

Govt. of (1883) Madras.

EDUCATIONAL.

No. 535 W. a/17th Feb/83

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Encl.

G.O., 9th February 1883, No. 61.

FEBRUARY.

No. 535 W. a/17 Feb/83.

School of Arts. & C. E. College

Approving Mr. Chisholm's proposals for altering the course of study at the —, as well as the scale of fees — & training of Draftsmen
via for the P. H. D.

GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT.

READ—the following papers:—

From H. B. GRIGG, Esq., M.A., Director of Public Instruction, to the Chief Secretary to Government, dated Ootacamund, 21st September 1882, No. N-562.

I have the honor to forward, for the orders of Government, the papers noted in the margin.

Letter from the Superintendent, School of Arts, dated 2nd June 1882, No. 75.

Letter from the Principal, Civil Engineering College, dated 7th July 1882, No. 205-C.

2. Mr. Chisholm, in view of making the course in the school more conducive to the development of industrial, as opposed to pictorial, art, proposes to eliminate some of the higher subjects from the present course. This course will be found in Appendix A of his letter. It will be observed that it embraces five stages, which, I presume, may be held to represent five years' study, but nothing is stated in the rules as to the time demanded for passing through the stages. Students preparing to be draughtsmen in the Department of Public Works, lithographers or surveying draughtsmen are not required to go beyond the second stage, whilst students preparing for wood drawing and copper-plate engraving have to complete the fourth stage before entering on a special course of instruction embracing all kinds of "point" work.

The First Stage includes linear perspective and geometrical drawing and mechanical drawing from measurement; also details of architecture from copies.

The Second Stage.—Free-hand drawing from examples in outline, and of the human figure in outline from copies.

The Third Stage.—Free-hand drawing from models in outline and shaded in sepia, and chalk drawings of the same objects.

The Fourth Stage.—Outline drawing from the "round" in pencil and in chalk; also chalk drawings of the whole human figure from casts and life drawing of semi-draped figure.

The Fifth Stage.—Painting in oil and water color (monochrome), and on colors, and time sketching in monochrome and colors.

3. The scheme now proposed is divided into two courses—one for the lower grade, comprising three stages; one for the higher grade, also comprising three stages. It will be observed that, so far as the subjects are concerned, the courses are identical; the whole difference, I presume, being in the standard of instruction in each subject. The time likely to be occupied in the first course is not stated, but I notice that the second course embraces a period of three years. It will be seen that the new course omits architecture, drawing of the human figure from life, and confines painting to monochrome and still-life.

4. The reasons given by Mr. Chisholm speak for themselves. His object is clear—the constitution of the school, mainly a school for the advancement of the

decorative arts. I have no wish to depreciate the value of this branch of art in view of raising the industrial arts of India to compete with foreign importation, but I take it that, in maintaining this school, the Government have had a wider and more comprehensive object; the development in the country of the fine arts, more especially the arts of painting, of sculpture as ends in themselves, and not merely as subservient to the uses or requirements of the industrial or mechanical arts. Perhaps Mr. Chisholm is right, in the present state of art in the country, to desire to connect the school so strictly with the development of the industrial arts, but I would draw the attention of the Government especially to the new departure contemplated. Personally I should regret the partial abandonment of pictorial art, although the basis of a course in that art may well be that laid down by Mr. Chisholm, and would rather seek to add to his scheme a special course of study in this branch; in the same way as in the present rules a special course in "point" work is required from students learning wood-drawing and copper-plate engraving. In this connexion, however, I would observe that no special course for such students is provided in the new course.

5. It will be observed that Mr. Chisholm proposes to require that all draughtsmen employed by Government, or seeking to enter the Civil Engineering College, should have passed the lower-grade test in free-hand, geometry, perspective, model drawing and drawing from measurement, and remarks that if the Government are not prepared to order this, he would seriously recommend that the institution be closed, as it must necessarily fail from an educational point of view, if it is ignored as an educational establishment, and its importance as an educational establishment can hardly be over-estimated. I am quite with Mr. Chisholm in thinking that if the school is to be a success, its certificates or diplomas must have a special value attached to them as passes for courses of study or employment, but I am not disposed to agree with him in this particular recommendation without further inquiry. Mr. Love's objections seem to me very strong to the adoption of the course proposed by him, and I beg that before the matter is disposed of the opinion of the Chief Engineer may be obtained.

6. Before, however, the certificates of the school are made by Government the necessary passport to certain employments, I think it would be well to have the necessity and expediency of having tests, both preliminary and special, in regard to certain branches of the industrial arts fully inquired into and reported on by a competent Committee. And if it be held that such tests are desirable, then the Committee might proceed to consider the cases in which they may be adopted, and the changes which may be necessary in the school to adapt it to the requirements of the Presidency. If the school is to be maintained, I am strongly of opinion that it should be given a definite scheme and be accorded a definite place in the educational machinery of the country, as in the case of the Civil Engineering and Medical Colleges, and in some measure also of the Agricultural College. Its students must have definite ends in view, and have their acquirements testified to in a manner which will command general acceptance.

7. In my remarks on the report of the Committee on the Civil Engineering College, I drew attention to the expediency, when practicable, of having an Art and Science Institution in the Presidency. The School of Arts, if properly developed, would find its proper place in such an institute, and would cease to occupy its present anomalous position.

8. Mr. Chisholm's proposals regarding fees may, I think, be accepted, but I would suggest that an alternative fee, representing the total charge for instruction in each stage of course, or for each course, should be fixed to be paid in advance. I am inclined to think also that the number of stipendiary students should be fixed, and that the condition on which a scholarship is held should be defined. I fail to see much advantage in a free course for so limited a period as six months, and would suggest that a separate and complete free-hand course should be laid down, to which admission should be free in the case of all students certified to be poor, and that for others a low fee for each stage of the course should be charged.

ENCLOSURES.

From R. F. CHISHOLM, Esq., Officiating Superintendent, School of Arts, to the Director of Public Instruction, dated Madras, 2nd June 1882, No. 75.

I have the honor to lay before you the following proposals for altering the course of study at this institution as well as the scale of fees.

