M.R.O. 1—77,008—8-4-31.

(1) Number of pages _____

(2) Date of repair _____

(3) Initials of the Referencer _____

MADRAS RECORD OFFICE.

Government of Madras.

Financial DEPARTMENT.

G.O. No. 760. Press Mis.

Dated 31-5- 1873.

13/14

Not to be folded or roughly handled

No. 289. Read the following Proceedings of the Board of Revenue, dated 13th May 1873, No. 780 :—

Read the following letter from A. MACGREGOR, Esq., President of the Local Fund Boards, Malabar, to J. GROSE, Esq., Secretary to the Board of Revenue, dated Calicut, 1st April 1873, No. 1 :—

I HAVE the honour to report, as promised in my letter of the 4th December last, No. 429, on the incidence of House-tax.

——	Amshoms.	Revenue.	Population.
Introduced	230	9,71,361	12,00,377
Not introduced... ...	200	7,87,635	10,23,005
Total ...	430	17,58,996	22,23,382

2. From the subjoined Statement it will be seen that the figures noted in the margin represent the total of Amshoms, Land Revenue, and Population included and not included in Unions. It thus appears that rather more than half the district considered in reference to Land Revenue and population is assessed to House-tax.

3. The following Statement shows the figures by taluqs which are the only divisions of the district of which we have any correct geographical knowledge :—

——	Amshom.	Revenue.	Population.
Cherakal.			
Introduced...	22	1,05,382	1,22,528
Not introduced	21	92,516	1,13,504
Kottayam.			
Introduced...	12	52,565	65,043
Not introduced	15	44,737	78,789
Kurumbernad.			
Introduced...	8	21,433	40,275
Not introduced	49	1,84,456	2,04,074
Wynaad.			
Introduced...	4	20,058	25,499
Not introduced	12	64,892	84,362
Calicut.			
Introduced...	13	27,379	42,288
Not introduced	28	1,01,498	1,48,719
Ernad.			
Introduced	28	1,02,188	1,46,255
Not introduced	24	96,628	1,42,060
Walluvanad.			
Introduced...	36	1,53,103	1,75,105
Not introduced	28	94,461	1,17,691
Palghaut.			
All	56	2,77,657	3,25,983
Ponani.			
Introduced...	51	2,11,592	2,57,401
Not introduced	22	95,960	1,17,321

4. Cherakal.—There are two Unions in this taluq both occupying the northern part, *i. e.*, what was the old Kavvai Taluq before the amalgamation of taluqs, and one at Anjerakandi on the south east. One Union is on the coast where the country is much intersected by back waters, and where the favourable growth of the Cocoa attracts a large population, chiefly of Hindus. The Head-quarters of the other Union are at Taliparamba, the former taluq cusbah. There is a semi-circle of jungle to the north and east of this part extending up to the Coorg frontier. Towards the frontier, moplahs increase. About half the houses taxed in these two Unions are beyond the reach of the schools. On the other hand the reduced area would not support middle-class schools of the existing standard. If they were abandoned and a larger number of Elementary Schools substituted, so placed as to embrace the entire area, it is not likely that they would be attended. The existing schools though too far from parts of the Union for daily attendance, enable people anxious to have their children educated to board them out within reach of the School, and still at no great distance from home. The Anjerakandi Union contains only five Amshoms and is of a compact shape. The inhabitants of only one of the five Amshoms are out of reach of the school. Generally it may be stated that the portions of the taluq not included in Unions are either remote, jungly places, or in the neighbourhood of Cannanore, the Government school at which obviated the necessity for a Rate School.

5. Kottayam.—The existence of a good school at Tellicherry, the cusbah of this taluq, rendered Rate Schools unnecessary in the adjacent parts which are the most populous. There are but two Unions at Kottayam and Peringolam.

6. The former embraces five Amshoms, none of which are remote. A small branch school has been opened at Kudaly, which serves the more distant houses. The school was at one time largely attended by Moplahs, who are numerous in the locality, but the parents and guardians of the children were induced to withdraw them, it is said, in consequence of the preaching of a mullah who visited the place.

7. Peringolam Union comprises seven Amshoms, and supports in addition to the main school, a new elementary school at Putur. I believe no part of the Union is very distant from both schools.

8. Kuramбernad.—There is but one Union in this taluq, situated at Pyoli, some way inland, at a point where the country is much intersected by backwaters. The population is chiefly Hindu. The taluq was before the amalgamation two taluqs, and it so happens that at both Cusbahs, viz., Badagara, and Quilandy, Taluq Schools exist. Hence the absence of Rate Schools in the populous neighbourhoods along the coast.

Of the eight Amshoms forming the Pyoli Union, about one-third are remote.

9. Wynaad.—The only Union in Wynaad is in connection with the School at Manantoddy. The surplus funds are devoted to the support of the Manantoddy Hospital.

Looking at the benefit derived from a hospital which may be considered as extending to a further radius than those from a school, the Union does not appear too large. It seems desirable that similar Unions should be formed round Vytheri and Gudalur where schools are much required and where hospitals are being established under the Local Funds.

10. Calicut.—In this taluq there is but one Union inland from Calicut, Chatamangalam. The Government School at Calicut accounts for the absence of Rate Schools in the neighbourhood of that town.

11. The Chatamangalam Union undoubtedly taxes an area far beyond that which can benefit by the school.

12. There appears to be little demand for a school, and the existing one is a failure. The Union might be advantageously broken up. I am unable to assign any reason for this state of things, unless it is that the proximity of Calicut attracts what would otherwise be the Resident proprietor class who would patronize a school.

13. Ernad.—There is but one Union in this taluq, but it is a very large one, comprising half the taluq.

There is an excellent school at Manjeri, but it is a great distance from many of the Amshoms.

14. In order to bring schools nearer the doors of the tax-payers, the Local Fund Board on taking charge, established *branch schools* of an elementary character at conveniently situated localities, viz., Edawanna, Wandur, Pandikad, and Malliapurom.

15. These are all places where Moplahs predominate, and the schools have, with the exception of the last, been utter failures. There being a Military Detachment at Malliapurom, the numbers of the school are fairly maintained.

16. There is at Manjeri an excellent hospital, mainly maintained from Union Funds. This admirable institution has now a permanent attendance of some forty in-patients, and is largely resorted to as a dispensary from all parts of the taluq. The middle-class school at Manjeri is the most successful of all those in Malabar.

17. The difficulty that presents itself is how to maintain these valuable institutions, and yet reduce the Union to limits within which school attendance is possible. The dilemma is the natural result of substituting for a trifling Land-tax which no one felt, the unpopular and searching machinery of a House-tax.

18. Walluvanad.—There are two Unions in this taluq, corresponding with the Cusbahs of the two taluqs into which the area was originally divided. Three-fifths of the taluq is embraced.

19. In the Angadipurom Union, three branch schools were established by the Local Fund Board at Pulamantole, Kolatur, and Taynkode. These have succeeded better than those in Ernad, and leave only a small part of the Union beyond the reach of any school. The middle-class school at Angadipurom is an excellent one, and well attended.

20. The Cherpulcherry Union contains seventeen Amshoms, and it is proposed to open some branch schools.

The Moplah element in the population is strong in both these unions, especially in the former.

