

Educational (189) Department.

ORDINARY MS.

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INDEXED.

[Despatch Abstract.]

Recording prop. L & M depts
passing orders on the report
by Mr. Parsons, I.C.S. regarding
the existence or otherwise of
"Dumny schools" in Malabar.

BACK PAPERS.

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LOCAL AND MUNICIPAL.

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G.O., No. 319 L., 21st February 1900.

FEBRUARY.

Education.

Passing orders on the report by Mr. Parsons, I.C.S., regarding the existence or otherwise of "dummy schools" in Malabar.

1/3

GOVERNMENT OF MADRAS.

LOCAL AND MUNICIPAL DEPARTMENT.

READ—the following papers:—

From F. C. PARSONS, Esq., I.C.S., on special duty, to the Secretary to Government, Local and Municipal Department, dated Calicut, 5th April 1899.

In compliance with G.O., No. 358 L., dated 16th February 1899, I have the honour to submit the following in continuation of my report, dated 17th December 1898.

2. This report is based on an inspection of primary Hindu schools in the Calicut, Ernad and North Chirakkal taluks and of Mappilla schools in Calicut, North Ponnáni, Chirakkal and part of Walavanad.

3. Taking a dummy school to mean a school which has no real existence, I have been unable to find any such school. All the schools included in the D list for 1898-99 and which are shown as having drawn a grant for the previous year were undoubtedly working in 1897-98. A few of them are either not working at all now or are working as indigenous schools. This is as one would expect for, from a variety of causes, a few of the weaker results schools always fail to come up for the annual examination.

4. A dummy school could not draw a grant without fraud on the part of the Sub-Assistant Inspector. Besides submitting a number of returns the Sub-Assistant Inspector has to certify on the certifying memorandum that he "duly examined all the pupils of this school present for examination." This memorandum is made out separately for each school and it is only when the school manager has countersigned and presented the memorandum that the grant is paid. I have consulted a number of people likely to know or hear of such frauds if they occur. They all receive the suggestion with incredulity. One or two have gone so far as to admit that such frauds may possibly have been perpetrated years ago when the administration was more lax than at present, but even these could cite no example of a grant ever having been drawn for a dummy school. In my opinion there is no ground even for a suspicion that the present Sub-Assistant Inspectors do any thing of the sort.

5. The D list for 1898-99 shows 492 Hindu and 219 Mappilla result schools. Of these 234 Hindu and 196 Mappilla schools are dummies in the sense that they earned a grant in 1897-98 of less than Rs. 50 from Provincial and Local Funds together. Some of these earned no grant in 1897-98, as they were newly brought on to the list for 1898-99. Guided by G.O., Mis. No. 358 L., dated 16th February 1899, I will confine my remarks principally to Mappilla schools.

6. The Mappilla parent is indifferent to secular education. He does not trouble to form an opinion as to the merits of the school his boy attends nor the system of Government aid. To judge of the utility of these schools one can only be guided by actual inspection and by the results of the grant examination.

7. In Ponnáni I visited 23 dummy schools, one was temporarily closed. In the other 22 schools I found an average of 28 pupils. At the last examination an average of eleven pupils qualified for result grants. Most of these schools were prepared to receive me and so looked their best. Allowing for this, the impression they have left on my mind is that they are doing excellent work. They compare favourably with Hindu result schools in the district and are far better schools than the reader of printed papers on Mappilla education would expect to find in Malabar.

8. All the sixteen result schools in Walavanad earned less than Rs. 50 in 1897-98. I visited six of these unexpectedly. Two are now Quran schools. In the other four I found an average attendance of 22 and the average number of passes at the last examination was nine. That two out of six schools should have ceased giving secular instruction is discouraging, but the four working schools are satisfactory ones for so backward a country.

9. In Calicut there are six result schools and in Chirakkal four. Three of these ten now impart no secular instruction. Two I found closed temporarily. Four are struggling for existence. Only one is a satisfactory school. Of these ten schools eight earned less than Rs. 50 in 1897-98.

10. It is curious that in these two taluks there is the same number of schools and dummies under the salary result as under the results grant system. Though the salary result are better schools than the result schools, the improvement did not appear to me to be commensurate with the additional cost. In the whole of the Chirakkal taluk there are only eight schools. These are of a poor quality and Mappilla education is probably more backward there than in any part of Malabar.

11. In 1897-98, 2,081 pupils qualified for grant from the 160 Mappilla result schools examined. Twenty-three of these schools earned grants of over Rs. 50 and passed 536 pupils. The remaining 137 schools passed 1,545 pupils or an average of eleven per school. Considering that these are the worst schools of a community very backward in education, eleven does not appear to me to be an unsatisfactory average.

12. The President, District Board, having proposed to abolish result schools and to substitute salary-result schools it may be noted that in 1897-98 from 109 salary-result schools 2,027 pupils qualified for grant. The average cost of each salary-result school was Rs. 129 and 19 pupils qualified. In result schools the figures are Rs. 27 and 13. Under the salary-result system each pass cost Rs. 6-13-0, while under the results system it cost Rs. 2-1-0. The only compensation for this enormous difference is that 18 pupils passed the Primary examination from salary result and none from result schools.

13. Many of the Mappilla dummy schools I have visited are in a miserable condition, but this does not seem to me to be a sufficient reason for refusing to aid them. The visits of inspecting officers alone must do a little good. If only one or two pupils qualify for grant, this is better than nothing. In backward parts of the district, both Mappilla and Hindu education want much encouragement. It is only just making a start and refusing aid to the few teachers would nip it in the bud without a chance of its ever making another start, for it would be quite impossible for such a teacher ever to earn a grant of Rs. 50 in his first year of recognition. So far from it being good policy to refuse grants to small schools it would tend to diffuse elementary education if small schools got a higher rate of grant at the expense of large schools. The latter, which are in favoured localities, would continue to work, and teachers would have more inducement to open schools in backward parts.

14. If result schools are to be refused aid because they earn less than Rs. 50, much more should salary-result schools which earn less than Rs. 50 be abolished. In both cases the educational result and the grant are the same, but in the latter case a large additional sum is spent on salaries and contingencies. In 1897-98, 68 out of 111 Mappilla salary-result schools earned less than Rs. 50. The cost of each of these schools in salaries and contingencies is over Rs. 10.

15. Though I have not discovered a fraudulent dummy school I have unearthed a dummy class. The Manjeri Hindu salary-result school is held in the verandah of the lower secondary school adjoining the Taluk Cutcherry. It nominally consists of two paid masters and two classes, the one teaching the second and the other the first and infant standards. I found the lower paid master teaching the higher class of eleven boys and no one else present. The headmaster was away without leave—his application for leave turned up in a mysterious way, as I was walking towards the school! The lower class consisted even on paper of only four pupils and none of these could be produced.

16. At the Mulliakurishi Mappilla salary-result school in Walavanad I found both the salaried teachers absent, and their place was occupied by a neighbouring Mulla, who was teaching Quran at an hour supposed to be given to Malayalam, and who appeared to have no intention of teaching anything else, though he knows enough Malayalam to teach up to the second standard.

17. I invite particular attention to the above two schools, because they are examples of the dummy nature of many salary-result schools, both Hindu and Mappilla, where masters are paid for doing next to nothing. They also show the want of supervision over these schools. It is unnecessary for me to deal with this point more in detail as Government has condemned the salary-result system, and such schools will gradually disappear. The Tellicherry Taluk Board has already abolished this system in respect of Hindu schools with beneficial results.

18. The principal irregularities which I noticed in primary schools were the temporary absence of masters or pupils, or both, insufficient accommodation or furniture, inefficiency of teachers, incorrect registers and dirtiness. These irregularities exist in salary-result schools as well as in result schools, but they are especially prevalent among poor result schools, and this is probably the reason why the President and the District Board wished to refuse aid to such schools. This appears to me to be a wrong policy, for it is only by aiding and improving these small schools that education can be spread at a reasonable expense among the mass of the Mappillas and Hindus. One must expect numerous irregularities at first and it is wiser to aim at removing these irregularities rather than to put them forward as a reason for abolishing schools which are doing no harm and which are only receiving public money in proportion to the advantage derived from them.

19. The results system aims at aiding and improving indigenous schools. Thus one would expect to find, as I found, results schools of all descriptions. Some are imitations of a high school. Others consist of a Mulla sound asleep on the broad of his back while pupils round him drone out the meaningless Quran. In others a few Hindu boys yell their equally meaningless slogans whilst their master is conducting his law suit in a neighbouring court. But no matter how well or badly the school is conducted, some educational results must be shown for every rupee of public money spent and this is the great advantage of the system.

