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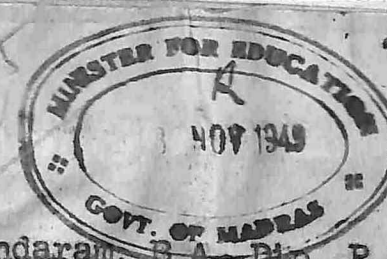
the SERIES.

G.O. No. 893 Education.

Dated 29.4.46

[Despatch Abstract.]

*Subsidy - Local Bodies - Secondary School
Buildings - Subsidy and Loan -
Project provision - 1946-47
Order Passed.*



7th November, 1949

From

Sri. C. Mohanasundaram, B.A., Dip., P.E.,
Chief Physical Instructor, Madras
(for training R-ural Welfare Officers)
Prohibition - Amelioration Department,
Office of the Registrar of Cooperative Societies,
M a d r a s.

10 NOV 1949

To

The Hon'ble Minister of Education,
Government of Madras.

Being only a copy sent in advance, no action may be lodged.

Through the Proper Channel.

Submitted through the Registrar of Cooperative Societies, Madras.

Sir,

Subject: Post of Chief ~~Physical~~ Inspector of Physical Education under the Director of Public Instruction Application ~~for~~ - Submitted--

87540

I beg to offer myself for the post of Chief Inspector of Physical Education under the Director of Public Instruction, which post has fallen vacant by the demise of Dr.G.F. Andrews.

To state my qualifications in brief, I am a Graduate of the Madras University, with Certificate in Library Science; Diploma (FIRST CLASS) in Physical Education; and training in Social Service Administration.

I have varied experiences in Physical Education to my credit, in work amongst the under-privileged, Boys' Work, Campaigning Playground-Service, Labour-Settlement Service, College Physical Education, Industrial Welfare and Recreation, Rural Welfare and Recreation and in training Leaders.

I have been a prolific writer, in the cause of Physical Education and Recreation, in the various Journals. For a number of years, I had been an Associate Editor of Vyayam. At present, I am the President of the Alumni Association of the YMCA-College. While at Bombay, I was invited to participate in the Teachers' Refresher Course, sponsored by the AIR, Bombay and I delivered three talks out of the ten in the series, on Physical Education and Camping.

I am 38 years of age. In the face of the challenging changes that are sweeping over our educational system in Free India through Social Education, Camping, etc., I feel I am eminently suitable for the post, with apt qualifications and varied experiences, gathered from pioneering fields of service in our own country.

Enclosed please find the details of my qualifications, experiences, a list of important Publications and Research; and testimonials from the following:

1. D.F. McClelland, Esq. Ex-National General Secretary, National Council for YMCAs, India, Burma & Ceylon.
2. A.W. Forgie, Esq., ex-Boys Work Secretary for India, Burma & Ceylon, Council of the YMCAs, India, Burma, & Ceylon.
3. J. Callan, Esq., ex-General Secretary, Bombay YMCA.
4. Dr. John McKenzie, ex-Principal, Wilson College, Bombay.
5. Dr. Clifford Manshardt, Founder-Director, Nagpada Neighbourhood House, & Tata Institute of Social Sciences, Bombay.
6. C.S. Moffat, ex-Principal, YMCA College, Saidapet.

Reference about me may be made to:

1. Dr. J.M. Kumarappa, Director, Tata Institute of Social Sciences, Andheri, Bombay.
2. P.M. Joseph, Esq., Principal, Government Training Institute

In view of the fact that I am holding at present the only other presidency-touring, Gazetted Post in the profession, in the Province, in the same cadre and scale of pay. I pray for favourable consideration of my claims, as my present post is a temporary one. Incidentally, may I mention that I joined the present post at considerable personal sacrifice, in my anxiety to serve the National Government of Free India.

Yours faithfully,

O. Mohanasundaram
(O. MOHANASUNDARAM.)

Enclosures:

1. Details of Qualifications, Experiences, Publications and Research (with 5 articles)
2. Copies of the six Testimonials. (3 sheets)

ENCLOSURE: 1

Qualifications:

- 1931 - B.A. of the Madras University
- 1932 - Certificate in Library Science of the Madras University
- 1933 - Diploma (FIRST CLASS) in Physical Education (YMCA College)
- 1940-41 Had undergone training for two semesters, in Social Service Administration in Tata Institute of Social Sciences, Bombay, simultaneously serving on the staff of the Nagpada Neighbourhood House, Bombay.

Experiences:

- 1927 - 34 As a student participated in voluntary social services in Madras Christian College and Madras YMCA, in work amongst the Under-privileged, Boys' Work, & Camping.
- 1934-41 - in Bombay YMCA Welfare and Playground Services, in Wilson College and Nagpada Neighbourhood House.
- 1941-46 in Recreation and Welfare Services of the B.&C. Mills, Madras and A.C.Cs., Bombay.
- 1946 to the Present : in the Prohibition - Amelioration Department, training the Rural Recreation and Welfare Workers and supervising their work throughout the Presidency.

Publications & Research:

1. "Physical Education in Schools" - a Resume of the three talks on Physical Education and Camping, in the Teachers' Refreshers Course, sponsored by the AIR, Bombay.
2. "Nation-Building through Physical Education"
3. "Camping in Social Planning"
Published as leading articles in the Indian Journals of Social Work, Bombay.
4. "Education through Play" - published as a leading article in the Special Number of 'Teaching', Bombay.
5. "Recreation for the Public" - Paper presented at Physical Education Conference, Madras.
6. "Rural Social Welfare" - Paper presented at All India Conference of Social Work, Madras Session.
7. "Health, Physical Education and Recreation" - participated in the Memorandum, presented to the Hore's Committee
8. "Physical Education in Sargent's Report" - as Chairman of the Committee prepared and presented a Memorandum
9. "Reorganisation of Physical Education" - a Study on the Questionnaire of the Madras Government, published in the Annual Number of Social Welfare, Bombay.
10. One Dozen Active Games for Rural Recreation - prepared for the Madras Government.

* Enclosed.

4 4

PHYSICAL EDUCATION
IN
SCHOOLS

BY

O. MOHANA SUNDARAM, B.A., Dip. P.E.,
DIRECTOR OF PHYSICAL EDUCATION,
NAGPADA NEIGHBOURHOOD HOUSE,
BYCULLA, BOMBAY.



Broadcast from All India Radio, Bombay,
on 17th, 18th & 19th June 1941
respectively in the Teachers' Refresher Course.

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1. The Importance of Physical Education.
 2. The Ideal Scheme of Physical Education.
 3. The Importance of Camping.

4A

IMPORTANCE OF PHYSICAL EDUCATION.

Broadcast on 17th June, '41

- ALL INDIA RADIO, BOMBAY.

THE NEED FOR DISCRIMINATION :—

In this my first talk I shall first endeavour to show how "Physical Training" means something different to "Physical Education"; for these two terms have been used frequently synonymously. Now, physical training merely aims at muscular developement and the perfection of physique through physical exercise. Physical education on the other hand aims at educating both mind and body. A well organised programme of physical education therefore, has as its aim, not only the developement of organic vigour, of physical skill and alertness, but the establishment of wholesome social habits, sentiments and above all the building up of character. The physical educationist constantly endeavours to create situations, to which his pupils have to react with physical responses, but in which the success of these responses, depends on the measure of intellectual discrimination and observation they use, as well as, on their ability to adjust themselves to, and to cooperate with the responses of their associates. In devising these situations he is therefore, endeavouring to establish wholesome social sentiments, to encourage mental alertness and to develop physical fitness. His task and aims so interpreted, I think, justify my belief that he plays an important role in a scheme of education that aims at developing children into individuals who will be useful and happy members of society, trained for work as well as for play. The main defects of the system of education used so far have been so well described by Dr. L. P. Jacks that I shall quote him to you. He describes it this way. "Education which trained people for work and not for play, for labour and not for leisure, for toil and not for recreation, was a half-done job. The traditional method of loading young people with knowledge, mostly in the form of book-learning and then turning them loose in the world with the creative part of them undeveloped, with no aptitude, with no skills, no interest for the occupation of their time, was a procedure socially dangerous. It is neither the way to make good citizens nor the way to make healthy men and women. Education for leisure is challenging the attention of the thoughtful men. It is opening new prospects and arousing new hope for humanity". If you accept, and I believe that you must, the necessity for training our children for leisure as well as

for play, you will, I think, agree to the need of introducing a larger amount of organised and supervised play and games in the curriculum of our schools. I do not think it necessary for me to expound the merits of the play-method, as it has already been expounded so clearly by Pestalozzi, Froebel and Dr. Montessori. I merely will confine myself to saying that the method works at its best in the play-fields and in camps, as in these, situations are created in which the child is, so much more off his guard than in the class-room that he naturally expresses himself perfectly freely and unguardedly, and so, gives a better opportunity to those who are watching over him to observe and educate responses which may be anti-social, such as those indicating selfishness, aggressiveness and deceitfulness. I think, therefore that the play ground is one of the best fields for developing the character and encouraging the growth of social sentiment. And surely this is as important an aspect of education, as the training of the intellect and the imparting of information. However, merely recognising the importance of play-fields in education and even maintaining them is not enough. For, to get the most out of them requires the engaging of sympathetic men and women to take charge of the children. But before giving you a picture of what a Director of Physical Education should be, I think it will not be out of place, for me to describe to you the types of leaders that have been in charge of physical education in our schools all over the country, and unfortunately, still continue to be in some of our schools.

THE TYPES OF PLAY-LEADERSHIP.

There used to be the drill teacher who conducted the play-period as though it were meant purely for physical exercises. These teachers had a set of stereotyped routine exercises and they insisted on every child going through them. They never dreamt that the child had a personality, and they could not conceive that one child's tastes could differ from another's. No wonder that the children in their charge shuddered at the thought of going to their periods. Another kind of person conducting physical education was one I should call for want of a better term "the Show-Man". These are the people who love nothing so well as exhibiting their own skills, and delighting people and winning their admiration by performing athletic feats such as bending the bar, breaking the chain or shaking few muscles. As teachers in schools they contented themselves by choosing a few children who appeared to them to be well able to master the feats they taught and by ignoring the others. These few picked children they trained well and their highest aim was to see them demonstrating their acquired skills in the presence of an audience. The third type of play leader is well known to all of us as the "coach," whose only qualification is that he was at one time or another an expert in the game he taught. He conceived his duty to educate, in concentrating or training a dozen pupils to be good at cricket, or some other game, so

that they could win for their school, inter-school matches. Like the second type of person he was perfectly content to ignore the rest. I am afraid I consider all these three types of people as thoroughly unsuitable to be physical directors in any school which wants to have a well-planned programme of physical education. The right type of play-leader must first of all be able to help his charges respond adequately to the situation he creates in the play-field. He must be able not only to train them to correct physical responses, but to use discrimination and observation and to cooperate with their associates—that is to play for the group and not for themselves. The programme in his hand must become one of great educational significance—aiming at educating the child in becoming a happy wholesome individual who is a useful member in his group. He must, therefore be a man who possesses psychological insight into child nature. He must be social, cheerful, and mentally alert. He must have tact and a sense of humour, and the ability to discover in every play situation opportunities for developing character and establishing wholesome moral sentiments. He should above all be able to win the confidence of his pupils and to guide and help them in their personal problems.

It was with great pleasure that I received the news of the Government of Bombay's decision to open a Training Institute for physical education, at Khandivle. This showed that they had realised the importance of including a well-organised programme of physical education in schools. Admission to this Institute is restricted to graduates and the course extends to about 9 months. Apart from practical training it consists of lectures on anatomy, physiology, sociology, psychology, first aid and home nursing. The necessity of organising camps is emphasised in this Institute and the students are trained in organising them. In addition the Khandivle Institute also provides for special courses for women students in infant-care.

Apart from these regular courses the Government have also arranged for a number of short-term courses—extending for a fortnight to three months. During the last two years not only teachers but heads of schools too have taken advantage of these courses. I should like to see every one of our teachers attending these short-term courses, for, if we are seriously intending to have a *play-for-all* programme in our schools which caters to the need of every child, it will be necessary for all class-teachers too to know at least the elements of physical education.

CLASS-ROOM vs. PLAYGROUND.

In all progressive countries of the world, modern physical education is recognised as a field of vital importance to the well-being of the state and I should like every educationist in this country too to be interested in this phase of education. In the class-room there is not that opportunity for intimate contact and fellowship that

exists in the playground. In the class-room, the best of teachers cannot always arrange for situations in which children work, plan and think together—for, the teachers cannot altogether avoid situations in which he must address the group to impart some piece of information which every child must take in independently of the others. But in the playground, there is a sharing in common activities and an implicit recognition of every single member being one of the group, and it becomes therefore easier for teachers with character, vision and purpose to influence intimately the lives of the growing generations and so to spread ideals of wholesome, happy, healthful and abundant living. There is no better place than the playground to teach the spirit of give-and-take, of team-work, cooperation and good fellowship. The opportunities that play leaders have are unique, for they can bring into one fold children of different social status, caste, creed, and religion and nationality and make them feel like members of one family.

A well-organised programme of physical education which includes the taking out of children to camps and excursions—conducted by able men and women, where they can meet and live in immediate intimate contact with children of other communities, will, I think, establish in the growing generations a feeling of oneness sooner than political organisations will. But again I must emphasise that the leaders of these camps must be men and women with a vision who can read into their tasks a significance pointing beyond the present into the future, and who can see in the children in their charge the future citizens who will be responsible for their country. They must therefore, be men who have wholesome sentiments themselves and are capable of working for ideals. They must be enthusiastic and alert.

NEED FOR A NATIONAL PROGRAMME.

So far our programmes for physical education lay far behind those of European countries; to catch them up, we shall have to form a large national organisation which can frame adequate programmes through a committee of experts, and get these programmes financed by the Local and Central Governments. Our programmes will have to be planned carefully after reviewing our own past efforts, the efforts of other countries, and our conditions at home—climatic, social and economic. Here is an excellent field of research work—for anyone who is interested in this subject and I might add that research work is necessary, for various systems have been put forth, and various methods advised—and none of them are so satisfactory as not to require improvement. The programme of physical education which will meet our conditions is yet to be devised. I hope that some one will come forward soon and take the initiative in devising this programme, the need for it is urgent—for, do not forget our average span of life to-day is only 25!

THE IDEAL SCHEME OF PHYSICAL EDUCATION.

Broadcast on 18th June, 1941.

ALL INDIA RADIO, BOMBAY

CHILD IN A MODERN CITY.

Yesterday I talked to you about the importance of Physical Education; the qualifications necessary for a Director of Physical Education and the need for a wide national organisation to co-ordinate and devise schemes of physical education for India. To-day I want to draw your attention to the plight of the child in the modern city, to his need of being provided with recreational facilities and finally to the duties we, as educationists, have in fulfilling these needs.

The rapid growth of industrialism and with it of cities have to-day affected the life of the child in its home and in its surroundings. Modern cities contain many slum areas in dismally gloomy and unhygienic quarters, where homes are but tenements with no space for the child to play about—even to move about freely. The children of these homes are encouraged by their mothers to play about, outside in the narrow and squalid streets; and it is in these that they acquire unsocial tendencies and are subject to road accidents. In Bombay alone there are 50 slum areas, whereas there are only three or four organised and supervised Municipal public play-grounds. This is a truly diabolical state. For, it is the children living in these areas who develop tuberculosis, defective postures and unsocial tendencies and become 'the young delinquents' of society. But if these children had an opportunity to play in parks or gymnasium regularly, and daily, under organised leadership the number of those suffering from postural defects and tuberculosis would be greatly reduced. By giving them this opportunity, we should also be preventing them from finding as an outlet for their energy, activities which only succeed in establishing anti-social habits and ultimately turning them into delinquents. The trouble with modern society, in general, indeed is that it is not trained for leisure. For this training as well as for the training for work, schools are responsible. For, schools are institutions set up by society to train its youth not only in the conventions and the accepted social culture of the society but to train them to use their knowledge for work as well as for leisure. The individual who works within the social

framework and maintains the convention of his society is valuable because he is thereby helping to keep it alive; but, perhaps, more important even than he is, is the individual who works and uses his leisure for activities which will result in enriching the culture of his society; for, he is not merely keeping the society alive, but he is enabling it to progress and develop. It is in this scheme of education for work and for leisure that a system of physical education fits. Its function in this scheme has been so well described in a report published by the Board of Education in England that I want to quote a passage from this report to you:—

"The conditions of modern civilisation with its crowded localities, confined spaces, sedentary occupations, the increased need for study and mental application; the many social circumstances and difficulties which restrict opportunities for natural physical growth, all require that children and young people should receive physical education by well considered methods, devised in a broad and catholic spirit to promote and encourage the health and development of the mind and body. Physical education includes all activities likely to minister to physical health, and not only gymnastics, games, swimming and dancing, but sports, free-play, walking tours, camps and all forms of occupation and exercise likely to create a love of open air and healthy ways of living."

RECREATIONAL PROBLEMS.

I might continue to describe to you an ambitious programme of physical education. But I do not think that this will serve any purpose. I am afraid our schools do not have the facilities at the moment to put any ambitious programme into execution. Many of them are housed in the first or second floors of buildings in gloomy surroundings, possessing ill equipped class-rooms and not space enough to permit the children to move about freely, leave alone to play. In a recent study that covered 71 schools in this city, it was discovered that 22 boys' and co-educational institutions and 8 girls' schools have play grounds, that there are only 5 gymnasiums between these 71 schools and that only 10 schools have outdoor gymnasiums.

Unfortunately, most of the schools that have play grounds do not even know how to take full advantage of them; they neither have an adequate 'play for all' programme, nor do they even maintain these play grounds in a satisfactory condition.

This picture I have drawn, I know, sounds gloomy; the question is: what can we do to improve the system of physical education which is being taught? One way is to coordinate the school and public recreation so that schools can make use of public play grounds. Another is for our schools to approach the authorities and to get them

to declare some suitable bye-lanes and streets as play-streets for certain hours of the day, during which, traffic on the street should be suspended. Games like Kho-Kho, Atya-Patya, Uthu-Uthu, Lagoria, or seven-stones and other innumerable simple games which require no equipment could easily be played in them. Even games, such as Volley ball, Basket ball, Tennikoit and Badminton with portable equipment, could be played. Naturally the streets would have to be properly cleaned and even washed during the hot hours of the day before they are used for play in the afternoon. Various play courts too could be marked out and before the children are taken out for play they would of-course have to be organised into groups led by class-room teachers and leaders elected by the children themselves.

Roof-playgrounds again are suitable for our schools specially in the congested parts of the city. The roof may have to be reinforced to stand the strain of vigorous play and to deaden the noise in rooms below. To be fully equipped, the roofs should be completely enclosed by the wire-cages. The caging is necessary to prevent balls and other objects used in games from being tossed into the streets. On roofs that are high and spacious, even small area major games can be played. Still another way is to make use of some of the halls in our schools which are large enough and sufficiently ventilated and to turn them into play-areas. Care will of course have to be taken to see that the floor is not slippery and to remove all pieces of furniture.

'PLAY-FOR-ALL' PROGRAMME.

In the course of the day, children play for a considerable time before school, after school and during recesses. These hours could well be organised into physical education classes in which training in games and sports is given under proper supervision. In addition, there should be some time within school hours allotted to the teaching of hygiene and allied subjects. Though I have first talked about the games that could be played and the facilities that could be provided I must point out that the initial thing to do perhaps, even before organising a scheme of physical education is, finding out the physical status of each individual child, and the state of health he is in. A thorough medical and physical examination should, therefore, be conducted in every school and a programme of physical education should be based on the results of this examination. Only thus, will the programme be suited to the needs of every child and so be truly "a play for all" programme, including within its scheme the physically handicapped children, as well as the normal and the superior children. The classification of children into small groups will have to be based too on the results of the medical report. The various teams could be given some such inspiring names as the "Invincibles", the "Heroes", the "Blue Birds" etc. These groups should be trained to elect their own leaders and so taught the first lesson as to how to live satis-

factorily in a group—that is, they should be taught how to lead and when to follow. Or, of-course, the whole school can be divided into small groups, into a number of Houses so that every one of the classes contribute a group to each House. Thus there are various ways of creating healthy rivalry and competition between various contesting groups, not only in physical activities but even in class-room cleanliness, school sanitation and discipline. Leagues can be formed for all the major games that can be played and competitions in a multitude of minor, group and relay games can be conducted. Efficiency tests for individuals and groups should also be organised in various sports events, and gymnastics; teams and individuals of outstanding ability may be given due recognition in an Honours List or by awarding Athletic Badges. If other awards for participation in health and physical education activities, are given they should be inexpensive. On no account must children be allowed to begin to feel that receiving awards is the greatest satisfaction in playing games, and above the pleasure and joy of participation in a game; and here I'd like to say a word about the training of representative teams of schools for inter-school games. I believe that inter-school games are as necessary for healthy rivalry, as the sporting events between various groups in the school itself; for this reason I think that representative teams should be trained up. But the practice of allowing the training of such teams to overshadow the training of every child, however good or indifferent his efforts might be—I do deplore as being invidious and I feel quite strongly that the amount of money spent at present on maintaining junior and senior cricket teams and on trophies and awards would be much more usefully spent on obtaining more equipments and facilities for the conducting of a comprehensive programme, which is devised to meet the needs of every child.

