classes—		One assistant potter	12
One modeller (temporary) ...	30	One moulder	15
One assistant modeller (temporary).	16	One assistant moulder	12
One potter (temporary)	20	One segger-maker and modeller ...	12
One assistant potter (temporary) ...	12	One assistant do. do. ...	10
One moulder (temporary) ...	15	One engine-driver	12
One assistant moulder (temporary).	12	One fireman	7
One segger-maker and modeller (temporary)	12		
One assistant do. do. ...	10		
One engine-driver	12		
One fireman	7		
	415½		

PRESENT SCALE—*cont.*

General education department.

		RS.
Headmaster (temporary)	... ...	20
Second teacher (temporary)	...	15
Third teacher („)	...	12
Fourth teacher („)	...	10
		57

General Establishment.

	RS.
Head clerk (50—75) (permanent) ...	68¾
Pottery assistant (permanent) ...	40
Storekeeper and Pottery clerk (temporary)	28
First clerk (temporary)	25
Second clerk (temporary)	17
Bill collector (temporary)	10
Duster (temporary)	9
Two peons on Rs 9 each (temporary).	18
Two gardeners on Rs. 7 and 6 (temporary)	13
Two night-watchmen Rs. 7 each (temporary)	14
Library peon (temporary)	7
Sergeant (temporary)...	20
Gate clerk and museum-keeper (temporary)	10
Duster and lamp-lighter (temporary).	10
Peon(temporary)	8
Two sweepers on Rs. 3 each (temporary)	6
Two scavengers on Rs. 4 and Rs. 2 (temporary)	6
	309¾
Total ...	966¼

PROPOSED SCALE—*cont.*

	RS.
General education classes—	
One teacher	20
One „	15

General Establishment.

Manager and Storekeeper	80
Head clerk	50
Second clerk	35
Third clerk	30
Fourth clerk	25
Fifth clerk	15
Sergeant	20
Gate clerk and museum-keeper ...	10
Two dusters, one on Rs. 9 and one on Rs. 8	17
Six peons, two on Rs. 9, one on Rs. 8, one on Rs. 7 and two on Rs. 6 each.	45
Two gardeners	13
Two night-watchmen	12
Two sweepers on Rs. 3 each	6
Two scavengers on Rs. 4 and Rs. 2 ...	6
Total ...	978

The increased pay provided for the Drawing classes, and for the Jeweller and Silversmith classes taken together, will enable the Superintendent to secure and retain a more highly qualified staff than at present. The number of teachers in the Drawing classes will be fewer, but it will be possible to arrange the work in such a way that it may be accomplished by the staff provided in the revised scale. Students who may join the school from a Training institution under the provision of rule 32 of section VI of the Madras Educational Rules, with a view to qualify as teachers of Drawing or of an industrial subject, will be required to assist the staff in the teaching of the lower standards. The pay of the Manager and Storekeeper may be fixed at Rs. 80,—a pay for which the services of a competent man of standing and experience will be secured. The scale of pay of the clerks has been revised. The total cost of the new scale is Rs. 978, which is only Rs. 11–12–0 more than the present total expenditure. I would strongly recommend that the whole staff be allowed pension and leave privileges.

11. *Conclusion.*—I trust I have fully explained the necessity for the retention of the school as a State-managed institution. The only additional industry which might be suggested at present is Blacksmithing. But as arrangements will be made for instruction in this industry at the Civil Orphan Asylum close by, on the amalgamation with it of the Madras Industrial School, and as pupils wishing to learn this industry may be sent there, I have not referred to this subject in this communication. The jeweller's work, though somewhat costly, owing to the expensiveness of the material used, has much educative value, and I am not prepared, for the present at any rate, to recommend the discontinuance of it. Carpet-weaving has

also considerable educative value, though it is considered that students apprenticed to this trade may not find ready employment. From the time of the establishment of the institution, the Pottery classes have done much useful work. As the Carpet-weaving and Pottery sections are self-supporting and as these trades are useful handicrafts, I would retain them also for the present. After the arrival of a new Superintendent, for whose services I beg to request that application may be made at an early date, it will be considered whether any of the trades now taught might, with advantage, be replaced by other industries of greater educative value. That the institution has been making substantial progress during the last decade and has gradually been attracting a better class of students will be clear from the fact that, of the students on the rolls at the close of the past official year, no fewer than 81 had passed the Lower Secondary Examination or some higher public test, including the B.A. Degree Examination, though no minimum general education test has been prescribed for admission into either the Artistic or the Industrial department. The proposals now submitted are calculated to effect a further improvement in this direction and to extend the scope of its work. There is every reason to believe that the time is not far distant when the expectation which the Special Committee of 1873 formed of it will be realized to the fullest extent,—an expectation which I cannot give better expression to than by quoting the words of the Committee: "As education advances, as a knowledge of physical and experimental science is diffused, as openings for employment in the Publice service and other walks of life, which are now so attractive, become less and less available, and as the humbler classes at least of the educated youths of the country are attracted to the School of Arts, it will be necessary to expand the school, though slowly and gradually, into the proportions of a Central Industrial college. The high and varied standard of German Industrial colleges is perhaps what should be ultimately aimed at by the Madras School of Arts."

I have the honour to be,

Sir,

Your most obedient servant,

D Duncan

Director of Public Instruction.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,
Madras, 28*th January* 1895.

Educational Department.

SCHOOL OF ARTS,

Madras, 18th September 1894.

No. 505

FROM E. Holder Esq

THE SUPERINTENDENT,
SCHOOL OF ARTS,
MADRAS,

TO

THE Director of Public Instruction
Madras

SIR,

With reference to your Endorsement no 9/641 dated 6th September 1894 (Brunette returned) I have the honour to state that it would not be advisable to transfer the small collection from the School of Arts Museum to the Government Central Museum for the following reasons.

The collection in the School of Arts is a very small one as roughly detailed in the margin. It would not materially add to the splendid collection in the central museum.

A few specimens such as plaster casts of ornament, pottery and metal ware must always be kept in the School of Arts for

Constant

(I) About a dozen small cases containing silk cloths manufactured in the Presidency, pieces of pile carpet intended as patterns; palampores.

II. Four small cases of geological specimens

III Six large casts of antique statues

IV Cast of portion of the frieze of the Parthenon taken from the Elgin Collection, British museum.

V. Small collection of Chinese, Moulton and Bombay pottery.

VI Small collection of brass and copper ware

VII A few Electrotypes from Persian metal ware at the South Kensington Museum

Constant reference.

4. The front hall in the School of Arts where the collection is placed is principally utilized as a room of show room for the articles manufactured in the School. It cannot be used as a room for Drawing and painting classes on account of the peculiar manner in which it is lighted and on account of the double row of pillars which divide this fine spacious hall into three narrow aisles quite unsuited for Drawing classes. It would also not be suitable for a workshop as the room is not properly ventilated and is between 10 Am and 4 PM unbearably hot. Besides it lies between other drawing class rooms and would be a nuisance if it were to be used as a workshop.

5. The small collection of pottery, brass work casts and cloths are not only useful for reference but serve as adornments to this front hall; without these articles the room would be bare and unsightly.

In conclusion therefore I beg that nothing be removed from the School of Arts Museum except perhaps the small collection of geological specimens.

I have the honour to be

Sir,

Your most obedient Servant

Edwin Holder

Asst Superintendent

2

Educational Department.

SCHOOL OF ARTS,

Madras, 13th October 1894.

No. 639.

FROM E. Holder Esq

THE SUPERINTENDENT,

SCHOOL OF ARTS,

MADRAS,

To

THE Director of Public Instruction

Madras

SIR,

With reference to Proceedings No 9005 dated 21st September 1894 I have the honour to enclose a list of the articles in the School Museum illustrating South Indian Art.

2. These articles are kept here as models for the students of this Institution

I have the honour to be

Sir,

Your most obedient Servant.

E. Holder

Ag Superintendent.

5
Ed Dept
7
115

No	Description of Articles	Quantity	Remarks
	Metal Work		
1	Brass chamber pot with cover	1	
2	Chunam lime		
3	Brass vessel used in Hindu Sacred ceremonies		
4	Cylindrical box with corner lugs heater and chased		
5	Vessel used in Hindu Sacred ceremonies heater copper		
6	Copper vessel cast and inlaid with lac used in Hindu Sacred ceremonies		
7	Tripathy. North Arcot District Old chamber lime		
8	Pickaxe iron open		
9	Bronze Ornamental Yalee head for the end of Palanquin Pole	2	
10	Vessel used in Hindu Sacred ceremonies	1	
11	Spittoon brass cast		
12	Betel Tray brass cast & chased		

No	Description of Articles	Quantity	Remarks
13	Bronze pedestal and shrine for Hindu god cast & chased	1 set	
14	Mannargudi Tanjore District Betel Tray lacquered & engraved	1	
15	Muhammadan Betel Tray cast heavy & engraved	1	
16	Chamber Brass inlaid with copper and chased	1	
17	Hyderabad Betel Tray of Brass inlaid with Silver	1	
18	Betel Tray pierced Brass	1	
19	Betel Hyderabad Brass of Hookah inlaid with gold	1	
20	Betel Tray brass beaten & chased	1	
21	Kumbakonam - Trichy District - Tray of Brass and Zinc cast & chased	1	Rs 1-10 per set
22	Kumbakonam - Trichy District. Chamber brass and Zinc cast & chased	1	Rs 1-10 per set
23	Sivaganga Madura District - Boar Spear heads cast & chiselled wrought and chiselled iron		
24	~~Hindu gods of Southern India~~ Hindu oil lamp brass cast	1	
25	Betel case Brass cast & Engraved	1	

No	Description of Articles	Quantity	Remarks
26	Brass vessel used in Hindu Sacred ceremonies cast & chased		
27	Betel Tray Brass chased & beaten Kumbakonam District		
28	Cabinet oil lamp of Bell metal presented by Kerala Varma 3rd Prince of Cochin		
29	Southern India hanging lamp of Bell metal		
30	Spittoon Brass of chased Ornamentation		
31	Copper Sahagopuram work on the headley Hindus & sacred ceremonies	1	
32	Bronze oil lamp		
33	Brass vessel used in Hindu ceremonies		
34	Do Do Do	1	
35	Trichy small chamber brass with hammered Ornamentation		

No	Description of the Articles	Quantity	Remarks
36	Chamboo Saran with inscribed Ornamentation of the Avatars of Vishnu	1	
37	Madura bell metal chamboo with hand moved flutings	1	
38	Calicut bell metal water vessel presented by Kerala Varma the 3rd Prince of Cochin	1	
39	Southern India Copper Water vessel with spout	1	
40	Coppet spoons used in sacred ceremonies by Hindus	3	
41	Ghurara horse with chain bell metal case	2	
42	Ghurara hop and Yuna Saran	1	
43	Large ghurara hop with lid Bell metal cast	1	
44	Copper chamboo with inscribed Ornamentation of incarnation of Vishnu	1	
45	Southern India Oil lamp bell metal	1	
46	Tirupati Chamboo Saran beaten and chased inlaid with coppet	1	

No	Description of the Articles	Quantity	Remarks
47	Tirupati Chamboo Saran beaten & chased inlaid with coppet		
48	Tirupati chamboo bell metal cast chased and inlaid with coppet		
49	Chamboo with lid bell metal cast and chased and inlaid with coppet		
50	Tirupati chamboo bell metal cast chased inlaid with coppet		
51	Tirupati chamboo with spout Saran beaten		
52.	Tirupati Chamboo Saran beaten engraved and inlaid with coppet		
53.	Bore of Horse bell metal Cast and fixed with iron		
54	Tirupati chamboo Saran beaten and chased		
55	Copper chamboo presented by Mr Ry M Velayuda Asari Drawing Master, Kerala Varma	1	
56.	Bell Metal Chamboo	1	
57.	Brass chamboo inlaid with Coppet	1	

Number	Description of Articles	Number	Remarks
58	Brass Chamber with Ornamentation		
59	do do Muhammadan Goglet Mould		
60	Kasan Blagolog Krayzote Cingalese Brass basin, stand & Ornaments		
61	Copper Trays Chased	3	
62	" Betal Nut Cutter	1	
63	" Ball Napkin	1	
64	Arcot Pankha Pattern	1	
65	Copper & Silver Inlaid water Chamber		
66	Brass Chamber with fluting Serupati	1	
67	Octagonal Inlaid Metal Tray with Nuts	1	
68	Betal tray brass Round	2	
69	Bell metal Pankha pattern	2	
70	do Shield chamber	1	
71	do Emblems of Allah	1	
72	Copper do do	1	
73	Brass incarnation of Siva with parental Leg	1	
74	do do Vishnu Small	1	
75	Light Stand bronze with statues	2	

Number	Description of Articles	Number	Remarks
76	Tray of Mysore	1	
77	Model of a Cart in brass	1	
78	Brass pedestal		
79	Ornamental light stands for temple ceremony		
80	Brass and Copper Small pieces of various shapes	65	
81	Bronze Bust		
82	Goglet with spout and shoulder brass		
83	Cups used by Muhammadans	6	
84	Chambers used by Hindus		
85	Plate of Kuftagiri Work Repoussé in the Work of Arts Travancore	1	
86	Spittoon brass big with lid	1	
87	Natura Bell Metal Lota		
88	Travancore Guinea presented by Prince of Wales	1	
89	Rose water Sprinkler Bell Metal		
90	Collection of present Jewellery presented by Col D. P. Hawkes W.S.E	25	
91	Brass Chamber inlaid with Copper	1	
92	Brass perforated Mirror Case small		
93	Jungle Brass Tray inlaid with Silver & Copper	1	
94	Brass goglet with spout small	1	
95	Copper Tray engraved and electroplated by C. M. Ramasamy Pillai	1	

Number	Description of the Articles	Received	Remarks
	Carved Wood Work		
96	Mandapam of Satin Wood – Temple at Parlikemedy	2	
97.	Vase Made of cocoanut shell in Travancore	1	
98.	Fan made of Palmleaf Small	1	
99	Coloured cocoanut shells	5	
100	Coloured Wooden toys	7	
101	Carved wooden frames of sizes	4	
102	Carved wooden brackets large	1	
103	Do Small	3	
104	Do Wooden pieces as found	1	
105	Collection of blocks for printing chintz	2	
106	Shield	1	
	Ivory Work		
107.	Rectangular panels of ivory carved and perforated – probably from Vizagapatam	2	
108	Carved ivory paper cutter Travancore	1	
109	Ivory pierced Mirror	1	
	Carved Stone Work		
110	Mimbar with ornamental finial in the pillar	1	
111	Do Do.	1	
112	Parapet panels & perforated in Squares	4	

Number	Description of the Articles	Received	Remarks
113.	Panels from Humpi the Sculpture.		
114	Do Do Granite		
115	Do Do carved in Marble	5	
116	Do Do Sand-stone as, marble and		
117	Do Do Terracotta	1	
118	Carved head Sand stone in similar work		
119	Piece of a Temple	1 Heap	
120.	Do Chinese pieces		
121	Specimen of ancient pottery from Coimbatore	17	
	Weaved Cloths		
122	Kotwad Women's Cloth Mixed with silk and cotton	1	Rs 20 to 30
123	Do Do	1	Rs 8 to 12
124	Do Do	1	Rs 15 to 20
125	Jaipore Women's cloth	1	Rs 27-4-0
126	Madura Thoralay and Augustram pa	1	
127.	A piece of embroided satin Arcialore 1½ yard + ¾ yd	2	Rs 1-0-0 to 2 Rs per yd
128	Do Do 5½ yd + ¾ yd	2	Rs 1/5/- to 2/- per yd
129	Do Do 1¼ yd	1	Rs 1/0/- to 2/- per yd
130	Do Do 1½ yd	1	Rs -/13/- per yd
131	Do Do 6¾ yd	1	Rs 1/12/-
132	Do Do 1½ yd	1	Rs 1/8/-
133	Do Do 1½ yd	1	Rs 1/10/- to 2 Rs.
134	Do Do. 3 yd	1	Rs 1/10/-

No	Description of Articles	Quantity	Remarks
135	Woman's cotton cloth of Madura Circle-various colours	10	Rs 354/8/- each
136	Salem palamporé	2	
137	Kumbakonam palamporé	1	
138	Do Do - waxed	1	
139	Madura Handkerchiefs hand Loomed		
140	Cotton carpet	2	
141	Calastry palamporé large	1	
142	Palamcottah reed mat	2	
143	Madura reed mat	2	
144	Hand painted palamporé	3	
145	Elore carpet		

Chas. Stuart
Asst. Superintendent

R. No. 13,371/94.

1894.

EDUCATIONAL DEPARTMENT.

THE SUPERINTENDENT, SCHOOL OF ARTS,
MADRAS,

To

THE DIRECTOR OF PUBLIC INSTRUCTION,
MADRAS.

Dated 30th October 1894
Received 31 OCT 94

No. 639

ENCLOSURE. (1)

Subject.

Submitting a list of the articles in the School museum illustrating South Indian Art & stating that they are kept there as models for Students.

No. 7192.

PROCEEDINGS OF THE DIRECTOR OF PUBLIC INSTRUCTION, dated 9th July 1890.

School of Arts.

Read the following letter from the Superintendent, School of Arts, to the Director of Public Instruction, dated Madras, 14th December 1889, No. 979 :—

With reference to your Proceedings, No. O-422, dated 28th June 1889, I have the honor to submit the proposals called for.

2. In the first place, in order to lay before you the general grounds on which I base my proposals, I would observe that the present scheme of the school covers a wide field, far wider than the organization of any other Indian School of Art and owing to many peculiar circumstances it is hardly possible to take any other school either in India or in Europe as a model. The main point to be considered is that, without a very large expenditure, the present scheme of the school cannot be extended with advantage.

3. The most urgent needs of the school are to fill in and consolidate the present scheme of work. I take it that I need not consider the prospect that the Victoria Technical Institute, a body organised for the purpose of dispensing moneys subscribed by the public for the advancement of technical education, will sooner or later give some practical aid to the School of Art which, I do not hesitate to affirm again and again, is at present doing more for technical education than any other in India —an assertion which can easily be proved or disproved by enquiry, nor need I notice the misrepresentations regarding the school which the Secretary of that body has publicly made, much less, the attacks of a more personal kind which a prominent member periodically puts into print in a local newspaper, until I am called upon officially to do so. The recommendations which I make are therefore only for improvements which, taking local conditions into consideration, I think are necessary and feasible.

4. *Course of instruction.*—I think the advanced stage of the syllabus for drawing, painting and design needs revision in order to make it work in better with the course of instruction in the school. When I first drew up the syllabus I divided the advanced stage into sections A and B with the intention that section B should be taken up by students on the industrial side of the school (division I), and section A by those of the fine art side (division II), the preliminary course being the same for both divisions. But under the terms of the notification a student is at present required to pass in both A and B before he can get a diploma as Associate of the Madras School of Arts. The courses in divisions I and II are quite distinct in their ultimate object. The first is intended chiefly for draughtsmen and decorative workmen. The second for picture painters. I think the best way to make the terms of the notification to coincide with the school course will be to revise section A of the advanced stage as follows :—

Advanced Higher Examination—Section A.—In test I after the word "drawing" insert the words "or modelling," and after the words "to draw in outline" insert the words "or to model." Omit test II (*a*) and add the following two tests :—

2. *Advanced perspective.*—The perspective of objects in any positions in horizontal, vertical, or oblique planes.

3. *Solid geometry and projection of shadows.*—

(1) Miscellaneous problems relating to lines and planes.
(2) Projection of the cube, prism, pyramid, tetrahedron, octrahedron, having given.
  (*a*) A plane connected with the solid and a line lying in that plane.
  (*b*) Two lines connected with the solid.
  (*c*) Two planes connected with the solid.
  (*d*) The heights of three points of the solid.
(3) Sections of the above solids by vertical, horizontal and inclined planes.
(4) Problems relating to sphere, cone and cylinder.
(5) Representation of those solids in given positions.
(6) Determination of their sections by planes under given conditions.
(7) Simple cases of cast shadows, the rays of light being supposed parallel.

Section A will then be an advanced course of drawing suitable for students in division I, and these students might fairly be required to pass in both A and B before obtaining the diploma of the school.

5. I would also strongly recommend that the notification should be amended as regards the rule which requires students to pass in wood-engraving before they can obtain the diploma. Wood-engraving is a special subject quite outside of any ordinary curriculum for a drawing teacher. To pass in the advanced higher examination a student would have to devote himself entirely to that one subject for at least two years after passing all the stages in drawing, painting and design. The syllabus for the latter is already very comprehensive, and I think it would be hardly fair to expect more from the students. The difficulty might perhaps be met by adding wood and copper-plate engraving to the subjects which may be taken up for the advanced higher examination in section B (drawing, painting and design).

6. *General education.*—In the draft code of regulations, which I submit, I have laid down rules regarding the general education of students and apprentices. The new arrangements regarding the English class sanctioned in your Proceedings, No. O-89, dated 14th May 1889, were started last July. It will be seen that I propose to make it compulsory that students of the school should pass the VI standard before appearing for the advanced higher examination in technical subjects, so that it will be necessary that instruction up to that standard at least should be given in the English class. To carry out this scheme properly the staff of the English classes must be strengthened. I would propose that the pay of the first teacher be raised to Rs. 18, the second teacher's to Rs. 15, and that a third teacher be appointed on a salary of Rs. 12. As the English class would work under the Grant-in-Aid Code, all the teachers would also be entitled to share in the results grants.

7. *Re-organization of staff.*—I think that a higher standard of efficiency in all departments of the school can be obtained without extra cost to Government by entirely re-organizing the staff. In the first instance, I propose that the post of artistic instructor should be abolished. To provide for efficient instruction being given in the drawing classes the following new appointments should be made:—

Drawing Department.

		Rs.
2	Teachers for elementary free-hand class on Rs. 15 each	30
1	Teacher of free-hand and geometry and elementary modelling (Middle School)	40
1	Teacher of model drawing, measurement drawing, architectural drawing and plane geometry (Middle School and Preliminary Higher examinations)	45
1	Teacher of perspective, solid geometry, plant drawing, elementary painting (Preliminary Higher examination)	50
1	Teacher of design and painted decoration	50

Industrial Department.

1	Head overseer on Rs. 100—5—120 ... ... average ...		115
1	Silversmith		50
1	Assistant carpenter		25
1	Do.		20
		Total ...	425

Three pupil teachers, whom I would recommend for new appointments in the Drawing department, are now drawing between them Rs. 60 per month. This amount would, therefore, go to meet part of the salaries of the new appointments.

The difference of Rs. 35 per month (Rs. 460—425) between the salaries of the artistic instructor *plus* the three pupil teachers and the aggregate salaries of the new appointments I would devote to scholarships in the Industrial departments.

8. The grounds on which I recommend these proposals are these. The working of the Drawing department is not and never has been thoroughly efficient, and though doubtless there is some improvement on the state of affairs previous to the appointment of the "Artistic Instructor," the results of the examinations in many subjects are not what might be expected for an additional expenditure of Rs. 400 per month. Owing to my work in the Industrial departments I have very little time left for actual teaching in the Drawing departments. By this scheme of re-organization a competent foreman trained either in carpentry or in some metal work would relieve me of a great deal of mere routine work in the Industrial departments. Each drawing class would have the advantage of a trained pupil teacher being continually in charge. With more time at my disposal I should be able to supervise closely the work of both students and pupil teachers, and thus assume a much larger share of direct responsibility for the success of the drawing classes than, I conceive, belongs to me under present circumstances. The pupil teachers might be required to present themselves and pass within a reasonable time the extra subjects required for section A of the advanced higher examination—*vide* para. 4 above.

9. The only alternative to this scheme would be to increase the pay of the appointment and obtain a more highly trained officer from Europe in place of the present artistic instructor. Unless a very much higher salary is offered, I do not think this would be advisable. I know that quite recently there has been great difficulty in filling a similar appointment at Lahore, though the salary offered was higher.

10. It will be seen that besides a head overseer, the re-organization will provide for an additional silversmith and two extra carpenter maistries whose services are much needed. Additional scholarships are also provided for, so that the Industrial departments will be greatly strengthened. If another artistic instructor on a high salary were appointed, the salary of these other appointments would be an extra charge also.

11. I should be very sorry to recommend this scheme solely on the ground of economy, but as I believe that by it the educational aim of the school can be furthered, I believe that economy will be considered a point in its favor. I prefer to put the case before you in this way than to enter upon the question of the present artistic instructor's personal qualifications and teaching capacity, though, if called upon, I will submit a special report. It needs no demonstration to prove that the Industrial departments will gain greatly by the proposed new arrangements. I am convinced that the students in the Drawing departments will also benefit by them, while there will certainly be less friction in the administration of the school. In any case, I would urge most strongly that a change is absolutely necessary. I should say that I have carefully considered the question of finding competent men to fill the new appointments and I am sure there will be no difficulty in this matter.

12. As regards the Industrial department, the effect of the re-organization will be, as I have shown, to provide a competent foreman who will assist in giving instruction either in carpentry or metal work and be in general charge of the Pottery-manufacturing department. Two carpenter maistries would be added to the Wood-carving department in order that the instruction in carpentry may be more thorough and systematic. By extending the workshop provision could also be made for giving instruction in carpentry to students in training as drawing teachers who wished to obtain some practical knowledge of the trade but not to follow it professionally. The Silversmith's department would have another maistry without whom the department will never be thoroughly efficient. The man I have in view for this appoin tment is the best repoussé worker I have ever met with in the Presidency,

and I think the salary I have named is the least for which his services could be permanently secured.

13. In the Pottery Decoration department I have recently made some experiments in colors which have turned out very well. When these are carried further I believe the ornamental pottery will be very greatly improved. I think, therefore, that the proposal I made in the last annual report to revert to the old Indian style of decoration as practised at Multan may be left open for the present, though I still think there is a good deal to be said in favor of trying the experiment.

14. The Lacquer Work department is more or less an experiment, but for some months past large orders for painted fans have been received. I hope that these will continue and place this department on a permanent footing.

15. Two more looms have been put up in the Carpet-weaving department. I have obtained one maistry from Ellore; two others from Ayyampet are temporarily engaged. I have not yet heard whether the Resident at Hyderabad has been able to engage the services of a maistry from Warangal to fill the appointment already sanctioned. If not it will be necessary to obtain a man from elsewhere. This department will be in good working order by the beginning of the next official year. It will be impossible to do much more this year for want of funds as the initial expenses of a new department are always heavy and the receipt small.

16. *Manufacturing department.*—This department has made satisfactory progress in the past year. The large kiln since it has been repaired has more than answered my expectations. I have applied for an allotment of Rs. 1,200 in next year's budget for a new glaze kiln which must be built soon, as the present kiln is nearly worn out.

17. *Scholarships and Apprenticeships.*—In the code of regulations I have explained the difference between scholars and apprentices. Scholars are on the permanent establishment and their number is fixed; they draw their stipends irrespective of the value of the work they turn out. Apprentices are on the temporary establishment and their number and pay will be regulated by the demand for the work turned out by the departments in which they serve. The distinction applies to the condition of the various departments in this way. Carpet-weaving, wood-carving, gold, silver, and other metal work are old established industries and the demand for the work is more or less a known quantity. At the same time, as they are handicrafts in which the technical difficulties are considerable, students must be trained a long time before their work is remunerative. Pottery decoration and lacquer work on the other hand are to a great extent experimental departments in the school and their future development must depend upon the extent to which the demand can be increased by continued improvements. In these two branches the technical difficulties can be easily overcome by students who are fairly well trained in drawing and design so that the apprentices' work soon becomes saleable.

18. Taking these conditions into consideration, I propose that all the scholarships should be distributed between the carpet-weaving, metal-work, and wood-carving departments. After providing for an extra annual scholarship, making three to be awarded every year, there will be a maximum of 18 scholarships (presuming that they will be tenable to six years). These I would distribute as follows:—

Goldsmith department	2
Silversmith do.	4
Wood-carving do.	5
Carpet-weaving do.	7

19. Scholarships at present commence with Rs. $3\frac{1}{2}$ and are raised to Rs. 5 at the end of six months. In the draft code I have laid down that the scholarships should hereafter commence at Rs. 5. I think that this alteration may have the effect of attracting a better class of competitors, and the extra expense will be trifling. I also propose that the duration of the scholarships should be extended to six years. Considering the great variety of subjects included in the course and the

standard expected, I do not think that five years will be long enough for students who, as a rule, have had very little preliminary training. It is a great advantage for the school financially to keep scholars and apprentices in the school as long as possible after they have been trained to remunerative work.

20. The extra six scholarships (one yearly for six years) can be provided for without extra expense. When all the scholarships are taken up they will on the average amount to Rs. 45 to 50 per month in the aggregate; against this must be set the value of the work which the scholars turn out, which, allowing for materials wasted by beginners, will certainly not be less than Rs. 15 per month. The balance can be met by the saving of Rs. 35 per month made by the re-arrangements of the staff.

21. I have not proposed any scholarships for pottery manufacture. Though pottery is quite the oldest of native industries, it does not seem to me that for some time to come there will be much prospect for potters trained in the school beyond the employment the school itself can give them. I think it may be taken as almost indisputable that pottery manufacture on the European system as carried on in the school cannot be adapted to the rude native system, so that potters trained in the school will not be able to work independently at their trade when their course is finished. The competition in Europe is so keen and the manufacture has been carried to such perfection that only well organised factories could turn out sound European ware at European rates. At all events as the Pottery department in the school in the course of 30 or 40 years has hardly yet begun to be self-supporting, consideration of the question may be deferred until further progress is made. In the meantime, the present demand for trained potters can easily be met by increasing the number of apprentices.

22. *Apprenticeships.*—The conditions under which, as I have explained, apprenticeships are held make it almost impossible to fix the number or value of them definitely, more especially in the Pottery-painting and Lacquer-work departments. For example, the Lacquer-work department for the last six months has been very flourishing owing to large orders for fans. In the Pottery-painting department also large orders for the new High Court buildings were given some months ago which would have kept the department well employed for about two years and in consequence I admitted a number of probationers, but the orders have since been countermanded and it will be difficult now to provide employment for more apprentices though I have hopes that recent improvements may have the effect of increasing the general sale of the ornamental ware. I think the only practicable plan, taking financial conditions into account, will be to leave the amount and number of apprenticeships to be settled from time to time or to defer the question until the departments have been working long enough to show what permanent demand can be expected. A notice might be published every year to advertise the probable number of vacancies which would occur in each department.

The following schedule gives the number of apprentices at present employed in each department:—

——	Lacquer-work department.	Wood-carving department.	Silver-smith department.	Goldsmith department.	Carpet-weaving department.	Pottery-painting department.	Potter's work and modelling.	Remarks.
Apprentices ...	6	(a) 19	(b) 11	(c) 5	2	(d) 34	2	(a) 8 Probationers without pay. (b) 6 do. (c) 4 do. (d) 19 do.

I propose to entertain immediately more pottery apprentices (potter's work and modelling) and many more in the Carpet department.

23. *Pupil-teacherships.*—At present, besides the two scholarships awarded half-yearly, there is a lump grant of Rs. 35 per month which at present is distributed among apprentices of different departments. With this sum I propose to provide for three pupil-teacherships in the Metal-work, Wood-carving and Carpet-weaving departments to be competed for by scholars and apprentices who have

completed their six years' course. This alteration would not have effect until 1893, when the first scholarship holder will have completed his six years' course.

24. *Buildings and Plant.*—Except for the glaze kiln for which I have asked for an allotment next year of Rs. 1,200, no special provision need be made for new plant. The cost of what will be necessary next year can be met from the budget allotment for ordinary contingencies. The expense of extending the workshops to provide extra accommodation for the Carpentry department would not be great, probably from Rs. 1,000 to 1,500. I would ask that both the kiln and the workshops be provided for in the next official year. With regard to the Drawing department I have several times reported on the extremely unsatisfactory class-rooms which run at right angles to the Poonamallee road. I believe these were originally sheds for a coach-builder's workshops. They have been patched up from time to time and it is hopeless to attempt to improve them further. Part of the museum has lately been used for the free-hand class, but even this is now overflowing. The accommodation which is provided for the engraving, modelling and ornament (design) classes is very bad as regards light and ventilation. Even the floor space is insufficient. In England no school of art could obtain recognition from the department under such circumstances. I would propose that as soon as funds are available suitable class-rooms should be built facing the south at right angles to the museum. The cost would probably be from Rs. 15,000 to 20,000. The old class-rooms could then be used for the general education classes for which purpose they could easily be adopted. It would be more economical to begin the work at once, as if it is deferred temporary accommodation will soon have to be provided for the general education classes and probably for some of the others.

25. Excepting the expenditure on buildings and plant, my proposals involve no extra expenditure beyond an increase of Rs. 20 per month for the English classes, and a very small increase for scholarships, if they commence on Rs. 5 instead of Rs. 3-8-0. Even against this there will be a set-off of a small saving effected by the re-arrangement of staff. As the silversmith and the two carpenters will be engaged in remunerative work to some extent, probably Rs. 20 per month would be recovered from their work.

26. I enclose draft of the new code of regulations.

Madras School of Arts' Code of Regulations.

Preamble.

The Madras School of Arts is instituted to afford a sound training in drawing, painting and modelling, and in practical decorative design to teachers, draughtsmen, artisans and others.

Article I.

The responsibility for the discipline and management of the school is vested in the Superintendent under the control of the Director of Public Instruction.

Article II.

Divisions.

There are two divisions. In division I (industrial side) the course is suited to the requirements of drawing and industrial teachers, draughtsmen and decorative designers including painters, potters, modellers, wood carvers, goldsmiths, silversmiths and carpet weavers.

Division I.

There are three departments—

(1) Drawing, (2) Industrial, (3) General Education.

(1) *Drawing department.*—In the Drawing departments of division I the following subjects are taught:—Free-hand ornament, model drawing, mechanical drawing, geometry, perspective, drawing foliage from nature, elementary painting and design, and drawing from the figure; also modelling ornament, foliage and design. There are special classes for wood and copper-plate engraving and etching and for architectural drawing.

(2) *Industrial department.*—The Industrial department includes the following sections:—

1. Pottery painting.
2. Pottery manufacture.
3. Lacquer work and decorative painting.
4. Wood carving and furniture making.
5. Goldsmith's work.
6. Silversmith's work.
7. Carpet weaving.

(3) *General Education department.*—In the General Education department instruction is given up to the VI Standard. Students who join the Drawing department of division I are admitted to the other two departments also. All students in the Industrial departments are required to attend the drawing classes and also the general education classes, unless they have passed the VI Standard prescribed in the Grant-in-Aid Code.

Students are not admitted to the General Education department unless they attend the Industrial departments or Drawing departments.

Division II.

In division II (fine art side) the course is intended for those who wish to study drawing, painting and modelling as applied to picture-painting or sculpture, otherwise called the "Fine arts."

Article III.

Admission.

At present there will be no restriction as to the number admitted in either division. There will be no entrance examination and no entrance fees.

General students are those who receive no stipend. They work either in the Drawing department, or the Industrial department, or both.

Scholars are students working in the Industrial and Drawing departments and holding Government scholarships. Apprentices are students working in the Industrial and Drawing departments and receiving stipends fixed according to the work done.

Article IV.

Courses.

Division I—Drawing department.—The course in this department qualifies students as draughtsmen and drawing teachers. All students who have passed in free-hand drawing of ornament from the flat and free-hand drawing of foliage from the flat and geometry will be required to appear for the Middle School examination in drawing after passing which they will appear successively for the first and second stages of the Preliminary Higher examination and for the Advanced Higher examination (section A) of the higher examination in drawing, painting and design. Before being admitted to the classes for the first and second stages Preliminary, students must have passed the IV Standard in general education and the VI Standard before being admitted to the classes for the Advanced Higher examinations.

The standard of these examinations is fixed so that a diligent student of average ability, who works only during the hours fixed for the classes in the Drawing department, may complete the Preliminary Higher examination in from $2\frac{1}{2}$ to 3 years, and Advanced Higher examination (section A) in from 4 to 5 years after entering the school.

If students practice their studies at all times when the school is open, the duration of the course can be considerably reduced.

Division I—Industrial departments.—The course in these departments qualifies students as art industrial teachers, designers and craftsmen. All students, apprentices and scholars in the Industrial departments will attend the Drawing department during the hours fixed for them and also the general education classes, unless they have already passed the VI Standard. They will be required to appear successively for the Middle School examination in drawing and the first and second stages of the preliminary higher examination subject to the rules of the Drawing department as regards general education.

In the Industrial department they will prepare for the Middle School examination in the industrial branch to which they belong.

When this course of drawing and practical work is completed and when they have passed the VI Standard in general education they will take the advanced stage of the industrial subject in which they are being trained.

The full course for apprentices and scholars in the Industrial departments will extend over six years.

Division II.

The course will include drawing, painting and modelling ornament, flowers, foliage and still life, &c., the figure from the antique and life.

Article V.

Certificates.

Special certificates are awarded for the technical subjects in the Middle School examination scheme.

Candidates who pass in the first or second class in the group of art subjects specified in para. 17 of the Government notification of the Higher examination in Science, Art, and Industries, are entitled to a diploma signed by His Excellency the Governor or an officer deputed to sign for him. The holders of these diplomas shall be styled Associates of the Madras School of Arts. Scholars and apprentices will be expected to pass in the first or second class in all subjects of their course.

No special certificates will be awarded in division II, but any student will be allowed to appear for any of the examinations in division I.

ARTICLE VI.

Scholarships and Stipends.

No stipends or scholarships are given in the II division.

Scholarships are awarded to students in division I by competition half-yearly. Candidates must be over 14 years of age and under 25 and must have passed at least the III Standard in general education.

As a rule scholarships will be given to students who are already engaged in some art industry.

Three scholarships of the value of Rs. 5 rising to Rs. 10 per month tenable for six years are awarded annually—two in January and one in July. These scholarships will be distributed among the departments as follows :—

Metal-work department—	
Goldsmith department	2
Silversmith do.	4
Wood-carving do.	5
Carpet-weaving department	7

As soon as the scholar passes any of the technical subjects of the Middle School examination his stipend will be raised to Rs. 7-8-0 and after he has passed both the stages of the preliminary higher examination in drawing, painting and design, he will draw full amount of Rs. 10 per month.

Apprenticeships.

Students in division I who intend to follow one of the branches of industrial art taught in the school and who are not already in receipt of scholarships will be selected by competition for apprenticeships tenable for six years. They will receive monthly stipends at rates which will be regulated by the number of vacancies which occur and the demand for the school work.

Pupil-teacherships.

Scholars and apprentices who have completed their six years' course will be eligible to compete for the following pupil-teacherships tenable for one year :—

Metal-work department.—One on Rs. 12 per month.
Wood-carving department.—One on Rs. 12 per month.
Weaving department.—One on Rs. 12 per month.

A scholarship or apprenticeship may be discontinued or reduced if the holder's conduct or progress be unsatisfactory.

ARTICLE VII.—FEES.

Division I.

The fee for the elementary free-hand class and the English class of division I is 4 annas and for the other classes 8 annas per month. The children of *bonâ fide* artisans who are actually engaged in their fathers' profession or intend to follow it are admitted free to all sections of division I.

The fees payable by scholars and apprentices will be remitted after they have passed the Middle School examination in any technical subject.

Persons desirous of working in the Pottery department in order to learn the various processes and copy receipts, plans of kilns and machinery, &c., used in manufacture are charged a fee of Rs. 50 for a term of one year.

Division II.

The fee is 8 rupees per month. All fees are payable in advance.

ARTICLE VIII.

Prospects of students.

(*a*) The practical courses of the school will afford opportunities for training as skilled carpet-weavers, goldsmiths, silversmiths, wood-carvers, decorators, modellors and draughtsmen, &c.

(*b*) The development of technical education in the Presidency opens up to the trained students of the school a wide field for employment as drawing and industrial teachers.

(*c*) Special salary grants and payments on results are made to schools and classes under qualified teachers holding certificates in art and industrial subjects.

ARTICLE IX.

General.

(*a*) All students, exclusive of the scholars and apprentices, will provide themselves with materials and instruments, &c., required.

(*b*) Strict observance of the standing rules of the school as regards attendance and discipline will be expected from all.

The Director resolves to defer the consideration of these papers until after the arrival of Mr. Havell's successor from Europe.

(A true Copy and Extract.)

(Signed) H. B. GRIGG,
Director of Public Instruction.

To the Superintendent, School of Arts.

(True Copy.)

D Duncan

~~*Ag. Asst. to the*~~ *Director of Public Instruction.*

1890.

JULY.

PUBLIC INSTRUCTION,
MADRAS.

To

THE SUPERINTENDENT,
SCHOOL OF ARTS
AND OTHERS.

Dated July, 9th.

Despatched

Received

9TH JULY 1890, No. 7192.

Enclosures.

School of Arts, Madras.— Deferring consideration of proposals for the re-organization of the —.