2. First, with regard to the course of study, I reported in my letter, No. 233, dated the 8th October 1881, that I had had an interview with Mr. E. J. Poynter, R.A., who recommended a severer course of study in the lower branches of decorative art and the elimination of the higher subjects, such as the drawing of the human figure, the tendency of such teaching being to develop pictorial rather than industrial art. With these views I entirely concur. I have from the first discouraged pictorial painting beyond the study of still-life objects, and I now wish the course to end at this point. As already frequently explained when I took charge of this institution, I assimilated the course here in Madras as much as possible to that laid down at South Kensington, omitting stages like historical architecture for instance, which necessitated a course of English reading. As a continuation of this subject, I may mention that Mr. Horsley, R.A., says, in a lecture given at an Art Exhibition held by the Duke of Devon at Newton Abbot, that "the Schools of the Science and Art Department have now drifted from the great purpose for which they were founded, viz., schools of design in which art solely in connection with manufactures was fostered, and had become mere drawing and painting schools for amateurs of both sexes, who flood the country with worthless productions, from which the country derived neither honor nor profit."

3. I gather from the foregoing that in modifying the South Kensington course I did not go nearly far enough; and I would now recommend that the Course A appended should be abolished and the Course B substituted.

4. With regard to the First Stage—linear geometry, mechanical drawing from measurement, perspective and free-hand—I introduced this stage with the view of improving the class of draughtsmen entering the Department of Public Works. I imagined that men would endeavour to obtain my certificates and then enter the Civil Engineering College to complete their studies, but, so far as I can see, the standard of drawing in that institution is lower than I imagined, and fewer branches are taught. This in itself is a matter for regret, and may in a measure account for the low standard of drawing which obtains throughout this Presidency.

5. At South Kensington every one is required to take the degree of Art Master before taking up a special course of study. Thus, whether a man intends to follow architecture, sculpture, painting, or any of the decorative arts, he must first hold the degree of Art Master before he can apply for instruction in any special course of study. This degree includes the following subjects:—

1. Free-hand.
2. Model drawing.
3. Geometry.
4. Perspective.
5. Architecture.
6. Drawing from the round in chalk. He must also pass an examination in geometry, architecture, perspective and model drawing.

Although such a course would be unnecessarily severe for this country, I think every one professing a knowledge of any kind of drawing should be able to pass the first-grade tests of—

1. Free-hand.
2. Geometry.
3. Perspective.
4. Model drawing.
5. Drawing from measurement.

And all draughtsmen employed by Government, or seeking to enter the Civil Engineering College, should hold School of Arts' certificates to this extent. Indeed, if the Government are not prepared to order this, I would seriously recommend this institution to be discontinued. It must of necessity fail from an educational point of view, if it is ignored as an educational establishment, and its importance as an educational establishment can scarcely be over-estimated. It is only by importations; this, however, is a subject which requires more exhaustive treatment than I can find time for here. Apart from these considerations, I think it due to the dignity of Government, to the institution, and to myself that the School of Arts' teaching should be recognized and placed on a proper footing. If the teaching is at fault and not sufficiently good for recognition, the teaching should be improved, but the creation of an institution at considerable public expense merely to ignore its teaching is practically converting it into a species of charity school.

6. In regard to fees. Hitherto the fee of 8 annas has been charged. The sum is small, and the natural inference is that the teaching is commensurate. Some pupils attend four or five times a month only, and outsiders generally regard the institution as a home for feeble and superfluous

accomplishments rather than as a school where much hard work and considerable application is demanded before even the lowest grades can be mastered; perhaps a good deal of this feeling is traditional, and will take time to eradicate, but raising the fees would at once modify these ideas. I would propose to make the fees Rs. 3 per mensem in place of 8 annas; but, in order to spread art as widely as possible, and to give every one an opportunity of bringing out latent talent, I would, in addition, have a free class for free-hand, which any one could attend for six months, and those of exceptional merit might become free students on condition that they would take up the course. In this case I would not make them entitled apprentices until they possessed the lower-grade certificate.

APPENDIX A.

MADRAS SCHOOL OF INDUSTRIAL AND FINE ARTS.

ART TRAINING SCHOOL.

The course of instruction in the Drawing Department is as follows:—

- | | |
|---|---|
| <p>1st Stage.—1. Linear geometry.
2. Mechanical drawing from measurement.
3. Linear perspective.
4. Details of architecture from copies.</p> <p>2nd Stage.—5. Free-hand drawing from examples in outline, enlarged or reduced.
6. Free-hand drawing of the human figure in outline from copies.</p> <p>3rd Stage.—7. Free-hand drawing from models in outline.
8. Free-hand drawing from models shaded in sepia.
9. Chalk drawings of the same objects.</p> | <p>4th Stage.—9½. Outline drawings from the "round" in pencil.
10. Outline drawings from the round in chalk.
11. Chalk drawings of the whole human figure from casts.
12. Life drawings of the semi-draped figure.</p> <p>5th Stage.—13. Painting in monochrome in oil and water color.
14. Painting in colors, oil and water color.
15. Time sketching in monochrome.
16. Time sketching in color.</p> |
|---|---|

Note 1.—Students studying for the examinations for draughtsmen, Department of Public Works, will not be expected to go beyond the 2nd stage.

Note 2.—Students studying to be lithographers or surveying draughtsmen will not be expected to go beyond the 2nd stage.

Note 3.—Students studying for wood drawing or copper-plate engraving will have a supplementary course of instruction embracing all kinds of "point" work after completing the 4th stage.

At the various stages of progress examinations will be held and certificates of proficiency granted.

Certificates of the first degree denote that the student is qualified to the extent specified.

Certificates of the second degree denote that the student is qualified to teach to the extent specified.

Students passing the whole of the tests will be entitled to receive an Art Master's certificate.

Students studying for certificates of proficiency will pay a fee of 8 annas per mensem in advance; their studies will be regulated by the Superintendent of the School.

Students studying at the institution merely with the view of improving themselves will pay a fee of 5 rupees per mensem; they will not be required to pass the regular course; they may receive instruction in any branch.

APPENDIX B.

MADRAS SCHOOL OF INDUSTRIAL AND FINE ARTS.

ART TRAINING SCHOOL.

The course of instruction in the Drawing Department is as follows:—

Lower Grade—(Black Print Certificates.)

- 1st Stage.—1. Linear geometry.
2. Mechanical drawing from measurement.
3. Linear perspective.
4. Free-hand, enlarged or reduced.

- 2nd Stage.—1. Model drawing.
2. Drawing from the round in chalk.
3. Model drawing in sepia.
4. Painting in monochrome.