Finally, apart from games, a programme of physical education in schools should train children in such activities as running, jumping, batting, throwing and kicking particularly since all games can only be played through a combination of these movements.

Programme of physical education in Elementary schools should include free-play on various types of apparatus of children's gymnasium—such as See-saws, Swings, Giant-stride, Ocean-wave, Sliding-chute, Climbing-ropes, and Sliding-rods, and Jungle-gym; and should also include rhythmic activities such as dramatisation of stories, games, relays, stunts, contests, team games, skills, athletic events suited for the age; water activities and excursions.

The programme for Middle Schools should include posture training, group games, and team games; mass rhythmic activities to music, such as Club-swinging, Wand-drill, Lezim; self-testing activities, individual sports and athletics, gymnastic dancing and excursions.

In High Schools the programme should include all the major games, sports training, in the arts of self-defence, such as boxing, wrestling, and fencing, and activities that have "carry-over" values such as swimming, tennis, etc., and walking tours and camping.

I have given you now a scheme of programmes for the different age groups of school-children, and pointed out how you can create facilities for your physical education programmes, and how you can make use as best as you can of existing facilities. But I should once again like to point out that neither the best programme nor the best facilities will enable you to achieve the aims which physical education has set before itself unless the programme is in the hands of well-trained and responsible men and women. However good the scheme may be, unless it is executed in the spirit, it was devised, it will never succeed. In all educational schemes it is the teacher who is carrying them out and is ultimately responsible for its success. For, it is he or she who is the link between the educational situation and the pupils. The situation is always meaningless to them until it is presented by the teacher and upon this presentation depends therefore, their perception of the situation and finally their responses to it. The most carefully devised situation will fail to become significant if the presentation is inadequate or unsympathetic. The teacher therefore, must not only be able to read the full significance of the situation, but she must be able to communicate the interpretation to her pupils and must infect them with the enthusiasm and willingness to respond correctly, accurately and understandingly.

See to it, therefore, that you yourselves are enthusiastic about the aims of physical education, that you never allow yourselves ever to forget them and fall into the pernicious habit of looking upon your task as a set of routine exercises and finally see to it that your pupils find in you a companion, and a guide who sympathises with them in their difficulties and is always willing to help them in their short-comings.

IMPORTANCE OF CAMPING.

Broadcast on 19th June '41.

ALL INDIA RADIO, BOMBAY.

EDUCATION THROUGH CAMPING:—

Camping is recognised throughout the world as an experience of great educational value to every boy and girl, and as the most important single item in the process of children's character building. Countries which have progressed in recent years, have paid every attention to the training of their children and their youths, and have provided every possible opportunity for their wholesome all-round development.

The Board of Education in England in drawing up a comprehensive scheme of physical education included activities such as camping, extensive walking tours, excursions, etc., for they recognised that the simple life of the camp would establish the basis for good health sooner than anything else. I should go even further and say that camps create the opportunities for children to develop an active and independent outlook on life. I think America too recognised this value of camp life—for there, camping has been encouraged exceedingly. The most beautiful sites of the country are selected for camps; and outdoor theatres, swimming pools, workshops, etc., have been built at some of the permanent camp-sites and the experience of camp-life has been made available to every child. In England, in normal times, a tremendous exodus from the city towards the country-sides for hiking, camping, mountaineering, and picnicking took place every summer. The latest experiment, just before the war of giving the unemployed 'through the peace army' opportunity to work, by building roads, clearing forests and similar work, was so successful in cheering up the men in body and mind, that I think its success once again proved how valuable camp-life is in developing physical and mental health. The paramount educational asset of camping consists in its giving an opportunity to children to live a natural simple life in the open woods which is a complete contrast to the complexity and artificiality of their daily civilised city life. For, it is good to get away occasionally from the noise and whirl of city life and its social complications and abnormalities; it helps one to readjust oneself and to get a correct vision of life. Camp life teaches children the ways of spending their leisure properly. It develops resources for play and

recreation within the child and helps him to become independent of machine made amusements. Camping kindles imagination, releases fresh impulses, expands and refines emotions and stimulates interest in appreciation of activities which develop the child's aesthetic senses and his intellectual alertness, and establish correct emotional attitudes. The most conspicuous contribution of the camp to personality and character growth is the development of desirable social attitudes and effective social adjustments. The very nature and demands of camp life with its intimate contacts with others and its sharing of common tasks make the girl and the boy realize the necessity and value of co-operative behaviour. The influence of the group which makes itself felt in the 'camp spirit' is itself an important influence determining the boys' social behaviour. It exerts a powerful pressure on the individual child and makes him adjust his wishes and actions to those of the group. A camp which is organised on a thoroughly democratic and co-operative basis thus creates an additional opportunity for developing the social attitudes and abilities, needed in effective citizenship.

THE NEED FOR ORGANISED CAMPS.

It is in the camp that a boy is often helped to become a man. Between the ages of 13 and 17 i.e. in the adolescent period the child is rapidly developing his emotional and intellectual abilities. This is the period when sentiments are being established and mental schemas are being formed; and this, therefore, is the period when the growing boy or girl most needs a sympathetic friend with whom he or she can share intimate thoughts. The leaders in the camp should become these intimate friends. They should endeavour to win their confidence and be their guides. Through the friendship and confidence they have won, they will be able to mould their charges into adequate men and citizens and correct any anti-social tendencies they may come across. For, many of these anti-social traits are often merely results of mis-directed energy.

In the industrial city of Bombay, the unhygienic cells which we dare to call homes and the unhygienic neighbourhoods, devoid of proper recreational facilities and open spaces, continue to crush the personality of our children. To take them out of this atmosphere becomes therefore an imperative duty. Unfortunately we cannot take them away completely, but we can at least take them away for a few days and we can do this by organising camps.

The best time for camps is the vacation time which often becomes a period of moral deterioration with most boys. Free from the restraint of school and even of home, habits of slackness are frequently set up in the holidays. Boys do not know what to do with themselves and so drift into undesirable habits. How to spend the holidays—becomes a problem both for children and parents. Well organised camps are a solution to this problem. They give children the opportunity for the life they need and which is described so well

by Prof. C. W. Votaw that I will quote him to you. "Children in the process of growing need the tonic of the hills, the woods and streams. They need to walk under the great sky and the stars. They need to place themselves where Nature can speak to them. They ought to be toughened by the sun and the wind, the rain and the cold. Nothing can take the place for the boy of stout physique, robust health, good blood, firm muscles, and sound nerves, for, these are the conditions of character and efficiency. He should swim, fish, row and sail, roam the woods and waters, get plenty of vigorous action, have interesting healthful things to think about".

THE CAMPING SITE.

Now camping cannot be conducted at any and every place. There should be the necessary atmosphere and seclusion. The ordinary environment of everyday life should not project itself into this new experience. It is essential that the camp site should be located on a stream or back-water or shallow foreshore where there are safe swimming and bathing facilities. It should have a good supply of safe drinking water. There should be level ground for playing games and trees for shelter. It should have interesting back country for hikes, nature study, expeditions, treasure hunts, paper chase and similar activities. The camping site should be free from dangerous reptiles. Last, but not the least important condition is that the camp should offer facilities for suitable disposal of garbage and proper sanitation and sewage system. Incidentally, bore hole latrines have been found suitable for camps, but they should be provided at a safe distance. Of course, we cannot expect anyone site to have all these advantages. So the choice must be determined by a site which possesses the largest number of them.

THE LEADERSHIP.

As in physical education in general, so in camping too, if we want to realize the educational values, it is imperative that the right type of leadership among the counsellors should be provided. We may have an excellent camping site, and excellent equipment to create plenty of activities, but without the proper leadership, camping will only be a mere outing. The leader should possess some special abilities that will enable him to make his distinct contribution to the camp programme, either in story telling or athletics, or swimming, or first-aid, or handicraft, or nature lore or music. He should be a person who can give a lead in the ideals of wholesome living. To set up high ideals, many camps build their programmes of camp activities around mottos like "Each for all, and all for each", "Help the other fellow", "Do your best", "A gentleman always" "I can and I will", and so on. Naturally, boys are thus induced to live up to these maxims. If this is not education at its best, I wonder what else can be called education!

In addition to the camp director, one counsellor for every 8 or 10 boys will furnish enough leadership. Experienced campers make good counsellors and by their adaptability, they behave, not as intruders

who have come to rob the campers of their experience, but rather as friendly guides who have come to enrich it. These small groups of 8 or 10 boys should elect their chiefs and office-bearers and choose a suitable name for their groups. The grand chief of the camp should be elected by all the campers at the camp fire on the first night preferably through some ceremony or pantomime which will create the necessary dramatic atmosphere. The elected grand-chief of the camp must be crowned by the camp director, and the campers through their tribal chiefs must pledge their allegiance to the grand chief, promising to contribute their best to the success of the camp. An entertaining camp fire programme should follow the election. It should consist of tribal songs, tribal dances, dramatics, contests and various activities. The grand-chief should appoint from among the campers a new 'Tally' or a scorer for every day of the camp. The programme of the camp will have to be decided by the grand council, consisting of the grand chief, the tribal chiefs, counsellors and the camp director. The different problems that may arise from time to time should be tackled by this grand council. "Safety" must be the watchword for the leaders of the camp, whether in hiking, boating, or building the camp fire. The programme should give full scope to all the campers "to learn by doing" and on no account should the campers be allowed to get scattered without proper supervision or be exposed to hazards. The following is a suggested programme based on my experience of many camps in India. It must of course be suitably modified to meet local conveniences.

A DAY'S PROGRAMME.

6-00 A.M.	Rising bell.
6-15 "	Morning physical jerks.
6-30 "	Morning wash, toilet, etc.
6-45 "	Morning devotion, Inter-religious discourse.
7-15 "	Chota Hazre, Announcement of the special activities such as hikes, nature study, treasure-hunt, paper chase.
8-00 "	Camp duties, including clean-up of tents and camping grounds.
8-20 "	Tent Inspection.
8-30 "	Morning games—efficiency tests—tribal competitions in various group games and sports events.
10-30 "	Swimming.
12-00 Noon.	Mid-day lunch.

- 2-00 P.M. Story-telling, mimicry—interest groups.
 3-00 " Tea.
 3-30 " Special activities such as treasure-hunt, etc., competition between the tribes in major games, Volley-ball, and base-ball.
 5-30 " Swimming.
 6-30 " Preparation for camp-fire programme, tribal songs, dances, stunts or drama.
 7-30 " Dinner.
 8-00 " Rousing camp-fire programme.
 9-30 " Hot cocoa at the fire-side—devotional songs.
 10-00 " Lights out.

THE CAMP TONAKELA.

In India, camping has always been popular with Scouts. Apart from them no one has yet encouraged it among other students. There are practically no organised camping sites available for willing groups, and no facilities to live under the canvas have been provided in a suitable atmosphere nor have the various necessary equipments been provided. The camp Tonakela at Avadi in Madras, was started some three years ago, entirely by private enterprise. An Overseas Camping Fellowship of boy and girl campers in Canada and the United States of America, built this camp, and it is the only institution of its kind in the whole of India, to which groups from schools, institutions, and private bodies can go and where they can camp at a nominal cost. Ten acres of specialized environment were created in ideal surroundings, with tents, bathing places and a swimming pool, with shaded areas for play-fields, a dining hall with cabins above to provide sleeping accommodation for girl-groups and a camp fire-ring and a place for quiet devotion. Camp Tonakela was set up as a demonstration to parents to see for themselves what a really good camp can accomplish. I hope that a number of similar sites will be developed all over the country. The experimental centre at Madras is such a success that throughout the year, especially during the week-ends, holidays and vacations, there is a heavy demand for this organised camping site. In the industrial city of Bombay, where there is unbearable congestion and crowding, such camping facilities are urgently needed and I am sure that every advantage will be taken of them, if only our Municipalities, educational bodies, industrialists and philanthropists would come forward to finance these nation-building ventures. I hope they will soon!

EDUCATION THROUGH PLAY

 * Nation-building Potentialities *
 * of Education through Play *

EDUCATION IN INDIA TODAY IS DIVORCED FROM LIFE

How is 'education' understood in our country? Mention the word and it only brings to our mind's eye pictures of textbooks, blackboards, crammed classrooms with their rigid discipline and the nightmare of examinations! Surely it is possible to make classroom education as enjoyable as play and less irksome than work; and make play as educational as it can certainly be made. The ideal is described by Dr L. P. Jacks, ex-Principal, Manchester College, in that wonderful book, *Education through Recreation*: 'Living becomes an art when work and play, labour and leisure, mind and body, education and recreation are governed by a single vision of excellence and a continuous passion for achieving it. A master of the art of living draws no sharp distinction between his work and play, his labour and his leisure, his mind and his body, his education and his recreation.'

Our schools as they are today care more for disseminating secondhand knowledge than for the life and growth of our children. To remedy this, the fundamental thing is for us to recognize education not to be mere 'schooling' or 'learning' or 'filling the empty buckets at the fountain of knowledge', but rather as a continuous lifting process, of change, modification and education of the external and internal environment. Then and then only can education contribute more to the art of living, take care of the whole child, cater to its needs and interests and lay the foundation for the future life of work, joy and service. We should take greater interest in the character and personality of the child, in his social and emotional development, as well as his physical and intellectual growth.

We hear distant cries from some of our leading educationists that educated young men should buy 'an acre of land, a cow, a pair of bullocks and go back to their villages'. It is a laudable aim, no doubt, but are our young men equipped for that task? Has not our city education made them strangers to their own villages? Can they fit into the life of the villages? Can they humble themselves to the level of the tiller of the soil and by a slow process spread the scientific knowledge they are possessed with? Are they physically fit to live amidst nature and survive its hardships?

THE FUNCTIONS OF THE SCHOOL

We look to our schools as the most influential and important social environments that can mould the behaviour-patterns of the child and lay the foundation for physical and mental health. If we as educationists understand our responsibilities it is imperative that we should not be satisfied with the simple three Rs, but remember the fourth R—Recreation. We should undertake to remedy the evil effects of the unhealthy and uncongenial conditions of the home, of the neighbourhood and even the sedentary class-

room life. The hours of leisure are usually hours of danger, often misdirected and ill-spent. Have not our schools the responsibility to educate our young men in the art of using their leisure to the best advantage, for physical development, mental enrichment and cultural and aesthetic achievement?

THE NEED FOR DISCRIMINATION

Physical Education must be tackled as an important part of education and as an agent for promoting positive national health. It should not be merely tolerated as an amenity to scholastic life.

Physical Education and Physical Training are two terms that have often been used synonymously. Physical training merely aims at muscular development and the perfection of physique through physical exercise. Physical education on the other hand aims at educating both mind and body. A well-organized programme of physical education therefore has as its aim, not only the development of organic vigour, of physical skill and alertness, but the establishment of wholesome social habits, sentiments and above all the building up of character. The physical educationist constantly endeavours to create situations to which his pupils have to react with physical responses, but in which the success of these responses depends on the measure of intellectual discrimination and observation they use, as well as on their ability to adjust themselves to, and to co-operate with, the responses of their associates. In devising these situations he is, therefore, endeavouring to establish wholesome social sentiments, to encourage mental alertness and to develop physical fitness. His task and aims so interpreted, I think, justify my belief that he plays an important role in a scheme of education that aims at developing children into individuals who will be useful and happy members of society, trained for work as well as for play. The main defects of the system of education used so far have been well described by Dr L. P. Jacks: 'Education which trained people for work and not for play, for labour and not for leisure, for toil and not for recreation, was a half-done job. The traditional method of loading young people with knowledge, mostly in the form of book learning and then turning them loose in the world with the creative part of them undeveloped, with no aptitude, with no skills, no interest for the occupation of their leisure time, was a procedure socially dangerous. It is neither the way to make good citizens nor the way to make healthy men and women. Education for leisure is challenging the attention of thoughtful men. It is opening new prospects and arousing new hope for humanity.'

If you accept the necessity for training our children for leisure as well as for play, you will, I think, agree to the need of introducing a larger amount of organized and supervised play and games in the intra-curricular programme of our schools. Such training emphasizes the need to adapt the content of physical education for the various grades. I do not think it is necessary to expound the merits of the play-method, as it has already been expounded so clearly by Pestalozzi, Froebel and Madame Montessori. I will confine myself to saying that the method works at its best in the playing-fields and in camps, as situations are created there in which the child is so much more off his guard than in the classroom that he naturally expresses himself perfectly freely and unguardedly, and so gives a better opportunity to

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who are watching over him to observe and educate responses which may be anti-social, such as selfishness, aggressiveness and deceit. I think, therefore, that the playground is one of the best fields for developing the character and encouraging the growth of social sentiments. And surely this is as important an aspect of education as the training of the intellect and the imparting of information. However, merely recognizing the importance of playing-fields in education and even maintaining them is not enough. For to get the most out of them requires sympathetic men and women to take charge of the children. Before giving you a picture of what a Director of Physical Education should be, I think it will not be out of place for me to describe the types of leaders that have been in charge of physical education in our schools all over the country and, unfortunately, still continue in some of our schools.

THE TYPES OF PLAY-LEADERSHIP

There used to be the drill teacher, mostly recruited from the retired list of sepoys, who conducted the play-period as though it was meant purely for physical exercises. These teachers had a set of stereotyped routine exercises and they insisted on every child going through them. They never dreamt that the child had a personality, and they could not conceive that one child's tastes could differ from another's. No wonder that the children in their charge shuddered at the thought of going to their periods and marched as prisoners to the gallows. Another kind of person conducting physical education was one I should call, for want of a better term, 'the showman'. These were the people who loved nothing so well as exhibiting their own skills, and delighting people and winning their admiration by performing feats such as bending the bar, breaking the chain, or shaking a few muscles. As teachers in schools they contented themselves by choosing a few children who appeared to them to be well able to master the feats they taught and ignored the others. These few picked children they trained well and their greatest aim was to see them demonstrating their acquired skills in the presence of an audience. The third type of play leader is well known to all of us as the 'coach', whose only qualification is that he was at one time or another an expert in the game he taught. He conceived his duty was to train a dozen pupils to be good at cricket, or some other game, so that they could win for their school honours on the sports field. Like the second type of person he was perfectly content to ignore the rest. The fourth type is the 'salesman' who sells exercises in doses and makes extravagant claims. I am afraid I consider all these four types of people as thoroughly unsuitable to be physical directors in any school which wants to have a well-planned programme of physical education. The right type of play-leader must first of all be able to help his charges, especially the shy and the backward, to respond adequately to the situation he creates on the playing-field. He must be able not only to train them to correct physical responses, but to use discrimination and observation and to co-operate with their associates—that is to play for the group and not for themselves. In his hands the programme must become one of great educational significance—aiming at educating the child to become a happy wholesome individual who is a useful member of his group. He must, therefore, be a man who possesses a psychological insight into child nature. He must be social, inspiring, cheerful and mentally alert. He must

have tact, resourcefulness and a sense of humour, and the ability to discover in every play-situation an opportunity for developing character and establishing wholesome, moral sentiments. He should above all be able to win the confidence of his pupils and to guide and help them in their personal problems.

CLASSROOM VERSUS PLAYGROUND

In all progressive countries of the world, modern physical education is recognized as a field of vital importance to the well-being of the state, and hence given proper emphasis in educational projects. In the classroom there is not that opportunity for intimate contact and fellowship that exists on the playground. In the classroom the best of teachers cannot always arrange for situations in which children work, plan and think together, for the teacher cannot altogether avoid situations in which he must address the group to impart some piece of information which every child must take in independently of the others. But on the playing-field there is a sharing in common activities and an implicit recognition of every other member being one of the group, and it therefore becomes easier for teachers with character, vision, and purpose to influence intimately the lives of the growing generations and so to spread ideals of wholesome, happy, helpful and abundant living. There is no better place than the playground to teach the spirit of give-and-take, of team-work, co-operation and good fellowship. The opportunities that play-leaders have are unique, for they can bring into one fold children of different social status, caste, creed, religion and nationality and make them feel like members of one family.

A well-organized programme of physical education, which includes the taking of children to camps and excursions—conducted by able men and women—where they can meet and live in immediate and intimate contact with children of other communities, will, I think, establish in the growing generations a feeling of oneness much more than political organizations will. But again I must emphasize that the leaders must be men and women with a vision who can read into the tasks a significance pointing beyond the present into the future, and who can see in the children in their charge future citizens who will be responsible for their country. They must therefore be men and women who have wholesome sentiments themselves and are capable of working for high ideals.