Ed. Dept.
1
115

CURRENT NO. 149

OFFICE OF THE DIRECTOR OF
PUBLIC INSTRUCTION,
Madras, 4th February 1895.

No. C/2

From

THE HONORABLE MR. D. DUNCAN, M.A., D.Sc.,
DIRECTOR OF PUBLIC INSTRUCTION,
Madras,

To

THE HONORABLE THE CHIEF SECRETARY TO GOVERNMENT,
FORT ST. GEORGE.

SIR,

C.N° 115/95

With reference to my letter a° 794, dated 28th ultimo, dealing with the School of Arts, I have the honour to inform you that Mr. Havell, the former Superintendent of the School, would be glad to be re-instated in his former position. Government is aware of the circumstances in which Mr. Havell resigned his appointment (vide my letter a° 1079, dated 21 September 1893). He showed want of judgment in the procedure he adopted, for it was not necessary for him to resign his post in Madras before applying for a similar appointment in Lahore.

746
11-10-95

2. Mr. Havell's severance of his connection with the School has been a great loss

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15 (b) 1,500—17-11-94.

then, having gained much valuable experience of the
nditions of work in India, he would have been able
apply that experience for the benefit of the School.
Government see no objection to his re-employment,
shall gladly see him re-instated as Superintendent
the pay (Rs700) he was drawing at the time he went on furlough
d with the same privileges as to maximum salary and
ements which he enjoyed at that time, namely, Rs500-50-1000.
is will be of more benefit to the School than the
ointment of an entirely new Superintendent.

Mr. Havell, who is now married and therefore
likely than formerly to throw up an appointment
ont careful consideration, is at present in Italy,
address being

Villa Vinaccia
Via Tiberio
Capri
Italy

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

D Duncan
Dir of Public Instruction.

SCHOOL OF ARTS, MADRAS.

Draft rules regulating the constitution and working of the School of Arts.

Preamble.

The following code of rules relating to the constitution and working of the School of Arts, Madras, has been sanctioned by Government.

I.—Object.

The object of the institution is to afford instruction in drawing, painting, design, modelling, engraving in wood and copper, jeweller's work, silversmith's work, carpentry and cabinet-making, carpet-weaving, pottery and porcelain manufacture, and in such other industries, susceptible of artistic treatment, as may hereafter be introduced.

II.—Control.

The responsibility for the discipline and management of the school is vested in the Superintendent under the general control of the Director of Public Instruction. The members of the staff shall address the Superintendent, in the first instance, on all matters connected with their duties, and the Director, through the Superintendent, on matters on which they may wish to make a representation to the Head of the Department. The Superintendent shall also perform the duties of an Inspector of Industrial and Technical schools throughout the Presidency under the orders of the Director.

III.—Staff.

The staff, excluding the Superintendent, the Assistant Superintendent, and the teachers of general education subjects, shall ordinarily consist of persons (i) who hold technical teachers' certificates in the subjects which they teach, the grade of certificate corresponding to that laid down in Chapter III of the Grant-in-aid Code; or (ii) who have passed the Government Technical Examinations of the prescribed grade in the subjects which they teach and have had at least two years' approved service as teachers of the subjects in recognized schools; or (iii) who have had five years' approved service as teachers of the subjects in recognized schools.

IV.—Apparatus, Appliances and Museum.

The school shall be supplied with such apparatus and appliances as are needed for efficient instruction. A museum and an art gallery containing typical examples and models, especially of oriental design, shall be maintained.

V.—Courses of Instruction.

The courses of instruction prescribed in the Educational Rules and in the Government Technical Examination Notification shall be followed for the several classes. Where no such course has been prescribed, the Superintendent shall follow a special curriculum to be approved by the Director.

VI.—Standards and Classes.

The school shall contain the following classes:—

Standard Drawing Classes.—To consist of pupils receiving instruction in Drawing from the Third to the Sixth standard in accordance with the curricula laid down in Section V of the Educational Rules.

Elementary Technical Examination Drawing Classes.—To consist of pupils preparing for the Elementary Technical Examination in Drawing.

Intermediate Technical Examination Drawing Classes.—To consist of pupils preparing for the Intermediate Technical Examination, or for the Group certificate in Drawing.

Advanced Technical Examination Drawing Classes.—To consist of pupils preparing for the Advanced Technical Examination, or for the diploma in Drawing.

Modelling Classes.—To consist of pupils preparing for the Technical Examinations in Modelling.

Architectural Drawing Class.—To consist of pupils who, after passing a public test in Drawing, receive instruction in Architectural Drawing only.

Special classes shall be held in Drawing, Painting, and Modelling (1) from casts or still life, and (2) from life (human figure).

Decorative Painting Class.—To consist of pupils receiving instruction in decorative or ornamental painting, such as wall and window decoration, lacquer work, &c.

Engraving Classes.—To consist of pupils preparing for the Technical Examinations in Engraving in wood or copper.

Jeweller Classes.—To consist of six classes—Standards A, B, C and D, and the Elementary and Intermediate Technical Examination classes.

Silversmith Classes.—To consist of six classes as above.

Carpentry and Cabinet-making Classes.—To consist of seven classes—Standards A, B, C and D, and the Elementary, Intermediate, and Advanced Technical Examination classes.

Carpet-weaving Classes.—To consist of six classes—Standards A, B, C and D, and the Elementary and Intermediate Technical Examination classes.

Pottery and Porcelain Classes.—To consist of six classes as above.

General education classes shall be held, if necessary, to prepare pupils of any of the above classes for the Primary and Fifth Standard Examinations.

VII.—Strength of Classes.

There shall be no fixed limit to the number of pupils to be admitted into any class, admissions being regulated with due regard to the accommodation and staff available for efficient instruction.

VIII.—Admissions and Withdrawals.

Admissions into the classes preparing for the Government Technical Examinations shall ordinarily be made once a year immediately after these examinations have taken place. Admissions into other classes may take place at any time but not later than the 10th of a month. Withdrawals in the case of scholarship-holders and stipendiaries shall, except for good and sufficient reasons, be allowed only on completion of the course for which the scholarships or stipends have been awarded.

IX.—Qualifications for Admission.

The school shall be open to candidates of not less than nine years of age, who have passed the compulsory subjects of the Third (literary) standard, or an equivalent entrance examination conducted by the Superintendent, or any higher public examination.

X.—Selection of Pupils.

Selection from among candidates for admission shall be made according to their general education qualifications, preference being given to those possessing higher general knowledge. Selection from among candidates tested by the school entrance examination shall be made in the order of merit. In selecting pupils for the various industries, preference shall be given to the children of artisans and to those who have been engaged in some handicraft, provided that they are equal in general knowledge and intelligence and in their skill in Drawing.

XI.—Fees.

Fees shall be levied as under from all pupils except those in the industrial classes, who shall be admitted free. They shall be paid in advance before the 15th of each month :—

	Per mensem. RS. A.
Standard Drawing classes ...	0 4
Elementary Technical Examination Drawing classes.	0 8
Intermediate Technical Examination Drawing classes.	1 0
Advanced Technical Examination Drawing classes ...	1 8
Modelling classes only ...	0 8
Architectural Drawing class only	0 8
Special class in Drawing, &c., from casts, &c.	5 0
Special class in Drawing, &c., from life	8 0

No fee shall be charged for instruction in any of the other subjects embraced in the curriculum of the school.

XII.—Scholarships and Stipends.

(i) All scholarships and stipends shall be sanctioned by the Director on the recommendation of the Superintendent. They shall be awarded, other things equal, to the pupils who, owing to poverty, are least able to provide for their education. They are liable to be reduced or withdrawn for misconduct, idleness, or want of progress.

(ii) Three scholarships of the monthly value of Rs. 4 each shall be awarded annually in the Elementary Technical Examination Drawing classes. One of them shall be awarded to a Muhammadan, or, failing a Muhammadan, to a pupil belonging to one of the backward classes mentioned in Chapter II of the Grant-in-Aid Code, and the other two shall be awarded in order of merit, on

the results of the Sixth Standard or Second Form examination in Drawing. These scholarships shall be raised to Rs. 5 and continued for two years on the holders passing the Elementary Technical Examination at the end of the first year, and shall be raised to Rs. 7 and continued for another two years on the holders passing for group certificates at the end of the third year. The holders shall not be required to enter into any agreement.

(iii) Two stipends shall be awarded annually in the jeweller classes, three in the silversmith classes, four in the carpentry and cabinet making classes, three in the carpet-weaving classes, and two in the pottery and porcelain classes, on the results of the annual examination in Industrial standard B. The stipends shall be of the value of Rs. 2 in standard C, Rs. $2\frac{1}{2}$ in standard D, Rs. 3 in the Elementary Technical Examination class, Rs. $4\frac{1}{2}$ in the Intermediate Technical Examination class, and Rs. 6 in the Advanced Technical Examination class. The stipends to pupils in standards C and D and the Elementary Technical Examination class shall be tenable for one year and those to pupils preparing for the Intermediate and Advanced Technical Examinations shall in each case be tenable for two years.

XIII.—Time-table.

The hours of attendance shall be as follows :—

Morning Drawing classes.—Every week day, except Saturday, from 7 to 9 A.M.

Afternoon Drawing classes.—Every week day, except Saturday, from 3 to 5 P.M.

Evening Drawing classes.—Monday, Wednesday and Friday, from 6 to 8 P.M.

Industrial classes.—Every week day, except Saturday, from 8 A.M. to 12 noon and from 1 to 4 P.M.; on Saturday, from 7 A.M. to 12 noon.

General Education classes—Every week day, except Saturday, between 10 A.M. and 5 P.M.

XIV.—Vacations and Holidays.

The Drawing and general education classes shall be closed for the Christmas vacation from the 16th December to 15th January and for the summer vacation

from 1st to 30th June. The industrial classes shall be closed from 1st to 15th January for the Christmas vacation. The casual holidays allowed in Section IV of the Educational Rules shall apply to this school.

XV.—Leave and Dismissal.

(i) Pupils who hold scholarships or stipends shall obtain leave of absence at any time by application to the Superintendent. Scholarship-holders and stipendiaries shall forfeit their scholarships or stipends during any period, however short, of absence without leave; and shall further be liable to have their scholarships or stipends withdrawn if they absent themselves without leave for five consecutive working days. Casual leave may be granted to them by the Superintendent for not more than five days at a time or for not more than ten days in the year. Any such leave granted by the Superintendent in excess in cases of real necessity shall be leave without scholarship or stipend.

(ii) In cases of severe sickness, certified to by a competent medical authority, sick leave with scholarship or stipend may be given by the Superintendent for one month. If such leave is granted for a period exceeding one month, the excess period shall be leave without allowances.

(iii) Dismissal for misconduct or idleness shall render a scholarship-holder or a stipendiary ineligible for employment in the Educational Department.

XVI.—Examinations.

The public examinations shall be conducted under special notifications in the manner and at the times and places laid down in such notifications. The examinations for admissions and promotions in the Art and Industrial standards shall be conducted by the staff at such intervals as the Superintendent may deem fit. The annual examinations in the subjects of general education shall be conducted by the Assistant Inspector.

XVII.—Certificates.

Successful candidates at the Government Technical Examinations shall be awarded certificates under the notifications relating to these examinations. The holders of diplomas in Drawing shall, if their education has been received in the School of Arts, be styled "Associates of the Madras School of Arts." Students

passing the highest art or industrial standard (standard D) and who do not intend to proceed to the Technical Examination in the same subject shall be awarded certificates by the Superintendent.

XVIII.—Employment of Passed Pupils.

The Superintendent shall keep a register of all students who have passed any of the examinations under the Technical Examination Notification and shall afford them all reasonable assistance in his power in securing a fair start in life.

XIX.—Registers and Accounts.

The following registers and accounts shall be kept in addition to a time-table and the account ledgers :—

Registers.

(i) Register of admissions and withdrawals for each class.
(ii) Monthly register of attendance, fees and fines for each class.
(iii) Acquittance roll and pay abstract.
(iv) Library catalogue and register.
(v) Register of scholarships and stipends.
(vi) Register of expenditure on contingencies.

Accounts.

(vii) Daily account of sales.
(viii) Daily account of disbursements.
(ix) Monthly statement of stock added, with value.
(x) Monthly statement of stock issued, with value.
(xi) Monthly statement of materials purchased and issued, with value.
(xii) Monthly statement of outstandings and liabilities.

The Manager and Storekeeper shall be primarily responsible for the proper maintenance of the above registers and accounts, subject to the general control of the Superintendent. He shall also keep, under the instructions of the Superintendent, a price list of all articles manufactured in the school. The Superintendent shall submit to the Director the prescribed accounts for each month not later than the 15th of the following month.

XX.—Miscellaneous.

(i) The provisions of the Educational Rules relating to accommodation and sanitation, admission of pupils, inter-school rules, common rooms, discipline,

dress, periodical examinations, and punishments shall apply, *mutatis mutandis*, to the School of Arts, in so far as its special character permits of their application.

(ii) The Superintendent shall invariably obtain the previous sanction of the Director for any deviation from the prescribed rules.

(iii) The Superintendent shall, with the sanction of the Director, arrange for an annual clearance sale of sundry articles and for an audit of the stock and accounts of the school.

(iv) An extract from the rules, as revised from time to time, shall, for the information of the public, be published annually by the Superintendent in the first issue of the *Fort St. George Gazette* in January.

due at round

CURRENT No. 115

1895. Edu dept

JANUARY.

PUBLIC INSTRUCTION,
MADRAS.

To

THE HON'BLE THE CHIEF SECRETARY
TO GOVERNMENT.

Dated January, 28th.

Despatched 30 JAN. 1895

Received 31/1/95

CHIEF SECRETARY * GOVERNMENT OF MADRAS

28TH JANUARY 1895, No. 794.

Enclosures. Three with three spare copies

DESPATCHED 29 JAN. 95

School of Arts, Madras.—Submitting proposals for the re-organization of the — and explaining the necessity for its continuance as a Government institution.

2,000—29-3-94.

149

1895.

Educational Department.

From

THE DIRECTOR OF PUBLIC INSTRUCTION,

Madras,

To

THE HONORABLE THE CHIEF SECRETARY

TO GOVERNMENT,

Fort St. George.

DESPATCHED
4-FEB.95
No.

Dated 4 Feby 1895

Despatched 4 Feby

Received 5

CHIEF SECRETARY
FEB 1895
GOVERNMENT OF MADRAS

No. C/2

ENCLOSURES. (Nil)

Subject.

Stating that Mr. Havell is willing to be reinstated in his former position as Superintendent, School of Arts and that his re-employment will be of more benefit to the School than the appointment of a new Superintendent.

933 : 26-12-93.
382/3 30-5-90
559 : 21-7-91
812 = 23-10-91 86
857 = 16-10-93
682-1-9-91 Rem
322-2-5-91
282 : 7-4-91
189 - 6-3-91
3 = 6-1-91
819 - 16-12-90
792 : 6-12-90
360 22-6-89
146 : 16-3-89
278 : 11-2-89
560 : 24-9-88
268/9 : 30-4-88
123 = 27-2-88
47 : 22-1-88
208 = 10-5-84
373 : 9-6-83

R102 = 18-6-90
96 = 1-2-90
80 16-1-90
721 = 15-11-89
570 = 11-9-89
5387 = 6-9-89
480 = 6-7-89
212 = 17-4-89
73 = 9-2-89
625 = 2-11-88
406 = 12-7-88
141 = 4-4-88
158 = 24-3-87
165 = 9-8-84
17 - 14 = 1-80
169-87 4-4-86

791 = 3-12-90 Rem
Rem 1173 = 24-9-80 Rem

502—20-6-94.

2

Edn. DEPARTMENT.

No. 115 & 28/1/95
149 & 4/2/95

From

the D.P.I.

Dated 189 ,

FOR ORDERS.

These papers relate to the future of the School of Arts & are marked urgent because the G. of I. is pressing for an early report.

I have been through all the principal correspondence relating to the School since its establishment in 1850. ~~[illegible]~~ Much of the correspondence is interesting & useful, but I do not propose to give a detailed summary of it, partly because to do so would prolong this note to an intolerable length & partly because sufficient information on the subject is to be found in Mr. Bruyeau's letter of the 25th inst. & in the excellent report ~~[illegible]~~ appears in the Consultations printed in G.O. & 25 March 1874, No 91, Ed.

This note is thus confined to a brief description of the organization of the School, & to a discussion of the principle of the present & proposals marking that in regard to the sta-

18

II, A

2. The organization of the School.

The "School of Industry" was opened thirteen months after the "School of Arts" & it was, from the first, intended that the two Schools should form one institution with two ~~branches~~ mutually dependent ~~branches~~ departments. The ~~institution~~ parent of the two Schools, Dr. Hunter, began by keeping the Artistic Dept. under his own control & by entrusting the Industrial Dept. to a Committee of management. But one of the first things this Committee did was to recommend that Dr. Hunter should be appd. as full-time Supt. of the joint institution, that he should be assisted by one or two Superior Visitors & that the institution should be placed under the general supervision of a Government Board of Visitors.

In 1854 this first proposal was sanctioned by the Court of Directors & Dr. Hunter became Superintendent. Shortly afterwards the Committee at the request of Govt., drew up a general report on the institution in which, among other things, it urged the ~~necessity~~ ... between the Artistic ... is ... Dept. took ... & the

Dissolved.

(b) About the same time, an Art Instructor, in the person of Mr. Cole, was got out from England ~~...~~ & in 1856, he proposed a scheme for the re-organization of the Artistic Dept. Mr. Cole's letter will be found in E. M. C. & D. Reserved Ap. 1856, No. 477, Pub; it ~~...~~ more than a mere passing reference.

Mr. Cole began by insisting upon the merits of the class system of imparting instruction & he assigned a position of particular importance to Design, remarking "I therefore "place Design as the last "branch of Art that ought "to be studied in the School, "all other classes, in fact, "being preparatory to the "study of Design"; he urged that the art of the country should be encouraged instead of teaching the students ~~...~~ merely to apply European styles & he recommended that the paid native masters should be replaced by "Art Pupil-teachers". Mr. Cole also prepared a draft of Rules for the management of the Artistic Dept; they were to the following effect:—

1° The Dept. was to be divided into three Sections; in the First elementary drawing & ... were to be taught ... course, by remarking that ... questions of the ... in regard to the esta- ... & Co

2,000—29-3-24.

be conditioned on the passing of certain exams to test the fitness of the students to receive instruction in advanced drawing & modelling & in painting & engraving on wood & other materials; in the Third Section, design alone was to be taught & it was calculated that a student of average ability would complete his course in the three Sections in about four years;

(2) the School year was to be divided into two sessions of five months each & each student was to pay a fee of one rupee a month (being the rate theretofore in force) or three & a half rupees, in advance, for the session;

(3) an entrance fee of one rupee was also to be required;

(4) no student was to be allowed to practise any advanced branch of study until he had passed through the Elementary stages;

(5) School Exams were to be held at the end of each session & prizes awarded.

This was the first set of rules for the School & Govt. is called

Industrial Dept. This report was considered in Govt. Dy 29 Aug 1856, No. 1037, Pub; it was pronounced unsatisfactory & further information was called for. This further information was furnished in a letter from the D.P.I. which will be found in Govt. Dy 20 July 1857, No 953, Pub.

It was admitted by the Director that the Industrial Dept. had become little better than a manufactory of bricks & jars & that the connection between it & the Artistic Dept. was hardly more than nominal & therefore, with a view to remedy this & other defects, the Director prepared a draft set of rules to regulate the working of both departments.

These rules, which received the approval of Govt., were to the following effect:—

(1) The School was to be managed by a Supt., assisted by a Professor of Fine Arts & such other persons as might be appointed with the sanction of the D.P.I.;

(2) the School was to be divided into two depts, the Artistic & the Industrial;

(3) the Artistic dept. was to be under the immediate control of a Committee of Fine Arts

(4) the teaching of Construction by remarking that questions of the Conference in regard to the esta-

modelling & engraving on wood & copper;
(5) each pupil in the Artistic dept. was to pay one rupee entrance fee & one rupee per mensem or R 3½, per advance per Session of five months;
(6) there were to be two sessions of five months in the year;
(7) of the Govt. grant of R600 per mensem, R200 was to be debited to the Artistic dept. & the rest to the Industrial dept.;
(8) the accounts of the two depts were to be kept distinct, those for the Artistic dept. being maintained by the Professor of Fine Arts;
(9) in the Industrial dept., which was to be under the immediate charge of the Supt., were to be taught pottery, the manufacture of fire-bricks & such other industries as Govt. might sanction;
(10) all students in the Industrial dept. were to attend the Artistic dept. for instruction in such ~~branches of~~ Art subjects as might be applicable to ~~instruction in~~ industrial studies;
(11) Govt. was to furnish ~~the~~ with

he proposed to carry on & no work was to be undertaken & no charge was to be incurred without the sanction of the Director;
(12) the principle to be borne in mind when undertaking work was that it should be only so much as would admit of the pupils acquiring a thorough knowledge & as would show at what cost the work in question could be carried on.

These Rules of 1857 are clear & reasonable & they remained in force for many years. The most noticeable of them is the rule wherein the principle on which the Industrial dept. was to be worked was set out; it was distinctly designed to prevent the Industrial dept. again relapsing into a mere factory.

(d) Before, however, the new rules could be given a fair trial, the Sec. of State raised the question whether the continued maintenance of the School at the public Expense was desirable & the Govt. appointed a Committee to consider the subject.
The Committee's recommendations will be found in [illegible] No 53 of 1864 remarking that ~~confi~~ questions of the Conference [illegible] in regard to the esta-
The Co

its enquiries to the Industrial dept., on the ground that the new arrangements made by Mr. Cole for the Artistic dept. were working satisfactorily. It is to be gathered from that the Committee said on this subject that Mr. Cole's rules of 1856 remained in force so far as they were not inconsistent with the rules of 1857.

It is not necessary to examine the Committee's report in detail; it will suffice to observe that the Committee recommended that the studies in the Artistic dept. should be rendered more practical in character & that the Industrial dept. should be prohibited from taking orders from the public.

Certain suggestions were also made by the Committee & the Director ~~on behalf~~ for raising the fees in the Artistic dept.

Govt. passed orders on the report in G.O. of 24 June 1862, No. 1971 Ed. It expressed general concurrence but refused to prohibit entirely the practice of taking orders from the public. It sanctioned certain scholarships & told the Director to arrange with the Supt. about the fees.

In 1873, Dr Hunter resigned his Lieutenant & the D.P.I. urged ~~which was~~ Mr. Cole to send a trained ~~Director~~ instructor ~~Industrial~~ ~~School~~ from England ~~was to get~~ Rs 700-50- ~~Mr. Cole's place~~ ~~Committee~~

to enquire into the state of the School.

The Govt. accordingly appointed a Committee & its report, which well repays perusal, will be found in G.O. of 25th March 1874, No. 91, Ed.

It will be seen that the Committee, while fully admitting that the School had done much good work & while strongly recommending its retention, expressed the opinion that

(1) the School was not, at the time, in a satisfactory condition;

(2) ~~the native pupil-teachers in the Artistic dept. were not competent to teach;~~

(3) from the first the School had been defective in constitution & educational organization, the Artistic dept having ~~for~~ for nineteen out of ~~twenty~~ twenty-three years, ~~the Artistic Dept has~~ been in the hands of ~~Mr. Cole who died in 1879~~ half-taught & unskilled pupil-teachers & the instructors in the Industrial dept. being mere students & experimenters; &

(3) the Industrial dept. was still being worked as much as a manufactory as an educational institution & ~~instruction~~ ~~working~~ remarking that ~~the Committee~~ ~~suggestions of the Conference~~ ~~in~~ in regard to the esta-

for systematic inspection & examination of pupils.

The Com.ee therefore recommended that

(1) an Art Instructor should be got out from England, to fill the vacancy caused by Mr. Cole's death in 1859;

(2) a moderate entrance exam. should be insisted upon;

(3) only student between the ages of 14 & 20 shd be admitted;

(4) the curriculum should be limited to three years;

(5) fees should be charged in the Artistic dept., but they should be graduated to suit all classes;

(6) the instruction in the Industrial dept: should be limited to certain specified subjects;

(7) workers of a highly trained potter & glazer should be procured;

(8) each pupil in the Industrial dept. should learn drawing of some sort;

(9) the Industrial dept. should be prohibited from receiving orders from the public except in so far as might be requisite for teaching;

(10) an efficient Supt. should be procured but he should not be required to teach;

(11) skilled artizans should be procured for brief periods when [illegible] to teach [illegible]

(12) [illegible] be [illegible] ships

(13) the School should be placed under a Committee of three or more Visitors

[Mr. Chisholm, one of the members, dissented from the report; he advocated the abolition of the School or its conversion into a mere Drawing Academy.]

After considering this report & some further correspondence the Govt resolved

(1) to appoint a Committee for the superviision of the institution;

(2) to attach an allowance of £500 + 50 to the post of Supt. who would generally, it was understood, be a Volunteer Army officer for Govt employ;

(3) to appoint an Art Instructor on £350+60 & an Industrial Instructor on £300 + 60.

Of these resolutions the first two were carried into effect but the post of Art Instructor was only occasionally filled & it was, apparently, found to be impossible to obtain a competent Industrial Instructor so that appt was left in abeyance.

(4) For some years after this nothing of importance seems to have been done, those [illegible] Instructor

[illegible] the annual remarking that School [illegible] questions of the [illegible] certain [illegible] in regard to the esta-

were carried out by Mr Chisholm the then Acting Supt. The what these changes were is not very clear but they seem to have had as object the gradual extinction of the Industrial dept; Mr Chisholm remarking that he had "amalgamated" that dept with the Artistic dept, & that he hoped soon "to supersede all paid labour in the Industrial dept, retaining only a Foreman & preparers of rough material."

(g) Early in 1884 Mr Stavell was appd Supt on R500 x 50. & began his career by proposing a reorganization which, with modifications, Mr Grigg approved. The Govt accepted, in G.O. of 19 Aug 1884, No 485, Ed, Mr Grigg's scheme which involved the following more important changes —

(1) the abolition of the Art Instructor's house-allowance of R60 & the raising of his pay from R350 to R400;
(2) the abolition of the unutilized post of Industrial Instructor;
(3) the appt of a native silver-smith & a native wood-carver on R35-3-50;
(4) the appt of a Pottery Assistant on R100;

[illegible] ...tment of Art Instructor ... unfilled but ... is to be

* at place marked in bound file.

obtained. This sanction was obtained & Mr Holder was, in 1885, brought out from England to fill the post.

(h) By G.O. of 6 Feb 1885, No 86, Ed, the Supervising Committee of the School of Arts was abolished, the Govt considering that it was no longer necessary after the appt of a full-time Supt.

(i) In March 1886 the Govt Exams in Science, Arts, Industries & Commerce were established &, with the object of establishing a connection between these & the School Exams, Dr Bunce then acting Director, proposed a revised set of School rules. These were sanctioned in G.O. of 4 Oct 1886, No 671, Ed, in supersession, presumably of the rules of 1857 from which they differ in some important respects & to which they are much inferior in clearness. These rules of 1886 are the ones now in force & from the summary of them given below it will be seen that the Industrial dept has been entirely subordinated to the Artistic dept; this is, very likely, a result of Mr Chisholm's "amalgamation" in 1877-78; he was, it will be remembered, opposed to the retention in any form of the Industrial dept. The rules g.o. remarking that that [illegible] in regard to the esta-

drawing, painting & modelling & practical decorative Design.

The ~~School~~ School course consists of two Divisions, I & II. In Division I, the course consists of "drawing " & painting sufficiently advanced " for the requirements of teachers " & ornamental designers, & " practical Design, especially " for pottery, wall & window " decoration, wood-carving, " metal-work, architectural " drawing, wood & copper- " plate Engraving & etching"; Division II is "intended for " those who wish to study " drawing & painting only for " the sake of improvement " or as a profession", the course including elementary & advanced drawing & painting from ornament, from the antique or from life & modelling. ~~[The distinction between the two Divisions is far from clear, but I take it that Division I includes the old Industrial Dept. so far as it continues to exist].~~

No entrance fees or entrance exams are prescribed. ~~All Apprentices & Scholars are required to appear for the Govt.~~

One Scholarship is given half-yearly in Division I; it is tenable for five years & rises [illegible] students [illegible]

industrial
In other words students pass longer from the Industrial dept. & go through a course of drawing in the Artistic dept; they join the latter & go through a Course of practical training in technico-industrial subjects in the ~~Industrial~~ former.

to work at pottery decoration wood-carving, metal-work & other branches of decorative design & are paid monthly stipends, the amounts being fixed on the results of their work.

(j) In 1889, W. Grigg sanctioned the total abolishment of classes for the general education of apprentices & scholars. In 1893 when these classes were teaching from the 1st to the 7th Standard.

(K) In the same year W. Havell made proposals for a further re-organization of the School. He observed that the scheme of instruction was too wide & proposed to make certain changes in the curriculum, to compel all students to qualify passing the 6th Standard before proceeding to the Advanced Technical Exam., to abolish the Art Instructor & replace him by a number of Art teachers on pay between R30 & R50 & by a Head Industrial Overseer on R100-5-120, a silversmith on R50, & two carpenters on R20 & R25; to give a few additional scholarships & to make other changes.

W. Havell also prepared a new set of Rules. The effect of these Rules was as follows:

(1) The School into [illegible] remarking that [illegible] regulations of the Conference [illegible] in regard to the esta-

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Industrial Dept, the latter the Art side.

(2) Division I was again divided into a Drawing dept, an Industrial dept & a General Education dept.;

(3) the Drawing dept. was to include drawing, painting, designing, modelling, engraving etching, the Industrial dept. was to include seven industries, the General Education dept. was to teach up to the 6th Standard;

(4) all students in the Industrial depts were to be required to attend the General Education dept. & the Drawing Dept; (unless they had already passed the 6th Standard)

(5) no student were to be admitted into the General Education dept. unless they were in the Industrial or the Drawing dept;

(6) Division II was to be open to a class of students desirous of applying their studies to picture-painting or sculpture;

(7) no entrance Exams or fees were to be prescribed; prescribed;

(8) students in the Drawing & Industrial depts were to be divided into "general students" who receive no stipend, "scholars" who receive scholarships & "apprentices" who receive stipends fixed according to work done;

(9) the full course for apprentices & scholars in the Industrial depts in Drawing & Industrial was to be fixed at

(10) no stipends or scholarships were to be allotted for Division II;

(11) scholarships were to be given by competition, half-yearly;

(12) three scholarships rising from R5 to R10 were to be given yearly to students employed on gold work, silver work, wood carving & carpet weaving;

(13) apprenticeships were to be given to persons in Division I who desired to learn an industry, they were to be tenable for six years, to be awarded on competition & to be regulated in number & amount by the demand for school work;

(14) pupil teachers were to be appd from among the scholars or apprentices who had completed their six years' course; they were to be tenable for one year, to be R12 in amount, to be three in number & to be distributed among the metal work, wood-carving & weaving classes;

(15) in Division I, fees were to be 4 annas a month in some classes & 8 annas in others, but the child of bona fide artisan was exempted from instruction fees.

(16) by remarking that portions of the Conference in regard to the esta-

Industrial Dept, the taller

was to be R.S. per measem.ᵗ
500—20-6-04.

A copy of Mr. Havell's letter containing these draft rules will be found under cover of C. No. 115.

The D.P.I. took no From action on Mr. Havell's proposals & ~~suggestions~~ the rules of 1886 therefore nominally remain in force.* But I believe that Mr. Havell's draft rules, in the main, simply represent the practice in the School. It is exceedingly difficult to obtain any clear information as to the Exact ~~arrangements~~ method in which the institution is worked, & I have never thoroughly understood the system; but it cannot differ materially from that described in Mr. Havell's rules.

~~In the course of the enclosed~~
~~Letter recommended~~.

3. The subjects now to be considered.

The above sketch is merely preliminary; it seemed necessary to give it, ~~in order that~~ the because some idea as to the constitution of the School is essential to the determination of the numerous difficult questions on which orders have now to be passed. The nature of these questions will be apparent from the following précis of recent correspondence.

(a) In 1883 an Art Conference sitting in Calcutta. It was ...ned with the ...ended ...et a

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* But I in the original of G.O. by 3 Oct 1893, No 730, Ed. Dated be found yet another set of rules headed "Revised rules" & dated July 1889; it does not appear whether these have ever been sanctioned but, anyhow, they do not materially differ from those of 1886.

museum should be established in every Province & that the museum ~~FOR ORDERS.~~ authority should be allowed to occasionally visit localities where industrial arts exist with a view to encourage & develop them. ~~Among other things the Conference~~ ~~noted~~ One observation made in the report of the Conference deserves particular notice. The Conference Expressed the opinion that much harm had been done by supplying new designs to native workmen & that great danger to Indian Art lies in the tendency to facile imitation of European patterns & methods.

A copy of the proceedings of this Conference & of the Resn of the G. of I. thereon will be found under cover of G.O. ✓ 13 Sept. 92, No 674, Ed.

There is nothing in the G. of I. Resolution which calls for remark; but it was in consequence, no doubt, of the attention drawn to the matter by the Conference that Mr. Havell was directed to make an industrial survey of the Presidency. Between 1887 1888, Mr. Babell made such a survey in all districts Except Vellore, Chingleput, Nilgiris, South Arcot, Tinnevelly, & South Canara.

(b) In 1892, the G. of I. passed a Resolution on instruction in Art.

It began by remarking that the suggestions of the Conference of 1883 in regard to the esta-

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blishment of museums, the
industrial surveys & the
maintenance of an Indian
Art Journal had been
generally carried out &
proceeded to express the
opinion that the measures
already taken were insufficient
to prevent the decay of
Indian art.

The G. of I. accordingly resolved
to appoint another Conference
to enquire into, & report on,
the following subjects, viz:—

(1) the promotion of drawing
as a part of the general
educational system;

(2) the employment of
oriental models in
school drawing-classes;

(3) the establishment of
special drawing-classes
for special trades at
provincial schools;

(4) the adoption of a duplicate
system of types at
museums;

(5) the establishment of
special training schools
at art-ware clusters;

(6) the adaptation of Indian
art to modern requirements;

(7) the encouragement of art
by exhibitions, prizes &
scholarships;

(8) a recognized association
with committees formed in
England for the encourage-
ment of Indian art.

This Resolution will be
found under cover of G.O. of
18 Sept. 1892, No 674, Ed. The
Conference met in Jan. 1894 at Lahore;

(c) About the same time
the question of reorganizing
the Educl. dept. was under
consideration &, in

this Govt. (thought it unnecessary)
~~was desirous~~ to send a repre-
sentative of Madras.

Educ. letter of 21 Jan 1893,
No 24, this Govt. expressed the opinion
~~FOR ORDERS.~~
(1) that the posts of Supt.
& Art Instructor in the
School of Arts should be
placed in the European
service & the Provincial service
respectively;

(2) that the pay of the Supt.
should be fixed at Rs 800
Rs 50—1,000, while that of the
Art Instructor would be
eligible to rise to Rs 600;
Rs 20—600,

(3) that the Art Instructor
should be called the
Asst. Supt. in future.

(d) In G.O. of 3 Oct. 1893, No
730, 23, the Govt., reviewing
the report on the School of
Arts for 1892-93, made observa-
tions to the following effect:—

(1) that the relative smallness
of the daily average
attendance seemed to
indicate laxity of disci-
pline;

(2) that the School rules
seemed to need re-drafting
on account of their
obscurity;

(3) that the smallness
of the number of students
appearing for the
Govt. Technical Exams.
seemed to show that
the Industrial ~~Dept.~~
was being neglected
as compared with
the Artistic side;

(4) that the expenditure
on ministries & coolies
seemed extravagant;

(5) that the question of
abolishing or reducing
stipends & of raising
fees should be considered.

(e) In G.O. of 27 Nov 1893, No 863, Ed

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the Govt referred to the D.P.I. for remarks certain proposals for the stimulating of Technical Education which appeared in para. 104 of Srinivása Raghavaiyangar's "Progress of the Madras Presidency."

~~proposals~~

These proposals will be dealt with later on.

(f) In 1893 Mr. Havell resigned the Superintendentship of the School & Govt asked the Secy. of State to appoint a successor on R500-50-700. But the Sec. of State replied that he had them under consideration the question of amending the relations of Govt with the Schools of Art in India & that, pending settlement thereof, he would not appoint a successor to Mr. Havell.

(g) In Jan. 1894 (vide G.O. d 27th 1894, No. 63, Ed) the Q. of S. communicated to this Govt a copy of a despatch received from the Sec. of State intimated that a further communication would be sent when the Conference then sitting had expressed its opinion thereon. The despatch is to the following effect:—

(1) State aid should be gradually withdrawn from Schools of Art, there is great difficulty in getting European teachers for them & there is a general consent that they serve no really useful purpose;

(2) the best plan would be to absorb the Schools of Art in technical schools, where such exist, & to convert them into technical schools where such do not exist but would supply a pressing need;

(3) the technical schools so formed should be placed, as far as possible, under municipal control.

(h) Early in 1894, Mr. Monro, then acting D.P.I., came up with a number of proposals for the encouragement of the study of drawing. They were disposed of in G.O. 10 Ap. 1894, No. 241, Ed. The proposals & the orders of Govt were as follows:—

(1) That the School of Arts should be reorganized as an institution preparing candidates for teachers certificates;

As to this, Govt remarked that the proposals were not clear but seemed to indicate a confusion between institutions for teaching technical subjects & those for training teachers of such subjects; that there were no schools of the latter class in this Presidency & that Govt would not be prepared to establish any unless very good reason was shown.

(2) That local bodies should be required to employ qualified drawing-masters or send a teacher from each School to study at the School of Arts;

the Govt declined that local

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bodies would object to this suggestion & that many of them simply had not got the means to comply with it.

(3) That private pupils should be admitted to the Schools of Arts on payment of a terminal fee of R15;

Govt presumed that this proposal depended on the first which had been negatived.

(4) That the various training schools & industrial schools should, when found fit, be recognized as competent to train teachers for the elementary Exam. in drawing;

Govt professed itself unable to understand this proposal.

(5) That persons who obtain a Technical Teachers' Certificate in Drawing should be allowed to add the letter 'D' to their names;

This was accepted.

(6) That all students undergoing training as teachers should be compelled to pass the Elementary Exam. in drawing at the Govt Technical Exams;

Govt considered this unnecessary & remarked that it would lead to a prolongation of the period of training.

(7) That drawing should be rendered compulsory in all forms & classes of practising schools;

Govt accepted this.

(8) That one-half & one-third salary grants should be confined to teachers who had passed in drawing at the Elementary Govt Technical Exams;

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Govt declared this to be premature & unnecessary.

(9) That teachers in Salary result schools who had passes in drawing & were teaching it should be treated, for the purposes of the Grant-in-Aid Code, as if they drew salaries in excess of the reality;

Govt said it would prefer to raise the grants payable for drawing & thus encourage the employment of drawing-masters.

(10) That all Sub-Asst Inspectors should be compelled to pass the Elementary Technical Exam. in Drawing;

Govt declared this to be unnecessary & objectionable & told the Director instead to add Drawing to the syllabus of the Sub-Asst. Inspectors' Test.

(11) That special increments should be offered to teachers & pupils to stimulate the study of drawing;

Govt declared this to be impracticable for want of funds & objectionable on principle;

(12) That the curriculum of drawing should be revised;

this proposal was passed.

(13) That drawing should commence from the First instead of from the Third Standard;

this proposal, too, was passed.

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(i) In march of the same year, D 2,000 25-7-94 Mr. Mouat, apparently in partial response to G.O. of 3 Oct. 1893, No. 730, Ed, abstracting the report on the School of Arts for 1892-93, came up with certain proposals for reorganizing the Establishment of the School. From

The proposals carried with them a saving of over R3,000 per annum & the Govt. sanctioned it with effect from 1st Ap. 1894, but with remarks to the following effect (v. G.O. of 14 May 1894, No. 330, Ed):—

"(1) the scheme is accepted as a purely tentative measure pending receipt of more comprehensive proposals;

"(2) the proposal to utilize the Supt. in the inspection of technical schools & their Exam on for result grants is approved;

"(3) a reply on the other points touched upon in G.O. of 3 Oct 93, No. 730, Ed, is awaited;

"(4) the establishment of the School of Arts is classified under five heads, namely —

(i) the Supt,
(ii) the permanent establishment,
(iii) the sanctioned temporary est.,
(iv) the regular temporary est. paid from contingencies,
(v) the est. of coolies paid from contingencies & employed in the Industrial dept.

The Director's proposals deal with class (iv) only, & proposition statements should therefore be submitted showing the minimum est. required under all heads.

"(5) the opportunity should be taken to abolish the present cumbrous classification & group the whole est. under two heads, namely —

(i) permanent establishment &
(ii) coolies paid from contingencies,

the latter class not being entered in the proposition statements but entertained as required;

"(6) Apprentices must be treated as a part of the permanent Establishment but the mode of selecting them should be explained."

