

The Magazine for all Scout Workers, Officers and Boys.

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APRIL 1928.

The South India Boy Scout

THE OFFICIAL JOURNAL

of the Boy Scouts Association : Madras Province

SCOUTERS' & ROVERS' SECTION

Managing Editor : P. S. NARAYANSWAMI, D. C. C.

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THE BOYS' SECTION

Editor : G. T. J. THADDAEUS, D. C. C.

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Articles and photographs intended for publication, should be sent to the Editor of the South India Boy Scout, 4/19, Audiyappa Mudali Street, Vepery P. O. Madras, excepting matter relating to the Boys' Section which should be sent to Mr. G. T. J. Thaddaeus, the Editor, Boys' Section of the South India Boy Scout, Royapettah P. O., Madras.

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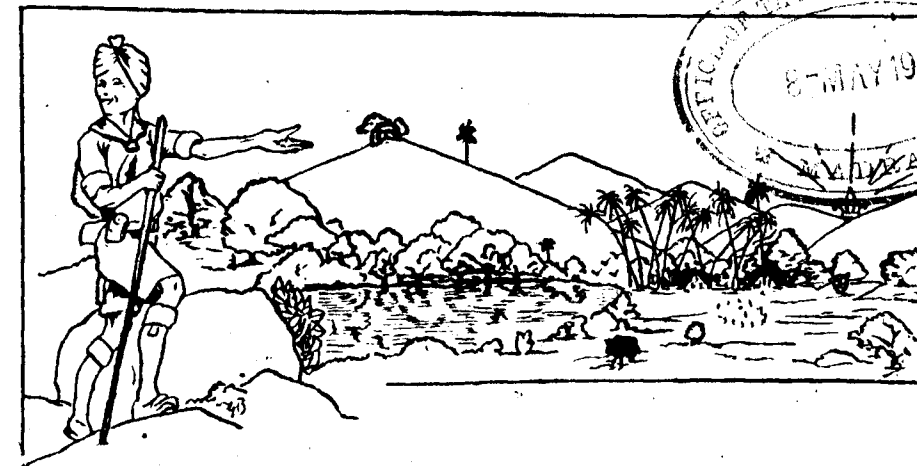
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All communications should bear the signature and address of the writers.

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of the Boy Scouts Association : Madras Province

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Thought for the Month.

"Land of our birth, our faith, our pride,
 For whose dear sake our fathers died;
 O Motherland, we pledge to thee
 Head, heart, and hand through the years to be."
Kipling.

OURSELVES.

Holidays and Scouting:

The holidays are coming on and in some institutions, they have already commenced. Usually in the months of April, May and June Scouting is rather slack and we have often wondered why it should be so. The holidays are the best season for camps of all sorts—from the elaborate standing camps for boys, of a week's duration to tramp camps for Rovers. Scouters have now the best opportunity of testing the keenness of their boys and finding out whether they are ready to apply their scout knowledge practically in a camp. Many troops are not in a position to camp out frequently and the only time when they can go out is the summer holidays and so it is up to scouters to plan one such camp at least for such troops and give the boys and—themselves a right good time in God's good open air. If the boys are

sent out with some definite objective to work for in scouting during the holidays, need we doubt that they will come back all the more keen for renewed activity in scouting after the holidays? The Provincial Headquarters is trying to compile a list of all camping places throughout the districts with full particulars and this work can best be done by Rovers. They can work for the Rambler's badge and at the same time find out good camping places all over their wanderings and send full particulars to the District Councils, who in their turn will pass the information on to Hd. Qrs: which has been long waiting for it. If Rovering is "Real Service", here is a bit of real service waiting to be done by our Rovers, who, we know will not fail us now.

* * * * *

Training camps :

This year also there is an insistent demand for training camps from various districts, though unfortunately some of those districts have many men trained in camps for prospective scouters, but not doing any active scouting work. The Headquarters very wisely decided in November last that no one who goes through a training camp can be invested as a member of the Movement merely on that score, but gave such people the opportunity of becoming supporters, and not men bound down by a promise to do active scout work. Such people if they wish to enter the movement have to start a troop or pack or help as active members of a scout Association and make the Scout Workers' Promise to the Commissioners of their districts. This is certainly a step in the right direction. Now, it is contemplated that no training camps for prospective scouters should be run for some six months to come, in view of the fact that in most of the districts, there are men trained in camps and qualified to start troops and Packs. This step would give time for the Provincial Hd. Qrs., to enable the Organising Secretaries to visit troops in the various districts, help the scouters with suggestions and ideas and do a considerable amount of propaganda and consolidation work for the movement. Just now, what we want is the strengthening of the existing units, and making them more efficient, rather than the increase of numbers. Seeing that many scouters do want helpful suggestions, in their work, this respite from training camps for a short period would leave the Organising Secretaries free to help the Scouters, Troops, Packs and Associations all over the Presidency.

