Close

Scott. II-27—53,004—27-10-47.

Edn & P.H. (1948) Department.

Education SERIES.

~~G.O.~~ Lr. NO. 3286 Edn

Dated 22-12-48

[Despatch Abstract.]

Education – Montessori Training Centre, Adyar, – Recognition – Grant etc –

Back Papers.

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

Further Papers.

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

E.& P.H.(G.3)

Lr.Ref.No.84048 G3/47-1 Edn., dated 8/12/47

KK 02/9 ae 10/12

To

The Secretary to the Govt.of India,
Ministry of Education,
New Delhi (with enclosure - p.p. 1-19 c.f. in original).

enc Delhi 12/12 Desp 9/12

Sir,

Sub:- ~~Recognition~~ Education - Montessori diplomas - Issued by the Arundale Montessori Training Centre, Adyar - Recognition.

I am directed to forward an application from ~~one of~~ the President, Besant Centenary Trust and one of the Directors of the Montessori Training Centre, Adyar, Madras, together with the remarks of the Vice-Chancellor, University of Madras, and the D.P.I., and to state that this Govt. generally ~~concur in~~ agree with the views ~~expressed by~~ of the D.P.I. ~~expressed in his letter~~

pp 1-19 cf

M.O.S.,

26/11/47

27.11.47

2.12.47

S

3/

E. 4PH (613)

65
27/2

Lr. Ref No. 84048 Q3/47-2 Edn dt - 27.2.48

3

To

Desp
1.7.48

✓ The Secy to the Govt. of India,
Ministry of Education,
New Delhi.

Sir,

Sub:- Education - Montessori diplomas - Issued by the Arundale Montessori Training Centre, Adyar, - Recognition.

I am to invite a reference to my letter Ref No. 84048 Q3/47-1 Edn dt - 8-12-47 on the above subject and

P.1.g.

to

~~2~~ 4

to enquire when the orders of the G of India in the matter may be expected.

JOS,

26/2/48

26.2.48

26.2.48

5

4

No. D.4596/47-E.II
Government of India.
Ministry of Education.

New Delhi 3, the 5th March 1948.

From
The Secretary to the Government of India.

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

ASST. SECRETARY TO GOVERNMENT
9 - MAR 1948
EDUCATION AND PUBLIC HEALTH DEPT.

Subject:- Education- Montessori diplomas- Issued by the Arundale Montessori Training Centre- Adyar- Recognition-

Sir,

p. ante

I am directed to refer to your letter No.84048 G.3/47-1, dated 8.12.1947, on the subject noted above and to state that the copy of the application referred to therein has not been received in this Ministry. I am accordingly to request that the same may kindly be furnished to this Ministry at an early date.

17882

I have the honour to be,
Sir,
Your most obedient servant,

For Secretary.

DHA/4.3.

7

5

E.& P.H.(G.3)

Letter/Ref.No. 84048 G3/47-3 Edn., dated 13/3/48.

To

(1) The President, Besant Centenary Trust and one of the Directors of the Montessori Training Centre,
Adyar, Madras.
(2) The Registrar Madras University

Desp
13.3.48

Sir,

Sub:- Education - Montessori diplomas - Issued by the Arundale Montessori Training Centre, Adyar - Recognition.

P1 sy

Ref:- ~~Your~~ letter dated 24-8-47 for the President B.C.T. to the Govt.of India.

I am to state that ~~your~~ his letter quoted above together with the remarks of the Vice-Chancellor, University of Madras,

—do—

contained in his letter dated 3-9-47 and ~~xxx~~ of the D.P.I.

—do—

in his No.R.C.No.~~No.~~2481/E/47 dated 20-10-47 was forwarded in original to the Secretary to the Govt. of India, Ministry of Education, New Delhi, ~~along~~ with ~~xxxxxxxxxx~~ this office letter Ref. No.84048-G3/47-1 Education dated 8-12-1948, but that ~~the~~ Govt.~~of India~~ now report that the enclosures referred to above have not been received by them. I am therefore to request you to ~~kindly send~~ forward a copy of ~~xxxx~~ your the [illegible] letter ~~cited~~ mentioned above at an early date, for transmission to the Govt.of India.

Y.O.S.,

12.3.48

11/3/48

12.3.48

Endt.No. 84048 G3/47-4 Edn., dated 13/3/48.

Copy to

~~1. The Registrar, University of Madras, He is requested to furnish this office with a copy of the Vice-Chancellor's letter quoted above.~~

Desp
13.3.48

2. The D.P.I., Madras, who is requested to forward to this office, a copy of his reference quoted above.

11/3/48

12.3.48

12.3.48

8

9 0

43

6

Rukmini Devi Arundale

Adyar • Madras

17.3.1948

To the Secretary to the Government of Madras
Education and Public Health Department
Madras

20 APR 1

Sir,

Sub: Education - Montessori diplomas - Issued by the Arundale Montessori Training Centre, Adyar - Recognition.

21313

Ref: Your letter Ref. No. 84048 G3/47-3, EDN. of 13.3.1948

P7 ampl

(M)

As requested by you in the above letter I am sending you herewith a copy of my letter dated 24th August 1947, addressed to the Secretary to the Central Government of India, Department of Education, New Delhi, through the Government of Madras, the Director of Public Instruction and the Vice Chancellor of the University of Madras.

I am afraid I cannot enclose a copy of the remarks made by the Vice Chancellor and the Director of Public Instruction as they were sent directly to you. I therefore hope you will obtain copies of them from their respective offices and forward the papers to the Central Government with your strong recommendations.

Already addressed – Reminded –

Thanking you,

Yours sincerely,

Rukmini Devi

Director Montessori Training Centre
President Besant Centenary Trust

Encl.

10

UNIVERSITY OF MADRAS. 11

MP

17

From

THE REGISTRAR,
UNIVERSITY OF MADRAS.

To

The Secretary to Government,
Education and Public Health
Department, Fort. St. George,
MADRAS.

ASST. SECRETARY TO GOVERNMENT
EDUCATION AND PUBLIC HEALTH DEPT.
24 MAR 1948
22412

CHEPAUK, TRIPLICANE P.O., MADRAS.

No. V.502.

Dated, 22nd March '48.

Sir,

17 [illegible]

With reference to your letter No. 84048 G 3/47-3 EDN dated 13-5-'48, I have the honour to enclose herewith a copy of Vice-Chancellor's letter dated 3-9-'47 forwarding to the Secretary to the Govt. of India, Department of Education through the Local Government an application from the Arundale Montessori Training Centre, Adyar, Madras for the approval of its two diplomas.

P 14 of (M)

Ag.REGISTRAR

12

13 93 8

C.F. 32.

EDUCATION Department

From (Name) SRI D.S. REDDI, M.A., (Oxon).,
Designation DIRECTOR OF PUBLIC INSTRUCTION,
Station MADRAS.

Received .... Registered ....

To

The SECRETARY TO GOVERNMENT,
EDUCATION AND PUBLIC HEALTH
DEPARTMENT, MADRAS.

Enclosures :

R.C.No. 97-L.4/48 dated 22nd March 1948.

Sir,

SUB: EDUCATION - Montessori Diplomas - Issued by the Arundale Montessori Training Centre Adyar.

ASST. SECRETARY TO GOVERNMENT
25 MAR 1948
EDUCATION AND PUBLIC HEALTH DEPT.