21. Palghaut.—Following, as in other cases, the Rate School area, the Palghaut Union embraces the entire taluq.

22. It has a higher class school at Palghaut, middle-class schools at Collangode, Allatur, Peruvemba, Kotai and Kongad, and eight elementary schools distributed at convenient intervals throughout the taluq. This is the only taluq where the secular Brahmin is an element in the population, and the consequence is a more than common desire for education. The Union funds are appropriated also to support the Palghaut Hospital which, though within the Municipality, is resorted to from without.

23. In addition to the established elementary schools, there are thirty-three schools in the Union receiving result grants from Local Funds. Thus there is no part of the Union where the houses have not within reach either an established Union School or at least an indigenous school improved by grants from Local Fund.

24. The Palghaut Union is found more manageable than any other. So far from its size making it unwieldy as is supposed by Government, the reverse is the case, and I am of opinion that the object should be to introduce the same system in the other taluqs. It alone gives the necessary elasticity, and admits of the expenditure being incurred when and where required.

25. Ponani.—There are six Unions in this taluq, viz., Ponani, Betutpudiangadi, Tritala, Triparyur, Punnayur and Enamakkel.

26. The Ponani Union consists of nine Amshoms, including the Cusbah town. For some reason or other the town was excluded from the Rate School area, and as the sanction of Government for the House-tax was confined to the area formerly rated, it has not yet been levied in the town.

27. If the House-tax is maintained, sanction is requested for its levy in the town, as expenditure is being incurred from Union Funds on the sanitation of the town.

28. The same state of things exist with reference to the town of Tanur, in the Betutpudiangadi Union.

Besides conservancy, a branch school has been established in Tanur. The Betutpudiangadi Union is large, and requires other branch schools.

29. The remaining Unions in this taluq are of small size. There are a great many Moplahs and not a few Syrian Christians. The latter have, within the last few years, been prohibited by their Metropolitan from attending Government schools.

30. In further illustration of the educational position of the district, two Memoranda* on the subject, prepared for the information of the Local Fund Board, are submitted.

* With a Map (for return.)

31. I have alluded to the Result Grant Schools in the Palghaut Taluq, and not in other taluqs, as it has hitherto been found impossible to ascertain accurately their localities. It is proposed eventually to bring all result grant on to the fund of the Union in which they are situated, including the result grants to Moplah schools; should the Result Grant system continue to expand, this will gradually do away with the objection that no return is received by the payers of *House-tax*, but I do not believe the impost will ever be other than odious.

Enclosure No. 1.

Draft of a Sketch of the Progress of Education in Malabar up to 1871-72.

In laying before Government a proposal for a scheme of education for the district, some account of what has already been done seems not inappropriate.

2. Middle and Higher Class Education.—English education in Malabar had its origin in the schools established by the German Missionaries of the Basel Mission. Their first English school—the first, I believe, in Malabar, was opened at Calicut in 1848. This may be regarded as the beginning of systematic English education in Malabar. The German Mission subsequently opened English schools in Tellicherry, (1856) Cannanore (1857), and Palghaut (1858). These schools are still in existence, with the exception of that at Tellichery. They are all middle-class schools. The first effort in education made in Malabar by Government was the establishment of a Provincial School at Calicut, opened in 1854, with eighty-six attendants (it has now 297). Its standard was at first very low, it has now risen to about the rank of a College. The next step made by Government was the formation in 1857 of Malabar and Canara into what was nominally an educational Sub-division, but practically and confessedly a division, which was put under the charge of Dr. Gundert, a German Missionary and Graduate of Tubingen University, a gentleman whose high attainments, thorough knowledge of the languages of Malabar and Canara, and long connection with the educational work of the German Mission on this coast, pointed him out as peculiarly fitted for the post. He held it for two years and then resigned, in consequence of orders from the Secretary of State for India, prohibiting the employment of Clergymen as Inspectors. By Dr. Gundert's efforts, the schools of the German Mission, and the Protestant School at Cochin were brought under inspection, and Taluq Schools were established in the places noted in the margin. On Dr. Gundert's resignation in 1859, I was appointed his successor. I found the schools established by him in a very rudimentary state, badly attended, inefficiently supplied with books and apparatus, and still more inefficiently with teachers. The last deficiency it was difficult to supply. In fact, a mistake had been made in establishing Taluq Schools, before Higher class schools in the large centres had worked sufficiently long to create some desire for education in the outlying district, and before a Normal School was ready to supply good teachers.

Government Taluq Schools.	When established.	Remarks.
Malapparam	1857	Abolished since.
Ponani	1857	Do. ...
Manantoddy	1857	Do. ...
Badagara	1857	.....
Cailandy	1858	.....
Allatur	1858	Abolished since.
Collangode	1859	Do. ...

3. For some time after my appointment, there was enough to do in trying by frequent visits to improve the existing schools. I also collected the Head Masters of the Taluq Schools, and had them for two months under my own instruction, trying to supply their deficiencies in the various subjects they had to teach, and giving them some idea of the art of teaching. In 1861, at my instance, the Cannanore Normal School* was established (I had for six years to be Head Master of this school, in addition to my other duties as Inspector). A beginning also was made towards getting the Roman Catholic Schools under-inspection. Three very fair middle-class schools had been established by the "Order of Christian Brothers." One of these was opened at Tellicherry in 1861, and the others at Cannanore and Calicut in 1863.

* This institution was at the beginning of much greater importance than it is now. It trained teachers for the whole Western Coast, from Cape Comorin to Carwar, and I obtained handsome annual contributions towards its support from the Rajahs of Travancore and Cochin. Gradually separate Normal Schools were established in Travancore and Canara respectively, and the Normal School now trains teachers for Malabar only.

4. In 1863 was passed the "Madras Education Act" by which, power was given to School Commissioners to levy a rate for the support of schools. It took time for the inhabitants of Malabar to understand what would be the operation of this Act, but at last in 1864, a number of respectable inhabitants of certain Amshoms of the Kottayam Taluq signed a petition, praying that the Act should be put in force in those Amshoms for the establishment of a school at Kuttuparamba. The usual steps were taken, the Act was declared in force in 1864, and the school was opened in the beginning of 1865.

5. The lead thus taken by Kottayam was followed by the other taluqs, till ultimately every taluq had at least one tolerably good middle-class Rate School, some indeed two or more. Rate School circles being formed as shown in the accompanying map, and in the margin. Palghaut, in addition, had established a Higher class School in the town of Palghaut with middle-class branches in the other principal places of the taluq. The map will show that allowing for tracts that are mere uninhabited hill or jungle, or nearly such, and on the other hand for those were the Government and Mission (grant-in-aid) Schools rendered Rate Schools unnecessary, the whole of inhabited Malabar was provided with a reasonable proportion of suitably located middle-class schools. In most of these places the movement for a school was, at least, more the work of an enlightened few, than the desire of the unenlightened many. At a good many places too it had its origin in official quarters. The late Collector, Mr. Ballard, recognizing the backward state of Malabar with regard to schools, was desirous of promoting the spread of education throughout his district, and when a beginning had been made in Kottayam Taluq, and the Act worked well there, he, I believe, took occasion, as opportunity offered, to point out to the Tahsildars of other taluqs how desirable it would be to have schools similarly established in them. This of course much facilitated the efforts of the Educational Department in the same direction. Those taluqs first followed suit where several of the influential land-owners had a real desire for the education of their children, and after that others, where the real feelings of all were certainly not hostile, but still little more than indifferent.