THE CHILD IN A MODERN CITY

The rapid growth of industrialism, and with it of cities, has today affected the life of the child in its home and in its surroundings. Modern cities contain many slum areas in dismally gloomy and unhygienic quarters, where homes are but tenements with no space for the child to play, or even to move about freely. The children of these homes are encouraged by their mothers to play outside, in the narrow and squalid streets; and it is in these that they acquire unsocial tendencies and are subject to road accidents. This is truly a deplorable state of affairs. It is the children living in these areas who develop tuberculosis, defects in postures and unsocial tendencies and become the young delinquents of society. But if these children had an opportunity to play in parks, playgrounds and gymnasias regularly, daily, and under organized leadership the number of those suffering from postural defects

and tuberculosis would be greatly reduced. By giving them this opportunity, we should also be preventing them from finding as an outlet for their energy, activities which only succeed in establishing anti-social habits and ultimately turning them into delinquents. The trouble with modern society in general, indeed, is that it is not trained for leisure. For this training, as well as for the training for work, schools are responsible. For schools are institutions set up by society not only to train its youths in the conventions and the accepted social culture of the society but also to train them to use their knowledge for work as well as for leisure. It is in this scheme of education for work and for leisure that a system of physical education fits in. Its function in this scheme has been so well described in a report published by the Board of Education in England that I would like to quote a passage from that report: 'The conditions of modern civilization with its crowded localities, confined spaces, sedentary occupations, the increased need for study and mental application; the many social circumstances and difficulties which restrict opportunities for natural physical growth, all require that children and young people should receive physical education by well considered methods, devised in a broad and catholic spirit to promote and encourage the health and development of the mind and the body. Physical education includes all activities likely to minister to physical health, and not only gymnastics, games, swimming and dancing, but sports, free play, walking tours, camps and all forms of occupation and exercise likely to create a love of open-air and healthy ways of living.'

NEED FOR SOCIAL PLANNING

Health, physical fitness and ability to earn a decent livelihood are matters of very great national importance. Side by side with economic planning, social planning should be undertaken on a nation-wide scale. These social schemes should include standardized plans for parks, playgrounds, sports-fields, stadia, gymnasias, swimming pools, open spaces connected with housing colonies, indoor recreation centres and community centres in the cities, as well as provision of camping sites, sanatoria, rest-houses and recreation centres in the countryside. Suitable leadership is essential in providing these facilities and realizing the maximum benefits from them. Through scientific planning we can generate health in our nation for life, work, joy and service. The standard of living may thus be raised and our nation, now sullen, discontented and pessimistic, may, in course of time, be transformed into a virile and exuberant one commanding by its inherent strength the respect of other nations. Such achievement should be born out of the urge for freedom and national self-respect. Naturally, it should be undertaken by the people for their own benefit under proper leadership. It is high time for our countrymen to realize that the problem of health and physical education is a national problem of the first magnitude and that we should apply ourselves to its solution with all the energy and power we possess.

PHYSICAL EDUCATION IN SOCIAL SERVICES

In an ideal society, there is no need for any social work because all functions of the state will be harnessed for the service of the citizens. The spirit of social service will become the very life-breath of its administration.

In such an intelligently ordered society, recreation and physical activities need no excuse or reason for existence. They become a fundamental part of the rhythm of daily life. In an imperfect and diseased society as of today, they are an imperative need. In addition to training the body and the mind, the soul should be awakened and the heart educated to feel and be alive to the pangs and privations of suffering humanity. This latter can be a distinct contribution that India, by her traditional tolerance and religiousness, is best fitted to make for the enrichment of the philosophy of modern physical education. Here is a field of constructive national service which offers immense scope to the ideals and energies of our youth.

To realize the significance of physical education, we should view it against the background of the changing panorama of the problems of the country—political, economic, health, educational, industrial, urban and rural. Health and physical education and recreation have a distinct contribution to make in each one of these fields. The strength of the nation will depend upon the physical fitness of individuals. A nation of weaklings can never claim to attain or retain freedom. In the economic field, health and ability to earn a livelihood go together. Ill-health forbodes impaired efficiency which in its turn lowers the earning capacity and creates a vicious circle. In planning public health and a programme of preventive medicine and town-planning of urban and rural areas, play centres can act the role of 'lungs', to counteract the evil effects of slums and slum habits and generate health and social consciousness. In tackling juvenile and adult delinquency, in the institutional care and training of children, in the psychiatric field of medicine, in industrial welfare and in various other fields of social work, play and recreational programmes have become indispensable instruments to elevate the human personality. In education, the 'play-way' is a recognized method.

NEED FOR MORE TRAINING INSTITUTIONS FOR PHYSICAL EDUCATION

To show the stupendous nature of the task of training an adequate number of teachers of physical education the following figures, taken from the Sargent Report, of the number of teachers and pupils in the post-war scheme, will help us to work out an approximate number of teachers of physical education on the modest basis of one teacher for 250 trainees:

Type of Institution	No. of Pupils	No. of Teachers	No. of Teachers of Physical Education
Junior Basic ...	360,00,000	12,29,533	...
Senior Basic ...	156,00,000	6,25,560	62,400
High School ...	75,52,000	3,62,640	29,000
Teachers' Training ...	...	22,17,733	8,870
University ...	2,40,000	...	10,000
Total			1,10,270

For the purpose of the above enumeration, we have taken only the main block of the national education, viz. Basic Schools, High Schools, the Teachers' Training Institutions concerned and University education. Even without adding up the number of teachers of Physical Education needed in Technical, Commercial and Art Education, Adult Education, Institutions for the Handicapped, for Urban Recreation, Industrial Recreation, Rural Recreation, Youth Organizations and Social Service agencies, and for the Teachers' Training Institutions for each one of these, it is roughly estimated that over a lakh of leaders in Physical Education and Recreation will have to be trained. The five training institutions of Physical Education that are in existence today are hardly enough to meet the annual wastage among teachers due to retirement or death. The suggestion that the leadership can be directly recruited from the military personnel will be an attempt to short-circuit the training scheme and will prove ruinous to nation-building schemes. If candidates with the necessary qualifications and aptitude to take up the profession of education through recreation are available from amongst the service men, they may be considered as suitable cadets for training as Directors of Physical Education. But without the necessary qualifications and the specialized professional training, the field of physical education should not be made the vehicle to give joy-rides to the war-weary, as has happened in the past. Physical education has marched from the stage of mere muscle and perspiration into a stage where it is hailed as a haven of inspiration for abundant living. The clock certainly cannot be put back. There is no second alternative to establishing first-rate training centres in every province. The nation is in a hurry to build itself up, to keep pace with the rest of the world. Modern physical education places the greatest emphasis on character-education through play and physical activities. To produce strength and health without character will be producing the dacoit or the bandit or the war-monger. In the development of this character the right type of teacher is the key to the situation. The attitude and purpose of the teacher will, in a very great measure, determine the results to be achieved by his pupils. The attitude must be positive and forceful. Indifference is worse than a determined negative attitude. This is the responsibility of all—Principals, Headmasters and classroom teachers. Success or failure depends upon their wholehearted co-operation.

We are waging a war against physical illiteracy. We want as allies, Surgeons and Physicians of Social Health—Surgeons to destroy and do away with slums, slum-habits, poverty, ignorance and other pernicious influences; and Physicians to heal and cure, repair and recreate damaged humanity.

O. MOHANASUNDARAM

Nation-Building Through Physical Education

By

O. MOHANASUNDARAM, B.A.

NEED for Social Planning.—Health, physical fitness and ability to earn a decent livelihood are matters of very great national importance. Side by side with economic planning, social planning should be undertaken on a nation-wide scale. These social schemes should include standardised plans for parks, playgrounds, sports-fields, stadia, gymnasia, swimming pools, open-spaces in connection with housing colonies, indoor recreation centres and community centres in the cities, as well as provision of camping sites, sanatoria, rest-houses and recreation centres in the country-side. Suitable leadership is essential in providing these facilities and realising the maximum benefits from them. Through scientific planning we can generate health in our nation for life, work, joy and service. The standard of living may thus be raised and our nation now sullen, discontented and pessimistic may, in course of time, be transformed into a virile and exuberant one commanding the respect of other nations by its inherent strength. Such achievement should be born out of the urge for freedom and national self-respect. Naturally, it should be undertaken by the people for their own benefit under proper leadership. It is high time for one and all of our countrymen to realise that the problem of health and physical education is a national problem of the first magnitude and that we should apply ourselves to its solution with all the energy and power we possess.

Physical Education in Social Services.—In an ideal society, there is no need for any social work because all functions of the State will be harnessed for the services of the citizens. The spirit of social service will become the very life-breath of its administration. In such an intelligently ordered society, recreation and physical activities need no excuse or reason for existence. It becomes a fundamental part of the rhythm of daily life. In an imperfect and diseased society as of today, it becomes an imperative need. In addition to training the body and

the mind, the soul should be awakened and the heart educated to feel and be alive to the pangs and privations of the suffering humanity. This, latter, can be a distinct contribution that India, by her traditional tolerance and religiousness, is best fitted to make for the enrichment of the philosophy of modern physical education. Here is a field of constructive national service which offers immense scope to the ideals and energies of our youth.

To realise the significance of physical education, we should view it in the background of the changing panorama of the problems of the country, namely, political, economic, health, educational, industrial, rural and urban. Health and physical education and recreation have a distinct contribution to make in each one of these fields. The strength of the nation will depend upon the physical fitness of its individuals. A nation of weaklings can never claim, attain or retain freedom. In the economic field, health and ability to earn a livelihood go together. Ill-health forbodes impaired efficiency which in its turn lowers the earning capacity and creates a vicious circle. In planning public health and a programme of preventive medicine and town-planning of urban and rural areas, play-centres can act the role of 'lungs,' counteract the evil effects of slums and slum habits and generate health and social consciousness. In tackling juvenile and adult delinquency, in the institutional care and training of children, in the psychiatric field of medicine, in industrial welfare and in the various other fields of social work, play and recreational programmes have become indispensable instruments to elevate the human personality. In education, 'the play-way' is a recognised method which is advocated by our foremost educationists.

Physical Education vs. Militarism.—Patriotism, militarism and physical training have always moved hand in hand. If we try to fathom the real motive behind the great interest in physical education in the many

so that they may feel members of one family.

Our National Heritage.—We are an ancient nation, with a civilization which can be traced back to at least 3,000 years. The life, then, was simple but well-ordered. Our ancients knew well the art of living. They did not create for themselves the many social complications and perplexities which are characteristic of our present day civilization. There was creative zeal in their work and work was a pastime. It ceased to be a task. There was not much of a distinction between work and play, labour and leisure, education and recreation. There was plenty of mutual aid, accommodation and appreciation. The spirit of service pervaded every walk of life. By its intrinsic worth and traditional tolerance, our civilization has not only withstood the onslaught of many and varied cultures but has assimilated them in the process, and emerged out of these contacts richer and finer. It is a hopeful sign of our times that we see today, after a stage of dormancy, a renaissance of our ancient culture in every field, in art, craft, dance, literature and what not.

In physical education as in every other field, we have a rich heritage of which we can be rightly proud. We get a glimpse of these in our memorable epics. While the fighting forces of ancient India were well equipped in the many manly arts of wrestling, archery, fencing, sword-play, horse-riding, hunting, swimming, boxing, etc., Yoga-Asanas, Pranayams, Surya Namaskars, Dhunds, Bhaithaks and other indigenous gymnastics, games, contests and activities were practised by all and sundry, for the attainment, and maintenance of a sound body and mind. Even in these as in every other field, the spiritual attitude was all-pervading. In the military art of killing the enemy, ethics and chivalry of a high order prevailed and elevated humanity much above the beasts. There was no ruthlessness in competition and conflict, no barbarity even in the bitterest struggle. In normal day-to-day life, work amidst the rough, rustic, rural atmosphere and the facing of the rigours of Mother Nature, made people fit for life and service. When the earthly abode of the human soul was viewed as the

temple of God and was hence enjoined by our scriptures to be kept in health and cleanliness, it is no wonder that physical exercise was gone through with real religious fervour, devotion and regularity and had a great mass appeal. Thus, health and keep-fit consciousness had a religious appeal. Even our many schools of classical dancing were dedicated to the Divine and our folk-dances and other rhythmic activities were features of the many religious festivities of our country.

Present Condition.—While gloating over our brilliant past and emphasising the importance of physical education, we cannot be blind to the stark realities of the present conditions in our country. The utter poverty of the masses, mal-nutrition, starvation, poor resistance to diseases, inadequate medical relief, illiteracy, ignorance, superstition and a legion of other problems are harrowing facts, if only we have eyes to see, ears to hear and hearts to feel. Let us remind ourselves of the fact that India records the lowest expectancy of human life. We have the largest infantile mortality in the world. People in our country have poor standard of life and the per-capita income is one of the lowest. Only a negligible percentage of people are literate. The health conditions and services are deplorable and inadequate. The incidence of all preventable diseases is the greatest in our country. Constantly recurring epidemics and prevalence of contagious diseases like tuberculosis, etc., cannot be adequately met with due to inadequate food, insanitary conditions, congested housing, poor resistance and the low ebb of life.

Recreation and Leisure.—Disraeli has well said that 'increased leisure and increased recreation are the two civilizers of man.' If what we see in the present war is the symbol of our modern civilization, it is evident that the leisure of the mechanised age is being misused, recreation and physical fitness movement prostituted, and the very vitals of our civilization destroyed before our eyes. A nobler civilization of the nations' leisure alone can better humanity and elevate civilization.

The way in which the man-in-the-street spends his hours of leisure is a matter of great social significance. The leisure, if

rightly used, can result in self-improvement, self-expression, and cultural advancement. But there is much truth in the maxim that the idle man's mind is the devil's workshop. More than 90% of the criminal acts are committed during the leisure hours. This is more true of juvenile delinquency, the incidence of which is higher during the vacation. The hours of leisure are usually hours of danger, often misdirected and ill-spent in dissipation, excitement and demoralization. The drugs, opium and alcohol are resorted to for 'escape' from the anguish of life and for temporary feeling of exhilaration and contentment. While the taverns and commercialised public recreational places such as cinemas, gambling places, etc., are well patronised by our labouring classes, we still find some people reading newspapers, magazines, novels, etc., perhaps of a doubtful character; some drink tea and hear wayside music in some petty restaurant; some smoke away their hours in blessed idleness or in the company of gossip mongers; some gamble away their time and money on anything that may come along their way; some get mixed up in processions and meetings, work themselves into a high frenzy and come into conflict with law; only a few who have developed active habits of play actually take part in sports and games while many enjoy as passive on-lookers and critics. Undoubtedly, there exists a craving for social participation and to escape the monotony of routine living. There is an unquenchable thirst for knowledge, may be physical, intellectual, aesthetic, cultural or spiritual. There is the urge for leadership, excitement, thrills, self-expression and self-sacrifice. The modern recreation movement with its programme of games, sports, reading-rooms, libraries, lectures, debates, music, cinema, drama, camps, outings, community recreation and celebration of festivities can alone accept the challenge of the problem of leisure and use it for the elevation and preservation of human values.

Recreation in 'Public Health' and 'Town-Planning'.—Our cities have grown in a chaotic way into sprawling towns. They grow and become set, even before we realise the necessity of planning. Even the

extensions of the greater city areas are not well planned, with any vision of the future developments and needs. We tolerate many slums, cropping up like mushrooms all over the cities. What we need is a sweeping policy to do away with these blighted spots which are the breeding places of plague, pestilence, vice and crime. We need Improvement Trusts in our cities to tackle the problem of housing on a scientific basis, by providing modern tenements with plenty of light, space, privacy, adequate transport and facilities for healthy social and community life. We need to use the extensive fore shores of our port-towns for better purposes than merely as idlers' paradise. Public recreation on a comprehensive scale, suitable for both sexes and all ages, can be organised in these "ozone-areas."

A city wanting in these features which are necessary for the fruitful and happy life of its people, falls short of its highest possibilities. There is nothing in the city-plan that may contribute more vitally to the active life of its people than appropriate provision for active recreation which provides enough sunlight, release of creative energies and contact with nature. Good city-planning calls for a variety of outdoor play-areas which fall under the following types:—1. Home play yards. 2. Play-lots for children of pre-school age, within apartment buildings. 3. Neighbourhood playground for boys and girls. 4. Play-fields for adults and youths. 5. Parks,—landscaped areas with play facilities. 6. Swimming pools, gymnasias, Thalim-khanas and Akhadas. 7. Stadia for mass demonstrations, youth rallies, etc. 8. Community recreation and service centres. 9. Organised foreshores for active recreation, music, etc. 10. Reservations in the country for camping, hiking, picnicking, Sanatoria, Rest-houses, Youth-Hostels, Convalescent Homes, etc.

AVENUES OF SERVICE

1. *Health Education.*—We emphasise the need for an adequate programme of graded health education in our educational institutions which will include health services, opportunities for the practice and inculcation of health habits. As far more important than mastering Milton, Shakespeare, Southey,

PLAY-EQUIPMENT IN RELATION TO AGE AND ATTRACTIONS FOR PRE-SCHOOL AND SCHOOL BOYS

AGE	1 upto 3 yrs.	3 upto 6 yrs.	6 upto 12 yrs.	12 upto 15 yrs.	15 upto 18 yrs.
Period	Baby	Childhood		Early Adolescence	Later Adolescence
Place	Home	Nursery	Ele. School	Sec. School	High School
Attractions	Sound Shape Taste Colour	Creation Destruction Manipulation Moving articles	Mobility Manual labour Self-help Work idea	Invention Skill-thirst Competition Team Spirit Rhythm	Pleasure Recreation Exercise Co-operation Competition
Indoor or shade play equipments and activities	Rattle Ball Wooden Toys Beads Play-blocks Wooden pegs	Pyramids Puzzle boxes Hammer & Pegs, Peg-clock Pull-alongs Building blocks	Tricycle Scooter Rocking Horse Hand Cart Wheelbarrow Toys for water and sand play	Complicated mosaics House builders Meccano sets Hand work in clay, paper, leather, wire, beads, knitting Group rhythmic activities	Science Lab. Indoor games Music Drama, paintings, art, etc. Indoor Gym.
Outdoor Play Apparatus, Games, Sports etc.	Sand Play Safe Wooden Platform Space for free-play	Sand-box Chair swings Small-slide Low climbing device Reserved spot for play Simple games Story plays Imitation Musical plays	Sand Box Wading pool Swings See-Saws Sliding-Chute Horizontal ladder Travelling Rings Balance Beam Giant Stride Jungle Gym. Low climbing and sliding devices Area for free play and low organised games Hunting chasing and running play Traffic play Individual play with marbles, tops, kites, etc. Nature study Museum Rhythmic activities Dramatics	Swings Horizontal Bar Horizontal ladder Rings, Trapeze Ocean Wave Giant Stride Team Games Simple minor group games Small-area and Big-area major games Indian games Simple track and field sports events Swimming, Boxing, Tumbling Cubbing, Camping	Horizontal bars Parallel bars Horse, Buck Roman Rings Trapeze Selected minor group games Small-area and big-area Major games Indian games Track and Field Sports Aquatics Boxing Wrestling Camping Scouting Indian Gymnas-tics

The lists cannot be exhaustive. The groups are arbitrary and are quite elastic. The activities can be over-lapping. Programme making and planning should be in the hands of trained leadership.

In *Adulthood*, the play habit should be carried on, according to interest and capacity.

For *Girls*, from the period of early adolescence an entirely different programme of activities will have to be devised.

Kalidasa and Firdausi, our young people will have to be told to cultivate an erect posture, to take care of their body, hands, legs, noses, eyes, teeth, ears, organs, muscles and nerves. They should know something about the hygiene of living, of housing, of food, of dress, of mating. The curriculum of studies should take cognisance of these things as well as those that provide recreation and amusement of a healthy and edifying character. And, it is necessary for our girls to have some knowledge of home-craft, mother-craft, child-care and training. Medical inspection should be linked up with the treatment of defects discovered and arrangements should be made for the follow-up work. In addition to Doctors, Physical Directors, Nurses and Health Visitors, there should be social workers for individual case work among problem children and problem parents. Provision for mid-day meals in schools is a dire necessity to combat the malnutrition which is rampant due to chronic poverty in the country.

2. *School Physical Education*.—The urgent reforms of school physical education can be stated thus:—

(a) Health and Physical educations shall form a vital part of intra-curricular programme.

(b) Our educational institutions shall provide adequate playgrounds and facilities for 'Play-for-all' and 'Play-all-games' programme.

(c) Adequate number of teachers with professional training, adequate salary and status, shall be in charge of the health and physical education programme.

(d) Promotion of pupils shall depend, in the first place, upon the health and physical fitness and their capacity to stand the strain of an all-round and comprehensive education.

3. *College Physical Education*.—Physical education as a science should be a course in the curriculum. Our colleges have greater responsibility in preparing our young men for life and work. College education is yet the privilege of a microscopic fraction of the population; therefore it is much more incumbent that each individual, in addition

to self-improvement, should be charged with the task of serving, enlightening and enriching the lives of the less-privileged people. The colleges have the responsibility not merely for self-development but also for leadership training. A rational scheme of physical education makes a valuable contribution to the social life of the University community by developing wholesome ideals and standards of conduct amongst its members.

4. *Physical Education for Girls and Women*.—Up to the primary school stage or early adolescence, girls and boys can have identical programme. But from then onwards, physical, psychological and emotional changes in these necessitate our planning different programmes for them. Nature prepares man to be strong and hardy to face the rigours of life, while it prepares women for the graceful and tender biological duties of motherhood. Naturally, our programme of physical education will have to aid, rather than run counter to what mother Nature has so carefully planned. Hence, it is obvious that evolving a scheme suited to the traditions, interest, health and growth of our womanhood is one of the most delicate and scientific tasks. Track and field games of speed, violence and toughness are from their nature unsuited for girls, while team sports requiring lesser organisation and group activities with rhythm and music like the Lezim, Kolattum, Kummi, folk-dances and individual ones such as fencing, archery, tennis, golf, etc., appear well suited. For sheer beauty, art, expression, poise, music, rhythm, joy through effort and poetry, can anything excel our classical dancing, such as Bharata-Natya, Abhinaya, etc.? These activities are more becoming of our girls and are in keeping with our traditions and heritage just as the sarees lie gracefully and naturally on Indian women.