- 3rd Stage.—1. Advanced free-hand.
2. Line drawing from the round.
3. Still-life painting in water color.
4. Still-life painting in oil.

Higher Grade—(Red Print Certificates.)

- 1st Stage.—1. Linear geometry.
2. Mechanical drawing from measurement.
3. Linear perspective.
4. Free-hand, enlarged or reduced.

- 2nd Stage.—1. Model drawing.
2. Drawing from the round in chalk.
3. Model drawing in sepia.
4. Printing in monochrome.

- 3rd Stage.—1. Advanced free-hand.
2. Linear drawing from the round.
3. Still-life painting in water color.
4. Still-life painting in oil.

The fee for studying at the institution will be 3 rupees per mensem.

A general free class for teaching free-hand drawing will be open to any one bringing a letter of recommendation and the requisite materials for drawing. Periodical examinations will be held, and the successful candidates will be allowed to continue the course free of charge.

Every student holding a lower-grade certificate will be entitled to a scholarship of Rs. 10 per mensem for three years, during which period he will be required to pass through the second grade. The first stage the first year, the second the second year, and the last stage the third year. If the student's progress is unsatisfactory, the fees may be withheld by the Superintendent.

ENCLOSURE.

From Lieutenant H. D. LOVE, R.E., Principal, Civil Engineering College, to the Director of Public Instruction, dated Coonoor, 7th July 1882, No. 205.

With reference to your endorsement, No. N-136, dated 28th June 1882, on a letter from the Superintendent, School of Arts, I have the honor to report that the course for the drawing class in the Civil Engineering College is at present as follows:—

- (a.) Preliminary, including use of drawing instruments, printing, scales, linear geometry, conventional signs.
- (b.) Copying and coloring architectural and topographical drawings.
- (c.) Drawing buildings, bridges, and irrigation works from specification and from actual measurement.
- (d.) Estimating.

2. This course was devised as suitable for draughtsmen of the Public Works Department, and would, if drawing of models and machinery were added, be sufficient for the requirements of most offices where draughtsmen are employed.

3. The subjects advocated by Mr. Chisholm, which do not form part of the above course, are—

- | | |
|------------------|------------|
| (1.) Free-hand | } Drawing. |
| (2.) Perspective | |
| (3.) Model | |

For the education of the finished architectural or machine draughtsman, the embodiment of these branches in the course would doubtless be desirable; but it appears to me that they are unnecessary for the ordinary plan draughtsman of the Public Works Department, whose work is practically confined to the subjects which now constitute the college curriculum.

4. Mr. Chisholm does not mention the average time which would probably be occupied in passing the proposed preliminary test alluded to in paragraph 5 of his letter; but the moderate estimate of a year would signify an addition of 50 per cent. to the length of the course, to the fees paid, and to the expenses which an up-country student incurs in Madras. The salary of the Public Works Department draughtsmen, varying from Rs. 25 to Rs. 60, is not, I consider, sufficient to justify this increase in the cost of his education. The immediate result of adopting this proposal of the Superintendent of School of Arts would probably be the reduction of the college drawing class to less than half its usual numbers, without a corresponding increase in the efficiency of its passed men.

5. A few finished draughtsmen are, it is true, occasionally required by the Public Works and other departments and offices. These men are expected to possess also sufficient engineering knowledge to enable them to *design* works. The preliminary education of the men who enter the drawing class of the college prevents their ever aspiring to employment of this kind. Comparatively high salaries from Rs. 150 to Rs. 250, are offered in these cases, and the requisite men would be drawn from the highest class in the college rather than the lowest. To meet requirements of this description, the Committee which recently sat on the college recommended that free-hand and perspective drawing should form part of the course for the Engineer classes—*vide* paragraph 7 of their report.

6. Should you not concur in my opinions, I suggest that, as the first object of the drawing class is to supply draughtsmen for the Public Works Department, this correspondence be laid before the Chief Engineer for expression of his views.

7. School of Arts' certificates, though not recognized as a qualification for draughtsmen by the Public Works Department, may possibly be accepted by other employers; and I therefore consider that Mr. Chisholm's proposal to raise the School of Arts' fee to Rs. 3 per mensem, and thus equalise it with that demanded at the college, is a desirable one.

No. 2350-C.

MEMORANDUM.

I regret that this reference escaped my notice till now, and that I have little to add to what is already on record on the subject of training draughtsmen for the Public Works Department—see my observations, paragraphs 56 to 61 of my Memorandum, dated 10th June 1882, on the curriculum for the Civil Engineering College.

2. One thing is clear, that in the matter of draughtsmen for all Public Departments, Madras is behind Calcutta and Bombay, and the reasons are not far to seek. In the first place, the training given at the Civil Engineering College, as explained by Lieutenant Love in his letter to the Director of Public Instruction, dated 7th July 1882, No. 205, by omitting free-hand, perspective and model drawing, is incomplete; secondly, assured employment on remunerative salaries is wanting.

3. The first defect can, I venture to think, be alone met by the plan proposed by Mr. Chisholm, and the second by gradually raising the standard of emoluments as suggested in paragraph 56 of my above-quoted memorandum.

4. On the general question of limiting the course of study at the School of Arts, so as to be more conducive to the development of industrial as opposed to pictorial art, it only requires to look back on the absurdly small results of past years, and particularly during the period prior to Mr. Chisholm's management, to be convinced as to the necessity for this limitation. If, as found in England, the schools of the Science and Art Department have, in the opinion of Mr. Horsley, R.A., drifted into mere drawing and painting schools for amateurs of both sexes, it is needless to expect better results here.

5. I therefore venture to think that Mr. Chisholm's scheme in its entirety will be the safest for Government to adopt, and that it should be given a definite place in the educational machinery of the country.

6. In regard to the much larger question adverted to by Mr. Grigg of having an Art and Science Institution for the Presidency, though strongly impressed with the conviction that this, if made to embrace the study of natural sciences and technical training, would have proved of infinitely more advantage to the country than the merely literary direction which I cannot but hold has unfortunately been given in our educational system—I feel myself unable to discuss the question. I am not even aware to what extent the machinery exists for giving partial effect to any scheme of the kind.

(Signed) R. H. SANKEY, Col., R.E.,
Chief Engineer, P.W.D.

To the Chief Secretary to Government, with paper in original (returned).