Rate School Circles.	Act put in force.	Rate School Circles.	Act put in force.
Kottayam	1864	Ponani	1868
Kavvai or Payyanore	1865	Pannayur	1868
Angadipurom	1864	Enmakkel	1868
Cherpulcherry	1865	Tritala	1868
Palghaut enlarged in 1868 (7 schools)	1865	Triparyur or Natikа	1863
Manjeri	1866	Manantoddy	1867
Betutpudiangadi	1865	Peringolam	1871
Pyoli	1868	Anjeakandi	1871
Chatanmangalam	1866	Mavelayi	1871
		Talipuramba	1868

6. Pre-existing Indigenous Elementary Education.—The Rate School system was abolished by Act III. of 1871. The Rate Schools in Malabar have been taken over by the Local Fund Board. The wants of the district as regards middle-class schools being thus in a fair way to be met, the improvement of elementary education had next to be attended to. For centuries past there have been in existence in Malabar, more especially in North Malabar, a large number of indigenous schools, at which the majority of the children (or rather I ought to say of the male

children) of the class above the common labourer (and some of that class too) have obtained a certain amount of elementary vernacular education. These schools are in the south generally held in mere mat sheds, but in the north very often in more substantial buildings. The attendance varies from about twenty to one hundred or one hundred and fifty, the schools in North Malabar being generally much more largely attended than in South Malabar. In South Malabar low caste pupils* are less numerous, often wanting altogether, and when admitted they are kept separate from those of higher caste, but in North Malabar, where the Tiyans are in better circumstances, a considerable number of Tiyan boys attend, and caste prejudices are not so strong. The teachers are of different castes, from the Brahmin (Pattars) to the Tiyan—the latter, however, only in North Malabar. One branch of the Nayar caste, the "Kaduppattar" (mostly from Walluvanad and Palghaut) have teaching as their hereditary profession. In the south the Romo-Syrians have a school attached to every Church, and the teachers are invariably Christians. All over the country the Moplahs have their own schools always, except in the large towns, attached to some Mosque and taught by teachers of their own caste. At these Moplah Schools, however, little is attempted beyond the mere reading (without understanding) of the Arabic Kurán. These Moplah Schools and those of the Syrian Christians mentioned above, are the only indigenous schools in which religious instruction is given. The secular instruction at all the indigenous schools comprised reading, writing, and a very little arithmetic, the reading scarcely ever being connected with the understanding of what is read, and the arithmetic, except in the case of a few of the cleverest of the elder boys, seldom meaning more than an acquaintance with the multiplication table, and the tables of money, weight, and measures. Writing is learned, as usual through Southern India, in the first instance, by drawing with the finger on the sand, and afterwards with a *stylus* on the cadjan leaf. This was till lately the *real* amount of instruction in nearly every case, but though really thus elementary to the lowest degree, a glamour was cast over it by the pretence made of teaching Sanskrit. Sanskrit, ostensibly, was what the pupils went to learn, their first reading book, after they had learnt the letters, was generally some Sanskrit poem, as they advanced they were made to learn long lists of Sanskrit synonyms from the "Amaresham" and interminable Sanskrit inflections from the "Siddharupam," while their reading books would be some "Kavyam" or lengthy Sanskrit poetical work, very seldom attended with any effort to understand the meaning of what was read.* Malayalam Pattu (poems longer or shorter) were read in some schools, this being intended more perhaps as a relaxation than any thing else. These again were but imperfectly understood. The method of instruction was unsystematic, there was nothing in the way of slates or black-boards, few books of any kind, and no classification; one boy reading one book, another another, and the Schoolmaster calling up each pupil separately to repeat his lesson, which the pupil had to learn as best he could. The hours were long, from about an hour or so after sunrise to sunset, with a break of a couple of hours at midday; but they were so dawdled away by both teacher and pupil that little was learned; while the school would be closed altogether when the busiest agricultural seasons came round. As the master taught little, so he was but badly paid. No regular monthly money-fee was paid, but at new moon and full moon the master received from each pupil a measure of rice, and a measure of oil, while at the Vishu festival he received an honorarium varying from 8 Annas to 5 or 10 Rupees, according to the wealth of the pupils' family, and at the Onám presents of cloth and other articles and sometimes money too. These Vishu and Onám fees and presents were indispensable, but there were other festive occasions on which the teachers would receive some gratification. The above remarks apply to the public schools, which are numerous in North Malabar and Palghaut, and not unfrequent in Ponani Taluq, and which do

i. e., those below the Sudra in caste.

* Hence, it had become, and to a great extent still, is an article of faith among the people that the only object of a school is to teach some foreign language—Sanskrit or English for instance. A man who does not want his son to learn either of these, sees no reason to send him to school except to learn to sign his name and to read simple documents.

exist, though in very much smaller numbers in Calicut, Walluvanad, and Ernad Taluqs also. The general system, however, in these last named three taluqs, and more especially in the two latter is that of private tutors. Each rich family maintains one of these, who teaches the children of the family, those of its poorer friends and neighbours and those of such of its dependents as are thought entitled to the privilege. Of these select and private schools, which, of course, exist in the case of every wealthy family throughout the district, I know little personally, but the system of instruction is the same in all respects as that of the others, except that discipline is naturally more lax, while it is probable that the Sanskrit teaching is more of a reality.

7. Efforts to improve the Indigenous Elementary Schools.—Such were the indigenous schools of Malabar. Their general diffusion, long standing, and their being more or less open to all castes, and being in many instances attended by both sexes,* the confidence of the people in them and their cheapness, all pointed them out as institutions to be fostered, developed and improved, not superseded rashly by others, which though abstractedly more perfect might be practically less useful because less acceptable. But both people and Schoolmasters were shy of Government interference. At last, in 1865, I got the confidence of one "Gurukkal,"† the master of a large indigenous Elementary School at Cannanore; and subsidizing him out of my private funds, induced him to allow me to try to improve his school. In time the pupils were classified, printed Government school-books were introduced, Slates provided, and Arithmetic regularly taught. The Gurukkal was shown how to explain the reading lesson; and the school was now and then examined. The improvements were effected gradually, the parents though mourning over the loss of the high-sounding Sanskrit studies, and unable to see any use in the unpretentious real instruction which was taking its place were talked over by the Master, and after a time, when it was seen that no harm was intended, and that there was money to be got, another "Gurukkal" came forward for a subsidy. I could have had more, had I had funds to spare, and men to assist me in organizing. I urged upon Government the introduction in Malabar of what was known as the "Coimbatore Village School System." However, in 1867, a system of Results Grants to some extent capable of being worked with indigenous Elementary Schools received the sanction of Government. Under this, grants rising from Rupees 1 to 3 were sanctioned for each boy that could pass in Reading, (with explanation) and the same for each who passed in Arithmetic; and grants rising from Rupees ½ to 1½ for Writing, Rupees ½ to 1½ for Geography, and Rupees 1 to 1½ for Grammar (all Vernacular). The two Schools that had been subsidized and organized were at once brought forward for grants, and received amounts that encouraged other Gurukkals in the same taluq to put their schools under inspection. The great difficulty was that the Gurukkals, although the scent of money had made them willing to conform to all reasonable demands, neither understood what was required of them, nor were even able to effect it if they had understood. It was necessary to visit them in their schools, explain to them and show them practically what the Results Grant Rules required, organize their schools, teach them first the necessary knowledge, and train them by example and precept in communicating it. To do all this with men who for the most part had grown old in a system whose essence was want of system, and whose prejudices made them as regards instruction look upon that alone as profitable, which we regarded as useless, and *vice versa*, was no easy task, and soon demanded far more time than the little I and my Deputy could spare from other pressing work. Accordingly, in May 1868, an officer, designated an "Inspecting Schoolmaster"—a name that describes tolerably well his various duties of supervising, organizing, and instructing, was appointed especially for the above duty in the Cherakal and Kottayam Taluqs, in which the "Indigenous School Results Grant system" had now made a fair start, and in September 1868, another Inspecting Schoolmaster was appointed for Kurumbernad and Palghaut. There may be some, who, not knowing the history of the indigenous

* The girls, however, forming only a very small proportion in the public schools.

