

Use
mn

Sectt. II-27-39,004-24-10-44.

E.P.H

(1945) Department.

Ms SERIES.

G.O. No. 1505 Edu

Dated

24/9/45

over on p 21 ef

[Despatch Abstract.]

Physical Education - Y.M.C.A. College;
Saidapet - Teaching Grant - Assessment
under rule 45 of the Grant-in-aid code -
Anticised.

Back Papers.

G.O.	No.	Department.	Date.	G.O.	No.	Department.	Date.
G.O.	612	Edn	4.5.42				
G.O.	1474	Edn	5.10.44				

Further Papers.

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

24th July, 1945.

From
The Ag. Principal,
Y.M.C.A. College of Physical Education
Saidapet, Madras.

To
The Director of Public Instruction,
M A D R A S.

Sir,

- Subject: Grant application - Y.M.C.A. College of Physical Education, Saidapet.

I beg to bring to your kind notice the following facts about the Y.M.C.A. College of Physical Education, for your information and sympathetic consideration:-

2. This institution was started in the year 1920, as an experimental measure, by the National Council of Y.M.C.As., and since its inception till the year 1932 the entire expenditure of Rs. 2,20,000/- has been met solely by the Management. But in the year 1932, the Government was pleased to sanction the alienation of 65 acres of land to be used as its permanent site; and since then the Management has invested a sum of Rs. 1,94,391-8-0 for further development of the site. (Vide Appendix A attached).

3. With greater facilities in the new site and with the addition of permanent equipments thereon, the opportunity for service increased considerably, but the Management was faced with greater deficit year after year. It will be seen from the attached summary of financial statements that the Management has contributed during the years 1934 to 1945 not less than Rs. 1,16,742-4-6 to meet the annual deficits. (Vide Appendix B attached).

4. In consideration of the fact that it had to face the increased financial burden, the Management approached the Government, for the first time in the year 1945 for aid in the shape of Teaching Grant. But, for some reason or other, our request for help was not considered favourably. However, after waiting for seven years, we were given the Teaching Grant commencing from the year 1941-42. We have received a total sum of Rs. 9,017-0-0 as Teaching Grant for the years 1941-42, 1942-43 and 1943-44.

5. Although we have been working in this field for nearly 25 years, we are not stabilised financially as yet. No doubt Physical Education is made compulsory in Schools, and the Department has issued several proceedings from time to time urging educational institutions to depute suitable candidates and take advantage of our training, but there are various ~~other~~ ^{our} compliances control which prevent us.

of students, even though we prepare students for three different types of certificates, viz., Diploma for graduates; Higher Grade for T.S.L.C. holders and for passed Intermediates; and the Lower Grade for S.S.L.C. holders with eligibility for admission into a University.

6. From a perusal of our curriculum of studies and the time-table (Vide Appendix C attached), it will be seen that our training goes on from morning till evening with a short break in the day. Also at nights the Library is kept open till 10 p.m., for students to do their reference work. This being so, all our students must be in residence in the compound. We have provided ample living accommodation and other facilities in the class room, library and playfields to train at least 120 students every year, with provision for enough for expansion, but on an average we register about 110 candidates annually, and out of this number only 80 applicants turn up on the opening day. Then again through a weeding out process the number on the roll dwindles down to about 60 during the first month. This happens every year. Such being the case, there is not only a considerable loss in revenue to the Management but also there is a corresponding increase in expenditure per capita. This is inevitable if we are to maintain a reasonable standard of efficiency.

7. In the past we used to attract a large number of students from outside the Presidency and this was chiefly responsible for minimising the deficit to an appreciable extent. Of late, with the opening of new Training Centres in other Provinces, the number of students from other Provinces has considerably been reduced. However, had it not been for these students who came from other Provinces, we dare say, our deficit would have been much higher.

8. This being the Premier College of Physical Education, enquiries of every description - from a proper interpretation of a rule to the size of a standard Ping Pong table - are addressed to us from all parts of the country. Similarly various and important and instructive materials are being printed and distributed, sometimes free of cost or at a nominal price, for the benefit of Physical Education Teachers. Further, we also conduct Saturday Morning Classes for the benefit of non-teachers as well as to teachers in Elementary Schools and for School boys in the city and its suburbs. Hence it will be observed that there are several such items of expenditure over income. They are not strictly connected with the college, but the expenditure on these items must be incurred in the interest of the cause of Physical Education, and if the public are to be educated in the scientific method of Physical Education.