REF: Government Endorsement 84048 G.3/47-4 Edn. dated 13th March 1948 on a copy of Government's letter REF.No.84048 G.3/47-3 Edn., dated 13th March 1948 addressed to the President, Besant Centenary Trust Etc.

22710

A on pp 13-14 infra

I am submitting herewith a copy of my letter R.C.No.2481 E.47 dated 20--10--1947 addressed to Government.

24.3.48

for DIRECTOR OF PUBLIC INSTRUCTION.

Ram.24/3/48. Sd/ 24/3

Copy of Director's letter R.O.C.No.2481 E/47 dated 20-10-1947 to the Secretary to Government, Education and Public Health Department.

Sub: Recognition - Montessori Diplomas issued by the Arundale Montessori Training Centre, Adyar.

In submitting the letter from the Arundale Montessori Training Centre, Adyar, addressed to the Secretary to Government of India, Department of Education, New Delhi, and the Endt. of the Vice-Chancellor of the University of Madras, I have the honour to state as follows:

A

2. The training given is a specialised course in only one of the methods of imparting instruction in pre-primary and Primary schools on the same part as the Nursery and Kindergarten courses. All these 3 courses have been recognised by the Madras Government and certificates are to be given at the end of the successful course in any of these, the certificates being secondary Montessori (or Nursery ~~of~~ or Kindergarten) teachers' training certificate. Financial assistance will consequently be given to this centre just in the same way as it is being given to the other two courses, as per the Grant-in-Aid Code. I am not at all in favour of recommending any other special indugences to this course only which is not granted to the other two courses, viz., Kindergarten and Nursery Training, as in my opinion they are all equal importance.

3. The request of the Correspondent, is not clear, If Correspondent is anxious to get the "Arundale Montessori T ing centre recognised as an All India Special College, so University must be approached first for affiliation. It i primarily a question for the Universities to settle wheth the training given at this centre, can be regarded as equiv lent to the degree or diploma course in teaching and educat

as imparted...

14

= 2 =

as imparted in other affiliated training Colleges. From the Endorsement of the Vice-Chancellor of the Madras University it would appear that this University is not keen to afford affiliation to this training centre. I may also state that the Montessorri method is given adequate prominence in the Primary Education of the B.T.course of this University and other Universities as well.

A

Sd. R.S. Swarnambal,
for Director of Public Instruction.

==========

/True copy/

R.S. Swarnambal
24 3 48
for DIRECTOR OF PUBLIC INSTRUCTION.

Ram.24/3/48.

SGl
24/3

15

9

E.& P.H.(G.3)

Letter/Ref.No. 8404893/48-6Edn., dated 31/3/48

3
1/4

To
~~The~~ Secretary to the Government of India,
Ministry of Education,
New Delhi (with enclosure - p.p. 1-14 of (M) and copy of the letter at A on p.p.13-14 c.f.)

Despd with encl
6.4.48

Sir,

Sub:- Education - Montessori diplomas - Issued by the Arundale Montessori Training Centre - Adyar - Recognition.

Ref:- Your letterNo.D.4596/47-E.II dated 5-3-48.

P5 cf

Pp1-14 of (M) + 13 cf

I am directed to ~~[illegible]~~ enclose copies of the application from the President, Besant Centenary Trust and one of the Directors of the Montessori Training Centre, Adyar, Madras, together with the remarks thereon of the Vice-Chancellor, University of Madras, and the ~~[illegible]~~ D.P.I., as desired in your letter cited above.

Y.O.S.,

VSI
30/3/48

30.3.48

31.3.48

[illegible]/Ref.No. [illegible] dt. [illegible]

To

The [illegible] to the Government of India,

[illegible]

[illegible] (through proper channel [illegible] D.P.I. [illegible]) the letter [illegible] D.P.I. [illegible]

Sub:- Education – Montessori diplomas – issued by the Arundale Montessori Training Centre – Adyar – Recognition.

Ref:- Your letter No. [illegible]

[illegible] application [illegible] the application from the President, Besant [illegible] the trustees of the [illegible] Training Centre, Adyar, [illegible] with the remarks of the Vice Chancellor, [illegible] of Madras, and the [illegible] xxxxxxxxxxxxxxxxxxxxxxxx [illegible] desired in your letter cited above.

E. 48 H (G3)

Letter | Ref No. 84048 Q3/47-7 Edn dt. 29.4.48

To
The Secretary to the Govt. of India,
Ministry of Education,
New Delhi.

10

73
29/4

SDS
30/4/48

Sir,

Sub:- Education – Montessori diplomas – Issued by the Arundale Montessori Training Centre – Adyar – Recognition.

Ref:- Correspondence resting with my letter Ref No. 84048 Q3/48-6 Edn, dt- 31.3.48

P 15 G

I am to enquire when the orders of the Govt. of India in the matter may be expected.

Yrs.

28/4/48

28.4.48

28.4.48

E&P. H
93

C 84048/47

Letter Ref No. 84048-93/47-8. Edu d. 21.6.48

To

The Secretary to the Govt of India,
Ministry of Edu
New Delhi.

40
22/6

22-6-48

Sir,

Sub: Education - Montessori diplomas - Issued by the Arundale Montessori Training Centre - Adyar - Recognition.

Ref: Correspondence resting with my letter Ref. No. 84048.93/48-6. Edu. d. 31.3.48 and letter Ref No. 84048.93/48-7 Edu. d. 29.4.48.

p15 cf -
p17 cf -

I am to enquire when the orders of Govt of India, on the Subject cited above, may be expected.

Y.o.S

18/6/48
18/6

18/6/48

12

E+H (G3)

Letter / Ref No. 84048-93/48-9 Edn dt 23/8/48

To

The Secretary to the Govt. of India,
Ministry of Education,
New Delhi

Sir,

Sub:- Education - Montessori diplomas - Issued by the Arundale Montessori Training Centre - Adyar - Recognition.

Ref:- My letter Ref No. 84048-93/48-6 Edn dt- 31.3.48 and reminders dt- 29.4.48 and 21.6.48

I am directed to enquire when

24/8

DPW
12
23/8/48

23/8

P15 cf

PP17 & 19 cf

22

when the ~~orders~~ decision of the Govt. of India on the subject ~~cited~~ ~~above~~ may be expected by this Govt.

yours ffly,

17/8/48

20/8/48

1884

G3 13 23

No. 41-50/47.D.III.,
Government of India,
Ministry of Education,

New Delhi 3, the 9th September, 1948.

11 SEP 1948

From

Dr. Tara Chand, M.A., D.Phil.,
Secretary to the Government of India.

To

The Secretary to the
Government of Madras,
Education & Public Health Department,
Madras.

67450

Montessori Training Centre
Grant from Central Revenues.

Sir,

(1) With reference to your letter No. 84048G3.48-9-Education, dated the 23rd August, 1948, I am directed to invite your attention to this Ministry's letters No. 41-50/47-E.I., dated the 31st May and 22nd July, 1948 respectively on the above subject and to request that the information asked for therein may be furnished to the Government of India at a very early date.

PP21-22 ante

P1 G.R. (Lr. Ref No. 41558-C1/48 22 Edn 3/8/48

P3 do

(2) This Ministry may also be informed whether the Government of Madras has recognised the degrees and diplomas accorded by the Arundale Montessori Training Centre, Adyer, Madras.

Yours faithfully,

N J Jumankar

for Secretary.

Punn/6.9.