Wood Badge, theory (Part I)

The holidays will give some time for our Scouters who have been in the Movement for a long time to do some intensive study to enrich their knowledge in scouting. The best way to achieve that object is to work for the Wood Badge (Part I.) The theory (Part I) papers and instructions are available at the Headquarters and quite a number of scouters have applied for them already. Will our brother Scouters of some experience in the Movement apply for these questions and instructions, so that they might study scout literature with a view to taking up Wood Badge (Part I) certificate now and Part II (Practical) later on. The answers have to be written out in the special note books

which have been indented for and are expected soon. Meanwhile, our scouters cannot do better than sending for the questions and preparing answers for them.

Local Associations and Troop Committees:

These institutions are after all coming to their own and we are glad to notice that almost all districts are beginning to organise Local Associations for different areas and forming Troop Committees and Pack Committees for every Troop and Pack in their districts. The genius in the organisation is in decentralisation and a good Local Association is a potent factor in the spread of scouting in any locality. The troop committee is the best kind of help to a scouter and gives him and his troop a status and standing in the area. In this connection, we would draw the attention of our readers, particularly Secretaries and Commissioners to the article on Local Associations and how they help the Movement, and that on Troop committees. These articles appeared in the S. I. B. S. some months ago. If you have not bound your old copies, do it now. The good old S. I. B. S. is doing its best to help all the men connected with the Movement and will do so more effectively, provided its readers help it more actively.

Constant visits to Troops, on the part of Commissioners :

It is a pity that many Commissioners are not doing this part of their work more vigorously than at present. If they did, one need never despair of the efficiency and progress of troops at all. What is wanted most now is that the existing troops should be helped more often by the Commissioners. Many troops languish for want of some one to help the scouters out of difficulties. If the District Commissioners are too busy, as they often are, what prevents them from having more assistants to help them in this work? A big district is too wide for one man to reasonably tackle and a number of assistants with full responsibility given to them will do much to stir up a slack district very soon, and to make a fairly active district more active.

Commissioners' Meet:

A practical scheme of a comprehensive nature has to be evolved to facilitate active scout work in every district and such a scheme can fructify only when all the commissioners meet together

and discuss details. Such a Commissioners' moot is proposed to be held at Ootacamund in May next and definite dates will be announced shortly in the daily press. The dates now proposed are the 28th May to 1st June next. May we hope that all District Commissioners and Assistant District Commissioners and Secretaries will keep those dates free to attend the moot and give of their best in the deliberations. If conveniences permit, we can have a jolly good camp and live the life of Boys for three days.

Queries and Correspondence pages :

In spite of the Editor's repeated request for correspondence and queries on various topics connected with the Movement and Troop or Pack work, it is a pity that the response, to say the least of it, has been practically nil. If we pause for a moment to think that every one of us can contribute our mite to the progress of the Movement by putting forth our views and experiences and doubts, before our brother scouters, and exchanging such views by means of correspondence, then the Editor's request need not go unheeded. Will our readers bear this mind at least for the coming months and favour the magazine with their contributions for the Correspondence and Queries columns?

Our Divisional Organising Secretaries :

After a spell of very strenuous work for the Movement our Divisional Organising Secretaries have had to go back to their permanent posts, owing to the sudden turn of events, rendering the Rural Re-construction Trust unable any longer to meet the expenses in connection with the Scouting program they had in view. It is a pity that the Secretaries could not continue to carry on the work they had planned to do, but fates willed it otherwise. We take this opportunity of thanking the Rural Re-construction

Trust, Adyar, for the very valuable help they rendered to the Association, though it be for a short period.

The time has now come for having more full timed workers for the Movement especially owing to the rapid extension of scouting in the mofussil. Madura District has been fortunate in getting a full timed worker, this being possible owing to the munificence of the District Board. We hear of some one or two other districts which are also making attempts in this direction. Now that Scouting has been recognised as a very important contribution to the scheme of education of our children, it should not be impossible for Local bodies such as District and Taluk Boards to come forward and help in bringing in more full timed workers for their areas. It may be that the expense involved would be too heavy for one single Local Body, but if a number of such Local bodies joined hands together and had one scout worker for their area, the expense would be small for each of such groups. This idea deserves serious consideration and it is hoped that in the coming months, it will materialise.

As usual, there will be no issue of the South India Boy Scout for May, but there will be a Special Summer Double Camp number in June. Please send us accounts of your camps, hikes and tramps, preferably with sketches and photographs of your activities.

Wishing you glorious camping,

H. Narayana Swami

Editor, S. I. B. S.

The Origin of the Boy Scout Movement.

(Adapted from the American Scoutmasters' Handbook.)

IN 1893-94, when serving with his regiment the 13th Hussars, Sir Robert Baden Powell, realised that the ordinary peace training of soldiers for service in the field was not sufficiently practicable, and therefore he carried out classes of training in his squadron for the men individually in scouting and camping. In 1897-98, having been transferred to com-

mand the Fifth Dragoon Guards, he carried on similar training, but on improved lines, with a view to developing character, as well as field efficiency, since this was largely lacking in lads coming on to the Army from the ordinary school. His lectures and practices were collated and published in a small book, "Aids to Scouting." During the South African war, 1899-1900,

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Major Lord Edward Cecil, his Chief Staff Officer, organised the boys of Mafeking as a corps for general utility on Scout lines rather than those of Cadets and the experiment was an entire success. The experience taught one that if the training was made to appeal to them, boys would learn rapidly and also that boys were capable of taking responsibilities to a far greater degree than was ordinarily believed if only they were trusted.