5. *Educational Institutions as Community Centres*.—It is of paramount importance that our educational institutions should create an urge in the minds of the students to serve the community, the neighbourhood and the nation at large. Such social education can be described as the education of the 'heart,' the ability to see, feel and heal. If Schools and Colleges become real community cen-

tres they can contribute a great deal to the civic, social, health and keep-fit consciousness. Social investigations into the slum areas and studies in the socio-economic conditions of our people will be interesting avocations during the vacations. Walking tours, outings, campings, etc. can invigorate our youths and harden them to face the struggles of life, softening their hearts at the same time to feel for the underprivileged and work for social justice and human betterment. In a comprehensive programme of physical education these extra-curricular activities should find ample encouragement. And further, it is an economic waste to utilise our school-plant and playground-plant for only a few hours during the day and for a few months during the year. Can they not be made use of for many more community activities and throughout the year?

6. *Recreation in Industries.*—Recreation is one of the most important items of industrial welfare. Labour in industries frequently works under conditions which are unhygienic, filled with noises, nerve-racking vibrations, dust, odours and stale indoor air. These put a strain upon the workers' mental equilibrium and physical resistance. Under such conditions, a well balanced scheme of organised recreation acts as a soothing balm to their tired nerves and rejuvenates them. This sphere of welfare work can contribute indirectly to the maximum production by keeping the workers fit and lessening absenteeism due to petty ailments which usually result from poor resistance. It can also bring about industrial harmony by building personal relationship, co-operation, team-work and loyalty and by offering opportunities for self-improvement and self-expression.

In addition to planning a central organisation which can co-ordinate the activities of the various clubs for the different games, there should be provision for indoor recreation through reading rooms, table-games, gymnastics, music, drama, cinema, hobby-clubs, as well as camping, picnicking, etc. A net-work of community centres in all the residential localities, established not only by the industrialists but by the Municipalities as well as the Governments, can go a long way in brightening up the lives of the

workers. These can become the oases in the desert of their existence. If these community centres are properly organised under suitable leadership and financial support, they can build up healthy inter-family and inter-communal fellowship and neighbourliness. Crowds can be turned into communities through creative activities. In short, these centres can become the training places for democratic living and good citizenship.

7. *Community Service through Public Playgrounds.*—In the hands of trained and resourceful leadership, the play activities in public playgrounds could be made the means to know the individual and communities intimately, knit them together in human brotherhood without the distinction of caste, creed, colour and nationality and lead them on into many channels of fruitful activity that will enrich their personalities. The playgrounds undoubtedly offer fresh, open-air, recreation and exercise and these are quite apparent even to the layman. The supervised and organised games, in addition, open opportunities for character building. Team work builds up discipline, co-operation and camaraderie. Extension activities can include adult education, night school, reading rooms, lectures, debates, drama, cinema, concerts, camping, excursions, first-aid, home-nursing, unemployment bureau, sick-visiting, etc. In short, playground directors can become friends, guides and philosophers of the communities and carry the message of good living and cheer into many of the needy homes. If there are a string of playgrounds, the effectiveness of service can be manifold provided there is co-ordination and centralised guidance.

8. *Rural Recreation.*—There is need for a network of rural community centres, at least one in each village, which can tackle simultaneously the problems of finding the fundamentals of normal human existence, namely, food, clothing and shelter; problems of education—basic, technical, agricultural, adult, health and physical; problems of various vocations, co-operative farming, cottage industries, arts, handicrafts, co-operative marketing, etc.; problems of recreation and organisation of social and community life and the problems of social security. The role, which these community

centres can play in rebuilding rural life cannot be too much emphasised.

Once the economy of the village is placed on a sound basis by this method of co-ordination of all the activities, we can go ahead in our scheme of putting more joy and merriment into the drab life of dwindling rural India. We can resurrect and revive the old-time village games and contests which have lost their glamour due to contact with the towns and the town-habits, and introduce such of those town-games that may suit our village conditions and finances. We should, however, place emphasis on team games of indigenous origin, organise teams everywhere and co-ordinate their activities through inter-club and inter-village leagues and tournaments. We can encourage wrestling, fencing, music, entertainments, folk-dances, etc. We can steal a leaf from the Stakhanovism of Russia and make each man a hero, one who can handle the greatest weight of paddy or wheat, plough the greatest tract of land, raise the best crop in the village, make or handle the largest number of bricks or revets. We can put in healthy competitive idea of sports into agriculture, manual labour, handicrafts and arts. By setting the strong man of health and character as the ideal of the village, we can inspire growing generations with the ideals of full and glorious life.

9. *Health and Education through Camping and Allied Activities.*—Camping is recognised throughout the world as an activity of great educational value to every boy and girl, and the most important single item in the character building work undertaken by boy and girl leaders. It solves the problem of 'too much house' and takes the boys and girls away from the city's noise and whirl and its social complications and abnormalities. The emancipation from parent devotion and domination is often essential for the attainment of the emotional, intellectual and social maturing and independence of the boys and girls. Such qualities as courage, resourcefulness, robustness, love of the beautiful in Nature, industry, sociability, and co-operative behaviour have ever been considered among the fine fruits of the summer camping experience. The camp is built on the principle that every one

works. It is a training place in the art of co-operative living and self-help and is thoroughly democratic in its organisation. Strong physique, robust health, good blood, sound nerves, these are essential conditions for character and efficiency. And these combined with adaptability, sociable and co-operative behaviour and the spirit of sharing and serving undoubtedly go to make good citizenship. Educational tours, walking tours, picnics, excursions to places of interest should all be considered legitimate activities of our educational institutions. These can widen the outlook and deepen the culture of the people.

10. *Youth Organisations.*—The countries that have progressed amongst the comity of nations are those which have taken care of their young people. It is in the nature of the youths to get together; for, they thirst for society, companionship and activities. We find any number of youth organisations scattered all over the country,—ill-organised, semi-organised and facing the many problems of mere existence. These youth organisations should be knit together, given state-aid and guidance and the activities co-ordinated for national demonstrations and "get-togethers." Unless a National Youth Organisation affiliates all the existing recognised youth institutions and makes it possible for even the poorest to seek membership without any financial obligation, it will not be possible to care for all the young men and women in the country. It should be a purely social venture and steer clear of all power and party politics, with the one and only aim of serving and building the young, physically fit, mentally alert, morally upright, socially amicable, emotionally stable, and spiritually balanced. The adequate care of the unemployed youth will be a special problem to be tackled. The 'Peace army' organised in England after the last great war for providing wholesome work to the unemployed, to save them from the drudgery and monotony and to teach them the dignity of labour by working on the roads, clearing the forests, etc., was a constructive experiment and could be profitably tried in India. This will benefit and improve the country as well as the youths. In England and in the continent we hear of Youth-Hostels

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scattered all over the country, catering to the various recreational interests of the youths and providing them with plenty of outdoor life and open air. These activities will help to unite the young people of the country in an indissoluble fellowship and understanding.

In conclusion, let it be emphasised that we have a rich reservoir of experience in our ancient past from which we can rightly draw our inspiration. In India we have an interplay of various cultures as well as the valuable experiences of other countries. There is at the disposal of humanity the

scientific knowledge of the world by which we can test every known method. We are well acquainted with the conditions that prevail at present in India, the social structure, the economic status and the various other factors. The potentialities of the play movement are immense. A comprehensive national programme of physical education and recreation will have to be born out of a desire to elevate the status of our motherland amidst the comity of nations. It is not an easy task but once we realise the magnitude of the problem and the necessity to solve it, no obstacle will prove insurmountable.

Camping—Why and How ?

Mr. O. Mohanasundaram, of the Bombay Y.M.C.A., shows the values of camping for boys and how a camp should be run.

Camping is recognised throughout the world as an experience of great value to every boy and girl, and the most important single item in the character-building work undertaken by boy and girl leaders. The vacation time during the summer is apt to be a period of moral deterioration for boys and girls. Camping organised with educational motives offers a solution. It further solves the problem of 'too much house', and takes boys and girls away from the noise and whirl of city life and its social complications and abnormalities. The emancipation from parent and adult domination and devotion is often essential for the attainment of the emotional, intellectual and social maturing and independence of the boys. Such qualities as courage, resourcefulness, robustness, love of the beautiful in Nature, industry, sociability and co-operative behaviour have ever been considered among the fine fruits of the summer camping experience.

Camping may only be done where there is the necessary seclusion and atmosphere. None of the ordinary environment of the every day life should project itself into this new experience. It is essential that the camp site be located on a stream or back-water or shallow foreshore, where there are safe swimming and bathing facilities. It should have a good supply of safe drinking water. There should be level ground for playing games, and trees for shelter. The camping site should be near transportation. It should have interesting back country for hikes, nature study expeditions, treasure hunts, etc., and the

whole area should be fairly free from poisonous reptiles. Last but not the least important, the camp site should offer facilities for suitable disposal of garbage, and a proper sanitation and sewage system. Bore-latrines have been found to be suitable for camps, but they should be provided at a safe distance, neither too far off nor too near.

EQUIPMENTS AND HON. STAFF

Tents, etc.	Cooks and assistants.
Kitchen requirements	Doctors or experienced First Aiders.
First Aid	Physical Directors or equipped Play Leaders
Play	Instructor and Life-guard.
Swimming	

WHAT TO TAKE TO CAMP

Bedding (blankets, pillow and case)
Bathing costume and towels.
Clothes for change, sweater, etc.
Comb, musical instruments, etc., if any.

The camp is built upon the basis that every person in camp must be of some assistance. In the first place the campers take care of their own tents and cabins—'self-help'; campers take turn in waiting at the table and vie with one another to keep the camp site clean and sanitary—'co-operative living'; campers assist in organising and contributing entertainments for the evening camp-fire. The camp must be built on friendliness and co-operation. It is astonishing to see this spirit of 'camaraderie' instilled into the groups which come and go away after only a few days.

The camp which is organised on a thoroughly democratic or co-operative basis develops the attitudes and abilities

CAMPING—WHY AND HOW ?

needed in effective citizenship. The Grand Chief is elected by all the campers at the camp-fire on the first night, and the Tribal Chiefs are elected by their respective tribes. Experienced campers and boys' and girls' leaders are there as counsellors, and by their adaptability they behave not like intruders who have come to rob the campers of their experience, but as friends and guides. The Grand Chief appoints every day one of the campers to be the 'Tally' or the scorer of the day. The programme of the camp is decided by the Grand Council and they tackle the different problems that may arise from time to time. 'Safety' is the watchword for the leaders of the camp, whether in hiking or boating or building a camp-fire.

'Learn by doing' should be the guiding motto while framing the programme:

6 a. m.	rising bell.
6-15 a.m.	morning physical jerks.
6-30 a.m.	morning wash, toilet, etc.
6-45 a.m.	morning devotion—Inter-religious discourse.
7 a. m.	'chota hasri' or breakfast. (announcement of the special activities of the day such as hikes, Nature study, treasure hunt, paper chase, etc.)
8 a. m.	preparations for tent inspection by the campers—meeting of the Grand Council.
8-20 a. m.	tent inspection.
8-30 to 10-30 a.m.	morning games—efficiency tests—tribal competitions in various group games.
10-30 to 11-30 a.m.	swimming.
12 Noon	mid-day lunch.
12 to 2 p. m.	rest — writing letters, diaries, etc.
2 to 3 p. m.	story telling and mimicry.
3 p. m.	evening tea.

3-30 to 5-30 p. m.	special activities, or competitions between the tribes in the major games—volleyball and baseball.
5-30 to 6-30 p. m.	evening swimming.
6-30 to 7-30 p. m.	preparation for camp-fire programme — tribal songs, dances, stunts or dramas.
7-30 p. m.	dinner.
8-15 to 9-30 p. m.	rousing camp-fire programme.
9-30 p. m.	hot cocoa at the fireside—devotional song..
10 p. m.	lights out.

Children in the process of growing need the outdoor life. They need the tonic of the hills, the woods and streams. They need to walk under the great sky and commune with the stars. They need to place themselves where Nature can speak to them. They ought to be toughened by sun and wind, rain and cold.

In camp there is always something to do, something to think about, and something to enjoy in the woods. Stout physique, robust health, good blood, firm muscles, sound nerves, these are essential conditions for character and efficiency, and these combined with adaptability, sociable and co-operative behaviour, with the spirit of sharing and serving, undoubtedly go to make good citizens.

The Americans have recognised the educational values of organised camps, and all over the States we find permanent camping sites with well-equipped theatres, workshops, playgrounds, swimming pools etc. There is no boy or girl to whom this experience is not made available. The municipalities, industries and philanthropists vie with one another in providing this wholesome education for the younger generations.

Here is a field yet unexplored in India. Will our elders recognise it, and act?

Recreation for the Public

By

O. MOHANASUNDARAM

RECREATION for the Public in a National Physical Fitness Programme should be viewed in the perspective of the many phases of our national life, i.e., the dawn of political freedom and the need for sound national defence and civilian morale; the rehabilitation of our villages and planning the agricultural economy and rural uplift; the harnessing of our industries for national welfare; and the various politico-socio-economic problems of our country.

While Physical Education as an integral part of education places emphasis on physical activities, games and sports, and caters to a fraction of the population viz., the young people in our schools, colleges and other educational institutions, the Recreation movement includes all activities that cater to the physical man, as well as those that give scope for the natural aptitudes for arts, crafts, music, dramatics, folk-dances, folk-lore, etc.; and serves the masses, the underprivileged people, working in the fields and factories, in the rural and urban areas, the working-children and even the school-going population during the out-of-the-school hours. Recreation thus becomes a fundamental part of our national uplift programme. During this period of national renaissance, it can re-create the many arts and skills, crafts and hobbies, cultural and aesthetic achievements of the past, which have died down due to want of encouragement.

We believe in Physical Education and Recreation as an end in themselves, for the joy of effort and the zest it adds to the art of living. The work, food, clothing and shelter are no doubt fundamental wants, but for harmonious human life, we need plenty of fun, relaxation, release and recreation as well. We believe in building abundant health and robust optimism, happiness, character

and efficiency. Through this field of service we can contribute towards the moral and spiritual stature of our country so that love and humanity may guide the human destiny.

We are 400 millions strong, and a fifth of the human race. Under sub-normal existence,—with malnutrition, poverty, ill-health, pessimistic and fatalistic attitude on life,—we are a depleted force. But we can convert this liability into a great asset, if we systematically build the nation,—physically, intellectually, morally, socially, emotionally and spiritually. All problems should be tackled together and simultaneously. We should reach out to our masses,—in the factories, in the congested towns and in the fields of our 7 lakhs of depleted villages.

On the eve of our national freedom, the responsibility of our national defence becomes a live problem. The chain is as strong as its weakest link. Men, women and children need to live normal, wholesome, vigorous lives. Civilian morale must be preserved. Sane attitude must be maintained on the part of the youths. Nations, big and small, have to be agile, virile and active. A state of emergency exists for all nations in the world as it is today. By our traditional tolerance and love of humanity, a strong India will be a stabilising influence for world sanity and a guarantee for world peace. A nation of weaklings can never make an impression but can make only delightful victims of aggressor nations. Recreation has a great contribution to make in building and unifying the nation, in preserving civilian morale and national fitness for defence and enriching the lives of the people.

RECREATION IN RURAL UPLIFT PROGRAMME

Real India exists in our villages. Any national programme, to be effective, must

reach to the remotest of our villages. 72% of our people are engaged in agricultural pursuits. But our villages have been fast dwindling and getting depopulated. We cannot allow agriculture to go to decay. We are already having food famine. We are even now depending on the import of food stuffs from foreign countries, as never before in our national history. We cannot allow rural handicrafts and cottage industries, which provide subsidiary incomes to our ryots, to die out due to want of encouragement. Our national and provincial Governments should vigorously pursue a policy of rehabilitation of our villages to a state of maximum self-sufficiency. In this scheme of rural rehabilitation and organised uplift work amongst the masses, the rural recreation programme has an important bearing. We should really make our villages attractive enough so as make it worthwhile for able-bodied young people to stay. If we want alert and ambitious young men and women to remain in the rural communities, instead of moving townwards the only way is to provide the amenities of modern life, viz., medical, educational, recreation and other facilities in our villages. Attractive recreational facilities is one of the cravings of the youth. They thirst for knowledge,—may be physical, intellectual, aesthetic, artistic or cultural. They thirst for company and human fellowship. This thirst has to be quenched. The taverns for the poor illiterate masses are the nearest substitute for the clubs and hotels of the privileged classes of the towns. They dope and relieve them of their fatigue as well as their purse and leave them stranded as damaged humanity.

It is a matter of pride that Madras has set the trail in that matter of organised rural recreation, as a part of rural uplift programme. Prohibition has given a fillip to the movement. It was conceived as a counter-attraction to the drink-evil. It is, today, weaning the many ex-addicts and winning the others into healthy and joyous ways of living. It will be relevant to quote here from the Bhore Committee's Report: 'Misery, poor living conditions, lack of educational and recreational facilities drive

man into drinking. . . . A rise in the standard of living accompanied by provision of educational and recreational facilities on as wide a scale as possible seem to be essential to ensure the success of the prohibition campaign.' When Recreation was given a reasonable chance to succeed, as in the District of Salem, with an able and sympathetic administrator and a special staff charged with the missionary spirit of adventure and enterprise, the result was astounding. With no financial aid from outside, over 2,000 villages have been organised for recreation of the young and the old. Old activities have been given new life and the neglected indigenous games, sports, folk-dances, arts of defence and skill, etc., are being revived and put on an organised basis, in the villages, firkas and taluqs. In addition to the joy of effort, co-operation and healthy competition, there is plenty of fun, frolic, amusement, release of emotions, relaxation and mass enthusiasm. All these can contribute towards optimism which our villages so badly need. What was demonstrated at Salem, is expected to be copied in all the other districts according to the local interests and resources. As prohibition proceeds and the entire province goes dry, rural recreation will be organised on a provincial basis. It is relevant to suggest at this stage that, as years pass by and the finances of the Province permit, the Government should provide a well-organised Rural Community Welfare and Recreation Centre, one for each village so that all the nation-building activities of the various departments are co-ordinated and brought together for more effective service. There is need for a network of such centres all over the country which can tackle simultaneously the problems of education,—basic, technical, adult, health and physical; problems of the various vocations, co-operative farming, cottage industries, arts, handicrafts, co-operative marketing, etc., problems of recreation and organisation of social and community life and problems of social security. These centres can become the bee-hives for activities and fountain heads to generate knowledge, health, joy and service.

URBAN RECREATION IN TOWN-PLANNING

The other important phase of recreation pertains to urban areas. This will include recreation for the public as well as that provided for industrial labour. While it may be said that the welfare of the workers is the responsibility of the industries, it should be recognised that town-planning in general and the creation and maintenance of outdoor recreational facilities are the functions of the State. These should present a particular challenge to the Municipal and Local administration. It is possible to combine public recreation and school physical education and together serve to enrich the lives of the communities at large.

We need a network of organised and supervised public playgrounds in every locality in the towns co-ordinated in a city-wide programme so that the congestion is relieved and no child misses the joy of play. It is usually the child that has missed the priceless values of vigorous, recreative and health-giving organised play that develops tuberculosis, defective posture, vicious or immoral tendencies.

Social planning of all metropolitan areas should include not only parks, playgrounds, sports-fields, stadiums, swimming pools, indoor recreation centres, planned foreshores, etc., but also camping grounds, sanatoria, rest-houses, etc., on the outskirts of towns. The latter can well serve as links between urban and rural areas.

INDUSTRIAL RECREATION IN LABOUR WELFARE

As a result of the industrial civilization, we have to face the concomitant evils of congested housing and crowded localities in all towns. If we are to keep pace with the rest of the world, we have to admit that industrialism has come to stay. It has to be harnessed to serve the people by raising the standard of living. But it should not be allowed to unman the youths and sacrifice the interest of the people at the altar of the machine. So long as the profit motive is the driving force behind industries, the welfare

of the workers is bound to be neglected, in spite of laws and legislations. If the service motive is to be introduced, at least the key industries should be nationalised and decentralised. The Government should play the role of trustees of the workers.

First and foremost step towards recreating the lives of the workers is to provide them with decent dwelling quarters, with parks and playgrounds and places for recreation and worship, for a healthy and abundant life. The living as well as the working conditions of the people should be in keeping with human dignity. The slums which are the creation of the industries must be wiped out, for, they breed plague, pestilence, drunkenness, debauchery and delinquency.

The leisure of the labouring classes is a live problem, especially after the introduction of reduced hours of work and the paid holidays. If the leisure and the holidays are not planned for the workers in a judicious way and with the full co-operation of the workers, it will invariably be misused than used for self-improvement and creative enterprises. Recreation movement, if properly pursued, can recreate the man from the wear and tear of wage-earning and restore him back to normal self. It is the use of leisure that will ultimately determine the quality of work as well as the personality of the worker.