1A

E & H (G3)

104/17/9 MD

Education - Montessori diplomas - Issued by the Arundale Montessori Training Centre, Adyar - Recognition

Memo. No 84048 G3/48-10 Edn dt- 17/9/48

The attention of the DPI is invited to his letter Roc No. 248/E/47 dt 20.10.47 and he is requested to report specifically whether the degrees and diplomas awarded by the Arundale Montessori Training Centre, Adyar, Madras have been recognised by the Dept. ~~the Govt.~~

This information is required by the Govt. of India.

pp 13-14 g

To
The DPI.

21.9.48

14/9/48

17/9/48

26

24.10
P/F1

G3

15

27

NO.F.41-50/47 D3

Government of India,
Ministry of Education,
New Delhi 3, the 28th Oct., 1948.

80627

From

Dr. Tara Chand, M.A., D.Phil.(Oxon),
Secretary to the Govt. of India.

To

The Secretary to the Govt. of Madras,
Education and Public Health Deptt.,
Madras.

ASST. SECRETARY TO GOVERNMENT
[illegible] NOV 1948
EDUCATION AND PUBLIC HEALTH DEPT.

MONTESSORI TRAINING CENTRE - ADYAR -
REQUEST FOR A GRANT FROM CENTRAL REVENUES.

Sir,

P 1 ante

I am directed to refer to your letter NO. 84048 G3/47-1-Edn, dated the 8th Dec., 1947, on the subject noted above and to say that the Govt. of India regret that on account of financial stringency they are unable to make any grant to the Montessori Training Centre Adyar, in 1948/49. I am to request that the authorities of the Centre may be informed accordingly.

Yours faithfully,

for Secretary.

'THAKUR'19

6

E. +PH (G3)

Lr. Ref. ~~Ms~~. No 8404⁸ G3/47-11 Edn dt- 8/11/48

4.50
9/11

Apd E
MS 11/11

8/11

P.i.g

To

The President, Besant Centenary
Trust and Director, Montessori
Training Centre
Adyar, Madras.

Sir,

Sub:- Education - Montessori
diplomas - Issued by the
Arundale Training Centre,
Adyar

Ref:- Your letter dt 24.8.47
to the G. of India

I am directed to enclose
a copy of letter from the
Govt of India, Ministry of Education
No.

8

Exp.H (G3)

Lr./Ms 3289 Edn dt- 22-12-48

23/12

To

The Secretary to the Govt of India,
Ministry of Education,
New Delhi-3. (with encl- copy of letter on p. 59 of ® + p. 31 cf)

Fair 27/12

Sir,

Sub:- Education - Montessori Training Centre, Adyar - Recognition - Grant etc

P23 Cf

Ref:- your letter No. 41-50/47-D III, dt-9.9.48

I am directed to ~~state that~~ ~~reply to the~~ letters mentioned in para 1 of your letters quoted above ~~was already sent~~ have already been replied to in this office letter Ref No. 41558-C-1/48-2 Edn dt- 3-8-48 a copy of which is enclosed for reference. With regard

P77 Cf ®

34

by the Govt of Madras

regard to the recognition/of the diplomas and degrees of the Arundale Montessori Training Centre, Adyar, Madras, I am directed to enclose a copy of the letter from the D.P.I., Roc No. 157-E-4/48 dt-9.12.48, ~~with which the Govt agree~~ which sets out the position ~~[illegible]~~, ~~[illegible]~~ -

Y. f.

P31 c.f.

18/12/48

20/12/48

21-12-48

19

1

E.& P.H.(G.3)

Education - Montessori Diplomas - ~~xxxxxxxxx~~ issued by the Arundale Montessori Training Centre, Adyar - Recognition -

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C.No.84048/47. P11 c.f. From the President, Beasant Centenary Trust ~~and~~ dated 24.8.47.
P17 c.f. From the V.C., Madras University, dated 3-9-47.
P19 c.f. From the D.P.I.R.C.O.No.2481/E/47 dated 20-10-47.

Please see the letter from the President, Beasant Centenary Trust on p.p.1-11 and its enclosures on p.p.13-15 c.f., the letter from the V.C., Madras University on p.17 c.f. and the D.P.I.'s ~~letter~~ remarks ~~at~~ p.19 c.f. The letter of The President, Beasant Centenary Trust, is ~~has sent a letter~~ addressed to the Govt. of India. ~~wherein he quotes~~ It contains a previous reference which has not been received here. ~~He~~ The Pt: requests (1) that the Arundale-Montessori Training Centre run by the Trust may be recognised as an All-India Special College and ~~that~~ the Primary and Advanced Diplomas granted by it may be recognised as equivalent to Secondary Grade Training Certificate and L.T., B.T. or B.Ed. degree, and (2) that the Central Govt. may make grants for the purpose. The V.C. Madras University states that it would be well for this Institute to issue its own Diplomas as it ~~is~~ is launching its activities on new and original lines and that any affiliation to the University may possibly ~~xxxxxxxx~~ involve certain restrictions or limitations in its expanding activities. The remarks of the D.P.I. are at p.19 c.f. He is not in favour of ~~giving~~ recommending any special indulgence to the course in question. He says that financial assistance to this course will be given under the grant in aid code just in the same way as it is given to the other two courses (Nursery and Kinder-garten) ~~above courses~~. It is for orders whether the letter of the Presdt, Beasant Centenary Trust, may be ~~sent~~ forwarded to the Govt. of India ~~and~~, if so, whether this Deptt. ~~xxxxx~~ may agree with the views of the D.P.I; and the Govt. of ~~xx~~ India informed accordingly. Subject to orders, a draft letter is submitted for approval.

through B2 C1 A.

27/11

29/11/47

For orders

2.12

26/11/47

27.11.47

2.12.47

AS II

3/12/47

S

SA

7.12.47

8 DEC 194

P19 [Issued as Letter, Ref No. 84048 G3/47-1 Educ- 8/12/47]

1

20

Routine.

E.& P.H(G.3)

Education - Montessori diplomas - Issued by the Arundale Montessori Training Centre, Adyar - Recognition.

on a different day

C.No.17882/48.

P5 cf

From the Secretary to the Govt.of India, Ministry of Education No.4596/47-E.II dated 5-3-1948.

Please see the letter from the Secretary to the Govt. of India, Ministry of Education, on p.5 c.f. He states that the copy of the application from the President, Beasant Centenary Trust and one of the Directors of the Montessori Training Centre, Adyar, Madras, was not received in his department.

mislaid somewhere since they were

sent separately

P5 cf

Please see in this connection the despatch entries on p.1 c.f. It will be seen therefrom that this office letter Ref.No. 84048-G3/47-1 Edn., dated 8.12.47 was despatched on 9.12.47 and that the enclosures thereto, viz. the application from the President of the Beasant Centenary Trust addressed to the Govt.of India, dated 24.8.47, together with the remarks of the Vice-Chancellor dated 3-9-47 and those of the D.P.I. in his letter R.C.O.No.2481/E/47 dated 20-10-47, in original, were despatched on 12.12.47. It is not known why the enclosures were not sent along with the covering letter itself ~~xxxxxxx~~ on 9.12.47, but ~~was~~ were sent subsequently on 12.12.47. It is not also known how, if the enclosures ~~xxx~~ were actually despatched ~~xxxxxx~~ on 12.12.47, the Govt. of India now state that they have not received the application of the Beasant Society in the present letter under reference. The ~~xx~~.Current Section and the C.D.B. may be asked to explain ~~the facts separately.~~ To avoid delay, ~~xxxxxx~~ copies of the letters from the Beasant Centenary Trust, ~~xx~~ ~~and~~ the V.C., Madras University, and the D.P.I. ~~endorsement~~ may be obtained and forwarded to the Govt.of India. Subject to orders, a draft ~~xxxxx~~ letter is submitted for approval.