9. Various organizations from the city, such as Inter-collegiate Athletic Association, the Inter-School Athletic Association and the Girls' Schools Athletic Association, are making use of our facilities and equipments in greater measure year after year. Thus this institution has become a sort of play centre for the schoolgoing population of the city.



10. This college is also the Headquarters for several infant organisations which are promoting Physical Education in this Province, such as the Olympic Association, the Amateur Boxing Association and the Basketball Federation. These organisations require our services and help. These activities are, however, not strictly part of our college work, but they are of immense value to give varied practical experience to our students and thus make better leaders out of them.

11. The present method of assessing Teaching Grant to this institution does not give us much relief. Our institution should be considered as a special institution for the purpose of grant, because our expenses are quite heavy under several heads, such as Teaching staff, Office staff, Library, Lighting, Play equipments, Administrative plant, Maintenance of Playfields, Printing Postage, Menial staff, incidentals, etc.; and our expenses must necessarily be heavy if the students are to be given the best training possible, and if the public are also to be constantly kept informed about the necessity of Physical Education for our children.

12. This being a pioneer institution, we can never hope to balance our budget for a long time unless the Department is willing to lend its helping hand by giving this institution substantial aid. The foundation for a new profession has been truly laid, but the superstructure is yet to be completed; and without sufficient financial aid from the Department progress and efficiency cannot be maintained. Our Management is, of course, willing to play its part, but a pioneer institution of this type requires special consideration and treatment at the hands of the Government.

13. In conclusion, we beg to point out that the lot of a pioneer institution such as ours is really hard, and for a long time its contribution to the cause of Physical Education will be varied in nature; its expenses cannot therefore be kept within a well defined boundary. Our Management's Budget for the year 1945 amounted to over Rs. 38,000/- as per summary attached (Vid Appendix D). If our College is to be considered in the traditional way for the purpose of Teaching Grant, we are afraid, stagnation will set in and our contribution to the cause of Physical Education will naturally fall short of our expectation.

14. We therefore request the Department to sanction/ at least an increased Grant which would cover the net cost of expenditure incurred by the College as the actual contribution of the Management has always been more than the net cost as generally calculated by the Director (Vide Appendix B).

I have the honour to be,
S i r,
Your most obedient servant,

Encls:

Mdina
AG. PRINCIPAL.

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APPENDIX A.

Capital cost of Buildings, etc.

1. Massey Hall	...	Rs. 81,781-13-4
2. Bungalow	...	" 26,211-14-2
3. Hostels (Men)	...	" 28,018- 2-4
4. Mess Hall	...	" 13,970- 0-3
5. Store Room	...	" 1,268- 6-8
6. Servants' Quarters	...	" 1,126- 4-7
7. Fencing	...	" 4,845- 9-6
8. Furniture	...	" 7,851-11-6
9. Library.	...	" 8,179- 5-0
10. Laboratory	...	" 905-14-0
11. Sports Equipment	...	" 2,527-11-9
12. Gymnasium Equipment	...	" 1,704-11-3
13. Playground improvement..		" 10,000- 0-0
14. Plumbing and Sanitation.		" 3,000- 0-0
15. Electricity	...	" 3,000- 0-0