The Labour-Welfare Programme including recreation, to be effective should be sponsored by the Government in a disinterested way, of course liberally supported by the respective industries with financial backing, and with the full co-operation and confidence of the working class. It is surprising that the many labour organisations which claim to work for the welfare of the workers, have not realised the constructive work that is possible through this field of service. There is no place for conflict or strife in this nation-building labour-welfare programme. Unfortunately, the so-called labour organisations exist on creating labour unrest and industrial disharmony; and make themselves felt through strikes and strifes and in their scheme of working for the dis-

[May, 1947]

tant Utopia, such constructive service does not find a place. Well-organised and supervised Labour Welfare and Recreation Centres, rendering wholesome service in a variety of ways to the workers and their families will build a happy, healthy and efficient working class. When freedom was a distant vision, people who believed in revolution to achieve independence, might have been working for a sullen, discontented labour force. Now that we are on the threshold of freedom, it is the duty of every son of India to work towards industrial harmony, stability of industries, contentment of labour and the optimism and the joy that will usher in a new era, and give a chance to our national leaders to reorganise the national life in the changed situation. Recreation movement has a great contribution to make to build a happy, healthy, efficient labour force. Bombay has set the trail

by organising labour-welfare programmes on a comprehensive scale, quite independent of the industries and with the full co-operation of the workers. It has proved to be a great asset to the industries, as well as to labour morale and welfare.

Recreation movement emphasises that the human spirit is as much in need of exercise as the human body. It is realised that co-operation is one of the finest of arts which India is in need of and the world is in need of, today more than ever before. Recreational activities should be designed to stimulate the co-operative endeavour, to provide satisfying experiences, to utilise local resources and to build varied interests in play, sports, arts, music and drama. Here is a field where all,—irrespective of political opinions, caste, colour, creed, religion, nationality or status,—can join hands, unite, serve and elevate India.

22

3

NATIONAL COUNCIL YOUNG MEN'S CHRISTIAN ASSOCIATIONS
INDIA, BURMA & CEYLON,
5, RUSSELL STREET, CALCUTTA.
10th March 1941.

I have known Mr. O. Mohanasundaram intimately for many years. During his student career in High School and College in Madras, he distinguished himself as a leader in athletics and in social service both in the Madras Christian College and in the Y.M.C.A. After receiving the B.A. degree from the Madras University, he took the course in Physical Education in the Y.M.C.A. College of Physical Education, Saidapet, Madras. Mr. H.C. Buck, the Principal of the College and members of the College staff have spoken in highest praise of Mr. Mohanasundaram's work and regard him as one of the foremost graduates in the field of Physical Education. Since his graduation, he has been identified with development of the Playground Movement in Bombay. Mr. Mohanasundaram is now taking the course in the Sir Dorabji Tata Graduate School of Social Work and is serving as Physical Director for the Nagpada Neighbourhood House. His experience and training in physical education and social work fit him for important and constructive service in India today. Few men in India today are better equipped to work out a rational scheme of physical education as an integral part of the general educational programme. Mr. Mohanasundaram is a young man of high ideals, of splendid abilities and of excellent character. He has chosen Physical Education as the field of service in which he believes he can render his largest service to India. I have no hesitation in recommending him for a responsible position in the field of Physical Education.

(sd) D.F. McClelland,
NATIONAL GENERAL SECRETARY.

BOMBAY YOUNG MEN'S CHRISTIAN ASSOCIATION.
May, 25th 1938.

TO WHOM IT MAY CONCERN:

Mr. O. Mohanasundaram has been a Physical Director of the Bombay Young Men's Christian Association for five years, and I have known him intimately as a colleague for more than half of that period. After graduating at the University of Madras Mr. Mohanasundaram took the full course of training at the Y.M.C.A. College of Physical Education in that city, and not only graduated with distinction, but obtained the highest opinions of his Professors as to his character and ability.

While in Bombay Mr. Mohanasundaram has been in charge of the Gilder Tank Playground organised by the Y.M.C.A. for the Bombay Municipality. His work here has given eminent satisfaction to the Board of Directors, and has set a standard of what a well organised playground should be. Altogether Mr. Mohanasundaram's work has shown him to be an expert in the theory and practice of Physical Education, as well as a teacher and disciplinarian of the highest quality to win the interest of boys in physical ideals, and to win them as leaders who are ready to accept responsibility in serving others.

In addition to his work in the playground Mr. Mohanasundaram's influence has been exerted through Bombay at a time when interest in Physical Education was on the increase. Another feature of his work has been the organisation of classes in Physical Education at Wilson College Bombay. The Principal and staff of the College speak in the highest terms of his work.

It gives me the very greatest pleasure to testify to Mr. Mohanasundaram's personal character and worth, and to his real devotion and ability in the cause of India Physical Education.

I trust he may be successful in his application.

(sd.) Joseph Callan,
GENERAL SECRETARY.

23

THE MADRAS BOYS AND GIRLS RECREATION COUNCIL.

CAMP TONAKELA

AVADI, MADRAS, INDIA.

May, 26th, 1938.

TO WHOM IT MAY CONCERN:

In response to a request by O. Mohanasundaram, B.A. and a graduate of the Y.M.C.A. College of Physical Education I am very pleased to have the opportunity to endorse him, not in a perfunctory way but from long personal knowledge and observation.

Ten years ago he was a member of the boys' Branch of the Madras Y.M.C.A. and as such was an active member in connection with every phase of the physical work and an outstanding leader among his fellows. He attended and was chosen by the boys as a leader and as chief in a number of the Y.M.C.A. Camps.

During his college years he cooperated in the conduct of Physical work in a number of spheres particularly among harijans and in this social service work I had opportunity to note and to admire his fine spirit of service.

In boys camp work he later acted as counsellor and as Camp Director in a number of boys camps. He had charge of and conducted successfully the first camp for 'Street Boys' conducted in Madras. All of the above I regard as important foundation for an adequate approach to Physical Education.

In 1935 I spent two or three days a week for over three months in visits to Grant Playground to observe his practices and to help him train leaders to meet Communal and Playground problems. I was greatly impressed with the quality of his work and of his approach to larger problems which lie back of Physical Education.

In common with all who know him I can commend him as a man of fine ideals and character, thoroughly reliable in every way. He has a good background of training and experience and I believe he is capable of teaching others what he does so effectively. I had hoped to employ him to train boy leaders in Madras.

I shall be glad to respond to any enquiry regarding Mr. Sundaram which may be sent to me at the above address.

Submitted by,

(sd.) Wallace Forgie,

EX-BOYS' WORK SECRETARY, YMCA FOR SOUTH
INDIA AND CEYLON.

WILSON COLLEGE,
BOMBAY.

Mr. O. Mohanasundaram has been in charge of the Physical Training of the students of this College for the past five years, and he has done this work to our entire satisfaction. He is not only thoroughly qualified, but he is a man who puts his whole heart into his work. He has done much for the physical well-being of the students, and he has at the same time won their respect and esteem. The members of the College Staff have found in him a very agreeable colleague. I am sorry to lose his services in this College, but I am glad that he has secured an appointment in which he is likely to have larger opportunities for the exercise of his special gifts.

6th March 1940.

(sd.) JOHN MCKENZIE

PRINCIPAL.

24

25

THE NAGPADA NEIGHBOURHOOD HOUSE
BYCULLA, BOMBAY.

9th May, 1941.

This is to certify that M.O. Mohanasundaram is employed in the Nagpada Neighbourhood House as Physical Director. Mr. Mohanasundaram after receiving his B.A. from the Madras University joined the Y.M.C.A. College of Physical Education in Madras and received their Diploma in Physical Education. After a period of service with the Bombay Municipality as a Playground Director, he joined the Sir Dorabji Tata Graduate School of Social work and the staff of the Nagpada Neighbourhood House. Mr. Mohanasundaram is exceptionally capable in his line and is a very good organizer of group and play activities. He is a young man of excellent character and of a very good disposition. I give him this certificate as I am relinquishing the directorship of the Nagpada Neighbourhood House upon leaving India.

(sd.) Clifford Manshardt,
DIRECTOR.

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

11th February, 1947.

At the present time Sri. O. Mohanasundaram is the Chief Physical Instructor conducting a training course of Rural Recreation Officers for Prohibition (Ameliorative) work for the Government of Madras. I have found him a person with good organization ability, initiative and a pleasing personality. His work has shown that he has had much experience in the field of Health, Recreation and Physical Education, a good understanding of how to work with people and real leadership ability. I do not hesitate in recommending O. Mohanasundaram for a responsible position, and wish him all success.

(sd.) C.S. Moffat,

PRINCIPAL
of YMCA College of Physical Education and Chairman of the Committee in-charge of Training Rural Recreation Officers.

25

Annexure No. 13

EXPLANATORY REMARKS.

37(h) Education - Secondary - Grants to Local Bodies for Secondary Education - (H) A.2. Buildings.

The outstanding liabilities on 1-4-46 will be Rs.56,134 or Rs.56,100 in round figures and it is made up of Rs.45,136/- relating to Part-paid schemes (Nos.1 to 5 and 7) and Rs.10,998/- relating to new schemes (Nos.8 and 9).

Based on the past experience, provisions of Rs.20,000/- for the part-paid schemes and Rs.5,000/- for the two new schemes (Nos.8 and 9) are proposed in Parts I and II respectively in the Budget Estimate for 1946-47.

015
10/10/45

As 2

Items 8 & 9 in the list on p 2 infra are new schemes.

They have been noted & subd separately. - It is only after

L.A. Finance have offered their remarks on the

proposal to grant a subsidy in those two cases that

the total amount of subsidy for 1946-47 can be fixed.

This may therefore lie over till 20/10/45

The files
at to above
at yet been
id back from
this may continue
or till 25.10.45

19/10/45 - 1282
9/10/45

19/10/45

26

2

Annexure No. /3

37(h) Education - Secondary - Grants to Local Bodies for Secondary Education (h) A.2. Buildings - Authorised.

Budget Grant for 1945-46 - Rs.30,000.

S.No.	Description of Scheme.	Total estimated cost.	Total grant admissible.	Grant already disbursed.	Grant provided in the budget for the current year (1945-46)	Balance to be provided.	Remarks.
1.	2.	3. Rs.	4. Rs.	5. Rs.	6. Rs.	7. Rs.	8.
1.	Municipal High School, Gudiyattam - Acquisition of site and construction of building.	49,620	24,810	12,023	-	12,787	G.Os. Nos. 920 L.E. Dated 11-4-34 and 1732 Edn. dated 31-7-37. (Y)
2.	Board High School, Uthampalayam - Madura Dt. Board - Construction of a building.	32,000	16,000	8,156	3,000	4,844	G.O. No. 521 Edn. dated 5-4-41. (X)
3.	Board High School, Chodavaram - Vizagapatam District Board - Construction of a building.	42,700	21,350	15,044	4,000	2,306	G.O. No. 521 Edn. dated 5-4-41. (X)
4.	Board High School, Hoobathalai - The Nilgiris District Board - Construction of additional accommodation and latrine for boys and girls.	15,985	7,993	1,227	5,000	1,766	G.O. No. 771 Edn. dated 21-5-42. Govt. Memo. No. 23733 B/43-2 Edn. dated 10-8-43 and G.O. No. Ms. 1348 Edn. dated 15-9-44. (not kept)
5.	Board High School, Kamuthi - Ramnad District Board - Construction of a building (Subsidy for Middle School Department only)	18,494	9,247	314	500	8,433	G.O. No. 771 Edn. dated 21-5-42 and No. 356 Edn. dated 6-3-44. (J)
6.	Municipal High School, Palni - Construction of tiled shed.	3,950	1,950	-	1,950	-	G.O. No. Ms. 771 Edn. dated 21-5-42. (not kept)
7.	Municipal High School, Chicacole - Construction of a building.	20,000	20,000	-	5,000	15,000	G.O. No. 692 Edn. dated 1-5-45. (J)
8.	Municipal Council, Calicut - Achyutan Girls' High School, Chalapuram - Construction of an additional wing to the school building (for the Middle School Department)	3,996	1,998	-	-	1,998	Director's letter to Govt. Re. No. 886 G/45 dated 22-9-45. (not kept)
9.	Municipal Council, Hospet - Construction of a block of 4 rooms for the Municipal High School, Hospet.	18,000	9,000	-	-	9,000	Director's letter to Govt. Re. No. 1247 G/45 dated 26-9-45. (not kept)
Total.		2,04,745	1,12,348	36,764	19,450	56,134	
					or 19,500 in round figures.	or 56,100 in round figures.	

From
Janab. Ameer Ali Tabrizi, B.A., B.L.,
Commissioner, Hospet Municipality,
Hospet.

Local Administration Department

To
The Secretary to Government,
Education and Public Health
Department, Madras.

Through
The Director of Public Instruction,
Madras.

Through
The Chairman, Municipal Council, Hospet.

C. No. 2865/45-A-4 dated 28-8-1945

Sir,

Sub:- Loans and grants - Hospet Municipal Council - construction
of 4 more rooms in High school - 46-47 - Sanction requested.
Ref:- Government Memorandum No. 19032-2-C., L.A., dated 6-8-45.
ii) Council's Resolution No. 155 dated 24-7-45 (copy enclosed)

The Municipal High school is the only Secondary grade institution in this town. The present high school was constructed in the year 1935. With the increase in the population of the town, the strength of the high school has also considerably increased since then. The Inspecting authorities in their annual inspections of the high school have been repeatedly remarking that the accommodation of the high school is inadequate. The present financial position of the council does not permit the undertaking of any new schemes, but due to the increasing demand for proper accommodation in the school, the council in its resolution No. 155 dated 24-7-45 resolved to construct 4 more rooms at a cost of Rs. 18000/- by taking a loan of Rs. 9000/- from Government and requesting the Government to sanction the balance of Rs. 9000/- as grant.

The necessary plans with all particulars are being sent to the Director of Public Instruction, Madras for approval. After the approval of the plan etc., by the Director of Public Instruction, the estimate plans etc., will be sent to the Superintending Engineer (P.W.D.) Anantapur for technical sanction. In view of the urgency for the extension of the high school, I request that the Government may be pleased to include this work for purposes of granting loans and grants in the year 1946-47.

The particulars required as per G.O. No. 3132 L & M., dated 8-8-32 are appended in a form of statement.

Commissioner.

Copy submitted to the Secretary to Government Education and Public Health department Madras direct to save delay.

E. J. P. H. @

This is only a copy of the letter addd
to Govt. through the D. P. I. The rec
of the original may be awaited till

4/9/45.

7-8-45

Copy of Council's Resolution No. 155/24-7-45

Read:- Inspection notes of the District Educational officer and
letter dated 26-6-45 of the Headmaster Municipal High
school requesting the management for the construction of
4 more rooms in the Municipal High school Hospet.
2) Plan and estimate for Rs. 18000/- prepared by the Municipal
Supervisor.
3) Note of the Commissioner requesting the council to approve
the estimate and to apply to the Government for half grant
and half loan for the said construction.

Resolution:- Estimate sanctioned. The Government is requested to
give half the grant and the other half as loan.

Sd. M. V. Swamy,
Chairman, M.C.

True copy

Commissioner.

10/29

Application form Hospet Municipal Council for grants for construction of 4 more rooms in the Municipal High school during 1946-47.

Form A New Works

1. Name of the work. Construction of 4 more rooms in Municipal High school Hospet.
- 2) Estimate cost of the work. Rs. 18000
- 3) Government share of the cost according to any general or special orders that may be applicable to the case. Rs. 9000
- 4) Has the site been selected and if so, whether it is already at the disposal of the local body. Yes.
- 5) If not, is land acquisition is necessary and if so, what is the estimated cost of acquisition and the Government's share of it No.
- 6) What steps in detail have been taken to secure acquisition by Revenue authorities and by what date is it anticipated that the land would be placed at the disposal of the local body. The land belongs to the Municipal Council and hence no acquisition is necessary.
- 7) Can the local body give an assurance that it has funds of its own available for land acquisition or for immediate expenditure on the work in the event of Government sanctioning a grant for either purpose. There is no question of acquisition. The council is not in a position to meet the balance of the expenditure but it has resolved to apply for a loan of Rs. 9000/- from Government.
- 8) Having regard to particulars under items 5 to 7 what is the total amount inclusive of Govt. grant which the local body expects to spend on land acquisition or on actual construction within the financial year for which budget provision is to be made. Rs. 18000/-
- 9) What is the Government share of item 8 and what is the amount of grant likely to be drawn with in the year. Rs. 9000
- 10) What will be the probable total expenditure and the Government grant in each of the subsequent years until the work is completed. Nil.
- 11) Whether detailed plans and estimates for the work have been accorded technical sanction by the competent authority. No. The estimates and plans are being sent to the Director of Public Instruction Madras for approval. After the same are approved by the Director of Public Instruction the technical sanction of the Superintending Engineer will be obtained.

Application from Hospet Municipal Council for loans for construction of 4 more rooms in the Municipal High school during 46-47.

Appendix III (G.O. No. 3132 L & M., dated 8-8-32)

- 1) Name of the local body. Hospet Municipal Council.
- 2) Name of the Work. Construction of 4 more rooms in the Municipal High school Hospet.
- 3) Total estimated cost of the work, Rs. 18,000/-
- 4) The amount of government grant given, if any. Rs. 9,000/- (application pending sanction)
The detailed plans and estimates are being sent to the Director of Public Instruction Madras for approval. On receipt of the approval of the Director of public instruction, the plans and estimates will be sent to the Superintending Engineer (P.W.D.) Anantapur for technical sanction.
- 5) Whether detailed plans and estimates for the work have been accorded technical sanction by the competent authority (works for which such sanction has not been accorded before the submission of this application should not be included)
- 6) Has the site been selected and if so, whether it is already at the disposal of the local body. Yes.
- 7) If not, is land acquisition necessary and if so, what steps, in detail have been taken to secure acquisition by Revenue authorities and by what date is it anticipated that the land would be placed at the disposal of the local body. No.
- 8) The total amount inclusive of Government grant, if any which the local body expects to spend on land acquisition or on actual construction within the financial year for which budget provision is to be made. Rs. 18,000/-
- 9) The amount of loan required for the year Rs. 9,000/-
- 10) The amount of loan required in each of the subsequent years until the work is completed. Nil.
- 11) Date on which the loan in column 9 should be disbursed. 1-1-47
- 12) Source from which the annuity for the loans in column 9 and 10 will be found. The annuity will be paid from the receipts of the High school by way of school fees etc and the balance will be met from General funds of Municipality.

BN/29-8.

Commissioner.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION, MADRAS.
R.O. NO. 1247-G/45, dated 26-9-45.

SUBJECT: Application for loan and grant - Construction of a block of 4 rooms - Municipal High School, Hospet.

Letter C.No. 2865/45, A.4. dated 28-8-1945 from the Commissioner, Hospet Municipality.

Submitted.

2) The plans and the estimate for the work which were sent through the District Educational Officer, Bellary have just been received. Both the District Educational Officer and the Divisional Inspector of Schools, Anantapur, are of the opinion that the present accommodation is inadequate. In view of the urgent need for additional accommodation and the inability of the Municipal Council to meet the expenditure on the proposed construction, I recommend the request of the Commissioner for a grant and a loan.

3) The plans and the estimate are being forwarded to the Consulting Architect to Government for remarks and they will be submitted to Government on receipt from them. A subsidy of Rs. 9,000/- or one half the cost as per the final recommendations of the Consulting Architect may, be promised to the Municipal Council, the subsidy being payable on the post execution system.

4) I am including the scheme in Part II of the Budget Estimate for 1946-47.

7- Aug. N. S. S. S.
for Director of Public Instruction.

To
The Secretary to Government,
Education and Public Health Department.

KP:26-9.

31 ~~2/18~~ 9 E.P.H. (B).
Memo. No. 38728-18, dated, 21-9-45.

Loans and grants — 1946-47 —
Municipal Council, Hospet — Construction
of four rooms for the Municipal High
School.

P. 10.7.

Ref: from the Commr., Hospet
Mty., C. No. 2865/45-A-4, dated, 28-8-45.

The D. P. I. is requested to
forward very urgently, with his
remarks, the letter cited above.

To

The D. P. I. ✓

Depd
21/9/45
25/9/45

20/9/45.
25/9/45

21/9/45

[Faint, mostly illegible handwritten notes in Devanagari script, possibly bleed-through from the reverse side of the page.]

Very urgent.

1
30/1*

plcf

prcf

2
29/10/45

(X)

32

10 21-10-45

Buildings - Municipal High School - Hospet
Construction of a block of four rooms - Application
for grant and loan in 1946-47

From the Commissioner Hospet Udy no 2865/45 &
From the DP J Rono 1247-G/45 & 26-9-45

Memo No. 38728-5B. Edu., dated, 29-10-45.

The attention of the Commissioner Hospet
Municipality is invited to Go. no 1915 Edu & 9.12.41
under which no building grant is ordinarily
admissible to a secondary school for boys.
He is requested to report very urgently whether
the Council is willing to take a loan of Rs 18000
towards the entire cost of the building scheme
and if so whether the entire amount ^{will be} required

in 1946-47 =

Wsu
27.10.45

Wsu
27.10.45

by
Wsu

To

The Commr Hqet
through the
chairman

R: 10-11-45

R: 19/11/45

Despal
R.H.
31-10-45

33
COPY OF THIS OFFICE LETTER ADDRESSED TO THE
GOVERNMENT C.No.2865/45-A.4.
DATED:- 6-11-1945.

Sub:- Building - Municipal High School - Hosp
of four rooms - Half grant and Half loan
consideration - requested.
Ref:- i) This office Ref:C.No.2865/45 dated 28-8-45
ii) Government Memorandum No.38728-5-B Edn.,



I beg to submit herewith a copy of council resolution No.303/2-11-45.