P1 cf

12.3.48

P7 cf

Issued as 84048-G3/47-3 Edn
13/3/48 and
Endt No. 84048-G3/47-4 Edn
dt 13/3/48

ADDL. ASST. SECRETARY
1381
18 MAR 1948

~~Endt No. 85048-G3/47-5 Edn~~

13/3/48

18/3/48

12-3-48

12.3.48

Chief Secy (C.D.B)
(a.c)

Chief Secretariat. (C.D.B)

Please see the explanation of the despatcher

K 2 93

p.3 infra. He says that the enclosures were not originally attached to the fair copy (as required in para 402 of the Secretariat Office Manual), when it was sent to C.D.B. for despatch and that the enclosures were sent to C.D.B. ~~separately~~ on a different day. That is how the letter to the Government of India was despatched one day and its enclosures another day. No list of communications sent by post is maintained in C.D.B. The non-receipt of the ~~communications~~ enclosures by the Government of India cannot be explained as they might have been ~~lost in transit or misplaced by the addressee~~ mislaid somewhere since they were sent separately. With the above remarks, the file may be returned to E. & P. H. department.

Book put up / Removed

CSS
17/3/48.

18-3-48

The work of the despatcher is not satisfactory. Take extracts so that these remarks may be entered in his P.F.

Extracts taken for separate action.

A | Had the E&PH Dept attached the enclosures to the fair copy, this mistake would not have arisen.

18/3/48

E&PH.

Chief Sectt. W.O.
No. 1381 B/48-1
19.3.48

E&PH(Gy)

ASST. SECRETARY TO GOVERNMENT
20 MAR 1948
EDUCATION AND PUBLIC HEALTH DEPT.

From the Director, Montessori Training Centre and Presdt., Beasant Centenary Trust, dated 17.3.48.

P9 cf

Please see the letter on p.9 c.f. and its enclosures at (M). The replies of the Registrar, Madras University, and the D.P.I. to the letter and Endt. on p.7 c.f. have not yet been received. They may be reminded now. The drafts below are submd. for approval. Put this up on 30.3.48

VCS
20/3/48

22.3.48

~~Draft~~ Issue Section (To note A above for guidance in future).

22/3/48.

3

21

3

C.No.22412/48 From the Registrar, University of Madras, No. V.502 dt. 22/3/48

P11 cf

Please see the letter from the Registrar, Madras University on p.11 cf. He has forwarded a copy of the V.C's letter called for in this office letter on p.7 cf. The receipt of the D.P.I's reply to the Endt. on p.7 cf may be awaited till 30/3/48.

P14 of (M)

24/3/48

24.3.48

25.3.48

C.No.22710/48. PP13-14 cf From the D.P.I.. Rc.No.97.L/4/48 dated 22-3-48.

Within A on pp 13-14 cf

Please see the D.P.I.'s letter on p.13 c.f. He has forwarded a copy of his letter Rc.No.2481-E/47 dated 10-10-47 as called for in this office Endt. at p.7 c.f. Copies of the appln. from the President, Beasant Cenenary Trust, and the General Secretary, Beasant Centenary Celebrations, together with its enclosures on p.p. 1-12 of (M the letter from the V.C., Madras University, on p.14 of (M), and the D.P.I.'s letter at A on p.p.13-14 c.f. may be forwar ed to the Govt. of India. A draft letter is submitted for approval.

RS
30/3/48

30.3.48

31.3.48

P15 cf [Issued as Lr. Rc.No. 84048/48-6 Edn dt- 31/3/48]

The draft reminder below is submitted for approval.

18/6
18/6/48

P19 cf [Issued as Lr. Rc.No. 84048/47-8 Edn dt- 21.6.48] the G. of India have not yet sent their reply ~~[illegible]~~ to the letter on p. 15 c.f. A draft reminder is subd for approval.

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17/8/48
18.8.48
20/8/48
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[~~Issued~~ Issued as Lr. Reg No. 84048-#93/48-9 Edn dt- 23/8/48.]

PP 21-22 c.f.

CNo. 67450/48- From the Govt. of India, Letter No. 41-50/47-D-III dt-9-9-48. P23 c.f.

Please see the letter from the G. of India on p. 23 c.f. ~~A draft reply is subd for approval~~. A reply to the letters mentioned in paragraph 1 of the letter from the G. of India quoted above has already been sent. As regards paragraph 2, the DPI may be asked to specifically report on this. A draft memo to the DPI is subd for approval. (The D.P.I's report on papers 13-14 c.f is not clear, on this point -) -

PP1 & 3 c.f ®

P.7 c.f ®

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17/9/48
14/9/48
14.9.48
16-9-48
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CNo. 80627/48- From the Secretary to the Govt. of India, Ministry of Education, No. F 41-50/47-D3 dt- 28/10/48. P27 c.f

The Govt. of India state that they are unable to make any grant to the Montessori Training Centre, Adyar, in 1948-49, and that the authorities of the Centre may be informed accordingly. A draft letter is subd. for approval. In view of the G. of India's decision, it does not appear necessary to send a reply to India with reference to para 2 of their letter on p. 23 c.f. P27 c.f

3/11/48

The [illegible] [illegible] in [illegible] in considering [illegible] future years.

GOVERNMENT OF MADRAS

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5-11-48
5/11/48
8-11-48
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22

E&PH(G13)

CNo. 92670/48 From the DPI., Roc. No. 157-L4/48 dt- 9.12.48

P31 c.f

Please see the DPI's letter on p. 31 c.f. A copy of this letter may be forwarded to the Govt. of India with reference to para. 2 of their letter on p. 23 c.f. Subject to orders, the draft letter below is for approval.

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18/12/48
20.12.48
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The Govt of India have declined to pay any grant in the current year to the Montessori Training Centre, Adyar - vide p27 c.f. ~~The question of furnishing them with the information now reported by the D.P.I may, perhaps, be taken up~~ There seems however to be no objection in sending a copy of the D.P.I's letter as suggested above.

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21-12-48
21/12
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PP33-34 c.f [Issued Lr. M.S. No. 3286 Edn dt- 22/12/48]

23

PRICE, 7 *annas*]

NURSERY/MONTESSORI/KINDERGARTEN TRAINING SCHOOL-LEAVING CERTIFICATE EXAMINATION.

REVISED SYLLABUSES, SECONDARY AND ELEMENTARY GRADES.

[NOTE.—The syllabus shall be taught, in each subject, in less detail to the Elementary grade students.]

CONTENTS.

GROUP A.

PREAMBLE.
1 Psychology—First paper.
2 Hygiene and Dietetics—Second paper.
3 School Administration—Third paper (1st part).
3 (*a*) School Administration (Nursery)—Third paper (2nd part).
3 (*b*) School Administration (Montessori)—Third paper (2nd part).
3 (*c*) School Administration (Kindergarten)—Third paper (2nd part).

GROUP A—*cont.*

4 (*a*) Methods—Nursery—Fourth paper.
4 (*b*) Methods—Montessori—Fourth paper.
4 (*c*) Methods—Kindergarten—Fourth paper.