(j) As already stated, the second Art Conference sat at the beginning of 1894 at Lahore to consider the questions raised in the G. of I. Resolution of the 20th July 1892 & it also took into consideration the Sec. of State's despatch of the 9th Nov. 1893.

The Conference drew up a report which was comd to this Govt by the G. of I. with the request that the Govt. in Council would furnish the G. of I. with his opinion on the views expressed by the Conference & in the Sec. of State's despatch. This correspondence was forwarded to the D.P.I. for report in G.O. of 26 June 1894, No. 465, Ed.

The views expressed by the Conference were as follows:—

"(1) There is overwhelming evidence to approve the Sec. of State's assertion that there is a general consent that the Schools of Art serve no really useful purpose; on the contrary they have proved most useful

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in providing Art masters thichly trained draughtsmen & craftsmen & in protecting the arts of the country from dangerous extraneous influences;

"(2) the Schools must therefore be maintained & the Conference fails to see how they could be supported or be of any use unless retained as Govt institutions;

"(3) with respect to the Schools of Art being more extensively utilized as, or changed into, Normal Schools, the Conference thinks they are already Normal schools of the best kind;

"(4) the Conference agrees with the Sec. of State that the Schools of Art should be more fully utilized to improve technical education & it would therefore counsel with them workshops in which the Educational work done in the Schools would be supplemented by practical application of the principles taught;

"(5) Drawing is absolutely necessary for the artizan class & should be made a compulsory subject in all District Schools & for all pupils above the 4th primary grade;

"(6) having been thus far educated the pupils would undergo training in their crafts. & in the case of the industrial arts would in the small centres, where special art are practised, come under the training of master craftsmen who would work under the supervision of local bodies but subject to inspection by the authorities in the Schools of Arts;

"(7) wherever a craft of any importance is practised, a small show-room or branch museum should be established in which types of the work of the district should be kept these show-rooms being under the control of the local bodies & subject to inspection by the School of Art authorities;

"(8) Scholarships should be awarded to talented youths who would proceed to the Provincial Schools of Art for further instruction;

"(9) A more extended use should be made of Oriental models."

(10) In June 1894, Govt appd a Committee to consider the future management of the Museum, the Connemara Library & the Victoria Technical Institute. It will be seen from G.O. of 16 Aug 1894, No. 597, Pub, that the Committee ~~after commencing on the fact that the Victoria Technical Institute, which was started in 1888, had now a capital of only R1,25,000,~~ recommended

(1) that the Institute should combine with the School of Arts, the title of the latter being changed to 'School of Arts & Industries';

(2) that the Institute all funds of the Institute should be pledged to enable it to be (being the income derived from a capital of R1,25,000

* this referred, apparently, to a proposal made by the President of the Conference.

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should be employed in granting scholarships to enable persons to receive instruction in various arts at the most important centres, in encouraging local investigation of local industries, in holding special exhibitions & awarding prizes & in similar ways;

(3) that the funds of the Institute should be handed over to Govt in trust for the purposes aforesaid;

(4) that the collection of Art Exhibits in the School of Arts should be handed over to the museum, specimens being sent on loan to the School of Arts or students being permitted to come to the museum to copy them;

(5) that the new theatre should be used for delivering technical lectures.

Govt approved generally of these proposals but referred them for the opinion of several authorities interested.

(6) In G.O. of 8 Oct 1894, No 758, ED, Govt, reviewing the report on the School of Arts for 1893-94, remarked

(1) that the fall in the strength of the Industrial dept during the year was to be regretted, because there was no intention to convert the School of Arts into a mere Drawing school;

(2) that the attainments of the Industrial dept students remained low;

(3) that the question of abolishing the jewellery & pottery classes would be considered when the general question of the re-organisation of the School came under consideration;

(7) In August last, Mr Monro replied to G.O. of 10 Apr 1894, No 441, ED, of which the substance has been given in sub-para. (k) of this Note.

Mr Monro again urged that a special class for the training of candidates for Technical Teachers' Certificates should be opened in the School of Arts & that the whole institution should be re-organized so as to constitute a combined technical school & training school for teachers of Arts & Industries.

He further urged that classes for teaching persons to teach Drawing should be opened in various mufassal technical institutions & he proposed to raise the result grants for Drawing by 50 per cent.

The other proposals previously made by him & objected to by Govt in the G.O. quoted, he referred to without withdrawing.

On this letter of August, Govt passed G.O. of 8 Oct. 1894, No 761, ED, wherein

(1) the opinion of Mr Duncan on the proposed partial conversion of technical schools into technical training schools was asked for;

(2) the Govt remarked that it did appear desirable to make provision for practically testing work of technical teachers in their capacity to teach, & called on Mr Duncan, if he agreed, to frame draft rules under Art. 28 of Section VIII of the Educl Rules;

(3) the raising of the result-

grants for drawing was
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(1) In G.O. d/ 25 Oct 1894, No. 513, Ed, Govt. drall with para. 104 of Srinivása Raghavaiyangar's book already referred to in sub-para. (2) of this ~~book~~ paragraph. Srinivása Raghavaiyangar himself makes only the proposal that ~~made~~ cottage-industries should be introduced among the agricultural classes & the demand created for the articles produced. But he ~~proposes~~ referred with approval to certain other suggestions made by Mr. I. Adam & Mr. Havell.

Mr. Adam's remarks are contained in an instructive "memorandum ~~for~~ on Technical Education" which he prepared for the Victoria Technical Institute.

Mr. Adam first describes the four general principles upon which technical education is based; they are

(1) technical education must be built up on a sub-structure of general education;
(2) instruction should be imparted in groups of connected subjects;
(3) actual trades should not be taught;
(4) instruction in technical subjects should be imparted by trained & well-educated teachers & not by mere skilled artizans.

Having laid down these principles, Mr. Adam, speculating upon the continued Existence & growing vitality of the ~~School of the~~ Victoria Technical Institute, proceeded to formulate the following proposals:—

(1) the Institute should give ~~FOR ORDERS.~~ scholarships & grants to technical institutions;
(2) the Institute should establish a system of peripatetic technical lecturers;
(3) the Institute should give grants ~~to~~ to teachers desirous of qualifying to teach technical subjects;
(4) the Institute should establish an Upper Secondary Technical School in Madras;
(5) drawing should be made compulsory in Upper & Lower Secondary Schools;
(6) grants should be given on more elastic principles;
(7) the Govt. Technical Exams. should be thrown open to all pupils of recognized Technical Schools, whether they have passed any General Educational test or not;
(8) an industrial survey of the Presidency should be made;
(9) arrangements should be made for the systematic inspection of technical institutions.

Mr. Havell's proposals appear in a ~~memorandum which will be found under cover of G.O. No. 76 Dec. 1893~~ memorandum which will be found under cover of G.O. No. 933 D, 15th Dec. 1893; they were merely
(1) that existing industries should be taken up & endeavours made to improve & develop them;
(2) that a few commercial travellers should be employed to demonstrate the advantages of new tools.

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Ld G.O on these proposals (8.0.d 25 Oct 94, No 513, Ed) is to the following effect:—

"(1) it is impossible to dispose of the principal suggestions From until the futures of the School of Arts & Victoria Technical Institute have been settled & until Dr Duncan reports on Mr Howell's proposals regarding the training of drawing-masters;

"(2) as to the four general principles enunciated by Mr Adam, the first & second have been consistently followed in Madras, the third cannot be adopted in its entirety as there are charitable institutions where the technical instruction is designed merely to fit boys to earn their living, the fourth principle is important & little has been done to give effect to it; no definite orders can be passed on this point until Dr Duncan replies regarding Mr Howell's scheme for training teachers but meanwhile Managers should be given to understand that skilled artizans are not regarded by the Educ. Dept. as qualified to give instruction in technical subjects & it should be considered whether the Educl Rules should not be amended to make this clear;

"(3) the Govt does not believe in peripatetic lecturers or commercial travellers & has no money to spare on such experiments as are proposed;

"(4) the Govt is not prepared at present to make drawing compulsory in all Secondary Schools; much has been done to encourage drawing since Mr Adam wrote;

"(5) the proposal regarding admission to the Govt Technical Exam. has already been met in the revised Technical Exam. Notifn;

"(6) the Govt is not prepared to undertake an industrial survey as one was made by Mr Havell, but the D.P.I. should consider whether the information available in Mr Havell's reports suggests the advisability of taking measures to encourage any of the local industries referred to therein;

"(7) the Govt fully agrees with Mr Adam & Mr Howell in thinking that arrangements should be made for the systematic inspection & Examn of technical institutions; till money is available & till these institutions have increased in number, the inspections & Examns should be

performed by the Supt. of the School of Arts; but orders as to the time to be spent by him on this duty & as to the exact nature of such duty will be deferred till the question of the reorganization of the School of Arts is settled;

(8) Srinivása Raghavaiyangar's report regarding cottage industries is plainly impracticable; but, if such industries exist anywhere at present, there is no objection to making the fact as widely known as possible; the Board of Revenue will therefore find out whether they do exist anywhere."

(c) G.O. ♂ 22 Dec 1894, № 975, Pub, contains an indignant remonstrance from the President of the Council of the Victoria Technical Institute against G.O. ♂ 16 Aug 1894, № 597, Pub (vide supra sub-para. (b)).

The Council urged the claim of the Institute to the use of the new buildings in Pantheon road, declined to abdicate the position of controlling authority for technical education generally, refused to suffer amalgamation with the School of Arts but offered, on the contrary, to take over that institution if it came along with its "present annual grant" & its present premises.

On this communication, the Govt. asked the Council to submit definite proposals as to the portions of the new building which

(d) G.O. ♂ 13 Feb 1895, № 124, Ed, deals with a report on the state of the accounts of the School of Arts. The report reveals such scandalous neglect & carelessness that Govt. has ordered a special audit to be made.

4. The resumé of recent correspondence given in the last preceding paragraph is sufficient indication of the number & variety of the points now awaiting decision by Govt.

C. № 115 forms by direction a reply to the questions referred to in that para. It is not however quite complete as will be seen from para. 6 below.

Para. 5 deals with the proposals made in the letter under reply with the matters discussed in Dr. Duncan's letter.

Dr. Duncan's views.

5. In this para., the paras. of Dr. Duncan's letter are dealt with in order.

(a) Defects in the organization of the institution.

According to Dr. D. the scheme of instruction is too comprehensive, the staff is inadequate & an indefiniteness of aim has pervaded the institution. The teaching of the lower drawing classes is entrusted to inefficient pupil-teachers & it was with a view to remedy this defect, that Mr. Havell proposed, in 1889, to replace the Art Instructor by a number of drawing masters. Dr. D. is, however, decidedly in favour of retaining the Art-Instr

As to the subordinate staff, Dr. D. says that its organization is defective.

(b) Defects in the working of the manufacturing side.

From what Dr. Duncan says it seems that the Pottery Asst. on R100 whose ~~appointment~~ was sanctioned in 1884 is no longer employed. Mr. Havell proposed in 1889 to appoint an overseer on R100-5-120 to be in general charge of the pottery manufacture & to assist in carpentry & metal-work. Dr. Duncan doubts if a man could be got capable of teaching industries & also performing the routine work of the Industrial Dept. He therefore proposes to appoint a mere office-manager & clerkkeeper on R80 per mensem who would relieve the Supt. of all petty administrative details.

Dr. Duncan explains the great accumulation of stock which Govt. has recently had occasion to notice. He says that articles are made with the sole object of furnishing employment to maistries & coolies who but for this would have to be discharged. This extraordinary system ought to have been brought to light long ago. It means that Govt. has been paying for the full time of men who are only occasionally employed.

To keep down the stock of unsaleable articles, Dr. Duncan proposes that private persons ordering articles should be required to deposit 10 per cent of the estimated cost as earnest money. This plan, the Director thinks, would tend to prompter settlement of accounts & would

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check the tendency to refuse to take articles when made. But is there such a tendency? & could the return of the earnest-money be refused if the article proved unsatisfactory? & would not such a plan considerably reduce the demand for School of Arts articles? The proper remedy seems to be that proposed in G.O.-d 14 May 1894, No. 330, Ed: viz. to revise the classification of the establishment & require the Supt. to give in the annual report full details as to the number &c. of coolies employed & the reasons for their employment. There is little doubt that coolies have in the past been employed with reckless extravagance.

Dr. Duncan proceeds to express his opinion that the manufacturing side of the School must be maintained but he does not deal with the question whether the taking of private orders should be prohibited. The Committees of 1861 & 1873 recommended that a restriction should be imposed upon the receipt of such orders; but their object was to prevent the degeneration of the Industrial dept. into a mere factory. Organized as the School now is, there is very much less chance of such degeneration occurring; though, even now, some of the articles turned out by the School are by

no means fine Examples of the application of art principles to handicrafts. On the whole it will perhaps be better to leave things as they are in this respect, but it would do no harm to ask Dr. Duncan whether he is in favour of imposing restrictions on the receipt of private orders.

Dr. Duncan's proposal that the price of manufactured articles should be so fixed as to constitute an appreciable return on the cost of production may, of course, be approved.

(c) Division into departments.

It has already been pointed out that the Industrial dept. was of separate & later origin than the Artistic dept., but, although the former has, from time to time, shown tendencies to deteriorate into a mere workshop & to lose all touch with the latter, it has throughout been the policy of Govt. that the two depts should be worked in close union & that the Industrial dept should form the field where principles learned in the Artistic dept. are brought into practical operation. In the Rules of 1857 it was provided that the Industrial dept. should be under the direct control of the Supt of Science & Art, for accounting purposes, be distinct from the Artistic dept; & that all students in the Industrial

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dept. should be required to attend the Artistic dept. for instruction in such branches of Drawing etc. as might be immediately applicable to their industrial studies.

The Committee of 1873 dwelt upon the importance of insisting upon all Industrial students learning drawing & from the fact that it did so, it may be gathered that the provisions on this subject in the Rules of 1857 had not been strictly observed.

In 1877-78 Mr. Chisholm seems to have re-organized the School on its present basis. He 'amalgamated' the two depts; that is, apparently, he made the Industrial dept a mere annexe to the Artistic dept. & filled it with such students from the latter as expressed a desire to learn a handicraft.

This is the position recognized by the Rules of 1886 & the draft Rules prepared by Mr. Havell in 1889.

Dr. Duncan now proposes to do away with the formal distinction between the Industrial & Artistic depts. He says it serves no end & breaks [down is scribed] The fundamental study [illegible], he thinks, be drawing.

It seems doubtful whether Dr. Duncan's proposals on this subject ought to be

accepted. ~~If it is, it ought~~
~~509 20-6-94~~
~~at all events to be provided~~
~~in the new Code of Rules~~
~~which Dr. D. has prepared~~
~~that no person shall attend~~
~~the Industrial classes unless~~
~~he is attending From or has~~
~~attended one of the Drawing~~
~~Classes.~~

If the Industrial dept is formally abolished as a separate branch of the institution, the gradual extinction of the Industrial classes is almost inevitable. Even at present there are symptoms indicating that the School is sinking into the position of a mere Drawing Academy & this tendency will be accentuated by the adoption of the Director's proposal.

The recent Conference has expressed a strong opinion in favour of Schools consisting of an Artistic dept. working in connection with a Workshop the very model upon which the Madras School of Arts is formed.

It is subm[n]: that the Industrial dept: should be retained ~~even if an exam. only~~ in its present position.

In any case, the Director's draft Code should be amended so as to make it quite clear that no person shall attend dept: Industrial class unless he is attending or has attended one of the Drawing classes.

This is doubtless the intention but it is not apparent on the face of the new Code.

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Dr. Duncan further proposes to reorganize the General Education dept. & to restrict admission into the School to ~~persons~~ students who have passed the lower primary standard. So long ago as 1854 it was suggested (by the managing Committee) that some "degree of preliminary education" should be required of candidates for admission to the School & this view was endorsed by the Committee which sat in 1873; but it was never acted upon & the rules of 1886 expressly provide that there shall be no Entrance Exam[n]. It was in order to impart to students the General Knowledge requisite ~~to enable them to advance in their technical~~ (for a thorough appreciation of their technical studies, that Mr. Grigg, in 1889, sanctioned the establishment of the General Education dept. of the School.

This dept. now, it seems, affords instruction from the first to the Seventh General Education Standard & it is understood that all the students except those in Division II (the Fine Art side) attend it.

It is remarkable that in all these years no Entrance Exam[n] should have been prescribed. Probably it was thought that the establishment of an Entrance Exam. would tend to keep out the children of artizans. But it seems to be accepted by those

most conversant with the subject that a sub-structure of general education is essential to the proper appreciation of technical teaching. It is also obviously undesirable that this general education should be imparted in an institution like the School of Arts.

Dr Duncan's very modest suggestion that no person who has not passed the Third Standard shall be admitted into the School may, therefore, be accepted.

If it is accepted, the three lowest classes of the General Education dept. will disappear & Dr Duncan proposes to discontinue the 5th & 6th Forms so that the instruction will be limited to the Fourth & Fifth Standards. The continuance of tuition in the Fourth & Fifth Standards may be necessary is, perhaps, advisable for the reasons given by the Director & it is submitted that his proposals for the re-organization of the General Education dept may be accepted.

(d). The School as a training School for Teachers.

In para. 7 of his letter, Dr Duncan deals conclusively with Mr Munro's proposals to train utilize the School of Arts as a training School for Drawing-masters.

As the Director remarks, Mr Munro's suggestions proceed on the assumption that a teacher of Drawing requires

teach that subject & this cannot be admitted unless we are prepared to also admit that a special training School or class must be provided for each of the main subjects entering into the school curriculum. It is submitted that Mr Munro's vague scheme for training persons to teach drawing may now be definitely negatived.

The Director observes that the Educational Rules are at present under revision & that a set of subsidiary rules for the conduct of the practical test for technical teachers' certificates will be submitted to Govt hereafter.

Till this further correspondence is received, it would be premature to enter at length upon the subject of Technical Teachers' Certificates. But one or two points may be noted. Section VIII of the Genl Rules (Article 3) declares that candidates for Teachers' Certificates of all Kinds — Technical as well as General — shall be examined by a Board of Examiners; it then goes on to describe the written & practical exams for General Certificates only & ends by saying that candidates for Technical Teachers' Certificates shall be subjected to such practical test as the Director may prescribe. But nothing is said as to the written

Certificates, though Article 3 & of the Section seems to contemplate such a test. This obscurity should be cleared up. Further, the Rules divide General Teachers' Certificates into Trained & Untrained, while all Technical Teachers' Certificates are Untrained. But, if Dr. Duncan is right in saying that the training schools are primarily concerned in teaching those general principles upon which all tuition, whatever the actual subject of tuition may be, is based, then it would seem that Technical teachers, as well as General teachers, should be subjected to a course at a training school & if this is so, ~~provision should be made for Trained~~ Technical Teachers' Certificates also should be classed as Trained & Untrained, the former consisting of the Certificates granted to persons who, after passing the Govt. Technical Exam.s, have been through a course at a Training School & have satisfied the Board of Examiners, by passing written & practical tests, of their ability to teach their special subjects. It seems worth while to invite Dr. Duncan's attention to this point.

(2) Continuance of the School as a Government institution.

The discussion of this point should have had precedence of those dealt with in sub-paras

teacher of drawing & figures

respect, merely follows the ~~Duncan's~~ arrangement of the Director's Letter.

Dr. Duncan's views on the Sec.y of State's despatch of the 9th Nov. 1898 may be summarized as follows:—

(1) the difficulty of procuring trained European officers for the Schools of Art in India will be much diminished if the Sec.y of State sanctions the proposals made by this Govt. in regard to the reorganization of the Educl. Dept.; for these proposals place the Supt. of the Madras Art Instruction School of Arts, at all events, in a considerably better position than they have heretofore occupied;

(2) the Madras School of Arts is supported in part from receipts from manufactures & the contribution from general revenues is justified by the facts that (i) the institution is the only one of its kind in the Presidency, (ii) it is worked as economically as possible, (iii) it has helped the youth of the artizan classes to earn a better livelihood than would otherwise have been possible, (iv) it has contributed to a steady improvement in the artistic taste of the people & in several

Certif[illegible]

& (v) it fills a place in the Educational system which no institution managed by a local bodies or by a private individuals can take;

(3) the Sec? of State probably thinks that the Madras institution is a mere Fine Art School, but it is not; it is practically a technical school;

(4) the School cannot be handed over to the Madras Municipality to manage, because, (i) by law (Sec. 33(c) of Act I of 1884) the municipal fund can not be expended only on the elementary education of the poor & (ii) the municipality has no funds to spare;

(5) the only other body to which the School could be handed over is the Victoria Technical Institute & the transfer would be highly disadvantageous because, (i) the Govt would have to continue to support the School without enjoying direct control over its expenditure & (ii) the Council has neither the time nor the knowledge to work such an institution satisfactorily;

(6) the interests of technical education

shows that as a Govt institution. 958

It is difficult, perhaps impossible, to estimate the effects of the tuition imparted in the School of Arts upon the Art of the country. It has certainly produced no fine art at all & the appearance of the students does not encourage the expectation of any outburst of genius in the immediate future; most of them seem to the casual visitor to be of a decidedly inferior type. But the Committees of 1861 & 1873, the Conference of 1874 & the present D.P.I. express the opinion that sufficient good work has been done in the past to justify the maintenance of such institutions & the opinion of such authorities can hardly be set aside.

The School is at present in a rather prosperous condition as the following figures show:—

Year	Strength	
	Industrial Dept.	Total
1887	33	265
1888	49	299
1889	51	212
1890	94	364
1891	158	424
1892	174	426
1893	186	489
1894	139	543

From what Mr. Holder told me, I gather that these figures are too high, sufficient care not having been taken to exclude the names of departed students from the returns; but they certainly seem to indicate

the needs, probably, to the rise in the demand for Drawing-masters.
The cost of the institution is, no doubt, considerable; it amounted in 1892-93 to £30,790, after deducting Expenditure on building & receipts from fees & sales, & in 1893-94 to £23,148, after making similar deductions (against these figures must, however, be set off the value of the unsold stock in hand).
Dr Duncan's assertion that the School has been managed as economically as possible can hardly be accepted. On the contrary, there seems little doubt that it has been seriously mismanaged & if the School is to be continued, the reduction of its cost should, it is submitted, be made a sine quâ non.
The proposal to entrust the management of the School to a municipal body is an extraordinary ignorance of the condition of affairs in India & may, I submit, be pronounced against in no uncertain way.
It is subm.d also that the scheme to hand the School over to the Council of the Victoria Institute should be negatived without further discussion. If Govt is to continue to find the funds, as the Council proposes, the disadvantages attendant on such a transfer would greatly outweigh any possible advantages.
At the same time it is worth considering whether the old plan of a supervising Committee should not be revived. The Reformatory School is under a Committee which works without friction & which has probably entitled to credit for assisted to bring that institution to its present excellent condition. The School of Arts is just such another institution which would be all the better for a little seeing-to by people interested in art. The appt of such a Committee does not necessarily involve a dual control, as §9 of 6 Feb 1885, No 56, Educ, assumes; the Supt. under the Director would remain entirely & solely responsible for the management of the School; the Committee would merely inspect & advise. If the Victoria Technical Institute continues in existence, its Council might form the Committee of the School of Arts.
(5) Draft-Code.
Dr Duncan has taken the opportunity to frame a new set of Rules for the School.
It will need amend. there is a good deal to

to retain its individuality, as proposed above.

The Code also calls for the following remarks: —

(1) The Committee which sat at Ootacamund in 1894 proposed to call the institution "The School of Arts & Industries" in future; Dr Duncan says that no change is necessary, as the term "Arts", used in the present title, covers the industries taught; this is true, but it is submitted that the title "School of Art & Industry" would bring out the object of the institution better than the present name & prevent mistakes such as the Sec. of State has apparently fallen into.

(2) Object. There are at present six industries taught, viz. Wood-carving, Carpet-weaving, metal-work, Jewellery, Pottery & Decorative work, the last ~~year~~ including lacquer-work & fan-painting; in the draft Code, however, "Carpentry & cabinet-making" takes the place of "wood-carving", "&" "Silversmith's work" takes the place of "metal-work", & "Decorative work" has been omitted, however ~~it~~ it appears that the Director does not intend to abandon wood-carving & it seems advisable to make it clear that this subject is not comprehensive enough.

also, as working in gold is apparently to be still taught in the "Silversmith's work" is not comprehensive enough.

~~to ask the Director whether he intends to abandon "wood-carving"~~

if so, why; it seems particularly desirable to retain "wood-carving".

(3) The Director has rightly provided that the Supt. shall be an Inspector of Technical & Industrial Schools.

(4) ~~Apparatus~~ Apparatus &c. The Director remarks that every effort should be made to supply the School with typical examples & models; much can certainly be done in this way, the present collection seems to be a very poor one.

The Director also observes that the Supt. should be required to make as extensive a use as possible of oriental models & designs; (a provision to this effect has been inserted in the draft Code & it seems a step in the right direction; some oriental designs are inimitable of their kind & it is far better to encourage the use of them as models than to teach the students to produce feeble imitations of European art.

Mr. Holder objects to the proposal that the collection of specimens (except the Geological ones) in the School of Art; there is a good deal to be

Arts should be transferred to the Museum, but the Director has no objection to the proposed transfer in the case of such articles as are not constantly required by the students. Perhaps the best plan will be to send to Mr. Thurston the list of specimens forwarded by Mr. Holden & ask him to settle with the Supt. of the School of Arts what articles should be transferred. It is to be feared that students will not readily visit the Museum to study specimens & care must be taken that the collection in the School is not unduly depleted.

Dr. Duncan observes that all students, except stipendiaries, will be required to supply their own materials, instruments &c. The present rule is practically the same except that Scholars also enjoy the benefit of the exception. The provision about supplying material, etc. should appear in the Draft Code. The stipends are restricted to the Industrial classes where materials must necessarily be supplied by the School.

15) Courses of Instruction.
The Draft Code provides that the courses of instruction provided in the Educational Rules & the Govt. Technical Exam. Hobf. shall be followed; this seems right.

16) Standards & Classes.
The "Standard" drawing classes are to teach from the Third to the Sixth Standards; but Govt. ~~drawing~~ has recently prescribed First & Second Standards in drawing & it would perhaps be as well to ask the Director whether the tuition in the School should not extend to these two Standards also. Probably, however, the omission is intentional.
It will be observed that instruction is to be imparted in the Industrial Standards; it is a matter for consideration whether such elementary instruction should not be left to other Schools, the central institution restricting itself to teaching for the Elementary, Intermediate & Advanced Technical Examinations & refusing to admit students who have not passed all the Industrial Standards. It is submitted that the Director may be asked to consider this point.

(7) Strength of Classes. As before, no maximum is to be fixed to the strength of the classes; the Director says it is hardly necessary or expedient to do so, but there is a good deal to be

said on the other side. If classes become unwieldy additional Expense must be incurred in establishment or the pupils must suffer. Govt. is not in a position to spend more money & the strength of the School is now considerable. It seems desirable to ask the Director to reconsider this point in question communication with the Supt. It may be added that

(8) Admission. Dr. Duncan proposes to restrict admission to persons not under nine years of age.

In 1854 the Managing Committee proposed to fix 15 years as the minimum age for admission, but the Rules of 1856 prescribe no minimum of age; the Committee of 1873 proposed to restrict admissions to youths between 14 & 20 years of age, but the suggestion was not acted upon & no age-limit appears in the Rules of 1886.

It certainly seems advisable to have some inferior limit & perhaps Dr. Duncan's will do though it appears rather low.

(9) Fees.

Fees were levied in the Artistic dept. from the very first, the rate being one rupee a month, but from a remark made by Dr. Hunter in a note written in 1852 it is to be gathered that, from the beginning, the pupils in the Industrial dept. were paid stipends proportionate to their outturn of work.

~~Regular~~ payment of fees

the present Rules declare that only a 'limited' number of pupils shall be taught in the Industrial dept.

not to have been strictly observed, for the Committee of 1861 recommended that the fee should be raised from eight annas a month.

in the Artistic dept. ceases to have soon become irregular. For we find the Managing Committee in 1854 urging that the fee of one rupee a month should be rigorously exacted. Mr. Cole in 1856 fixed the fees in the Artistic dept. at one rupee a month or R3 - 2 - 1 in advance, for the Session of five months & his draft rules also provide for the levy of a fee of one rupee on entrance into that dept.: These rates were repeated in the Rules of 1857. But seem In 1862 the Director recommended that the fee in the plan- and machine-drawing class should be raised to R3 per annum & presumably this recommendation was acted upon.

The levy of fees seems, however to have continued to be very irregular, for the Committee of 1873 recommended that fees should "eventually" be charged in the Artistic dept; it also suggested that the rates of fee should be graduated to suit all classes of students. In the Rules of 1886 the fees are fixed at one rupee a month for Division I & eight rupees a month for Division II, all fees being payable in advance & the old entrance fee being abolished; it is further provided in these Rules that the pupils in the Industrial classes will receive "monthly payment, the amount to be fixed on the results of their "work"; the Industrial stud

are selected from Division I, but the rules do not make it clear whether they go on paying the one rupee fee after they have begun their industrial studies.

In Mr. Havell's draft rules of 1889, Division I is called the Industrial side & contains a Drawing dept; an Industrial dept. & a General Education dept.; the rules provide apparently that a fee shall be levied in every class of Division I, the amount being 8 annas a month except in the "Elementary free-hand" & "English" classes where it is 4 annas, & that Fee in Division II shall remain 8 rupees a month; there is a special fee of R50 per annum provided to meet the case of persons who desire to work in the Pottery dept. in order to learn the various processes; no entrance fee is prescribed & ~~stipends are limited & are~~ ~~awarded~~ it is provided that, on passing the Middle School Examn. any technical subject, scholars & apprentices (stipendiaries) shall ~~may~~ be entirely exempted from paying fees.

Mr. Havell's rules were never formally sanctioned, however, ~~the~~ apparently, but they seem to be observed in practice. ~~Suppose~~ If so, the fee has actually been reduced since 1850, from one rupee, to eight annas or four annas, in all classes not falling within Division II. I understand that all students in the industrial ~~depart~~ classes ~~receive~~ stipends, roughly proportionate to the value of their work, ~~the~~ beginners whose work is of no value, called 'Robatis' (I am not spelled), & that none of them pay any fees for tuition received in the Industrial dept.

Dr. Duncan's present proposal is to levy fees, varying from 4 annas to 8 rupees a month, in all the artistic classes but to continue the present exemption from fees in the industrial classes. In 1893-94 the total receipts from fees in the School was only R 1,898 & it is submitted that the Director should be asked whether his rates cannot be raised from 4 to 8 annas, from 8 annas to one rupee, from ~~one to two rupees~~ 1 to 1½ rupee & from 1½ rupee to 2 rupees, leaving the fees in the two highest classes at R5 & R8 as proposed.

Dr. Duncan justifies the non-levy of fees in the industrial classes on the ground that even beginners turn out work of some value. I fancy this statement is disputable, but, on the whole, the non-levy of fees in the industrial classes is not unreasonable & perhaps it may be continued.

(10) Stipends.

The continuance of stipends to the Industrial students is however another matter. ~~Stipends must they begin at Rs 1~~ In G.O. ✝ 3 Oct 93. No 730, Ed. Govt. suggested that they should be abolished. There are several arguments in favour of abolishing them viz:- (a) the industrial students pay no fees, (b) they must waste a good deal of material, ~~and are likely to manufacture articles to meet the market, if their remuneration depends on the market value of their work (unfortunately it does)~~ (c) they are working with the ultimate object of benefiting themselves & the School affords them opportunity of learning a trade which

Dr. H. Duncan / ... Art;

would not otherwise enjoy & economy is imperatively necessary. On the other hand it is to be feared that the stoppage of stipends will withdraw a stimulus to exertion & will lead to a great reduction in the strength of the School. In 1893-94, the stipends paid amounted to R 3,723.

I submit that the Director should be asked to consider seriously whether stipends should not be altogether discontinued.

(11) Scholarships

The Committee of 1861 recommended the grant of scholarships & the Director, agreeing, proposed to establish two in the Artistic dept. The Committee of 1873 also was [illegible] in favour of a system of scholarships & the Rules of 1886 provide for one scholarship being awarded half yearly on the Result of Exams in Division I; these scholarships are tenable for four or five years & they begin at R3½ per mensem but rise to R10.

Mr. Havell in his draft rules of 1889 proposed to give annually three scholarships rising from R5 to R10 & tenable for six years in Division I; he also provides that no scholarship-holder should receive a stipend. These proposals were not accepted & the Rules of 1886 are said to remain in force so far as scholarships are concerned.

Dr. Duncan now suggests that three scholarships with R7 per mensem should be awarded annually to pupils belonging to the Elementary Technical Drawing classes or in lieu of help, that they should be raised to R5 & become tenable for two years more on the holder undertaking to proceed to the Intermediate Technical Exam.; & that they should be raised to R7 & become tenable for two years more if the holder continues at the School in view to passing the Advanced Technical Exam. The maximum annual expenditure under this scheme will be R1,008.

I submit that it is worth considering whether Scholarships should not be discontinued altogether, it being left to the Victoria Technical Institute & such private charity as exists in Madras to found scholarships in the School of Arts.

Dr. Duncan himself has proposed, not to abolish stipends, but to reduce them, by discontinuing those given in Standards A & B, reducing the rates of the rest & limiting the number granted in each class. His proposals involve a maximum expenditure of R 3,348 per annum & thus secure a saving. But one obvious defect in his scheme is that his 'stipends' are really 'scholarships' & it will only give rise to confusion if different terms are used; 'stipends' are supposed to roughly represent the value of the pupils' work & therefore all pupils are entitled to receive them, but 'scholarships' are mere charitable grants.

A worse system than the present one it is hard to imagine. [illegible] The rates of stipends fixed for each

(12) Vacations

It is not proposed to allow any summer vacation to the Industrial classes; no reason has been assigned.

(13) Under the head "Employment of passed students", Dr. Duncan remarks that all Upper Secondary Schools are now expected to provide for the teaching of Freehand Drawing as part of their ordinary curriculum, that it is taught in all Training institutions & that it would be premature to make it compulsory in all Lower Secondary schools.

With this last expression of opinion, Govt may, it is taken, concur; Drawing has only recently been seriously taken up & will [illegible] from forcing its growth.

(14) In the draft Code "the industrial classes" are, from time to time, mentioned, but the classes falling under this denomination are nowhere specified; this should be

(15) Clause (1) of Rule XV of the

apparently means that scholarship-holders & stipendiaries shall, if absent for even one day, forfeit so much of their scholarships or stipends as represents the amount payable for the period during which they were absent; but the clause needs to be made clearer.

(16) Presumably clause (iii) of Rule xx of the draft code means that the audit is to be annual & to be conducted, not by the outside audit dept, but by some member of the School establishment. When the Acct. Gen. reports in reply to G.O.D 13 Feb 1875, No 124, Ed, it will be time to consider whether an audit of this description will suffice & whether, now that the financial restrictions on expenditure which, prior to 1859, were in force in the School have been withdrawn, regular & systematic audits should not be ~~established~~ re-instituted. The circumstances under which the audit of the School accounts was discontinued will be understood on a reference to G.O.D 19 May 1879, No 968, Fin.

(9) Establishment.

As already stated, the Govt, in G.O. D 14 May 1894, No 330, Ed, sanctioned a revised scale of "regular temporary establishment paid from contingencies" & ordered the Director to submit proposals for abolishing the present cumbrous classification of establishment & for reducing the staff generally.

Dr Duncan now submits for sanction a scale of establishment which

being fixed for each

covers, apparently, 'the permanent establishment,' the sanctioned temporary establishment' & the 'regular temporary establishment paid from contingencies.

It is disappointing to find that Dr Duncan's scheme of reorganization involves an increase of expenditure on establishment. The increase is, however, very small (R11 2/4 per mensem) & it must be remembered that the reorganization of 1894 secured a saving of over R3,000 per annum.

I have ticked off with red chalk in Dr Duncan's letter the appointments sanctioned in the reorganization of 1894.

The combined list of appointments will constitute the permanent staff, so the Director's request that all the staff should be allowed pension & leave privileges is reasonable enough. At the same time it is doubtful if it is advisable to treat the industrial teachers as permanent servants of Govt; it is improbable that a good working staff could be secured for the small pay given [illegible] with no chance of [illegible] if good to be [illegible] & subject to [illegible] would almost by the authorities [illegible] schools of Art [illegible]

DEPARTMENT.

No.

Dated 189

FOR ORDERS.

apparently means that scholarships - bursaries & stipendiaries deteriorate when in possession of a fixed salary & deprived of all stimulus for improving his art.

Even admitting that the Supt. will closely supervise the Industrial classes (there should I think be a provision in the new Code as in the old rules placing the Supt. in direct charge of the Industrial classes) & that all the higher teaching in the Artistic classes will be given by the Art Instructor, there is great reason to fear that the tuition on the whole will not be as it should be. It is far more important to get together a really good staff than to give stipends & scholarships & if these payments are discontinued as proposed above, it will be possible to make a substantial increase to the salaries of the Art teachers & craftsmen. I venture to suggest that this should be done, that the objectionable pupil-teacher system should be abolished (Dr Duncan evidently intends to abolish it almost entirely) & that the craftsmen should be regarded as temporary employed on [illegible] establishment for reduced [illegible] generally.

Dr Duncan has not paid any regard for [illegible] for taxation a Jewellery Classes not prepared

the Industrial side of the School, as proposed by Dr Duncan, certainly seems necessary.

at present to endorse Mr Holden's suggestion (made in the annual report for 1893-94) that the Jewellery & Pottery classes should be abolished. He considers that the question should lie over till a new Supt. arrives, they, [illegible] & the Carpet-weaving class, being for the present retained. ~~This proposal~~ Dr Duncan's views may be Endorsed.

6. Remaining points.

The ~~remarks in~~ last preceding paragraph disposes of the following points out of those set out in para. 3, viz:—

~~(a)~~ (d) (2), (3) (4) & (5);

(g) (1), (2) & (3);

~~(h) (i)~~

(i) (1), (4), (5) & (6);

(j) (1), (2), (4), (5), (8) & (9);

(k) (1) & (4);

(l) (3);

(m) (1) & (2).

The only other proposals to which reference need be made are those set out below:—

(j)(6) That pupils of the art class, having first gone through a course of drawing in a District School (where that may be) should be [illegible] training under the [illegible] master-craftsmen [illegible] under the control of [illegible] bodies [illegible] & subject to inspection by the authorities of the Schools of Art;

this vague & technical an

[illegible] Dr Duncan [illegible]

[5]
48—21-12-93.

DEPARTMENT.

Papers to be read in Proceedings :—

Again G.O., dated 18 , No.

Again G.O., dated 18 , No.

Current No. of 18 , dated from

Current No. of 18 , dated from

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emanates from the Conference of 1894 & has been passed over in silent contempt by the Director.

(j) (1) That branch museums should be established under the control of local bodies;

Another proposal of the Conference tending to much waste of money & all talk, & doomed to failure, in this Presidency at all events.

(k) (2) & (3). That the Victoria Technical Institute should place its funds in the hands of Govt. &c in trust for the establishment of scholarships &c.

This is a matter for the Public dept to deal with & I understand that the subject will come very soon in that Dept. for final disposal.

(4) (1), (2), (3) & (4). That the Victoria Technical Institute should expend its funds in scholarships, ~~&c &c~~, on peripatetic lecturers, on grants to teachers desirous of qualifying as technical

[illegible] because.) & that they are

teachers for the establishment of an Upper Secondary Technical School in Madras.

This was Mr. Adam's proposal & Srinivása Raghavaiyangar suggested that Govt. should step in & carry it out. Govt. is certainly not in a position to do more than it has done & it is unnecessary to consider the proposal further.

(2) (3). Regarding the fourth of Mr. Adam's General principle Govt. remarked that it was of importance that technical tuition should not be in the mere artizan; that much had been done to create a supply of first-class technical instructors, that definite orders could not be passed till Dr. Duncan had commented on Mr. Mowry's schemes & that it should be considered whether the Educational Rules should not be amended to make it clear that skilled artizans are not regarded by the Dept. as competent teachers.

~~have not Dr. D~~

Papers to

Again G.O., dated

Again G.O., dated

Current No. of 18 , date

Current No. of 18 , date

bout the amendment of the
Tech. Rules in the direction
indicated, & perhaps he will
deal with the matter when
he submits his revised rules
relating to the grant of
Technical Teachers' Certificates
His attention may be invited
to the matter, though it will
not do to go too far in
prohibiting skilled artizans;
a skilled goldsmith would
probably teach his class
to do better work than a
young man fresh from the
School of Arts & armed with
a Technical Exam. certificate
would do.

(6). Govt. ordered the
Director to report regarding
the advisability of
encouraging local in-
dustries after a study
of Mr. Havell's Industrial
Survey reports;
he has not done so; he will
be reminded about it.