In this connection I beg to state that the council sustained a heavy loss due to fire accident to the High School building in the year 1942. The financial position of the Municipality is very bad on account of grant of dearness allowance to its employees. There is already the building loan of Rs.11418/8 on the High School outstanding to be paid to Government.

The educational authorities are insisting on provision of additional accommodation in the High school on account of increase in strength.

Under the present circumstances the proposal would have to be dropped if the Government is not pleased to sanction half as grant and half as loan.

As a consequence the school interests will greatly suffer. Hence the Government may be pleased to reconsider their decision generously and sanction half as grant and half as loan as a special case.

Sd.Ameerali Tabrizi,
Commissioner.

/True copy/

Ameerali Tabrizi
COMMISSIONER. 21/11
RR 21/11/45

COPY OF COUNCIL RESOLUTION
NO.303/2-11-1945.

Raed:-This office Ref:C.No.2865/45-A.4. dated 28-8-45 requesting Government to sanction a loan of Rs.9000/- and equal sum as grant during 1946-47 for construction of 4 rooms to the High School.
ii) Government Memo No.38728-5-B/ 29-10-1945 stating that no grant can be given and that a loan of Rs.18000/- would be given if required by the council and to intimate the councils willingness for the same.

iii) Note dated 1-11-1945 of the Commissioner.

RESOLUTION :- Owing to the grant of dearness allowance to its servants this council is in very bad financial position and requests the Government to give half grant and half loan towards this construction.

Sd. M. V. Swamy,
Chairman, M.C

/True copy/

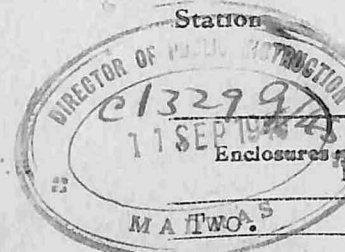
M. V. Swamy
COMMISSIONER. 21/11/45
RR 21/11/45

*Amrals
KPS*

17 SEP 1945

Department
 From (Name) Sri P. Doraiswamy
 Designation Municipal Commissioner,
 Station Virudhunagar.

Received
 Registered
 To The Secretary to the Government of
 Madras, Education & Public Health
 Department, Fort St. George, Madras.
 Through
 The Chairman, Municipal Council,
 Virudhunagar.



Enclosures 1
 Rec.B.I. No. 6555/45-4 dated 30th August 1945

Sir.

Sub:- Loans and Grants - Virudhunagar Municipal
 Council - 1946-47 - Construction of --
 Secondary School - Loan application.

Ref:- Government Memo.No.36607-1-E.1. P.H.,
 dated 14-8-45.

-vv-

The S.S.Subbiah Nadar Municipal Secondary School is at -
 present housed in a rented building. The accommodation here
 is inadequate and the building itself is not suitable for use
 of School premises. The Inspecting Officers have been impres-
 sioned upon the Council the necessity for constructing a pucca
 building. For want of suitable building the institution could
 not be developed.

2 Plans and estimates have been prepared and submitted to
 the Director of Public Instruction and he has accorded techni-
 cal sanction for the estimate in his Dis.No.3942/44 dated -
 6-11-44. The amount for which he has accorded approval is
 Rs.41675/- which is based on previous year's Schedule of rates.
 Revised with reference to the current year's Schedule of rate
 the estimated cost comes to Rs.54700/-. Sri S.S.Subbiah Nadar,
 a philanthropic gentleman of this town, has given a donation
 of Rs.20000/- for the construction of the school and he is
 anxious that the construction should be completed as early as
 possible. The Council also agrees with the desire of the
 donor. A site has already been acquired for the purpose and
 it is at the disposal of the Council. Tenders will be invited
 shortly for execution and the work is likely to be taken up
 very soon. It is the desire of the Council to have the new
 building ready by June 1946 when the school reopens after -
 vacation.

Out of the total cost of Rs.54,700/- the Council has resolved
 to apply for a loan of Rs.34700/- after taking into account the
 donor's contribution of Rs.20000/-. An application for loan in
 the prescribed form is enclosed. A copy of the Municipal Council
 Resolution No.389 dated 30-8-45 is also submitted. I request
 that Government may be pleased to sanction the loan.

Forwarded.

Chairman.

Commissioner.

M.M.30.8.

Education & Public Health Dept.

Endorsement No. 38776-18, Dated, 7-9-45.

Referred to the Director of Public
 Instruction for remarks.

The Director of
 Public Instruction.

E. A. ...
 Jt. Secy. to Government
 5/9/45 5/9/45 7-5-45

Application for loan required by the Virudhunagar Municipality
in 1946 - 1947. . 30

1. Name of the local body. .. Virudhunagar Municipal Council.
2. Name of the work. .. Construction of a building for the
S.S. Subbiah Nadar Municipal Secondary
School, Virudhunagar.
3. Total estimated cost of the work. Rs. 54700/-
4. The amount of Govt. grant given,
if any. Nil.
5. Whether detailed plans and esti-
mates for the work have been
accorded technical sanction by
the competent authority? (Works
for which such sanction has not
been accorded before the submis-
sion of this application should
not be included.) In his Dis.No. 3942/44 dated 6-11-44
the Director Public Instruction has
approved plans and estimates for -
Rs. 41675/-. Revised with reference to
the existing schedule of rates, the
cost comes to Rs. 54700/-.
6. Has the site been selected and,
if so, whether it is already at
the disposal of the local body? The site has been selected and it is
already at the disposal of the Council
7. If not, is land acquisition neces-
sary and if so, what steps, in
detail, have been taken to secure
acquisition by Revenue authorities
and by what date is it anticipated
that the land would be placed at
the disposal of the local body?
(Note: This should be ascertained in
consultation with the Revenue autho-
rities concerned.)
8. The total amount inclusive of
Govt. grant, if any, which the
local body expects to spend on
land acquisition or on actual cons-
truction within the financial year
for which budget provision is to
be made. Rs. 54700/-
9. The amount of loan required for
the year. Rs. 34700/-
10. The amount of loan required in
each of the subsequent years until
the work is completed. Nil.
11. Date on which the loan in col. 9
should be disbursed. 1946? see A on p. 1 above
March 1947.
12. Source from which the annuity for
the loans in columns 9 and 10
will be found. General Funds.

Municipal office,
Virudhunagar,
Date 30--8--45.

[Signature]
Commissioner

36 15

COPY OF THE RESOLUTION OF THE MUNICIPAL COUNCIL,
VIRUDHUNAGAR.

No. 389.

Dated 30th August 1935.

Subject: *not put up* 31

No:389. Read the Government Memo.No.19032-2-C. L.A., dated 6-8-45 inviting applications for loans and grants required in 1946-47 for roads, bridges, etc.

Resolution.

The Council resolves to apply for a loan of Rs.34700 for the construction of a building for S.S.Subbiah Nader Municipal Secondary School.

The Council also resolves to apply for grants in the following cases:-

1. Rs.8500 for the execution of restricted Drainage Scheme.
2. Rs.2500 for acquisition of land for the construction of -
Women Assistant Surgeon Quarters.
3. Rs.10500 for cement concreting Railway Feeder Road.
4. Rs.25000 for cement concreting Bazaar st Road.

(sd.) V.V.Ramaswamy,
Chairman.

/True copy/

V.V.Ramaswamy
Commissioner.

30.8

37 4 16
3
R.C. NO. 1329-G-45



Subject: Application for loan - Construction of a building - Municipal Secondary School, Virudunagar.

41585

R E F: Letter R.C.No.6555/45-4 dated 30-8-45 from the Commissioner, Virudunagar Municipality

RESUBMITTED with reference to Government Endt No.58776-1-B.Edn., dated 7-9-1945.

2. NO subsidy is admissible to the Municipal Council, Virudunagar, towards the construction of a building for the Municipal Secondary School as sanction for the opening of the school has been accorded subject to the condition that the entire expenditure involved should be met from the funds of the Municipal Council. Plans and an estimate for Rs.41675 for the work were approved by me and the Municipal Council has also resolved to meet the entire cost of the scheme from its own funds. A revised estimate for Rs.54700 has been received recently and it is being approved by me.

3. THE application for loan is therefore recommended.

T. S. Narayan

for Director of Public Instruction

To
The Secretary to Government,
Education and Public Health Department.

RVR 18/9/- *Sol*
18/9

C.F. 32 (a).

Department
From (Name) Sri P. Doraiswamy Mudaliar
B.Sc.,
Designation Commissioner, Virudhunagar
Municipality,
Station Virudhunagar.

Received

Registered

To The Secretary to the Government of
Madras,
Education & Public Health Depart-
ment,
Fort St. George, Madras.
Through
The Chairman, Municipal Council, Virudhu-
nagar.

Enclosures:

Roc. No. B.1. 6555-45-9 dated 10th October 1945.

Sir,

LOANS AND GRANTS - Virudhunagar Municipal Council -
1946-47 - Construction of Secondary School - Loan
application.

Reference: My letter Roc. B.1. 6555-45-4 dated 30-8-1945.

The Director of Public Instruction Madras has since given approval for the revised estimate for Rs. 54,700/- for the construction of a building for housing the municipal secondary school, in his Dis. No. 3178/45 dated 19-9-1945. Tenders have been invited. It is expected that the construction will be commenced by the end of this year. I therefore request that Government may be pleased to consider the application for loan sympathetically. Orders are also solicited as to whether credit may be taken provisionally in the Budget Estimate of the council for 1946-47 for the loan amount of Rs. 34700/-

Forwarded

Chairman.

Commissioner.

10.10.45

36
19/8/45

39
40

EPH(15)

Loan - Vindhanagar Municipal Council - 1946-47 -
Construction of secondary school

CNO 38726/45.

From the Commr. Vindhanagar Mty. Rce. B.1.

6555-45-4 & 30-8-45
6555-45-9 & 10-10-45

Memo. No. 38776-48. Edu., dated, 19-10-45.

17/10/45

The Commissioner Vindhanagar Municipality
is informed that the appln. of the Council for a loan
of Rs 34.700 for the construction of a secondary
school building will be considered as a Part II
Scheme for 1946-47 and that credit may be taken

19 27
provisionally for the loan in the R.E. of the Council for

1946-47

18/10/45

W. J. J. J.

Depd
K.H.
20-10-45

To

The Comr Virudhunagar
Muz through the
chairman

Extract from the letter of the chairman
Virudhunagar M.C. dated 22.10.45
to the Adv. Sec to H.E. the Govr. HIGH SCHOOL.

Take action where suggested
in marginal notes and draft reply
to C.M.C. on all points. T.A. 22.10.45
omit in typing.

40
There was only one high school in this town. As it was quite
inadequate for the growing number of pupils the council decided
to start a municipal high school. The Director of Public Instruc-
tion, Madras accorded permission to open in the first instance

40 41

2
secrets of Government

PUBLIC (SERVICES) DEPARTMENT



D. P. I. will
be asked for
a report.

T. A.
22/10/45

omit in typing

3- 423 21
instance ^{forms} from 1 to III. Accordingly the high school was started with these three forms from 14-6-1944 with a view to develop a complete high school within three years ~~years~~ at the latest by starting one additional form each year. An application for opening the fourth form from June 1945 was submitted to the Director of Public Instruction on 12-4-1945. All preliminary arrangements were made for opening the IV form from June 1945. But one day prior to the opening of the high school the orders of the Director of Public Instruction were received ~~asking~~ ~~declining to accord~~ ~~permission for opening IV form from June 1945 on the ground~~ ~~that the application is belated. Inspite of my repeated personal representations the Director of Public Instruction declined to reconsider his orders with the result that for a technical offense committed by the office several innocent pupils who were promoted from the III form could not prosecute their higher studies. In the other high school also there were no seats to accommodate the pupils thus left in the wilderness and so the pupils with great difficulties enrolled themselves in the neighbouring towns costing their poor parents extra expenditure and anxiety. They all desire to continue their further education in the municipal high school from the next school year and so the council proposes to apply to the Director of Public Instruction for permission to open Forms IV and V from June 1946. The applications will be submitted early in January 1946 and I request that sympathetic consideration may be given to it without raising any technical grounds. Meanwhile the council is also taking steps to satisfy all the conditions imposed by the inspecting officers.~~ declining to accord permission for opening IV form from June 1945 on the ground that the application is belated. Inspite of my repeated personal representations the Director of Public Instruction declined to reconsider his orders with the result that for a technical offense committed by the office several innocent pupils who were promoted from the III form could not prosecute their higher studies. In the other high school also there were no seats to accommodate the pupils thus left in the wilderness and so the pupils with great difficulties enrolled themselves in the neighbouring towns costing their poor parents extra expenditure and anxiety. They all desire to continue their further education in the municipal high school from the next school year and so the council proposes to apply to the Director of Public Instruction for permission to open Forms IV and V from June 1946. The applications will be submitted early in January 1946 and I request that sympathetic consideration may be given to it without raising any technical grounds. Meanwhile the council is also taking steps to satisfy all the conditions imposed by the inspecting officers.

X
The council has also taken action for constructing a new pucca building for the High School towards which Sri S.S. Gubbiah Nadar has kindly donated Rs.20,000/- The plans and estimates have been duly approved by the Director of Public Instruction. Tenders have been invited for its execution. It is hoped that the construction will be commenced early and finished by the beginning of the next school year.

Government of Madras

PUBLIC (SERVICES) DEPARTMENT

G.O. No. 440, 3rd March 1937

Public Services—Subordinate Services—Apportionment of substantive vacancies between direct recruits and recruits by transfer—Not to affect persons who commenced probation prior to date of issue of special rules—General rules—Amended.

READ—the following paper :—

G.O. No. 344, Public (Services), dated 17th February 1937.

Order—No. 440, Public (Services), dated 3rd March 1937.

The following notification will be published in the *Fort St. George Gazette* :—

NOTIFICATION.

In exercise of the powers conferred by rule 44 of the Civil Services (Classification, Control and Appeal) Rules, the Local Government hereby make the following amendment to the general rules to regulate the method of recruitment, the conditions of service, the pay and allowances and the pension of the subordinate services published with Public (Services) Department Notification No. 206, dated the 10th September 1934, at pages 1682 to 1694 of Part I of the *Fort St. George Gazette*, dated the 18th September 1934, as subsequently amended.

The amendment hereby made shall be deemed to have been made and to have come into force on and from the 1st October 1934 provided that nothing contained therein shall be deemed to affect any orders passed by any competent authority under the said rules or the special rules concerned before the 3rd March 1937.

AMENDMENT.

To sub-rule (d) of rule 3 of the said rules, the following proviso shall be added, namely :—

“Provided that nothing contained in this sub-rule shall adversely affect any person who on the date of issue of the special rules referred to in clause (I) was a probationer in such service, class or category, as the case may be.”

(By order of the Governor in Council)

C. F. BRACKENBURY,

31/3/37
29/3/37

341 B.F. 5/5/37 E.P.H.(B).
E nlt. No. 48289-18.Edu., dated, 27-10-45.

Schools — Secondary — Municipal
Council, Vondhunagor — Opening of a
high school.

An extract of the letter,
P.P. 1-2 C.7. dated 22-10-45, from the Chairman,
Municipal Council, Vondhunagor, addressed
to the Second Advisor to H.E. the
Governor, is referred to the D.P.I.
for early remarks.

Depd
29-10-45
Copy 4
H.1-20.7. 26/10/45.
The D.P.I.
(with enclosure)

ism
26/10/45
5/5/37 (for perusal)
mms

51200 13

C.F. 32 (a).

EDUCATIONAL Department
From (Name) Dr. S.R.U. Savor, M.A., D.Sc
I.E.S.,
Designation Director of Pub. Instruction,
Station M A D R A S.

42
23
44
ASST. SECRETARY TO GOVERNMENT
10 NOV 1945
RECEIVED
EDUCATION AND PUBLIC HEALTH DEPT.
The Secretary to Government,
Edn & P.H. Department,
MADRAS.

Enclosures: R.C. No. 1749 G/45. dated 8th Novr. 1945

Sir,
Sub: S.S. Subbiah Nadar's Municipal Secondary school, Virudhunagar - Opening of Form IV.
Ref: Govt. Endorsement No. 48289-1-B-Edn., dated 27th Octr. 1945.

I have the honour to state that the proposal of the Municipal Council, Virudhunagar, to open Form IV in the Municipal Secondary School, Virudhunagar during 1945-46 was not approved by the Director for the following reasons:-

- (1) The proposal was received long after the date prescribed in G.O.No. 1872 Edn., dated 2nd December 1941. Although the Municipal Council had sanctioned the opening of Form IV from 1945-46 a copy of the resolution agreeing to meet the entire expenditure involved by the proposal was not furnished. ~~Information~~
- (2) The existing accommodation is reported as unsatisfactory and inadequate even for the middle school. Although plans and estimates for the construction of a new building had been approved by the Director in 1944 so far no steps appear to have been taken by the Municipal Council to implement the building scheme; equipment is also reported to be --

128

P.T.O

248
be inadequate. For these reasons the Divisional Inspector of schools recommended that the proposal need not be considered for 1945-46.

The proposals will be considered for 1946-47 if they are received in time with all the necessary particulars.

T. Sany Nanyane
For Director of Public Instruction

P.R.K. 9/11/45

C.F. 32 (a).

Local Administration DEPARTMENT.

In reply, please quote number, date and short title.*

Received _____ Registered _____

From (Name) Sri M.G. Punniacotty,

(Designation) Municipal Commissioner,

Post Box _____, (STATION) Calicut.

Telegraphic Address _____

4 AUG 1945

38248

The Secretary to Government,
Education & Public Health Department,
Fort St. George, Madras.

B1 No. 13313/45, dated 27-8-1945

Sir,

* Grants and loans - Loan for Rs. 10000/-
Acquisition of land for a playground
for the Achuthan Girls' High School
Application made.

ENCLOSURES 2

COPIES

The Achuthan Girls' High School at Calicut is an institution run by this Municipality. It was established in 1938. It has had no playground all these years. The absence of one has formed the subject-matter of adverse comments in the Inspection Reports of the school for several years now. In fact, recognition for the permanent retention of the school has been withheld for that reason. The Council was unable to find funds for the acquisition of a ground till now. Recognising, however, the need for the permanent retention of the school, several philanthropic gentlemen of the town came forward generously with donations to meet the cost of a site. Donations to the extent of Rs. 4661/- have been paid. The school produced the best results in the town in the S.S.L.C. examinations held in 1944 and 1945. It is deservedly popular in

P.T.O.

the locality where it is situated. Its existence is threatened by reason of the absence of a playground. The donations made for the purchase of a site may be withdrawn if the site is not acquired in the immediate future. For these reasons, the Council, in its resolution No. 71, dated 30-6-44, sanctioned the acquisition of necessary site. An application was made to the Collector for the purpose. He sent me a draft notification under 84(1) of the Land Acquisition Act for submission to Government. It was submitted to Government. The notification has been published in the Fort St. George Gazette, dated 21-8-45. The Collector now informs me that the cost of this acquisition has been approximately estimated at Rs. 14,352/- But the Council is unable to meet the cost of this acquisition. The sum of Rs. 4,661/- received as donations is also inadequate to meet the proposed expenditure. I have, therefore, moved the Council to request Government to sanction a loan of Rs. 10,000/- for the purpose. I shall submit a copy of the resolution in the matter in due course, as soon as possible.

I submit herewith an application in the prescribed form with the financial statements referred to in it and request that Government may be pleased to sanction a loan of Rs. 10,000/-.

Commissioner.

Forwarded

Chairman.

This application is submitted to Government direct as the Chairman is absent from the station and is not expected back till the 30th instant. In order that the application may reach Government before the date fixed in Govt. memorandum No. 19032-2-C, dated 6-8-45, I am submitting this direct. I shall obtain and forward to Government the remarks of the Chairman as soon as he returns to the station.

Commissioner.

Application of the Calicut Municipality for loan of Rs. 10,000/- from Government under the Local Authorities Loans Act 1914.

1. Purpose for which the loan is required and the estimated cost of the entire work.

Acquisition of a land for a playground for the Achuthan Girls' High School, Calicut. Rs. 14,352/-.

2. The amount which it is proposed to borrow.

Rs. 10,000/-.

3. The fund on the security of which it is proposed to borrow.

General Funds of the Calicut Municipality.

4. The law under which the said fund is levied, received or held.

The Madras District Municipalities Act, 1920, as amended.

5. The date within which the money is to be borrowed.

1--4--1946.

6. The rate of interest at which it is proposed to borrow.

4%

7. The term of years for which the money is to be borrowed and the method by which it is to be repaid.

The loan will be repaid in 20 equal annual instalments.

8. An account of the financial position of the Local Authority including a statement of all prior charges on its funds.

Enclosed (sent separately).

Municipal Office,
Calicut, 27-8-1945.

ptm/27.8.45.

Commissioner.

2 (a).

Local Administration DEPARTMENT.

By, please quote
number, date and
reference title.*

Received

Registered

From (Name) Sri Rao Bahadur K.V. Suryanarayana
Iyer, B.A.B.L.,

(Designation) Chairman, Municipal Council,

Post Box _____, (STATION) Calicut.