GROUP B.

5 Music or Drawing or Needle-work *and* Handicrafts and Physical Training.
6 A list of reference books for the library.

SCHEME OF WORK IN TRAINING SCHOOLS.

Aim.—It has been recognized that "Infant Schools" form the foundation of the whole educational structure and a band of specially trained teachers are necessary if such schools are to be run on ideal lines. It is felt that special emphasis may be laid on different aspects of training at different centres and that this variety with the underlying uniformity of interest in the child between 2–7 years of age will be beneficial to the community. The training here proposed is to train teachers to run schools for children of the age group 2–7.

Three types of training (Nursery, Kindergarten and Montessori) and two grades in each of them (Secondary and Elementary) are particularized here.

Admission.—The rules governing admissions to the two grades in all three types shall be the same, as regards the age and qualifications of candidates as for the Training School-Leaving Certificate examinations, i.e., no candidate shall be admitted under 15 years of age. No candidate without the minimum qualifications of having passed the III Form or the VIII Standard Public Examination shall be admitted in the Elementary grade.

The minimum educational qualifications for admission into the Secondary grade shall be the Secondary School-Leaving Certificate (pass) or its equivalent; such concessions in marks as are made by the Director of Public Instruction for admission into the Training School-Leaving Certificate, Secondary grade shall also be applicable to these candidates.

Duration.—The course shall be two academic years with the minimum number of working days as 160 in the junior class and 140 in the senior class for untrained candidates and one academic year (180 working days) for candidates having had already any one type of training.

Salary and status of passed candidates shall be the same as those applicable to the ordinary Training School-Leaving Certificate holders.

Examinations.—At the end of the training course each centre shall forward the certificate books wherein shall be recorded the results of their work under training to the Secretary to the Commissioner for Government Examinations along with the nominal roll and fees. The written examinations shall consist of four papers and an additional fifth paper for Montessori training students alone of which two (Psychology and Hygiene and Dietetics) and two-fifths of the third paper (School Administration) shall be common to all three types. Three-fifths of the paper on School Administration and the fourth paper on Methods shall be differently set for each type. These four papers and the additional paper for Montessori students together with a practical test in practice—handling of a class of children shall constitute Group A of the course. Each of the papers shall carry a maximum mark of 100. The minimum mark for a pass shall be 30 per cent in each subject and 35 per cent in the aggregate.

The papers shall be three hours each for the Secondary grade and 2½ hours each for the Elementary grade.

The practical test shall be 100, of which 50 per cent will be for class handling and 50 per cent for records of work under training.

Subjects not included in the written papers under Group A shall be treated as Group B.

Group B subjects are five in number—Handicrafts, Physical Training, Music, Needlework and Drawing, of which the training school shall offer regular instructions in Handicrafts and there shall be physical training and instruction in any one or more of the other subjects.

Detailed syllabuses for the subjects shall be as follows :—

Group A.

1. PSYCHOLOGY.

Not in detail for the elementary grade.

1. The physical basis of mental life—the nervous system—stimulus and response—reflexes. Sense organs—training of the senses. The brain and its functions. Fatigue—the value of rest and recreation.

2. Innate tendencies—instincts. Study of some of the important instincts—parental and group instincts—pugnacity—self-assertion—submission and curiosity—collective and constructive instincts. Imitation and suggestion. Play and its value. Heredity and environment—the part played by each in mental development.

3. Development of behaviour—influence of innate tendencies and environment. Purpose and purposive behaviour. Methods of training behaviour. Social behaviour. Habit formation.

4. Emotions—their influence on behaviour and learning—outward expressions of emotions. Behaviour problems and how to deal with them.

5. Perception—interpretation of sensation—error and illusion. Observation and thinking. Reasoning and imagination—their place in education.

6. Conditions favourable to learning—purposeful activity—interest and attention. Memory—factors involved—forgetfulness. Efficient learning—types of learning—direct and indirect. The backward child—cause of backwardness. Learning by doing.

7. Stages of physical and mental development—infancy, childhood—characteristics of each stage. Work and play appropriate to each.

For secondary grade only.

8. General intelligence—its measurement. The use and significance of Intelligence Tests. Individual differences.

9. Development of character and personality. Sentiments and ideals—their place in character development.

PRACTICAL WORK.

Not in detail for the elementaries.

1. Observation of a group of children in the school, keeping a record of—

(*a*) their environment—home, friends, community and other influences;

(*b*) their physical condition;

(*c*) their behaviour—attitude towards classmates, teachers and attitude to work and play; and

(*d*) their capacity to learn and educational progress in class.

2. Observation of the children to note how they re-act to their environment, recording what each child learns during the time he is under observation.

3. Observation of individual differences of the pupils of any one class, classifying them and recording what causes these differences.

BOOKS RECOMMENDED FOR THE COURSE.

GENERAL.

Life in the nursery school by Lillian de Lissa (Longmans, 1939—7/6).

Nursery School Education and the Reorganisation of the Infant School by Olive A. Wheeler and Irene G. Earl (University of London Press, 1939—5/—).

Froebel Education Today, by Barbara Priestman (University of London Press, 1946—2/—).

Froebel's Chief Writings by Fletcher (Longmans, 5/6).

Living with children by Getrude E. Chittenden (Macmillan, 1944—).

The Young Child and his parents by Zoe Benjamin (University of London Press—1947—6/—).

Play and Toys in Nursery years by Beatrix Tudor—Hart (Routledge, 3/6).

The Nursery years: The mind of the child from birth to six years by Susan Isaacs(Routledge, 3/—).

Understanding the Young Child by W. E. Blatz (University of London Press).

Psychology of Early Childhood by C. W. Valentine (Metheuen).

Organized Play in the Infant and Nursery School by B. M. Holmes and Davies (University of London Press).

The Children we teach by Susan Isaacs (University of London Press).

Stories to tell and how to tell them by Elizabeth Clark (University of London Press).

2. HYGIENE AND DIETETICS.

The course includes instruction in the elements of Physiology.

Hygiene.—Personal hygiene, hygiene in the home and in the community, practice in the technique of health inspection, etc.

Dietetics.—Suitable children's food, study of food values, balanced diet.

First Aid.—Common ailments of children—communicable diseases.

REFERENCE BOOKS.

Hygiene and Public Health	Ghosh.	
Home Science	Wyckoff and Marshall.	
On Nutrition	Government Pamphlets.	
Youth Food	Mr. R. Masani—Padma Publications, Ltd., Bombay.	
Food Health Vitamins	R. H. A. Plimmes V. G. Plimmer	Longmans, Green & Co.

3. SCHOOL ADMINISTRATION.

(The portion common to all three groups.)

1. School site—sanitation—Building—Ventilation and lighting—Adequacy of accommodation and Accessibility of School hygiene—Furniture and equipment.

2. Departmental rules and regulations—conditions for recognition—conditions for admission to aid—procedure to be followed in submitting the application for recognition and aid—registers to be maintained—obligations of the management to conform to Departmental rules and regulations as a corollary to receiving aid from Government. Reservation of the right of the Government in the matter of use of text books—reservation of the right to Government in the matter of employment of teachers. Holidays and vacation.

CONDITIONS OF RECOGNITION.

The following fundamental conditions in addition to such other conditions as may from time to time be fixed by the Director or Government should be satisfied.

(1) Education needs of the locality.