In 1901, he raised the South African Constabulary on lines of his own, the principles of which were practically those of the Scout training applicable to men. The troop was made a small unit, in order that the Commander should be able to deal with each individual on personal knowledge of him; the system of patrols was initiated, of six men under a leader. Responsibility was thus given to the junior non-commissioned officers, and emulation between the patrols produced a good spirit to the higher efficiency all round. The human side was appealed to, and the men were trusted on their honour to a very large degree in carrying out their duties. The uniform for field work was the cow-boy hat, shirt, green tie and shorts. Badges were awarded for proficiency in different lines of work.

On his return to England in 1903, he found that, among others, Miss Mason, head of a training school for teachers, had adopted "Aids to Scouting" as a text book for their instruction in observation and education as a step to character training. In 1904 he schemed some ideas for Scouting as a training for boys. In 1905, he had a conversation with Sir William Smith, the founder of the Boys' Brigade, as to adopting the training to boys, and offered to write a book for them on the lines of "Aids to Scouting", as means for enthusing the boys and giving the wider scope and greater variety to their training for citizenship.

In 1907 he held a trial camp for Scout Training at Brownsea Island in Dorsetshire, with 32 boys from various schools to experiment on, and its result exceeded his expectations and prompted him to go on with the idea. The training was based on that which he had employed with the soldiers and with the Constabulary, with some adaptation to make it suitable for boys, following the principles adopted by the Zulus, and other African tribes, which reflected some of the ideas of Epictetus, and the methods of the Spartans, ancient British and Irish for training their boys. He also looked into the Bushido of the Japanese as well

as the more modern method of John Rounds for dealing with boys, and Jahn for their physical culture, as well as those of today put into practice by Sir William Smith, Seton Thompson Dan Beard and Jahn more especially, because he put into practice in modern times the idea of Livy of voluntary associations of boys for improving their physique and developing their patriotism. In 1908 he brought out the Handbook of the training entitled "Scouting for Boys" in six fortnightly parts. A number of troops were started in different parts of the United Kingdom before the series was half completed. Although he had only anticipated that scouting would be taken as an additional attraction for their boys by the "Boys' Brigade" and "Church Lads' Brigade", it became evident that a separate Movement was required for dealing with a number of boys who were taking it up unconnected with these bodies.

In 1910, the Boy Scout Movement had grown to such dimensions that he felt it incumbent upon him to leave the army in order to take the Movement in hand.

With a view to making the subject appeal to boys to meet their spirit of adventure, he held up for their ideal the doings of backwoodsmen and knights, adventurers, and explorers as the heroes for them to follow. These he grouped generally under the title of "Scouts". In their camp life, boat work, pioneering, nature study one could find all the attractions for a boy which at the same time would be the medium of instruction. He worked it out partly from his own experience and partly from the general feeling of what was lacking in the training of the average school boy. The deficiency lay chiefly in the direction of character and general intelligence; skill of handicraft; service for others and for the state; physical development and health knowledge. The activities and practices of Scouting were, therefore framed as far as possible to develop those attributes.

HONOUR was made the high IDEAL for the boys; the Scout Law on which the Movement was hinged, was taken from the code of the knights.

ADMINISTRATION was decentralised as much as possible, since he had seen how greatly other movements were hampered by their centralisation.

ORGANIZATION: The troop was purposely kept small in number in order that the Scoutmaster should have the personal knowledge of each of his boys, this being the

only possible way for developing the character of the individual. The patrol system was adopted from that of the Constabulary, and for the same reason. An extensive system of badges was also instituted as in the Army and the Constabulary for excellence in different branches of work.

THE AIM of the Movement was to make good citizens, and for this reason it was judged unnecessary to introduce military drill.

His purpose in forming the Boy Scouts organisation was to counteract, if possible the deterioration, moral and physical, which shortened the rising generation, and to train the boys to be more efficient and characterful citizens. The defect in existing boys' organisations was plain that they were not sufficiently attractive from the boys' point of view, nor wide enough in their scope of training them, nor sufficiently varied, to meet the changeable nature of the boy.

As Others View us.

A DIPLOMAT ON BOY SCOUTS.

Mr. Richard Washburn Child, former United States Ambassador to Italy expresses himself as follows:

"We have invented and found nearly everything; about the only thing we have not found is ourselves. We have done for youth no end of service. We have found for youth unparalleled equipment for education, for play, for training, for diversions, for comfort, for activity. Our one failure is that we still have done so little to aid youth in finding itself.

Show me as an American parent any system of training of youth in virile and yet restrained conduct, based, not upon precept, but upon practice, and I will stand before it and bare my head to it and bend my knees to it. I salute such a system now. I salute the Boy Scouts. I salute those members who in the practice of

competing in deed and achievement in a fair field have gained distinction. There is nothing of importance in the whole land compared with the youth. There is nothing important to youth compared with fitness of life and conduct. All our boasted wonder-world of material advantages is trivial in the march of progress compared with the development of the human being.