20. The President of the District Board says that lakhs of rupees have been spent on Mappilla schools with practically no result. Now in so far as these lakhs of rupees have been spent on the results system there must have been educational results commensurate with the expenditure. The fact that result schools earn grants varying from nothing to Rs. 100 or more appears to me to point to the advantages of the result system rather than otherwise, because it shows that no money is being wasted, and that at the same time masters of inferior schools are being encouraged to improve their schools.

21. Falsified registers and the other disadvantages summarised in paragraphs 462 and 463 of the report of the Education Commission exist in Malabar result schools as elsewhere. So far from the recommendations of the Commission not being applicable

* Page 21—G.O., No. 363, Educational, dated 20th June 1898. to the Mappilla as the President suggests * it seems to me, from a perusal of the chapter in the report on Muhammadans,

that the Commission made their recommendations after considering the needs and condition of communities in other parts of India exactly similar to the Mappillas.

22. The results system will not, however, succeed in backward parts, unless grants which are earned are paid in full. I understand that in 1898-99, Mappilla schoolmasters are to get As. 9-10 for every rupee they earn. This treatment will not induce masters either to open fresh schools or to improve the poorer existing ones. Similarly Hindu schoolmasters in backward parts ought to get what they earn. The only methods of getting more money for this purpose appear to be—

- (1) additional allotment by Government,
- (2) the abolition of salary-result schools, and
- (3) a reduction in the number of inspecting schoolmasters.

Endt. No. 760.

Referred to the Director of Public Instruction for remarks on the proposals contained herein. He should also report the result of the enquiry ordered by him in his Proceedings, No. 6432, dated 8th June 1898.

19th July 1899.

(Signed) F. J. WILSON,
for Secretary to Government.

From the Hon'ble Mr. D. DUNCAN, M.A., D.Sc., LL.D., Director of Public Instruction, to the Secretary to Government, Local and Municipal Department, dated Madras, 18th November 1899, No. 12883.

With reference to endorsement No. 760, dated 19th July last, on Mr. Parsons's second report on the "dummy" schools in Malabar, herewith returned, I have the honour to submit, in original, two letters from the Inspector of Schools, Western Circle, No. 20-C., dated 11th February 1899, and No. 39-C., dated 1st November 1899, the former of which reports the results of the inquiry held by Mr. Logan in accordance with this office Proceedings, No. 6432, dated 8th June 1898, and the subsequent Proceedings, No. 12525, dated 3rd November 1898, regarding the so-called *dummy* schools, while the latter contains Mr. Stone's comments on the proposals made by Mr. Parsons in the concluding paragraph of his report for the improvement of Mappilla education.

2. From the first of the letters, Government will be pleased to observe that Mr. Logan has arrived at the same conclusions that Mr. Parsons has arrived at in regard to the so-called *dummy* schools, taking this expression to mean *paper* schools, i.e., schools having no existence except in the returns of this department.

3. With regard to the three proposals made by Mr. Parsons in the concluding paragraph of his report, I agree with Mr. Stone in thinking that the first, viz., additional allotment by Government and a partial carrying out of the second, viz., abolition of some salary-results schools alone, should be adopted. The third proposal of Mr. Parsons, viz., a reduction in the number of inspecting schoolmasters would, if carried out, seriously affect the efficiency of primary schools. I have already submitted my remarks on this proposal at full length in my reply to the unofficial reference on the same subject, and I have very little to add to them, except by way of comment on paragraph 4 of Mr. Stone's letter. In this paragraph Mr. Stone recommends that Quran teaching be made an integral part of the school work, and he seems to consider that Government, "by recognizing and aiding it as such and by falling in perhaps with the Malappuram Tangal's idea of training Quran teachers in selected mosques", would not be doing anything very different from the recognition of Pandit's work in Hindu schools. This is opposed to my views on Mullas or Quran teachers and their work, and the question of openly recognizing them having been settled in paragraph 3 of G.O., No. 363, Educational, dated 20th June 1898, Mr. Stone need not have re-opened it.

ENCLOSURES.

From T. T. LOGAN, Esq., Inspector of Schools, Western Circle, to the Director of Public Instruction, Madras, dated Cochin, 11th February 1899, No. C. 20.

I have the honour to report that agreeably to your proceedings, No. 12525, dated 3rd November 1898, I visited some of the Mappilla schools in the Ernad taluk in December last without giving any notice either to the Mappilla inspecting agency or to the managers or teachers of the Mappilla schools. All the schools I visited, I found in working order. I heard the pupils read and made them transcribe or write to dictation on slates. They read pretty fairly and their writing was generally good, some of them writing even a much better hand than their Hindu brethren. Thus it is evident that the money spent on Mappilla education has not been spent in vain, and from what I myself have seen of the few Mappilla schools in this disaffected taluk, I think I can safely assert that the so-called "dummy schools" have no

existence anywhere in the district. But if the term "dummy" is to be applied to all schools which earn less than Rs. 50 in the shape of results grants, a very large number of the primary schools—both Hindu and Mappilla—will have to be classed under that category.

2. So far as I have seen not only on this particular occasion but also from my general experience of primary schools in Malabar, I feel convinced that Mappillas as a class are backward only in name but not in reality. This apparent backwardness is due chiefly to the peculiarly tedious system of Mulla teaching which every child is bound to undergo. This system prevails even in Board schools, the best part of the day being spent with the Mulla. It is therefore very desirable that the time thus spent should be curtailed as much as possible, and on this point I spoke to the Mullas and teachers of every one of the schools that I visited. I shall also in future see that this point is prominently borne in mind by the subordinate inspecting officers. No doubt the desired change in this respect must be of necessity a matter of time, but it may to some extent be hastened by exciting interest in the pupils in the matter of secular education. Another point to be noted in this connection is the accommodation and furniture which at present stand much in need of improvement. Most of the schools I visited were held in miserable thatched sheds, all with perhaps one or two exceptions being greatly overcrowded. As for furniture, I could find none worth the name. These sheds, as well as most of the so-called furniture in them, are provided by the Mullas themselves, who I understand draw monthly on that account a liberal rent of As. 8 or so from the Board and in some instances nothing at all. When Board schools which are supposed to be and indeed ought to be models in every respect are of the above description, it would certainly be too much to expect a better state of things in schools under private management. It is, I think, this sort of cheese-paring policy on the part of the Board, together with the system of teaching above alluded to, that has stood in the way of any great progress in Mappilla education.

3. The following are the notes I made on each school as I visited it:—

(1) *Board Upper Primary Mappilla School, Chalam*—Staff.—Two Hindu teachers and a Mulla. The teachers have passed the Primary examination and have 9 and 10 years' service. The salary of the headmaster is Rs. 7; that of the second master, Rs. 6; and that of the Mulla, Rs. 5.

Attendance.—The number on rolls was 126; number present 98, of which 37 were Hindus (Nayars and Tiarys). Of the four Mappilla girls on the rolls only one was present.

Average attendance ..	1896	..	..	..	..	..	50
	1897	..	..	..	..	..	120
	1898	..	..	..	..	..	98
		..	..	..	..	..	

Accommodation—Good; a rented building (upstairs).

Furniture—Fair; most of these belong to the masters.

Gymnastic apparatus.—Belong to the headmaster.

		Earned.			Passed.		
		RS.	A.	P.	RS.	A.	P.
Results stipends ..	1895-96	..	..	..	..	..	..
	1896-97	..	..	93 9 0	82 11 0		
	1897-98	..	..	164 10 0	93 10 0		

General.—The registers are properly kept. The school became a Board school in 1896. Before that, it was conducted under the results-grant system for 4 years during which it earned Rs. 15, Rs. 17, Rs. 50 and Rs. 90 as results grants.

(2) *Shehidammarmukam Board Upper Primary Mappilla School*—Staff.—Two teachers and a Mulla. The headmaster has passed the Lower Secondary examination, but holds a teacher's certificate of the primary grade. Salary Rs. 8. Second master holds an untrained teacher's certificate of the primary grade. Salary Rs. 5. The Mulla gets Rs. 4.

Attendance.—Number on rolls 76. Number present 57.

	Average on rolls.			Average attendance.		
	RS.	A.	P.	RS.	A.	P.
For 1897	..	..	..	76	60	
„ 1898	..	..	..	76	57	

Registers for 1896 are not to be found.