(2) Organization and development of the school by approved methods and on approved lines.

(3) Accessibility of the school to all communities (vide rule 12 of the Madras Educational Rules).

PROCEDURE FOR APPLYING FOR PERMISSION TO OPEN AN INSTITUTION AND FOR RECOGNITION.

No institution should be opened without the previous permission of the competent departmental officer (vide rule 1 of the G.I.A.C.).

Application for permission to open should be made to the Director of Public Instruction through the local Inspectress of Girls' School. The application should be accompanied with a dimensional sketch of the school building and its accommodation capacity and a sanitary certificate in the form (Appendix 3 of the Madras Educational Rules).

When proper sanction has been accorded for opening a school a formal application for recognition shall be made within six months from the date of opening (vide rule 54 of the Madras Educational Rules) in the prescribed form (Appendix 17 of the Madras Educational Rules) through the Inspectress.

Application for aid.—The application for first admission to aid shall be made in the prescribed form (Appendix E) of the G.I.A.C., to the Director through the Inspectress before 1st May (vide rule 29 of the G.I.A.C.).

Channel of correspondence.—The management should never address the Director direct. All references to the Director should be made through the Inspectress. References for clarification of doubts or interpretation of rules should never be addressed to the Director but should always be addressed to the local Inspectress.

Maintenance of registers.—As the progress and development of a school can be judged only if the necessary registers are maintained properly; the following registers at least should be maintained with meticulous care :—

(1) A Register of admissions and withdrawals. (Appendix 6, Madras Educational Rules.)

(2) A Register of attendance for pupils. (Appendix 7, Madras Educational Rules.)

(3) A fee collection register. (Appendix 9, Madras Educational Rules.)

(4) A time-table.

(5) A marks list.

(6) A Register of attendance for masters. (Appendix 10, Madras Educational Rules.)

(7) An acquittance roll. (Appendix 11, Madras Educational Rules.)

Text Books.—Books the use of which in schools have been expressly prohibited by the Director or Government should not be used. **(Vide rule 12** of the G.I.A.C.)

Employment of teachers.—Teachers whose certificates have been cancelled or suspended by the Director or the Departmental officer or who after due enquiry have been considered to be unfit to be teachers by the Director should not be employed. No grant will ordinarily be paid on behalf of any member of the teaching staff who has completed his 55th year unless exempted by the Director from the age rule.

Holidays and Vacation.—Vide rule 77 and note under rule 74 of the Madras Educational Rules.

Use of school building.—Vide rule 81 of the Madras Educational Rules.

3 (*a*). ADMINISTRATION—NURSERY SCHOOL.

The origin of the idea of the Nursery School—its growth and progress in various countries and especially in India and the East.

Practical Management.—A. (1) The work in the Nursery School with children emphasising the importance of the daily care of the growth of children—Receiving children, play, occupation, feeding, rest, out-door games etc.

(2) The arrangement of the day's programme.

(3) Working out of Projects, specially for the bigger children based on topics selected from nature and from human life.

(4) Occupation and play-material, etc., collective games, creative work and domestic occupation.

B. (1) Co-operation of the school with the home—parent's meetings, clubs, etc., home visits, study-groups for parents.

(2) Ways of practical guidance and help for the parents.

C. Administrative responsibility—

(1) How to start Nursery Schools both in villages and towns—Government regulations, keeping of records, log book.

(2) Nursery School Finance—Government grant, preparing a budget, account keeping, Government correspondence, etc.

(3) Co-operation—with the management, with co-workers.

(4) Hygienic conditions, food, medical inspection, etc.

D. The Nursery School teacher—Her personality, attitude towards work, her place in the community, her professional study, her capacity for work, etc.

3 (*b*). SCHOOL ADMINISTRATION—MONTESSORI.

School Management.—Giving detailed instruction regarding fundamental details of the running of a Montessori School. Which apparatus to acquire, Capital and recurring expenditure, number of pupils in an average class, what provisions to take when the number is exceptionally large or small. Number of classes, rooms and their special purpose in a school, planning of a new school. Arrangement of each class. Keeping of records regarding the development of the children and their previous life-history (Biographical charts, anthropological observations). General rules affecting the life of the children (school hours, order to be maintained when the children come and go, etc.).

Discipline.—Discipline in a Montessori school is based upon the development of natural discipline in a social environment through work and spontaneous activity in the child. The teacher's action should aim at assisting the development of the child's personality as a whole by guiding and protecting him against himself and others and by disposing the conditions in the environment so that it favours and stimulates the child's ordered activity by means of which he constructs his inner order.

3. (*c*) SCHOOL ADMINISTRATION—KINDERGARTEN.

1. The teacher, personality, character and temperament. Exchange of teachers, i.e., for music-classes.

2. Class management: Number of children under the supervision of a teacher. The helper. Servants—are they necessary? The syllabus. Duration of class periods. Planning the time-table. Preparation for the next day's work. Ordering the required material. Out-door activities, excursions. The dress, provision of facilities for teaching to dress oneself.

3. Records and Registers (other than required by the Government): Age-lists, previous history of the child, diaries and charts on the progress of the child, reports for parents, correspondence with parents.

4. Social contacts: Parents meetings; elder sisters and brothers and their influence on the behaviour of the child. The language problem in bilingual centres, etc.

5. The use of radio, cinema and entertainments in the education of the child. The school museum.

6. Equipment: the room, furniture, cupboard, cloth-stand, meat-safe, sleeping mats, time-piece, book-shelves, utensils for the house-hold work.

7. Playground and garden: Garden tools, sand, water flowerbeds, pets. Play equipment for out-door activities, slide, ladder, etc.

8. Sanitation: drinking water, washing arrangements, latrines.

9. Feeding arrangements to suit the local conditions.

10. Arrangements for rest.

11. Medical inspection; records of regular medical examinations. Medical care with the co-operation of the home. The first-aid box, the balance.

School administration with regard to Government regulations.

4 (*a*). METHODS—NURSERY.

THE NURSERY TRAINING SCHOOL.

Method.—The object of the method of instruction is to emphasize the need for studying the child with all of his personality, characteristics and in all of his family relationships and making this the basis for planning the Nursery school programme and the physical set up. Hereby is understood the educator's responsibility in creating the right environment during the child's growth and the special problems of the Nursery school is discussed.

During the first year particular stress is laid on development of the history of education. During the second year the stress is laid on contemporary ideas on education.

For instance—Rousseau, Pestalozzi, Froebel, India's ashram, etc., be lectured or during the first year—and Tagore, Wharda, Dr. Maria Montessori, Decroly, etc., during the second year.

The student is given opportunities to observe and to teach under supervision both during her first and second year's training. The students will

division. Taught by division boards, use of charts, etc. Conception of vulgar fractions. The four rules in fractions taught by means of metal circles, square, triangles divided into fractional parts. Reduction of vulgar to decimal fractions.

Geometry.—Ornamental geometry—inscribed and circumscribed figures. Triangle as constructor—formation of all rectilinear figures by means of triangles. Difference between inscribed and circumscribed figures. Artistic geometry. Geometric drawing: nomenclature of different parts of each figure. The circle as measurer—measurement of angles and sum of angles of polygons. Material: coloured wooden triangles; metal insets divided into triangles, squares, etc. Representation also by means of cutting and pasting coloured papers. The square as calculator. Areas: Areas of rectangles square and parallelogram. Area of triangle and polygons composed of triangles. Area of circles. Material: wooden figures suitably divided; metal insects. Representation also in paper cut and pasted. Formation of Geometric solids. Solid Geometry—calculation of areas and volumes.