† Thus the Masters of indigenous schools are styled in Malabar.

School Results Grant system, the difficulties that at first attended its introduction, nor those which still impede the efforts of the department to organize and improve such schools, may think that mere orders and directions will accomplish all that is needed, and who, perhaps in addition, overlook the advantage of improving existing institutions, rather than superseding them. Such persons may question the utility of "Inspecting Schoolmasters," but it is obvious, on consideration of the Inspecting Schoolmaster's work, that he is at the beginning, and for some years after, an essential part of the system. The intention is that an Inspecting Schoolmaster should, in the beginning, bring under his inspection a few schools tolerably near one another, that he should take up his quarters in their neighbourhood, visiting each, spending for a week or so the morning in one school, and the afternoon in another, furnishing the master with a list of the necessary books and apparatus (slates, a black-board, a map of Malabar, and in time one of the Madras Presidency and one of India also), and *seeing that he provides them*, showing him how to keep the required registers and fill in the required official forms and returns, classifying the pupils, introducing the rudiments of discipline needed in class instruction (quite new, be it remembered to the old "Gurukkal,") showing the master by precept and example what he has to teach, and how to teach it, and in most cases teaching him as well. The Inspecting Schoolmaster has also to meet the parents and other inhabitants, explain his object, remove misconceptions and conciliate objectors. Suppose him in a locality where there are six or eight schools. He begins with two, spends a fortnight in working them up a little, the next fortnight takes up two more, after which, a week or two to visit the first will be needed, and thus some three months will be spent very profitably by him in working up half-a-dozen schools, and if he has in a twelve months worked up some twenty schools to earn grants, he may be considered a tolerably active officer. His second year's work will show fewer new schools brought under inspection, and the third year still fewer, because those of the previous year still require looking after, or they would soon relapse into their previous state; for the Gurukkals are slow to learn and quick to unlearn. But in time the Inspecting Schoolmaster's work in his taluq should end as regards old schools and be confined to the establishment of new ones; and even this part of his work will, in course of time, be less needed as trained Schoolmasters supply the place of the untrained Gurukkals. In connection with these schools the work of the Deputy-Inspector of schools for the Circle is chiefly to examine the pupils according to the Result Grant rules, giving a certificate certifying the number passed and the amount for each, and that the Results Grant Rules have been strictly observed. In these visits he becomes aware of any defects in the schools, as well as any irregularity on the part of the Inspecting Schoolmasters, and is thus able to exercise due supervision. The Inspecting schoolmasters should take no part in the examination for grants, nor the Deputy-Inspectors in the preparation of the Schools and pupils for the examination which he is to conduct. It is evidently very necessary that these two functions should be kept distinct. The Inspector of the Division has the general management of the whole scheme and is responsible for its successful working, and in general for the due carrying out of the Result Grant Rules. Not only should the most important schools (*i. e.* those which earn the largest Result Grants) generally be examined by the Inspector and not by the Deputy-Inspector, but he should check the work of the Deputy-Inspector by himself examining certain of the schools to which grants were passed in the preceding year by the Deputy-Inspector.

8. Success of the measures for improving the Indigenous schools by results grants.—In 1867-68 there were under inspection about eighteen of these indigenous schools, but returns were obtainable only from half the number. About the beginning of 1868-69, as abovementioned, one Inspecting Schoolmaster was appointed, and towards the latter end of that year two more, and since then returns have been regularly obtained. The progress made in bringing them under inspection is shown below. The proportion of the grants earned to the numbers will indicate pretty fairly the progress made in sound instruction. It will be observed that, in the two years of my absence from India, the addition to the number of schools has been very small, and to the attendance scarcely any, while both schools and attendance were allowed to decrease during the official year 1871-72.

Taluqs.	1868-69.			1869-70.			1870-71.			1871-72.		
	Schools.	Pupils.	Grants.	Schools.	Pupils.	Grants.	Schools.	Pupils.	Grants.	Schools.	Pupils.	Grants.
			Rs. A.			Rs. A.			Rs. A.			Rs. A.
Cherakal	23	1,322	1,108 12	31	1,962	2,665 8	34	1,960	2,591 4	37	2,341	3,173 4
Kottayam	16	990	927 4	22	1,318	1,642 8	21	1,196	1,140 4	20	1,130	1,504 8
Kurumbernad	25	1,107	305 0	35	1,641	1,690 10	32	1,455	1,928 2	32	1,315	1,805 4
Calicut	12	448	240 4	8	326	481 8	11	482	598 0	10	468	648 8
Ernad	...	...	... ...	1	29	54 8	1	81	93 8	...	..	.. ...
Palghaut	20	945	340 0	28	1,201	1,181 0	36	1,385	1,463 8	28	1,091	1,481 12
Walluvanad	...	36	... ...	4	123	124 4	6	188	160 8	6	188	234 4
Ponani	1	22	... ...	3	152	64 12	6	215	346 4	9	343	427 8
Total	98	4,770	2,930 0	132	6,762	7,904 10	147	7,141	6,320 6	142	6,836	9,380 0

9. The annexed table, on a comparison with the standard, will show in another way what progress has been made in improving these schools. If the number passed annually for the higher standards seem small, it must be remembered that when first brought under inspection, scarcely any school could have passed boys even for the first or lowest standard. I fancy too that the operations of the Inspecting Schoolmasters have not been so jealously supervised as the efficient working of the system demands.

Number of pupils passed in 1871-72.				
1st Standard. [Easy Reading and Writing, Numeration, Notation, and simple Addition.]	2nd Standard. [Fair Reading and Writing to dictation, Four Simple rules of Arithmetic.]	3rd Standard. [Good Reading, good Writing and Spelling to dictation, Grammar, Four Compound Rules of Arithmetic Geography of the District.]	4th Standard. [Reading, Writing, Spelling, Grammar, Arithmetic and Geography, but still more advanced than in Standard III.]	
1,044	789	399	174	2,406

"Reading in all cases includes explanation by the Candidate sufficient to show that he quite understands what he has read. (This is not demanded in England or Scotland). The books read are the Government Readers, containing a good deal of useful information."

10. General view.—The existing means of education for boys in Malabar may then be summed up as follows:—(A). Higher education is fairly provided for by the Government Schools at Calicut, Tellicherry and Cannanore, and the Central School at Palghaut. (B). For middle-class education (at present not of a very thorough going character but likely to improve as we get teachers themselves more soundly educated) means sufficient,—I do not say efficient—exist in (1) the Government Anglo Vernacular and Taluq schools, (2) the various schools of the Local Fund Board's, and Municipal Commissions (nearly all legacies of the Rate School Commissions), and (3) the schools at Cannanore, Tellicherry, Calicut and Cochin in connection with some religious body or other. While as regards (C) Elementary education, for North Malabar and Palghaut, a beginning has been made by the Indigenous School Results system worked by the Inspecting Schoolmasters and Deputy-Inspectors.