Accommodation.—Bad and greatly overcrowded. It is provided by the Mulla, who gets a monthly rent of As. 8.

Furniture.—None worth the name. Most of the so-called furniture the school contains belongs to the Mulla.

Gymnastic apparatus.—None.

		Earned.			Passed.		
		RS.	A.	P.	RS.	A.	P.
Results stipends	1895-96	..	..	..	..	..	..
	1896-97	..	..	58 8 0	58 8 0		
	1897-98	..	..	15 14 0	15 14 0		

General.—The registers were not properly kept. The inspecting schoolmaster ought to have instructed the teachers on this point. When I entered the building, the air was so foul from the overcrowding that I was obliged to send some of the children out into the compound. The Mulla is willing to repair and enlarge the building provided the Taluk Board pays him a decent rent.

(3) *Board Lower Primary Mappilla School, Melmuri*—Staff.—A teacher primary grade, trained, salary Rs. 4, and a Mulla on Rs. 3 + Re. 1 contingency.

Attendance.—On rolls 44; present 18.

	Average on rolls.			Average attendance.		
	RS.	A.	P.	RS.	A.	P.
1896	..	..	..	51	35	
1897	..	..	..	46	35	
1898	..	..	..	52	30	

Accommodation.—Sufficient; but needs repair. It is the Mulla's own building.

Furniture.—Poor. Belongs to the Mulla.

		Earned.			Passed.		
		RS.	A.	P.	RS.	A.	P.
Results stipends	1896-97	..	..	44 8 0	36 11 0		
	1897-98	..	..	9 12 0	9 12 0		

General.—Registers defective and marking suspicious. This school is not wanted here. It may therefore be abolished and the teacher provided for elsewhere.

(4) *Malappuram North Mappilla Results School*—Staff.—A Mulla who can hardly read the first standard reader. He has engaged the services of a boy who has passed the Primary examination for his school as well as for the Government girls' school which is held in the same compound as the boys' school and of which his wife is the mistress.

Attendance.—Number on rolls 28. Number present 15.

	Average on rolls.			Average attendance.		
	RS.	A.	P.	RS.	A.	P.
1896	..	..	..	32	23	
1897	..	..	..	30	22	
1898	..	..	..	28	15	

Accommodation.—A thatched shed sadly in need of repairs.

Furniture.—None.

		Earned.			Passed.		
		RS.	A.	P.	RS.	A.	P.
Results grants	1896-97	..	..	3 0 0	3 0 0		
	1897-98	..	..	9 6 0	9 6 0		

General.—Registers are not properly maintained. This school, it is said, has been in existence for the last 28 years. It was a salary-result school until 1896.

Since then it has been worked under the results grant system. It is a very poor school and may as well be refused aid in favour of the better conducted schools in the neighbourhood.

(5) *Korangot Lower Primary Results Mappilla School—Staff.*—One teacher has passed the Primary examination and undergone training but holds no teacher's certificate.

Attendance.—On rolls 46. Present 37.

	Average on rolls.	Average attendance.
1896	47	42
1897	49	40
1898	46	37

Accommodation.—A broken down thatched shed and very much too small.

Furniture.—None.

	Passed.	Earned.
	RS. A. P.	RS. A. P.
Results grants { 1896-97	54 3 0	63 11 0
{ 1897-98	43 6 0	43 6 0

General.—This school might do well if properly accommodated and furnished. The abstract at foot of attendance register is not properly kept.

(6) *Kunmunmal Lower Primary Mappilla School, Unaided—Staff.*—This school was started some eight months ago by a teacher who has passed the Primary examination. He has undergone training, but has not yet passed for a teacher's certificate. There were 41 pupils (boys and girls) on the rolls of whom 31 were present when I visited it.

Accommodation.—Fair.

Furniture.—None.

Registers.—Properly kept.

(7) *Board Upper Primary Mappilla School, Manjeri—Staff.*—Four teachers and a Mulla.

	Salary.
	RS.
(a) Headmaster, Lower Secondary, trained, but no certificate	10
(b) Second master, Special Upper Primary, normal certificate	8
(c) Third master, Primary, trained, but failed in written test	6
(d) Fourth master	5
Mulla	4

Attendance.—On rolls 83. Number present 57.

	Average on rolls.	Average attendance.
1896	74	63
1897	82	69
1898	70	64

Accommodation.—Sufficient. The upper story of a shop. Rent Rs. 2 per mensem.

Furniture.—Fair.

Gymnastic apparatus.—Nil.

	RS.
Results stipends for 1897-98	140

General.—This is one of the best Mappilla schools in the taluk, if not in the district. The registers are properly kept. The head, third and fourth masters should pass for teachers' certificates of their respective grades at the earliest opportunity.

(8) *Wulluvangad Board Lower Primarff School—Staff.*—One teacher and a Mulla.

Teacher, trained, Primary man (Rs. 6) suffering, I think, from leprosy.

Mulla is the teacher's father. Salary Rs. 4. He is also the branch post-master; was absent from the school.

Attendance.—On rolls 39. Number present 27, of whom one was a Hindu carpenter.

	Average on rolls.	Average attendance.
1896	55	50
1897	46	43
1898	39	30

Accommodation.—Not sufficient.

Furniture.—Middling.

Registers.—Pretty fair.

	Earned.	Passed.
	RS. A. P.	RS. A. P.
Results stipends { 1896-97	137 12 0	110 10 0
{ 1897-98	116 8 0	85 2 0

General.—The school appears to be decreasing in strength. The teacher must be sent to the Doctor for examination as he appears to me to be suffering from leprosy.

(9) *Board Upper Primary Mappilla School, Pandikad—Staff.*—One teacher and a Mulla. Teacher has passed the fifth standard examination and has undergone training; but possesses no teachers' certificate, Rs. 6.

Mulla, Rs. 3.

Attendance.—Number present 74.

	Average on rolls.	Average attendance.
1896	44	37
1897	72	58
1898	75	70

Accommodation.—Insufficient.

Furniture.—Fair.

Gymnastic Apparatus.—Nil.

Registers.—Very neat.

	Earned.	Passed.
	RS. A. P.	RS. A. P.
Results stipends { 1896-97	130 3 0	102 1 0
{ 1897-98	75 6 0	75 6 0

General.—This is a good school. One more teacher is wanted. The building was provided by the Board at a cost of about Rs. 250. It is greatly overcrowded; needs to be enlarged and provided with two more windows in front. Three boys were sent up for the Primary Examination, of whom two were successful. A good middle school is necessary for the locality.

(10) *Anakkayam Results Primary Mappilla School—Staff.*—A Mulla.

Attendance—

	Average on rolls.	Average attendance.
1896	55	40
1897	41	38
1898	37	27

Accommodation.—A thatched shed.

Furniture.—Planks resting on stones.

Registers.—Fair.

	Earned.	Passed.
	RS. A. P.	RS. A. P.
Grant { Last year	26 12 0	26 12 0
{ 1896-97	57 5 0	57 5 0

General.—Not a good school.

(11) *Board Lower Primary Mappilla School, Trikulam—Staff.*—One unpassed teacher, possessing 13 years' service, Rs. 4 + contingency, one rupee.

Attendance—

	Average on rolls.	Average attendance.
1896	36	25
1897	39	24
1898	48	26

Accommodation.—Not quite sufficient.

Furniture.—Fair.

Registers.—Not properly kept with reference to abstract at foot.

			Earned.			Passed.		
			RS.	A.	P.	RS.	A.	P.
<i>Results stipends</i>	1896-97	..	102	11	0	85	9	0
	1897-98	..	75	14	0	75	3	0

General.—This school ought to be amalgamated with the Tirurangadi results school and both together made a Board school.

N.B.—The notes on this school were taken by my clerk as I had no time to visit it myself.

(12) *Board Lower Primary School, Parappur*—*Staff.*—One teacher, primary, trained, but no certificate, Rs. 4.

Attendance—

							Average on rolls.	Average attendance.
1896	..	..	..	..	..	..	52	47
1897	..	..	..	..	..	..	55	48
1898	..	..	..	..	..	..	48	40

Accommodation.—A thatched shed requires re-thatching in places.

Furniture.—The teacher's own.

			Earned.			Passed.		
			RS.	A.	P.	RS.	A.	P.
<i>Results stipends</i>	1896-97	..	78	8	0	67	1	0
	1897-98	..	61	4	0	61	4	0

(13) *Tirurangadi Mappilla Results Lower Primary School*—*Staff.*—One teacher and a Mulla, both unqualified.