Science.—Elements of botany and zoology, chemistry and physics, technical terminology and elementary experiments.

Geography.—Principles of physical, political and economical geography presented under a sensorial aspect. Elements of topography.

History.—Fundamental aspects of the history of mankind presented sensorially by means of special apparatus of pictures, charts and models.

Arts and crafts.—Fundamental techniques in the different crafts, a course of instruction in drawing and sketching. Music.

History of education.—A survey of the history of education in relation to the historical development of mankind.

4 (c). THE KINDERGARTEN TRAINING COURSE.

The course outlined underneath is planned for elementary as well as secondary candidates but more details, more individual reading and consultation of library books is expected from the secondary students.

COURSE OF STUDIES.

A. I. *Kindergarten practice* is the main object of the training during the first year, in the beginning as a helper, then as a responsible teacher of a small group of children under the direct supervision of the training teacher.

II. *Discussion on the daily practice.*—One part of the day, either the forenoon or the afternoon, according to the distribution of work, is set apart for discussion on the work, explanations, preparation for the next day handwork and theory classes on methods, psychology and other topics. In the second year more time is allotted for the theoretical subjects.

III. *Methods.*—Introduction of the significance and handling of play-material, a sense-training apparatus and equipment for physical exercises.

(*a*) Apparatus that helps in the sensory discrimination in regard to size, form, colour, texture, weights, touch, etc., and stirs a child to move, sort, match, pair, grade, count.

(*b*) Dolls, dollhouse, animals and other toys that stimulate imitative play and serve as a means of self expression and social adjustment.

(*c*) Toys suitable for constructive play, individually or in a group, i.e., wooden blocks, hammering articles, mecchano, etc.

(*d*) Material, that helps in giving suitable physical exercise as balancing planks, slides, ladders, balls, skipping-ropes . . . (The importance of a sandpit, waterbasins.)

Introduction into the technic and teaching of handwork, such as clay-modelling, paper folding, pasting, cutting, weaving with paper or threads, threadling of beads, needlework on cardboard or canvas.

Main aspects of painting, drawing, dance and music as a means of self-expression.

Mother-tongue.—The Kindergarten teacher should have a very good command on her or his mother-tongue.

Introduction to the importance of a proper selection of stories for children; the technic of reading or narrating the same. Dramatization of stories, speech training through story-telling, poems and rhymes. Selection and use of pictures and books.

Nature-study and gardening.

The future kindergarten-teacher should be familiar with the plant and animal-world of the surrounding; should guide the child to look after the plants and flowers and approach animals with love and respect.

General knowledge.—A knowledge of history, geography, science and civics is necessary so as to be able to answer and give the necessary explanations to the children's questions.

Introduction to reading, writing and number work according to modern methods. Observation of individual differences in attention, speed and interest.

Free play and organized games and their place in the scheme of physical education.

IV. *History of education.*—A survey of the work of Froebel, Pestalozzi, Mad. Montessori and other pioneers in child-education. The pre-basic education scheme. (A history of education with special reference to Indian education will be treated more in detail for the secondary candidates.)

V. *Psychology.*

VI. *Hygiene and dietetics.*

VII. *Child-welfare* with practical observation in children's clinics, creches and other child-welfare centres.

VIII. *Social welfare.*—Contact with parents, classes for mothers, advice to mothers on the care and education of the child.

IX. Handwork done by the candidate. The kindergarten teacher, when completing the course, must produce also self-prepared models of a minimum outfit of material to occupy about 20 children, this should provide instruction to any local craftsman in preparing the desired material.

Group B.

MUSIC.

The object in teaching singing is to teach the students to **use their voice** in the right way, to develop their taste for music, to give them **a sense of the** child's love for music and to teach them songs suitable for children.

DRAWING.

The instruction in drawing must aim at developing the students **creative** ability so that she may understand the child's self-expression through drawing. She must also learn how to draw illustrations on the black-board, etc.

HANDICRAFT.

The aim of this course is to train the student to **inspire and guide the** children by free creative work as well as by selected occupations, **according** to the methods followed in different centres.

NEEDLE-WORK.

The aim of this course is to enable the students **to stitch, mend and patch** a child's outfit and teach the mothers to do so.

PHYSICAL TRAINING.

REFERENCE BOOKS FOR THE LIBRARY.

(Important books are marked with an asterisk.)

PSYCHOLOGY.

Authors of the book.	Name of the book.	Publishers.
1 * Arlitt Ada Hart	Psychology of Infancy and Early Childhood.	Megraw-Hill Book Company, Inc., New York.
2 Bagley William Chandler ..	Class Room Management	The Macmillan Company, London.
3 * Betts George Herbert ..	The Mind and its Education ..	The Appleton-Century Company, New York.
4 Do. ..	The New Programme of Religious Education.	The Abbington Press, New York.
5 Betts Anna Freelove	The Mother Teacher of Religion ..	Do.
6 Bickel Lucy, V.	Teaching Four and Five-year Old Children.	The Methodist Publishing House.
7 Blanton Smiley	Child Guidance	D. Appleton Century Company, Incorporation, New York.
8 Blatz, W. E.	Understanding the Young Child ..	University of London Press, Ltd., Malham House, Bickley, Kent.
9 Burbury, W., Mary Balint Edna, M. and Yapp Bridget, T.	Child Guidance	Macmillan & Co., Ltd., London.
10 * Burt Cyril, Jones Ernest, Miller Emmanuel and Moodie Willian.	How the Mind Works	George Allen and Unwin, Ltd.
11 Burrell Caroline Benedict ..	The Mother's Book	The University Society, I.N.C., 44-60, East 23rd Street, New York.
12 Cobb Stanwood	New Horisons for the Child ..	The Avalon Press, Washington, D.C.
13 Cole Ivy, P. and Field Clara ..	Sentence Method Practice	The Grant Educational Co., Ltd.
14 De Lissa Lillian	Life in the Nursery School	Longmans, Green & Co., London.
15 Driscoll Gertrude	How to Study the Bahaviour of Children.	Teachers' College, Columbia University.
16 * Drummond, W. B.	The Child, His Nature and Nurture.	J. M. Dent & Sons, Ltd., New York, and E. P. Dulton & Co., Inc.
17 Eng Helga	The Psychology of Children's Drawings.	French Trubner & Co., Ltd., Broadway House, 68-74, Carter Lane E.C., London.