11. The Local Fund Board's have within the last two or three months established some elementary schools, nearly all in Palghaut Taluq, but these belong rather to the schools of the future and should scarcely find a place in what is professedly a history of the past.

12. I may fitly conclude this Memorandum with a comparison of what education in Malabar was at the beginning of my acquaintance with it, and what it has grown to.

Number of Schools and Pupils when Dr. Gundert made over charge at the end of 1858-59.			Number of Schools and Pupils at the end of 1871-72		
Name of school.	Attendance.	Total.	*Name of School.*	Attendance.	Total.
Higher Class Schools 1.			*Higher Class Schools* 4.		
1. Provincial School, Calicut	216		Provincial School, Calicut	343	
			Normal School, Cannanore	93	
			Brahmans' School, Tellicherry, (Temporarily closed.)	...	
		216	Union School, Palghaut	154	592
Middle Class Schools 8.			*Middle Class Schools* 44.		
Taluq School, Badagara	32		A. V. School, Chowghaut	70	
Do. Koilandi	14		Taluq School, Badagara	76	
Do. Malapparam	17		Do. Koilandi	49	
Do. Ponani	27		Church Mission School, Cannanore	52	
Free School, Anjengo	19		German Mission Boys' School do.	97	
C. M. School, Tellicherry	145		Do. Maliyil	95	
Boys' School, Cochin	130		Do. Chowa	36	
Girls School, Do.	28		Christian Brother's School, Cannanore	167	
			G. M. Orphanage, Tellicherry	101	
			Do. Boys School, Calicut	136	
			Do. do. Palghaut	98	
			Do. do. Kannani	18	
			Roman Catholic School, Calicut	136	
			Primary School, Calicut	123	
			Protestant Boys' School, Cochin	92	
			Miss Godfrey's Day School, Cannanore	11	
			Union School, Allutur	60	
			Do. Collangode	55	
			Do. Parravemba	52	
			Do. Kottai	50	
			Do. Kongad	24	
			Union School, Angadipurom	65	
			Do. Manjeri	72	
			Do. Cherpulchery	50	
			Do. Ootuppudiangadi	62	
			Do. Tanur	50	
			Do. Ponani	55	
			Do. Trikala	49	
			Do. Triprayur	26	
			Do. Enamakkal	41	
			Do. Panmayur	27	
			Do. Chatannangalam	23	
			Do. Pyoli	56	
			Do. Manantoddy	35	
			Do. Peringolam	73	
			Do. Kottayam	63	
			Do. Kavvai	46	
			Do. Taliparamba	48	
			Municipal School, Kalpatti	143	
			Protestant Girls' School, Cochin	45	
			Convent School, Cannanore	144	
			Do. Calicut	114	
			G. M. Girl School do.	80	
		412	Do do. Cannanore	47	
					2,961
Elementary Schools 1.			*Elementary Schools* 153.		
Vernacular School, Cochin	100		9 Union Schools in Palghaut Taluq	186	
			9 German Mission Schools do.	276	
			5 Roman Catholic Schools do.	136	
			1 Private School at Cochin	25	
			36 Village Schools in Chirakal Taluq	2,294	
			16 Do. Kottayam	991	
			30 Do. Kurumbernad	1,272	
			10 Do. Calicut	558	
			25 Do. Palghaut	1,091	
			6 Do. Walluvanad	158	
		100	6 Do. Ponani	120	
					7,007
16 Total Schools] Grand total...		728	201 Total Schools] Grand Total...		10,560

CALICUT,
15th May 1872.

(Signed) L. GARTHWAITE,
Inspector of Schools, 6th Division.

ENCLOSURE No. 2.

Draft of a Memorandum of proposals as to the action of the Malabar Local Fund Boards, in aid of the diffusion of Elementary Education.

IN an accompanying Memorandum, I have sketched the history of elementary education in Malabar up to the present. It now remains to consider what is to be done to carry that work further.

2. NUMBER FOR WHOM EDUCATION MUST AT PRESENT BE PROVIDED.—Eventually, no doubt, though the date may reasonably be presumed to be distant, there will have to be provided means of education for a school-going population of some 300,000. The population of Malabar, according to the last census, is in round numbers 2¼ millions, and allowing 13·5 per cent. (see Minutes, Privy Council of Education 1870-71), as the proportion of children between 6 and 12 years of age, this would give a little over 300,000, a figure borne out by the analogy of the previous census. It is not, however, in the least probable that any measures short of the most stringent compulsion could at present succeed in bringing these 300,000 to school. The mass of them are children of the very lowest classes, whose parents would not send their children to school, even if they could spare them, and whose children's aid in their occupations is too much a necessity for them to spare them if they would. Nor does it seem desirable to educate the great bulk of the lower classes till some progress has been made in affording the means of education to the classes above them. In England (Minute Privy Council Education 1870-71), the proportion of these last named classes, to the "working classes" is 1 in 7·2. If one might, for a rough guess, assume that something near this proportion exists in Malabar, we should have of children of school-going age, above the condition of mere labourers, about 42,000 boys and girls. Now, for the *latter*, I regret to say, native prejudice will not for some time to come, allow us to do much, so that we may regard about 21,000, as practically the number that we can at present hope to reach. It is true that of these, one-fourth will be Moplahs* who will be even scarcer in our schools than girls. Still, as we shall have some girls, perhaps a few Moplahs also, and also a large sprinkling, especially in North Malabar, of the children of the better off of the labouring classes, we may assume that with proper measures, Malabar could even now furnish a school attendance of some 21,000, which is about double the present school attendance of the district. Of these, the higher and middle class schools at present educate a little less than 3,000, a number there is every reason to expect to increase, and I should be disposed to deduct 4,000 from the above 21,000, as the number likely to be absorbed by the middle-class schools. This leaves 17,000, *i. e.*, about 10,000 more than the number (6,780) now in the *Primary* schools under inspection. Any measure proposing to offer the means of elementary education generally to those desiring to avail themselves thereof, will, I think, not have less than about the above number to deal with, and that almost at commencement. By the end of the year, I fully expect† an increase of 5,000, and the other 5,000 before the end of the next year.

* This is the proportion of Moplahs to the whole population of Malabar.

† That is if measures are adopted without delay.

3. It now remains to discuss what general scheme the Local Fund Board should adopt.

4. VARIOUS SCHEMES DISCUSSED.—Speaking generally, three plans are open to us; first, the Board might discard the present indigenous schools altogether, setting up in what appear suitable places Salaried schools‡ differing only from the present Taluq schools in the standard of instruction; secondly, the Board may endeavour to extend the present system of applying the Result Grant system to the improvement of the existing indigenous schools; or thirdly, it might try a combination of these two plans.

‡ *i. e.*, schools where the masters are remunerated entirely by fixed salaries.

5. The first plan is open to many objections. For instance, we should rouse the hostility of the existing indigenous school masters, doing which, was always wisely deprecated by the old Court of Directors. We should also excite the suspicions of the people, by *running too far beyond their* present requirements. Moreover, most of these schools, like the present Taluq and Rate Schools, would, while pretending too much, effect little, except in the expenditure of money. The system on which middle-class education in Malabar has been dealt with, has not been so successful (for the money spent on it) as to encourage us to apply it on a still larger scale to the extension of elementary education. I, therefore, strongly deprecate any renewal of that system.