ORDER—dated 9th February 1883, No. 61, Educational.

Mr. Chisholm's scheme is approved, and will be adopted. The Director of Public Instruction will report the number at which the stipendiary studentships should be fixed, and the conditions on which they should be held.

(True Extract.)

C. G. MASTER,
Chief Secretary.

To the Director of Public Instruction.
„ Public Works Department.
„ Accountant-General.

Exd. A. F. Goodall and A. F. Aaron.

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4. Model drawing.
5. Drawing from measurement.

And all draughtsmen employed by Government, or seeking to enter the Civil Engineering College, should hold School of Arts' certificates to this extent. Indeed, if the Government are not prepared to order this, I would seriously recommend this institution to be discontinued. It must of necessity fail from an educational point of view, if it is ignored as an educational establishment, and its importance as an educational establishment can scarcely be over-estimated. It is only by institutions of this kind that the industrial arts of India can be raised to compete with foreign importations; this, however, is a subject which requires more exhaustive treatment than I can find time for here. Apart from these considerations, I think it due to the dignity of Government, to the institution, and to myself that the School of Arts' teaching should be recognized and placed on a proper footing. If the teaching is at fault and not sufficiently good for recognition, the teaching should be improved, but the creation of an institution at considerable public expense merely to ignore its teaching is practically converting it into a species of charity school.

6. In regard to fees. Hitherto the fee of 8 annas has been charged. The sum is small, and the natural inference is that the teaching is commensurate. Some pupils attend four or five times a month only, and outsiders generally regard the institution as a home for feeble and superfluous

accomplishments rather than as a school where much hard work and considerable application is demanded before even the lowest grades can be mastered; perhaps a good deal of this feeling is traditional, and will take time to eradicate, but raising the fees would at once modify these ideas. I would propose to make the fees Rs. 3 per mensem in place of 8 annas; but, in order to spread art as widely as possible, and to give every one an opportunity of bringing out latent talent, I would, in addition, have a free class for free-hand, which any one could attend for six months, and those of exceptional merit might become free students on condition that they would take up the course. In this case I would not make them entitled apprentices until they possessed the lower-grade certificate.

APPENDIX A.

MADRAS SCHOOL OF INDUSTRIAL AND FINE ARTS.

ART TRAINING SCHOOL.

The course of instruction in the Drawing Department is as follows:—

- | | |
|---|---|
| <p>1st Stage.—1. Linear geometry.
2. Mechanical drawing from measurement.
3. Linear perspective.
4. Details of architecture from copies.</p> <p>2nd Stage.—5. Free-hand drawing from examples in outline, enlarged or reduced.
6. Free-hand drawing of the human figure in outline from copies.</p> <p>3rd Stage.—7. Free-hand drawing from models in outline.
8. Free-hand drawing from models shaded in sepia.
9. Chalk drawings of the same objects.</p> | <p>4th Stage.—9½. Outline drawings from the "round" in pencil.
10. Outline drawings from the round in chalk.
11. Chalk drawings of the whole human figure from casts.
12. Life drawings of the semi-draped figure.</p> <p>5th Stage.—13. Painting in monochrome in oil and water color.
14. Painting in colors, oil and water color.
15. Time sketching in monochrome.
16. Time sketching in color.</p> |
|---|---|

Note 1.—Students studying for the examinations for draughtsmen, Department of Public Works, will not be expected to go beyond the 2nd stage.

Note 2.—Students studying to be lithographers or surveying draughtsmen will not be expected to go beyond the 2nd stage.

Note 3.—Students studying for wood drawing or copper-plate engraving will have a supplementary course of instruction embracing all kinds of "point" work after completing the 4th stage.

At the various stages of progress examinations will be held and certificates of proficiency granted.

Certificates of the first degree denote that the student is qualified to the extent specified.

Certificates of the second degree denote that the student is qualified to teach to the extent specified.

Students passing the whole of the tests will be entitled to receive an Art Master's certificate.

Students studying for certificates of proficiency will pay a fee of 8 annas per mensem in advance; their studies will be regulated by the Superintendent of the School.

Students studying at the institution merely with the view of improving themselves will pay a fee of 5 rupees per mensem; they will not be required to pass the regular course; they may receive instruction in any branch.

APPENDIX B.

MADRAS SCHOOL OF INDUSTRIAL AND FINE ARTS.

ART TRAINING SCHOOL.

The course of instruction in the Drawing Department is as follows:—

Lower Grade—(Black Print Certificates.)

- 1st Stage.—1. Linear geometry.
2. Mechanical drawing from measurement.
3. Linear perspective.
4. Free-hand, enlarged or reduced.

- 2nd Stage.—1. Model drawing.
2. Drawing from the round in chalk.
3. Model drawing in sepia.
4. Painting in monochrome.

- 3rd Stage.—1. Advanced free-hand.
2. Line drawing from the round.
3. Still-life painting in water color.
4. Still-life painting in oil.

Higher Grade—(Red Print Certificates.)

- 1st Stage.—1. Linear geometry.
2. Mechanical drawing from measurement.
3. Linear perspective.
4. Free-hand, enlarged or reduced.

- 2nd Stage.—1. Model drawing.
2. Drawing from the round in chalk.
3. Model drawing in sepia.
4. Printing in monochrome.

- 3rd Stage.—1. Advanced free-hand.
2. Linear drawing from the round.
3. Still-life painting in water color.
4. Still-life painting in oil.

The fee for studying at the institution will be 3 rupees per mensem.

A general free class for teaching free-hand drawing will be open to any one bringing a letter of recommendation and the requisite materials for drawing. Periodical examinations will be held, and the successful candidates will be allowed to continue the course free of charge.

Every student holding a lower-grade certificate will be entitled to a scholarship of Rs. 10 per mensem for three years, during which period he will be required to pass through the second grade. The first stage the first year, the second the second year, and the last stage the third year. If the student's progress is unsatisfactory, the fees may be withheld by the Superintendent.

ENCLOSURE.

From Lieutenant H. D. LOVE, R.E., Principal, Civil Engineering College, to the Director of Public Instruction, dated Coonoor, 7th July 1882, No. 205.