Attendance—

							Average on rolls.	Average attendance.
1896	..	..	..	..	..	..	54	51

Accommodation.—Insufficient.

Furniture.—None.

Results Grants.—New school.

General.—This is a thickly-populated quarter; the school might therefore be converted into a Board salary-results school; but if this is done a more commodious building must be provided.

(14) *Board Lower Primary School, Naduva*—

Staff.—One teacher, primary, trained. Holds no certificate, Rs. 5. One Mulla, Rs. 2.

Attendance—

							Average on rolls.	Average attendance.
1896	..	..	..	..	..	..	44	40
1897	..	..	..	..	..	..	40	35
1898	..	..	..	..	..	..	37	26

Accommodation.—Very bad.

Furniture.—Very bad.

Registers.—Not properly kept.

			Earned.			Passed.		
			RS.	A.	P.	RS.	A.	P.
<i>Results stipends</i>	1896-97	..	33	11	0	33	11	0
	1897-98	..	25	8	0	25	8	0

General.—A very poor school.

4. The generally defective state of the registers in the above schools points to the perfunctory way in which the inspecting schoolmasters have been doing their work.

5. Besides the above fourteen Mappilla schools, I visited the Board lower secondary school, Manjeri, and the Verandah primary school attached to it. My notes regarding them are appended below:—

Board Lower Secondary School, Manjeri—

Staff.—Five teachers—

								Salary.
								RS.
(i)	Headmaster, trained	Matriculate	..	..	..	..	..	50
(ii)	Acting second master, trained	Matriculate	..	..	..	..	..	15
(iii)	Third master, trained	Matriculate	..	..	..	..	..	22
(iv)	Fourth master, fourth grade, trained	..	..	..	..	..	..	18
(v)	Fifth master, Matric, trained	..	..	..	..	..	..	12

Attendance—

								Average on rolls.	Average attendance.
1896	..	..	..	..	..	..	..	84	78
1897	..	..	..	..	..	..	..	105	90
1898	..	..	..	..	..	..	..	100	91

Accommodation.—Sufficient.

Furniture.—Sufficient.

General.—The school is an efficient one. It is more than self-supporting. Seven pupils passed out of the 12 sent up for the Lower Secondary Examination of 1897. The primary school should be removed from the verandah of the lower secondary school building and located in a house of its own.

From J. H. STONE, Esq., Acting Inspector of Schools, Western Circle, to the Director of Public Instruction, dated Mercara, 1st November 1899, No. 39-C.

With reference to your Proceedings, No. 8549, dated 2nd August 1899, forwarding to me Mr. Parsons's second report on the dummy schools in Malabar for an expression of my views regarding the proposals contained in the last paragraph of the report, I have the honour to submit the accompanying letter, No. 6247, dated 11th October 1899, on the subject from the Assistant Inspector of Schools, West Coast division, and to offer the following remarks.

2. As observed by Mr. Parsons and on more than one occasion represented by the inspecting officers of the department, it is useless to expect any great improvement in Mappilla education without sufficient funds being allotted annually for the purpose. For the past few years the Local Boards in the district, instead of increasing their educational allotments year after year to meet the advancement of time have been, on the other hand making, compelled of course by financial difficulties, retrenchments in them, and there has been also some reduction in the allotment for results grants from Provincial funds for the past two or three years. As a recognized backward class Mappillas are entitled to exceptional treatments, such as enhanced rate of results grants and double the earnings or even more up to the limit of net cost; but, for want of funds, we have not been able to pay them for the last few years even their earnings in full, and in the last year a reduction of about As. 6 had to be made in the rupee of actual earning. This procedure has shaken so much the faith of the Mappillas in State aid that there prevails a general discontent among them and regardless of the pittance they used to get in the shape of results grants they generally neglect their schools and seem to begin regular work only three or four months preceding the grant examination. If, therefore, the Boards and the department continue reducing the educational allotments as hitherto, the Mappilla schools in Malabar will not even be "dummy" but non-existent. This view is supported by the fact that in 1898-99 there has already been a decrease of thirty schools and 1,149 pupils under "Public Mappilla schools." Thus one thing that is wanted for the improvement of Mappilla education is "more money."

3. Mr. Parsons suggests three methods of getting more money for Mappilla education. The first of these (viz., additional allotment by Government) in conjunction with a partial carrying out of the second, viz., abolition of some salary-results schools, alone commends itself to me. I have said a partial adoption of the second of Mr. Parsons's plans, the abolition of salary-results schools, because I am convinced that a certain number of these schools should be retained as model institutions. In this view I believe, I agree with Mr. Logan and it is also advanced by the Assistant

Inspector. At the same time the results schools should be allowed all the privileges contemplated in the Code for Mappillas as a backward class. It is to be noted, however, that the abolition of salary-results schools, that is, their conversion into results schools would result in a saving only to Local funds, and it would therefore seem proper that some arrangement should be made by which the money so saved should be applied to payment of results grants. Mr. Parsons's third suggestion, the reduction of the number of inspecting schoolmasters, is open to the same objection that it would result in a saving of Local funds only. It should, however, I think, be rejected on the ground that, as the Assistant Inspector remarks, these officers are the life and soul of primary schools, and that no improvement in these schools can be hoped for unless they are supervised by a sufficiently numerous and efficient body of inspecting schoolmasters. To sum up, I would then suggest as financial measures for the improvement of Mappilla education—

(1) That a large allotment than hitherto be provided for results grants from Provincial funds.

(2) That the salary-result schools be abolished, retaining a few as models in convenient centres.

(3) That full grants earned at exceptional rates be allowed to Mappilla result schools.

(4) That results grants to infant and first standards in Mappilla schools be made a charge on Local funds.

4. While I was on the West Coast I did what I could to acquaint myself with the state of Mappilla education and came to the conclusion, which is amply borne out by what I have read on the subject in Mr. Parsons's reports and other papers, that the crux of Mappilla education is the question of Quran teaching. At present Government and the Mappilla community are pulling different ways and the existing compromise similar to that between religious and secular instruction in English elementary schools does not seem favourable to the due carrying out of education of either kind. Mappilla children, who have been chanting the Quran for two or three of the best hours of morning, cannot have much energy for their Malayalam work in the rest of the day, and the picture Mr. Parsons has drawn of the "Mulla on the broad of his back" exactly corresponds with what I saw of Quran teaching in two or three schools I visited near Malapuram. I think that what should be aimed at is the making of Quran teaching an integral part of the school work and I do not see that Government by recognizing and aiding it as such and by falling in perhaps with the Malappuram Tangal's idea of training Quran teachers in selected mosque would be doing any thing very different from the recognition of Pundit's work in Hindu schools which is after all largely the teaching of books of an avowedly religious character. It is even conceivable that, if recognized and aided, the Quran teaching might in time come to something more useful than the mere learning by heart of uncomprehended Arabic sentences.

5. As to paragraph 3 of the Proceedings, I beg to refer you to paragraphs 2 and 3 of the Assistant Inspector's letter referred to above.

From G. W. DANCE, Esq., I.C.S., President, District Board, Malabar, to the Secretary to Government, Local and Municipal Department, dated Calicut, 9th April 1899, C. No. 764-L.F.

I have the honour to request that Government will be pleased to defer passing orders on the report submitted by Mr. Parsons on Mappilla education until I have had an opportunity of submitting my remarks thereon, which I will do as soon as possible.

From G. W. DANCE, Esq., I.C.S., President, District Board, Malabar, to the Secretary to Government, Local and Municipal Department, dated Calicut, 14th May 1899, Ref. on Cur. No. 327-L.F.

I have the honour to submit Mr. Parsons' reports on Mappilla and Hindu "dummy" schools with marginal remarks. I beg at the same time respectfully to

submit that the existence or otherwise of "dummy" schools is only a side issue. I made certain recommendations for the improvement of Mappilla education. In order to find money for the reforms which I suggested, I proposed to do away with schools which earned no grant or one not worth having. As regards Hindu schools, I proposed, with the approval of the District Board, to "do away with paper schools in order to give the fullest possible encouragement to deserving ones."

2. The existence of "dummy" schools had already been established before Mr. Parsons was put on special duty to discover them. In paragraph 2 of my minute on Mappilla education I proved that out of 124 pure results schools in the Ernad, Walavanad, and Ponnani taluks, as many as 35 had earned no grant at all during the year 1896-97. As many as 47 others had earned a grant of less than Rs. 20. By abolishing such schools I pointed out that a saving of about Rs. 1,560 per annum might be effected in those three taluks, which would help towards introducing the reforms which I recommended.