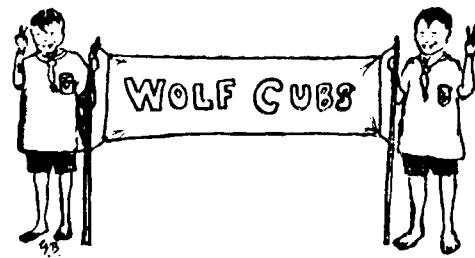
It is silly to talk of civilisation in terms of what man is. Youth and the training of youth by practice rather than precept. Such is the spirit of the Boy Scouts. Such must be the guiding spirit of every parent in the land which faces an age of broken authority, of flabby philosophy, of disconnecting, and in part, uncontrollable changes in the organisation of the American home. Such must be the guiding spirit of American youth itself."

Catholic Scouting.

Catholic Scouting, as a new order of chivalry claiming the adherence of young men and boys, has no less an object in view, according to the spirit and intention of every one of its leaders, than to serve still better, God, Jesus Christ, the Church, the country and the family. To God the Scout gives his faith and his devotion. Of Jesus he desires to be the disciple and imitator, by service to his brethren, according to the highest code of the Gospels, without any distinction of class, cheerfully and perseveringly. Of the Church, he will be, before everything, a

faithful knight, because he professes to follow in heart and mind all the directions of her Head. Of his country finally, he will be the true soldier always ready to consecrate to her service the powers of a noble nature, an altruistic mind, and a character constantly strengthened by the practice of a simple and self-denying life. These objects he is able to fulfil by inspiration of the motto of the Most Holy Virgin herself: Ecce ancilla Domini (Behold the handmaid of the Lord).

(The Jamboree.)



The Six System.

HOWEVER carefully an evening's programme may have been prepared beforehand, it is often not a success, owing to the Cubmaster having too much to do. So many unexpected little things do crop up in the middle of the meeting that it interferes with the work of the evening and the Cubs do not get the most of it. All this trouble might easily be avoided and the cubs kept easily employed all the time, if only the Six system were adopted to the full in the pack. While the cubs are working under their Sixer, by sixes, the Cubmaster has a breathing space for 15 or 20 minutes, in which he might attend to all extraneous things. He will thus have leisure to give undivided attention to his cubs for the rest of the evening. Of course there are many more advantages resulting from the Six system. It will appeal to the hardworked Cubmaster who finds his work too hard, especially when he is singlehanded. It is not possible for us to say that the Six system has taken its proper place in our packs, but if it is followed at all, it is only for falling in and team games, and nothing more. It should be carried into everything and the keenness of the cubs on their Six should be almost as great as their keenness on the Pack.

This keenness will only come when the six system is constantly used in all work and games. If the Cubmaster takes the instruction of the Cubs in his own hands, they may get on, pass the tests and win badges, but it does not help in character training which is what we aim at in the Cub scheme. The Six system encourages the idea of loyalty and team spirit in the cub. It gives responsibility to the Sixers and Seconds and brings out the powers of leadership in them. It brings out the best sort of obedience from the cubs. There is always a certain amount of fear behind a Cub's obedience to his Cubmaster. He knows that the orders can be enforced, whereas there is no thought of fear or compulsion in the Six. A cub obeys his Sixer or Second because he wants to back him up and because he is really keen on the six. It is surprising how the most unruly of cubs will obey his Sixer if he is keen on the Six. The further we can carry the Six system and the more use we make of it, the greater will be the cub's keenness. It must be remembered, that frequent shiftings from Six to Six should be avoided. With regard to the actual work in the Sixes, the Cubs might be at work by themselves in Sixes under the Sixers for 15 to 20 minutes and not more. 20 minutes is long enough for the best Pack, even, to tackle by itself, with the help of the Sixers only. To train the Packs for Six work, begin with small beginnings. Give 5 minutes of work under the Sixers; after a month increase the time to ten minutes and so on. The Sixers should know exactly what they have to do. So, the Cubmaster should have periodical Sixers' meetings to train them up in advance—some sort of an Instructional Six.

(Adapted)

Play Acting in Pack Life.

As *sine qua non* to healthy pack life is a proper proportion of well-conceived play-acting.

Play acting not only appeals to the cub's innate craving for romance and adventure but it also is an excellent method of character training.

It aims at self expression. It will benefit every one in the pack, even the backward boy who is shy or reserved.

Play acting gives a picture impression through the "eye-gate" and picture representation is really the best means of imparting an idea.

Akela should encourage the art in their little charges.

This may commence in small beginnings and grow from more to more.

Even the Grand Howl and the Jungle Dances are steps in the Scheme.

Simple charades, like "Door-Post" or "Post Man" or any old thing, mark another stage.

The impromptu acting of the stories from "The Jungle Book", a short scene at a time and also as an inter-six item will be a great success and of great educative value. (Suggestions were published in a past number of the S.I.B.S.)