6. The third plan has a show of judiciousness about it, but if we establish our new schools in localities where there are at present "Gurukkal's" schools* we fall into the same difficulties that beset the first plan, and if we establish them in other places, we establish schools where experience has proved there is no demand for elementary schools; for had there been a demand, the laws of supply and demand would long since have tempted some wandering Katupattar or other schoolmaster to settle down there and try an indigenous school. The mistake of establishing schools where there is no demand for education has been already proved by the failure of Government Taluq Schools, and of Rate Schools established in such places. One *via media* proposed is to adopt the "*pyal*" or indigenous schools, but to drop the Result grants and Inspecting School master system which would in effect mean that we should turn the existing "*pyal*" schools in some places into elementary schools with salaried masters. Now, the present master is either dismissed or retained. If you dismiss him, you are not likely to get the school. If he is retained, I do not see that any improvement is made by dropping the plan of making his remuneration depend on the results of the examination of his school. The man who knows that his salary is secured, and that the punishment for neglecting his duty is remote and contingent, and probably after all a mere reprimand is likely to take not more, but less, trouble than if he knows that his next receipt of income will inevitably be in direct proportion to his present exertions.

* (*i. e.*, indigenous schools)

7. General Policy proposed.—We should, therefore, in my opinion, fall back upon the second plan, viz., the improvement of the indigenous schools by the extension of the system at present at work on them. Moreover, some such system as this appears to have been the one originally contemplated by Government, in its Order, dated 27th April 1871, paragraph 3.† It is true that in subsequent orders, the system of Results Grants would, on a cursory view, appear to have been shunted out of sight, or reserved merely for the transitional stage of the education of the country (see Rule XI. of Local Fund Rules.‡) But in Proceedings of Government, Financial Department, 2nd October 1871, a system whose principle is not unlike the one I shall presently advocate, is approved of in the words. "The system of partial remuneration by results" (and partially by salaries) "is worthy of a trial." This refers to the indigenous schools taken over by the South Canara Local Board.§ Government has also steadily inculcated that the support of the indigenous schools by Result Grants is one of the duties of the Local Boards. And finally, in Proceedings, Government Financial Department, 20th October 1871, No. 585, paragraph 4, towards this end Government not only declares that all expenditure on Result Grants should be defrayed out of the Local Funds; but observes that "especial cases may occur where in districts when the demands on the General Funds are heavy" (which is the case in Malabar owing to the numerous existing Rate Schools of the middle and higher classes)

† Under this Act the House-tax is to be the especial Educational tax, and is to be imposed in a village or group of villages constituting a Rate School Union, only as the means become available of providing improved means of instruction, whether by aiding an existing School or by establishing a new School, according to the circumstances of the case. The system of making grants-in-aid from local rates has not, the Government believe, been yet adopted in India, and the result apparently has been that, in those Provinces where a general educational rate has been raised, the existing indigenous schools have either been entirely ignored or have been entirely transferred to Government superintendence on being brought upon the rates. The Governor in Council is convinced that, in this Presidency, it would be a mistaken policy to ignore the indigenous schools, which here, as in other parts of India, are scattered all over the country, and which, imperfect and inefficient as they are, have been shown by experiment to be in many cases susceptible of real and substantial improvement. For some years past measures have been in operation for the improvement of these schools, conducted necessarily, on a very limited scale, but still sufficient to show that if adequate Inspecting, Organizing and Training Agencies were provided, and if the requisite funds were available, a considerable number of those schools might be rendered capable of imparting sound elementary instruction. According to the last returns furnished to Government, 2,153 Schools attended by 50,515 pupils, of which probably at least 2,000 were indigenous schools, had been brought under inspection with the view of receiving aid on the payment for Results system. Of these, 1,065 schools, with an attendance of 30,891 pupils, were in the receipt of grants-in-aid. The Governor in Council believes that it may be found practicable to extend this system under the new Act.

‡ The Local Fund Board should, as a rule, make proposals to the Government to permanently establish any school of the lower class wherein 30 per cent. of the pupils have, for two consecutive years, qualified for Results Grants; provided that, if in such case the inhabitants or other persons are willing to establish an Elementary School from their own resources on the Salary Grant system, they shall be allowed to do so, the Local Fund being liable for the Grant-in-aid, and the House-tax being imposed within the limits constituted for the Union thereupon to be formed.

§ The plan of remunerating Union or Municipal Elementary Schools, partly by a small fixed stipend, partly by a Result Grant had also the approval of the late Acting Inspector, Gopal Row, who writes to the Vice-President of the Tellicherry Circle, "It would perhaps be advisable to make the remuneration of the teachers dependent partly on results." (912 of the 19th October 1871).

Proceedings of the Madras Government, Financial Department,
31st May 1873.

"on which it may be deemed advisable to form unions, and to impose the House-tax for the purpose of making result-grants to existing schools situated within such unions; and such cases, on being reported, Government will be prepared to consider;" and Government does not withhold its assent from Mr. Powell's views in the letter on which the above order was passed that, "the Local Fund Boards may, only under the special authority of Government, impose the House-tax, if they find it necessary to re-imburse themselves for outlay in ordinary Result Grants Schools, viz., those not coming under the two years' qualification." Now, as these are spoken of as *ordinary* Result Grant Schools, it would appear that the "established" schools spoken of in Rule XI. of the Local Fund Rules might also, on the approval of Government, be established as Result Grant Schools of a *special* kind, something such as I shall hereafter describe.

8. Advantages of the Results Grant system.—The Result Grant system has worked to every one's satisfaction in England and Scotland, and has immensely improved elementary education there. It is now working successfully in Malabar; and I believe it to be the only one that will at present work successfully with the Malayalis, a people of a character especially heavy and difficult to stir to exertion. It is likely more than any other system to ensure large attendance at our schools, since it brings on our side a large body of men, (the indigenous schoolmasters or "Gurukkals"—) already in possession of the field of elementary education, men known to, and popular with the inhabitants. Moreover, it has the merit of being much cheaper than a system of salaried Union Schools. The average cost per annum of the present system of improving the indigenous schools of Malabar is about Rupees 1-4-0, per head, on the total attendance. The average attendance at each school is about 50, and if so as to allow for still further improved instruction, we put Rupees 1-12-0 for the average annual grant, per head, on the total attendance we have Rupees 87-8-0, per school. Now, as on an average attendance of fifty I propose, as will be seen further on, to expend annually (in "established" indigenous schools) sums from Rupees 24 to Rupees 60 additional, about Rupees 125 may be taken as the annual average expenditure for some years to come on such improved and established indigenous schools worked partially on the Result Grant system. This is Rupees 2-8-0, per head, per annum, on the average attendance of 50. (It may be observed that this is the exact annual cost per head of the similar "Pâthi..." system of Bengal so highly commended by the Government of India. Compare now the cost of *salaried* Union Elementary schools. Luckily we have facts here also, and need not resort to conjecture. In Palghaut Union a number of such schools are in operation. They have each only one teacher, the average attendance is twenty each, and for salaries, servants, and contingencies they cost Rupees 210, per annum each, or Rupees 10-8-0 per head, annually. One teacher is competent to teach certainly not more than forty boys. Even could that attendance be secured (and it could not), the cost per head would be not less than Rupees 5-4-0 or more than double what the Result Grants system would cost, and this be it noted for exactly the same instruction; for the Salaried Union School is not allowed to go above the third standard of the Result Grant Rules; otherwise, by a recent ruling of Government, it would cease to be "Elementary," and this is a standard the improved indigenous schools find no difficulty in reaching.