3. "It will doubtless be urged by the Educational authorities," I wrote of Mappilla schools which earned no grant or one not worth having, "that, if the vast majority of the results schools are absolutely useless, they do not cost the Board or Government much. But, however little they cost, it is money wasted. The time spent in inspecting them is also wasted. Moreover, the existence of such schools is calculated to mislead. A member of the Board asks, for instance, how many results schools there are in the Ponnani taluk. The Inspector of Schools replies that there are 75. The Board member is naturally inclined to think that all is well. It never occurs to him that 55 of these schools are mere dummies."

4. "It is quite obvious," I wrote again on the 22nd July 1897, "that even a grant of Rs. 50 (per annum) is insufficient to meet the expenses of a primary school and leave a margin of income sufficient to live upon. An ordinary cooly would earn higher wages. Moreover the money is not paid monthly, but after a great deal of delay."

5. I have shown that I proposed to do away with Mappilla "dummy" schools in order to find money for carrying out my suggested reforms. I proposed to do away with Hindu "dummy" schools and the "assignment system" at the same time.

6. The "assignment system," as practised in Malabar, is a system of robbing Peter in order to pay Paul. The allotment for results grants under a certain Taluk Board is, say, Rs. 5,000. There are now existing 50 pure results schools earning a grant of Rs. 100 each, which the allotment suffices to meet. Disregarding the fact that the allotment is limited, the Educational officers proceed to aid 150 schools. The grants for the 100 extra schools are met by short payments to the previously existing 50 schools.

7. Many of the schools aided under this system draw paltry grants on which they could not live and depend for their existence—when they exist at all—on private contributions. The "assignment system" appears to me to be hardly honest. When managers of schools have earned certain grants, it is surely not right to pay them less than they have earned. I cannot see that any good comes of it either. If we can only afford results grants for 50 schools, why not admit it? Why try to maintain 150? What I recommended, therefore, was that no money should be paid to Hindu schools which earned a grant that was not worth having, and that the money so saved should be spent in paying deserving schools the full amount of their earnings.

8. The Government will see, as I have stated above, that the existence of "dummy" schools was already demonstrated before Mr. Parsons was put on special duty to hunt for them. As to whether they should be allowed to continue to exist, it is merely a question of money. Does the Government approve of the measures which I recommend for the improvement of Mappilla education, and does it wish to carry them out without additional cost to the State? If it does, then Mappilla "dummy" schools must in future receive no aid. If, on the other hand, the Government does not approve of the reforms which I suggest, or is willing to pay extra for them, then Mappilla "dummy" schools may continue to be aided as before.

9. As to Hindu "dummy" schools, does the Government consider that the District Board is right in wishing to keep faith with the managers of its primary schools? When the Board has notified that grants will be paid at certain rates, should the grants be paid at those rates? or should only a portion of the grants be paid, and the balance made over to schools which the Board cannot afford to aid and which would exist independently of its assistance? Does the Government, in short, approve of the "assignment" or robbing-Peter-in-order-to-pay-Paul-system? If it does, Hindu "dummy" schools must continue to be aided. If it does not, they must be refused aid.

10. So much for "dummy" schools. I beg to repeat that they are only a side issue, a mere question whether the Government or the District Board can or ought to find the money to pay for them.

11. I now beg to return to the larger question of Mappilla education. This has been unnecessarily obscured by Dr. Duncan's treatment of it. Much of his report is taken up with attacks on imaginary spectres of his own raising. In the confusion which ensued, my scheme for the improvement of Mappilla education was misunderstood, and two proposals were attributed to me which I had never made.

12. I need mention only two instances of imaginary spectres, in routing which Dr. Duncan has expended three pages of printed foolscap. In paragraph 9 of his report the late Director laid it down as an axiom that "in rural parts it seems to be impossible to do anything without the Mulla . . . who knows nothing of secular knowledge, but notwithstanding is most probably the most important man to be reckoned with in opening a school." After spending some time in grappling with this difficulty, Dr. Duncan mentioned incidentally that "the number of such Mullas is not now large, being only 17."

13. Towards the end of the same paragraph Dr. Duncan observed that "Mr. Dance would openly recognize these Mullas as religious teachers." This was *not* part of my scheme, but the next two pages of Dr. Duncan's printed report are spent in confuting this heresy.* If Dr. Duncan had confined his criticisms of my proposals to those which I had put down on paper, instead of trusting his memory for them, if in short he had read my proposals before criticising them—my minute was only sent on as an after-thought and is not alluded to in his main report—these and other misunderstandings would not have occurred.

14. The questions at issue between us are indeed simple enough. I say that the money hitherto spent on Mappilla education has been money wasted. By this I do not mean that there has not been a large increase in the number of Mappilla schools; I mean that no good has come of them—I mean that they have not had the effect of civilising the Mappillas as was hoped. The boys in some schools "acquire a considerable knowledge of reading and writing." I quote from my minute: "The reason why nothing comes of all this learning is that Mappilla boys are not encouraged to pursue their education beyond the lower primary. Having passed that examination, they are quite as satisfied with their attainments as a Hindu who has passed the B.A. If any good is to come of all the money that is now being spent on Mappilla education, we must arrange for the boys continuing their studies after the manner of the Hindus."

15. Mappilla education, in fact, stops too soon. I turn to Dr. Duncan's report and I find that he and I are agreed on this point. In paragraph 7 of his report he proposes to consider "what positive measures can be adopted . . . to raise the standard of instruction which at present is practically confined to the lower primary and to adapt it more to the wants of the community; and to encourage by scholarships and otherwise youths of ability to carry their education on to a stage which will qualify them for appointments under Government. It is of the utmost importance

* The mistake probably arose in this way. Dr. Duncan and I were discussing the practice which had at one time existed of winking at the Mulla. It was once the custom to pretend not to know he was there, but to connive nevertheless at his getting some of the grant in return for his bringing boys to the school. If the Mulla had to be conciliated at all, I said, I would openly recognize him, and I would hold the Mahadan Tangal responsible for the Mulla's teachings. This, I said, was better than winking at the Mulla. But this policy I advocated only if it was necessary to conciliate the Mulla. I did not admit that it was necessary. I was soon in a position to prove that we could do very well without the Mulla.

that in the two disturbed taluks at least, there should be a body of educated Mappilla officials, whose influence would act as a leaven to the mass of the population, preventing these deplorable outbreaks, and acting on the side of law and order when outbreaks do take place."

16. So far then Dr. Duncan and I are agreed that Mappilla education stops too short, and that we should arrange to have a body of educated Mappilla officials. We are divided in opinion as to the means by which that end should be attained and this, I submit, is practically the main question at issue between us.

17. I proceed to summarise Dr. Duncan's proposals for securing a body of well-educated Mappillas—

(a) One hundred and sixty scholarships of Re. 1 per mensem have been instituted, tenable in the third standard, and sixty of the value of Rs. 1-8-0 per mensem in the fourth standard. Dr. Duncan has observed that when I took upon myself to write upon Mappilla education I did so without a knowledge of the facts. I may therefore mention that I have personally inspected more Mappilla schools than have been inspected by all the Educational officers of the grade of Inspector or Director put together since the present system of Mappilla education was introduced after the outbreak of 1885. If the Government considers that this fact will justify me in expressing an opinion, I will assert that there is no necessity whatever for encouraging Mappillas to study in the lower standards. Provide them with good schools and there will be no difficulty in filling the classes for the lower standards. To pay them for reading in these standards is to waste money.

(b) The following inducements are offered to Mappillas who have passed the upper primary examination to continue their studies, viz., ten scholarships varying in value from Rs. 1-6-8 to Rs. 2-1-4, as shown below:—

	Gross value of scholarship.	Deduct amount payable for school-fees.	Net value of scholarship.
	RS. A. P.	RS. A. P.	RS. A. P.
First form	2 0 0	0 9 4	1 6 8
Second form	2 8 0	0 12 0	1 12 0
Third form	3 0 0	0 14 8	2 1 4

(c) Five scholarships for Mappillas in the upper secondary classes varying in value from Rs. 2-12-0 to Rs. 4-6-8, as shown below:—

	Gross value of scholarship.	Deduct amount payable for school-fees.	Net value of scholarship.
	RS. A. P.	RS. A. P.	RS. A. P.
Fourth form	4 0 0	1 4 0	2 12 0
Fifth form	5 0 0	1 6 8	3 9 4
Sixth form	6 0 0	1 9 4	4 6 8

(d) Two scholarships in the F.A. class of the value of Rs. 4-2-8 as shown below:—

	RS. A. P.
Gross value of scholarship	7 9 0
Deduct amount payable for school-fees	2 13 4
Net value of scholarship	4 2 8

(e) In the B.A. class no scholarships are set apart for Mappillas.