With reference to your endorsement, No. N-136, dated 28th June 1882, on a letter from the Superintendent, School of Arts, I have the honor to report that the course for the drawing class in the Civil Engineering College is at present as follows:—

- (a.) Preliminary, including use of drawing instruments, printing, scales, linear geometry, conventional signs.
- (b.) Copying and coloring architectural and topographical drawings.
- (c.) Drawing buildings, bridges, and irrigation works from specification and from actual measurement.
- (d.) Estimating.

2. This course was devised as suitable for draughtsmen of the Public Works Department, and would, if drawing of models and machinery were added, be sufficient for the requirements of most offices where draughtsmen are employed.

3. The subjects advocated by Mr. Chisholm, which do not form part of the above course, are—

- (1.) Free-hand
 - (2.) Perspective
 - (3.) Model
- } Drawing.

For the education of the finished architectural or machine draughtsman, the embodiment of these branches in the course would doubtless be desirable; but it appears to me that they are unnecessary for the ordinary plan draughtsman of the Public Works Department, whose work is practically confined to the subjects which now constitute the college curriculum.

4. Mr. Chisholm does not mention the average time which would probably be occupied in passing the proposed preliminary test alluded to in paragraph 5 of his letter; but the moderate estimate of a year would signify an addition of 50 per cent. to the length of the course, to the fees paid, and to the expenses which an up-country student incurs in Madras. The salary of the Public Works Department draughtsmen, varying from Rs. 25 to Rs. 60, is not, I consider, sufficient to justify this increase in the cost of his education. The immediate result of adopting this proposal of the Superintendent of School of Arts would probably be the reduction of the college drawing class to less than half its usual numbers, without a corresponding increase in the efficiency of its passed men.

5. A few finished draughtsmen are, it is true, occasionally required by the Public Works and other departments and offices. These men are expected to possess also sufficient engineering knowledge to enable them to *design* works. The preliminary education of the men who enter the drawing class of the college prevents their ever aspiring to employment of this kind. Comparatively high salaries from Rs. 150 to Rs. 250, are offered in these cases, and the requisite men would be drawn from the highest class in the college rather than the lowest. To meet requirements of this description, the Committee which recently sat on the college recommended that free-hand and perspective drawing should form part of the course for the Engineer classes—*vide* paragraph 7 of their report.

6. Should you not concur in my opinions, I suggest that, as the first object of the drawing class is to supply draughtsmen for the Public Works Department, this correspondence be laid before the Chief Engineer for expression of his views.

7. School of Arts' certificates, though not recognized as a qualification for draughtsmen by the Public Works Department, may possibly be accepted by other employers; and I therefore consider that Mr. Chisholm's proposal to raise the School of Arts' fee to Rs. 3 per mensem, and thus equalise it with that demanded at the college, is a desirable one.

No. 2350-C.

MEMORANDUM.

I regret that this reference escaped my notice till now, and that I have little to add to what is already on record on the subject of training draughtsmen for the Public Works Department—see my observations, paragraphs 56 to 61 of my Memorandum, dated 10th June 1882, on the curriculum for the Civil Engineering College.

2. One thing is clear, that in the matter of draughtsmen for all Public Departments, Madras is behind Calcutta and Bombay, and the reasons are not far to seek. In the first place, the training given at the Civil Engineering College, as explained by Lieutenant Love in his letter to the Director of Public Instruction, dated 7th July 1882, No. 205, by omitting free-hand, perspective and model drawing, is incomplete; secondly, assured employment on remunerative salaries is wanting.

3. The first defect can, I venture to think, be alone met by the plan proposed by Mr. Chisholm, and the second by gradually raising the standard of emoluments as suggested in paragraph 56 of my above-quoted memorandum.

4. On the general question of limiting the course of study at the School of Arts, so as to be more conducive to the development of industrial as opposed to pictorial art, it only requires to look back on the absurdly small results of past years, and particularly during the period prior to Mr. Chisholm's management, to be convinced as to the necessity for this limitation. If, as found in England, the schools of the Science and Art Department have, in the opinion of Mr. Horsley, R.A., drifted into mere drawing and painting schools for amateurs of both sexes, it is needless to expect better results here.

5. I therefore venture to think that Mr. Chisholm's scheme in its entirety will be the safest for Government to adopt, and that it should be given a definite place in the educational machinery of the country.

6. In regard to the much larger question adverted to by Mr. Grigg of having an Art and Science Institution for the Presidency, though strongly impressed with the conviction that this, if made to embrace the study of natural sciences and technical training, would have proved of infinitely more advantage to the country than the merely literary direction which I cannot but hold has unfortunately been given in our educational system—I feel myself unable to discuss the question. I am not even aware to what extent the machinery exists for giving partial effect to any scheme of the kind.

(Signed) R. H. SANKEY, Col., R.E.,
Chief Engineer, P.W.D.

To the Chief Secretary to Government, with paper in original (returned).

ORDER—dated 9th February 1883, No. 61, Educational.

Mr. Chisholm's scheme is approved, and will be adopted. The Director of Public Instruction will report the number at which the stipendiary studentships should be fixed, and the conditions on which they should be held.

(True Extract.)

G. Carter
Chief Secretary.

To the Director of Public Instruction.
„ Public Works Department. ✓
„ Accountant-General.

Exd. A. F. Goodall and A. F. Aaron.

McC 14/17
Govt. of 1883 Madras.

EDUCATIONAL.

No 535 way 17th Feb 1883

Recorded

L. 18/2

Issued

Recd. *18/2*

P. S. C.
Encl.

G.O., 9th February 1883, No. 61.

FEBRUARY.

No 535 way 17th Feb 1883

School of Arts.

Approving Mr. Chisholm's proposals for altering the course of study at the —, as well as the scale of fees.

R. F. Chisholm Esq.

With order
W. H. P. S. C.

28TH MARCH 1883, No. ¹⁸/_{946 W.}, PUBLIC WORKS.

PUBLIC WORKS DEPARTMENT.

LETTER—to

THE RIGHT HONORABLE THE SECRETARY OF STATE FOR INDIA.

MY LORD,

In reply to your Lordship's Despatch, No. 7, of 22nd February 1883, we have the honor to observe that your Lordship is under a misapprehension as regards the expenditure on communications in this Presidency.

2. The figures quoted in the despatch under reply show merely the sums expended by the direct agency of the Public Works Department, but the great bulk of expenditure on communications is met from Local Funds, and is controlled by the Local Fund Boards, who have engineering staffs of their own. Expenditure from Provincial Funds is only incurred when the finances of the Local Fund Circles concerned are unequal to the demands upon them, and the agency of the Public Works Department is only employed when from unusual engineering difficulties, or other exceptional causes, the Local Fund Engineering staff is unable to carry out the work.