The aim should be delineation of character parts in bold thick lines. And free scope should be given to the imagination of the boys to select their own get up. It is a good plan again to leave them to extemporise their "copy". Those last are really valuable training.

Play acting should go hand in hand with Story Telling. For it really gives opportunity of expression for the imagination stirred up in the boys by Story Telling in the Pack.

The Cub is in the land of make-believe so much so that many of his actions, unworthy or worthy ones, may be the outcome of that state of mind.

The Cub has to be understood in sympathy and proper remedies have to be suggested in the shape of suitable stories and noble parts.

The cub should be encouraged to forget himself during play acting as it is just that that will mean "good acting".

And "Dressing up" will be found a good bait. He will first try to disguise himself—and later on he will want to swank off. And again the need for get up will stimulate the Cub's imagination in trying to think out what is suitable for the part. It will develop his ingenuity, in attempting to improvise the required "costume" or "stage property". It will kill self-consciousness. And lastly it will lead to self-expression.

A good dash of play acting in the pack programme will really make the pack the happy family of cubs that it ought to strive to be. Those who don't show faith in it really put their cubs at a great disadvantage.

—Kala Che Me Ek.

Editor's Note: Fr. Molony's article on Story Telling appeared in "Ceylon Outdoor Life", July 1926—It is excellent on the subject and our readers are recommended to read it.

Scouters' Conferences.

SOME SUGGESTIONS ABOUT THEIR ORGANISATION.

(By 'Gora Bhayee')

IN a previous article in the S. I. B. S., some of the ways in which Scouters' Conferences help the Scouter and the Movement were briefly stated, and the need for such Conferences which give unity and secure co-ordination in an Association in which decentralisation is one of the main principles of organisation and in which much scope is allowed for local initiative, was pointed out. But it is obvious that Conferences can be of the greatest benefit only when they are well-organised and well conducted. The success of a Conference depends on three things:—The general arrangements at the locality (venue) of the Conference: the response from the area which the Conference is intended to benefit: and the real work done at the Conference.

In the general arrangements for a Scouters' Conference or a Patrol Leaders' Conference at a place, the nature of work is very much the same whether the gathering represents a Taluk, or a District, or a group of Districts, or a Province, but the scope of work, the amount of effort to be put into the management of affairs, and the number of details that should receive attention will naturally be greater where the gatherings are larger and represent a wider area.

Team work and division of labour are two old maxims that might with advantage be recalled and put into practice. It is team work

resulting from the gang-spirit of the boys that always makes a success of school functions, sports and tournaments. It is this same spirit, more regulated and better disciplined, among the Scouts, that we should look up to for the success of Patrol Leaders' Conferences. Boys have such wonderful powers of organising successful gatherings that it is a pity we have not had Patrol Leaders' Conferences earlier.

Team spirit and the division of labour mean the formation of several committees or sub-committees to deal with the details in the matter of arrangements for the meetings and of hospitality to the delegates and visitors. Proper men must be chosen to be in charge of the work of these sub-committees, so that everything goes on smoothly and scoutily, by the joint efforts of Scouts, Scouters and sympathisers in the locality, represented by the Troops, Scouters' Unions, Local and District Associations and the public.

The co-operation of prominent citizens and of public and local bodies will often be of great advantage and a good Conference Committee never fails to secure it.

Railway companies have already begun to help the Movement substantially by fare concessions, and arrangements should be made with them in good time for the delegates to avail themselves of these concessions.

A Publicity Committee or Publicity Officer should be appointed whose duty will be to keep intending delegates informed through the daily press and by circulars and correspondence, about the latest news in regard to arrangements and about any instructions that may be useful to them.

There are ever so many things, small and great, that have to be looked to, that it is impossible even to make a bare mention of all of them in a magazine article. We can only mention just a few things as an indication that every practical detail should be thought out and provided for, and that orderliness and method, discipline and good humour, and a general thoroughness are the features that make a Conference really scout-worthy.

Next, as regards the response from Scouters in the area for which the Conference is held. No Conference can be called a really successful one unless it is fully representative not only of all the branches of the Movement and of all ranks but also of the several parts of the District or Province, as the case may be. Such representation is possible only if the Conference is announced well beforehand and steps are taken to give it wide publicity.

The time and place of the Conference have much to do with the numbers attending it. It would naturally be impossible to expect a large gathering if the Conference is fixed at a busy part of the year, for most professional men, who, however much they may be able to sacrifice their time in their own localities, cannot easily leave their stations and work for any considerable time in the midst of a heavy season of business. There are generally easier parts of the year,—from May to October may be considered to be a comparatively lighter period in the official or school year—and these periods are better suited than Christmas or other crowded holidays.

The place of the Conference, besides being fairly central so that it is within equal reach of all the corners of the District or Province, should be easily accessible in regard to transport, and it would be a very good thing if it is historically or otherwise interesting also, and provides some useful and instructive holiday enjoyment and sight-seeing for the visitors.