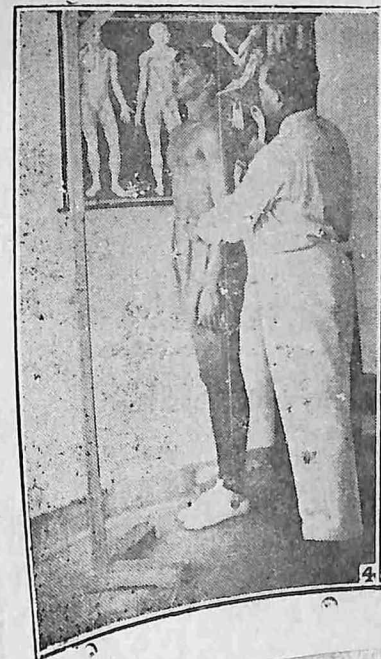
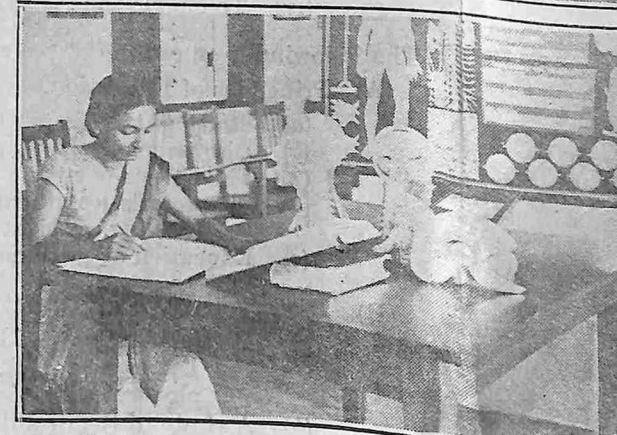
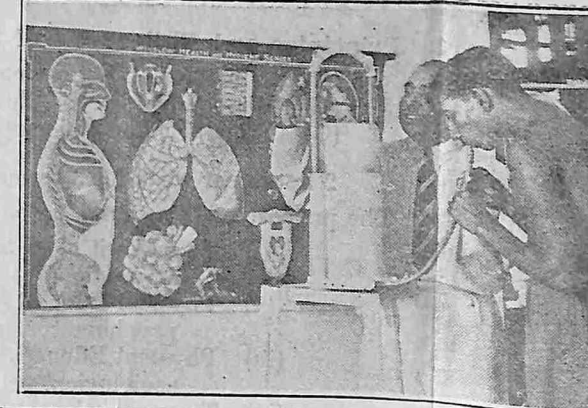
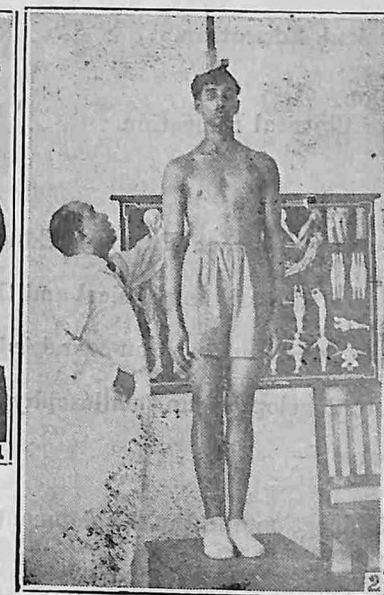
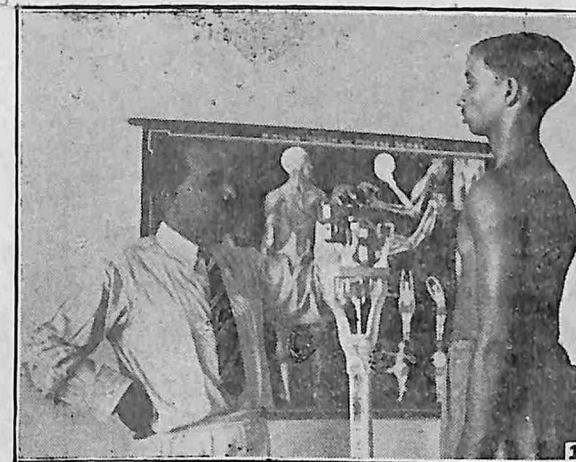
Rs. 1,94,391- 8-4

APPENDIX B.

THE Y.M.C.A. COLLEGE OF PHYSICAL EDUCATION, SAIDAPET.

Year	Total Expenditure as per Education Rules.	Management's Contribution as per Education Rules.	Teaching Grant from Government.
1934-35	Rs. 21,697-13- 1	6,884-10- 7	Nil.
1935-36	" 38,766- 5- 2	11,320-11- 9	Nil.
1936-37	" 28,468- 9- 5	9,371-13- 1	Nil.
1937-38	" 15,163- 7-10	5,095-10-10	Nil.
1938-39	" 25,353- 4- 6	15,039-14- 6	Nil.
1939-40	" 24,585-10- 8	14,664- 7- 8	Nil.
1940-41	" 27,413-14-11	14,265- 9- 3	Nil.
1941-42	" 29,632-15- 9	15,425- 7- 9	Nil.
1942-43	" 30,084- 9- 5	13,583- 5- 5	3,307-0-0
1943-44	" 21,724- 5- 5	3,139-12- 5	3,827-0-0
1944-45	" 24,435- 9- 3	7,950-13- 3	1,883-0-0
Total	Rs. 2,87,327- 9- 5	1,16,742- 4- 6	9,017-0-0