3. The actual expenditure on communications during the official year 1881-82 was Rs. 30,99,070 in addition to the Rs. 3,16,746 noted in your Lordship's despatch, making a total of Rs. 34,15,816. To this should, correctly speaking, be added the amount, Rs. 2,31,935, spent during the year on the Buckingham Canal, which, though classed under Irrigation and Navigation, is purely a work of communication.

4. Out of the sum of Rs. 7,19,372 shown by the Administration Report to have been expended on "Civil Buildings," only Rs. 98,441 was for official residences, and this includes Rs. 39,099 for the new Government House at Ootacamund.

5. No fixed rules are laid down in Madras (nor it is believed elsewhere in India) regarding the provision of official residences, but such residences are never provided unless urgently required in the interests of good administration; when provided, rent sufficient to cover interest and cost of repairs is in almost all cases recovered from the occupants.

6. The proposed improvements in the curriculum of the Civil Engineering College are under consideration in the Educational Department.

We have the honor to be,

My Lord,

Your Lordship's most obedient, humble servants,

FORT ST. GEORGE,
28th March 1883.

Exd. A. F. Goodall.

GOVT. OF MADRAS.

PUBLIC WORKS DEPARTMENT.

LETTER to the Right Honorable
the Secretary of State for
India.

No. $\frac{18}{946 \text{ W.}}$ dated 28th March 1883.

Administration Report for 1881-82

REPLYING to the remarks of the Secretary of
State on the — of the General and Buildings and
Roads Branch of the Madras Public Works
Department.

GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT.

READ—the following papers:—

From H. B. GRIGG, Esq., M.A., Director of Public Instruction, to the Chief Secretary to Government, dated Ootacamund, 21st September 1882, No. N-562.

I have the honor to forward, for the orders of Government, the papers noted in the margin.

Letter from the Superintendent, School of Arts, dated 2nd June 1882, No. 75.

Letter from the Principal, Civil Engineering College, dated 7th July 1882, No. 205-C.

2. Mr. Chisholm, in view of making the course in the school more conducive to the development of industrial, as opposed to pictorial, art, proposes to eliminate

some of the higher subjects from the present course. This course will be found in Appendix A of his letter. It will be observed that it embraces five stages, which, I presume, may be held to represent five years' study, but nothing is stated in the rules as to the time demanded for passing through the stages. Students preparing to be draughtsmen in the Department of Public Works, lithographers or surveying draughtsmen are not required to go beyond the second stage, whilst students preparing for wood drawing and copper-plate engraving have to complete the fourth stage before entering on a special course of instruction embracing all kinds of "point" work.

The First Stage includes linear perspective and geometrical drawing and mechanical drawing from measurement; also details of architecture from copies.

The Second Stage.—Free-hand drawing from examples in outline, and of the human figure in outline from copies.

The Third Stage.—Free-hand drawing from models in outline and shaded in sepia, and chalk drawings of the same objects.

The Fourth Stage.—Outline drawing from the "round" in pencil and in chalk; also chalk drawings of the whole human figure from casts and life drawing of semi-draped figure.

The Fifth Stage.—Painting in oil and water color (monochrome), and on colors, and time sketching in monochrome and colors.

3. The scheme now proposed is divided into two courses—one for the lower grade, comprising three stages; one for the higher grade, also comprising three stages. It will be observed that, so far as the subjects are concerned, the courses are identical; the whole difference, I presume, being in the standard of instruction in each subject. The time likely to be occupied in the first course is not stated, but I notice that the second course embraces a period of three years. It will be seen that the new course omits architecture, drawing of the human figure from life, and confines painting to monochrome and still-life.

4. The reasons given by Mr. Chisholm speak for themselves. His object is clear—the constitution of the school, mainly a school for the advancement of the

decorative arts. I have no wish to depreciate the value of this branch of art in view of raising the industrial arts of India to compete with foreign importation, but I take it that, in maintaining this school, the Government have had a wider and more comprehensive object; the development in the country of the fine arts, more especially the arts of painting, of sculpture as ends in themselves, and not merely as subservient to the uses or requirements of the industrial or mechanical arts. Perhaps Mr. Chisholm is right, in the present state of art in the country, to desire to connect the school so strictly with the development of the industrial arts, but I would draw the attention of the Government especially to the new departure contemplated. Personally I should regret the partial abandonment of pictorial art, although the basis of a course in that art may well be that laid down by Mr. Chisholm, and would rather seek to add to his scheme a special course of study in this branch; in the same way as in the present rules a special course in "point" work is required from students learning wood-drawing and copper-plate engraving. In this connexion, however, I would observe that no special course for such students is provided in the new course.

5. It will be observed that Mr. Chisholm proposes to require that all draughtsmen employed by Government, or seeking to enter the Civil Engineering College, should have passed the lower-grade test in free-hand, geometry, perspective, model drawing and drawing from measurement, and remarks that if the Government are not prepared to order this, he would seriously recommend that the institution be closed, as it must necessarily fail from an educational point of view, if it is ignored as an educational establishment, and its importance as an educational establishment can hardly be over-estimated. I am quite with Mr. Chisholm in thinking that if the school is to be a success, its certificates or diplomas must have a special value attached to them as passes for courses of study or employment, but I am not disposed to agree with him in this particular recommendation without further inquiry. Mr. Love's objections seem to me very strong to the adoption of the course proposed by him, and I beg that before the matter is disposed of the opinion of the Chief Engineer may be obtained.

6. Before, however, the certificates of the school are made by Government the necessary passport to certain employments, I think it would be well to have the necessity and expediency of having tests, both preliminary and special, in regard to certain branches of the industrial arts fully inquired into and reported on by a competent Committee. And if it be held that such tests are desirable, then the Committee might proceed to consider the cases in which they may be adopted, and the changes which may be necessary in the school to adapt it to the requirements of the Presidency. If the school is to be maintained, I am strongly of opinion that it should be given a definite scheme and be accorded a definite place in the educational machinery of the country, as in the case of the Civil Engineering and Medical Colleges, and in some measure also of the Agricultural College. Its students must have definite ends in view, and have their acquirements testified to in a manner which will command general acceptance.