18. Dr. Duncan's proposals for promoting higher education among the Mappillas are in fact to encourage the boys to attend the primary classes, although no such encouragement is wanted, and to induce them to prosecute their studies afterwards at a distance from their homes by offering them sums varying from Rs. 1-6-8 to Rs. 4-6-8 per mensem for their maintenance up to the F.A.

19. I beg now to turn to my proposals for getting a body of educated Mappillas. I quote from my minute—

(a) "Mappilla boys, except the sons of wealthy parents, should be admitted free to all our schools and colleges.

(b) "Where these are at a distance from the boy's residence, he might be given a scholarship sufficient for him to live on while at school. One such scholarship might be given every year to the best boy in every upper primary school and in certain selected lower primary schools. Similarly, scholarships might be given to boys who passed the lower secondary and other subsequent examinations until they had completed their University course. If it got to be known that Mappilla boys willing to work might be educated and fed at the expense of the State until they had passed the B.A.—provided, of course, that their conduct and progress was satisfactory—we ought to have no lack of candidates to choose from. The scholarship for a lower primary boy might be Rs. 4, for an upper primary boy Rs. 5, and so on.

20. The Government, commenting upon these suggestions, observed that my "proposal that the State should maintain every Mappilla boy who will work until he takes the B.A. degree is out of the question." I respectfully submit that I never made any such proposal. At Eton and Winchester and some of our other public schools there are scholarships tenable both at the school and at the University. Does this mean that every English schoolboy who is willing to work is maintained by a scholarship until he has taken his degree?

21. My proposals were to concentrate. Instead of having a large number of schools which are imperfectly supervised and difficult of control, let us have a few which are properly managed. There are in the Ernád taluk, say, 40 schools. Of these, 30 are pure results schools. "The best of the lower primary" (salary-result schools) "should be converted into upper primary schools. The best of the existing results schools should be converted into salary-results schools. The system of having pure results Mappilla schools should be abandoned." I quote again from my minute.

22. If these proposals were carried out, we should have perhaps 10 Mappilla schools in the Erode taluk, instead of 40, but they would all be good ones. Give the best boy in each school a scholarship every year sufficient for his maintenance, if he was obliged to leave the school in order to pursue his education in one of a higher grade at a distance. If he could continue his education in the same school, a smaller scholarship would suffice. There would thus be some ten scholarships granted in the Ernád taluk in a year. At Rs. 4 each per mensem they would amount to Rs. 360 per annum, estimating the school year to consist of nine months. I propose to meet this expenditure from the allotment for Mappilla "dummy" schools.

23. As to my proposal to admit Mappilla boys free into our schools and colleges, the Director says that the present concession of half fees is sufficient. But the fact that it is so little availed of shows that it is not sufficient. When, therefore, I recommend that the scholarships should not be less than Rs. 4 per mensem, it is on the understanding that the holders will be admitted free into the schools. If a portion of the scholarship is to be deducted for the payment of school fees, a scholarship of Rs. 4 will not be sufficient to maintain a boy at a distance from his home.

24. It will now be clear to the Government that Dr. Duncan and I do not differ so greatly after all. If Dr. Duncan had only read my proposals before criticising them, he would probably have been inclined to meet me half way; I should not have been credited with putting forward a dangerous and unworkable scheme, and there would have been an immense saving of the public time.

25. We are agreed that higher education should be promoted among the Mappillas. Dr. Duncan proposes to attain this end by granting small scholarships in the primary classes. Of this proposal I have only to say that the expenditure is unnecessary. Dr. Duncan proposes to induce Mappilla boys to prosecute their studies in the higher standards by means which have already been tried and failed, by granting them the concession of half fees and inadequate scholarships. I propose to give them free education and scholarships sufficient to maintain a boy at a distance from his home.

I have therefore fixed my lowest scholarship at Rs. 4 per mensem. The highest of Dr. Duncan's scholarships for the lower secondary is Rs. 2-1-4 net. This is clearly insufficient for a boy's maintenance.

Dr. Duncan's inducements having failed to attract, would it not be well to accept my suggestion to be more liberal?

26. In conclusion, I beg to remind the Government again that I have a pledge to redeem. "When I was on tour during the last Ramzan," I quote from my letter dated 22nd July 1897, Ref. on Cur. 2071-L.F., "I threatened the chief Mappillas of the disaffected amsams with various pains and penalties if they persisted in their evil courses. But I also promised them an improved system of education and a prospect of their being admitted largely into Government service if they would take advantage of it." (I made these promises, because I understood that the Government had given me a free hand on the Mappilla question.) "The Government having hitherto been pleased to give me its fullest support, it was found that I had not threatened in vain. I beg that I may not be found to have held out false hopes."

U.O. No. 756.

Forwarded to the Director of Public Instruction for perusal and any remarks he may wish to offer.

(Signed) C. J. WEIR,

17th July 1899.

Ag. Secretary to Government.

U.O. No. 756, dated 17th July 1899, is returned with the following remarks.

2. The expression "Dummy school" has been taken by Mr. Parsons in two different senses: he takes it to mean, firstly, a school which has no real existence, but exists only on paper, i.e., in the returns of the Educational department, and, secondly, a school which earns a paltry grant, which for the purposes of his inquiry he fixes at Rs. 50 or less, with reference to the limitation proposed by the President of the District Board in paragraph 27 of his budget report for 1898-99. From Mr. Parsons' reports, Government will be pleased to see that there are no dummy schools in the first sense, while as remarked in paragraph 7 of his second report "the existence of 'dummy schools' in the second sense can be proved by statistics already available without any enquiry."

3. In paragraph 2 of his letter No. C. 327-L.F. of 1899, dated 14th May 1899, submitting Mr. Parsons' reports with marginal remarks, Mr. Dance says that "the existence of dummy schools had already been established before Mr. Parsons was put on special duty to discover them," and he then gives certain figures in support of his statement. But in his budget letter to Government and in the Board's resolution referred to me for remarks with endorsement No. 557, dated 11th May 1898, certain schools admitted to aid from Local Funds were characterized as "dummy schools" or "paper schools," and the impression produced on my mind was that the reference was to schools which had no existence at all and that public money was being spent on schools that did not exist. I naturally concluded that Mr. Dance and the Board seriously meant that results grants were fraudulently passed to certain imaginary schools and managers. Hence I remarked in paragraph 5 of my letter No. 6431, dated 8th June 1898, that the Board's resolution in which "dummy or paper schools" are referred to was in reality a charge of cheating against the inspecting officers—both its own and those of this department. This view of mine was endorsed by Government, and it was decided that the existence or non-existence of "dummy schools" should be settled, and accordingly Mr. Parsons was deputed to hold a special enquiry. Mr. Dance now says that he did not mean to say that the inspecting officers were guilty of fraudulent conduct (*vide* his marginal note in paragraph 4 of Mr. Parsons' second report). He must have observed from paragraphs 1, 3 and 4 of G.O., Mis. No. 1785 L., dated 26th September 1898, that Government understood the expression

dummy school to mean a school which has no real existence and that it was the existence or non-existence of such "dummy schools" that Mr. Parsons was specially deputed to enquire into. That Government did not take the expression to mean a school which earned a paltry grant, *i.e.*, less than Rs. 50, is perfectly clear. In paragraph 3 of the Government Order, it is clearly stated that a school cannot be assumed to be a "dummy school", merely because it earns less than Rs. 50. If, on receipt of this Government Order, Mr. Dance had explained himself and had distinctly said that by "dummy schools" he meant only schools which earned a paltry grant, Mr. Parsons need not have entered on his special duties and his time and the public money might have been saved. For, nobody denied the existence of schools which earn a paltry grant, the statistics available being quite enough to prove their existence. I myself have invited the attention of Government to the fact that out of 492 results schools admitted to aid in 1897-98, as many as 413 or 84 per cent. were schools which earned less than Rs. 50 and were dummy schools in the second sense (*vide* paragraph 4 of my letter No. 435, dated 20th January 1898, read in G.O., No. 611 L., dated 31st March 1898).