Telegraphic Address _____



The Secretary to Government,
Education & Public Health Department,
Fort St. George, Madras.

B1 No.13313/45, dated 29-8-1945.

Sir,

ENCLOSURES

SPARE COPIES

* Grants and Loans - Loan for Rs.10000/-
Acquisition of land for playground for
the Achuthan Girls' High School - Appli-
cation made.
Commissioner's letter No.B1-13313/45
dated 27-8-45.

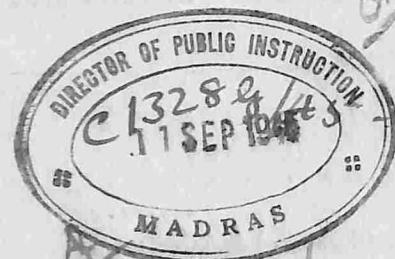
I have seen the Commissioner's letter

cited above. I strongly support the request

made in it.

K.V. Suryanarayana
Chairman. 30/8

PTM/30-8-45.



Education & Public Health

Endorsement No. 38248-1B, dated 7-9-45

Referred to the Director
of Public Instruction for remarks.

E. A. Subbittoway
Assistant Secretary to Govt.

5/9/45-5/9/45

2-8-45

To
The Director of
Public Instruction.

R.C.NO. 1745-G/44

46 46 30

Office of the
Director of Public Instruction,
MADRAS, Dated 18-9-1945.

SUBJECT: Application for loan - Acquisition of land for
playground - Achyutan Girls High School - Chalapuram

R e f: Letter B.1.No.13313/45, dated 27-8-45 from the
Commissioner, Calicut Municipality.

RESUBMITTED to Government with reference to their
Endt No.38248-1-B Edn., dated 7-9-45.

2. In August 1944, the Commissioner, had addressed
the Collector of Malabar through the Director of Public
Instruction requesting him to issue instruction to start
acquisition proceedings for the acquisition of a plot of land
in T.S.No.124 (0.59 acres in extent) for use as playground
for the Achyutan Girls High School, Chalapuram. The probable
cost of acquisition was not reported at that time. But as
the cost of acquisition was proposed to be met out of public
donation and it was reported that donations to the extent of
Rs.4661 had already been collected, the Commissioner's letter
was simply forwarded to the Collector. On a further refer-
ence the Collector reported in July 1945 that the draft
notification under Section 4(1) of the Land Acquisition Act
had been forwarded to the Commissioner for submission to
Government for approval and publication in the Fort St.
George Gazette.

3. THE Commissioner now reports that the draft
notification received by him from the Collector was submitted
to Government and that the notification has been published
in the Fort St. George Gazette dated 21-8-45. He also reports
that the Collector has estimated the cost of acquisition of
land at Rs.14352/-. As the Municipal Council is unable to
meet

meet the cost of acquisition and as the sum of Rs.4661/- received as donations is also inadequate to meet the expenditure, the Commissioner now requests the sanction of a loan of Rs.10000 for the purpose.

4. The extent of the land proposed for acquisition is only 59 cents, i.e. a little more than half an acre, and the acquisition of this land will not improve the playground facilities of the school to any great extent. Further, the estimated cost of acquisition, viz., Rs.14352 for 59 cents of land is exorbitant. It is therefore better that the Municipal Council makes arrangements to acquire a larger piece of land for use as a playground.

7. *Amr. Narayana*

for Director of Public Instruction

To The Secretary to Government,
Education and Public Health Department.

RVR 19/9/-
30/9/9

47 32 49
Loan - Calicut Municipal Council - 1946-47 - Acquisition of land for playground for the Achuthan Girls High School. Application for a loan of Rs.10,000

1/1-206

From the Comm. Calicut Mty B.1 no 13313/45 27-8-45

1/7-806

From the D.P.D. Re no 1745-6/44 21-8-9-45

Memo No. 38248-28., dated, 24-9-45.

The remarks of the D.P.D. contained in para 4 of his letter read above are communicated to the Commissioner Calicut Mty and he is requested to place the Director's suggestion that a more extensive site than T.S no 124 should be acquired for use as a playground before the municipal Council & communicate its decision to govt

To

The Comm. Calicut

Mty through the chairman
(with copy of para 4 of D.P.D. letter
Copy to the D.P.D.)
22-9-45

22-9-45

24/9/45

Loan. Calicut Municipal Council. 1946-47 -
Acquisition of land for the Achuthan Girls High School
Application for loan of Rs. 10,000

Estt (B)

Memo. No. 38248-3B. Edu., dated, 19-10-45.

The Commissioner Calicut Municipality
is requested to expedite his reply to memo. no
38248-2 B of 24.9.45 on the above subject

17.10.45

18/10/45

Deepa
18/10/45

To

The Comm Calicut
Municipality

F.32(a).

Local Administration DEPARTMENT.

In reply, please quote
number, date and
short title.*

Received

Registered

From (Name) Sri M.G.Punniacotty,

(Designation) Municipal Commissioner,

Post Box _____, (STATION) Calicut.

Telegraphic Address _____



The Secretary to Government,
Education & Public Health Department,
MADRAS.

No B1-13313/45 dated 29th October 1945.

Sir,

ENCLOSURES _____

SPARE COPIES _____

*Loan - Calicut Municipal Council - 1946-47
Acquisition of land for the Achuthan
Girls' High school - Application for a
loan of Rs. 10,000/-.
Government memorandum No. 38248-2-B,
dated 24-9-1945 and reminder dated
19-10-1945.

The subject is coming up for the consideration
of the municipal council at its meeting to be
held on 30-10-1945. Its decision will be
communicated to Government with the least
practicable delay.

Commissioner.

Forwarded.

Chairman.

Pkm/29.10.45.

12 36
The receipt of the Council's resolution
may be awaited

USK
5.11.45

PM
6/11/45

EFM(S)

Please quote
date and

Received

Registered

7 NOV 1945

From (Name) Sri M.G. Punniacottu.

(Designation) Municipal Commissioner,

Post Box _____, (STATION) Calicut.

Telegraphic Address _____

To

The Secretary to Government,
Education & Public Health Department,
MADRAS.

No.C2-8166/44, dated 1st November 1945.

Sir,

*Loan - Calicut Municipal Council -
1946-47 - Acquisition of land for play-
ground for the Achuthan Girls' High
school - Application for loan for
Rs.10,000/- - Information furnished.
Government memorandum No.38248-2B,
dated 24-9-1945.

The Government memorandum cited above was
considered by the council at its meeting held
on 30-10-1945. The council agreed with me that
the site now proposed is the only one available
in the neighbourhood of the school, that there
is no possibility of getting a more suitable and
extensive land for a playground in the area,
that, if this opportunity is not availed of now,
the chance of getting that site also will be
lost and that with regard to the cost of land,
every effort will be made to get it reduced to
the minimum at the time of the passing of the
award. The council also decided to acquire
another piece of land to the east of the
Achuthan Girls' High school for the same purpose.

P.T.O.

37/74
Action will be taken on this resolution separately. I submit a copy of the relative resolution of the council and request that Government may be pleased to sanction the loan applied for.

Municipality
Commissioner.

Forwarded.

K. V. S. Iyer

Chairman.

6/11/45
Pkm/1.11.45.

Copy of extract from the proceedings of the Municipal Council, Calicut, at the meeting held on 30-10-1945.

38. Read again C. No. 61, dated 30-8-'45, resolving to apply to Government for a loan of Rs. 10,000/- for the acquisition of the land for a playground for the Achuthan Girls' High school; Government memorandum No. 38248/2B, dated 24-9-'45, communicating a copy of the remarks of the Director of Public Instruction, that the extent of the land proposed for acquisition is only 59 cents, that the acquisition of this land will not improve the playground facilities of the school to any great extent and that the estimated cost of Rs. 14,352/- for this 59 cents of land is exorbitant and suggesting that the council may arrange to acquire a larger piece of land for use as a play-ground and Commissioner's note that the site now proposed is the only one available in the neighbourhood of the school, that there is no possibility of getting a more suitable and extensive land for a playground in the area, that the site will be enough for the school being a girls' school, that if this opportunity is not availed of now the chance of getting that site also will be lost and that with regard to the cost of land, every effort will be made to get it reduced to the minimum at the time of the passing of the award. Commissioner's note approved. The council resolves that in addition another plot of land to the east of the school be acquired for the purpose of a second playground for the school.
granted
Sd, K.V.S. Iyer, Chairman

50 30 52
OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION, MADRAS.
R.C. No. 1247 G/45, dated 3-12-1945.

Sub: Application for loan and grant - construction of a block of 4 rooms - Municipal High School, Hospet.

Ref: Letter C. No. 2865/45-A-4, dated 6-11-45 from the Commissioner, Hospet Municipality.

SUBMITTED.

2. The plans and the estimate relating to the work together with a copy of the remarks dated 7-11-45 of the Consulting Architect to Government are enclosed.

53971
TRB 6/12

2. S. N. Narayana
for DIRECTOR OF PUBLIC INSTRUCTION.

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

Ass
39
E+DM(B)
Filed - The Council's apply for Grant subsidy
has been treated as a Part II scheme for 1946-7
DM
24/12/45

40 51
Copy of Consulting Architects' U.C. reply to the D.P.I., dated 7-11-45.
"Sub: Municipal High School, Hospet - Construction of a building of four rooms for additional accommodation - estimate Rs.18,000/-."
The plan and estimate for Rs.18,000/- are for the construction of a block of four rooms in rear of the existing building and connected with the existing building by means of a covered passage. They have been scrutinised and the following remarks are made.
The Commissioner ought to have submitted the plans and estimate to the concerned Superintending Engineer, and got his approval, before submitting the same to the D.P.I. and to this office.
However, the plans and estimate are generally in order but for some minor mistakes in the taking out of quantities. -
Constructional details such as the depth and width of foundations, height and sizes of class rooms, sizes of doors and windows etc., seem to be similar to those of the existing building and appear to be generally in order.
For masonry in foundations and basement it is considered that lime mortar is preferable to clay.
It is presumed that the rates adopted as per Municipal schedule of rates.
The plans and estimate for Rs.18,000/- may be approved."
srl
6/12
(True copy) -oxo- To B. V. Narayan
for Director of Public Instruction.

From
Janab Ameer Ali Tabrizi, B.A.B.L.,
Commissioner,
Hospet Municipality,
Hospet.

To,
The Secretary to Government,
Education & Public Health
Department,
Madras.
Through,
The Director of Public Instruction,
Madras.
Through,
The Chairman, Municipal Council,
Hospet.

C.No.2865/45-A.4.

Dated:- 6-11-1945.

Sir,

Sub:- Building - Municipal High School - Hospet - Construction of
four rooms - Half grant and half loan - sanction of - recon-
sideration - Requested.

Ref:- i) This office Ref: C.No.2865/45 dated 28-8-'45.
ii) Government Memorandum No.38728-5 B Edn., dated 29-10-45.

I beg to submit herewith a copy of council resolution No.303/2-11-45.

In this connection I beg to state that the council sustained a heavy
loss due to fire accident to the High School building in the year 1942.
The financial position of the Municipality is very bad on account of grant
of dearness allowance to its employees. There is already the building
loan of Rs.11418/8/0 on the High School outstanding to be paid to Government.

The Educational Authorities are insisting on provision of additional
accommodation in the High School on account of increase in strength.

Under the present circumstances the proposal would have to be dropped
if the Government is not pleased to sanction half as grant and half as
loan. As a consequence the school interests will greatly suffer.

Hence the Government may be pleased to reconsider their decision
generously and sanction half as grant and half as loan as a special case.

[Signature]
Commissioner.
7/11/45

COPY OF COUNCIL RESOLUTION NO.303
DATED: 2-11-1945.

Read :- i) This office Ref: C.No.2865/45-A.4. dated 28-8-45
requesting Government to sanction a loan of Rs.9000/- and equal sum as
grant during 1946-47 for construction of 4 rooms to the High School.

ii) Government Memo No.38728/5/B Edn., dated 29-10-1945
stating that, no grant can be given and that a loan of Rs.18000/- would
be given if required by the Council and to intimate the Council's willing-
ness for the same. 1-11-45

iii) Note dated 1-11-45 of the Commissioner.

RESOLUTION :- Owing to the grant of dearness allowance
to its servants, this council is in very
bad financial position and requests the
Government to give half grant and half
loan towards this construction.

Sd. M. V. Swamy,
Chairman, M. C.

/True copy/

[Signature]
N. Ameer Ali Tabrizi
11/11/45
7/11

[Signature]
COMMISSIONER.
7/11/45

J.F. 32 (a).

53 42
Local Administration DEPARTMENT.

In reply, please quote
number, date and
port title.*

Received

Registered

From (Name) Sri M.G. Punniacotty, 53

(Designation) Municipal Commissioner,

Post Box, (STATION) Calicut.

Telegraphic Address



3825

The Secretary to Government,
Education & Public Health Department,
MADRAS.

No. C2-8166/44, dated 18th January 1946.

Sir

ENCLOSURES

SPARE COPIES

- * Loan - Calicut Municipal Council -
1946-47 - Acquisition of land for play
ground for the Achuthan Girls High
school - Application for loan for
Rs. 10,000/- - Orders solicited.
Government memorandum No. 38248-2B,
dated 24-9-1945. 32 anti 36 anti
My letter No. C2-8166/44, dated 1-11-1945.

I invite a reference to my letter cited
above and request to be informed whether orders
have been passed in the matter. If they have,
I beg that a copy of such orders may kindly be
communicated to me.

Munniacotty
Commissioner.

Forwarded.

K. P. Sanyal
Chairman.

pkm/18.1.46.

43
Loan - Calicut Municipal Council - 1946-7
Acquisition of land for playground for the
Achanthan Girls High School.

C.No 3825/46. From the Commr Calicut City M.C. 2
2466/44 dated 18.1.46.

Memo. 38248B/45-6 D. 25.1.1946.

The Commissioner, Calicut Municipality

is informed that it is proposed to sanction in
1946-7 a subsidy of Rs 7000 and a loan of Rs
3000 to the Council for the purpose and that
the proposal has been treated as a Part II Scheme
for 1946-7. Orders will be issued only after
provision is made in the budget.

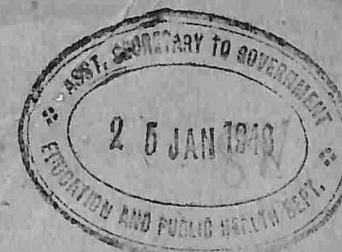
24.1.46

28/1/46

To
The Commissioner
Calicut City
M.C. through the C.O.

From
Janab Ameer Ali Tabrizi, B.A.B.I
Commissioner,
Hospet Municipality,
Hospet.

44 5H
To
The Secretary to
Government,
Education & Public
Health Department,
Madras.



Through,
The Director of Public
Instruction,
Madras.

Through,
The Chairman, M.C.,
Hospet.

4309

SIR,

C.No. 2865/45-A.4. Dated:- 5-1-1946.

Sub:- Building - Municipal High School, Hospet -
construction of four rooms - Half grant and
Half loan - Sanction of - reconsideration -
requested.

Ref:- This office Ref: C.No. 2865/45-A.4 + 6-11-1945.

I beg to invite the kind attention of the Government
to this office reference quoted above and request the
favour of early orders in the matter.

Formal
1/1/46

C.P. 7/1.

7/1/46
COMMISSIONER
7/1/46

RCM 1247 $\frac{9}{45}$ 23

Submitted in Continuation of
this office letter RCM 1247 $\frac{9}{45}$ 23.11.45
Parent

For Director of Public Instr.
S.M.

To The Secy to Govt
Edu. D.P. H. Dept.

Building- Municipal High School, Hospet- Construction of four
rooms - Request for Half Grant and Half Loan -
C. No 4309 B/46. From the Commr Hospet municipality C. No 2865/45-A4 S. 5.1.1946.

Memo No 38728 B/45-6 dated 1-2-1946.

The Commissioner Hospet municipality
is informed that it is proposed to sanction in 1946-47 a
subsidy of Rs 9000 and a loan of Rs 9000 to the Council for
the purpose and that the proposal has been treated as a
Part II - Scheme for 1946-47. Orders will be issued in due course
after provision is made in the budget. The plans and estimates
together with a copy of the remarks of the Consulting
Architect dated 2-11-45 are herewith returned.

To
The Commissioner
Hospet
through the
Chairman
D.P.D.

SS
30.1.1946
USK
30.7.46

SSM
3/11/46

with Encl
by R.P.
1-2-46

Handwritten notes on lined paper, including dates like 29.4.1946 and 27/4/46, and references to 'The Commission Hospet Municipality'.

56
47
E.& P.H.(B.1).
Sub:- Subsidy - Local bodies - Secondary schools -
Buildings - Subsidy and loan - Budget provision -
1946-47 - Orders passed.
Read:-
From the Commr., Hospet Mty., C.No. 2865/45-A-4
D.P.I., R.C.No. 1247-G/45 dated 28-8-45.
Virudhunagar Mty., Roc.B.1.6555/45
4 dated 30-8-45.
D.P.I., R.C.No. 1329-G/45 dated 17-9-45.
Commr., Virudhunagar Mty., Roc.No.B.1.
6555-45-9 dated 10-10-1945.
D.P.I., R.C.No. 1749-G/45 dated 8-11-45.
Commr., Calicut Mty., B1 No. 13313/45 dated
27-8-45.
D.P.I., R.C.No. 1745-G/44 dated 18-9-1945.
Commr., Calicut Mty., No. C2-8166/44 dated
1-11-45.
D.P.I., R.C.No. 1247 G/45 dated 3-12-1945.
Commr., Hospet Mty., C.No. 2865/45-A-4
dated 6-11-45.

Order 893 - Edn. d/ 29.4.1946
Ms.

The Govt. sanction subsidies not exceeding one half of the actual cost of the undermentioned works subject to the maximum limits specified against them:-

Name of local body	Scheme	Maximum subsidy sanctioned. Rs.
1. Municipal Council, Hospet.	Municipal High School, Hospet - Construction of four rooms	9,000
2. Municipal Council, Calicut	Achuthan Municipal Girls' High School, Calicut - Acquisition of land for playground.	7,000

vide precedent in
1/20.10.17/1 Edn. d. 21/5/42
(N)/11-12.

The subsidies will be disbursed on the post-execution system.
concerned
2. The local bodies/are informed that in the execution of the works the suggestions of the Consulting Architect to Govt. should be adopted in all cases.
The payment of subsidies for the works will be further subject to the conditions (1) that iron and steel for-
used should not exceed the minimum required for the
which licence will be required are not used, and (2)
that teak is not used in the construction.
3. The Commissioners of the following Municipalities are informed that provision has been made in the

Annual Estimate of Expenditure for 1946-47 for the grant *plans for works*
~~the following amounts of~~
~~of loans specified against each Municipality towards the~~ *As shown below:*
~~of the amount of loans specified for~~
~~costs of the works specified against them~~
 towards the cost of the undermentioned works. *specified against them*

Name of Municipal Council.	Scheme	Amount of loan Rs.
Municipal Council, Hospet	Municipal High School Hospet - Construction of four rooms	9,000
Achuthan Municipal Council, Calicut	Achuthan Municipal Girls High School Calicut - Acquisition of land for playground	3,000
Municipal Council, Virudhunagar	S.S. Subbiah Nadar Municipal Secondary School, Virudhunagar	34,700

4 to Municipal Councils
 The Commissioners concerned are requested to submit
 applications for the loans in the form prescribed in the
 Madras Local Authorities Loans Rules, with the necessary
 financial statements sufficiently early so as to allow
 time for all preliminaries to be observed before the loans
 are disbursed.

27/3/46
 WSK
 27.3.46

30-3-46

W. J. J.

To the D.P.I.
 " Commr., Hospet
 Mty., thro' C.M.C.
 " Calicut Mty.,
 thro' the C.M.C.
 " Virudhunagar
 Mty., thro C.M.C.
 " A.G. thro' Fin.

SECTIONAL NOTES.

Sectional notes

58

E.P.H.(S)

Subsidy - Buildings - Hospet Municipal Council -
Construction of four rooms in the Municipal High
School - Appl. for grant loan in 1946-47

1306
1406
1806

From the Commr. Hospet Mty no 2865/45 - A-4 228-8-45

Encl of the DPJ ac no 1247-6/45 dated 26-9-45

7111

p30F

As the accommodation in the Municipal High
School, Hospet, is inadequate, the Council ~~proposes~~
to construct four rooms at an estimated cost of
Rs 18,000. The work is to be financed on a half grant
and half loan basis. The DPJ recommends the
appl. for grant loan for the work in 1946-47

2 Under the restrictions imposed in G.O. no
(E) 1915 Edn dated 9.12.41, no subsidy can be paid
towards the cost of construction of the building

unless a special case is made out that the subsidy is essential. The remarks of L.A. may be invited up on the financial position of the municipal Council. If the Council is not in a position to meet the entire expenditure by raising a loan, a half grant maybe made, provided it can find the annuity on the loan required to meet the other half of the cost.

USN
2.10.45

PM
4/10/45 L.A.



L.A. Sept. 20.45

2
4/10

Please see the note of E.S.P. # on pp 1-2 above.

The annuity for a loan of Rs 9,000 ~~at Rs 633/-~~ repayable in 20 years with interest at 5% per annum works out to Rs 633/-

E.S.P. H.W.O. No.
38728-28.
4-10-45.