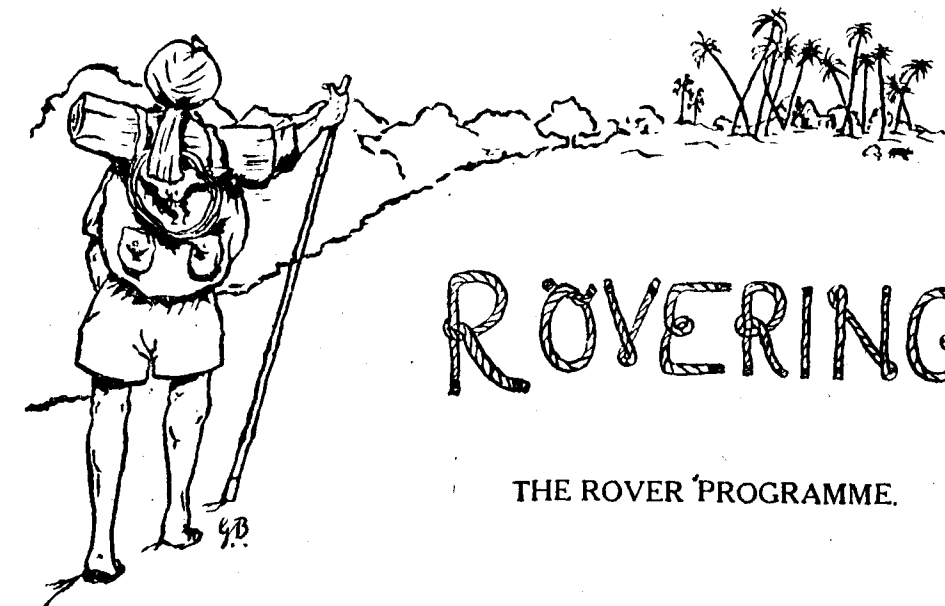
The question of expense keeps many enthusiastic persons from going a long distance to attend conferences and an attitude of being content to follow newspaper reports is not uncommon even among earnest workers. In the matter of expenses, while the Troop Committees and Local Associations may be expected to help, it is the duty of Scouters not to rely entirely on such external support.

While we expect boys to save up a part of their earnings for the expenses of their Annual Troop Camp, will it be too much to expect Scouters to save in the same way and meet their expenses to attend the Annual Conference?

But above all these arrangements, it is the real business of the Conference and the material work turned out on the occasion that decide the usefulness of the gathering to Scouters and the Movement. Not only in the arrangements, but in the conduct of some of the matters of the business of the Conference also, the active co-operation of prominent public men to whom Scouting for Boys has made, or is likely to make an appeal as a constructive scheme of Nation-building, must be obtained. It is through the addresses delivered by these prominent and well-known citizens that the public will come to view the benefits of the Movement from the layman's standpoint. The papers, to be read at the Conference need not be confined to those prepared by the Scouters only, though by the nature of the objects of the Conference most of them will have to be such.

The subjects of the papers and many of the important resolutions can with great benefit be stated beforehand in the columns of the Provincial Scout Journal so that discussions at the Conference take place in an atmosphere of clear issues resulting from real thinking and earnest consideration already devoted to the problems. In this connection, it is regrettable that the general and correspondence columns of the S. I. B. S. have not been made use of by as large a body of Scouters as could be expected from the wide circulation of the Journal. A preliminary discussion of what may be considered the more prominent problems will be really fruitful and help towards creating a practical businesslike tone in the deliberations of the Conference. In this way full justice can be done to the subjects considered and workable conclusions can be arrived at. Experience, rather than conjectures and apprehensions and probabilities, can be brought to bear on the subjects, and resolutions can be of a practical nature.

And of course it is by the effect of the Conference in increasing the activity of Troops and Packs and Scouters and raising their efficiency that its success can be measured. A magazine article like the present one can merely start the ball rolling. It is the Scouters themselves in the localities who have to take up the work and organise themselves to that we may see more District and District Group Conferences being held, and much useful work being done, leading to an increase of efficiency and activity.



THE ROVER PROGRAMME.

I. Rovering should make us think in terms of "Young Men" as opposed to "Boys". Therefore the programme of work for Rovers should be arranged so as to bring about this idea clearly.

II. The work must be harder, the play more strenuous and the outlook broader than that of the boy. We should remember ever in organising Rover work that the Rovers of today will be the men to carry on our Brotherhood of Scouting tomorrow.

III. Mere badges will not make young men Rovers. Rovers "can't run themselves". The Rover section must be organised and not left to itself. Or it is bound to degenerate into a sports organisation or a social club aiming at the amusement of its own members only.

IV. To interfere with the Rover section too much, in every detail of its work is equally a danger. A Scoutmaster who makes it a point to attend all their meetings, gets appointed as Rover Mate, runs the Patrol on his lines, wants to make them do this or that because he is S-M as well as R-M and because he *must* know what is best for the troop—this is equally bad. The Scouters cannot entirely run the Rovers themselves.

V. Any negligence in point of items III and IV referred to above will lead to the same result.—A body of young men who are the negation of Rovering. Both these conditions will lead to disappointment. The cause for

failure will not be in the Rovers themselves—but in the methods employed by the Scoutmasters. The solution should obviously lie between the two extremes described in III and IV above—i.e., in CO-OPERATION—between the experience of age and the energy of youth.