4. Mr. Dance characterizes the assignment system as a system of robbing Peter in order to pay Paul, and illustrates it by referring to fifty schools which earn a grant of Rs. 100 each and for which an allotment of Rs. 5,000 under results grants would be enough. But the earnings of a school vary from year to year, and if these fifty schools happened to earn in one particular year say Rs. 120 each, the allotment of Rs. 5,000 would be insufficient to meet the earnings. If Mr. Dance's principle of aiding schools were adopted, some of the fifty schools which are all admittedly in an efficient condition would have to go without aid. Public funds are practically inelastic, while schools are capable of expansion both in number and in strength. It was the impossibility of paying its full earnings to every school out of the limited funds at the disposal of the Local Boards and of Government that led to the introduction of the assignment system.

5. It is hardly necessary for me to meet the other objections raised by Mr. Dance to the assignment system, for these objections as well as the one referred to in the previous paragraph would not, I think, have been raised if Mr. Dance had not ignored the all important consideration of funds. His attention might be invited to the reservation made in the very first article of the first chapter of the Grant-in-Aid Code. Results grants are now given after the conclusion of the grant examination of all the registered schools, and the sanctioned allotment is distributed with reference to the earnings of individual schools. It is impossible to pay unconditionally the full earnings of any particular class of schools, and against the assignment system as administered now there should be no reasonable complaint.

6. I now turn to the question of Mappilla education. Mr. Dance says that this question has been obscured by my treatment of it and that his scheme for the improvement of Mappilla education was misunderstood by Government in consequence of my attributing to him two proposals which he had never made. One of these is, he says, the employment of Mullas or Musaliars in Board Mappilla schools. What the other proposal is, is not clear. It is perhaps the one referred to by him in paragraph 20 of his letter, *viz.*, the proposal that the State should maintain every Mappilla boy who will study until he takes the B.A. degree.

7. As regards the first, Government will be pleased to see from paragraph 2 of my letter No. 6058, dated 5th June 1898, read in G.O., No. 363, Educational, dated 20th June 1898, that I was dealing with the *whole* question of Mappilla education and that the question as to the employment of Mullas or Musaliars was discussed only in connection with the question of the supply of teachers. His footnote to paragraph 13 of his letter shows that his open recognition of the Mullas was subject to a certain reservation, which he says I overlooked. As Mr. Dance considers that I have misunderstood and misrepresented him, the matter need not be pursued further. I adhere to the opinions expressed by me in my letter as to the qualifications of Mullas as teachers; but, in face of Mr. Dance's assurance, my remarks need not be taken as arguments against any opinion of his.

8. As regards the second proposal, which Mr. Dance says that he never made, I would invite the attention of Government to the following extract from his minute:—

"If it got to be known that Mappilla boys willing to work might be educated and fed at the expense of the State until they had passed the B.A.—provided, of course, that conduct and progress were satisfactory—we ought to have no lack of candidates to choose from."

Mr. Dance says that he did not mean that the State should maintain every Mappilla boy who will work until he takes the B.A. degree. Even if he *did* mean it, it would not be an impracticable proposal in the present state of higher education among Mappillas; for, as I have stated in paragraph 3 (ii) of my letter, No. 6061, dated 6th June, commenting on his minute, the number of scholarships already provided for in the scholarship notification at each stage for Mappillas is more than enough to meet the present demands. Mr. Dance does not seem to be aware of the fact that the already sanctioned number of scholarships in the lower secondary and upper secondary forms and in colleges has seldom been fully appropriated. This will be seen from the following statement showing the sanctioned number of scholarships and the number appropriated by Mappilla boys during the four years beginning with 1896:—

Stage of instruction.	Form or Class.	Sanctioned number of scholarships.	Number of scholarships appropriated during			
			1896.	1897.	1898.	1899.
Lower Secondary forms	I	10	3	..	12	..
	II	10	5	6	3	10
	III	10	..	3	5	2
	IV	5	1	..	1	..
Upper Secondary forms	V	5	..	..	..	1
	VI	5	..	..	..	1
F.A. Classes	Junior F.A.	2	1	..	..	..
	Senior F.A.	2	..	..	..	..
B.A. Classes	Junior B.A.	..	..	..	..	..
	Senior B.A.	..	..	..	..	..

9. In paragraph 23 of his letter, Mr. Dance says that the fact that the Mappillas do not avail themselves of the present concession of half fees shows that more concessions are necessary, and he reiterates his original proposal that Mappilla boys should be admitted free into public schools and colleges. To my mind, it is the indifference of the Mappillas to secular education that mostly stands in the way of their availing themselves of the concessions already granted to them, and this view is endorsed by Mr. Parsons also (*vide* paragraph 6 of his second report). Mr. Dance himself is aware of this indifference, for he says in his minute that Mappilla boys who have passed the lower primary standard examination are quite "as satisfied with their attainments as a Hindu who has passed the B.A." I would, however, suggest that the original proposal of Mr. Dance be given a trial, say for three years, as a special case, though I am almost certain that this concession will not improve matters to any appreciable extent.

10. Mr. Dance is quite right when he says that higher education should be promoted among the Mappillas; I would go further and say that not only higher education but also primary education requires encouragement among Mappillas by means of scholarships. For, at present, very few Mappilla pupils pass for merit grant and fewer pupils get beyond the primary stage of instruction. It is only promising pupils in the primary schools that will be fit to continue their studies in the secondary schools, and if all the special scholarships sanctioned in G.O., No. 363, Educational, dated 20th June 1898, were appropriated, there would be at least 60 promising Mappilla pupils fit to enter lower secondary schools year after year. I cannot, therefore, agree with Mr. Dance in thinking that no scholarships are necessary for Mappilla pupils in primary standards. As these scholarships are to be awarded preferentially to pupils who pass for merit grant, Mappilla teachers and pupils in primary schools are likely to exert themselves more than they do at present, and the general quality of instruction will be improved considerably.

11. Mr. Dance takes credit for having personally inspected more Mappilla schools than, to use his own words, "have been inspected by all the educational officers of the grade of Inspector or Director put together," and contends that his opinions are entitled to greater weight than is given them by Government. I have too much respect for Mr. Dance to wish to say one word that might induce Government to undervalue the opinions which his experience of the Mappillas and his interest in their advancement have led him to form. But, has it never struck him that the number of Mappilla pupils in the secondary schools and colleges has seldom, if ever, exceeded the number of Government scholarships already sanctioned for them, and that, even in primary schools, Mappilla pupils who pass for merit grant are fewer than the number of new scholarships sanctioned in G.O., No. 363, Educational, dated 20th June 1898? Has he never noticed the difference between Mappilla and Hindu primary schools in the proportion which pupils of the fourth and third standards bear to the total number of pupils in primary schools, and also the difference between the general attainments of the Mappilla and Hindu boys of the same standard? If he had noticed this difference he would not, I think, have hazarded the opinion that the scholarships sanctioned for them in primary schools are a mere waste of money.

12. In the last two paragraphs of his letter, Mr. Dance contrasts his proposals with mine for the promotion of Mappilla education and emphasizes his original proposals for free education and higher rates of scholarships, and he concludes by reminding Government of his pledge to the chief Mappillas of the Ernad and Wala-vanad taluks. The wider spread of education and the raising of its standard, together with the prospects of larger employment in Government service along with other agencies, will, it is hoped, in time, turn the fanatic Mappillas into peaceful citizens. But the transformation will be slow. Mappillas have not yet availed themselves fully of the facilities already granted to them in the way of scholarships, nor have the prospects of Government patronage already held out to them induced many Mappilla youths to study for the University degree. I know only of two Mappillas who have taken their B.A. degree. Both applied for the post of Sub-Assistant of Mappilla schools in the Malabar district. But neither of them would undergo the previous training that is necessary.

13. It does not seem that Mr. Dance has fully considered what are the duties of the inspecting schoolmasters. A reduction in the number of schools to be aided will not allow of a reduction in the number of inspecting schoolmasters. Their work is not to examine schools for aid, but to visit all schools aided and indigenous in their sub-ranges and to improve the organization of unaided and indigenous schools with a view to bring them to the aided list. Reductions of the number of aided schools would not therefore lessen their work.

14. Mr. Dance's proposals may be summed up in the following two—free education and more liberal scholarships. As for the first, I have no objection to the adoption of the former as a tentative measure, though I do not know that it is politically wise to make this special concession to a class of the Muhammadan community who will not help themselves. As for the second, there is no necessity at present for any increase either in the rate or in the number of scholarships. When the existing scholarships are fully utilized, their number may be increased and, if need be, their value raised.