(7) The Govt. deferred
passing detailed orders about
the inspection & exam.
of Industrial teache

schools by the Supdt.
of the School of Arts
until the general
questions at issue
were settled;
the Director should now be
asked to report in detail
how he proposes to carry
out this most necessary inspection &
Examn.

7 Current No. 149.

In this D. Duncan reports
that Mr. Havell is willing to
take up again the post of
Supt. of the Madras School
of Arts & the Director requests that
he may be permitted to
do so on the old rate of
pay viz. Rs. 700-50-1,000.
Mr. Havell has resigned the
appointment twice & does
not deserve any special
consideration, but it is
believed that he is considered
a good man at his work
& it would probably be
somewhat difficult to get
a man to replace him. In
fact he was allowed to
withdraw his resignation
in 1891 because the Sec. of
State reported that there
was great difficulty in
finding a suitable man
to fill his place.
It is presumed that, if Mr.
Havell is allowed to retire
his breach of service
will not be condoned.
If this is so, it would be
as well to let him Resign
this distinctly.

Papers to

Again G.O., dated

Again G.O., dated

Current No. of 18 , date

Current No of 18 , date

The Govt. of India will be addr
in accordance with
the orders passed on
this Note.

4u
3/3

No.

DEPARTMENT.

be read in Proceedings :—

18 , No.

18 , No.

from

from

DEPARTMENT.

be read in Proceedings :—

18 , No.

18 , No.

from

from

(issued)

4 copies for use

G. 15.]
5-3-95.

DEPARTMENT.

C. No.

FOR ORDERS.

We can, I take it, now proceed to reply to the questions about Schools of Art asked by the L. G. I (P.O. 465 26.6.94). I don't know whether we are alleged as the Hon'ble Gentleman says, to have entertained my views when needful in pp 10 & 11 of the printed Note.

On the various points raised by the Hon'ble Mr. Rose in pp 10 & 11 of the printed Note, I have three notes.

I agree with the Hon'ble Mr. Rose's proposals on pp 13 & 14 of the printed Note on the subject of the instructions to be given to the proposed Comtee. As to his remark that I have proposed "a radical change", it seems to me no more than a natural development.

I rather agree with the Hon'ble Mr. Rose about Mr. Cooke's being asked to serve on the Comtee. He is not a practical man like Mr. Phipps, if we could persuade him to join, would probably be more useful. It would be a good thing if the Comtee would get Mr. Cooke into the witness' box & make him make some definite proposals. His presence on the Comtee will probably tend to vague but magnificent generalities.

BS
10/5/95

We have to answer the Govt. of India as to the continuance of the L. of Acts as a Govt institution, and I think we may tell them we are of opinion that it shd be so continued. Telling them at the same time that we have appointed a Comtee to advise as to the lines on wh. it shd be conducted.

I have also noted on pp. 10 & 11 and pp. 18 & 19. as to the constitution of the Committee. I

The note for orders is resubmitted
perusal of the Hon'ble Mr. Rose's
of 6 May. - pp. 9 & 14. The Hon. Me
accepts the proposal to appoint a
mittee but makes additional
suggestions as to the points upon
they should be called on to repo
(vide pp 13 & 14 passages marked with
red pencil. - He further suggest
the desirability of at once stating
views of Govt upon the questions arise
out of the second Art Conference
Labore (p. 10) - ; (the Govt of India
pressing for a reply upon this po
H.H. remarks "we are all agre
about these" (i.e. those questions), but
observed that H.E. the Governor
expressed no opinion upon those matte
& it is not known whether he & the
Mr. Rees are willing to reply to

t of Ladies now / or desire not to express
inion until the Committee's
port has been received.
ther, the Hon. Mr. Bose suggests ~~suggested~~
t immediate orders be passed on
rtain other points (ord[s] p.10 ad finem
11 of the note as marked with red
ence).
The note for orders is accordingly
re-circulated

D
7.5.95 JH
9/5/95

ree with the hon. Mr. Grose that it would
t politic to leave out Mr. Coote. In
instructions to the Committee as
upon, we pin him down to specific
uiry & do not leave him much room
generalize. For the same reasons I
uld include Mr. Adam. If any
n. colleagues suggestions as to the
uiries to be made by the Committee
formulated, & followed by them
ought to get a report on which we can
the action. Mr. Phipps is a good man
as a specialist in iron & steel wd
think be more useful as a witness
and if he were to move on the Com[tee]

W
12 May

1/1
Qualifying as technical

School of Art
Reorganisation

FOR ORDERS.

Re-circulated to the Hon. Mr Bose
& the Hon. Mr Bliss with reference to H.E.'s
proposal that the name of Mr Adam
should be added to the Committee.

2. A Draft order and letter to "Ladies" has
been sent down to Masters to be
printed & will be submitted for
approval as early as possible

D
20 May 1895
JH
21/5/95

I think many for the reasons
given by the Hon. Adam should be
added to the Committee. Mr.
Phipps is good on all industrial
questions & has practical knowledge
of them

JG
23/5

Certainly have Mr. Adam & Mr. Phipps
also if we can get him - don't think
how I overlooked Mr. Adam

JH
25/5/95

[G. 24.] 690—8-3-95.

Educational DEPARTMENT.

Papers to be read in proceedings:—

P. Again G.O., dated 2 - 2 - 1894, No. 63 Edl
P. Again G.O., dated 26 - 6 - October 1894, No. 466 - Edl.
P. ~~Current~~ G.O. No. 25 - 10 ~~of~~ 1894, ~~dated~~ from 8 - October 1894, No. 461 Edl.
P. ~~Current~~ No. 25 - 10 ~~of~~ 1894, ~~dated~~ from No. 513 Edl.

A Current No. 115 of 1895, dated 25 - 1 - from ~~the D.P.I.~~
P. 149 4 - 2

I presume it is
also in type - if not P. only

ORDER.

In the foregoing letter the D.P.I. ~~Dr Duncan~~ submits proposals for the reorganisation of the School of Arts. He first ~~discusses~~ sketches the origin & development of the institution and then proceeds to formulate a series of recommendations for its improvement with a view to increase its efficiency & to extend its influence & to determine more precisely the exact function which it should perform. Dr Duncan points out (with perfect correctness) that in the past an indefiniteness of aim has pervaded the school & he goes on to doubt whether the measures which he proposes, excellent though many of them are, will ~~are such as~~ to remove that reproach. What is required is a definite idea of the object objects of a school of a

and Industries coupled with a ~~clear~~ practical scheme for showing the best method of attaining them. ~~The subjects involved are so numerous the intricate that it is impossible for any single man to be master the requisite knowledge to deal satisfactorily with the question. and for~~ Dr Duncan speaks of the school of Arts as being designed to afford instruction in certain arts (? industries) which are capable of artistic treatment. It appears to the Board however that the primary object of the institution is rather to turn out trained hands who, after a course of practical and theoretical ~~training~~ teaching, shall be in a position to command immediate employment by the manufacturer who supplies the public with the particular articles in the design and making of which they have been trained. If this object is to be attained, it is essential that only such arts & industries as are carried on locally should form the subject of instruction in the School.

Dr Duncan, again, writes of the School as having helped to train the young of the artisan and working [illegible] engaging as

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FOR ORDERS.

classes to earn a better livelihood than they could otherwise have done and as having contributed both directly and indirectly to a steady improvement in the artistic taste of the people, and in the style and workmanship of several of the products of indigenous industries. If this is the case, then the main object of the institution has been fulfilled and nothing better can be done than continue its existence in the future on the lines which have been so successful in the past. Dr Duncan's Eulogies may be deserved but they do not constitute so obvious a presentment of the facts that it is possible to dispense with proof of their accuracy. ~~[illegible]~~ The surest method of obtaining such

proof is perhaps to be found in a careful inquiry into (i) the nationality and status of the persons who have purchased the products of the School of Arts during, say, the last ~~five~~ two years, and (ii) the avocations now followed and the earnings secured by the students who have been trained in the School, and have left it to earn their living elsewhere in the same period. ~~Such an enquiry~~ should place Govt in a position to decide whether the arts and industries, in which instruction is now given in the school, are followed outside it to such an extent as to enable the students to be reasonably certain of obtaining employment on leaving the school. - The function of the school of arts is not, as it appears to Govt, so much to create or even to supply the public demand as to train artizans to perform with intelligence and accuracy the higher and more elaborate operations of established manufactures. ~~The Director will~~ The industrial side of the institution should be worked on the same principles, that is to say, theoretical & practical training should be given only in such industries, not capable of artistic treatment, as are locally practised

FOR ORDERS.

The D.P.I. will accordingly be requested to institute an enquiry of this description the results of which

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to such an extent that a trained hand will always be able to obtain employment on leaving the school. Industries in which adequate training exists in some other institution should be excluded, as for instance, printing, which is already provided at the Govt & Lawrence Asylum Presses. - Bootmaking, type-writing & book-binding, other examples of such industries & probably also iron-work which must be sufficiently provided for in the Railway & other workshops. Brick & tile making the teaching of which may already be undertaken in the Govt Brickfields at the works of Messrs Arbuthnott & Farriery which may be taught at the Agricultural College, Saidapet. To arrange for instruction, at the School of Arts, in such industries would be waste of labour

chief

and money, though no doubt it would easily be possible to arrange with the institutions or firms already at work for the training of apprentices who might be aided with small stipends. Instances of industries (training in which appears more properly to fall within the scope of the Industrial side of the School of Arts are tailoring, in which there is always a demand for skilled work, embroidery though this is rather an art than an industry, dress-making on scientific principles, cookery, tanning with practical instruction at the Govt Tannery; electrical engineering including not only signalling but the preparation of batteries, the repair of apparatus and the management of electric lighting.

4. To work out, however a scheme for the organization of such a School of Arts and Industries would require a knowledge of subjects so numerous and intricate (practical) Knowledge of subjects (varied) so numerous and so intricate that it is impossible for one man to deal with the question satisfactorily. The proper course to adopt is obviously to appoint a Committee to enquire into the whole subject, & this course the Govt resolves to adopt

FOR ORDERS.

[G. 25.]
6.5—8-3-95.

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5. The general question for the consideration of the Committee will be "By what means the School can "best turn out young men fully "equipped with the knowledge which "would enable them to obtain and fulfil "work in the various industries which "are carried on in the country".

6. The report should however also deal with the following matters:—

(i) Whether the objects of the Industrial side of the School should be changed or not? — Here it may be observed that the retention among the industries taught of pottery & carpet weaving is open to criticism. There is practically no field of employment for a skilled carpet-weaver, & both Mr Harvell & Mr Holder speak unfavourably of the trade

[G. 25.] 600—8-3-95.

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and of the instruction hitherto given in pottery making as at present managed, both these industries appear the little more than manufacturing departments and it is no part of the business of the School to maintain factories

(ii) The method and extent of the instruction in the various industrial subjects at present, and the means, if any, of improving it

(iii) How far the instruction given at the School can be supplemented by sending students to the Railway workshops, the Govt. brickfields and similar institutions?

(iv) whether a technical school should be added to the school of Arts and, if so, what subjects should be taught in it?

It should be the duty of the Committee further to conduct the enquiry directed supra in para: , and generally to transmit gentlemen who have studied the question of technical schools, to ascertain the opinion of former students at the School of Arts and also of some of the more intelligent among native artizans who have had no systematic training It is essential that the Committee should be limited in number in order to prevent it from being unwieldy and for this reason the Govt does not propose to include among it several gentlemen whose practical knowledge with certain of the subjects involved would be of great assistance; specialists can, always, be consulted by the Committee on matters pecular within their knowledge. -

2. The following gentlemen will accordingly be requested to give their services as members of the Committee which it is proposed to appoint:

(to state whether they will be good enough to lead)

(1) The Hon. Dr. Duncan. (Perth
(2) The Hon Mr. Cs. Crole
(3) The Hon Mr. Ed. Chambers
(4) Mr. R.J. Orr.
(5) Mr. John Adam
(6) Mr. Edgar Thurston (Govt.

3. Until the report of the Committee

FOR ORDERS.

The opinions of the Secretary of State & the Labour Art Conference regards to policy to be pursued in future with respect to Schools of Art

A

B

as received, the Govt considers it inadvisable to make any material changes in the organisation of the School of Arts. There are however certain questions connected with the subject regarding which it is necessary & possible to come to an immediate decision (or to call for further information) & these will now be dealt with.

1st. The policy regarding Schools of Art recommended by the Secretary of State and the opinions of the Labour Art Conference as to expediency of adopting it

The Secretary of State's recommendations contained in his despatch No. 128 Pub. Edl. of 4 Nov. 1893 - may be summarized as follows

(i) State aid should be gradually withdrawn from Schools of Art, as there is great difficulty in getting Europeans & securing for them the services of competent European teachers, and there is a general belief that they prove not really useful for the purpose

(ii) Arrangements should therefore be made for the absorption or conversion of Schools of Art into technical schools

(iii) The technical schools so formed should be placed, as far as possible, under municipal control.

&c.

* in italics

The opinions expressed by the Labour Art Conference are set out below* together with the views entertained by this Govt regarding the points in issue.

(1) There is overwhelming evidence to disprove the Secretary of State's assertion that there is a general consent that Schools of Art serve no useful purpose; on the contrary they have proved most useful in providing art masters and highly trained draughtsmen and craftsmen, and in protecting the arts of the country from dangerous extraneous influences.

The Govt concurs generally with the Conference, but is not disposed to take so roseate a view of the good done by Schools of Art, considering that in this Respect the most that can be

[G. 25.],
600—6-3-95.

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said is that the local school of arts has been fairly useful.

(ii) The schools of arts must therefore be maintained and the Conference fails to see how they can be supported or be of use unless retained as Govt institutions.

In this view the Govt entirely concurs

(iii) with respect to the schools of art being more extensively used as, or changed into normal schools, the Conference thinks that they are already normal schools of the best kind.

The Govt understands a normal school to be an institution in which students are taught to teach & is of the opinion that this is not the function of a school of arts.

(iv) The conference agrees with the Secretary of State that schools of art should be more fully utilized to improve technical education and it would therefore connect with them workshops in which the educational work done in the schools would be supplemented by practical application of the principles taught.

(v) In this view the Govt concurs Drawing is absolutely necessary for the artizan class & should be made a compulsory subject in all district schools and for all pupils above the upper primary grade.

While the Govt agrees with the Conference in considering drawing to be essential for the artizan class, it is not at all events at present prepared to make drawing a compulsory subject as proposed

(vi) Having been educated up to this standard, the pupils would undergo training in their crafts and in the case of industrial arts would in the small centres, where special arts are practised, come under the training of master-craftsmen who would work under the supervision of local bodies but subject to inspection by the authorities in the schools of Arts.

FOR ORDERS.

The Govt considers that any general scheme
of this description is at present
impracticable in the Presidency, but thinks that
it might eventually be worked up to.

(iii) Wherever a craft of any importance
is practised, a small show-room or
branch museum should be established
in which types of the work of the district
should be kept, these show-rooms being
under the control of local bodies
and subject to inspection by the
~~School of Arts~~ authorities of the provincial school of arts.
The institution of such branch museums
appears to the Govt to be an excellent
plan, but hardly capable of execution
at the immediate present. It will however
be kept in view

(iii) Scholarships should be awarded
to talented youths in order to the purpose
of enabling them to proceed to the
Provincial Schools of Art for
further instruction

(iv) "A more extended use should be
made of Oriental models"

In both these recommendations the
Govt entirely concurs.

The Govt of India will now be
addressed in the sense of the foregoing
remarks.

FOR ORDERS.

B

13

[G. / 25.]
600—3-95.

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9.

FOR ORDERS.

11. The School as a training school for teachers. Paragraph 7 of Dr Duncan's letter deals exclusively with Mr Monro's proposals to utilize the School of Arts as a training-school for drawing-masters and the scheme will now be definitely negatived.

12. Technical Teacher's Certificates. At present all Technical Teachers' certificates are "untrained", whereas the Educational Rules divide the certificates of General Teachers into "trained" and "untrained". But, Dr Duncan contends, & the Govt agrees with him, that the schools are primarily concerned teaching those general principles on which all tuition, whatever the actual subject of tuition may be, is based. On this assumption it would seem that Technical Teachers as well as Genera

teachers should be subjected to a course of instruction in a training school, & that their certificates should follow the same classification as "trained" and "untrained".-

Another point may here be noted, viz! that the rules do not specifically prescribe a written examination for technical teacher's certificates. Article 5 of Section VIII of the Educational Rules appears to contemplate such a test, but the only explicit direction contained in it lays down that candidates shall be subject to such practical examination as the Director may prescribe

Both these matters should be taken into consideration by Dr Duncan in connection with the revision of the Educational Rules.

The Designation of the School.- Dr Duncan considers that no change in name is required inasmuch as the expression "arts" includes mechanical as well as fine arts. Without disputing this, the Govt. agrees is of opinion that it is desirable to change the title of the institution to "the School of Arts and Industries", in order more clearly to bring out the object of the institution and lay more stress on the fact that

FOR ORDERS.

500—20-6-04.

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No.

From

Dated 189 ,

FOR ORDERS.

Dr Duncan
but the Director should report in detail how he proposes to carry out the inspection and examination of such school.

It is intended to teach industries as well as the fine arts.

14. The inspection of industrial & technical schools.- The draft code framed by the Director rightly provides that the Supt of the School of Arts should be an inspector of industrial & technical schools.

15. The Courses of instruction in the School of Arts.- The Govt accepts the provision in the draft code which lays down that the courses of instruction set out in the Educational Rules and the Govt Technical Examn Regns shall be followed.

16. The employment of artizans as technical teachers.- In G.O. of 25 October 1894 No. 813 Ed. mention was made of the four general principles of technical education quoted in Mr John Adams's Instructions "Memorandum on Technical Education" Regarding the fourth of these viz "that instruction in technical subjects should be imparted by trained and well-educated teachers, not by mere skilled artisans", Govt, while accepting the importance of the principle, remarked that little had hitherto been done to give effect to it, & that, until the receipt of Dr Duncan's opinions regarding Mr Monro's scheme for

training teachers, nothing more could be done than to intimate to the managers of schools that the Ed.n Dept. does not regard skilled artisans as necessarily qualified to give instructions in technical subjects. The S.P.I. was at the same time asked to consider whether the Educational Rules should not be amended in order to make this point clear. Dr. Duncan has not yet replied to this reference with which should deal with it when submitting revised rules relating to the grant of Technical Teachers' certificates

17. The encouragement of local industries

the Director, has not yet replied to the call of Govt. for a report on the advisability of encouraging local industries after a study of Mr. Hamlet's industrial survey reports

will be reminded that he has been requested to submit his recommendations

General Education in the Schools

etc. The Director should consider whether the arrangements for general Education in the School of Arts. are sufficient: there appear to be only four temporary masters on pay ranging from Rs. 10 to Rs. 20 per mensem who teach in all the standards up to the seventh and it is doubtful whether they can do this properly.

The other questions dealt with in the Director's letters relate to the Connemara Free Library & Victoria Technical Institute, the re-entertainment of Mr. Havell & various other matters the consideration of which must be deferred until the receipt of the report of the Committee which is to be appointed. A separate report has been received from the Director regarding the Technical Institute, & separate orders will be passed thereon

future of the

503—20-6-94.

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From

Dated 189 ,

FOR ORDERS.

whether

The re-entertainment of Mr. Havell should be re-entertained or not, is a question which cannot be settled until the consideration of which cannot be settled until the result of the enquiry into the state of the accounts of the School ordered in G.O. of 13 Feb. 1895 No. 124 is known.

(From orders)

Jul. 1895

Letter to the Secretary to the Govt. of India, Home Department.

Sir.

I am directed to acknowledge the receipt of Mr. Melitus' letter No. 24 of 13 January 1894 forwarding copy of a despatch from the Secretary of State's despatch No 120 (Public — Educational), of 9 Nov. 1893, and of Mr. Thornton's letter No. 157 of 2 June 1894 forwarding correspondence containing the views of the recent Art Conference at Lahore regarding the policy to be pursued in the future with reference to Schools of art, and with the opinion of this Govt. on the points raised therein

2. The Secretary of State's recommendations may be summarized as follows: —

[Note for Press
Here enter portion of para. 10
marked A in blue pencil]

3. As regards ~~Regarding~~ the proposal to withdraw State aid from Schools of arts, I am to say that H.E. the G. in C. is satisfied that it is in every way desirable to continue the existence of the School of Arts in this Presidency, & entertains no doubt that its withdrawal of assistance from Govt would involve its speedy extinction. The Madras Municipality has not the requisite funds to maintain such an institution, and there is no other public or private body which is in position to take the place of Govt. Apart from this consideration H.E. in C is of opinion that to sever his connection with ~~surrender the management of~~ the School of Arts would be tantamount to the abdication of a proper position with regard to technical education, to regain which the future would be impossible without great delay and vast expense. The importance of Technical education is becoming more patent every day & the Govt consider that it would be a great error to close the only Govt Institution which supports it.

4. The other recommendations of the Secy. of State may be more conveniently dealt with in connection with the ~~opinions expressed~~ views of the Bot. Conference at Ootacamund, ~~which opinions~~ will now be summarized & the opinion of H.E. the G in C will be expressed regarding each proposal. The report of that body is briefly summarized below, and the ~~opinions~~ views of H.E. the G in C. being set out ~~as~~ seriatim regarding each ~~proposal~~ opinion entertained and each proposal made therein -

500—20-6-94.

DEPARTMENT.

No.

From

Dated 189 ,

FOR ORDERS.

5. The report may be divided into nine ~~heads~~ sections as follows:

(i). [Note for Press.
Here enter portion of para. 10
marked B. in blue pencil]

6. In conclusion I am directed to forward a copy of the proceedings of the Govt of this Date from which it will be seen that the whole question of the reorganisation of the School of Arts has been referred to a Committee for report, and to state that no material changes in the policy at present pursued with regard to its management, until the report of the Committee has been received and carefully considered. I am, finally, to express regret that the complicated nature of the subject involved has rendered it impossible for H.E. the G in C. to reply to Mr. Thornton's letter at an earlier Date

(will be made)

I have &c
sd/- [illegible]

Reorganized
Sch. of
Arts

Press

This must be
treated as very urgent

D
10.5.95

Galley
Proofs being sent up as early as possible for approval by Hon. Members.
D
20.5.

H.S.

The Art: means Proof with broad margin.

19/
20/II

upon in the report of which
is briefly summarized below, and
views of H.E. the G. in C. being
set out seriatim regarding each
proposal opinion entertained and
proposal made therein.

Circ 115 of 95 from the D.P.I. D. 28th Ja

FOR ORDERS.

These papers relate to the future of the School of Arts and are marked urgent because the Government of India is pressing for an early report.

I have been through all the principal correspondence relating to the school since its establishment in 1850. Much of the correspondence is interesting and useful, but I do not propose to give a detailed summary of it, partly because to do so would prolong this note to an intolerable length and partly because sufficient information on the subject is to be found in Mr. Duncan's letter of the 28th January and in the excellent report printed in G.O., dated 25th March 1874, No. 91, Educational.

This note is thus confined to a brief description of the organization of the school, to an account of the origin of the present enquiry and to a discussion of Dr. Duncan's proposals and certain other matters.

2. *The Organization of the School (a).*—The "School of Industry" was opened thirteen months after the "School of Arts" and it was, from the first, intended that the two schools should form one institution with two mutually dependent departments. The parent of the two schools, Dr. Hunter, began by keeping the Artistic department under his own control and by entrusting the Industrial department to a committee of management. But one of the first thing this committee did was to recommend that Dr. Hunter should be appointed as full-time Superintendent of the joint institution, that he should be assisted by one or two superior visitors and that the institution should be placed under the general supervision of a Government Board of visitors.

In 1854 this first proposal was sanctioned by the Court of Directors and Dr. Hunter became Superintendent. Shortly afterwards the newly organized Educational department took charge of the institution and the committee of management was dissolved.

(*b*) About the same time, an Art Instructor, in the person of Mr. Cole, was got out from England and, in 1856, he proposed a scheme for the re-organization of the Artistic department. Mr. Cole's letter will be found in E.M.C., dated 28th April 1856, No. 477, Public; it deserves more than a mere passing reference.

* I am afraid it has reached that, even as it is.
L

He had been long to frame such a complicated subject clearly before us. He is successful in doing that & saves a vast deal of trouble.

DG
18/3

I agree generally with the note and suggestions of colleagues' conclusions thereon, especially as to the continued maintenance of the School of Arts (or School of Arts and Industries, as it had better be called) as a Govt. Institution. But I am afraid that the note, excellent though it is, leaves us almost as much befogged as before as to the objects & method of working of the School. It leaves us also without such a Technical School as is, I think, desirable. Dr. Duncan truly says (p. 4 of his report) that "an indefiniteness of aim 'appears both the School as a whole and each of its two depts". I do not think that the measures now proposed will remove that reproach. I think we should try & obtain a more definite idea of what is wanted and how to do it.

As to the Artistic side of this

Mr. Cole began by insisting upon the merits of the class-system of imparting instruction, he assigned a position of particular importance to Design, remarking "I therefore place Design as the last branch of Art that ought to be studied in the school, all other classes, in fact, being preparatory to the study of Design"; he urged that the art of the country should be encouraged instead of teaching the students merely to apply European styles and he recommended that the paid native masters should be replaced by "Art pupil-teachers." Mr. Cole also prepared a draft of rules for the management of the Artistic department; they were to the following effect:—

(1) the department was to be divided into three sections; in the First, elementary drawing and modelling were to be taught and the course was to be one of twelve months; admission into the Second Section was to be conditioned on the passing of certain examinations to test the fitness of the students to receive instruction in advanced drawing and modelling and in painting and engraving on wood and other materials; in the Third Section, Design alone was to be taught and it was calculated that a student of average ability would complete his course in the three sections in about four years;

(2) the school year was to be divided into two sessions of five months each and each student was to pay a fee of one rupee a month (being the rate theretofore in force), or three-and-a-half rupees, in advance, for the session;

(3) an entrance fee of one rupee was also to be required;

(4) no student was to be allowed to practice any advanced branch of study until he had passed through the elementary stages;

(5) school examinations were to be held at the end of each session and prizes awarded.

This was the first set of rules drawn up for the school and Government approved it.

(c) At the same time the Government called for a report regarding the Industrial department. This report was considered in E.M.C., dated 29th August 1856, No. 1037, Public; it was pronounced unsatisfactory and further information was called for. This further information was furnished in a letter from the Director of Public Instruction which will be found in G.O., dated 20th July 1857, No. 983, Public.

It was admitted by the Director that the Industrial department had become little better than a manufactory of bricks and pans and that the connection between it and the Artistic department was hardly more than nominal; therefore, with a view to remedy these and other defects, the Director prepared a draft set of rules to regulate the working of both departments.

These rules, which received the approval of Government, were to the following effect:—

(1) the school was to be managed by a Superintendent, assisted by a Professor of Fine Arts and such other persons as might be appointed with the sanction of the Director of Public Instruction;

(2) the school was to be divided into two departments, the Artistic and the Industrial;

(3) the Artistic department was to be under the immediate control of the Professor of Fine Arts;

(4) the teaching in the Artistic department was to comprise drawing of all sorts, modelling and engraving on wood and copper;

(5) each pupil in the Artistic department was to pay one rupee entrance fee and one rupee *per mensem* or Rs. 3–8–0, in advance, *per* session of five months;

(6) there were to be two sessions of five months in the year;

(7) of the Government grant of Rs. 600 *per mensem*, Rs. 200 was to be devoted to the Artistic department and the rest to the Industrial department;

(8) the accounts of the two departments were to be kept distinct, those for the Artistic department being maintained by the Professor of Fine Arts;

(9) in the Industrial department, which was to be under the immediate charge of the Superintendent, were to be taught pottery, the manufacture of firebricks and such other industries as Government might sanction;

(10) all students in the Industrial department were to attend the Artistic department for instruction in such art subjects as might be applicable to their industrial studies;

(11) the Superintendent was to furnish the Director of Public Instruction half-yearly with a statement of the work he proposed to carry on and no work was to be undertaken and no charge was to be incurred without the sanction of the Director;

(12) the principle to be borne in mind when undertaking work was that it should be only so much as would admit of the pupils acquiring a thorough knowledge and as would show at what cost the work in question could be carried on.

These rules of 1857 are clear and reasonable and they remained in force for many years. The most noticeable of them is the rule wherein the principle on which the Industrial department was to be worked was set out; it was distinctly designed to prevent the Industrial department again relapsing into a mere factory.

(*d*) Before, however, the new rules could be given a fair trial, the Secretary of State raised the question whether the continued maintenance of the school at the public expense was desirable and the Government appointed a committee to consider the subject.

The committee's report will be found in G.O., dated 16th November 1861, No. 53, Educational. The committee almost confined its enquiries to the Industrial department, on the ground that the new arrangements made by Mr. Cole for the Artistic department were working satisfactorily. It is to be gathered from what the committee said on this subject that Mr. Cole's rules of 1856 remained in force so far as they were not inconsistent with the rules of 1857.

It is not necessary to examine the committee's report in detail: it will suffice to observe that the committee recommended that the studies in the Artistic department should be rendered more practical in character and that the Industrial department should be prohibited from taking orders from the public. Certain suggestions were also made by the committee and the Director for raising the fees in the Artistic department. Government passed orders on the report in G.O., dated 24th June 1862, No. 197, Educational. It expressed general concurrence but refused to prohibit entirely the practice of taking orders from the public. It sanctioned certain scholarships and told the Director to arrange with the Superintendent about the fees.

(*e*) In 1873, Dr. Hunter resigned his appointment and the Director of Public Instruction urged Government to get from England a trained artist on a salary of Rs. 700—50–1,000 to take Dr. Hunter's place and, further, to appoint a committee to enquire into the state of the school.

The Government accordingly appointed a committee and, its report, which well repays perusal, will be found in G.O., dated 25th March 1874, No. 91, Educational. It will be seen that the committee, while fully admitting that the school had done much good work and, while strongly recommending its retention, expressed the opinion that—

(1) the school was not, at the time, in a satisfactory condition;

(2) from the first the school had been defective in constitution and educational organization, the Artistic department having, for nineteen out of twenty-three years, been in the hands of half-taught and unskilled pupil-teachers and the instructors in the Industrial department being mere students and experimenters;

(3) the Industrial department was still being worked as much as a manufactory as an educational institution and its efforts were desultory and ill-directed;

(4) there was great need for systematic inspection and examination of pupils.

The committee therefore recommended that—

(1) an Art Instructor should be got out from England, to fill the vacancy caused by Mr Cole's death in 1859;
(2) a moderate entrance examination should be insisted upon;
(3) only students between the ages of fourteen and twenty should be admitted;
(4) the curriculum should be limited to three years;
(5) fees should be charged in the Artistic department, but they should be graduated to suit all classes;
(6) the instruction in the Industrial department should be limited to certain specified subjects;
(7) a highly trained potter and glazer should be procured;
(8) each pupil in the Industrial department should learn drawing of some sort;
(9) the Industrial department should be prohibited from receiving orders from the public except in so far as might be requisite for teaching;
(10) an efficient Superintendent should be procured but he should not be required to teach;
(11) skilled artizans should be procured for brief periods from England to teach various trades;
(12) annual examinations should be held and prizes and scholarships given;
(13) the school should be placed under a committee of three or more visitors.

[Mr. Chisholm, one of the members, dissented from this report; he advocated the abolition of the school or its conversion into a mere Drawing academy].

After considering this report and some further correspondence the Government resolved—

(1) to appoint a committee for the supervision of the institution;
(2) to attach an allowance of Rs. 500+50 to the post of Superintendent who would generally, it was understood, be a person already in Government employ;
(3) to appoint an Art Instructor on Rs. 350+60 and an Industrial Instructor on Rs. 300+60.

Of these resolutions the first two were carried into effect, but the post of Art Instructor was only occasionally filled and it was, apparently, found to be impossible to obtain a competent Industrial Instructor, so that appointment was left in abeyance.

(*f*) For some years after this nothing of importance seems to have been done, though the annual report on the school for 1877–78 shows that certain changes in organization were carried out by Mr. Chisholm the then Acting Superintendent. What these changes were is not very clear but they seem to have had as object the gradual extinction of the Industrial department; Mr. Chisholm remarking that he had "amalgamated" that department with the Artistic department, and that he hoped soon "to supersede all paid labour in the Industrial department, retaining only a Foreman and preparers of rough material."

(*g*) Early in 1884 Mr. Havell was appointed Superintendent on Rs. 500+50 and began his career by proposing a re-organization which, with modifications, Mr. Grigg approved. The Government accepted, in G.O., dated 19th August 1884, No. 485, Educational, Mr. Grigg's scheme which involved the following more important changes—

(1) the abolition of the Art Instructor's house-allowance of Rs. 60 and the raising of his pay from Rs. 350 to Rs. 400;
(2) the abolition of the unutilized post of Industrial Instructor;
(3) the appointment of a native silver-smith and a native woodcarver on Rs. 35–3–50;
(4) the appointment of a Pottery assistant on Rs. 100;

The appointment of Art Instructor had been so long unfilled that the sanction of the Government of India to its resuscitation had to be obtained. This sanction was obtained and Mr. Holder was, in 1886, brought out from England to fill the post.

(*h*) By G.O., dated 6th February 1885, No. 86, Educational, the supervising committee of the School of Arts was abolished, the Government considering that it was no longer necessary after the appointment of a full-time Superintendent.

a mistake to make any changes in the organization of the School pending the submission of this report. At however, it may not be approved, I will note below on three points which are marked as per orders, so far as I am capable of dealing with them.

W
15/4/95

The whole subject bristles with so many difficulties that it is far from easy to decide off-hand, whether Dr. Duncan's proposals are sound or not. and I am therefore inclined to agree with the hon. Mr. Rhis that a Com^n should be appointed to enquire into the whole question, and report to Govt. after full enquiry, on what lines it considers the School of Arts and Industries should be continued.

I think we are all agreed that it should be carried on as a Govt. institution, but that, at present, there is no doubt it fails to do all that it should. It is also evident that Mr. Holder is not the man to superintend it - Perhaps under better regulations, Mr. Havell may be able to run it again. In some ways he is a good man, and adversity may have corrected his faults. It should be remembered that we are very unlikely to get out a good man from home. A good deal of the blame which has fallen upon him for mal-administration in the past is due to the careless manner

(*i*) In March 1886 the Government Examinations in Science, Arts, Industries and Commerce were established and, with the object of establishing a connection between these and the school examinations, Dr. Duncan, then Acting Director, proposed a revised set of School rules. These were sanctioned in G.O., dated 14th October 1886, No. 671, Educational, in supersession, presumably, of the rules of 1857 from which they differ in some important respects and to which they are much inferior in clearness. These rules of 1886 are the ones now in force. From the summary of them given below it will be seen that the Industrial department has been entirely subordinated to the Artistic department; this is, very likely, a result of Mr. Chisholm's "amalgamation" in 1877–78; he was, it will be remembered, opposed to the retention in any form of the Industrial department.

The rules start with a declaration that the object of the school is to afford instruction in drawing, painting and modelling and practical decorative design.

The school course consists of two Divisions, I and II. In Division I, the course consists of "drawing and painting sufficiently advanced for the requirements of teachers and ornamental designers, and practical design, especially for pottery, wall and window decoration, wood-carving, metal-work, architectural drawing, wood and copper-plate engraving and etching"; Division II is "intended for those who wish to study drawing and painting only for the sake of improvement or as a profession," the course including elementary and advanced drawing and painting from ornament, from the antique or from life and modelling.

No entrance fees or entrance examinations are prescribed.

One scholarship is given half-yearly in Division I; it is tenable for four or five years and rises from Rs. 3½ to Rs. 10 *per mensem*. A certain number of students in Division I are permitted to work at pottery decoration, wood-carving, metal-work and other branches of decorative design and are paid monthly stipends, the amounts being fixed on the results of their work.

In other words, industrial students no longer join the Industrial department and go through a course of drawing in the Artistic department; they join the latter and go through a course of practical training in technico-industrial subjects in the former.

in which the D. P. I.'s office failed to keep him up to the mark. I have not gone into the various details here, as I have agreed that a Com^n should go into them. Their instructions shd. be drawn up much on the lines of the hon. Mr. Rhis' note - viz: that they should direct their attention as to how best the School could turn out young men fully equipped with the knowledge which would enable them to undertake work in the various industries which are carried on in the country. The selection suggested by my hon. colleague would also be very interesting, & would enable us to judge how far the school has or has not been successful in recent years.

I think perhaps it will be best to wait for the result of the enquiry into the accounts, before anything is said about Mr. Havell. I suppose we may take it for granted that the Com^n will recommend as first rate man as Lefroi: so if Mr. Havell comes well out of the enquiry, he might be appointed at once, for as matters stand now, the condition of affairs will get worse every day. W

22 Apr.

The re-organization of the School of Arts is only one of

(*j*) In 1889, Mr. Grigg sanctioned the establishment of classes for the *General* education of apprentices and scholars. In 1893 these classes were teaching from the 1st to the 7th standard.

(*k*) In the same year Mr. Havell made proposals for a further re-organization of the school. He observed that the scheme of instruction was too wide and proposed to make certain changes in the curriculum, to compel all students to qualify according to the 6th standard before proceeding to the Advanced Technical examinations, to abolish the Art Instructor and replace him by a number of Art teachers on pay between Rs. 30 and Rs. 50 and by a Head Industrial Overseer on Rs. 100—5—120, a silversmith on Rs. 50, and two carpenters on Rs. 20 and Rs. 25, to give a few additional scholarships and to make other changes.

Mr. Havell also prepared a new set of rules. The effect of these rules was as follows:—

(1) the school was to be divided into Divisions I and II, the former being styled the Industrial side, the latter the Fine Art side;
(2) Division I was to be again divided into a Drawing department, an Industrial department and a General Education department;
(3) the Drawing department was to include drawing, painting, designing, modelling, engraving and etching, the Industrial department was to include seven industries, the General Education department was to teach up to the 6th standard;
(4) all students in the Industrial department were to be required to attend the General Education department (unless they had already passed the 6th standard) and the Drawing department;
(5) no students were to be admitted into the General Education department unless they were in the Industrial or the Drawing department;
(6) Division II was to consist of students desirous of applying their studies to picture-painting or sculpture;

many questions which are brought before us in this Note. Amongst them are the questions which arise out of the Report of the Second Art Conference at Lahore – as to whether Schools of Art shd be maintained as Govt institutions or not – and regarding which the G of I. have asked for the views of the Govt C (G.O 25.6.94 455) & but we have remainders (G.O 17.10.94 168 and 22.12.94 195) These questions are summarised in para 3 of the Note. We are all agreed about them & I think they might be answered at once. If we write this we can have the papers when they come home in March were marked "for print".

There are some other questions on which orders may be passed at once – such as –

(1) Should the School be a training school for teaching men to teach Drawing? (5 (d)) h.29

(2) Should the name of the School be changed into "the School of Arts & Industries"? (5 (e))

(3) Should the Supt of the School be an Inspector of Technical & Industrial Schools (5 f 1)

(4) Should the courses of instruction in the School conform to the courses provided in the Educational Rules & the Govt Technical Exam^n

10

(7) no entrance examinations or fees were to be prescribed;

(8) students in the Drawing and Industrial departments were to be divided into "general students" who receive no stipend, "scholars" who receive scholarships and "apprentices" who receive stipends fixed according to work done;

(9) the full course for apprentices and scholars in the Industrial departments (= Drawing and Industrial departments?) was to be fixed at six years;

(10) no stipends or scholarships were to be allotted for Division II;

(11) scholarships were to be given by competition, half-yearly;

(12) three scholarships rising from Rs. 5 to Rs. 10 were to be given yearly to students employed on gold work, silver work, wood-carving and carpet weaving;

(13) apprenticeships were to be given to persons in Division I who desired to learn an industry; they were to be tenable for six years, to be awarded on competition and to be regulated in number and amount by the demand for school work;

(14) pupil teachers were to be appointed from among the scholars or apprentices who had completed their six years' course; they were to be tenable for one year, to be Rs. 12 in amount, to be three in number and to be distributed among the metal work, wood-carving and weaving classes;

(15) in Division I, fees were to be 4 annas a month in some classes and 8 annas in others, but the children of *bona fide* artizans were to be admitted free;

(16) in Division II the fee was to be Rs. 8 *per mensem*.

A copy of Mr. Havell's letter containing these draft rules will be found under cover of C. No. 115.