HEALTH EDUCATION AT THE COLLEGE



- No. 1. Weight is an Important Factor in Assessing Growth and Nutrition.
- No. 2. Gain in Height is a sign of Growth and Development.
- No. 3. Vital Capacity Measurements Indicate the Condition of the Lungs and the Flexibility of the Thorax.
- No. 4. Posture Analysis and Correction of Postural Defects are Important Phases of Health Education.
- No. 5. The Dentist at work at the College Clinic.
- No. 6. A Lady Student completely absorbed in her assignment work in Anatomy and Physiology.

Curriculum of Studies.

1. Principles and Philosophy of Physical Education.

- (A) Principles of Education.
- (B) History of Physical Education.
- (C) Principles and Philosophy of Physical Education.

2 hours per week for 3 terms—

The purpose of this course is fourfold :—

- (i) To make it clear to the student that Physical Education is an integral part of General Education.
- (ii) Physical Education is education of the physical and through the physical, through big muscle, psychomotor activities.
- (iii) Physical Education is a profession based on sound, educational, biological, psychological, and sociological principles.
- (iv) To enable the student to develop a sound philosophy of Physical Education for India.

The following is an outline of the course :—

- (A) Principles of Education.
 - (a) Study of the history of education and the development of education in the 20th century.
 - (b) Discussion of the aims of education.
 - (c) The nature of man, education of the whole man as the guiding principle of education.
 - (d) Characteristics of learning, the laws of learning, primary and concomitant learning, transfer of training, motivation, etc.
 - (e) Education as guidance.
- (B) History of Physical Education.
 - (a) Historical survey of Physical Education in Greece, Rome, Germany, Great Britain, Sweden, Denmark, U.S.A. and Soviet Russia, and the contributions of these countries to modern physical education.
 - (b) A study of the evolution of the Indian culture and the growth of Indian games, dances, exercises, etc.
 - (c) The British influence on Physical Education in India.
 - (d) The American influence on Physical Education in India.
- (C) Principles and Philosophy of Physical Education.
 - (a) The profession of Physical Education.
 - (b) The educational, biological, psychological and sociological foundations of Physical Education.
 - (c) Character education, Personality development, and Sportsmanship.
 - (d) Ideals, aims and objectives of Health and Physical Education in India.
 - (e) Co-ordination of Physical Education and Health Education.

2. Materials and Methods in Physical Education.

2 hours per week for 3 terms—

The purpose of this course is to assist the student to develop a good working knowledge of the following :—

- (a) Construction of materials and facilities for all types of physical activities—gymnasia; swimming pools; playing fields; running tracks; wrestling and boxing rings; layout and equipment of public and school playgrounds; etc. (Designs and estimates will be required.)
- (b) Methods of organising and conducting tournaments; leagues; physical tests; group competitions, track and field meets; aquatics; boxing and wrestling; exhibitions; intra-mural and intra-institutional competitions; lesson plans and methods of teaching (the formal lesson plan and the naturalized programme); selection of activities and equipment according to age, sex, and school classifications, etc.; athletic associations; rules of games and sports; refereeing; coaching and training; gymnastics and systems; nomenclature; etc. (Normal practice will be required in above.)

3. Organization and Administration of Physical Education.

2 hours per week for 3 terms—

The course will deal with the organisation and administration of physical education for elementary schools, middle schools, high schools, colleges, training schools, public playgrounds, clubs, welfare organisations, Y.M.C.As., Provinces, etc. The particular administrative problems of each situation will be considered with reference to controlling bodies, staff, time-tables, control, programmes, equipment, activities, space requirements, relationships, duties, budgets, records, etc.

4. Health Education.

2 hours per week for 3 terms—

The purpose of the course is to introduce the student to the problem of health in general in India, and the part the schools, colleges and other educational and social agencies ought to play in promoting individual, community and national health.