Owing to various causes (want of the requisite number of attendance, absence on the day of examination, nervousness or want of ability on the part of the children, etc.,) half of the total attendance is the highest proportion that can be expected to pass for a Grant. Taking a School of 70 pupils (so as to avoid fractions) we may assume the following proportions as the highest. They are much above the actual proportion) see accompanying Memorandum, paragraph 8.)

Half of 70 is 35, of whom 20 passing 1st Standard at Rs.	2	8	0 =	Rs.	50	0	0
10	2nd	at „	4	0	0 = „	40	0	0
5	3rd	at „	6	0	0 = „	32	8	0
35		Total ...				122	8	0

Which divided by 70, the total attendance, gives Rs. 1 12 0 per head exactly.

To provide elementary education in such salaried schools for the 17,000 children spoken of in the early part of this Memorandum would require nearly a lakh of Rupees. Instruction of the same standard * communicated in improved

* Both this sum and that below are for current expenses alone, *i. e.*, we do not cover buildings, furniture, books, schools, etc

and "established" indigenous schools, partially on the Result Grant system could be given, it is estimated for less than half that sum — Rupees 42,500,* and at present for still less. And the latter kind of school though outwardly more "rough and ready" and less accordant with European ideas, would do better work than its more pretentious rival with its teacher drawing a salary independent of his exertions. The advantage of the Result Grant plan is that it makes the Master take a lively personal interest in securing a large and regular attendance, as well as in seeing that each pupil is well taught, and that what he is once taught he does not forget. Thus in securing good results in the examination, you secure the improvement of the school, at least as regards attendance and instruction, probably as regards discipline and method also. So much for the advantage to the school. The advantage to those who have to lay out money on the School, the Local Board, is that not one cash of their money is wasted. For each rupee they pay, some boy has been taught to read with understanding, to work an easy sum, or else to write and spell well. The Board has not paid the Master one cash for sitting idle. Whenever he has been absent from school, or come late, or gone away early, or wasted his time when in school it has been entirely at his own expense. Such advantages no amount of inspection or supervision, no amount of official encouragement or discouragment, could effect in the case of a salaried Master. Even with the comparatively few Salary Schools we have, I and my deputies find it impossible in all cases to secure regular and punctual attendance, or a quality of instruction rising above the mere perfunctory. And were the numbers of such schools greatly increased, supervision would become merely nominal. Even in England, the system of payment for Results was found to be the only one that secured thoroughly sound instruction in Elementary Schools.

* Rs. 17,000 × 2½ = Rs. 42,500

9. Proposed Scheme.—The general system by which the existing indigenous schools are improved and utilized for the diffusion of sound elementary instruction, has been described in the Memorandum accompanying this. I have mentioned above that, I propose that the Local Board should, in accordance with the spirit of the various rules and orders of Government on the point, utilize the existing agencies and resources of this system, (Proceedings Government, Public Department, 28th April 1871, No. 563,) improving such indigenous schools as are capable of it, and, according to the Local Fund Rules, "establishing" as more particularly under their own charge, such as seem to deserve it. Of the details of such a scheme, I offer the following sketch—

10. Details of proposed scheme.—In England, Scotland and Australia, even Results Grants are issued only for pupils taught by certificated teachers. To this end I hope we shall come at last in Malabar too, and though at present it would be premature to enforce such a rule, I would propose that as an unobjectionable way of leading to such a result, every indigenous Schoolmaster, in charge of a school of not less than 30 pupils, who qualifies himself for a certificate of the 5th or a higher grade be received as a stipendiary of the Board, his stipend to be Rs. 2 to 3† per mensem, according to the size of his school, and that Rs. 1 to Rs. 1-8-0 be similarly given for a certificated Assistant in a similar school of above 40 pupils, with another Rupees 1-8-0 for another Assistant in a school of above 70 pupils, these monthly payments would be in addition to the annual Result Grant. I would also propose that "Gurukkals" or Assistant "Gurukkals" be invited to become stipendiaries for twelve months at a training school so as to enable them to qualify for a certificate. At the Training School they would both learn such of the substantive branches of elementary instruction as they may require, and also the art of teaching. Their stipend while there would be Rupees 3, per mensem, for those from the neighbourhood, for others, Rupees 4, per mensem. Further, though I would not recommend that even the above small stipends be given to uncertificated Masters, yet, to meet Rule XI. of the Local Fund Rules, I would allow that schools‡ well attended and well reported on, and that are likely to be permanent should, on their fulfilling the conditions of Local Fund

† viz. Rupees 2 for not less than 30 boys.
" " 3 do 60 do.

‡ Whether under-certificated or uncertificated Masters.

Proceedings of the Madras Government, Financial Department,
31st May 1873.

Rule XI., be established by having school-houses built for them and apparatus provided out of Local Funds. The building, etc., should be the property of the Board. They should at first be only of mud walls and with thatched roofs, though of a substantial character. Such buildings would last many years. Only after a school has long flourished should any outlay be incurred for what we called "permanent buildings." (Laterite and chunam). The remuneration of the teacher would be by a Result Grant, but he would, of course, be eligible for a stipend if he obtained a certificate. The present indigenous method of semi-monthly fees in kind and honoraria on certain occasions detailed in the accompanying Memorandum should be allowed to continue, as congenial to the feelings of the people and popular with the Master, and he should be taught still to look on these as one of his chief means of support, his stipend and the Result Grant being put in the light of *extras* liberally given to encourage him to improve himself and his school. As in Bengal the people, since they support him entirely, partly from their Local-house cess and partly by the customary fees in money and kind, should regard him as *their* man—not Government's, one honourably dependent on their support, but returning them a full *quid pro quo*; concerning whom they are bound to see that he wants for nothing reasonable as long as he does his duty. The Government officials should give him every moral support, take an interest in his work, and treat him both with the respect due to his office, but not permit him to regard himself as a Government servant, nor allow others to do so. As the Schoolmasters under inspection improve, the work of the Inspecting Schoolmasters necessary for the development of the system (see paragraph 6 of the accompanying Memorandum) will be less and less with them, and more and more in bringing new schools in, and when all the existing schools are brought in, we shall after a time be able to dispense altogether with officers of this class, and the saving effected from their salaries should be appropriated to an increased number of Deputy-Inspectors, whose ranges should be smaller, but to whom the increased number of schools would give ample work.

Present fee system to be retained. Fees to go to Masters.

11. Advantages of the proposed scheme.—It is obvious that, within a reasonable time, a system such as this would without, being either too expensive or too innovating, provide efficient elementary education for the whole district. Better than any other, it would enable us to cope with the difficult question of Moplah education, and female education. The only additional machinery required to work it would be (—as in the Patshal system) a Gurukkal Training School* for each Circle—a measure already suggested by Government. These would have to be distinct from the present higher class Normal Schools. To this, I would add, an inexpensive system of Vernacular Scholarships for Gurukkals' pupils; one rupee a month each to be given by competetive examination in Writing, Composition, Arithmetic and Geography so as to encourage boys to remain a little longer in school than they do.

* Training Schools for indigenous Schoolmasters would be required.