No BS 10/5 W 12 May

Yes BS 10/5 W 12 May

Yes BS 10/5 W 12 May

I suppose so, but I don't profess to understand these technical details. BS 10/5/95 W 12 May

Note (5 f (5))

5. Should the attention of the Director be drawn to the undesirability of having technical instruction in the hands of mere artizans? (6 n 2) page 42

6. Should the Director be reminded that a report is expected from him, after a study of Mr. Havell's ~~reports~~ Industrial Survey Reports, as to advisability of encouraging local industries? (6 n (6)) p. 43

7. Should the Director report in detail how he proposes to carry out the inspection & examination of Industrial Technical Schools? (6 n (5))

The Director might be asked also to report what he proposes to do about Technical Teachers certificates; what is known of the nationality & status of purchasers of school products, & of the average earnings & earnings of pupils out of the school; & whether the arrangements for general education in the school are sufficient. I observe that there are only for 4 teachers for any one class for R 20 to R 70 & that they touch on all the Standards up to the 7th.

Noted present 4 Nos (5), (6) & (7) before DS 10/5/95

Papers W 12 May

The Director of Public Instruction took no action on Mr. Havell's proposals and the rules of 1886 therefore nominally remain * in force. But I believe that Mr. Havell's draft rules, in the main, simply represent the practice in the school. It is exceedingly difficult to obtain any clear information as to the exact method in which the institution is worked, and I have never thoroughly understood the system; but it cannot differ materially from that described in Mr. Havell's rules.

3. *The subjects now to be considered.*— The above sketch is merely preliminary; it seemed necessary to give it, because some idea as to the constitution of the school is essential to the determination of the numerous difficult questions on which orders have now to be passed. The nature of these questions will be apparent from the following *précis* of recent correspondence.

(*a*) In 1883 an Art Conference sat in Calcutta. It was mainly concerned with the question of museums and ended by recommending that a museum should be established in every Province and that the museum authority should be allowed to occasionally visit localities where industrial arts exist with a view to encourage and develop them. One observation made in the report of the Conference deserves particular notice. The Conference expressed the opinion that much harm had been done by supplying new designs to native workmen and that great danger to Indian Art lies in the tendency to facile imitation of European patterns and methods.

A copy of the Proceedings of this Conference and of the Resolution of the Government of India thereon will be found under cover of G.O., dated 13th September 1892, No. 674, Educational.

There is nothing in the Government of India Resolution which calls for remarks; but it was in consequence, no doubt, of the attention drawn to the matter by the Conference that Mr. Havell was directed to make an industrial survey of the Presidency. Between 1884 and 1888, Mr. Havell made such a survey in all districts except Nellore, Chingleput, Nilgiris, South Arcot, Tinnevelly and South Canara.

* But in the original of G.O., dated 3rd October 1893, No. 730, Educational, will be found yet another set of rules headed "Revised rules" and dated July 1889; it does not appear whether these have ever been sanctioned but, any how, they do not materially differ from those of 1886.

The other questions before us relate to the Victoria Technical Institute, the Library &c, to the recent transmittal of Mr. Havell & to the future constitution of the School. Orders about the Victoria Technical Institute &c may be deferred till we have all the papers before us. I agree with H.E. & the Hon Mr. Bliss that we should not decide about re-engaging Mr. Havell till we know the result of the enquiry ordered in G.O. 124 12.3.95

The question about the future constitution of the School must await the report of the Committee whether I agree should be appointed. Hitherto the School has had an artistic side in which Drawing, Painting & Modelling are taught to students who wish apply them to the Fine Arts, and an Industrial side in which Drawing is taught & applied to Industries susceptible of artistic treatment, & in which instruction in general education is supplied (Mr Havell's notes). Now

This is equivalent to a statement that an Art Instructor is a creature of indigenous growth. It seems true almost in spirit that it should be so

HH

Mr. Bliss thinks it should consist of an artistic side in which artistic subjects should be taught to those

(*b*) In 1892, the Government of India passed a Resolution on instruction in art.

It began by remarking that the suggestions of the Conference of 1883 in regard to the establishment of museums, industrial surveys and the maintenance an Indian Art Journal had been generally carried out and proceeded to express the opinion that the measures already taken were insufficient to prevent the decay of Indian art.

The Government of India accordingly resolved to appoint another Conference to enquire into, and report on, the following subjects, viz.:—

(1) the promotion of drawing as a part of the general educational system;
(2) the employment of oriental models in school drawing-classes;
(3) the establishment of special drawing-classes for special trades at provincial schools;
(4) the adoption of a duplicate system of types at museums;
(5) the establishment of special training schools at artware centres;
(6) the adaptation of Indian art to modern requirements;
(7) the encouragement of art by exhibitions, prizes and scholarships;
(8) a recognized association with committees formed in England for the encouragement of Indian art.

This Resolution will be found under cover of G.O., dated 13th September 1892, No. 674, Educational. The Conference met in January 1894 at Lahore; this Government thought it unnecessary to send a representative of Madras.

(*c*) About the same time the question of re-organizing the Educational department was under consideration and, in Educational letter, dated 21st January 1893, No. 34, this Government expressed the opinion—

(1) that the posts of Superintendent and Art Instructor in the School of Arts should be placed in the European service and the Provincial service, respectively;

⊕ drawing and
HH
10/5

teaching applied to Industries ~~subjects~~ susceptible of artistic treatment & carried on locally, & a Technical School in which such subjects as Tailoring, Dress-making, Cookery, Tanning & Electricity should be taught. This is a radical change. The Industries could not be taught without new expenditure. Some of the Industries mentioned are questionable. However, we can decide about this when we get the report of the Committee. I think they should be asked generally to consider how best the School could turn out young men fully equipped with the knowledge which would enable them to undertake work in the various Industries that are carried on in the country, & specially

(*e*) Whether the objects of the Industrial part of the School should be changed or not? (I am inclined to think that Pottery & Carpet-weaving should be abolished. Besides what the Hon Mr. Bliss has quoted from Mr Havell about Pottery there is the statement of Mr Hall during his report on the School for 93-94 (G.O. 8.11.94 No. 58) that they are both manufacturing depts & that it is not the business of the Govt or the School to keep up factories. There

(2) that the pay of the Superintendent should be fixed at Rs. 500—50—1,000 while the Art Instructor would be eligible to rise to Rs. 600;
(3) that the Art Instructor should be called the Assistant Superintendent in future.

(*d*) In G.O., dated 3rd October 1893, No. 730, Educational, the Government, reviewing the report on the School of Arts for 1892–93, made observations to the following effect:—

(1) that the relative smallness of the daily average attendance seemed to indicate laxity of discipline;
(2) that the school rules seemed to need re-drafting on account of their obscurity;
(3) that the smallness of the number of students appearing for the Government Technical examinations seemed to show that the Industrial side was being neglected as compared with the Artistic side;
(4) that the expenditure on maistries and coolies seemed extravagant;
(5) that the question of abolishing or reducing stipends and of raising fees should be considered.

(*e*) In G.O., dated 27th November 1893, No. 863, Educational, the Government referred to the Director of Public Instruction for remarks certain proposals for the stimulating of technical education which appeared in paragraph 104 of Srinivasa Raghavaiyangar's "Progress of the Madras Presidency."

These proposals will be dealt with later on.

(*f*) In 1893 Mr. Havell resigned the Superintendentship of the School and Government asked the Secretary of State to appoint a successor on Rupees 500—50—700. But the Secretary of State replied that he had then under consideration the question of amending the relations of Government with the Schools of Art in India and that, pending settlement thereof, he would not appoint a successor to Mr. Havell.

(*g*) In January 1894 (*vide* G.O., dated 2nd February 1894, No. 63, Educational) the Government of India communicated

are few unpaid appointments in them, & the students who learn their work cannot get employment in it when they leave the school. However, this is a matter for the Committee to consider.

2 The Committee should report whether the Technical School should be added to the School of Arts, & if so what subjects should be brought in it.

3 The Committee should ascertain the method & extent of the instruction in the various industrial subjects at present, & state if it can be improved.

4 The Committee should be asked to consider how far the instruction at the school can be supplemented by study ~~at~~ students to the Railway Workshops, the Govt. Printing & other similar institutions.

I think Mr. Phipps would be very useful on the Committee. The other persons named & the Hon. Mr. Rhys are good. I have doubted whether Mr. Crole should be one of the members. He has not the practical knowledge we want, but he has assumed a position with regard to technical education which makes it impolitic to leave him out.

JG 6/5

to this Government a copy of a despatch received from the Secretary of State and intimated that a further communication would be sent when the Art Conference then sitting had expressed its opinion thereon.

The despatch is to the following effect:—

(1) State aid should be gradually withdrawn from Schools of Art, there is great difficulty in getting European teachers for them and there is a general consent that they serve no really useful purposes;

(2) the best plan would be to absorb the Schools of Art in technical schools, where such exist, and to convert them into technical schools where such do not exist but would supply a pressing need;

(3) the technical schools so formed should be placed, as far as possible, under municipal control.

(*h*) Early in 1894, Mr. Monro, then Acting Director of Public Instruction, came up with a number of proposals for the encouragement of the study of drawing. They were disposed of in G.O., dated 10th April 1894, No. 241, Educational.

The proposals and the orders of Government were as follows:—

(1) That the School of Arts should be recognized as an institution preparing candidates for technical teachers' certificates;

as to this, Government remarked that the proposals were not clear but seemed to indicate a confusion between institutions for teaching technical subjects and those for training teachers of such subjects; that there were no schools of the latter class in this Presidency and that Government would not be prepared to establish any unless very good reason was shown.

(2) That local bodies should be required to employ qualified drawing masters or send a teacher from each school to study at the School of Arts;

the Government declared that local bodies would object to this suggestion and that many of them simply had not got the means to comply with it.

(3) That private pupils should be admitted to the School of Arts on payment of a term-fee of Rs. 15;

Government presumed that this proposal depended on the first which had been negatived.

(4) That the various training schools and industrial schools should, when found fit, be recognized as competent to train teachers for the elementary examination in drawing;

Government professed itself unable to understand this proposal.

(5) That persons who obtain a Technical Teachers' Certificate in drawing should be allowed to add the letter "D" to their names;

This was accepted.

(6) That all students undergoing training as teachers should be compelled to pass the Elementary examination in drawing at the Government Technical examinations;

Government considered this unnecessary and remarked that it would lead to a prolongation of the period of training.

(7) That drawing should be rendered compulsory in all forms and classes of practising schools;

Government accepted this.

(8) That one-half and one-third salary-grants should be confined to teachers who had passed in drawing at the Elementary Government Technical examinations;

Government declared this to be premature and unnecessary.

(9) That teachers in Salary-result schools who had passed in drawing and were teaching it should be treated, for the purposes of the Grant-in-Aid Code, as if they drew salaries in excess of the reality;

Government said it would prefer to raise the grants payable for drawing and thus encourage the employment of drawing masters.

(10) That all Sub-Assistant Inspectors should be compelled to pass the Elementary Technical examination in drawing;

Government declared this to be unnecessary and objectionable and told the Director instead to add drawing to the syllabus of the Sub-Assistant Inspectors' Test.

(11) That special inducements should be offered to teachers and pupils to stimulate the study of drawing;

Government declared this to be impracticable for want of funds and objectionable on principle.

(12) That the curriculum of drawing should be revised;

this proposal was passed.

(13) That drawing should commence from the first instead of from the third standard;

this proposal, too, was passed.

(*i*) In March of the same year, Mr. Monro, apparently in partial response to G.O., dated 3rd October 1893, No. 730, Educational, reviewing the report on the School of Arts for 1892–93, came up with certain proposals for re-organizing the establishment of the school.

The proposals carried with them a saving of over Rs. 3,000 *per annum* and the Government sanctioned it with effect from 1st April 1894, but with remarks to the following effect (*vide* G.O., dated 14th May 1894, No. 330, Educational):—

"(1) the scheme is accepted as a purely tentative measure pending receipt of more comprehensive proposals;

"(2) the proposal to utilize the Superintendent in the inspection of technical schools and their examination for result grants is approved;

"(3) a reply on the other points touched upon in G.O., dated 3rd October 1893, No. 730, Educational, is awaited;

"(4) the establishment of the School of Arts is classified under five heads, namely:—

(i) the Superintendent,
(ii) the permanent establishment,
(iii) the sanctioned temporary establishment,
(iv) the regular temporary establishment paid from contingencies,

(v) the establishment of coolies paid from contingencies and employed in the Industrial department;

the Director's proposals deal with class (iv) only and proposition statements should therefore be submitted showing the minimum establishment required under all heads;

"(5) the opportunity should be taken to abolish the present cumbrous classification and group the whole establishment under two heads, namely:—

(i) permanent establishment, and
(ii) coolies paid from contingencies,

the latter class not being entered in the proposition statement but entertained as required;

"(6) apprentices must be treated as a part of the permanent establishment but the mode of selecting them should be explained."

(*j*) As already stated, the Second Art Conference sat at the beginning of 1894 at Lahore to consider the questions raised in the Government of India Resolution of the 20th July 1892 and it also took into consideration the Secretary of State's Despatch of the 9th November 1893.

The Conference drew up a report which was communicated to this Government by the Government of India with the request that the Governor in Council would furnish the Government of India with his opinion on the views expressed by the Conference and in the Secretary of State's despatch. This correspondence was forwarded to the Director of Public Instruction for report in G.O. dated 26th June 1894, No. 465, Educational.

The views expressed by the Conference were as follows:—

"(1) There is overwhelming evidence to disprove the Secretary of State's assertion that there is a general consent that the Schools of Art serve

I generally agree with the Conference, but in replying I should not speak of overwhelming evidence or say they have been "most useful" in that they have provided highly trained draughtsmen & craftsmen or have protected the arts of the country &c. The Conference indulged too much in superlatives. The School of Arts has been fairly useful. I don't think we can safely say more

10/5/95

W
12 May

I agree
BD
10/5/95
W
12 May

no really useful purpose; on the contrary they have proved most useful in providing art masters and highly trained draughtsmen and craftsmen and in protecting the arts of the country from dangerous extraneous influences;

"(2) the schools must therefore be maintained and the Conference fails to see how they could be supported or be of any use unless retained as Government institutions;

This seems to me the wrong way - A "normal" school is, as I understand the term, a school in which people are taught to teach - This is not the function of a School of Arts & should not be
BD
10/5/95
W
12 May

"(3) with respect to the Schools Art being more extensively utilized as, or changed into, normal * schools, the Conference thinks they are already normal schools of the best kind;

Yes
BD
10/5/95
W
12 May

"(4) the Conference agrees with the Secretary of State that the Schools of Art should be more fully utilized to improve technical education and it would therefore connect with them workshops in which the educational work done in the schools would be supplemented by practical application of the principles thought;

I think we may say that drawing is essential for the artizan class, but we could not undertake to make it a compulsory subject as suggested, at all events at present. I don't think, however, know what is meant by a "district" school.
BD
10/5
W
12 May

"(5) drawing is absolutely necessary for the artizan class and should be made a compulsory subject in all district schools and for all pupils above the upper primary grade;

Any general scheme of this kind would be impracticable here at present
BD
10/5

But it might be
eventually worked up to.
W
12 May

"(6) having been thus far educated the pupils would undergo training in their crafts and in the case of the industrial arts would in the small centres, where special arts are practised, come under the training of master craftsmen who would work under the supervision of local bodies but subject to inspection by the authorities in the Schools of Arts;

* This referred, apparently, to a proposal made by the President of the Conference.

A very good plan but we could not
work it here at present
BD
10/5
But it might be
kept in view.
Each headquarters of a district
might in time have a small
museum, in which such
types might be exhibited - but
this is looking far ahead.
W
12 May

"(7) wherever a craft of any importance is practised, a small show-room or branch museum should be established in which types of the work of the district should be kept, these show-rooms being under the control of local bodies and subject to inspection by the School of Art authorities;

"(8) scholarships should be awarded to talented youths who would proceed to the Provincial Schools of Art for further instruction;

W
12 May
BD
10/5/95

"(9) a more extended use should be made of Oriental models."

(*k*) In June 1894, Government appointed a committee to consider the future management of the museum, the Connemara Library and the Victoria Technical Institute. It will be seen from G.O., dated 16th August 1894, No. 597, Public, that the committee recommended—

(1) that the institute should combine with the School of Arts, the title of the latter being changed to "School of Arts and Industries";

(2) that the small funds of the institute (being the income derived from a capital of Rs. 1,25,000) should be employed in granting scholarships to enable persons to receive instruction in various arts at the most important centres, in encouraging investigation of local industries, in holding special exhibitions and awarding prizes and in similar ways;

(3) that the funds of the institute should be handed over to Government in trust for the purposes aforesaid;

(4) that the collection of art exhibits in the School of Arts should be handed over to the museum, specimens being sent on loan to the School of Arts or students being permitted to come to the museum to copy them;

(5) that the new theatre should be used for delivering technical lectures.

Government approved generally of these proposals, but referred them for the opinion of the several authorities interested.

(*l*) In G.O., dated 8th October 1894, No. 758, Educational, Government, reviewing the report on the School of Arts for 1893–94, remarked:—

(1) that the fall in the strength of the Industrial department during the year was to be regretted, because there was no intention to convert the School of Arts into a mere Drawing school;

(2) that the attainments of the Industrial department students remained low;

(3) that the question of abolishing the jewellery and pottery classes would be considered when the general question of the re-organization of the school came under consideration;

(*m*) In August last, Mr. Monro replied to G.O., dated 10th April 1894, No. 241, Educational, of which the substance has been given in sub-paragraph (*h*) of this note.

Mr. Monro again urged that a special class for the training of candidates for Technical Teachers' Certificates should be opened in the School of Arts and that the whole institution should be re-organized so as to constitute a combined technical school and training school for teachers of Arts and Industries. He further urged that classes for teaching persons to teach drawing should be opened in various mufassal technical institutions and he proposed to raise the result grants for drawing by 50 *per cent.*

The other proposals previously made by him and objected to by Government in the Government Order quoted, he now withdrew.

On this letter of August, Government passed G.O., dated 8th October 1894, No. 761, Educational, wherein

(1) the opinion of Dr. Duncan on the proposed partial conversion of technical schools into technical training schools was asked for;

(2) the Government remarked that it *did* appear desirable to

make provision for practically testing would-be technical teachers in their capacity to teach, and called on Dr. Duncan, if he agreed, to frame draft rules under Article 28 of Section VIII of the Educational Rules;

(3) the raising of the result grants for drawing was sanctioned.

(*n*) In G.O., dated 25th October 1894, No. 813, Educational, Government dealt with paragraph 104 of Srinivása Raghavaiyangar's book already referred to in sub-paragraph (*e*) of this paragraph.

Srinivása Raghavaiyangar himself ~~makes~~ made only the proposal that cottage-industries should be introduced among the agricultural classes and a demand created for the articles produced. But he referred with approval to certain other suggestions made by Mr. J. Adam and Mr. Havell.

Mr. Adam's remarks are contained in an instructive "Memorandum on Technical Education" which he prepared for the Victoria Technical Institute.

Mr. Adam first describes the four general principles upon which technical education is based; they are

(1) technical education must be built up on a sub-structure of general education;

(2) instruction should be imparted in groups of connected subjects;

(3) actual trades should not be taught;

(4) instruction in technical subjects should be imparted by trained and well-educated teachers and not by mere skilled artizans.

* Mr. Adam admitted that this principle ~~was~~ is not universally accepted.

Having laid down these principles, Mr. Adam, speculating upon the continued existence and growing vitality of the Victoria Technical Institute, proceeded to formulate the following proposals:—

(1) the Institute should give scholarships and grants to technical institutions;

(2) the Institute should establish a system of peripatetic technical lecturers;

(3) the Institute should give grants to teachers desirous of qualifying to teach technical subjects;

(4) the Institute should establish an Upper Secondary Technical School in Madras;

(5) drawing should be made compulsory in Upper and Lower Secondary schools;

(6) grants should be given on more elastic principles;

(7) the Government Technical Examinations should be thrown open to all pupils of recognized technical schools, whether they have passed any general educational test or not;

(8) an industrial survey of the Presidency should be made;

(9) arrangements should be made for the systematic inspection of technical institutions.

Mr. Havell's proposals appeared in a memorandum which will be found under cover of G.O., dated 26th December 1893, No. 933, Educational; they were merely

(1) that existing industries should be taken up and endeavours made to improve and develop them;

(2) that a few commercial travellers should be employed to demonstrate the advantages of new tools.

The Government Order on these proposals (G.O., dated 25th October 1894, No. 813, Educational) is to the following effect:—

"(1) it is impossible to dispose of the principal suggestions until the futures of the School of Arts and Victoria Technical Institute have been settled and until Dr. Duncan reports on Mr. Monro's proposals regarding the training of drawing masters;

"(2) as to the four general principles enunciated by Mr. Adam, the first and second have been consistently followed in Madras, the third cannot be adopted in its entirety as there are charitable institutions where the technical instruction is designed merely to fit boys to earn their living, the fourth principle is important and

little has been done to give effect to it; no definite orders can be passed on this point until Dr. Duncan replies regarding Mr. Monro's scheme for training teachers, but meanwhile managers should be given to understand that skilled artizans are not regarded by the Educational Department as qualified to give instruction in technical subjects and it should be considered whether the Educational Rules should not be amended to make this clear;

"(3) the Government does not believe in peripatetic lecturers or commercial travellers and has no money to spare on such experiments as are proposed;

"(4) the Government is not prepared at present to make drawing compulsory in all Secondary schools; much has been done to encourage drawing since Mr. Adam wrote;

"(5) the proposal regarding admission to the Government Technical Examinations has already been met in the revised Technical examination notification;

"(6) the Government is not prepared to undertake an industrial survey, as one was made some years ago by Mr. Havell; but the Director of Public Instruction should consider whether the information available in Mr. Havell's reports suggests the advisability of taking measures to encourage any of the local industries referred to therein;

"(7) the Government fully agrees with Mr. Adam and Mr. Monro in thinking that arrangements should be made for the systematic inspection and examination of technical institutions; till money is available and till these institutions have increased in number, the

inspections and examinations should be performed by the Superintendent of the School of Arts; but orders as to the time to be spent by him on this duty and as to the exact nature of such duty will be deferred till the question of the reorganization of the School of Arts is settled;

"(8) Srinivása Raghavaiyangar's proposal regarding cottage-industries is plainly impracticable, but, if such industries exist anywhere at present, there is no objection to making the fact as widely known as possible; the Board of Revenue will therefore find out whether they do exist anywhere."

(*o*) G.O., dated 22nd December 1894, No. 975, Public, contains an indignant remonstrance from the President of the Council of the Victoria Technical Institute against G.O., dated 16th August 1894, No. 597, Public (*vide supra* sub-paragraph *k*).

The Council urged the claim of the Institute to the use of the new buildings in Pantheon road, declined to abdicate the position of controlling authority for technical education generally, refused to suffer amalgamation with the School of Arts, but offered, on the contrary, to take over that institution if it came along with its "present annual grant" and its present premises.

On this communication, the Government asked the Council to submit definite proposals as to the portions of the new building which it would require.

(*p*) G.O., dated 13th February 1895, No. 124, Educational, deals with a report on the state of the accounts of the School of Arts. The report reveals such scandalous neglect and carelessness that Government has ordered a special audit to be made.

4. The *resumé* of recent correspondence given in the last preceding paragraph is sufficient indication of the number and variety of the points now awaiting decision by Government.

The Director's C. No. 115 forms a reply to all the questions referred to in that

* These, it is understood, have since been received in the Public Dept.

They want two whole buildings

paragraph. It is not however quite complete as will be seen from paragraph 6 below. Paragraph 5 deals with the matters discussed in Dr. Duncan's letter.

5. *Dr. Duncan's views.*—In this paragraph, the paragraphs of Dr. Duncan's letter are dealt with in order.

(*a*) *Defects in the organization of the Institution.*—According to Dr. Duncan, the scheme of instruction is too comprehensive, the staff is inadequate and an indefiniteness of aim has pervaded the institution. The teaching of the lower drawing classes is entrusted to inefficient pupil-teachers, and, it was with a view to remove this defect that Mr. Havell proposed, in 1889, to replace the Art Instructor by a number of drawing masters. Dr. Duncan is, however, decidedly in favour of retaining the Art Instructor. As to the subordinate staff, Dr. Duncan says that its organization is defective.

(*b*) *Defects in the working of the manufacturing side.*—From what Dr. Duncan says, it seems that the Pottery Assistant on Rs. 100 whose entertainment was sanctioned in 1884 is no longer employed. Mr. Havell proposed in 1889 to appoint an overseer on Rs. 100—5—120 to be in general charge of the pottery manufacture and to assist in carpentry and metal-work. Dr. Duncan doubts if a man could be got capable of teaching industries and also of performing the routine work of the Industrial department. He therefore proposes to appoint a mere office-manager and storekeeper on Rs. 80 *per mensem*, who would relieve the Superintendent of all petty administrative details.

Dr. Duncan explains the great accumulation of stock which Government has recently had occasion to notice. He says that articles are made with the sole object of furnishing employment to maistries and coolies who but for this would have to be discharged. This extraordinary system ought to have been brought to light long ago. It means that Government has been paying for the full time of men who are only occasionally employed.

To keep down the stock of unsaleable articles, Dr. Duncan proposes that private persons ordering articles should be required to deposit 10 per cent. of the estimated cost as earnest money. This plan, the Director thinks, would tend to prompter settlement of accounts and would check the tendency to refuse to take articles

when made. But is there such a tendency? and could the return of the earnest money be refused if the article proved unsatisfactory? and would not such a plan considerably reduce the demand for School of Arts articles? The proper remedy seems to be that proposed in G.O., dated 14th May 1894, No. 330, Educational, viz., to revise the classification of the establishment and require the Superintendent to give in the annual report full details as to the number, &c., of coolies employed and the reasons for their employment. There is little doubt that coolies have in the past been employed with reckless extravagance. Dr. Duncan proceeds to express his opinion that the manufacturing side of the school must be maintained but he does not deal with the question whether the taking of private orders should be prohibited. The Committees of 1861 and 1873 recommended that a restriction should be imposed upon the receipt of such orders; but their object was to prevent the degeneration of the Industrial department into a mere factory. Organized as the school now is, there is very much less chance of such degeneration occurring; though, even now, some of the articles turned out by the school are by no means fine examples of the application of art principles to handicrafts. On the whole it will perhaps, be better to leave things as they are in this respect, but it would do no harm to ask Dr. Duncan whether he is in favour of imposing restrictions on the receipt of private orders.

Dr. Duncan's proposal that the price of manufactured articles should be so fixed as to constitute an appreciable return on the cost of production may, of course, be approved.

(c) *Division into departments.*—It has already been pointed out that the Industrial department was of separate and later origin than the Artistic department, but, although the former has, from time to time, shown tendencies to deteriorate into a mere workshop and to lose all touch with the latter, it has throughout been the policy of Government that the two departments should be worked in close union and that the Industrial department should form the field where principles learned in the Artistic department are brought into practical operation. In the rules of 1857 it was provided that the Industrial department should be under the direct control

of the Superintendent and should, for account purposes, be distinct from the Artistic department; and that all students in the Industrial department should be required to attend the Artistic department for instruction in such branches of drawing, &c., as might be immediately applicable to their Industrial studies.

The committee of 1873 dwelt upon the importance of insisting upon all Industrial students learning drawing and, from the fact that it did so, it may be gathered that the provisions on this subject in the rules of 1857 had not been strictly observed.

In 1877–78 Mr. Chisholm seems to have re-organized the school on its present basis. He "amalgamated" the two departments; that is, apparently, he made the Industrial department a mere annexe to the Artistic department and filled it with such selected students from the latter as expressed a desire to learn a handicraft.

This is the position recognized by the rules of 1886 and the draft rules prepared by Mr. Havell in 1889.

Dr. Duncan now proposes to do away with the formal distinction between the Industrial and Artistic departments. He says it serves no useful end and breaks down in practice. The fundamental study should, he thinks, be drawing. It seems doubtful whether Dr. Duncan's proposals on this subject ought to be accepted.

If the Industrial department is formally abolished as a separate branch of the institution, the gradual extinction of the Industrial classes is almost inevitable. Even at present there are symptoms indicating that the school is sinking into the position of a mere drawing academy and this tendency will be accentuated by the adoption of the Director's proposal. The recent Conference has expressed a strong opinion in favour of schools consisting of an Artistic department working in connection with a workshop, the very model upon which the Madras School of Arts is formed.

It is submitted that the Industrial department should retain its present position.

In any case, the Director's draft code should be amended so as to make it quite clear that no person shall attend an Industrial class unless he is attending or has attended one of the Drawing classes.

This is doubtless the intention, but it is not apparent on the face of the new code. Dr. Duncan further proposes to re-organize the General Education department and to restrict admission into the school to persons who have passed the Lower Primary standard. So long ago as 1854 it was suggested (by the Managing Committee) that "some degree of preliminary education" should be required of candidates for admission to the school and this view was endorsed by the Committee which sat in 1873; but it was never acted upon and the rules of 1886 expressly provide that there shall be no entrance examination. It was in order to impart to students the general knowledge requisite for a thorough appreciation of their technical studies, that Mr. Grigg, in 1889, sanctioned the establishment of the General Education department of the school.

This department now, it seems, affords instruction from the first to the seventh General Education standard, and it is understood that all the students except those in Division II (the Fine Art Side) attend it.

It is remarkable that in all these years no entrance examination should have been prescribed. Probably it was thought that the establishment of an entrance examination would operate to keep out the children of poor artizans. But it seems to be accepted by those most conversant with the subject that a sub-structure of general education is essential to the proper appreciation of technical teaching. It is also obviously undesirable that this general education should be imparted in an institution like the School of Arts.

Dr. Duncan's very modest suggestion that no person who has not passed the Third standard shall be admitted into the school may, therefore, be accepted.

If it is accepted, the three lowest classes of the General Education department will disappear and Dr. Duncan proposes to discontinue the ~~Fifth~~ Second and ~~Sixth~~ Third forms, so that the instruction will be limited to the Fourth and Fifth standards. The continuance of tuition in the Fourth and Fifth standards is, perhaps, advisable for the reasons given by the Director, and it is submitted that his proposals for the re-organization of the General Education department may be accepted.

(*d*) *The school as a Training School for Teachers.*—In paragraph 7 of his letter, Dr. Duncan deals conclusively with

Mr. Monro's proposals to utilize the School of Arts as a *training* school for Drawing-masters. As the Director remarks, Mr. Monro's suggestions proceed on the assumption that a teacher of drawing requires to be specially trained to teach that subject, and this cannot be admitted unless we are prepared to also admit that a special training school or class must be provided for each of the main subjects entering into the school curriculum. It is submitted that Mr. Monro's vague scheme for training persons to *teach* drawing may now be definitely negatived. The Director observes that the Educational Rules are at present under revision and that a set of subsidiary rules for the conduct of the practical test for Technical Teachers' certificates will be submitted to Government hereafter.

Till this further correspondence is received, it would be premature to enter at length upon the subject of Technical Teachers' certificates. But one or two points may be noted. Section VIII of the Educational Rules declares (article 3) that candidates for Teachers' certificates of all kinds—Technical as well as General—shall be examined by a Board of Examiners; it then goes on to describe the written and practical examinations for *General* certificates only and ends by saying that candidates for Technical Teachers' certificates shall be subjected to such *practical* test as the Director may prescribe. But nothing is said as to the *written* test for Technical Teachers' certificates, though article 3 of the section seems to contemplate such a test. This obscurity should be cleared up.

Further, the rules divide General Teachers' certificates into trained and untrained, while all Technical Teachers' certificates are untrained. But, if Dr. Duncan is right in saying that the training schools are primarily concerned in teaching those general principles upon which all tuition, whatever the actual subject of tuition may be, is based, then it would seem that Technical teachers, as well as General teachers, should be subjected to a course at a training school; and, if this is so, Technical Teachers' certificates also should be classed as trained and untrained, the former consisting of the certificates granted to persons who, after passing the Government Technical examinations, have been through a course at a training school and have satisfied the Board of

Examiners, by passing written and practical tests, of their ability to teach their special subjects.

It seems worth while to invite Dr. Duncan's attention to this point.

(*e*) *Continuance of the school as a Government Institution.*—The discussion of this point should have had precedence of those dealt with in sub-paragraphs (*a*) to (*d*), but the note, in this respect, merely follows the arrangement of the Director's letter.

Dr. Duncan's views on the Secretary of State's despatch of the 9th November 1893 may be summarized as follows:—

(1) the difficulty of procuring trained European Officers for the Schools of Art in India will be much diminished if the Secretary of State sanctions the proposals made by this Government in regard to the reorganization of the Educational department; for these proposals place the Superintendent and Art Instructor of the Madras School of Arts, at all events, in a considerably better position than they have heretofore occupied;

(2) the Madras School of Arts is supported in part from receipts from manufactures and the contribution from general revenues is justified by the facts that (i) the institution is the only one of its kind in the Presidency, (ii) it is worked as economically as possible, (iii) it has helped the youth of the artizan classes to earn a better livelihood than would otherwise have been possible, (iv) it has contributed to a steady improvement in the artistic taste of the people and in several indigenous industries, and (v) it fills a place in the educational system which no institution managed by a local body or by private individuals can take;

(3) the Secretary of State probably thinks that the Madras institution is a mere Fine Art School, but it is not; it is practically a Technical school;

(4) the school cannot be handed over to the Madras Municipality to manage, because, (i) by law (section 33 (*c*) of Act I of 1884), the Municipal funds can be expended only on the elementary education of the poor and (ii) the Municipality has no funds to spare;

(5) the only other body to which the school could be handed over is the Council of the Victoria Technical Institute and the transfer would be highly disadvantageous because, (i) the Government would have to continue to support the school without enjoying direct control over its expenditure and (ii) the council has neither the time nor the knowledge to work such an institution satisfactorily;

(6) the interests of Technical education demand that the school should continue to exist as a Government Institution.

It is difficult, perhaps impossible, to estimate the effects of the tuition imparted in the School of Arts upon the art of the country. It has certainly produced no fine art at all hitherto and the appearance of the students does not encourage the expectation of any outburst of genius in the immediate future; most of them seem to the casual visitor to be of a decidedly inferior type. But the Committees of 1861 and 1873, the Conference of 1894 and the present Director of Public Instruction express the opinion that sufficient good work has been done in the past to justify the maintenance of such institutions and the opinion of such authorities can hardly be set aside. The school is at present in a rather prosperous condition as the following figures show:—

Year.	Strength.	
	Industrial Department.	Total.
1887		
1888	33	265
1889	49	299
1890	51	[illegible]
1891	94	364
1892	158	424
1893	174	426
1894	186	489
	139	543

From what Mr. Holder told me, I gather that these figures are too high, sufficient care not having been taken to exclude the names of departed students from the returns; but they certainly seem to indicate growing popularity, attributable in the main, probably, to the rise in the demand for Drawing-masters.

The cost of the institution is, no doubt, considerable; it amounted in 1892–93 to Rs. 30,790, after deducting expenditure on buildings and receipts from fees and sales, and in 1893–94 to Rs. 22,148, after making similar deductions (against these figures must, however, be set off the value of the unsold stock on hand).

Dr. Duncan's assertion that the school has been managed as economically as possible can hardly be accepted. On the contrary, there seems little doubt that it has been seriously mismanaged and, if the school is to be continued, ~~the reduction of its cost~~ should, it is submitted, be made a true gift now.

The proposal to entrust the management of the school to a Municipal body betrays extraordinary ignorance of the condition of affairs in India and may, I submit, be pronounced against in no uncertain way.

It is submitted also that the scheme to hand the school over to the Council of the Victoria Institute should be negatived without further discussion. If Government is to continue to find the funds, as the Council proposes, the disadvantages attendant on such a transfer would greatly outweigh any possible advantages. At the same time it is worth considering whether the old plan of a supervising committee should not be revived. The Reformatory School is under a committee, which works without friction and which has probably assisted to bring that institution to its present excellent condition. The School of Arts is just such another institution which would be all the better for a little seeing-to by people interested in art. The appointment of such a committee does not necessarily involve a dual control, as G.O. dated 6th February 1885, No. 86, Educational, assumes; the Superintendent, under the Director, would remain entirely and solely responsible for the management of the school; the committee would merely inspect and advise. If the Victoria Technical Institute continues in existence, its council might form the committee of the School of Arts.

(*f*) *Draft Code.*—Dr. Duncan has taken the opportunity to frame a new set of rules for the school.

They will need amendment if the Industrial department is to retain its individuality, as proposed above. The Code also calls for the following remarks:—

(1) *Name.*—The Committee which sat at Ootacamund in 1894 proposed to call the institution "The School of *Arts* and *Industries*" in future; Dr. Duncan says that no change is necessary, as the term "Arts", used in the present title, covers the industries taught; this is true, but it is submitted that the title "School of *Art* and *Industry*" would bring out the object of the institution better than the present name and prevent mistakes such as the Secretary of State has apparently fallen into.

(2) *Object.*—There are at present six industries taught, viz., wood-carving, carpet-weaving, metal-work, jewellery, pottery and decorative work, the last including lacquer-work and fan-painting; in the Draft Code, however, "carpentry and cabinet-making" takes the place of "wood-carving," and "silversmith's work" takes the place of "metal-work"; it appears that the Director does not intend to abandon wood-carving, and it seems advisable to make it clear that this subject is taught in the "carpentry and cabinet-making" class; also, as working in gold is apparently to be still taught, the term "silversmith's work" is not comprehensive enough.

(3) *Control.*— The Director has rightly provided that the Superintendent shall be an Inspector of Technical and Industrial schools.

(4) *Apparatus, etc.*—The Director remarks that every effort should be made to supply the school with typical examples

and models; much can certainly be done in this way, the present collection seems to be a very poor one.

The Director also observes that the Superintendent should be required to make as extensive a use as possible of oriental models and designs; a provision to this effect has been inserted in the Draft Code and it seems a step in the right direction; some oriental designs are inevitable of their kind and it is far better to encourage the use of them as models than to teach the students to produce feeble imitations of European art.

Mr. Holder objects to the proposal that the collection of specimens (except the Geological ones) in the School of Arts should be transferred to the museum, but the Director has no objection to the proposed transfer in the case of such articles as are not constantly required by the students. Perhaps the best plan will be to send to Mr. Thurston the list of specimens forwarded by Mr. Holder and ask him to settle with the Superintendent of the School of Arts what articles should be transferred. It is to be feared that students will not readily visit the museum to study specimens and care must be taken that the collection in the school is not unduly depleted.

Dr. Duncan observes that all students, except stipendiaries, will be required to supply their own materials, instruments, etc. The present rule is practically the same except that scholars also enjoy the benefit of the exception. The provision about supplying material, etc., should appear in the Draft Code. The stipends are restricted to the industrial classes where materials must necessarily be supplied by the school.

(5) *Courses of Instruction.*—The Draft Code provides that the courses of instruction provided in the Educational Rules and the Government Technical Examination Notification shall be followed; this seems right.

(6) *Standards and Classes.*—The "Standard" drawing classes are to teach from the Third to the Sixth standard; but Government has recently prescribed First and Second standards in drawing and it would, perhaps, be as well to

ask the Director whether the tuition in the school should not extend to these two standards also. Probably, however, the omission is intentional.

It will be observed that instruction is to be imparted in the industrial standards; it is a matter for consideration whether such elementary instruction should not be left to other schools, the central institution restricting itself to teaching for the Elementary, Intermediate and Advanced Technical examinations and refusing to admit students who have not passed all the Industrial standards. It is submitted that the Director may be asked to consider this point.

(7) *Strength of Classes.*—As heretofore, no maximum is to be fixed to the strength of the classes; the Director says it is hardly necessary or expedient to do so, but there is a good deal to be said on the other side. If classes become unwieldy, additional expense must be incurred on establishment or the pupils must suffer. Government is not in a position to spend more money and the strength of the school is now considerable. It seems desirable to ask the Director to reconsider this point in communication with the Superintendent. It may be added that the present rules declare that only a "limited" number of pupils shall be taught in the Industrial department.

(8) *Admission.*—Dr. Duncan proposes to restrict admission to persons not under nine years of age.

In 1854, the Managing Committee proposed to fix 15 years as the minimum age for admission, but the rules of 1856 prescribed no minimum of age; the committee of 1873 proposed to restrict admissions to youths between 14 and 20 years of age, but the suggestion was not acted upon and no age-limit appears in the rules of 1886.

It certainly seems advisable to have some inferior limit and perhaps Dr. Duncan's will do though it appears rather low.

(9) *Fees.*—Fees were levied in the Artistic department from the very first, the rate being one rupee a month, but, from a remark made by Dr. Hunter in a note written in 1852 it is to be gathered that, from the beginning, the pupils in the Industrial department were paid stipends proportionate to their outturn of work. The payment of fees in the Artistic department seems to have soon become irregular, for we find the Managing Committee in 1854 urging that the fee of one rupee a month should be rigorously exacted. Mr. Cole in 1856 fixed the fees in the Artistic department at one rupee a month or Rs. $3\frac{1}{2}$, in advance, for the session of five months and his draft rules also provide for the levy of a fee of one rupee on entrance into that department. These rates were repeated in the rules of 1857, but seem not to have been strictly observed, for the committee of 1861 recommended that the fee should be raised from *eight annas* a month. In 1862 the Director recommended that the fee in the plan and machine-drawing class should be raised to Rs. 3 *per mensem* and, presumably, this recommendation was acted upon.