Authors of the book.	Name of the book.	Publishers.
18 Field, Mrs. E. M.	Addresses to Mothers	James Clarke & Co., Ltd., 9, Essex Street, W.C. 2, London.
19 Findlay, J. J.	The Foundation of Education ..	University of London Press, Ltd.
20 * Gates Arthur	The Improvement of Reading ..	The Macmillan Company, New York.
21 * Gates Arthur, I.	Psychology for Students of Education.	Do.
22 Garrison Charlotte Cano, Sheely Emma Dickson and Dalghesh Alice.	Horace Mann Kindergarten for Five-year Old Children.	Teachers' College, Columbia University, New York.
23 Gibbons, Dr. John	Care of Children from One to Five Years.	The Association of Maternity and Child-Welfare Centres, 117, Piccadilly, London, W.I.
24 Green George, H.	Psychology in the Class Room ..	University of London Press, Ltd., 17, Warwick, London.
25 Harts Shorne Hugh	Childhood and Character	The Pilgrim Press, Boston.
26 Hughes, A. G. and Hughes, E. H.	Learning and Teaching	Longmans, Green & Co., London.
27 Katherine Heywood	The Child Learning and Living ..	Do.
28 Kamat, V. V.	Measuring Intelligence of Indian Children.	Oxford University Press.
29 * Kirk Patric, A. Edwin ..	Fundamentals of Child Study ..	The Macmillan & Co., Ltd.
30 Manshardt Clifford	The Delinquent Child in India ..	D. B. Taraporevala Sons & Co., Hornby Road, Fort, Bombay.
31 Mathew Prof. Anjilvel, V. ..	The Child and his Up-bringings ..	M. Seshachalam & Co., Educational Publisher, Masulipatam.
32 Do. ..	Depth Psychology and Education.	School and College Book Stall, Kallapur.
33 Mason Charlotte, M.	Home Education	Kegan Paul French, Frubner & Co., Ltd., Broadway House, 68-74, Carter Lane, E.C., London.
34 Mackenzie Rev. John, G. ..	Modern Psychology and the Achievement of Christian Personality.	The National Sunday School Union, 57-59, Lundgali Hill, London, E.C. 4.
35 Miller E. Winifred	Room to Grow	George, G., Hastings & Co., Ltd., London.
36 Moore, R. W.	Education To-day and To-morrow.	Michael Joseph, Ltd., 26, Bloomsbury Street, London, W.C. 1.
37 Mumford, E. E. Road	Understanding our Children ..	Longmans, Green & Co., London.
38 Norsworthy Naomi and Whitley Mary Theodara.	The Psychology of Childhood ..	The Macmillan Company.
39 Schartiel Mary	The Psychology of Childhood—Normal and Abnormal.	Constable & Co., Ltd., London.
40 Sies Alice Corbin	Spontaneous and Supervised Play in Childhood.	The Macmillan & Co., New York.
41 Sloman Laura Gillmore ..	Some Primary Methods	Do.
42 Smith, J. W. D.	Psychology and Religion in Early Childhood.	Student Christian Movement Press.
43 Strayer George Drayton ..	A Brief Course in the Teaching Process.	The Macmillan & Co., New York.
44 Strayer George Drayton and Norsworthy Naomi.	How to Teach	Do.
45 * Strong Ruth	An Introduction to Child Study ..	Do.
46 Susan Isaacs	The Children We Teach	University of London Press, Ltd.
47 Do.	Social Development in Young Children.	George Routledge & Sons, Ltd., Broadway House, 68-74, Carter Lane E.C., London.
48 * Thom. A. Douglas	Every Day Problems of Every Day Child.	D. Appleton Century, Company, Incorporated, New York.
49 Thouless Robert, H.	General and Social Psychology ..	University Tutional Press, Ltd., St. Giles High Street, W.C. 2, London.
50 Updegraff Ruth Dawe, C. Helen, Fales, E. Evalin, Stormes, E. Bernice and Liver, G. Mary.	Practice in Pre-school Education ..	Megraw Hill Book Company, Inc., New York.
51 Wheeler Olive, A. and Earl, G. Irene.	Nursery School Education and the Reorganization of the Infant School.	University of London Press, Ltd., 10 and 11, Warwick Lane, London, E.C. 4.
Regina Westgott	Does Your Child Obey ?	Harper and Brothers, New York.
....	Methods in Teaching	The Macmillan & Co., Ltd., London.
....	Psychology	Methuen & Co., Ltd., 36, Essex Street, London, W.C.
....	Your Baby	Metropolitan Life Insurance Company, New York.
....	Out of Babyhood into Childhood ..	Do.
....	The Child, His Nature and His Needs.	A Contribution of the Children' Foundation, New York.

NURSERY TRAINING SCHOOL.

Authors of the book.	Name of the book.	Publishers.
1 * ANDRUS RUTH and ASSOCIATES.	Curriculam Guides for Teachers of Children from Two to Six years of Age.	Reynala Hitchcock, New York.
2 BETTS ANNA FREELOVE	The Mother Teacher of Religion	The Abbingdon Press, New York.
3 BICKEL, LUCY, G.	Teaching Four and Five-year Old Children.	The Methodist Publishing House, New York.
4 BLATZ, W. E.	Understanding the Young Child	University of London Press, Ltd, Malham House, Bickley, Kent.
5 CURTIS HENRY, S.	Education Through Play	The Macmillan Company, New York.
6 * DRUMMOND, W. B.	The Child, His Nature and Nurture.	J. M. Dent & Sons, Ltd., London.
7 ENG. HELGA	The Psychology of Children's Drawings.	Keganpaul French Trubner & Co., Ltd.
8 FINDLAY, J. J.	The Foundation of Education	University of London Press, Ltd., 17, Warwick Square, London, E.C. 4.
9 GREEN, G. H.	Psychanalysis in the Class room	Do.
10 GARRISON, SHEELY and DALGLIESH.	The Horace Mann Kindergarten for Five-year Old Children.	Teachers' College, Columbia University, New York.
11 HEYWOOD KATHERINE	The Child Learning and Living	Longmans, Green & Co., London.
12 ISAACS SUSAN	Social Development in Young Children.	George Routledge & Sons, Ltd., Broadway House, 68-74, Carter Lane, E.C., London.
13 KIRKPATRICK EDWIN, A.	Fundamentals of Child Study	The Macmillan & Co., London.
14 LILLIAN DE LISSA	Life in the Nursery School	Longmans, Green & Co., London.
15 MILLER, E. WINIFRED	Room to Grow	George G. Harrap & Co., Ltd., London.
16 MOORE ANNIE, E.	The Primary School	Houghton Mifflin & Co., Boston.
17 M. V. O'SHEA	The Child, His Nature and his Needs.	The Children's Foundation, New York.
18 RYBURN, W. M.	The Progressive School	Humphrey Milford, Oxford University Press.
19 SIMS ALICE CORBIN	Spontaneous and Supervised Play in Childhood.	The Macmillan & Co., New York.

METHOD AND MANAGEMENT.

20 * SLOMAN LAURA GILLMORE	Some Primary Methods	The Macmillan & Co., New York.
21 STRONG RUTH	An Introduction to Child Study	Do.
22 STRAYER. GEORGE DRAYTON and NORSWORTHY NAOMI.	How to Teach	Do.
23 THOULESS ROBERT, H.	General and Social Psychology	University Tutorial Press.
24 * UPDEGRAFF RUTH	Practice in Preschool	Megraw Hill Book Company, Inc., New York.
25 * WHEELER OLIVE, A. and EARL IRENE, G.	Nursery School Education and the Reorganization of the Infant School.	University of London Press, Ltd. 10 and 11, Warwick Lane, London, E.C. 4.
26 WINTERBURN ROSA, V.	Methods in Teaching	The Macmillan & Co., New York.

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C D B 3/

Ref. EPH. U.O. 84048 G3/47
d. 13.3.48

I have despatched Letter 84048 d. 8 12/47 to the Ministry of Education, New Delhi on 9-12-47 without encls. The enclosures are to be attached by section and I regret for having failed to notice the same due to hurriness. Again the encls were sent seperately from section and I despatched ~~to~~ it on 12.12.47. As I have sent these papers by post I am unable to explain for the non-receipt by the Ministry of Education and I request that I may not be held responsible

17.3.48