Of these there should be two, one at Tellicherry and another at Calicut. They should not attempt to train higher than for 5th grade certificate.
The annual expense would be about as follows:—

	Rs.
Head Master (Rs. 40 per mensem)	480
Assistant Master Rs. (25 per mensem)	300
Stipends for 35 Students, 10 at Rs. 3, 25 at Rs. 4 ...	1,560
Books, Contingencies, Servants, etc.	160
For one Rs...	2,500
	2
For both Rs...	5,000

Ten Scholarships for each taluq, five for Wynaad and Cochin.
(12×10 or) 120×7½=900.

12. Cost.—The total estimated annual cost of the fully developed system, exclusive of charges for training schools, inspecting agency and colportage, for scholarships and for buildings, all which items would have to be met under any system, would be as abovesaid about Rupees 2-8-0 per head, or Rupees 42,500 for 17,000 attendants. For the present year about one-third of this Rupees 15,000 (which is *double* the sum disbursed last year in Malabar for Result Grants to indigenous schools) would probably suffice, and the annual increment would probably be at the same rate, so that four or five years might be allowed before the full sum would be required. It is, however, obvious, that the full development of the scheme can easily be advanced or retarded, as financial considerations dictate. Before quitting the financial part of the subject, I would point out that important savings, as well as great improvement in the schools might be effected in the

middle-class schools under the Board, if to these also were applied the system of payment partly only by salaries, and the remainder on the result of the annual examination.

13. Size of Union.—It only remains to show how this system should be worked, as regards local management, the size of the Union's, etc. It must be remembered that Malabar differs greatly, both physically and socially from the east coast districts of this Presidency. Scattered among the small valleys of the innumerable hills from which it takes its name ("Malaylam" meaning Hill country), the people do not live in towns or villages. There is no *collective* unit like the villages of other districts, the unit here is the family. There are no villages as in other districts. The little circles and names on the map indicate *amshoms* or desams, which are mere revenue divisions, topographical expressions having no collections of inhabitants to correspond, in some cases even no inhabitants. Hence the inhabitants of an *amshom* have no "solidarity," no bond of union, that makes them peculiarly fit to form a "Union." Almost strange to each other, they have not had the village Panchayats, the evening gatherings, the common discussion and joint action on occasions of importance, which in other parts of India have given a *quasi* municipal training to the village communities, and made them the units of the body politic. Hence while small unions in other districts suit the institutions of the country, in Malabar they do not; and they will not work well for want of men with previously formed habits of mutual consultation and combined action. No doubt Government by a stroke of the pen can divide the district into small Unions, but can it create such men as are needed for Union Boards? Even for the large Unions (large and therefore few) formed under Act VI. of 1863, it was difficult to get men fit to be Commissioners. How great would that difficulty be if men had to be provided in fifty times the number. And this leads me to another objection, Malabar is no *tabula rasa* on which we can begin in any way we like. Under Act VI. of 1863, nearly the whole of the district has been already divided into Unions, in which middle-class schools have been established and taken root. To break up these Unions into smaller ones is to complicate the matter of the maintenance and management of these existing middle-class schools without any compensating advantage to Elementary education. For the result grant improved, indigenous, School system I advocate for Elementary education will work under either large or small Unions. Should it appear imperative that the area of the Union be smaller, I would in any case urge that the change be made very gradually. As the expenses of the present middle-class schools become less, (as they show signs of doing) and as the branch middle-class schools develope and gather round them Committees of management, each of the places where there is a Branch School may become the centre of a new Union, the present large Union being thus split up into five or six smaller ones. Whether these could in time be divided into still smaller ones, with good Vernacular Elementary Schools as their centres, is a question to answer which at present would, in my opinion, be mere guesswork. That no such small Unions would work well in Malabar at present will, I believe, be found to be the opinion of most of those qualified to judge on the point.

Calicut,
16th May 1872.

(Signed) L. GARTHWAITE,
Inspector of Schools, 6th Division.

Enclosure No. 3.—Map.

This report will be submitted to Government for consideration when the Malabar Circle Budgets are under disposal.

2. The Board apprehend that great difficulties will arise in Malabar in carrying out G. O., dated 28th March 1873, No. 426.

(True Copies and Extract.)

(Signed) J. GROSE,
Secretary.

Proceedings of the Madras Government, Financial Department,
31*st May* 1873.

No. 290. Order thereon, 31st May 1873, No. 760.

The Governor in Council has perused these papers with much interest, and sees no reason to doubt that, so far as primary or elementary schools and education are concerned, the disallowance of the house-tax will not prevent the development of the scheme which Mr. Garthwaite sketches, and which appears to be very hopeful.

2. The difficulty will be as regards the middle-class schools bequeathed by the old school rate, and in the cost of these Mr. Garthwaite indicates that economy can be effected by blending the salary and results' grant systems with probable advantage. It is presumed that the recent Government Order approving Mr. Garthwaite's scheme for adjusting the Masters' salaries on the combined system will go far to effect this purpose. Whether these schools can also be made more dependant than hitherto on fees is a point which will doubtless receive the careful consideration of the Local-Fund Board.

(True Extract.)

W. HUDLESTON,
Chief Secretary.

To the Board of Revenue.
,, Director of Public Instruction.
,, President of the Local Fund Boards, Malabar, with the map returned.

S.O. No 780. Fin! 2nd May 1873

Financial Dept.

1873.

Board of Revenue,

MADRAS.

PROCEEDINGS, 13TH MAY 1873, No. 780.

Dep! 19 May 73

Encl. 1

G.O. 31st Aug 73 Nos 389-390

Received 22nd May 1873.

MAY.

No. 780.

House-tax—in Malabar District.—Report of President, Local Fund Boards, on incidence of —submitted to Government for consideration when Malabar Circle Budgets are under disposal.

Financial Department

No 1

PROCEEDINGS of the MADRAS GOVERNMENT.

Read the following letter from the Board of Revenue dated 15th May 1878, with its enclosure.

Order thereon - Recommend. 31st May 1878. No 765

The Governor in Council has perused these papers with much interest, and sees no reason to doubt that so far as pecuniary or establishment charges are concerned, the proposed alienations of the Kocoor Tax will not prevent the Maratha Government of the day which Mr Parthasarathi Pillai sketches, and which appears to be very hopeful.

2. The difficulty will be

be as regards the Middle
Class Schools superseded
by the old school rate,
and on the cost of these
other far thereto reducible
that economy can be
effected by bleeding,
the salary and results
Grant by returns with
probable advantage. The
other Schools can also
made more dependent
than hitherto on fees,
is a point which will
doubtless receive the
careful consideration of
the Local Fund Board.

I am to add that the Board
will forward to you
for submission to
the Lords Commissioners
the Minutes sanctioning
the undermentioned salaries
the Certificated Teachers
which will take effect
the 29th June inst.

I am to be responsible, while
congratulating those
concerned on the advance
which has been ef-
fected,

effected, for your
in Council does not
cause to regret the
removal of a bar which
in the absence of the
Colleges of the Bishop
has given the Colleges
Universities.

I am
The Board of Education
Secretary of Public Instruction
Secretary of State
Board of Education
with [illegible] sections

Govt. of 187 } Madras.

To

The Sec^y of State
for

Dated 31 May
Recd. 2

1873, No. 766

Nos.

Replying to the Letter
from Persia dated 7th ult
Madras expecting the
circulars of the Home Govt
in the 3d