The discussions in the class room centre around the following topics :—

- (a) A statistical survey of the health problem in India in order to familiarise the student with the very low level of health in India, and the various hazards to healthful living like the contagious diseases, malnutrition, poverty, ignorance, superstition, etc., etc.
- (b) The meaning of health, the interpretations given to it, and the factors affecting health, namely heredity and environment.
- (c) The place of intelligence, attitudes and ideals in a health education programme to reach a whole nation.
- (d) The need of a scientific approach to the whole problem of health and disease.
- (e) Personal hygiene, dealing with the cleanliness and care of the various organs of the body, basing it on a sound knowledge of Anatomy and Physiology.
- (f) Problem of nutrition, deficiency-diseases and balanced diets.

(g) Community hygiene, dealing with the various diseases like Malaria, Tuberculosis, Typhoid, Cholera, Plague, Smallpox, etc., etc., their causes, symptoms, and methods of prevention and prophylaxis. A study of the life of the Health Heroes like Louis Pasteur, Robert Koch, Edward Jenner, Livingston, and Troudeou are included to make the instruction realistic.

(h) Organization of health education in elementary, middle and high schools and also at the college level providing facilities for :—
Health supervision,
Health service,
Health instruction and
Health guidance.

The Keynote of the Health Education Course.

The keynote of the health education at the college is "healthful experience" and as rich and varied as possible. We realize that health being a sum-total outcome of life, does not lend itself to be taught in the conventional manner. The students are therefore provided with a rich experience in healthful living, such as clean and attractive college buildings, classrooms, playgrounds, living quarters, dining halls and kitchens. A thorough and complete health examination of every student is the starting point, with a recording of all findings in proper health records, necessary follow-up work, correction of defects, and periodical check-up wherever necessary. Inspection of living quarters, dining halls, kitchens, etc., is carried out each day. Every student is inoculated against typhoid, and is compelled to sleep inside a mosquito net. Prevention and prophylaxis have their legitimate place. The student is thus assisted in discovering the meaning and significance of all the bodily and mental functions and an intelligent understanding of the fact that health is the outcome of various contributory factors such as good food, work, play, sleep, rest, relaxation, fresh air, sunshine, avoidance of infection, and a wholesome mental attitude towards life and society.

The Human Body.

2 hours per week for 3 terms—
Anatomy, Physiology, Hygiene and Physiology of Exercise. This course deals with the structure, functions, and care of the organs of the human body; also the physiological effects of various muscular exercises and activities on circulation, respiration, digestion and excretion, bodily growth and development in general, and the anatomic and physiological values of systematic physical training.

Treatment of Emergencies and Minor Athletic Injuries, Massage, and Physical Examination.

1 hour per week for 3 terms—
First Aid :—Students are prepared for the St. John Ambulance examination in First Aid.
Massage :—Principles and practice of both Eastern and Western systems of massage, and the various movements and strokes of massage intended to remove fatigue and soreness of muscles.
Physical Examination :—Assessing nutrition, posture analysis, vital capacity measurements, measure-ment of flexibility, organic efficiency, and administering simple cardio-vascular tests, etc.

Psychology.
1 hour per week for 3 terms—
A foundation course in elementary psychology applied to the problem of the physical director in education and character building. A study of the value of modern methods in developing a co-operative attitude in discharging the duties of citizenship.

8. Sociology.

1 hour per week for 3 terms—
A course in the foundations of Indian social customs. The power of tradition. Physical education as a socializing agency. The ensuing responsibility of the physical director in guiding released energies into social channels. The impact of the West and the probable consequences in the economic, social, educational and religious fields. Building the New India—a discussion of various satisfactory approaches to the problem.

Various projects will be worked out in adjoining villages in an effort to develop an objective view towards social problems.

9. Camping and Scouting.

1 hour per week for 3 terms —
The course will consist of both lecture and practice which will be given alternately. In scouting, the student will be trained to co-operate intelligently with the promoters of scouting. No attempt whatever is made to make scout-masters of our students nor do we issue any certificate in scouting. As part of the camping course the entire student body is taken into camp for actual camping experience.

10. Physical Activities.

15 hours per week for 3 terms—
Mon., Tues., Wed., Thurs., Fri.—7-00 to 8-30 a.m. and 5-00 to 6-30 p.m.
Calisthenics; gymnastics; tumbling; boxing; wrestling; marching; dancing; games of 1 organisation; group competitions; efficiency tests; indigenous games and folk-dances; track and field sports; hockey; football; cricket; basketball; volleyball; playground ball; tennis; badminton; project sports; intra-mural competitions.