07036108
9000
6324972000

On the basis of B.E. of Harpet M.C. for 1945-46 as revised by govt and after taking into account the extra cost of Dearness and war allowance the annual

65324
17270
2449340
26610
E/p 728
E/p 108

not known

Ordinary receipts fall short of the annual ordinary expenditure under the general account by Rs 26610. This is chiefly due to the payment of ~~at~~ ^{to} the allowances which cost the Council Rs 32740. As the Council will be getting some extra income from estate duty tax and Stamp duty on transfer of property, the recurring deficit will be reduced to some extent. As arrears of compensation of Rs 13000 will be paid to the Council for three more years from 1946-47, but as the need for payment of S.A. and loan allowances may not continue for more than three or four years it may ~~not~~ ^{be} difficult for this Council to meet an annuity of Rs 633 per annum. It however cannot finance a loan of Rs 18000.

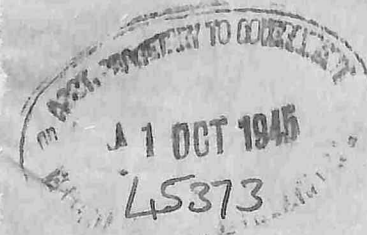
With these remarks the file may be returned to E.S.P. Sept 20.

PM
8/10/45

PM
10/10/45

E.S.P.H.

10/10/45
L.A. 25171-1A
10/10/45.



11-10-45.

E.S.P.H. (6)

Please see the remarks of L.A. above. In the circumstances stated, provision for a subsidy of Rs 9000, and for a loan of Rs 9000 may be made for the work in the estimates for 1946-47.

The remarks of Finance maybe

to take a loan of Rs 18,000 for the purpose in 1946-47

A draft memo is submitted below for approval

W.S.K.
27.10.45

W.S.K.
27/10/45 S

[Memo no 38728-5 B Edu dated 29-10-45]

17-18cf

no 53308 - From the Commissioner, Hoopet Municipality no 2865/45-A-4 8, 6-11-45

19cf

Please see the Commissioner's letter on page 19 of. The Council is not willing to take a loan of Rs 18,000 towards the entire cost of construction of four more rooms in the Municipal High School, Hoopet. In view of the bad financial position, the Council requests that a half grant and a half loan may be sanctioned towards the cost of the work.

3. Attention is solicited to the remarks of L.A. on p 3 ante, wherein they have stated that the Council cannot finance a loan of Rs 18,000. In the circumstances, this Dept may press for the grant of a subsidy of Rs 9,000 and a loan of Rs 9,000 for the work.

3 The file may be circulated to A2 and A1

W.S.K.
24.11.45

W.S.K.
26/11/45 S

W.S.K.
26/11/45

A maybe posted. A2. A1.
approved. 26/11/45

W.S.K.
28/11/45



Please take a copy of the memo from the 4 ante for the subsidy file

W.S.K.
29/11/45

1946-47 - Vinnothunagar Municipal Council - construction of a building for the municipal secondary school.

38776/45. From the Commissioner, Vinnothunagar Mty. no 24125/45

45-4 dated 30.8.45

From the S.P.D. no 1329-2/45 dated 17.9.45

The S.P.D. recommends the application of the Vinnothunagar Municipal Council for a loan of Rs 34,700 for the construction of a building for the S.S. Subbiah Nadar Municipal Secondary School. The rented building in which the school is now located has been considered unsuitable for school purposes & inspecting officers have pointed out the necessity for the construction of a building for the school. The total estimated cost of the work as per revised estimate is Rs 54,700. The Council has received a donation of Rs 20,000 for the purpose and it has resolved to raise a loan towards the balance of cost. The site for the school had already been selected and it is at the disposal of the Council. The revised estimate is being approved by the S.P.D. In the circumstances, the application may be considered as a Part II scheme for 1946-47 if the Council can find the annuity of the loan from its ordinary receipts. The remarks of L.A. may be invited.

37036 x 34700
347
49252
28144
21088
24125

W.S.K.
22.9.45

W.S.K.
24/9/45 LA

L.A. Dept
C.R.

S.P.D. H. No. 38776-2 B. 24-9-45



W.S.K.
5.9.45

The Commissioner has not specified the number of years for which the loan of Rs 34,700 is to be repaid. It is repayable in 20 annual instalments with 32 Percent per annum (provisional) The annuity on the loan works out to Rs 2441

[Memo no 38776-4B Edn of 19.10.45]

10

63

11

64

EXHIBIT

Schools - Secondary - Municipal Council, Vindhunagar
S.S. Subbiah Nadar's Municipal Secondary School -

Opening of Form IV

From the CMC, Vindhunagar dated 22.10.45
CNO 48289/45.

From the DPS Memo 1799 A/45 dated 8.11.45
11.23.24 of

As 2.

In his letter on pp 7-8 of, the DPS has explained why the Municipal Council, Vindhunagar, was not permitted to open Form IV in the municipal Secondary School in the current year.

p 13 ante

38226/45

2. The Council has applied for a loan of Rs 34,700 in 1946-47 for the construction of a new building for the Secondary school and it is proposed to consider

12/2.
it as a Part II scheme for 1946-47. The Commissioner

of the municipality has been informed accordingly. ~~It is~~

~~may commence the work over the amount of Rs 20,000~~

~~the donation of Rs 20,000 given by S.S. Subbiah Nair~~

~~towards the cost of the work.~~ It is proposed to apply

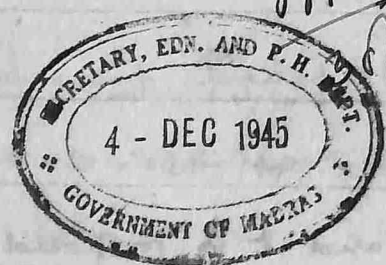
again for permission for the opening of the work in

January 1946 and the D.P.D. has promised to consider the

application on receipt. No further action seems called for.

The file may be circulated to A2 for perusal of the

Director's report on 7.8.45 with reference to the minutes on page



13/64 64
Loan - Calicut Municipal Council - 1946-47 -

Acquisition of land for playground for the
Achuthan Girls High School, Calicut.

11/27/26 cf
CMO 28248 - From the Commissioner, Calicut Municipality

B.I. no 13313/45 dated 27.8.45

11/30 cf
From the D.P.D. Memo 1745. A/44 dated 18.9.45

11/30 cf
From the Commissioner Calicut Municipality no
B.I. 13313/45 dated 29.10.45

Memo.

The Commissioner Calicut Municipality

is informed that the Council's application for a

loan of Rs 10,000 in 1946-47 towards the cost

of acquisition of land for the Achuthan

Girls' High School cannot be considered as

the

14

As the financial position of the Council is unsatisfactory and it should not undertake any new commitments.

USK
8.11.45

RM
9/11/45

To

The Commissioner
Calicut Mty through
the chairman
DPJ.

note

Please see the remarks of the DPJ on the Council's proposal for the acquisition of land for a play ground for the Achuthan Guro's High School on pp 36-37 of the Commissioner's letter thereon on pp 36-37 of. It is reported that there is no possibility of getting a more suitable and extensive land for playground in the area and that the chance of even getting the site proposed for acquisition will be lost if it is not acquired now. The Council has also decided to acquire another piece of land to the east of the Guro's school

15 65 up

for the same purpose and it will have to raise a loan for that purpose also. Attention is solicited to the note of L.A. Dept on the financial position of the Council on pp 2-3 of Memo no 42625-43 Dm 29.10.45. As the financial position is reported to be unsatisfactory the Council cannot finance the loan required for the acquisition of the land.

The draft memo may be sent to DA for perusal & remarks of same before issue.

USK
8.11.45

RM
9/11/45

W/MS. L.A.

A
12/11/45
F.A.H. 38248-40/45 E.L.
16-11-45

USV
12-11-45



29216

On the basis of the B.E. of the Calicut M.L. Bd. for 1945-46 as advised by the Govt. and after taking into account the

L.A. Sept
(10)

the extra cost involved in the payment of enhanced dearness and war allowances, the ^{annual} receipts fall short of the ~~city~~ annual outgo. Expend. under the Gl. Act. by Rs 108,940. There is a proposal separately under consideration to sanction of loan of Rs 32,000 to this Gl. for in the current year for acquisition of land for widening a road. If the annuity (Rs 2252) on this loan is taken into account the deficit in revenue will increase to Rs 111,192. The Commr. of the Mpty. has recently reported that the Gl. will get an additional income of Rs 109,000 a year from the entertainments tax, stamp duty and from other sources of revenue (both under taxes & non-tax items). If the Commr.'s expectation is realized the deficit in revenue will be reduced to Rs 2,192. The ~~Gl.~~ Gl. will have to rebench its expre. ~~if~~ unless it gets an increased income. In these circumstances it does not seem desirable for the Gl. to postpone ~~to~~ to increase the commitments of the Gl. until its financial position becomes actually satisfactory.

- 108940
- 2252
- 111192
109000
- 2192

Excluding
an. m.
full cost
of...

20
17.11.45

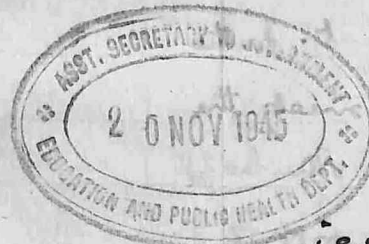
The draft memo. on pp 1 & 2 ante may therefore be accepted and the file returned to E & B-10.

D/p. 19.11.45

16.11.45

17.11.45

19/11/45
17.11.45



22/11

52706.

issued

18/11/45
20.11.45

The draft memo on pp 1-2 ante may be

21/11/45

is not a half-fact admissible in such cases.

17.11.45



with reference to A's minute on page 5 ante, it is submitted that a subsidy equal to one-half of the cost of acquisition of the land is admissible in such cases, and that the restrictions imposed in G.O. no 1915 Sd. 29.12.41 (E) do not apply to the provision of playgrounds.

2. The Calicut Municipal Council has not applied for a subsidy. - If a subsidy is sanctioned, the monetary limit of Rs 1000 per acre fixed for land in municipal areas, will have to be exceeded and as a special case a subsidy equal to one-half of the actual cost of acquisition or the valuation of the land by the Revenue Deptt whichever is less will have to be paid ~~thereon~~. The value of the land as reported by the Collector is Rs 14,352. Allowing for some reduction of the cost at the

time of passing of the award, a subsidy of Rs 7,000 will have to be sanctioned. As regards the Council's share, it has already collected donations to the extent of Rs 4,661 and it will be sufficient to borrow Rs 3,000. The annuity on a loan of this amount repayable in 20 instalments at $3\frac{1}{2}$ % interest will be Rs 211 and this small amount will not seriously affect the Council's finances. In the circumstances stated in the Commissioner's letter on page 13-14 cf., it is for consideration whether a subsidy of Rs 7,000 + a loan of Rs 3,000 may be sanctioned for the purpose in 1946-47. ~~however, invited to~~
L.A. + Finance may perhaps see prior to circulation.



8/ 20

L.A. Sept
(C)

Previous note of this Sept on pp 3-5 ante

Please see the note of the E minute of D₂ on p 5 ante and the note of the E & P.H. Sept on pp. 6-7 ante. Though the financial position of the Calicut M.C. is not satisfactory it may not be difficult for the C. to find the small amount of Rs 211 required for financing the proposed loan by retrenching expenditure under less essential items. The proposal of the E & P.H. Sept. at 'M' on p 7 ante may be agreed to in this Sept. and the file passed on to Fin.

558781034

31 NOV 1945

Jm
20/11/45
Fin

Dd 30-11-45
L.A.U.O. 31226-1C
30.11.45

68 21 69

Finance (B.E.II)

The E & P.H. Department propose to sanction in 1946-7 a subsidy to the of Rs. 7,000 and a loan of Rs.3,000 to the Calicut Municipal Council towards the acquisition of land for use as playground for the Achuthan Girls High School, Calicut. The L.A. Department have noted that though the financial position of the Municipal Council is not satisfactory, it may be difficult for the Council to meet the small annuity of Rs. 211 on a loan of Rs.3,000 per year from its funds.

The Commissioner has stated that the necessary notice has been published in the Fort St. George Gazette dated 21-8-45 and that a sum of Rs.4,661 has been received as donations from the public. It would seem desirable to disburse the loan and grant in the current year itself, if the Municipal Council so desires.

If however E & P.H. consider that funds should be provided in the B.E.1946-7, the proposal should be treated as a Part II

and the subsequent notes thereon

5.12.45

5/12/45

5/12/45

A1.

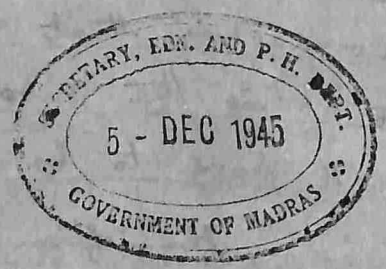
Recd:
12/11/45
12/11/45
12/11/45
12/11/45
12/11/45

has to forward.

Dec 12/45

NP 5/12/45

5/12



70

NOTES

B.E. 1946-7 Subsidies to local bodies for secondary school buildings.

According to the procedure prescribed for the preparation of the budget estimate relating to subsidies to local bodies for secondary school buildings provision should be made in Part I of the budget for schemes in respect of which a portion of the subsidy due has been paid before the end of the year preceding the budget year and provision for other schemes in Part II.

2. Part I 1946-7 The D.P.I reports that the total outstanding liability on 1-4-46 in respect of schemes for the construction of buildings for board and municipal secondary schools for which a portion of the grant has already been disbursed or will be disbursed before the close of the current year will be Rs 45136 and recommends that a provision of Rs 20,000 may be made for those part-paid schemes. The Directors recommendation may be accepted.

3. Part II 1946-47 The two schemes for which the Director has recommended the grant of subsidy equal to one-half of the estimated cost are (1) construction of a building for the middle school department of the municipal Achyutan girl's high school Chalapuram, (Calicut) and (2) construction of a block of four rooms for the municipal high school, Hospet. In the case of the former, L.A. have remarked that the financial position of the Calicut Municipal Council is unsatisfactory and the council cannot increase its commitments and Finance have therefore suggested that the scheme should be deferred till the financial position improves. In the circumstances no provision need be made for the scheme. In regard to the latter, the Finance Dept have pointed out that the municipal council should finance the scheme.

by a loan and it is proposed to ask the council whether it is willing to take a loan of Rs 18,000 for the purpose in 1946-7. No provision need therefore be made for subsidy for this scheme also.

Finance may see for remarks if any.

WSE
27.10.45

JSM
29/10/45 S

W
29/10/45 S

Fin. (B.S. II)

The proposals of B.S. II. at A, B & C on p 1-2 above may be agreed to in Finance.

C.S.
31.10.45

KRV
31.10.45

E-14. H. 2. O. No.
44015-18. B.S.
29.10.45

24/11/45

This may be over till final orders are passed on the appln. of the Hoofet Mel. of referred to at A above.

WSE
6.11.45

JSM
7/11/45



Orders have since been passed on the appln. of the Hoofet Mel. of referred to above. Vide Sectional notes placed below.

2 On the application of the Calicut Mel. for a loan of Rs 10000 for the acquisition of a site for the Achyutan Girls High School. It has raised a query whether a subsidy equal to one-half of the cost of acquisition cannot be made. It has been answered and the file has been sent to H.A. Finance for remarks prior to City. If it is decided to give a subsidy, the item will have to be included in the Part II Scheme note.

This may therefore be over till a decision is reached in that file.

WSE
30/11/45

JSM
3/12/45

3/12/45

It has been decided that the proposal to grant a subsidy of Rs 7,000 and a loan of Rs 3000 to the Calicut Municipal Council in 1946-7 towards the cost of acquisition of land for a playground for the Achyutan Girls High School, should go forward as a Part II scheme for 1946-47. Vide orders in cover on p 24 of the sectional notes below.

A consolidated Part II scheme note is submitted below for approval. It may be sent to Finance for acceptance.

WSE
6.12.45

JSM
6/12/45 S

W
6/12/45 S

Permiss. Fin. on p. 2 above

The draft Part II Scheme below may be accepted.

in Finance.

KRV
6.12.45

C.S.
6.12.45

44015-23

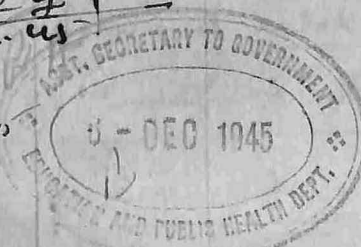
6/12/45



Fin. Rs 400. Part II-1

Time B.S. I

6.12.45



8/12

Maybe circulated to A2 + A1. (The proposal to grant a loan of Rs 34,700 to the Vindhanagar Municipal Council has not yet been approved in City.)



Part II note to be...

WSE

JSM
3/12/45 S

W
3/12/45 S

WSE

WSE

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EDUCATION AND PUBLIC HEALTH (B) DEPARTMENT.
PART II SCHEME FOR 1946-7.

[SUBJECT.—Subsidies and loans to local bodies for secondary school buildings.]

Head of account.	Item of expenditure.	Non-recurring.	
		Ultimate cost. (3)	Cost in 1946-7. (4)
(1)	(2)	Rs.	Rs.
7. h. Education—Secondary—Grants to local bodies for secondary education—A. Ordinary areas—h. A. 2. Buildings—Authorized.	Subsidies to municipal councils for the construction of school buildings and for provision of playground.	16,000	16,000
	Total ..	16,000	16,000
Loans and advances bearing interest—			
C. loans to municipalities—			
B. Loans for water-supply and drainage schemes and other public health purposes.		46,700	46,700

Prior to 1941, subsidies not exceeding one-half of the cost were given to local bodies towards the cost of the acquisition of sites and construction of buildings for secondary schools. In 1941, with a view to conserve all available funds for elementary education, the Government decided that no building grant should be given in future to any secondary school for boys unless a special case is made out that a grant is essential to the institution. The restriction does not apply to the grant of subsidies for the construction of buildings for secondary school for girls or for the provision of playgrounds for all schools.

2. According to the procedure prescribed for the preparation of the budget estimates under this head, provision is made in Part I for schemes in respect of which a portion of the subsidy due has been paid, or is likely to be paid before the end of the year preceding the budget year and for other schemes in Part II. The total outstanding liability in respect of part-paid schemes on 1st April 1946 will be Rs. 45,136. Against this, a provision of Rs. 20,000 has been made in Part I of the budget.

3. The following are the new schemes for which subsidies and loans are required in 1946-7 :-

	Total estimated cost. Rs.	Amount of subsidy to be paid. Rs.	Amount of loan required. Rs.
(1) Municipal High School, Hospet—Construction of 4 rooms.	18,000	9,000	9,000
(2) Achuthan Municipal Girls' High School, Calicut—Acquisition of land for playground.	14,352	7,000	
(3) S. S. Subbiah Nadar Municipal Secondary School, Virudunagar.	54,700	..	3,000 (balance to be met from donations).
Total ..	..	16,000	34,700 (balance to be met from donations).
			46,700

The first is an institution for boys but as the Municipal Council, Hospet, is not in a position to meet the entire cost of the scheme from its own funds, it is proposed to give, as a special case, a subsidy equal to one-half of the actual cost. As regards the second scheme, it is proposed to exceed the monetary limit laid down for payment of subsidy towards acquisition of land for playground and grant a subsidy of Rs. 7,000 as a special case as there is no possibility of getting a more suitable and less expensive site in the locality and as the financial position of the council will not permit the financing of the scheme without the subsidy. It is also proposed to grant a loan of Rs. 3,000 towards the other half of the cost, the balance being met from donations already collected.

A new building for the Municipal High School, Virudunagar, is considered essential for the development of the school and the council has received a donation of Rs. 20,000 for the purpose. The loan is required to meet the balance of cost.

This department recommends that a subsidy of Rs. 16,000 and a loan of Rs. 46,700 may be provided in the next year's budget estimate.

M. V. SUBRAMANIAN—6-12-45.

Necessary provision for a subsidy of Rs. 16,000 and a loan of Rs. 46,700 has been made in the B.E. for 1946-47.

Cond A. draft order is subd. for approval.

P.W.D. may see with reference to portion marked 'A' in the draft. They may be requested to say whether in view of the fact that the war is over and the position in regard to building materials is likely to improve in the course of the next year it is necessary still to impose the restriction referred to at A in the draft.

27.3.46

Cl. No. 44015 B.1/45-3 Edu.



Please see the S+PH note above. The file has been sent to this department with reference to portion marked A in para 2 of the draft order at A Condition 1 in para 2 of the draft. The Regional

PP-4-5 of C.E. LF. Dy. Iron & Steel Controller has been addressed to state whether the prohibition and restriction on the use of steel imposed by the Govt. of India still exists or not. His final reply is awaited.

It may, however, be mentioned that with effect from 1-4-46, the licensing system has been abolished in view of the improved position in the supply of steel. In the circumstances it is suggested that condition (1) in para 2 of the draft order may be modified as follows:-

"(1) that iron & steel to be used should not exceed the minimum required for the purpose Condition 2 in para 2 of the draft The C.E.F.

has stated that economy of task is still necessary. In the circumstances condition (2) may stand.

With these remarks the file may be passed on to Finance.

P.W.D. U.O. No. 67-B/46-1
12-4-46

on to Finance.

12-4-46

12-4-46

10/10/10

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