7. In my remarks on the report of the Committee on the Civil Engineering College, I drew attention to the expediency, when practicable, of having an Art and Science Institution in the Presidency. The School of Arts, if properly developed, would find its proper place in such an institute, and would cease to occupy its present anomalous position.

8. Mr. Chisholm's proposals regarding fees may, I think, be accepted, but I would suggest that an alternative fee, representing the total charge for instruction in each stage of course, or for each course, should be fixed to be paid in advance. I am inclined to think also that the number of stipendiary students should be fixed, and that the condition on which a scholarship is held should be defined. I fail to see much advantage in a free course for so limited a period as six months, and would suggest that a separate and complete free-hand course should be laid down, to which admission should be free in the case of all students certified to be poor, and that for others a low fee for each stage of the course should be charged.

ENCLOSURES.

From R. F. CHISHOLM, Esq., Officiating Superintendent, School of Arts, to the Director of Public Instruction, dated Madras, 2nd June 1882, No. 75.

I have the honor to lay before you the following proposals for altering the course of study at this institution as well as the scale of fees.

2. First, with regard to the course of study, I reported in my letter, No. 233, dated the 8th October 1881, that I had had an interview with Mr. E. J. Poynter, R.A., who recommended a severer course of study in the lower branches of decorative art and the elimination of the higher subjects, such as the drawing of the human figure, the tendency of such teaching being to develop pictorial rather than industrial art. With these views I entirely concur. I have from the first discouraged pictorial painting beyond the study of still-life objects, and I now wish the course to end at this point. As already frequently explained when I took charge of this institution, I assimilated the course here in Madras as much as possible to that laid down at South Kensington, omitting stages like historical architecture for instance, which necessitated a course of English reading. As a continuation of this subject, I may mention that Mr. Horsley, R.A., says, in a lecture given at an Art Exhibition held by the Duke of Devon at Newton Abbot, that "the Schools of the Science and Art Department have now drifted from the great purpose for which they were founded, viz., schools of design in which art solely in connection with manufactures was fostered, and had become mere drawing and painting schools for amateurs of both sexes, who flood the country with worthless productions, from which the country derived neither honor nor profit."

3. I gather from the foregoing that in modifying the South Kensington course I did not go nearly far enough; and I would now recommend that the Course A appended should be abolished and the Course B substituted.

4. With regard to the First Stage—linear geometry, mechanical drawing from measurement, perspective and free-hand—I introduced this stage with the view of improving the class of draughtsmen entering the Department of Public Works. I imagined that men would endeavour to obtain my certificates and then enter the Civil Engineering College to complete their studies, but, so far as I can see, the standard of drawing in that institution is lower than I imagined, and fewer branches are taught. This in itself is a matter for regret, and may in a measure account for the low standard of drawing which obtains throughout this Presidency.

5. At South Kensington every one is required to take the degree of Art Master before taking up a special course of study. Thus, whether a man intends to follow architecture, sculpture, painting, or any of the decorative arts, he must first hold the degree of Art Master before he can apply for instruction in any special course of study. This degree includes the following subjects:—

1. Free-hand.
2. Model drawing.
3. Geometry.
4. Perspective.
5. Architecture.
6. Drawing from the round in chalk. He must also pass an examination in geometry, architecture, perspective and model drawing.

Although such a course would be unnecessarily severe for this country, I think every one professing a knowledge of any kind of drawing should be able to pass the first-grade tests of—

1. Free-hand.
2. Geometry.
3. Perspective.
4. Model drawing.
5. Drawing from measurement.

And all draughtsmen employed by Government, or seeking to enter the Civil Engineering College, should hold School of Arts' certificates to this extent. Indeed, if the Government are not prepared to order this, I would seriously recommend this institution to be discontinued. It must of necessity fail from an educational point of view, if it is ignored as an educational establishment, and its importance as an educational establishment can scarcely be over-estimated. It is only by institutions of this kind that the industrial arts of India can be raised to compete with foreign importations; this, however, is a subject which requires more exhaustive treatment than I can find time for here. Apart from these considerations, I think it due to the dignity of Government, to the institution, and to myself that the School of Arts' teaching should be recognized and placed on a proper footing. If the teaching is at fault and not sufficiently good for recognition, the teaching should be improved, but the creation of an institution at considerable public expense merely to ignore its teaching is practically converting it into a species of charity school.

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accomplishments rather than as a school where much hard work and considerable application is demanded before even the lowest grades can be mastered; perhaps a good deal of this feeling is traditional, and will take time to eradicate, but raising the fees would at once modify these ideas. I would propose to make the fees Rs. 3 per mensem in place of 8 annas; but, in order to spread art as widely as possible, and to give every one an opportunity of bringing out latent talent, I would, in addition, have a free class for free-hand, which any one could attend for six months, and those of exceptional merit might become free students on condition that they would take up the course. In this case I would not make them entitled apprentices until they possessed the lower-grade certificate.

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10. Outline drawings from the round in chalk.
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12. Life drawings of the semi-draped figure.</p> <p>5th Stage.—13. Painting in monochrome in oil and water color.
14. Painting in colors, oil and water color.
15. Time sketching in monochrome.
16. Time sketching in color.</p> |
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Note 1.—Students studying for the examinations for draughtsmen, Department of Public Works, will not be expected to go beyond the 2nd stage.

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ART TRAINING SCHOOL.

The course of instruction in the Drawing Department is as follows:—

Lower Grade—(Black Print Certificates.)

- 1st Stage.—1. Linear geometry.
2. Mechanical drawing from measurement.
3. Linear perspective.
4. Free-hand, enlarged or reduced.

- 2nd Stage.—1. Model drawing.
 2. Drawing from the round in chalk.
 3. Model drawing in sepia.
 4. Painting in monochrome.
- 3rd Stage.—1. Advanced free-hand.
 2. Line drawing from the round.
 3. Still-life painting in water color.
 4. Still-life painting in oil.

Higher Grade—(Red Print Certificates.)

- 1st Stage.—1. Linear geometry.
 2. Mechanical drawing from measurement.
 3. Linear perspective.
 4. Free-hand, enlarged or reduced.
- 2nd Stage.—1. Model drawing.
 2. Drawing from the round in chalk.
 3. Model drawing in sepia.
 4. Printing in monochrome.
- 3rd Stage.—1. Advanced free-hand.
 2. Linear drawing from the round.
 3. Still-life painting in water color.
 4. Still-life painting in oil.