The levy of fees seems, however, to have continued to be very irregular, for the committee of 1873 recommended that fees should "eventually" be charged in the Artistic department; it also suggested that the rates of fee should be graduated to suit all classes of students. In the rules of 1886 the fees are fixed at one rupee a month for Division I and eight rupees a month for Division II, all fees being payable in advance and the old entrance fee being abolished; it is further provided in these rules that the pupils in the industrial classes will receive "monthly payment, the amount to be fixed on the results of their work"; the industrial students are selected from Division I, but the rules do not make it clear whether they go on paying the one-rupee fee after they have begun their industrial studies.

In Mr. Havell's draft rules of 1889, Division I is called the Industrial side and contains a Drawing department, an Industrial department and a General Education department; the rules provide apparently that a fee shall be levied in *every* class of Division I, the amount being eight annas a month except in the "Elementary free-hand" and "English" classes where it is four annas, and that the fee in Division II shall remain eight rupees a month; there is a special fee of Rs. 50 *per annum* provided to meet the case of persons who desire to work in the Pottery department in order to learn the various processes; no entrance fee is prescribed and it is provided that, on passing the Middle School examination in any technical subject, scholars and apprentices (stipendiaries) shall be entirely exempted from paying fees. Mr. Havell's rules were never formally sanctioned, apparently, but they seem to be observed in practice. If so, the fee has actually been reduced since 1850, from one rupee, to eight annas or four annas, in all classes not falling within Division II. I understand that all students in the industrial classes get stipends roughly proportionate to the estimated value of their work (those beginners whose work is of no value, called "probationers", excepted), and that none of them pay any fees for tuition received in the Industrial department. Dr. Duncan's present proposal is to levy fees, varying from four annas to eight rupees a month, in all the artistic classes but to continue the present exemption from fees in the industrial classes. In 1893–94 the total receipts from fees in the school was only Rs. 1,898 and it is submitted that the Director should be asked whether his rates cannot be raised from 4 to 8 annas, from 8 annas to 1 rupee, from 1 to $1\frac{1}{2}$ rupee and from $1\frac{1}{2}$ rupee to 2 rupees, leaving the fees in the two highest classes at Rs. 5 and Rs. 8 as proposed. Dr. Duncan justifies the non-levy of fees in the industrial classes on the ground that even beginners turn out work of some value. I fancy this statement is disputable, but, on the whole, the non-levy of fees in the industrial classes is not unreasonable and perhaps it may be continued.

(10) *Stipends.*—The continuance of stipends to the industrial students is however another matter. In G.O. dated 3rd October 1893, No. 730, Educational, Government suggested that they should be

abolished. There are several arguments in favour of abolishing them, viz. :—(1) the industrial students pay no fees, (2) they must waste a good deal of material, (3) they are working with the ultimate object of benefiting themselves and the school affords them opportunities of learning a trade which they would not otherwise enjoy, and (4) economy is imperatively necessary. On the other hand it is to be feared that the stoppage of stipends will lead to a great reduction in the strength of the school. In 1893–94, the stipends paid amounted to Rs. 3,723.

* This possibly would not be a matter for regret.

I submit that the Director should be asked to consider seriously whether stipends should not be altogether discontinued. †

Dr. Duncan himself has proposed, not to abolish stipends, but to reduce them, by discontinuing those given in standards A and B, reducing the rates of the rest and limiting the number granted in each class. His proposals involve a maximum expenditure of Rs. 3,348 *per annum* and thus secure a saving. But one obvious defect in his scheme is that his "stipends" are really "scholarships" and it will only give rise to confusion if different terms are used; "stipends" are supposed to roughly represent the value of the pupils' work and therefore *all* pupils are entitled to receive them, but "scholarships" are mere charitable grants.

A worse system than the present one it is hard to imagine. The rates of stipend being fixed for each class, the pupils have no inducement to exertion as they would have if the work done by each was valued and his remuneration fixed accordingly. Probably half the pupils attend with the sole object of getting the stipends and, so far, the expenditure on this account is simply wasted.

(11) *Scholarships.*—The committee of 1861 recommended the grant of scholarships and the Director, agreeing, proposed to establish two in the Artistic department. The committee of 1873 also was in favour of a system of scholarships and the rules of 1886 provide for one scholarship being awarded half-yearly on the results of examinations in Division I;

The old scheme was considered for Orders in mind, but I don't think that Stipends should be discontinued now that the school is being reorganized

JG

I think the whole question of stipends should be reconsidered. If given at all, they should not exceed a careful valuation of the work done by each student – A further check would be that the total expenditure p.m. on stipends, cooly + material should be less than the sale value of the articles turned out during each month, after allowance is made for materials wasted by probationers WS

Re-examining is a kind of system but I don't know what can be substituted for it

JG

these scholarships are tenable for four or five years and they begin at Rs. 3-8-0 *per mensem* but rise to Rs. 10.

Mr. Havell in his draft rules of 1889 proposed to give annually three scholarships rising from Rs. 5 to Rs. 10 and tenable for six years in Division I; he also provided that no scholarship-holder should receive a stipend. These proposals were not accepted and the rules of 1886 are said to remain in force so far as scholarships are concerned. Dr. Duncan now suggests that three scholarships worth Rs. 4 *per mensem* should be given annually in the Elementary Technical Examination Drawing class to students belonging to backward classes or in need of help, that they should be raised to Rs. 5 and become tenable for two years more on the holder undertaking to proceed to the Intermediate Technical Examination, and that they should be raised to Rs. 7 and become tenable for two years more if the holder continues at the school in view to passing the Advanced Technical Examination. The maximum annual expenditure under this scheme will be Rs. 1,008.

* I submit that it is worth considering whether scholarships should not be discontinued altogether, it being left to the Victoria Technical Institute and such private charity as exists in Madras to found scholarships in the School of Arts.

(12) *Vacations.*—It is not proposed to allow any summer vacation to the Industrial classes; no reason has been assigned.

(13) Under the head "Employment of passed students", Dr. Duncan remarks that all Upper Secondary schools are now expected to provide for the teaching of Freehand Drawing as part of their ordinary curriculum, that it is taught in all Training institutions and that it would be premature to make it compulsory in all Lower Secondary schools. With this last expression of opinion, Government may, it is submitted, concur; drawing has only recently been seriously taken up and no good will come from forcing its growth.

(14) In the draft code "the industrial classes" are, from time to time, mentioned, but the classes falling under this denomination are nowhere specified; this should be done.

(15) Clause (i) of Rule XV of the Code apparently means that scholarship-holders and stipendiaries shall, if absent for even one day, forfeit so much of their

Looking, I think WS

I think it would be for the best plan to launch the Vic. Tech. Institute & provide Scholarships, if this can be arranged WS

* It should be mentioned that Govt already gives scholarships (independently of those allotted specially to the School of Arts) for the encouragement of technical education; these scholarships are granted under the Scholarship Notification & are (i) 10 on Rs 5, tenable for 2 years, on the results of the Primary Exam, (ii) 20 on Rs 6 + Rs 12, tenable for 2 years, on the Elementary & Textile Technical Exam[s]; i.e. 30 Scholarships, annually, in all.

For Orders

(as in a measure they do & should be encouraged but not for the purpose of increasing the results pts)

JG

For Orders

I understand these industrial schools classes are meant

JG

I don't think any is allowed now!

Dr. Duncan should be asked his opinion. We could only act as to Victoria Tech. Inst. or private charity & Scholarships have been considered already in connection with the grants

JG

scholarships and stipends as represents the amount payable for the period during which they were absent; but the clause needs to be made clearer.

(16) Presumably clause (iii) of Rule XX of the draft Code means that the audit is to be *annual* and to be conducted, not by the outside Audit department, but by some member of the school establishment. When the Accountant-General reports in reply to G.O., dated 13th February 1895, No. 124, Educational, it will be time to consider whether an audit of this description will suffice and whether, now that the financial restrictions on expenditure which, prior to 1889, were in force in the school have been withdrawn, regular and systematic audits should not be re-instituted. The circumstances under which the audit of the school accounts was discontinued will be understood on a reference to G.O., dated 19th May 1879, No. 968, Financial.

(*g*) *Establishment.* — As already stated, the Government, in G.O., dated 14th May 1894, No. 330, Educational, sanctioned a revised scale of "regular temporary establishment paid from contingencies" and ordered the Director to submit proposals for abolishing the present cumbrous classification of establishment and for reducing the staff generally. Dr. Duncan now submits for sanction a scale of establishment which covers, apparently, "the permanent establishment," "the sanctioned temporary establishment" and the "regular temporary establishment paid from contingencies."

It is disappointing to find that Dr. Duncan's scheme of re-organization involves an increase of expenditure on establishment. The increase is, however, very small (Rs. 11–12–0 *per mensem*) and it must be remembered that the re-organization of 1894 secured a saving of over Rs. 3,000 *per annum*. I have ticked off with red chalk in Dr. Duncan's letter the appointments sanctioned in the re-organization of 1894.

The combined list of appointments will constitute the permanent staff, so the Director's request that all the staff should be allowed pension and leave privileges is reasonable enough. At the same time, it is doubtful if it is advisable to treat the industrial teachers as permanent servants of Government; it is improbable that a good workman could be secured and kept for the small pay offered and with no

chance of promotion; if good to begin with, he would almost certainly deteriorate when in possession of a fixed salary and deprived of all stimulus for improving his art.

Even admitting that the Superintendent will closely supervise the Industrial classes (there should, I think, be a provision in the new Code as in the old rules placing the Superintendent in direct charge of the Industrial classes) and that all the higher teaching in the Artistic classes will be given by the Art Instructor, there is great reason to fear that the tuition on the whole will not be as it should be. It is far more important to get together a really good staff than to give stipends and scholarships and, if these payments are discontinued as proposed above, it will be possible to make a substantial increase to the salaries of the Art teachers and craftsmen. I venture to suggest that this should be done, that the objectionable pupil-teacher system should be abolished (Dr. Duncan evidently intends to abolish it almost entirely) and that the craftsmen should be regarded as temporary servants employed on an agreement renewable from year to year.

The appointment of a well-paid manager for the Industrial side of the school, as proposed by Dr. Duncan, certainly seems necessary.

(*h*) *The Pottery and Jewellery Classes.*—Dr. Duncan is not prepared at present to endorse Mr. Holder's suggestion (made in the annual report for 1893–94) that the Jewellery and Pottery classes should be abolished. He considers that the question should lie over till a new Superintendent arrives, they, and the Carpet-weaving class, being for the present retained. Dr. Duncan's views may be endorsed.

6. *Remaining points.*—The last preceding paragraph disposes of the following points out of those set out in paragraph 3, viz.:—

(*d*) (2), (3), (4) and (5);
(*g*) (1), (2) and (3);
(*i*) (1), (4), (5) and (6);
(*j*) (1), (2), (4), (5), (8) and (9);
(*k*) (1) and (4);
(*l*) (3);
(*m*) (1) and (2).

The only other proposals to which reference need be made are those set out below:—

(j) (6) That pupils of the artizan class, having first gone through a course of drawing in a District school (whatever that may be) should be put to training under master-craftsmen working under the control of local bodies and subject to inspection by the authorities of the School of Arts;

this vague and foolish suggestion emanated from the Conference of 1894 and has been passed over in silent contempt by the Director.

(j) (7) That branch museums should be established under the control of local bodies;

another proposal of the conference tending to much waste of money and tall talk, and doomed to failure, in this Presidency at all events.

(k) (2) and (3) That the Victoria Technical Institute should place its funds in the hands of Government in trust for the establishment of scholarships, &c.

This is a matter for the Public Department to deal with and I understand that the subject will come very soon in that department for final disposal.

(n) (1), (2), (3) and (4) That the Victoria Technical Institute should expend its funds on scholarships, on peripatetic lecturers, on grants to teachers desirous of qualifying as technical teachers and on the establishment of an Upper Secondary Technical School in Madras.

This was Mr. Adam's proposal and Srinivasa Raghavaiyangar suggested that Government should step in and carry it out. Government is certainly not in a position now to do more than it has done and it is unnecessary to consider the proposal further.

(n) (2) Regarding the fourth of Mr. Adam's general principles, Government remarked that it was of importance that technical tuition should not be in the hands of mere artizans, that little had been done to create a supply of high-class technical instructors, that definite orders could not be passed till Dr. Duncan had commented on Mr. Monro's schemes and that it should be considered whether the Educational Rules should not be amended to make

it clear that skilled artizans are not regarded by the department as competent teachers.

Dr. Duncan has not replied about the amendment of the Educational Rules in the direction indicated, but perhaps he will deal with the matter when he submits his revised rules relating to the grant of Technical Teachers' certificates. His attention may be invited to the matter, though it will not do to go too far in prohibiting skilled artizans; a skilled goldsmith would probably teach his class to do better work than a young man fresh from the School of Arts and armed with a Technical Examination certificate would do.

(n) (6) Government ordered the Director to report regarding the advisability of encouraging local industries after a study of Mr. Havell's Industrial Survey reports;

he has not done so; he will be reminded about it.

n (7) The Government deferred passing detailed orders about the inspection and examination of the mufassal technical schools by the Superintendent of the School of Arts until the general questions at issue were settled;

the Director should now be asked to report in detail how he proposes to carry out this most necessary inspection and examination.

7. *Current No.* 149.—In this Dr. Duncan reports that Mr. Havell is willing to take up again the post of Superintendent of the Madras School of Arts and the Director requests that he may be permitted to do so on the old rate of pay, viz., Rs. 700—50—1,000. Mr. Havell has resigned the appointment twice and does not deserve any special consideration, but it is believed that he is considered a good man at his work and it would probably be somewhat difficult to get a man to replace him. In fact he was allowed to withdraw his resignation in 1891 because the Secretary of State reported that there was great difficulty in finding a suitable man to fill his place.

It is presumed that, if Mr. Havell is allowed to return, his breach of service will not be condoned. If this is so, it will be as well to let him know this distinctly.

8. The Government of India will be addressed in accordance with the orders passed on this note.

A.B. 12 March '95

Reorganisation

Resubmitted to the Hon. Mr Prose. for perusal of the notes of the other H.H.'s (Rejected Cs)

26.7.95

For Order

Resubmitted to His H. the Bless & H.E. the Governor &c with reference to the note of the Hon. Mr Prose dated 6th May: (pp. 9 to 14) of the Ds

ORDER—dated 7th June ~~May~~ 1895, No. 471, Educational.

In the first of the foregoing letters the Director of Public Instruction submits proposals for the reorganization of the School of Arts. He ~~first sketches~~ begins by sketching the development of the institution and then proceeds to formulate a series of recommendations with a view to improve its efficiency, to extend its influence and to determine more precisely the exact functions which it should perform. Dr. Duncan points out with perfect correctness that in the past an indefiniteness of aim has pervaded the school, and the Government is disposed to doubt whether the measures which he proposes, excellent though many of them ~~are~~, will remove that reproach. What is required is a definite idea of the objects of a School of Arts and Industries coupled with a practical scheme ~~for~~ showing the best method of attaining them. Dr. Duncan speaks of the School of Arts as being designed to afford instruction in certain arts (? industries) *which are capable of artistic treatment*. It appears to the Government, however, that the primary object of the institution is rather to turn out trained hands who, after a course of practical and theoretical teaching, shall be in a position to command immediate employment by the manufacturer who supplies the public with the particular articles in the design and making of which they have been ~~trained~~ educated. If this object is to be attained it is essential that only *such* arts and industries *as are carried on locally* should form the subject of instruction in the school.

2. Dr. Duncan, again, writes of the school as having helped to train the young of the artizan and working classes to earn a better livelihood than they could otherwise have done and as having contributed, both directly and indirectly, to a steady improvement in the artistic taste of the people and in the style and workmanship of several of the products of indigenous industries. If this is the case, ~~then~~ the main object of the institution has been fulfilled and nothing better can be done than to continue its existence in the future on the lines which have been so successful in the past. Dr. Duncan's eulogies may be deserved but they do not constitute so obvious a presentment of the facts that it is possible to dispense with careful enquiry. The surest method of obtaining such proof is/pe~~into~~/ (i) the nationality and status of the persons the avocations now followed the School of Arts during, say, the last five years been trained in the school and and the earnings secured by the students who me period. The Director of Public have left it to earn their living elsewhere in the e an enquiry of this description, the Instruction will accordingly be requested to insti tion to decide whether the arts and results of which should place Government in a he school are followed outside it to industries in which instruction is now given onably certain of obtaining employ such an extent as to enable the students to be re School of Arts is not, ~~as~~ it appears ment on leaving the school. The function of th ~~ply the public demand~~ as to train to Government, so much to create ~~or even to~~ cy the higher and more delicate artizans to perform with intelligence and acc operations of established manufactures.

3. The industrial side of the institution sho d be worked on the same principles, that is to say, theoretical and practical trai g should be given only in ~~such~~ those industries, not capable of artistic treatment, as ocally practised to such an extent that a trained ~~hand~~ pupil will always be able to obt employment on leaving the school. Industries in which adequate training exists some other institution should be excluded, as, for instance, printing, instruction which is already provided at the Government and Lawrence Asylum Presses. t-making, type-writing and book-binding are other examples of such industries, d probably also iron work which must be sufficiently provided for in the railway other workshops, brick and tile-making the teaching of which ~~may~~ already be en in the Government brick- fields or at the works of Messrs. Arbuthnot an farriery which may be ~~taught~~ at the Agricultural College, Saidapet. To arr for instruction at the School of Arts in such industries would be waste of lab and money, ~~though~~ no doubt it would be possible to arrange with the institut or firms already at work for the training of apprentices who might be aided wit all stipends. Instances of indus- tries/training in which appears more properly all within the scope of the indus- trial side of the School of Arts/are tailoring in ich there is always a demand for

skilled work, embroidery though this is rath
on scientific principles, cookery, tanning wit
tannery, electrical engineering including n
batteries, the repair of apparatus and the ma

4. To work out, however, a scheme for
and Industries requires a practica[l] knowled
that it is impossible for one man to deal with
course obviously is to appoint a committee to
course the Government resolves to adopt.

5. The *general* question for the consider
means the school can best turn out young m
which would enable them to undertake wor
carried on in the country."

6. The report should, however, also deal

(i) *Whether the objects of the Industria*
not?—Here it may be observed that the re
pottery and carpet-weaving is open to criti
employment for a skilled carpet-weaver, and
unfavourably of the results of the instruction
at present managed, both these industries app
departments and it is no part of the busines

(ii) *The method and extent of the inst*
present, and the means, if any, of improving it.

(iii) *How far the instruction given at t*
students to the Railway workshops, the Governm

(iv) *Whether a technical school should*
what subjects should be taught in it?

7. It should be the duty of the committe
have studied the question of technical schoo
students at the School of Arts and also of som
artizans who have had no systematic training
should be limited in number in order to preve
reason the Government does not propose to incl
practical knowledge with certain of the subject
specialists can always be consulted by the co
their knowledge.

8. The following gentlemen will accordin
will be good enough to lend their services to G
which it is proposed to appoint:—

(1) The Hon'ble Dr. Dun
(2) The Hon'ble Mr. C. S
(3) The Hon'ble Mr. E. I
(4) Mr. R. G. Orr.
(5) Mr. John Adam.
(6) Mr. Edgar Thurston

9. Until the report of the committee is r
inadvisable to make any material changes in th
There are, however, certain questions connected
necessary or possible to come to an immediate
mation and these will now be dealt with.

10. *The opinions of the Secretary of State a*
the policy to be pursued in future with respect to s

The Secretary of State's recommendation
(Public—Educational), dated 9th November 189

(*a*) State aid should be gradually withd
great difficulty in securing for the
teachers, and a general consent th

[Note
I understand that H.H. & the H.E.
the Govr. consider that Mr. Phipps
should be one of those consulted not a
member of the committee]

I think Mr. Phipps will be
very useful & could be
asked to serve on the
Committee

I have no objection

r an art than an industry, dress-making
practical instruction at the Government
t only signalling but the preparation of
nagement of electric lighting.

he organization of such a School of Arts
of subjects so numerous and so varied
he question satisfactorily. The proper
enquire into the whole subject, and this

tion of the committee will be "by what
n fully equipped with the knowledge
on the various industries which are

specially with the following matters:—
side of the school should be changed or
ention among the industries taught of
ism. There is practically no field of
both Mr. Havell and Mr. Holder speak
hitherto given in making pottery. As
ar to be little more than manufacturing
f the school to maintain factories.
tion in the various industrial subjects at

e school can be supplemented by sending
nt brickfields and similar institutions?
added to the School of Arts and, if so,

generally to consult gentlemen who
, to ascertain the opinions of former
of the more intelligent among native
It is essential that the committee
t from being unwieldy and for this
among it several gentlemen whose
involved would be of great assistance;
mmittee on matters peculiarly within

ly be requested to state whether they
vernment as members of the committee

an (*President*).
Crole.
. Chambers.

(6) Mr. C.E. Phipps

Secretary).
ceived, the Government considers it
e organization of the School of Arts.
with the subject regarding which it is
decision or to call for further infor-

d the Lahore Art Conference regarding
chools of art.
contained in his despatch, No. 128,
3, may be summarized as follows:—
awn from schools of art, as there is
n the services of competent European
t they serve no really useful purpose.

appx

Head Quarters
Lahore 6 May 1884

Scholarships are already granted in the School of Art to students actually in attendance, but the Govt doubts whether it would be possible to arrange for the grant of scholarships outside the School and prior to attendance at it. The Dpt will however be requested to report further on the subject

Head Quarters
Lahore Cantonment 7 May 1884

Respectfully submitted to the Hon'ble Mr Ilbert, Officiating Secretary to the Government of the Punjab, Public Works Department.

I have the honor to state that I have no opinion to offer on the subject of the above Resolution, but that I would respectfully refer the Hon'ble Member in charge of the Public Works Department to my letter No 1 dated 1st January 1884, in which I submitted my opinion on the subject of Scholarships in the Mayo School of Art.

I do not think it desirable that Scholarships should be granted in the School of Art, but I would add that there are no districts in the Punjab in which they could be granted with advantage outside the School.

JL

the Director's letters relate to the Con-
ical Institute, the re-entertainment of
ation of which must be deferred until the
is to be appointed. A ~~separate~~ report
the future of the Technical Institute, and
ether Mr. Havell should be re-entertained
ed until the result of the enquiry into the
ed in G.O., dated 13th February 1895,

Ironmonger
&
31-5-95

Ld, 1/6/95

Esq 3 Hall
19-6-95

appeal

28

Balsara

2 EDUCATIONAL.

For observations below

PARTMENT.

4/6

KW 5/6/95

HE GOVERNMENT OF
FORT ST. GEORGE,

to

ERNMENT OF INDIA,
HOME DEPARTMENT,

6 June

31 Educ. Dept. 20/6/95

f Mr. Melitus' letter, No. 24, dated
etary of State's despatch, No. 128
93, and of Mr. Thornton's letter,
spondence containing the views of
e policy to be pursued in the future
e opinion of this Government on the

nay be summarized as follows:—

wn from schools of art, as there is
the services of competent European
hey serve no really useful purpose.
for the absorption or conversion of

be placed, as far as possible, under

e aid from schools of art, I am to
is satisfied that it is in every way
l of Arts in this Presidency, and
ce from Government would involve
has not the requisite funds to
public or private body which is in
part from this consideration His
connection with the School of Arts
r position with regard to technical
impossible without great delay and
ion is becoming more patent every
e a grave error to close the only

of State may be more conveniently
Art Conference of Lahore. The
the views of His Excellency the
ng each opinion entertained and

s as follows:—

ve the Secretary of State's assertion
no useful purpose; on the contrary,
ers and highly-trained draughtsmen
country from dangerous extraneous

1 of the State
1 of Government

I would add [illegible] as the Director of Public Instruction says in a different part of his Note (page 30 of the Note)

e Conference, but is not disposed to
ols of art, ~~considering~~ that in this
local school of arts has been ~~fairly~~

naintained and the Conference fails to
ained as Government institutions."
urs.
more extensively used as, or changed
ey are already normal schools of the

ol to be an institution the students in
at this is not, and should not be, the

ry of State that schools of art should
and it would therefore connect with
in the schools would be supplemented

artizan class and should be made a
all pupils above the upper primary

erence in considering drawing to be
ents at present, prepared to make

tandard, the pupils would undergo
rts would in the small centres, where
of master-craftsmen who would work
inspection by the authorities in the

l scheme of this description is at
that it might eventually be worked

is practised, a small show-room of
of the work of the district should be
l bodies and subject to inspection by

ears to the Government to be an
he immediate present. It will,

alented youths for the purpose of
t for further instruction."
riental models.
ent entirely concurs.

opy of the Proceedings of this Gov-
that the whole question of the
ed to a committee for report, and
he policy at present pursued with
committee has been received and
ret that the complicated nature of
~~r His Excellency the Governor in~~
er date.

D
31.5.95

HP
3/6/95

/a. that understand by the Conference: she considers
I would leave out the word fairly. Though the
School might have been more useful I have
no doubt that it has been of great use
Very well
HH

Pupils

There are ~~Victoria~~ no "district" schools in this Presidency
HH

Future
HH

Let any notice on this subject in the Draft
Bro, I think the recommendations should
be treated separately. With regard to
viii we might say that scholarships to
encourage talent are already given in
the Schools of the Director of Public In-
struction will be consulted as to whether
Scholarships can be granted and tenable
elsewhere
JG

(*b*) Arrangement should therefore be
schools of art into technical se

(*c*) The technical schools so formed s
municipal control.

The opinions expressed by the Lahore Ar
together with the views entertained by this G

(i) "*There is overwhelming evidence to
that there is a general consent that schools of a
they have proved most useful in providing art
and craftsmen, and in protecting the arts
influences.*"

The Government concurs generally with
take so ~~recent~~ a view of the good done by
Presidency the most that can be said is that
useful.

(ii) "*The schools of arts must therefore be
see how they can be supported or be of use unless*

In this view the Government entirely co

(iii) "*With respect to the schools of art
into, normal schools, the Conference considers t
best kind.*"

The Government understands a normal
in which are ~~taught to teach~~ and is of the opi
the function of a school of arts.

(iv) "*The Conference agrees with the Se
be more fully utilized to improve technical ed
them workshops in which the educational work
by practical application of the principles taugh*

In this view the Government ~~concurs~~.

(v) "*Drawing is absolutely necessary for t
pulsory subject in all district schools and for all*

While the Government agrees with the
essential for the artizan class, it is not, at a
drawing a compulsory subject as proposed.

(vi) "*Having been educated up to the
training in their crafts and in the case of indus
special arts are practised, come under the trai
under the supervision of local bodies, but sul
schools of arts.*"

The Government ~~considers~~ that any ge
present impracticable in this Presidency, but th
up to.

(vii) "*Wherever a craft of any importa
branch museum should be established in which t
kept, these show-rooms being under the control o
the authorities of the provincial School of Arts.*"

The institution of such branch museum
excellent plan, but hardly capable of execut
however, be kept in view.

(viii) "*Scholarships should be awarded
enabling them to proceed to the provincial School*

(ix) "*A more extended use should be made*

In ~~both these~~ recommendations the Gover

addressed in the sense of the foregoing

Teachers.—Paragraph 7 of Dr. Duncan's
oposals to utilize the school of arts as a
scheme will now be definitely negatived.
t present all technical teachers' certifi-
nal rules divide the certificates of gene-
." But Dr. Duncan contends, and the
hools are primarily concerned in teaching
, whatever the actual subject of tuition
uld seem that technical teachers as well
ourse of instruction in a training school,
sa e classification into "trained" and

that the rules do not definitely prescribe
certificates. Article 3 of section VIII
plate such a test, but the only explicit
dates shall be subject to such *practical*

o consideration by Dr. Duncan in con-
rules.

Duncan considers that no change in name
rts" includes *mechanical* as well as *fine*
ent is of opinion that it is desirable
ad Industries," in order more clearly to
o lay more stress on the fact that it is
e arts.

nical Schools.—The draft code framed by
ntendent of the School of Arts should be
s, but Dr. Duncan should report in detail
d examination of such schools.

l of Arts.—The Government accepts the
that the courses of instruction set out in
technical examination notification shall

hnical Teachers.—In G.O., dated 25th
was made of the four general principles
Adam's instructive "Memorandum on
of these, *viz.*, "that instruction in tech-
and well-educated teachers and not by
cepting the importance of the principle,
to give effect to it, and that, until the
r. Monro's scheme for training teachers,
intimate to the managers of schools that
killed artizans as necessarily qualified to
Director of Public Instruction was at the
ucational rules should not be amended
an has not yet replied to this reference
revised rules relating to the grant of

.—The Director will be reminded that
vell's industrial survey reports, to submit
encouraging local industries.

f Arts.—The Director should consider
tion in the school are sufficient; there
pay ranging from Rs. 10 to Rs. 20 per
the seventh, and it is doubtful whether

Scholarships are already granted to
the School of Art to students actually
in attendance, but the Govt doubts
whether it would be possible to arrange
for the grant of scholarships outside the
School previous attendance at it. The Dir.
will however be requested to report his
views on the subject

The Government of India will now
remarks.

11. *The School as a Training School*
letter deals conclusively with Mr. Monro'
training school for drawing-masters and t

12. *Technical Teachers' Certificates.*
cates are "untrained," whereas the Educ
ral teachers into "trained" and "untrai
Government agrees with him, that training
those general principles upon which all tu
may be, is based. On this assumption it
as general teachers should be subjected to
and that their certificates should follow
"untrained."

Another point may here be noted, vi
a *written* examination for technical teach
of the Educational rules appears to cont
direction contained in it lays down that c
examination as the Director may prescribe

Both these matters should be taken
nection with the revision of the Education

13. *The Designation of the School.*—D
is required inasmuch as the expression "
arts. Without disputing this, the Gover
to change the title to "The School of Art
bring out the object of the institution and
intended to teach industries as well as the

14. *The Inspection of Industrial and T*
the Director rightly provides that the Sup
an inspector of industrial and technical sch
how he proposes to carry out the inspectio

15. *The Course of Instruction in the Sc*
provision in the draft code which lays dow
the Educational rules and the Governme
be followed.

16. *The employment of Artizans as*
October 1894, No. 813, Educational, ment
of technical education quoted in Mr. Jo
technical education." Regarding the four
nical subjects should be imparted by train
mere skilled artizans, Government, while
remarked that little had hitherto been do
receipt of Dr. Duncan's opinions regarding
nothing more definite could be done than
the Educational Department does not regar
give instructions in technical subjects. Th
same time asked to consider whether the
in order to make this point clear. Dr. Dun
and should deal with it when submitting
technical teachers' certificates.

17. *The encouragement of local Industr*
he has been requested, after a study of Mr. D
his recommendations as to the advisability

18. *General Education in the School*
whether the arrangements for general edu
appear to be only four temporary masters
mensem who teach in all the standards up t
they can do this properly.

de for the absorption or conversion of
s.

ld be placed, as far as possible, under

onference are set out below (in italics)
ernment regarding the points in issue.

prove the Secretary of State's assertion
erve no useful purpose; on the contrary
sters and highly-trained draughtsmen
he country from dangerous extraneous

he Conference, but is not disposed to
ools of art, considering that in this
e local School of Arts has been fairly

aintained and the Conference fails to
tained as Government institutions."

ars.

ng more extensively used as, or changed
they are already normal schools of the

hool to be an institution the students
n that this is not and should not be

tary of State that schools of art should
tion and it would therefore connect with
he in the schools would be supplemented

artizan class and should be made a com-
pupils above the Upper Primary grade."
nference in considering drawing to be
events at present, prepared to make

standard, the pupils would undergo
al arts would in the small centres, where
g of master-craftsmen who would work
t to inspection by the authorities in the

ral scheme of this description is at
ks that it might eventually be worked

e is practised, a small show-room or
es of the work of the district should be
local bodies and subject to inspection by

appears to the Government to be an
n in the immediate present. It will,

o talented youths for the purpose of
of Art for further instruction."
f oriental models."
ment entirely concurs.

7

19. The other questions dealt with
nemara Free Library and Victoria Te
Mr. Havell, and various matters the consi
receipt of the report of the committee wh
has been received from the Director regardi
separate orders will be passed thereon. W
or not is a question which cannot be se
state of the accounts of the school ord
No. 124, is known.

The Director of Public Instruction
The Hon^ble W. Duncan M.A. D^re 3.
The Hon^ble W. C.S. Cole C.B. 3
The Hon^ble W. H. Chambers 3.
R.F. Orr Esq. 3
John Adam Esq M.A. 3
Edgar Thurston Esq M.A. 3

Cl. Pl

Ed^r Clerk
Be careful to mark minute &c
~~to letter the~~ D
St. 5

Leave

R.J.
10/6/95

Copy

1 ~~May~~ 1895, No.

EDUCATIONAL D

No. 472

LETTER—from

THE CHIEF SECRETARY TO

To

THE SECRETARY TO THE G

SIR,

I am directed to acknowledge the receip
13th January 1894, ~~forwarding~~ copy of the S
(Public—Educational), dated 9th November
No. 157, dated 2nd June 1894, forwarding co
the recent Art Conference at Lahore regarding
with reference to schools of art, and inviting
points raised therein.

2. The Secretary of State's recommendatio

(*a*) State aid should be gradually with
great difficulty in securing for the
teachers, and a general consent tha

(*b*) Arrangement should therefore be ma
schools of art into technical school

(*c*) The technical schools so formed shou
municipal control.

3. As regards the proposal to withdraw S
say that His Excellency the Governor in Coun
desirable to continue the existence of the Sch
entertains no doubt that the withdrawal of assis
its speedy extinction. The Madras Municipa
maintain such an institution, and there is no ot
a position to take the place of Government.
Excellency in Council is of opinion that to sever
would be tantamount to the abdication of ~~his~~ the pr
education, to regain which in the future would
vast expense. The importance of technical edu
day and the Government considers that it would
~~Government~~ institution which supports it.

4. The other recommendations of the Secret
dealt with in connection with the views of t
report of that body is briefly summarized belo
Governor in Council being set out *seriatim* reg
each proposal made ~~therein~~.

5. The report may be divided into nine sect

(i) "*There is overwhelming evidence to dis
that there is a general consent that schools of art s
they have proved most useful in providing art m
and craftsmen and in protecting the arts of th
influences.*"

The difficulty of procuring trained European Officers for the Madras School of Arts, will, as the D.P.I. in the Presidency has ~~very~~ pointed out, be much diminished if the Govt. of State sanctions the proposals made by the Govt. in regard to the reorganization of the Educational Department; for these proposals place the Supdt. & Asst. Inspector in a considerably better position than they have heretofore occupied

State

57

The Government concurs generally wit
take so ~~roscate~~ a view of the good done by
Presidency the most that can be said is that
useful.

(ii) "*The schools of art must therefore*
see how they can be supported or be of use unless

In this view the Government entirely c

(iii) "*With respect to the schools of art b*
into, normal schools, the Conference considers tha
best kind."

The Government understands a normal s
which are ~~taught to teach~~, and is of the opinion
function of a school of arts.

(iv) "*The Conference agrees with the Sec*
be more fully utilized to improve technical educa
them workshops in which the educational work d
by practical application of the principles taught."

~~In~~ this view the Government ~~concurs~~.

(v) "*Drawing is absolutely necessary for*
compulsory subject in all district schools and
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While the Government agrees with the
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(vi) "*Having been educated up to this*
training in their crafts and in the case of industri
special arts are practised, come under the traini
under the supervision of local bodies, but subject
schools of art."

The Government ~~considers~~ that any ge
present impracticable in this Presidency, but thi
up to.

(vii) "*Wherever a craft of any importa*
branch museum should be established in which ty
kept, these show-rooms being under the control of
the authorities of the provincial school of arts."

The institution of such branch museums
excellent plan, but hardly capable of execution
however, be kept in view.

(viii) "*Scholarships should be awarded t*
enabling them to proceed to the provincial schools of

(ix) *A more extended use should be made o*

In ~~both~~ these recommendations the Gove

Scholarships to encourage talent are already given in the School & the D.P.I. will consulted as to whether scholarships can be granted as mentioned Elsewhere

6. In conclusion, I am directed to forward
ernment of this date from which it will be s
re-organization of the School of Arts has been re
to state that no material change will be made
regard to its management, until the report of t
carefully considered. I am, finally, to express
the subjects involved has rendered it impossibl
~~Council~~ to reply to Mr. Thornton's letter at an e

Reorganization of the School of Arts.

Draft

E

H. K. Turner

H.M. + circ

Draft order for approval

Submitted with the notes for orders but without the file - to which it is thought, H.H.s will not want to refer again

D 31-5-95

1/6/95

E

Draft order issued in accordance with H.H's directions is submitted for approval

D 6.6.95

Issued with proceedings

7/6/95

7TH JUNE 1895, No. 471, EDUCATIONAL.

GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT.

READ—again the following papers :—

G.O., dated 2nd February 1894, No. 63, Educational.

ABSTRACT.—Communicating to the Director of Public Instruction letter from the Government of India enclosing a despatch from the Secretary of State raising the question whether the Schools of Art in India should continue to be maintained as Government institutions, and adding that a further communication will be made on receipt of the opinion on this question of the Art Conference sitting at Lahore.

G.O., dated 26th June 1894, No. 465, Educational.

ABSTRACT.—Communicating to the Director of Public Instruction, for report, letter from the Government of India forwarding the opinion on the several questions referred to it of the recent Art Conference, Lahore, and requesting the views of the Madras Government on these papers as well as on the despatch from the Secretary of State previously forwarded.

G.O., dated 8th October 1894, No. 761, Educational.

ABSTRACT.—Commenting on Mr. Monro's proposals for training teachers in the school in the art of teaching drawing, and requesting Dr. Duncan to furnish his views on the subject.

G.O., dated 25th October 1894, No. 813, Educational.

ABSTRACT.—Passing orders on letter from the Director of Public Instruction submitting remarks on the proposals of the Hon'ble S. Srinivasa Raghavaiyangar, Dewan Bahadur, C.I.E., for the encouragement of industrial education made in his memorandum on the "Progress of the Madras Presidency."

READ—also the following papers :—

From the Hon'ble Mr. D. DUNCAN, M.A., D.Sc., Director of Public Instruction, to the Chief Secretary to Government, dated Madras, 28th January 1895, No. 794.

I have the honour to submit proposals for the re-organization of the Madras School of Arts with a view to improve its efficiency, to extend the sphere of its usefulness, and to determine more precisely than at present the functions it has to perform as a part of the educational machinery of the Presidency, having regard to the main object with which it was opened four and forty years ago. In framing

my recommendations, the suggestions and instructions contained in the following Government orders and in the papers therein referred to have received careful attention:—

G.O., Educational, No. 934, dated 28th December 1893.
G.O., ,, ,, 409, ,, 7th June 1894.
G.O., ,, ,, 465, ,, 26th ,, ,,
G.O., Public ,, 597, ,, 16th August 1894.
G.O., Educational, ,, 761, ,, 8th October ,,
G.O., ,, R. ,, 158, ,, 17th ,, ,,
G.O., ,, ,, 813, ,, 25th ,, ,,

2. *Origin and development of the institution.*—In order that my suggestions may be fully and properly understood, I propose to give here a short account of the origin of the school and of the different stages through which it has passed, and also to notice briefly the defects which I have observed in the working of the institution, more especially in the system on which the manufacturing side has been carried on.