11. Practice Teaching.

3 hours per week for 3 terms—
Every Friday 7-00 to 8-30 a.m. students are divided into groups for practice teaching among themselves under direction of the staff. One afternoon per week, 3—4 p.m., students are required to handle groups of school boys who came to us daily for organised activities. On Saturday morning Elementary School teachers come to us for training. In these and in other ways opportunities for practice teaching are provided.

12. Extra-mural and Intra-mural Competitions.—Management by Staff and Intra-mural Organization.

Extra Curricular Activities.

- | | |
|-------------------------------|---|
| 1. Literary Activities. | } Managed by the Students' Association under the direction of the Staff |
| 2. Social Activities. | |
| 3. Life Problems discussions. | |

Note :—Students must successfully complete all the courses outlined above. Those students failing to fulfill this requirement may be granted special permission to return the following year for study for a period of four months, from January to April, to make a second effort to complete the course. Such students must appear at the annual examinations as well.

Tentative Time Table

Days	7-8-30 a.m.	10-15 a.m.	11-15 a.m.	12-15 p.m.	3-30 p.m.	5-6-30 p.m.
MONDAY	Physical Training Activities	Principles and Philosophy of Physical Education.	Organisation and administration of Physical Education.	First Aid	Library and Normal Practice	Basketball.
TUESDAY	Track and Field Sports.	Materials and Methods.	Principles and Philosophy of Physical Education.	Sociology and Psychology.	Compulsory optional activities. (4-5)	Football.
WEDNESDAY	Boxing, Wrestling, Small area Games.	Human Body.	Organisation and administration.	Sociology and Psychology.	4-4.45 Scouting and Camping	Hockey.
THURSDAY	Efficiency Tests, Group Competitions, etc. Folk Dances.	Materials and Methods.	Health Education.	Sociology and Psychology.	Normal Practice	Cricket and Playground ball.
FRIDAY	Practice Teaching	Human Body.	Materials and Methods.	Library for all.	Library and Normal Practice.	Cricket and Playground ball.
SATURDAY	7-30 a.m. Normal Practice. Cricket and Playground.		Cricket Matches, Projects and excursion.			Free.
SUNDAY	Free	Free	Religious activities		Free	Free

Days.	7 a.m. to 8.30 a.m.	10.15 a.m.	11.15 a.m.	12.15 a.m.	3-30 p.m.	5 p.m. to 6.30 p.m.
MONDAY.	Physical Training Activities.	Principles & Organisation of Physical Education.	Philosophy of & Administration of Physical Education.	First Aid	Men Library & Normal Practice.	Basket Ball.
TUESDAY.	Instruction in Games.	Health Education.	Materials and Methods.	Review L.G. Library Dip. & H.G.	Girls Library. Men Compulsory optional activities (4 to 5).	Track & Field Sports 4.30 to 6.30 p.m.
WEDNESDAY.	Boxing, Wrestling Small area Games.	Human Body.	Organisation & Administration of Phy. Edn. *** Play and Playgrounds.	Library. L.G. Sociology & Psychology. Dip. and H.G.	Girls Library. Men. Scouting & Camping (4-4.45 p.m.)	Participation in games Hockey, Football etc.
THURSDAY.	Efficiency Tests, Group competitions, etc. Folk Dances.	Principles & Philosophy of Physical Education.	Officiating and Coaching.	Review L.G. Library Dip. & H.G. or Seminar on personal & Social Problems.	Men Normal Practice.	Cricket and Playground ball.
FRIDAY.	Practice Teaching.	Human Body.	Tests and Measurements.	Library L.G. Sociology & Psychology Dip. & H.G.	Men Library. Normal Practice.	Cricket and Playground ball.
SATURDAY.	7.30 a.m. Normal Practice. Physical Training Activities.		Cricket Matches Projects & excursion.			Free
SUNDAY.	Free.	Free.	Religious Activities.		Free.	Free.

Swimming class will be announced later.

Edn & P.H. (C)

Memo no.

Y.M.C.A. College of Physical Education,
Saidapet - Application for
increased grant.

From the Principal, Y.M.C.A. College of Physical
Education, Saidapet, letter dated
24th July 1945, addressed to the
D.P.I. with copy to Govt.

The D.P.I. is requested to offer
his remarks on the letter of the Principal,
Y.M.C.A. College of Physical Education
mentioned above.