28th September 1899.

(Signed) D. DUNCAN,
Director of Public Instruction.

EXTRACT from the Malappuram Taluk Board President's letter, No. D-414—L.F., dated 15th November 1899, submitting budget estimates of the Taluk Board for the year 1900-1901.

25. *Grant 2, Education.*—The Board desires to place on record its conviction that, if the best of the schools now open could be developed as much as possible at the expense of and where possible by absorption of the less successful, the result would be a saving of money and an increase of efficiency. The marked improvement in the

Malappuram Mappilla primary school, since it has been placed under the roof of the training school in Malappuram, exhibits clear proof of the value of concentration. With larger schools and more highly-paid masters, not only will the educational results up to the required standard be far sounder, but systematic physical instruction, which especially appeals to the Mappilla, can be provided, and the social value of the school as a civilising agent will be immensely increased.

26. In the Board's opinion such schools could be best secured by amalgamating Hindu and Mappilla schools wherever two exist side by side, locating primary classes in all lower secondary schools, and by opening Hindu classes where they are likely to be attended in Mappilla schools and Mappilla classes in Hindu schools. To this end the Board earnestly requests that if Government intends to make a grant from Provincial funds for Mappilla education in these two taluks, it may be spent partly in improving the existing central schools and partly in instituting new ones, but that wherever possible the education of Mappillas and Hindus may be carried out jointly. The Board would be willing to submit at once a detailed scheme for employment on these lines of any funds which Government might allot, and is confident that in Angadipuram and Manjeri public subscriptions would be forthcoming to supplement any grant.

Ref. on Perl. No. 648-L.F.

Submitted to Government for favour of early orders in continuation of my last report on the subject of Mappilla education (*vide* my letter Ref. C. No. 327-L.F., dated 14th May 1899).

2. I fully approve of the Taluk Board's proposals. They are what I myself have advocated.

CALICUT,
23rd November 1899.

(Signed) G. W. DANCE,
President.

ORDER—No. 319 L., dated 21st February 1900.

In forwarding the Local Fund budget of his district for 1898-99, the President of the District Board of Malabar wrote as follows:—

"The Taluk Boards had provided a sum of Rs. 13,150 for results grants to the aided schools. This provision has, however, been reduced by the District Board to Rs. 8,800. It is proposed to refuse aid to all schools, except Cheruma schools, which earn a grant of less than Rs. 50 each. A number of dummy schools are now on the rolls. I cannot discover any reason for their existence except that they afford a pretext for entertaining a larger staff of inspecting schoolmasters than would otherwise be necessary. On the other hand, it is proposed to pay to the schools retained on the rolls the whole of the grant which they earn."

2. Remarking on this the Director of Public Instruction wrote that no proposal could be more opposed to the recommendations of the Educational department and to the declared policy of Government, or more detrimental to the cause of primary education in the district. Accordingly, the Government in its order, No. 611 L., dated 31st March 1898, restored the provision of Rs. 13,150 originally made by the Taluk Boards for results grants.

3. On the 24th April 1898 the President forwarded a resolution of the District Board contending that its proposal had been neither opposed to the declared policy of Government nor detrimental to the cause of primary education, and requesting that Government should decide between the Board and the Director before ordering that the grant for primary schools should be raised. Government in passing orders on this said that a school could not be assumed to be a "dummy" school, merely because it received a smaller grant than Rs. 50, and agreed with the Director in considering that to refuse aid to all such schools would be an arbitrary measure. It was therefore ordered that the provision of Rs. 13,150 originally made by the Taluk Boards should be allowed to stand. At the same time, Government considered it essential that the

question of the existence or non-existence of the "dummy" schools complained of by the District Board should be decided without delay. Mr. F. C., Parsons, I.C.S. was, accordingly placed on special duty for the purpose of inquiring into the matter.

4. Mr. Parsons at first confined his inspection to Hindu schools. He considered that the District Board President's remarks could have referred only to them, as they alone receive grants from Local Funds. But he was subsequently requested to include Mappilla schools within the scope of his inquiries and to submit a full report to Government.

5. Mr. Parsons' fuller report is contained in the first of the letters read above. He states that he inspected the Primary Hindu schools in the Calicut, Ernad and the North Chirakkal taluks and the Mappilla schools in Calicut, North Ponnani, Chirakkal and part of Walavanad. Taking the expression "dummy school" to mean a school which has a purely paper existence, Mr. Parsons gives it as his opinion that there are no instances of grants being drawn by such schools. For no grant can be drawn without the knowledge of the Sub-Assistant Inspectors of Schools. And as no cases of their conniving at the fraudulent drawing of grants could be cited by those most likely to know of such conduct, he thinks that there is no ground for suspecting these officers of fraud.

6. As to schools drawing grants of less than fifty rupees, 492 Hindu and 219 Mappilla schools were recommended for results grants in 1898-99. Of these, 234 Hindu and 196 Mappilla schools had failed to earn a grant of more than Rs. 50 in the preceding year. But Mr. Parsons thinks that these small schools, both Mappilla and Hindu, are doing useful work. The parents of pupils and other respectable inhabitants were freely consulted and there was no complaint as to method or management.

7. As regards the Mappilla salary-results schools, Mr. Parsons is of opinion that the outlay incurred in aiding them is almost a waste of money as the masters are in many instances satisfied with their salaries and do no work at all. In illustration of this fact he points out that in 1897-98 nineteen pupils on an average from each salary-results school qualified themselves for grants and that the cost of each school was Rs. 129. Each pass thus cost Rs. 6-13-0. But the corresponding figures for the results schools were thirteen and Rs. 27, respectively, each pass thus costing only Rupees 2-1-0. The only compensation for the enormous difference in cost was that 18 pupils passed the Primary examination from the former class of schools, while none passed from the latter.

8. Mr. Parsons then proceeds to specify the principal irregularities which he noticed in primary schools, namely, the temporary absence of masters or pupils, want of accommodation or furniture, inefficiency of teachers, incorrect registers and dirtiness. These defects, he says, are found both in salary-results schools and in results schools, but chiefly in poor results schools. Mr. Parsons does not, however, look upon this as a reason for refusing aid to the schools. He considers that the results system cannot succeed in backward localities unless the grants earned are paid in full instead of only in part (As. 9-10 in the rupee in 1898-99, for instance). Consequently he recommends—

- (1) that Government should sanction an additional allotment of funds for this purpose;
- (2) that schools on the salary-results system should be abolished; and
- (3) that the number of Inspecting Schoolmasters should be reduced.

9. The Director of Public Instruction, to whom the papers were referred for remarks, states that he agrees with the Inspector of Schools, Western Circle, who has also reported on the subject, in considering that the first of these proposals should be adopted and that the second should be partially given effect to by the abolition of some of the salary-results schools. The Government agrees with the Director's views and requests him to take the necessary steps for giving effect to them. As regards the third proposal, the Director is of opinion that, if carried out, it would seriously affect the efficiency of the primary schools. It must be remembered that the work of Inspecting Schoolmasters is not to examine schools for aid, but to visit all the schools, aided and indigenous, in their ranges, and to improve the organization of unaided and indigenous schools with a view to bring them on to the aided list. A

reduction in the number of aided schools would not therefore, in the Director's opinion, lessen the work of the Inspecting Schoolmasters. In these circumstances, the Government cannot approve this proposal of Mr. Parsons.

10. The fourth letter read above contains the remarks of Mr. Dance, the President of the District Board, on the reports submitted by Mr. Parsons. They are confined to an advocacy of the scheme originally recommended by him for the improvement of Mappilla education, and disposed of in G.O., No. 363, Educational, dated 20th June 1898, wherein the proposals made by the Director of Public Instruction were sanctioned in preference to those of Mr. Dance. The proposals made by the latter may be summed up as—

(1) free education, and (2) more liberal scholarships than those approved of in the Government Order above referred to. As regards the first proposal, the Director thinks that it is not wise politically to grant this special concession to a class of the Muhammadan community which will not help itself. As to the second, Dr. Duncan considers that there is no necessity at present for any increase either in the rate or in the number of scholarships, and that when the existing scholarships are fully utilised, it will be time enough to increase their number, and, if need be, raise their value. The Government concurs in these remarks.

(True Extract.)

for Secretary to Government.

To the Director of Public Instruction.

„ the President, District Board, Malabar.

„ F. C. Parsons, Esq., I.C.S.

„ the Educational Department.

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