3. The school was opened in May 1850, as a private concern, by Dr. Alexander Hunter, with the object of improving the taste of the native public as regards beauty of form and finish in the articles in daily use among them. The success of the school during the first year of its existence encouraged him to open an industrial department in 1851. The movement, which was both novel and interesting, deservedly found favour, and Dr. Hunter not only obtained some pecuniary help from the public, but also succeeded in inducing several gentlemen to form themselves into a committee to assist him in the management of the school. This committee brought the school to the favourable notice of Government in March 1852 and, after pointing out the more important advantages which were expected to accrue from such an institution, it applied for support from public funds. In 1853, the Court of Directors, on the recommendation of the Madras Government, sanctioned a grant of Rs. 6,000 towards the purchase of machinery, casts and models. In 1854, on a further representation from the local Government, the Court of Directors assigned a monthly grant of Rs. 600 towards the working expenses of the institution. The school had now become to all intents and purposes a Government institution; but, in sanctioning a monthly contribution, the Court of Directors laid stress on the indispensableness of keeping in view the prospect of the school "eventually becoming independent of Government assistance." In 1855, the school came under the control of the newly appointed Director of Public Instruction. From the second year of its existence the school comprised, as already stated, two departments—an artistic and an industrial. In the artistic department, under Mr. Cole, the Professor of Fine Arts, who joined the school from England in 1856, instruction was given mainly in Practical Geometry, Free-hand Drawing, Machine and Plan Drawing, Perspective, Chalk Drawing, Botanical Drawing and Flower Painting, while only a few were instructed in wood and copper-plate engraving. Most of the pupils in this department were qualifying for employment as draughtsmen in the Public Works or other Departments of the public service. The industrial department dealt with the manufacture of bricks, fire-bricks, paving and roofing tiles, pottery, water-pipes, &c., blacksmith's work being also taught to a certain extent. The working of this department also served the useful purpose of bringing to light the mineral resources of the Presidency, and instruction was given in the selection of the materials to be used. Different opinions having been expressed as to how far the school was realizing the ends of its existence, the Director of Public Instruction in his report for 1859–60 suggested the appointment of a committee of practical men to report whether it should be maintained or abolished. Such a committee was appointed in 1860, with the Honourable Mr. Maltby, a member of Government, as President. The committee, after taking all available evidence, was satisfied that the school had effected a great improvement in the industrial arts of the country, and recommended that it continue to be maintained from the public revenues. The committee also made several important suggestions for the working of the artistic and industrial departments. It laid stress on two important points adverted to by Mr. Arbuthnot in

his report for 1856–57: (1) that the school had been worked too much as a manufactory for producing large supplies of all sorts of articles that could not readily be procured elsewhere, and too little as a school of instruction; and (2) that the connexion between the artistic and industrial departments had been little more than nominal. In passing orders on the committee's report, Government accepted the principle that the business of the school should be to furnish the means of instruction, but considered it necessary that orders for manufacture should continue to be received in the industrial department. Dr. Hunter was placed at the head of the school on a monthly salary of Rs. 1,000 as recommended by the committee. During the next twelve years the school seems to have made little progress. Drawing in its various branches, wood and copper-plate engraving, photography, carving in wood, sculpture, modelling in various materials, and pottery were taught. A class from the Engineering College received instruction in the composition, qualities, and modes of testing clays, rocks, limes and cements, and was taught how to make tiles, bricks and cements.

In 1873, the condition of the institution again attracted the notice of Government, and a strong committee composed of the gentlemen named in the margin, was appointed to enquire into and report (1) on the result already attained by the establishment of the school, and (2) on the course best calculated to secure in future the greatest advantage to the public from its maintenance as a means of improving and developing the industrial arts in the Presidency. In reply to the first of the two points referred to it, the committee reported that, while the artistic department had succeeded in sending out a large number of good draughtsmen, no tangible evidence was to be found of what the committee deemed to be a far greater and a higher object, namely, the dissemination of artistic taste among the people through the direct instrumentality or the indirect influence of the school. Wood and copper-plate engraving and photography had, through the school, been introduced or extended among natives. In the industrial department the success attending the instruction given by the school in pottery was, in the opinion of the committee, more conspicuous. The school had also done much good in the discovery and utilization of numerous indigenous raw materials existing throughout the Presidency. It had, moreover, led to the opening of similar schools in different parts of the country. The committee brought to the special notice of Government the several disadvantages under which the school had laboured, chief among these being the want of a defined curriculum and trained professional teachers. Among the remedial measures suggested, the following are the most important:—the appointment of a thoroughly efficient superintendent for the whole institution; the employment of an artistic instructor with a British reputation; the gradual expansion of the school into a central industrial college; the formation of a moderate gallery of paintings, engravings, sculpture and other works of art as a necessary adjunct to the institution; the organization of a museum to contain a well-arranged collection of the raw materials of the country, with a memoir of their uses and site and of all new discoveries and applications; the introduction of a proper system of inspection and examination from a technical and educational point of view; the imposition of a restriction on the superintendent to receive orders for manufactures to such an extent only as might be required for the purpose of instruction; and lastly the appointment of a special committee to manage and control the work of the institution along with the Superintendent. The committee also specified the art and industrial subjects it would like to see taught in the school, namely, in the artistic department, drawing, engraving on wood and copper, modelling in clays, &c., designing and photography; in the industrial department, pottery, carpentry and turning in wood and metal, carving in wood, &c., dyeing and house decoration. The committee repeated the recommendations of its predecessor of 1860 to the effect that a unity of aim should pervade the artistic and industrial departments, and that the school should be a place of instruction rather than of manufacture, this latter being restricted to what was necessary for teaching. These proposals

W. Robinson, Esq.
M.R.Ry. V. Ramaiyangar.
Colonel A. Stewart, R.A.
Surgeon-Major G. Bidie, M.D.
Major H. Rogers, R.E.
R. F. Chisholm, Esq.
Major W. S. Hunt, M.S.C.

were generally approved, and in its order No. 187, Educational, dated 26th May 1874, Government sanctioned the employment of a Superintendent on Rs. 550, of an instructor in the artistic department on Rs. 410, and of an instructor in the industrial department on Rs. 360. But the services of a full-time superintendent were not secured till 1884. The post of instructor in the artistic department was filled for a short time and then suspended, while that of instructor in the industrial department was never filled. The institution thus continued to work without what was deemed to be the necessary staff. In January 1884, Mr. Havell, the first superintendent, appointed by the Secretary of State, assumed charge, and at his suggestion Mr. Grigg recommended in July 1884, a revised establishment, in which he proposed to abolish the post of instructor in the industrial department, to fix the salary of the instructor in the artistic department at Rs. 400, to appoint an assistant in the pottery branch on Rs. 100, and to create certain minor appointments. His proposals received the approval of Government, and the services of an artistic instructor were secured in 1886. The Government Technical Examination scheme, sanctioned in March 1886, having necessitated certain changes in the course of instruction given in the institution, a code of regulations was drawn up towards the close of that year. Up to 31st March 1889 the expenditure on the school was limited to the salaries and scholarships, and a lump grant of Rs. 600 a month from Government, *plus* the receipts of the school from sales and for work executed for Government. This restriction, wholesome as it was in several ways, gave rise to some friction in the smooth working of the industrial department; and on Mr. Grigg's recommendation it was wholly withdrawn from 1st April 1889. Towards the close of 1889, the Superintendent, at Mr. Grigg's instance, submitted certain proposals for the re-organization of the institution, the consideration of which was, however, deferred until after the arrival from Europe of a successor to Mr. Havell, who had resigned his appointment. (Proceedings of the Director of Public Instruction, dated 9th July 1890, No. 7192, enclosed). In the artistic department, at this time, instruction was given in Drawing in all its branches; and in the industrial department, cabinet-making, carpet-weaving, silversmith's work, jeweller's work, pottery and porcelain manufacture, and lacquer work were taught. This scheme of subjects has remained till the present day.

4. *Defects in the organization of the institution.*—In submitting proposals for the re-organization of the school in December 1889, Mr. Havell, who had by that time gained five years' experience of the working of the institution, said: "The present scheme of the school covers a wide field, far wider than the organization of any Indian School of Art . . . The main point to be considered is that, without a very large expenditure, the present scheme of the school cannot be extended with advantage. The most urgent needs of the school are to fill in and consolidate the present scheme of work." A careful consideration of the comprehensive scheme of instruction followed and of the inadequacy of the staff, especially in the artistic department, to cope with it, makes one cease to wonder why the school has not been more successful. Moreover an indefiniteness of aim has pervaded both the school as a whole and each of its two departments. Instruction is given in Drawing from the lowest standard prescribed in Section V of the Madras Educational Rules up to the Advanced Technical Examination standard; but whereas the Superintendent and the Art instructor devote themselves to the classes preparing for the Intermediate and Advanced Examinations of the Technical Notification, the teaching of all the lower classes is entrusted to so-called pupil-teachers in receipt of salaries ranging from Rs. 10 to Rs. 25. It is needless to urge that efficient instruction cannot be secured for these lower classes for the small salaries offered. The same remark will, in some degree, apply to the industrial department also. With a view to provide for efficient instruction being given in the Drawing and Industrial classes, Mr. Havell proposed in 1889 the abolition of the post of Art instructor on Rs. 400, and the employment from the savings thus accruing of four teachers of Drawing on salaries ranging from Rs. 40 to Rs. 50, and of an overseer for the industrial department on Rs. 100—120, a silversmith on Rs. 50 and two carpenters on Rs. 25 and Rs. 20, respectively. Mr. Grigg did not express any opinion on the above proposals. Probably it seemed to him, as it seems to me, that to abolish the Art instructorship would be a retrograde and suicidal step. The

services of a well qualified instructor are absolutely necessary to teach Drawing to advanced students and to supervise the work of the lower classes. The presence, moreover, of an officer of his status on the staff, under the designation of assistant superintendent, is needed for the administration of the institution during the superintendent's absence on tours of inspection or on leave. As for the subordinate staff, its organization is far from satisfactory. A portion of it is on a permanent footing and another portion is on a temporary footing, part of it being known as "the regular temporary establishment," and part as "the temporary establishment" paid from contingencies. This difference in the treatment and status of the several members of the staff, besides being confusing, cannot be conducive to unity of purpose and hearty co-operation in seeking to realize the ends for which the institution exists.

5. *Defects in the working of the manufacturing side.*— In my letter No. 12612, dated 24th December 1894, I have brought to the special notice of Government the defects which were observed by Mr. Lewis in the course of his examination of the stock, stock materials, registers and accounts of the school. In 1874, Government sanctioned the employment of a separate instructor for the industrial department on Rs. 360 per mensem. But, as I have already remarked, this post was never filled. In submitting a revised establishment in 1884, Mr. Grigg omitted this appointment and obtained the sanction of Government for a new post under the designation of pottery assistant on Rs. 100. This appointment was filled for a time, but was subsequently reduced. Mr. Havell proposed in his scheme of 1889 to appoint an overseer on Rs. 100—5—120, and for this pay he proposed to employ a competent foreman to assist in giving instruction either in carpentry or metal work, and also to be in general charge of the pottery manufacturing branch. I doubt, however, whether it would be possible to get a man who could efficiently teach an industrial subject, and at the same time attend satisfactorily to the heavy and manifold duties connected with the management of the industrial and manufacturing department. I am inclined to think that the appointment of an office manager and storekeeper on a salary of Rs. 80 would be more advantageous. Such a man would relieve the superintendent of petty details in the administration of the manufacturing side and would see to the proper maintenance of the several registers and books. The superintendent has never been able to ascertain, even approximately, the cost to the school of the production of the various articles manufactured. This he would be able to do with the assistance of a manager and store-keeper. Articles now turned out are generally made to order, but some are made to find work for the maistries and coolies employed in the school and in the expectation of their being eventually disposed of. This leads to an accumulation of stock. Government has remarked in paragraph 6 of its Order, dated 8th October 1894, No. 758, Educational, that the formation of an unsaleable stock is a matter of trifling importance. This is quite true in the circumstances which I understand Government had in view, namely, that the stock was turned out in carrying on the instruction of the pupils. But the unsaleable stock I am alluding to consists of articles made in order to furnish employment to maistries and coolies, who, but for this, would have to go idle or be dismissed. There must always be a certain quantity of articles made by the students in the ordinary course of instruction which cannot find a ready sale. To keep down the quantity of unsold or unsaleable articles it might be well to demand from private parties ordering articles an earnest money of, say, 10 per cent. on the estimated value of the articles ordered. This would lead to a more prompt settlement of accounts, and would check the tendency to refuse to take articles when made. I have carefully considered the question of continuing the manufacturing department and have come to the conclusion that it must be retained. It serves several very important purposes. As a workshop it affords opportunities for pupils to learn work and to acquire taste and dexterity. The occasional execution of ornamental work, on a fairly large scale, makes the conditions of the school, as nearly as can be, similar to those of the ordinary workshop or factory. The training received in a technical school can never take the place of that received in the ordinary workshop, where some great industry is carried on under the conditions of modern competition. But in the manufacturing side of the School of Arts we have as good a substitute as can be got for the workshop

or factory of actual life. Just as the practical side of the medical profession is acquired in a hospital where the actual diseases of human life are treated, so is it with the arts and industries; practical skill and dexterity can be acquired only in the ordinary workshop. If no workshop or factory, conducted on business principles, can be found near the school and to which the pupils can be sent while carrying on their theoretical studies by means of lesson or lecture, a workshop must be provided within the school, the conditions being made to resemble, as closely as possible, those that prevail in the workshops of the manufacturing world. But, for financial reasons, care must be taken to avoid, as much as possible, the production of unsaleable articles, the making of which is of little or no instructional value to the pupils. Moreover, the price of the articles manufactured should be so fixed that the sale-proceeds may constitute an appreciable return to meet the cost of the raw materials, the stipends and wages paid, and the wear and tear of the plant and tools. With these safeguards I would retain the manufacturing side of the school undisturbed.

G.O., dated 13th October 1890, No. 664, Educational.

6. *Division into departments.*—It has already been stated that almost from the very first the school has been divided into two departments—an artistic and an industrial. To these has since been added a general education department. I doubt whether it is expedient to continue the division of the school in this way. As far as the general education department is concerned I would confine it within the narrowest possible limits. In the admission of pupils preference should be given, other things equal, to those who have passed at least the Primary Examination. I question the expedience of admitting pupils who have not got beyond the lower primary standards in literary subjects. Such pupils can profit but little from the instruction imparted in the School of Arts and would perhaps gain as much skill by working in the ordinary bazaar workshop under the guidance of their parents or relatives at their own caste trade. But probably, for some time to come, pupils who have not got beyond the Third standard will have to be admitted and provision will have to be made to prepare them for passing the Primary Examination and for preparing those who have passed the Primary Examination to pass the Fifth standard. This would enable those of them who may wish to become teachers to qualify for primary teachers' certificate of the first or second class. Beyond this I would not go in the matter of general education. As for the formal distinction between the artistic and industrial departments, I would do away with it. It serves no important end; it is a distinction which breaks down in application, it being impossible to justify the inclusion of engraving in wood and copper in the artistic department and the exclusion of jeweller's and silversmith's work; and it tends to hide from view what I conceive to be the fundamental purpose for which this school is maintained. The School of Arts is not an institution for affording instruction in the fine arts as distinguished from the industrial arts, nor in the latter as distinguished from the former. Its object is to afford instruction in certain arts that are capable of artistic treatment. Drawing, painting, design, and modelling are taught with a view to, and in close connexion with, their application to those industrial arts. "The teaching of drawing," it has been well said, "is not technical instruction until it is applied to some special industry." "Drawing is not sufficient if not supplemented by its application to work in paper, card-board, clay, wood, or other material. Manual training through drawing alone is work but half done; the other half, by which material is shaped by the hand into any preconceived design represented by drawing," must be provided. "Unless the element of construction is added, drawing must fail to yield the full measure of good results expected from it. Designing, and the working out of the design, are but parts of one whole: neither can have full educational value without the other." For these reasons I would no longer retain the distinction between the artistic and industrial departments. Drawing in its various branches will still continue to be taught in the school as the fundamental subject, as a means of providing teachers of drawing for schools, as a training for the hand and eye, and as a means of cultivating and elevating æsthetic taste; but its place in a scheme of technical instruction will be the main consideration. The school will thus comply fully with the conditions laid down by the Secretary of State.

7. *The school as a training school for teachers.*—I am not in favour of any proposal to convert the School of Arts into a training school. The teacher along with other qualifications must possess these two: firstly, a knowledge of the subject he is to teach, and secondly, an acquaintance with the best methods of teaching the subject and skill in applying those methods. It is not the proper business of the training school to impart the first; its concern is with the second. The training school proceeds on the assumption that teachers, or would-be teachers, enter the school furnished with a knowledge of the main subjects constituting the ordinary school curriculum, but deficient in theoretical and practical acquaintance with the methods which science and experience has shown to be the best for imparting knowledge to others. In the course of generations a large body of knowledge has been accumulated and much practical insight and skill has been acquired relating to the methods, effective and ineffective, of instructing and educating the young; and the function of the normal or training school is, from these accumulated experiences, to find out and formulate the fundamental principles which they exemplify, and by means of precept, example, and practice to habituate the young teacher in the application of those principles in presence of a class. Along with this he is familiarized with the numberless questions that enter into class and school management—with whatever bears on the physical, intellectual, and moral well-being and growth of the young in so far as these come within the scope of school-life and work.

In Great Britain at the present day, and formerly in this Presidency, instruction in the subject-matter entering into the school curriculum was combined with normal training strictly so-called. With us the combination proved a failure and was given up for the most part some years ago. In Great Britain it is still carried on in the long-established schools, but the tendency is now towards the adoption of the course which experience has led us to adopt in this Presidency. The same is true of Germany and the United States.

The proposal to add to the functions of the School of Arts that of being a training school for teachers of drawing, proceeds on the supposition that a teacher of drawing requires to be specially trained to teach that subject. Now this cannot be admitted unless one is prepared to go much further and to hold that a special training school or class must be provided for each of the main subjects entering into the school curriculum. If there is to be a special training school for drawing, why not also for language, for arithmetic, for geography, for mensuration, for chemistry, for physics, &c.? This would be the *reductio ad absurdum* of the training system. It proceeds on a misapprehension regarding the proper function of the training school. The training school is primarily concerned in making the future teacher acquainted theoretically and practically with the principles and precepts common to the teaching of all the subjects of knowledge constituting the school curriculum; and secondarily with the exemplification of the application of those principles and precepts in the actual teaching of a few of the more fundamental subjects. As far as training is concerned it is of minor importance what subjects are selected in which to apply those principles in class teaching. If a young man is acquainted with the theory of teaching and has not only seen those principles applied to a few subjects in the practising school but has also applied them himself, it is taken for granted that he will find no difficulty in applying them to a new subject, *provided that he knows that subject.* To *teach* the subject of drawing is all that the School of Arts need attempt and all that it is capable of doing under its present constitution or under any constitution that it is likely to possess for a generation to come. I cannot follow Mr. Monro when he says in paragraph 5 of his letter read in G.O., dated 10th April 1894, No. 241, Educational, that "the School of Arts, Madras, is eminently fitted to train teachers of drawing." Rule 32 of the Regulations for training institutions constituting Section VI of the Educational Rules provides for students from training institutions going through a course in drawing at the School of Arts. A trained teacher who has gone through a course in drawing and obtained a certificate under the Technical Examination Notification will have a special value in schools in which a trained teacher capable of teaching drawing is wanted; just as a trained graduate who took his degree in Mathematics or in Physical Science has his special value in schools where a teacher of Mathematics or of Physics is required. A person who

has not been trained, but who has gone through a course in drawing at the School of Arts may, under Section VIII of the Educational Rules, come up for a technical teachers' certificate in drawing if he wishes to become a teacher of it. The Educational Rules are at present under revision, and a set of subsidiary rules for the conduct of the practical test for technical teachers' certificates will be submitted to Government when the revision of the rules has been completed. It seems to me, therefore, that it is neither necessary nor expedient to carry out Mr. Monro's proposals with respect to the training of teachers in the art of teaching drawing in the School of Arts.

8. *Continuance of the school as a Government institution.*—In his despatch No. 128 (Public—Educational), dated 9th November 1893, the Secretary of State questioned the expediency of continuing the Schools of Art in India as Government institutions on the grounds (1) that ever-increasing difficulty has been experienced in securing the services of European teachers fit to be entrusted with the direction of such schools in India, (2) that such schools serve no useful purpose, (3) that the expenditure on them from the Imperial revenues is unjustifiable, (4) that such schools might be absorbed in elementary technical schools where these already exist or converted into elementary technical schools, and (5) that the transfer of the administration of the technical schools to municipal control or to private bodies might, as in England, lead to beneficial results. In the proposals for the reorganization of the Department, which I trust have by this time been placed before the Secretary of State, the post of Superintendent of the Madras School of Arts has been included in the European service with a salary of Rs. 500 rising to Rs. 1,000, and the Government of India has suggested the offer of an initial salary of Rs. 600 or Rs. 700 if a qualified man cannot be got for the lower commencing salary. The officer will be given the choice of retiring with such gratuity or pension as he may be entitled to, without remaining in this country for such a long period as 22 years. These concessions should minimize the difficulty of engaging the services of competent gentlemen for the post in question. The Madras School of Arts is the only institution of the kind which Government has been maintaining, and during the forty years and more that it has been in existence successive independent committees have testified to the good it has done. In this connection I would suggest that the Secretary of State be furnished with the full text of the report drawn up by the special committee appointed by Government in 1873 to enquire into the working of the school, and with extracts from the reports on the school for the subsequent years. The expenditure on the school is borne partly from Provincial funds and partly from its own receipts. The expenditure from Provincial funds is justifiable on the grounds (1) that the institution is the only one of its kind fitted to supply schools with teachers of drawing and of industries capable of ornamental treatment, (2) that it is worked on as economical lines as possible, (3) that it has helped to train the young of the artisan and working classes to earn a better livelihood than they could otherwise have earned, (4) that it has contributed both directly and indirectly to a steady improvement in the artistic tastes of the people, and in the style and workmanship of several of the products of indigenous industries, and (5) that it fills a place in the system of education in this Presidency which no institution managed by Local or Municipal bodies, or by private associations or individuals, has filled or can fill. Probably the Secretary of State has been misled, as so many have been, by the name "School of Arts," which is mistakenly taken to be equivalent to "School of Art." A school of Art is an institution affording instruction in drawing, painting, design, modelling, &c.,—in other words, a school of Fine Art. The Madras School is a School of Arts, and in point of fact it never has been a mere drawing school, but a drawing and an industrial school, or rather a school in which the industries susceptible of artistic treatment and the artistic treatment of those industries are taught. It is thus virtually a technical school. There is no other Government technical school in Madras with which it can be amalgamated. The school cannot be handed over to the municipality; for the lower primary education of poor boys is the only charge which the Madras Municipality is required to attend to under the City of Madras Municipal Act, and, moreover, it has no funds to spare for expenditure on technical or industrial schools. The only body which has been suggested as capable of working the school

is the Council of the Victoria Technical Institute, and that body has, I understand, intimated that it is prepared to take over the school provided that Government will contribute an annual amount equal to the present net cost of the school. I do not see any advantage which Government, or the school, or technical instruction would gain by such a transfer. As far as Government is concerned the transfer would be anything but advantageous, inasmuch as it would have to continue to bear the cost of the school without having that direct and complete control over the expenditure which it now has. As for the school, I look in vain among the members of the council for gentlemen so intimately acquainted with the kind of work carried on in the school and so blessed with leisure that they have the time and the technical knowledge needed to manage a special institution like this. There remain the interests of technical instruction throughout the Presidency. These interests, I submit, are dependent on the efficiency of the school, not on the accident of its being managed by Government or by the Victoria Technical Institute. The school should, therefore, in my opinion, continue to be a Government institution. This, I observe, was also the emphatic opinion of the Art Conference that assembled at Lahore.

9. *Draft Code.*—Having thus briefly sketched the history of the school and the nature and scope of its work, I proceed to formulate my recommendations. A draft code of revised rules based on these recommendations is also submitted. For convenience of reference, my remarks run on parallel lines with the provisions of the draft code.

Designation of the Institution.—Mr. Monro and the Committee appointed by Government to consider the question of the management of the Connemara Library proposed to alter the designation of the school into "the School of Arts and Industries" (G.O., dated 16th August 1894, No. 597). When Mr. Grigg once designated the institution as "the School of Industrial Arts," Government questioned his authority for the insertion of the word "Industrial" (G.O., dated 23rd August 1888, No. 496, Educational). If any change were to be made I think "the School of Arts and Industries" would be a more appropriate name than "the School of Industrial Arts." But as I have said in paragraph 8, the institution is not "the School of Art," but "the School of Arts," and I do not think the name needs any alteration, the term "Arts," unlike the term "Art," being wide enough to embrace all the subjects taught in the school. As a matter of fact, candidates are prepared for the Industrial standard examinations in Drawing and Industries as well as for the examinations in those subjects under the Technical Examination Notification. To designate the school "The Madras Technical and Industrial Institute" would tend to obliterate the distinctive character of the school by substituting a generic for a specific name. In short, I am not in favour of any alteration in the name.

I. Object.—The object of the institution is to afford instruction in drawing, painting, design, modelling, engraving in wood and copper, jeweller's work, silversmith's work, carpentry and cabinet-making, carpet-weaving, pottery and porcelain manufacture, and in such other industries susceptible of artistic treatment as may hereafter be introduced.

II. Control.—The article in the present code regarding "control" has been repeated. But as Government has, under certain conditions, sanctioned the employment of the Superintendent as an Inspector of Technical and Industrial schools in the Presidency, words to that effect have been added in the draft Code. I would here remark that I have deliberately written "*an* Inspector," for it is not possible to find any one man competent to deal with all the subjects taught in such schools. Members of the staff will be required to address the Superintendent in the first instance on all matters connected with their duties, and the Director of Public Instruction through the Superintendent on matters in which they may wish to make a representation to the Head of the Department. Experience has led me to the conclusion that it is expedient for the maintenance of departmental discipline to insert this provision in the rules relating to every Government institution.

III. Staff.—The staff, excluding the Superintendent, the Assistant Superintendent (now called Art Instructor), and the teachers of general education subjects,

souhld ordinarily consist of persons (i) who hold technical teachers' certificates in the subjects which they teach, the grade of certificate corresponding to that laid down in article 3, chapter III of the Grant-in-Aid Code, or (ii) who have passed the Government Technical Examination of the prescribed grade in the subjects they teach and have had at least two years' approved service as teachers of the subjects in recognized schools, or (iii) who have had five years' approved service as teachers of the subjects in recognized schools. These conditions might be waived in exceptional cases and as a temporary measure. It is essential that the standard of knowledge of the teachers should be much above the level of that expected from their pupils. The teachers employed in the general education classes must satisfy the conditions laid down for similar teachers in the Educational Rules.

IV. Apparatus, Appliances and Museum.—A museum and an art gallery are now provided. Every endeavour should be made to supply them with typical examples and models. The Superintendent will be required to make as extensive a use as possible of oriental models and designs. The Connemara Library Committee suggested in its report embodied in G.O., Public, No. 597, dated 16th August 1894, that, with a view to centralization, the collection illustrating South Indian Art, which is now in the School of Arts, should be transferred to the new building and amalgamated with the existing museum collection. The Acting Superintendent has furnished a list of such articles, but he is not in favour of their transfer, inasmuch as they are often needed as models. Articles should not be transferred which students may have to make constant references to, but I see no objection to the transfer of all such articles as are not required for the immediate purposes of the school. This, I understand, is all that the committee had in view. Mr. Holder's letters on this subject are enclosed for reference, but they were written under a misapprehension of the committee's remarks. Stipendiaries excepted, all students will be required to provide themselves with such materials, instruments, &c., as the Superintendent may prescribe for purposes of class instruction. The present practice of supplying pupils with stationery from the school at cash price is objectionable and will be discontinued.

V. Courses of Instruction.—The courses of instruction prescribed in the Educational Rules and in the Government Technical Examination Notification for the several classes will be followed. Where no such course has been prescribed, the Superintendent will be required to follow a special curriculum to be approved by the Director. The length of the course for each class will vary and need not be definitely fixed.

The art and industrial standards laid down in section V of the Educational Rules do not include standards in jeweller's and silversmith's work, but suitable standards will be submitted to Government for approval and sanction if, after consulting the Superintendent, it seems expedient.

VI. Standards and Classes.—The present scheme of class arrangements is both cumbrous and unintelligible. In submitting a revised draft Code in 1889, Mr. Havell proposed to divide the school into three departments—(1) Drawing, (2) Industrial, and (3) General education. With a view to induce artisan children to enter the school at as early an age as possible, no minimum general education qualification is now demanded from candidates for admission, but as a certain amount of general knowledge and intelligence is necessary to enable any pupil to profit by the instruction given, pupils below a certain literary standard receive instruction in literary subjects side by side with their other work, as in the case of industrial schools generally. I am inclined to think that the time has come when a minimum standard of general attainments might be fixed for all candidates seeking admission. Article 22, chapter IV of the Grant-in-Aid Code (1894–95) provides that to earn a grant in an art or industrial subject a pupil should have passed the compulsory subjects of the Third standard. Most elementary "pial" schools teach up to this standard, and it seems to me that it is not the province of the School of Arts to undertake this work. I would therefore recommend that a pass in the compulsory subjects of the Third standard—or a standard of knowledge which the Superintendent may consider suitable to enable the pupils to follow the instruction given in the school—be required of all candidates for admission,

except deaf and dumb children. This restriction would perhaps reduce the strength slightly for a time, but this need not be a matter for regret, for the mere swelling of the numbers by admitting persons unable to follow the instruction given can serve no useful purpose whatsoever. Provision will, however, be made for teaching the compulsory subjects and one of the optional subjects (say Elementary Science), of the fourth and fifth standards, Drawing taking the place of the other optional subject. Instruction in the other standards of general education is no longer necessary and will be discontinued. The school will accordingly consist of the following classes:—

Standard Drawing Classes—to consist of pupils receiving instruction in Drawing from the Third to the Sixth standard in accordance with section V of the Educational Rules.

Elementary Technical Examination Drawing Classes—to consist of pupils preparing for the Elementary Technical Examination in Drawing.

Intermediate Technical Examination Drawing Classes—to consist of pupils preparing for the Intermediate Technical Examination or for the Group certificate in Drawing.

Advanced Technical Examination Drawing Classes—to consist of pupils preparing for the Advanced Technical Examination or for the diploma in Drawing.

Modelling Classes—to consist of pupils preparing for the Technical Examinations in Modelling.

Architectural Drawing Class—to consist of pupils who, after passing a public test in Drawing, receive instruction in Architectural Drawing only.

Special classes will be held in Drawing, Painting and Modelling (1) from casts or still-life, and (2) from life (human figure).

Decorative Painting Class—to consist of pupils receiving instruction in decorative or ornamental painting, such as wall and window decoration, lacquer work, &c.

Engraving Classes—to consist of pupils preparing for the Technical Examinations in Engraving in wood or copper.

Jewellery Classes—to consist of six classes—standards A, B, C and D, and the Elementary and Intermediate Technical Examination classes.

Silversmith Classes—to consist of six classes as above.

Carpentry and Cabinet-making Classes—to consist of seven classes—standards A, B, C and D, and the Elementary, Intermediate, and Advanced Technical Examination classes.

Carpet-weaving Classes—to consist of six classes—standards A, B, C and D, and the Elementary and Intermediate Technical Examination classes.

Pottery and Porcelain Classes—to consist of six classes as above.

General Education Classes will be held for those who have not gone beyond the Third Literary standard, to enable them to pass the Primary and Fifth Standard Examinations.

VII. Strength of Classes.—For the present it is hardly necessary or expedient to fix a minimum or a maximum strength for each class.

VIII. Admissions and Withdrawals.—Admissions into the classes preparing for the Government Technical Examinations may be made once a year immediately after these examinations have taken place. Admissions into classes not preparing for any of the above examinations may be made at any time, but not later than the 10th of a month. Withdrawals in the case of scholarship-holders and stipendiaries will, except for good and sufficient reasons, be allowed only on completion of the course for which the scholarships or stipends have been awarded.

IX. Qualifications for Admission.—There is no minimum educational qualification for admission at present. I propose to restrict admission in future to candidates of not less than nine years of age who have passed the compulsory subjects

of the Third (literary) standard or any higher public examination, the Superintendent being empowered to admit other candidates, provided that their knowledge and intelligence are, in his opinion, sufficient to enable them to understand and profit by the instruction given in the school. For this purpose, he may hold an entrance examination equivalent in difficulty to that of the Third standard.

X. Selection of Pupils.—Selection from among candidates for admission will be made according to their general education qualifications, preference being given to those possessing higher general knowledge. Selection from among candidates tested by the school entrance examination will be made in the order of merit.

Other things being equal, sons of artisans and boys whose fathers are or have been engaged in some handicraft will be preferred for training in the respective industries.

XI. Fees.—The following scale of fees is recommended for the approval of Government. All fees are payable monthly before the 15th of each month :—

	Per mensem. RS.	A.	P.
Standard Drawing Classes	0	4	0
Elementary Technical Examination Drawing Classes	0	8	0
Intermediate Technical Examination Drawing Classes ...	1	0	0
Advanced Technical Examination Drawing Classes	1	8	0
Modelling Classes only	0	8	0
Architectural Drawing Class only	0	8	0
Special class in drawing, &c., from casts	5	0	0
Do. do. from life	8	0	0

No fees are proposed to be levied from pupils working at any of the industries. Even in the lowest standard each pupil turns out work of some market value, and he need not therefore be called upon to pay any fee.

XII. Scholarships and Stipends.—One scholarship of the value of Rs. $3\frac{1}{2}$ is now given for Drawing every half-year. This is increased to Rs. 5 at the end of six months, if the work of the scholarship holder continues to be satisfactory. It is further raised to Rs. $7\frac{1}{2}$ on the holder passing the Elementary Technical Examination in Drawing, and again to Rs. 10 on his passing the Intermediate Examination in Drawing, Painting and Design. The scholarship is on the whole tenable for four years and the period is extended to five years, if considered necessary, to enable the holder to pass the Advanced Examination. Under this arrangement the scholarship scheme cannot be properly worked or regulated. I think that no scholarship need be given to a pupil in any of the standard classes, nor need a scholarship be given half-yearly. I would propose that three scholarships of the monthly value of Rs. 4 each be given annually in the Elementary Technical Examination Drawing classes and be made tenable for one year. One of these scholarships should be awarded to a Muhammadan or, failing a Muhammadan, to a pupil belonging to the backward classes mentioned in Article 4, Chapter II of the Grant-in-Aid Code, and the other two scholarships should be awarded to pupils who stand in need of help in the order of merit at the highest standard examination conducted by the Superintendent. If the pupil undertakes to proceed to the Intermediate Technical Examination in the same subject, the scholarship should be raised to Rs. 5, tenable for two years. If, after passing the Intermediate Technical Examination, the pupil continues in the school with a view to pass the Advanced Technical Examination, the scholarship should be raised to Rs. 7, tenable for a further period of two years. The pupils will not be required to enter into any agreement; but the scholarship will be liable to be reduced or withdrawn for misconduct, idleness, or want of progress. The maximum expenditure, if all these scholarships be taken up, will be $12 \times 3 \times (4 + 5 + 5 + 7 + 7)$ or Rs. 1,008. The actual expenditure will probably not exceed Rs. 800, as it is not likely that all of them will be fully appropriated.

Under the present rules, students in the industrial classes receive stipends at the undermentioned rates :—

	RS.		RS.
Standard A	1	to	$1\frac{1}{2}$
„ B	$1\frac{1}{2}$	to	$2\frac{1}{2}$
„ C	$2\frac{1}{2}$	to	$3\frac{1}{2}$
„ D	$3\frac{1}{2}$	to	$5\frac{1}{2}$
Higher Examination, 1st and 2nd year	7	to	10
„ „ 3rd year	10		

This arrangement has led to much difference and confusion. In 1889 Mr. Havell proposed to institute certain scholarships in the jeweller, silversmith, wood-carving, and carpet-weaving sections, and to award to apprentices not holding scholarships stipends at rates to be regulated by the number of vacancies which occurred and the demand for school-work. This arrangement would also lead to confusion. Mr. Holder recommends the establishment of some 69 scholarships of varying values to be awarded to deserving students on the results of the Standard and Technical Examinations; the scholarships, after having been held for one year, to be continued for a second year if the student's conduct, attendance and progress were satisfactory. This arrangement is also defective, in that it does not specify the number of stipends to be attached to each industry. The following are my recommendations :—

(*a*) That no stipend be given in industrial standards A and B, the waste of materials by the pupils being set off against the work done by them;

(*b*) that two stipends be awarded annually in the Jeweller classes, three in the Silversmith classes, four in the Carpentry and Cabinet-making classes, three in the Carpet-weaving classes and two in the Pottery and Porcelain classes on the results of the annual examination in industrial standard B;

(*c*) that the stipends be of the value of Rs. 2 in standard C, Rs. $2\frac{1}{2}$ in standard D, Rs. 3 in the Elementary Technical Examination class Rs. $4\frac{1}{2}$ in the Intermediate Technical Examination class and Rs. 6, in the Advanced Technical Examination class. I may here state that Cabinet-making is the only industrial subject in which an Advanced Technical Examination is at present provided. The stipends to pupils preparing for the Intermediate and Advanced Technical Examinations will in each case be made tenable for two years. The total expenditure involved in this proposal, if all the stipends be taken up and continued up to the highest standard, will be—

		Per mensem. RS.
Jeweller classes	$2\ (2 + 2\frac{1}{2} + 3 + 4\frac{1}{2} + 4\frac{1}{2})$	= 33
Silversmith classes ...	$3\ (2 + 2\frac{1}{2} + 3 + 4\frac{1}{2} + 4\frac{1}{2})$	= $49\frac{1}{2}$
Carpentry and Cabinet-making classes	$4\ (2 + 2\frac{1}{2} + 3 + 4\frac{1}{2} + 4\frac{1}{2} + 6 + 6)$	= 114
Carpet-weaving classes ...	$3\ (2 + 2\frac{1}{2} + 3 + 4\frac{1}{2} + 4\frac{1}{2})$	= $49\frac{1}{2}$
Pottery and Porcelain classes	$2\ (2 + 2\frac{1}{2} + 3 + 4\frac{1}{2} + 4\frac{1}{2})$	= 33
		279
Per annum ...		3,348

The maximum cost of stipends will thus be Rs. 3,348. But as it is not probable that each stipendiary will go through the full course, the average annual expenditure will not likely exceed Rs. 2,500. If all the stipends be appropriated there will be 78 stipendiaries on the whole. This is as liberal a provision as the Department is in a position to provide at present. Vacancies in the lowest class in any industrial standard may be filled by increasing temporarily the number of stipends in another section. For misconduct, idleness, or want of progress stipends may be reduced or withdrawn by the Superintendent, subject to the approval

of the Director. Scholarships and stipends will be sanctioned by the Director on the recommendation of the Superintendent.

XIII. Time Table.—The hours of attendance now in force will be continued, as it has been found that it enables persons engaged in other avocations or studying in other institutions to attend a course of Drawing at the school.

Morning Drawing classes.—Every week day, except Saturday, from 7 to 9 A.M.

Afternoon Drawing classes.—Every week day, except Saturday, from 3 to 5 P.M.

Evening Drawing classes.—Monday, Wednesday and Friday, from 6 to 8 P.M.

Industrial classes.—Every week day, except Saturday, from 8 A.M. to 12 noon and from 1 to 4 P.M.; on Saturday, from 7 A.M. to 12 noon.

General Education classes.—Every week day, except Saturday, between 10 A.M. and 5 P.M.

XIV. Vacations and Holidays.—The Drawing and general education classes will be closed for the Christmas vacation from the 16th December to 15th January and for the summer vacation from 1st to 30th June. The industrial classes will be closed from 1st to 15th January for the Christmas vacation. The casual holidays allowed in Section IV of the Educational Rules will apply to this school also. It is to the advantage of the institution and the public to keep the industrial classes open during the last week of December, when Madras is full of visitors from the mofussil, many of whom would doubtless visit the school in order to see the work carried on there.

XV. Leave and Dismissal.—Scholarship holders and stipendiaries will forfeit their scholarships or stipends, as the case may be, during any period, however short, of absence without leave; and will further be liable to have their scholarships or stipends altogether withdrawn if they absent themselves without leave for five consecutive working days. Casual leave may be given to them by the Superintendent for five days at a time and for not more than ten days in the year; but any additional leave granted by the Superintendent in cases of real necessity will be leave without scholarship or stipend. In case of severe sickness certified to by a competent medical authority, sick leave with scholarship or stipend may be given by the Superintendent for one month, but if such leave exceeds one month, the excess period will be leave without allowances. Dismissal for misconduct or idleness will render a scholarship holder or stipendiary ineligible for employment in the Educational Department.

XVI. Examinations.—As at present, the examinations for admissions and promotions in the art and industrial standards will be conducted by the school staff at such intervals as the Superintendent may deem fit; while the public examinations will be conducted by boards under special notifications in the manner and at the times and places laid down in such notifications. The annual examination in the literary standards will, as heretofore, be conducted by the Assistant Inspector.

XVII. Certificates.—Successful candidates at the Government Technical Examinations will be awarded certificates under the Government Technical Examination Notification. The holders of diplomas in Drawing will, if their education has been received in the school, be styled "Associates of the Madras School of Arts." Students passing the highest art or industrial standard in any subject and who cannot be induced to proceed to the Technical Examination in that subject will be awarded school certificates signed by the Superintendent.

XVIII. Employment of passed students.—The Superintendent will keep a register of all students who have passed any of the examinations under the Technical Examination Notification and will give them every assistance in his power in securing a fair start in life. As an Inspector of Technical and Industrial schools in the Presidency, he will have opportunities to provide for qualified men as teachers of special subjects. In this way a much desired improvement in the general efficiency of these schools will be brought about. All Upper Secondary schools are now

expected to provide for the teaching of Freehand Drawing as a part of the ordinary curriculum, and Drawing is required to be taught in all Training institutions. There is thus a prospect of employment being readily found for students from the School of Arts for some years to come. It is too early to introduce Drawing as a compulsory subject of study in Lower Secondary schools. But I trust that the enhanced rate of results grants recently sanctioned for this subject and the growing appreciation by the public of the usefulness and importance of the subject will induce Managers of these schools also to introduce it without any pressure from the Department. On the recommendation of this Department, several Municipalities have agreed to employ common Drawing-masters to teach the subject in the Primary and Lower Secondary schools within municipal limits. I do not think it necessary that a register be kept of pupils who do not go beyond the standards of Section V of the Educational Rules.