Rovers *can* run themselves, but *only up to a certain point*, which will depend upon the capabilities of the Rover Mate, who will and does set the tone of the Patrol. The Rovers and even the Rover Mate must have the advice and experience of an *Elder Man* to fall back upon at times. Such a man should be the Scoutmaster of the Rovers. It is needless to point out now that Rover Work is very much more difficult than Cub or Scout work. It requires almost superhuman qualities to make a successful Rover Scoutmaster. He should be a Leader of Rovers and since Rovers have to Paddle their own Canoe, they are young men engaged in the task of steering the ship of life across the Ocean of time and they form the Crew of which the Skipper is the scoutmaster. If the Skipper feels he is unequal to the task, and cannot undertake it he would be doing the greatest service to Rovering if he left it to other more capable hands than tackling it indifferently and producing incalculable harm to the movement.

VI. The term "Rover Leader" expresses exactly the relationship better than the term "Rover Scoutmaster". The Rover Leader should have—Experience of life, Wide

sympathy Unlimited patience, and must be an outstanding Personality in every respect. He must realise the vast difference between a Patrol of lively youngsters and a Patrol of young men growing into manhood each with his peculiar difficulties to fight against, and placed often at a great disadvantage in the battle of life. The experience in life of the Rover Leader will count for great help to the young men in this particular. The young man is naturally full of enthusiasm and great ideals—but liable to wreck his life for want of a word of advice at the right time. This is where the Rover Leader's experience and sympathy will count.

The Rover Leader's patience will have to be exercised in respect to Troop affairs many a time. It will always be good for him to take his place with the Rovers with *one* vote. He will not say much, but watch more than speak. He will not mind if the voting goes against his own views. If he is right and the majority wrong, the Rovers will only find out that they

should have taken his advice and next time will promptly do so.

But the Rover Leader should understand and that definitely that there is one circumstance in which he must act and exercise his authority and put his foot down firmly and that is *when all reasonable argument has failed and the voting is going definitely against the spirit of scouting*. Then and then alone is his interference justified. But he should be very careful that he is on firm ground himself! The Rover Leader should be the guardian of SCOUT SPIRIT in his troop. Let therefore the Leader be careful as to how he is going to lead the Rovers. They must learn by experience that the Leader's advice is worth having—not merely because it comes from a man in authority but because it is the result of his experience in life and as such will be truly sound. The Rover Leader in his turn has to make the very best endeavours to win and retain the confidence of each and all of his Rovers.

(Next month : The Rover Leader).

SPECIAL ARTICLE.

TRAINING SCHOOLS AND SCOUTING.

IT is a happy feature of the present day growth of the Scout Movement that Teachers' Training Schools in our Province have awakened to the possibilities of the Movement, particularly of its senior branch, Rovering. The Pupil-Teachers undergoing training in these institutions are young men who go out into the villages after the completion of their course and to whom Rovering opens up a vast field of activity and service. Rural reconstruction, of which so much is spoken by everybody today, comes naturally into their hands, and Rovering is just the scheme that will prepare them for this constructive task towards the progress of the nation.

But Rovering is as yet in its infancy in most of our Training Schools. The attitude of the school authorities and of the pupil-teachers themselves to the Scout Movement is at present far different from what it ought to be. School authorities have not ceased to look upon Scouting as a new form of Drill, and the Scout Troop as a desirable decoration to the institution very useful in contributing impressiveness to all school functions, but not otherwise of any importance. Training Schools have merely

followed what high schools have done, only they have called their khaki-clad lads Rovers because they are older boys. The name has been understood in relation to the age alone; nowhere is there an appreciation of the ideals of the Movement, its character training aims and methods for Boy Scouts and the culmination of these in Service for Rovers.

The pupil-teachers themselves, in response to such an attitude of the authorities, have been led to think of Scouting as a 'subject'—the 'study' of which meant an additional qualification and a special allowance. In their outlook the pupil-teachers have only been following the lead given by their managements or other authorities.

For this state of affairs, however, not even the managements are entirely to blame. The Department of Public Instruction has recognised Scouting only as a 'subject'—like Drawing, Drill etc. Scouting has not appealed to the Department as a sister institution, a scheme of character Training outside School Hours, which supplements school education—a scheme which is full and complete in itself and which is worked out by an extensive and well-ordered

organisation independent of any particular department of the Government or any particular social, religious, economic or educational society or movement. As a result of this misconception of the Educational Department we find that Scouting is the subject of one of the columns in the Inspection Reports of Schools. This has been responsible for the managements looking upon Scouting as an Inspection affair.

While it is natural for managements composed of laymen to consider Scouting as an Inspection "stunt", it still surprises one to see that Training Schools, institutions where the subject of instruction is Education itself, where so much is talked of Child Mind, Boy Psychology and Adolescence, have also been guilty of considering a Scout Troop as no more than a fashionable acquisition analogous to the objects in their museums and the pictures on their walls; for this is generally the state of Scouting in Training Schools.