The fee for studying at the institution will be 3 rupees per mensem.

A general free class for teaching free-hand drawing will be open to any one bringing a letter of recommendation and the requisite materials for drawing. Periodical examinations will be held, and the successful candidates will be allowed to continue the course free of charge.

Every student holding a lower-grade certificate will be entitled to a scholarship of Rs. 10 per mensem for three years, during which period he will be required to pass through the second grade. The first stage the first year, the second the second year, and the last stage the third year. If the student's progress is unsatisfactory, the fees may be withheld by the Superintendent.

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- (a.) Preliminary, including use of drawing instruments, printing, scales, linear geometry, conventional signs.
 (b.) Copying and coloring architectural and topographical drawings.
 (c.) Drawing buildings, bridges, and irrigation works from specification and from actual measurement.
 (d.) Estimating.

2. This course was devised as suitable for draughtsmen of the Public Works Department, and would, if drawing of models and machinery were added, be sufficient for the requirements of most offices where draughtsmen are employed.

3. The subjects advocated by Mr. Chisholm, which do not form part of the above course, are—

- | | |
|------------------|------------|
| (1.) Free-hand | } Drawing. |
| (2.) Perspective | |
| (3.) Model | |

For the education of the finished architectural or machine draughtsman, the embodiment of these branches in the course would doubtless be desirable; but it appears to me that they are unnecessary for the ordinary plan draughtsman of the Public Works Department, whose work is practically confined to the subjects which now constitute the college curriculum.

4. Mr. Chisholm does not mention the average time which would probably be occupied in passing the proposed preliminary test alluded to in paragraph 5 of his letter; but the moderate estimate of a year would signify an addition of 50 per cent. to the length of the course, to the fees paid, and to the expenses which an up-country student incurs in Madras. The salary of the Public Works Department draughtsmen, varying from Rs. 25 to Rs. 60, is not, I consider, sufficient to justify this increase in the cost of his education. The immediate result of adopting this proposal of the Superintendent of School of Arts would probably be the reduction of the college drawing class to less than half its usual numbers, without a corresponding increase in the efficiency of its passed men.

5. A few finished draughtsmen are, it is true, occasionally required by the Public Works and other departments and offices. These men are expected to possess also sufficient engineering knowledge to enable them to *design* works. The preliminary education of the men who enter the drawing class of the college prevents their ever aspiring to employment of this kind. Comparatively high salaries from Rs. 150 to Rs. 250, are offered in these cases, and the requisite men would be drawn from the highest class in the college rather than the lowest. To meet requirements of this description, the Committee which recently sat on the college recommended that free-hand and perspective drawing should form part of the course for the Engineer classes—*vide* paragraph 7 of their report.

6. Should you not concur in my opinions, I suggest that, as the first object of the drawing class is to supply draughtsmen for the Public Works Department, this correspondence be laid before the Chief Engineer for expression of his views.

7. School of Arts' certificates, though not recognized as a qualification for draughtsmen by the Public Works Department, may possibly be accepted by other employers; and I therefore consider that Mr. Chisholm's proposal to raise the School of Arts' fee to Rs. 3 per mensem, and thus equalise it with that demanded at the college, is a desirable one.

No. 2350-C.

MEMORANDUM.

I regret that this reference escaped my notice till now, and that I have little to add to what is already on record on the subject of training draughtsmen for the Public Works Department—see my observations, paragraphs 56 to 61 of my Memorandum, dated 10th June 1882, on the curriculum for the Civil Engineering College.

2. One thing is clear, that in the matter of draughtsmen for all Public Departments, Madras is behind Calcutta and Bombay, and the reasons are not far to seek. In the first place, the training given at the Civil Engineering College, as explained by Lieutenant Love in his letter to the Director of Public Instruction, dated 7th July 1882, No. 205, by omitting free-hand, perspective and model drawing, is incomplete; secondly, assured employment on remunerative salaries is wanting.

3. The first defect can, I venture to think, be alone met by the plan proposed by Mr. Chisholm, and the second by gradually raising the standard of emoluments as suggested in paragraph 56 of my above-quoted memorandum.

4. On the general question of limiting the course of study at the School of Arts, so as to be more conducive to the development of industrial as opposed to pictorial art, it only requires to look back on the absurdly small results of past years, and particularly during the period prior to Mr. Chisholm's management, to be convinced as to the necessity for this limitation. If, as found in England, the schools of the Science and Art Department have, in the opinion of Mr. Horsley, R.A., drifted into mere drawing and painting schools for amateurs of both sexes, it is needless to expect better results here.

5. I therefore venture to think that Mr. Chisholm's scheme in its entirety will be the safest for Government to adopt, and that it should be given a definite place in the educational machinery of the country.

6. In regard to the much larger question adverted to by Mr. Grigg of having an Art and Science Institution for the Presidency, though strongly impressed with the conviction that this, if made to embrace the study of natural sciences and technical training, would have proved of infinitely more advantage to the country than the merely literary direction which I cannot but hold has unfortunately been given in our educational system—I feel myself unable to discuss the question. I am not even aware to what extent the machinery exists for giving partial effect to any scheme of the kind.

(Signed) R. H. SANKEY, Col., R.E.,
Chief Engineer, P.W.D.

To the Chief Secretary to Government, with paper in original (returned).

ORDER—dated 9th February 1883, No. 61, Educational.

Mr. Chisholm's scheme is approved, and will be adopted. The Director of Public Instruction will report the number at which the stipendiary studentships should be fixed, and the conditions on which they should be held.

(True Extract.)

C. G. MASTER,
Chief Secretary.

To the Director of Public Instruction.
„ Public Works Department.
„ Accountant-General.

Exd. A. F. Goodall and A. F. Aaron.

Gobt. of {1883} Madras.

EDUCATIONAL.

No. 535 W. a/17th Feb/83

Recorded.

Ind. I p.
16/2

Issued

Recd.

Encl.

G.O., 9th February 1883, No. 61.

FEBRUARY.

No. 535 W. a/17 Feb/83.

School of Arts. & C. E. College

Approving Mr. Chisholm's proposals for alter-
ing the course of study at the —, as well as the
scale of fees — Training of Draftsmen
for the P. W. D.