XIX. Registers.—The following registers and accounts will be maintained in the school, in addition to a time-table and to the ledgers connected with the several accounts:—

Registers.

(i) Register of admissions and withdrawals for each class.
(ii) Monthly register of attendance, fees and fines for each class.
(iii) Acquittance roll and pay abstract.
(iv) Library catalogue and register.
(v) Register of scholarships and stipends.
(vi) Register of expenditure on contingencies.

Accounts.

(vii) Daily account of sales.
(viii) Daily account of disbursements.
(ix) Monthly statement of stock added, with value.
(x) Do. do. issued, with value.
(xi) Do. of materials purchased and issued, with value.
(xii) Do. of outstandings and liabilities.

The Manager and Storekeeper will be primarily responsible for the proper maintenance of the above registers, subject to the general control of the Superintendent. He will also keep under the instructions of the Superintendent a price list of all articles manufactured in the school. The monthly returns prescribed by the Director will be prepared from these registers, and the Superintendent or, during his absence, the Assistant Superintendent, will be required, when he affixes his signature to the returns and accounts, to satisfy himself that the figures therein given agree with the entries in the registers and accounts kept in the school.

XX. Miscellaneous.—The provisions of the Educational Rules regarding accommodation and sanitation, admission of pupils, inter-school rules, common rooms, discipline, dress, periodical examinations, and punishments will apply *mutatis mutandis* to the School of Arts, in so far as the special character of the school renders their application practicable. The Superintendent will invariably obtain the previous sanction of the Director for any deviation from the rules. He will also move the Director to arrange for an annual clearance sale of sundry articles manufactured and for an audit of the stock and accounts of the school. An extract from the rules of the school will be published annually in the *Fort St. George Gazette* for the information of the public.

10. *Scale of establishment.*—I beg to recommend the following scale of establishment for favourable consideration and sanction. In fixing or rather rearranging the scale, I have taken into account the present scale as contrasted below, the necessity for providing the Drawing classes with a more efficient staff, and the desirability of introducing a graduated scale of pay. The Superintendent who belongs to the European Educational Service, and the Art Instructor, to be styled Assistant Superintendent, who belongs to the Provincial Educational Service, have been excluded from the scale as their pay will vary from time to time. In the

re-organization scheme of the Department, a pay of Rs. 500—50—1,000 has been recommended for the Superintendent, and the pay of the Assistant Superintendent may vary between Rs. 400 and Rs. 600 :—

PRESENT SCALE.		PROPOSED SCALE.	
Artistic department.			
	RS.		RS.
One pupil-teacher (permanent) ...	25	One teacher of drawing	50
One engraving class teacher (permanent)	25	One teacher of design and decorative painting	35
Five pupil-teachers (temporary) on Rs. 15 each	75	One teacher of drawing	25
One pupil-teacher (temporary) ...	10	One „ „	15
One „ („) ...	5	One „ „	15
One „ evening class (temporary) ...	12	One teacher of engraving	25
One „ decorative painting class (temporary)	12	One paint-grinder	8
One paint-grinder (temporary) ...	8		173
Two attendants on Rs. 6 each (temporary)	12		
	184		
Industrial department.			
Jeweller classes—	RS.		
One goldsmith (temporary) ...	20	One goldsmith	30
One pupil-teacher (temporary) ...	12	One assistant goldsmith	20
Silversmith classes—		One silversmith	50
One silversmith (35—50) (permanent)	46¼	One assistant silversmith	15
One silversmith (temporary) ...	40	One wood-carver	40
Carpentry and Cabinet-making classes—		One „	25
One wood-carver (35—50) (permanent)	46¼	One „	20
One wood-carver (permanent) ...	25	One carpet-weaver	40
One wood-carver („) ...	20	One assistant carpet-weaver	20
Carpet-weaving classes—		One modeller	30
One carpet-weaver (permanent) ...	40	One assistant modeller	16
One Assistant weaver (temporary).	20	One potter	20
Pottery and Porcelain classes—		One assistant potter	12
One modeller (temporary) ...	30	One moulder	15
One assistant modeller (temporary).	16	One assistant moulder	12
One potter (temporary)	20	One segger-maker and modeller ...	12
One assistant potter (temporary) ...	12	One assistant do. do. ...	10
One moulder (temporary) ...	15	One engine-driver	12
One assistant moulder (temporary).	12	One fireman	7
One segger-maker and modeller (temporary)	12		406
One assistant do. do. ...	10		
One engine-driver	12		
One fireman	7		
	415½		
General education department.			
	RS.	General education classes—	RS.
Headmaster (temporary)	20	One teacher	20
Second teacher (temporary) ...	15	One „	15
Third teacher („) ...	12		35
Fourth teacher („) ...	10		
	57		

PRESENT SCALE—*cont.*		PROPOSED SCALE—*cont.*	
General Establishment.		*General Establishment.*	
	RS.		
Head clerk (50—75) (permanent) ...	68¾	Manager and Storekeeper	80
Pottery assistant (permanent) ...	40	Head clerk	50
Storekeeper and Pottery clerk (temporary)	28	Second clerk	35
First clerk (temporary)	25	Third clerk	30
Second clerk (temporary)	17	Fourth clerk	25
Bill collector (temporary)	10	Fifth clerk	15
Duster (temporary)	9	Sergeant	20
Two peons on Rs 9 each (temporary).	18	Gate clerk and museum-keeper ...	10
Two gardeners on Rs. 7 and 6 (temporary)	13	Two dusters, one on Rs. 9 and one on Rs. 8	17
Two night-watchmen Rs. 7 each (temporary)	14	Six peons, two on Rs. 9, one on Rs. 8, one on Rs. 7 and two on Rs. 6 each.	45
Library peon (temporary)	7	Two gardeners	13
Sergeant (temporary)	20	Two night-watchmen	12
Gate clerk and museum-keeper (temporary)	10	Two sweepers on Rs 3 each	6
Duster and lamp-lighter (temporary).	10	Two scavengers on Rs. 4 and Rs. 2 ...	6
Peon(temporary)	8		364
Two sweepers on Rs. 3 each (temporary)	6		
Two scavengers on Rs. 4 and Rs. 2 (temporary)	6		
	309¾		
Total ...	966¼	Total ...	978

The increased pay provided for the Drawing classes, and for the Jeweller and Silversmith classes taken together, will enable the Superintendent to secure and retain a more highly qualified staff than at present. The number of teachers in the Drawing classes will be fewer, but it will be possible to arrange the work in such a way that it may be accomplished by the staff provided in the revised scale. Students who may join the school from a Training institution under the provision of rule 32 of section VI of the Madras Educational Rules, with a view to qualify as teachers of Drawing or of an industrial subject, will be required to assist the staff in the teaching of the lower standards. The pay of the Manager and Storekeeper may be fixed at Rs. 80,—a pay for which the services of a competent man of standing and experience will be secured. The scale of pay of the clerks has been revised. The total cost of the new scale is Rs. 978, which is only Rs. 11–12–0 more than the present total expenditure. I would strongly recommend that the whole staff be allowed pension and leave privileges.

11. *Conclusion.*—I trust I have fully explained the necessity for the retention of the school as a State-managed institution. The only additional industry which might be suggested at present is Blacksmithing. But as arrangements will be made for instruction in this industry at the Civil Orphan Asylum close by, on the amalgamation with it of the Madras Industrial School, and as pupils wishing to learn this industry may be sent there, I have not referred to this subject in this communication. The jeweller's work, though somewhat costly, owing to the expensiveness of the material used, has much educative value, and I am not prepared, for the present at any rate, to recommend the discontinuance of it. Carpet-weaving has also considerable educative value, though it is considered that students apprenticed to this trade may not find ready employment. From the time of the establishment of the institution, the Pottery classes have done much useful work. As the Carpet-weaving and Pottery sections are self-supporting and as these trades are useful handicrafts, I would retain them also for the present. After the arrival of a new Superintendent, for whose services I beg to request that application may be made at an early date, it will be considered whether any of the trades now taught might, with advantage, be replaced by other industries of greater educative

value. That the institution has been making substantial progress during the last decade and has gradually been attracting a better class of students will be clear from the fact that, of the students on the rolls at the close of the past official year, no fewer than 81 had passed the Lower Secondary Examination or some higher public test, including the B.A. Degree Examination, though no minimum general education test has been prescribed for admission into either the Artistic or the Industrial department. The proposals now submitted are calculated to effect a further improvement in this direction and to extend the scope of its work. There is every reason to believe that the time is not far distant when the expectation which the Special Committee of 1873 formed of it will be realized to the fullest extent,—an expectation which I cannot give better expression to than by quoting the words of the Committee: "As education advances, as a knowledge of physical and experimental science is diffused, as openings for employment in the Publice service and other walks of life, which are now so attractive, become less and less available, and as the humbler classes at least of the educated youths of the country are attracted to the School of Arts, it will be necessary to expand the school, though slowly and gradually, into the proportions of a Central Industrial college. The high and varied standard of German Industrial colleges is perhaps what should be ultimately aimed at by the Madras School of Arts."

SCHOOL OF ARTS, MADRAS.

Draft rules regulating the constitution and working of the School of Arts.

PREAMBLE.

The following code of rules relating to the constitution and working of the School of Arts, Madras, has been sanctioned by Government.

I.—OBJECT.

The object of the institution is to afford instruction in drawing, painting, design, modelling, engraving in wood and copper, jeweller's work, silversmith's work, carpentry and cabinet-making, carpet-weaving, pottery and porcelain manufacture, and in such other industries, susceptible of artistic treatment, as may hereafter be introduced.

II.—CONTROL.

The responsibility for the discipline and management of the school is vested in the Superintendent under the general control of the Director of Public Instruction. The members of the staff shall address the Superintendent, in the first instance, on all matters connected with their duties, and the Director, through the Superintendent, on matters on which they may wish to make a representation to the Head of the Department. The Superintendent shall also perform the duties of an Inspector of Industrial and Technical schools throughout the Presidency under the orders of the Director.

III.—STAFF.

The staff, excluding the Superintendent, the Assistant Superintendent, and the teachers of general education subjects, shall ordinarily consist of persons (i) who hold technical teachers' certificates in the subjects which they teach, the grade of certificate corresponding to that laid down in Chapter III of the Grant-in-aid Code; or (ii) who have passed the Government Technical Examinations of the prescribed grade in the subjects which they teach and have had at least two years' approved service as teachers of the subjects in recognized schools; or (iii) who have had five years' approved service as teachers of the subjects in recognized schools.

IV.—APPARATUS, APPLIANCES AND MUSEUM.

The school shall be supplied with such apparatus and appliances as are needed for efficient instruction. A museum andan art gallery containing typical examples and models, especially of oriental design, shall be maintained.

V.—COURSES OF INSTRUCTION.

The courses of instruction prescribed in the Educational Rules and in the Government Technical Examination Notification shall be followed for the several classes. Where no such course has been prescribed, the Superintendent shall follow a special curriculum to be approved by the Director.

VI.—STANDARDS AND CLASSES.

The school shall contain the following classes:—

Standard Drawing Classes.—To consist of pupils receiving instruction in Drawing from the Third to the Sixth standard in accordance with the curricula laid down in Section V of the Educational Rules.

Elementary Technical Examination Drawing Classes.—To consist of pupils preparing for the Elementary Technical Examination in Drawing.

Intermediate Technical Examination Drawing Classes.—To consist of pupils preparing for the Intermediate Technical Examination, or for the Group certificate in Drawing.

Advanced Technical Examination Drawing Classes.—To consist of pupils preparing for the Advanced Technical Examination, or for the diploma in Drawing.

Modelling Classes.—To consist of pupils preparing for the Technical Examinations in Modelling.

Architectural Drawing Class.—To consist of pupils who, after passing a public test in Drawing, receive instruction in Architectural Drawing only.

Special classes shall be held in Drawing, Painting, and Modelling (1) from casts or still life, and (2) from life (human figure).

Decorative Painting Class.—To consist of pupils receiving instruction in decorative or ornamental painting, such as wall and window decoration, lacquer work, &c.

Engraving Classes.—To consist of pupils preparing for the Technical Examinations in Engraving in wood or copper.

Jeweller Classes.—To consist of six classes—Standards A, B, C and D, and the Elementary and Intermediate Technical Examination classes.

Silversmith Classes.—To consist of six classes as above.

Carpentry and Cabinet-making Classes.—To consist of seven classes—Standards A, B, C and D, and the Elementary, Intermediate, and Advanced Technical Examination classes.

Carpet-weaving Classes.—To consist of six classes—Standards A, B, C and D, and the Elementary and Intermediate Technical Examination classes.

Pottery and Porcelain Classes.—To consist of six classes as above.

General education classes shall be held, if necessary, to prepare pupils of any of the above classes for the Primary and Fifth Standard Examinations.

VII.—STRENGTH OF CLASSES.

There shall be no fixed limit to the number of pupils to be admitted into any class, admissions being regulated with due regard to the accommodation and staff available for efficient instruction.

VIII.—ADMISSIONS AND WITHDRAWALS.

Admissions into the classes preparing for the Government Technical Examinations shall ordinarily be made once a year immediately after these examinations have taken place. Admissions into other classes may take place at any time but

not later than the 10th of a month. Withdrawals in the case of scholarship holders and stipendiaries shall, except for good and sufficient reasons, be allowed only on completion of the course for which the scholarships or stipends have been awarded.

IX.—QUALIFICATIONS FOR ADMISSION.

The school shall be open to candidates of not less than nine years of age, who have passed the compulsory subjects of the Third (literary) standard, or an equivalent entrance examination conducted by the Superintendent, or any higher public examination.

X.—SELECTION OF PUPILS.

Selection from among candidates for admission shall be made according to their general education qualifications, preference being given to those possessing higher general knowledge. Selection from among candidates tested by the school entrance examination shall be made in the order of merit. In selecting pupils for the various industries, preference shall be given to the children of artisans and to those who have been engaged in some handicraft, provided that they are equal in general knowledge and intelligence and in their skill in Drawing.

XI.—FEES.

Fees shall be levied as under from all pupils except those in the industrial classes, who shall be admitted free. They shall be paid in advance before the 15th of each month:—

	Per mensem. RS. A.
Standard Drawing classes	0 4
Elementary Technical Examination Drawing classes	0 8
Intermediate Technical Examination Drawing classes	1 0
Advanced Technical Examination Drawing classes	1 8
Modelling classes only	0 8
Architectural Drawing class only	0 8
Special class in Drawing, &c., from casts, &c.	5 0
Special class in Drawing, &c., from life	8 0

No fee shall be charged for instruction in any of the other subjects embraced in the curriculum of the school.

XII.—SCHOLARSHIPS AND STIPENDS.

(i) All scholarships and stipends shall be sanctioned by the Director on the recommendation of the Superintendent. They shall be awarded, other things equal, to the pupils who, owing to poverty, are least able to provide for their education. They are liable to be reduced or withdrawn for misconduct, idleness, or want of progress.

(ii) Three scholarships of the monthly value of Rs. 4 each shall be awarded annually in the Elementary Technical Examination Drawing classes. One of them shall be awarded to a Muhammadan, or, failing a Muhammadan, to a pupil belonging to one of the backward classes mentioned in Chapter II of the Grant-in-Aid Code, and the other two shall be awarded in the order of merit, on the results of the Sixth Standard or Second Form examination in Drawing. These scholarships shall be raised to Rs. 5 and continued for two years on the holders passing the Elementary Technical Examination at the end of the first year, and shall be raised to Rs. 7 and continued for another two years on the holders passing for group certificates at the end of the third year. The holders shall not be required to enter into any agreement.

(iii) Two stipends shall be awarded annually in the jeweller classes, three in the silversmith classes, four in the carpentry and cabinet making classes, three in the carpet-weaving classes, and two in the pottery and porcelain classes, on the results of the annual examination in Industrial standard B. The stipends shall be of the value of Rs. 2 in standard C, Rs. 2½ in standard D, Rs. 3 in the Elementary Technical Examination class, Rs. 4½ in the Intermediate Technical Examination class, and Rs. 6 in the Advanced Technical Examination class. The stipends to pupils in standards C and D and the Elementary Technical Examination class shall be tenable for one year and those to pupils preparing for the Intermediate and Advanced Technical Examinations shall in each case be tenable for two years.

XIII.—TIME-TABLE.

The hours of attendance shall be as follows:—

Morning Drawing classes.—Every week day, except Saturday, from 7 to 9 A.M.

Afternoon Drawing classes.—Every week day, except Saturday, from 3 to 5 P.M.

Evening Drawing classes.—Monday, Wednesday and Friday, from 6 to 8 P.M.

Industrial classes.—Every week day, except Saturday, from 8 A.M. to 12 noon and from 1 to 4 P.M.; on Saturday, from 7 A.M. to 12 noon.

General Education classes—Every week day, except Saturday, between 10 A.M. and 5 P.M.

XIV.—VACATIONS AND HOLIDAYS.

The Drawing and general education classes shall be closed for the Christmas vacation from the 16th December to 15th January and for the summer vacation from 1st to 30th June. The industrial classes shall be closed from 1st to 15th January for the Christmas vacation. The casual holidays allowed in Section IV of the Educational Rules shall apply to this school.

XV.—LEAVE AND DISMISSAL.

(i) Pupils who hold scholarships or stipends shall obtain leave of absence at any time by application to the Superintendent. Scholarship-holders and stipendiaries shall forfeit their scholarships or stipends during any period, however short, of absence without leave; and shall further be liable to have their scholarships or stipends withdrawn if they absent themselves without leave for five consecutive working days. Casual leave may be granted to them by the Superintendent for not more than five days at a time or for not more than ten days in the year. Any such leave granted by the Superintendent in excess in cases of real necessity shall be leave without scholarship or stipend.

(ii) In cases of severe sickness, certified to by a competent medical authority, sick leave with scholarship or stipend may be given by the Superintendent for one month. If such leave is granted for a period exceeding one month, the excess period shall be leave without allowances.

(iii) Dismissal for misconduct or idle ness shall render a scholarship-holder or a stipendiary ineligible for employment in the Educational Department.

XVI.—EXAMINATIONS.

The public examinations shall be conducted under special notifications in the manner and at the times and places laid down in such notifications. The examinations for admissions and promotions in the Art and Industrial standards shall be conducted by the staff at such intervals as the Superintendent may deem fit. The annual examinations in the subjects of general education shall be conducted by the Assistant Inspector.

XVII.—CERTIFICATES.

Successful candidates at the Government Technical Examinations shall be awarded certificates under the notifications relating to these examinations. The holders of diplomas in Drawing shall, if their education has been received in the School of Arts, be styled "Associates of the Madras School of Arts." Students passing the highest art or industrial standard (standard D) and who do not intend to proceed to the Technical Examination in the same subject shall be awarded certificates by the Superintendent.

XVIII.—Employment of Passed Pupils.

The Superintendent shall keep a register of all students who have passed any of the examinations under the Technical Examination Notification and shall afford them all reasonable assistance in his power in securing a fair start in life.

XIX.—Registers and Accounts.

The following registers and accounts shall be kept in addition to a time-table and the account ledgers :—

Registers.

(i) Register of admissions and withdrawals for each class.
(ii) Monthly register of attendance, fees and fines for each class.
(iii) Acquittance roll and pay abstract.
(iv) Library catalogue and register.
(v) Register of scholarships and stipends.
(vi) Register of expenditure on contingencies.

Accounts.

(vii) Daily account of sales.
(viii) Daily account of disbursements.
(ix) Monthly statement of stock added, with value.
(x) Monthly statement of stock issued, with value.
(xi) Monthly statement of materials purchased and issued, with value.
(xii) Monthly statement of outstand ings and liabilities.

The Manager and Storekeeper shall be primarily responsible for the proper maintenance of the above registers and accounts, subject to the general control of the Superintendent. He shall also keep, under the instructions of the Superintendent, a price list of all articles manufactured in the school. The Superintendent shall submit to the Director the prescribed accounts for each month not later than the 15th of the following month.

XX.—Miscellaneous.

(i) The provisions of the Educational Rules relating to accommodation and sanitation, admission of pupils, inter-school rules, common rooms, discipline, dress, periodical examinations, and punishments shall apply, *mutatis mutandis*, to the School of Arts, in so far as its special character permits of their application.

(ii) The Superintendent shall invariably obtain the previous sanction of the Director for any deviation from the prescribed rules.

(iii) The Superintendent shall, with the sanction of the Director, arrange for an annual clearance sale of sundry articles and for an annual audit of the stock and accounts of the school.

(iv) An extract from the rules, as revised from time to time, shall, for the information of the public, be published annually by the Superintendent in the first issue of the *Fort St. George Gazette* in January.

From the Director of Public Instruction, dated 4th February 1895, No. C-2.

Abstract.—Stating that Mr. Havell would be glad to be reinstated as Superintendent of the School of Arts and that the Director would prefer such a course to that of appointing an entirely new Superintendent, as Mr. Havell with his valuable experience of Indian work would materially benefit the institution.

Order—dated 7th June 1895, No. 471, Educational.

In the first of the foregoing letters the Director of Public Instruction submits proposals for the reorganization of the School of Arts. He begins by sketching the origin and development of the institution and then proceeds to formulate a series of recommendations with a view to improve its efficiency, to extend its influence and to determine more precisely the exact functions which it should perform. Dr. Duncan points out with perfect correctness that in the past an indefiniteness of aim has pervaded the school, but the Government is disposed to doubt whether the measures which he proposes, excellent though many of them may be, will remove that reproach. What is required is a definite idea of the objects of a School of Arts and Industries coupled with a practical scheme showing the best method of attaining them. Dr. Duncan speaks of the School of Arts as being designed to afford instruction in certain arts (? industries) *which are capable of artistic treatment.* It appears to the Government, however, that the primary object of the institution is rather to turn out trained hands who, after a course of practical and theoretical teaching, shall be in a position to command immediate employment by the manufacturer who supplies the public with the particular articles in the design and making of which they have been educated. If this object is to be attained it is essential that only *such* arts and industries *as are carried on locally* should form subjects of instruction in the school.

2. Dr. Duncan, again, writes of the school as having helped to train the young of the artizan and working classes to earn a better livelihood than they could otherwise have done and as having contributed, both directly and indirectly, to a steady improvement in the artistic taste of the people and in the style and workmanship of several of the products of indigenous industries. If this is the case, the main object of the institution has been fulfilled and nothing better can be done than to continue its existence in the future on the lines which have been so successful in the past. Dr. Duncan's eulogies may be deserved but they do not constitute so obvious a presentment of the facts that it is possible to dispense with proof of their accuracy. The surest method of obtaining such proof is, the Government considers, to be found in a careful enquiry as to (i) the nationality and status of the persons who have purchased the products of the School of Arts during, say, the last five years, and (ii) the avocations now followed and the earnings secured by the students who have been trained in the school and have left it to earn their living elsewhere in the same period. The Director of Public Instruction will accordingly be requested to institute an enquiry of this description, the results of which should place Government in a position to decide whether the arts and industries in which instruction is now given in the school are followed outside it to such an extent as to enable the students to be reasonably certain of obtaining employment on leaving the school. The function of the School of Arts is not, it appears to Government, so much to create a demand or supply the public, as to train artizans to perform with intelligence and accuracy the higher and more delicate operations of established manufactures.

3. The industrial side of the institution should be worked on the same principles, that is to say, theoretical and practical training should be given only in those industries, not capable of artistic treatment, which are locally practised to such an extent that a person trained in them will always be able to obtain employment on leaving the school. Industries in which adequate training exists in some other institution should be excluded, as, for instance, printing, instruction in which is already provided at the Government and Lawrence Asylum Presses. Boot-making, type-writing and book-binding are other examples of such industries, and probably also iron work which must be sufficiently provided for in the railway and other workshops, brick and tile-making teaching in which is already available in the Government brickfields or at the works of Messrs. Arbuthnot and Co., and farriery which may be acquired at the Agricultural College, Saidapet. To arrange for instruction at the School of Arts in such industries would be waste of labour and money, and, no doubt it would be desirable to arrange with the institutions or firms already at work for the training of apprentices who might be aided with small stipends. Instances of industries, training i' which appears more properly to fall within the scope of the industrial side of th School of Arts, are tailoring in which there is always a demand for

skilled workmen, embroidery though this is rather an art than an industry, dress-making on scientific principles, cookery, tanning with practical instruction at the Government tannery, and electrical engineering including not only signalling but the preparation of batteries, the repair of apparatus and the management of electric lighting.

4. To work out, however, a scheme for the organization of such a School of Arts and Industries requires a practical knowledge of subjects so numerous and so varied that it is impossible for any one person to deal with the question satisfactorily. The proper course appears to be to appoint a committee to enquire into the whole subject, and this course the Government resolves to adopt.

5. The *general* question for the consideration of the committee will be "by what means can the school best turn out young men fully equipped with the knowledge which would enable them to undertake work in the various industries which are carried on in the country?"

6. The report should, however, also deal specially with the following points:—

(i) *Whether the objects of the Industrial side of the school should be changed or not?*—Here it may be observed that the retention of pottery and carpet-weaving among the industries taught is open to criticism. There is practically no field of employment for a skilled carpet-weaver, and both Mr. Havell and Mr. Holder speak unfavourably of the results of the instruction hitherto given in making pottery. As at present managed, both these industries appear to be little more than manufacturing departments and it is no part of the business of the school to maintain factories.

(ii) *The method and extent of the instruction in the various industrial subjects at present, and the means, if any, of improving it.*

(iii) *How far the instruction given at the school can be supplemented by sending students to the Railway workshops, the Government brickfields and similar institutions.*

(iv) *Whether a technical school should be added to the School of Arts and, if so, what subjects should be taught in it?*

7. It will be the duty of the committee generally to consult gentlemen who have studied the question of technical schools, to ascertain the opinions of former students at the School of Arts and also of some of the more intelligent among native artizans who have had no systematic training. It is essential that the committee should be limited in number in order to avoid its proving unwieldy and for this reason the Government does not propose to include in it several gentlemen whose practical knowledge of certain of the subjects involved would be of great assistance; specialists can always be consulted by the committee on matters peculiarly within their knowledge.

8. The following gentlemen will accordingly be requested to state whether they will be good enough to lend their services to Government as members of the committee which it is proposed to appoint:—

(1) The Hon'ble Dr. Duncan (*President*).
(2) The Hon'ble Mr. C. S. Crole.
(3) The Hon'ble Mr. G. L. Chambers.
(4) Mr. R. G. Orr.
(5) Mr. John Adam.
(6) Mr. C. E. Phipps.
(7) Mr. Edgar Thurston (*Secretary*).

9. Until the report of the committee is received, the Government considers it inadvisable to make any material changes in the organization of the School of Arts. There are, however, certain questions connected with the subject regarding which it is necessary or possible to come to an immediate decision or to call for further information and these will now be dealt with.

10. *The opinions of the Secretary of State and the Lahore Art Conference regarding the policy to be pursued in future with respect to schools of art.*—The Secretary of State's recommendations contained in his despatch, No. 128 (Public—Educational), dated 9th November 1893, may be summarized as follows:—

(*a*) State aid should be gradually withdrawn from schools of art, as there is great difficulty in securing for them the services of competent European teachers, and a general consent that they serve no really useful purpose.
(*b*) Arrangements should therefore be made for the absorption or conversion of schools of art into technical schools.
(*c*) The technical schools so formed should be placed, as far as possible, under municipal control.

The opinions expressed by the Lahore Art Conference are set out below (in italics) together with the views entertained by this Government regarding the points in issue.

(i) "*There is overwhelming evidence to disprove the Secretary of State's assertion that there is a general consent that schools of art serve no useful purpose; on the contrary they have proved most useful in providing art masters and highly-trained draughtsmen and craftsmen, and in protecting the arts of the country from dangerous extraneous influences.*"

The Government concurs generally with the Conference, but is not disposed to take so decided a view of the good done by schools of art as that entertained by the Lahore Conference; it considers that in this Presidency the most that can be said is that the local School of Arts has been fairly useful.

(ii) "*The schools of arts must therefore be maintained and the Conference fails to see how they can be supported or be of use unless retained as Government institutions.*"

In this view the Government entirely concurs.

(iii) "*With respect to the schools of art being more extensively used as, or changed into, normal schools, the Conference considers that they are already normal schools of the best kind.*"

The Government understands a normal school to be an institution the students in which are instructed in teaching and is of the opinion that this is not and should not be the function of a school of arts.

(iv) "*The Conference agrees with the Secretary of State that schools of art should be more fully utilized to improve technical education and it would therefore connect with them workshops in which the educational work done in the schools would be supplemented by practical application of the principles taught.*"

With this view the Government coincides.

(v) "*Drawing is absolutely necessary for the artizan class and should be made a compulsory subject in all district schools and for all pupils above the upper primary grade.*"

While the Government agrees with the Conference in considering drawing to be essential for the artizan class, it is not, at all events at present, prepared to make drawing a compulsory subject as proposed. There are no district schools in this Presidency.

(vi) "*Having been educated up to this standard, the pupils would undergo training in their crafts and in the case of industrial arts would in the small centres, where special arts are practised, come under the training of master-craftsmen who would work under the supervision of local bodies, but subject to inspection by the authorities in the schools of arts.*"

The Government is of opinion that any general scheme of this description is at present impracticable in this Presidency, but thinks that it might eventually be worked up to.

(vii) "*Wherever a craft of any importance is practised, a small show-room or branch museum should be established in which types of the work of the district should be kept, these show-rooms being under the control of local bodies and subject to inspection by the authorities of the provincial School of Arts.*"

The institution of such branch museums appears to the Government to be an excellent plan, but hardly capable of execution in the immediate future. It will, however, be kept in view.

(viii) "*Scholarships should be awarded to talented youths for the purpose of enabling them to proceed to the provincial Schools of Art for further instruction.*"

Scholarships are already granted in the Madras School of Art to students actually in attendance, but the Government doubts whether it would be possible to arrange for the grant of scholarships outside the school and prior to attendance at it. The Director of Public Instruction will, however, be requested to report his views on the subject.

(ix) "*A more extended use should be made of oriental models.*"

In this recommendation the Government entirely concurs.

The Government of India will now be addressed in the sense of the foregoing remarks.

11. *The School as a Training School for Teachers.*—Paragraph 7 of Dr. Duncan's letter deals conclusively with Mr. Monro's proposals to utilize the School of Arts as a training school for drawing-masters and the scheme will now be definitely negatived.

12. *Technical Teachers' Certificates.*—At present all technical teachers' certificates are "untrained," whereas the Educational rules divide the certificates of general teachers into "trained" and "untrained." But Dr. Duncan contends, and the Government agrees with him, that training schools are primarily concerned in teaching those general principles upon which all tuition, whatever the actual subject of tuition may be, is based. On this assumption it would seem that technical teachers as well as general teachers should be subjected to a course of instruction in a training school, and that their certificates should follow the same classification into "trained" and "untrained."

Another point may here be noted, viz., that the rules do not definitely prescribe a *written* examination for technical teachers' certificates. Article 3 of section VIII of the Educational rules appears to contemplate such a test, but the only explicit direction contained in it lays down that candidates shall be subject to such *practical* examination as the Director may prescribe.

Both these matters should be taken into consideration by Dr. Duncan in connection with the revision of the Educational rules.

13. *The Designation of the School.*—Dr. Duncan considers that no change in name is required inasmuch as the expression "Arts" includes *mechanical* as well as *fine* arts. Without disputing this, the Government is of opinion that it is desirable to change the title to "The School of Arts and Industries," in order more clearly to bring out the object of the institution and to lay more stress on the fact that it is intended to teach industries as well as the fine arts.

14. *The Inspection of Industrial and Technical Schools.*—The draft code framed by the Director rightly provides that the Superintendent of the School of Arts should be an inspector of industrial and technical schools, but Dr. Duncan should report in detail how he proposes to carry out the inspection and examination of such schools.

15. *The Course of Instruction in the School of Arts.*—The Government accepts the provision in the draft code which lays down that the courses of instruction set out in the Educational rules and the Government technical examination notification shall be followed.

16. *The employment of Artizans as Technical Teachers.*—In G.O., dated 25th October 1894, No. 813, Educational, mention was made of the four general principles of technical education quoted in Mr. John Adam's instructive "Memorandum on technical education." Regarding the fourth of these, *viz.*, "that instruction in technical subjects should be imparted by trained and well-educated teachers and not by "mere skilled artizans", Government, while accepting the importance of the principle, remarked that little had hitherto been done to give effect to it, and that, until the receipt of Dr. Duncan's opinions regarding Mr. Monro's scheme for training teachers, nothing more definite could be done than to intimate to the managers of schools that the Educational Department does not regard skilled artizans as necessarily qualified to give instruction in technical subjects. The Director of Public Instruction was at the same time asked to consider whether the Educational rules should not be amended

in order to make this point clear. Dr. Duncan has not yet replied to this reference and should deal with the matter when submitting revised rules relating to the grant of technical teachers' certificates.

17. *The encouragement of local industries.*—The Director will be reminded that he has been requested, after a study of Mr. Havell's industrial survey reports, to submit his recommendations as to the advisability of encouraging local industries.

18. *General Education in the School of Arts.*—The Director should consider whether the arrangements for general education in the school are sufficient; there appear to be only four temporary masters on pay ranging from Rs. 10 to Rs. 20 *per mensem* who teach in all the standards up to the seventh, and it is doubtful whether they can do this properly.

19. The other questions dealt with in the Director's letters relate to the Connemara Free Library and Victoria Technical Institute, the re-entertainment of Mr. Havell, and various matters the consideration of which must be deferred until the receipt of the report of the committee which is to be appointed. A report has been received from the Director regarding the future of the Technical Institute, and separate orders will be passed thereon. Whether Mr. Havell should be re-entertained or not is a question which cannot be settled until the result of the enquiry into the state of the accounts of the school ordered in G.O., dated 13th February 1895, No. 124, is known.

(True Extract.)

J. F. PRICE,
Chief Secretary.

To the Director of Public Instruction.
" the Hon'ble Mr. Duncan, M.A., D.Sc.
" the Hon'ble Mr. C. S. Crole, I.C.S.
" the Hon'ble Mr. G. L. Chambers.
" R. J. Orr, Esq.
" John Adam, Esq., M.A.
" C. E. Phipps, Esq.
" Edgar Thurston, Esq., M.A.

Exd. A. Raitt.

Govt. of {1895} Madras.

EDUCATIONAL.

Issued

Recd. *Encl.*

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

JUNE.

School of Arts.

Appointing a committee to enquire into the question of the reorganization of the —; and replying to letter from the Government of India forwarding correspondence containing the views of the recent Art Conference at Lahore regarding the policy to be pursued in the future with reference to Schools of Art.

EDUCATIONAL DEPARTMENT.

LETTER—from

THE CHIEF SECRETARY TO THE GOVERNMENT OF FORT ST. GEORGE,

To

THE SECRETARY TO THE GOVERNMENT OF INDIA, HOME DEPARTMENT.

SIR,

I am directed to acknowledge the receipt of Mr. Melitus' letter, No. 24, dated 13th January 1894, transmitting copy of the Right Hon'ble the Secretary of State's despatch, No. 128 (Public—Educational), dated 9th November 1893, and of Mr. Thornton's letter, No. 157, dated 2nd June 1894, forwarding correspondence containing the views of the recent Art Conference at Lahore regarding the policy to be pursued in the future with reference to schools of art, and inviting the opinion of this Government on the points raised therein.

2. The Secretary of State's recommendations may be summarized as follows:—

(*a*) State aid should be gradually withdrawn from schools of art, as there is great difficulty in securing for them the services of competent European teachers, and a general consent that they serve no really useful purpose.

(*b*) Arrangements should therefore be made for the absorption or conversion of schools of art into technical schools.

(*c*) The technical schools so formed should be placed, as far as possible, under municipal control.

3. As regards the proposal to withdraw State aid from schools of art, I am to say that His Excellency the Governor in Council is satisfied that it is in every way desirable to continue the existence of the School of Arts in this Presidency, and entertains no doubt that the withdrawal of assistance from Government would involve its speedy extinction. The Madras Municipality has not the requisite funds to maintain such an institution, and there is no other public or private body which is in a position to take the place of Government. Apart from this consideration His Excellency in Council is of opinion that to sever the connection of the State with the School of Arts would be tantamount to the abdication of the proper position of Government with regard to technical education, to regain which in the future would be impossible without great delay and vast expense. The importance of technical education is becoming more patent every day and the Government considers that it would be a grave error to close the only State institution which supports it. The difficulty of procuring trained European officers for the Madras School of Arts will, as the Director of Public Instruction in this Presidency has pointed out, be much diminished if the Secretary of State sanctions the proposals made by this Government in regard to the reorganization of the Educational department; for these proposals place the Superintendent and Art Instructor ~~on~~ a considerably better position than they have heretofore occupied.

4. The other recommendations of the Secretary of State may be more conveniently dealt with in connection with the views of the Art Conference of Lahore. The report of that body is briefly summarized below, the views of His Excellency the Governor in Council regarding each opinion entertained and each proposal made being set out *seriatim*.

5. The report may be divided into nine sections as follows:—

(i) "*There is overwhelming evidence to disprove the Secretary of State's assertion that there is a general consent that schools of art serve no useful purpose; on the contrary, they have proved most useful in providing art masters and highly-trained draughtsmen and craftsmen and in protecting the arts of the country from dangerous extraneous influences.*"

The Government concurs generally with the Conference, but is not disposed to take so decided a view of the good done by schools of art as that entertained by the Conference; it considers that in this Presidency the most that can be said is that the local school of arts has been useful.

(ii) "*The schools of art must therefore be maintained and the Conference fails to see how they can be supported or be of use unless retained as Government institutions.*"

In this view the Government entirely concurs.

(iii) "*With respect to the schools of art being more extensively used as, or changed into, normal schools, the Conference considers that they are already normal schools of the best kind.*"

The Government understands a normal school to be an institution the students in which are instructed in teaching, and is of the opinion that this is not, and should not be, the function of a school of arts.

(iv) "*The Conference agrees with the Secretary of State that schools of art should be more fully utilized to improve technical education and it would therefore connect with them workshops in which the educational work done in the schools would be supplemented by practical application of the principles taught.*"

With this view the Government coincides.

(v) "*Drawing is absolutely necessary for the artizan class and should be made a compulsory subject in all district schools and for all pupils above the upper primary grade.*"

While the Government agrees with the Conference in considering drawing to be essential for the artizan class, it is not, at all events at present, prepared to make drawing a compulsory subject as proposed. There are no "district" schools in this Presidency.

(vi) "*Having been educated up to this standard, the pupils would undergo training in their crafts and in the case of industrial arts would in the small centres, where special arts are practised, come under the training of master-craftsmen who would work under the supervision of local bodies, but subject to inspection by the authorities in the schools of art.*"

The Government is of opinion that any general scheme of this description is at present impracticable in this Presidency, but thinks that it might eventually be worked up to.

(vii) "*Wherever a craft of any importance is practised, a small show-room or branch museum should be established in which types of the work of the district should be kept, these show-rooms being under the control of local bodies and subject to inspection by the authorities of the provincial school of arts.*"

The institution of such branch museums appears to the Government to be an excellent plan, but hardly capable of execution in the immediate future. It will, however, be kept in view.

(viii) "*Scholarships should be awarded to talented youths for the purpose of enabling them to proceed to the provincial schools of art for further instruction.*"

Scholarships to encourage talent are already given *in the school* and the Director of Public Instruction will be consulted as to whether scholarships can be granted advantageously *elsewhere.*

(ix) *A more extended use should be made of oriental models.*

In this recommendation the Government entirely concurs.

6. In conclusion, I am directed to forward a copy of the Proceedings of this Government of this date from which it will be seen that the whole question of the reorganization of the School of Arts has been referred to a committee for report, and to state that no material change will be made in the policy at present pursued with regard to its management, until the report of the committee has been received and carefully considered. I am, finally, to express regret that the complicated nature of the subjects involved has rendered it impossible to reply to Mr. Thornton's letter at an earlier date.

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

J. F. PRICE,
Chief Secretary.

OOTACAMUND,
7th June 1895.

Exd A. Raitt.

Regr. No.

HOME 1895 DEPT.

[ ]

From the Government of
Fort St. George.

Issued

Recd. *Encl.*

Letter, 7th June 1895, No. 472.

JUNE.

School of Arts.

Replying to letter from the Government of India forwarding correspondence containing the views of the recent Art Conference at Lahore regarding the policy to be pursued in the future with reference to schools of art.