10/8/45

The D.P.I.

Edn. & P.H. Department (C).

Physical Education - Y.M.C.A. College, Saidapet -
Teaching grant - Assessment under rule 45
of the Grant-in-aid Code - Authorised.

Read:- From the Principal, Y.M.C.A. College of
Physical Education, Saidapet, letter dated
24th July 1945.
From the D.P.I., u.o.No.R.O.P.18-D-6/45-46
dated 30th August 1945.

1505
ORDER ~~1505~~ Edn., dated 24.9.45
Ms.

Recorded.

2. The D.P.I. is authorised to assess
teaching grants for the College under rule 45 of
the Grant-in-aid Code.

To
The D.P.I.
Copy to the Principal,
Y.M.C.A. College of
Physical Edn.,
Saidapet.

Despd
17
29.9.45

14.9.45

14.9.45



From the Principal, Y.M.C.A. College of Physical Edu.,
letter dated 24th July 1945.

Y.M.C.A. College of Physical Education
Application for increased grant. Edu and P.H. Dept.

The reference D.O. No. 2693/42 of 20.11.42 which the
Adviser wishes to see was perhaps issued by the D.P.S. It
may be sent to the D.P.S. for his remarks and also
for making the reference available for the Adviser's
perusal.

R.P.H. Dept.

W.P. 100

35424 C/45-1 Edu

10. 8. 1945

9.8.45

S/ 2/ 9
10/8/45 - D.P.I.

U.O. Reply R.O.P. No. 18-D-6/45-46.

Office of the D.P.I.,
Madras, 30th August 1945.

Resubmitted.

The Y.M.C.A. College of Physical Education has been
receiving grant on the usual half net cost basis since
1941-42. For the year 1943-44, the institution was given a
grant of Rs. 3,827/- while the contribution of the management
was only Rs. 3,139-12-5. It will be seen from the grants paid
for the last few years that the department has been trying
to be as sympathetic as possible in dealing with the applica-
tions from this institution for teaching grants, subject to
the understanding that not more than 50 percent of the net
cost could be given as grant.

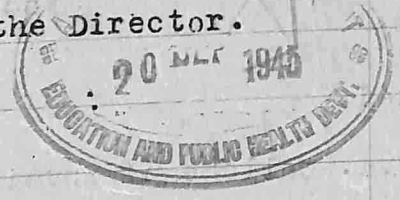
Copy (A) Although rule 45 of the Grant-in-Aid Code empowers
the Director to fix the grant at more than half net cost bas
for special schools such as technical or training schools,
after considering all the circumstances of the case, the
Director has hitherto not exercised the generous provisions
of this rule except in one case, viz., the Government House
school, which may virtually be considered as a Government
school. In view of the fact that the Y.M.C.A. College of
Physical Education is a unique institution of its kind doing
very useful work in its own line and also of the fact that
the management has been incurring very heavy expenditure in
recent years, I have no objection to its grant being fixed,
under rule 45 of the Grant-in-Aid Code, at a figure higher

than that calculated on the usual half net cost basis -
the exact amount being fixed in any year after a careful
consideration of the circumstances.

3. As regards the new courses for Youth Leadership,
which the College wants to introduce and on account of which
the management is asking for a modification of the terms of
assignment, the proposed course and the modification referred
to are recommended to the Government.

Separate file

4. Regarding the reference I.Dis.No.2693/42 dated 20-11-1942
quoted in the U.O. note, it may be stated that no such reference
has been issued by the Director.



[Signature]
D. P. I. (30.8.45)

To the Secretary to Govt., Education & Public Health Department.

E.P.H.

Draft for appl. Finance and Pub. Health
Dept.

14.9.45
S. J. Finance
W.S. J.
Fin. (Exp. B) Dept.
E.P.H. no. 100.
35425 C/45.2
14/9/45

Please see the notes on pp 1-2 above
the draft order may be accepted.

[Signature]
18.9.45

[Signature]
19.9.45
E.P.H. (C)



15.9.45
19.9.45

41814

The file may now be circulated to A2
with reference to orders on page 1 CF.

T.S.
20/9/45

[Signature]
20/9/45 S/A2



[Signature]
u/S. A2: 20/9/45

The order may now issue.

T.S.
21/9/45
[Signature]
u/9/45