But the composition of some of the recent Training Camps indicates a hopeful future, and signs of a more rational relationship between the Educational Department and our Movement. Educational Officers of Districts and smaller areas have undergone training in large numbers and known first-hand what Scouting is. In one District they were all so enthusiastic that all of them underwent the course in one camp and took the Promise at the Investiture. If by the touring nature of their work or other causes they are not able to do any Troop or Pack

work, they still have wide opportunities to assist the progress of the Movement by influencing the Department by their own attitude and by propaganda, to look at Scouting in its proper perspective and to take a more intelligent view of the Movement. They it is who can help in giving Rovering its proper place in the Scheme of Work in Training Schools. They can investigate the possibilities of Rover Methods in the training of Teachers for Rural Service—methods such as open-air classes; residential Training Schools in villages organised on the lines of standing camps; the Patrol System and its extension to Training School work; excursions planned in the manner of Scout and Rover outings and camps, etc.; they can guide such experiments as these and give publicity to the methods and results in Scout Magazines, and in Educational periodicals, supplements, etc. Here is a sphere of activity by which Scout-trained Educational Inspectors and Headmasters can help in spreading the aims and methods of the Movement—here is a kind of work for which they are eminently suited—work which will co-ordinate and help the progress of both Education and Scouting: and we trust they will not be slow to use such opportunities of doing their Good Turn to the Movement.

(We shall be glad to receive suggestions giving concrete schemes of adapting Scout Methods to the training of Pupil-Teachers and other village workers from Educational, Sanitary and Co-operative Departments. Ed: S.I.B.S.)

Training in Observation.

"One of the most important things that a Scout has to learn, whether he is a war-scout, or a hunter or a peace-scout, is to let nothing escape his attention; he must notice small points and signs, and then make out the meaning of them; but it takes a good deal of practice before a tenderfoot can get into the habit of really noting everything and letting nothing escape his eye", so says the Chief in Scouting for Boys. It is the practice which leads to the habit that we have to consider. Some tests—Kim's Game, for instance,—seem so easy that it is not worth while to pay attention to them, and so, as Scouters we give the boys no practice, and, in consequence, our boys do not get into the habit of Observing.

In talking of observation, all senses come into the picture, because "sign" is not confined to things that can be seen, but includes also things that can be heard, smelt, tasted and touched. An observation is useless unless it is crystallised in the memory. Observation must not be divorced from memory, if we are going to benefit at all. So it is that our general training of the senses must include the training of mental alertness.

Our job as scouters, is to think for ourselves in the first place, to reason our statements for ourselves, to discover the whys and wherefores of a scout activity for ourselves, helped to a certain extent by the advice and experience of

others, but not dependent upon others, and in the second place to apply the same principle to our Scouts. We want to lead them to think out things for themselves, not to accept blindly but to reason, whether it is a scout activity, a school lesson or religion. They must comprehend, observe and analyse!

With your observation games and practices, therefore, should be incorporated a certain number of games and practices which can be classified as "mental tests", such as sequences in numbers, alphabets, etc., rearrangements of jumbled names alphabetically, in the order of occurrence, inclusion, etc., analogies, filling in of blanks with appropriate words, putting words in a sentence in proper order, classification of words, encouragement of solving cross-word puzzles (taking care to see that the boys do not become mad over it as many elders seem to have become now-a-days), use of codes and solving them, rapid fire observation questions etc., drawing from memory, meanings of well known abbreviations, questions on general knowledge, etc., etc. Time is of great importance in these tests, but working progressively, a fair amount should be allowed at first and afterwards cut down by degrees. Even at first too much time should not be allowed; since the element of competition will be missing and the boys will not be on their mettle. From the start, let them realise they have something to beat, even if it be your own watch!

Some such kind of preliminary training systematically undertaken will pave the way for future training in observation, both indoors and outdoors. We have plenty of odd moments and we can easily work these practices in during those moments. If you are taking your troop to camp by train, you can jot down a few of these tests in your note-book and use them to relieve the tedium of the journey.

Further practice in observation training can be obtained both indoors and outdoors. There

is really no excuse that Scouts wherever they may be, and under whatever difficulties they may labour under, should not be trained to make a good deal more use of their powers of observation than other boys not so fortunately placed.

As far as indoors is concerned, we are guided by the Second Class Test of Kim's Game—*"to remember sixteen out of twenty-four well-assorted small articles after one minute's observation."* The intention of this test is frequently ignored. Firstly because it is an alternative to a track; secondly because it seems so easy. Although it is an alternative to an out-of-door practice, it is well worth doing for its own sake. *It all depends upon the standard of accuracy we set.*

The game is taken out of Rudyard Kipling's famous book "Kim" which scouters would do well to read for themselves and also read out to the boys the description of how the game was played in Lurgan Sahib's shop.

The secret of success in this practice is in carrying out the game progressively with a few articles to start with and gradually increasing the number of articles and lessening the time of observation. It does no good to let a Tenderfoot start his practice with the full number of articles. Frequently no practice is given beforehand at all. A dozen odds and ends are quite enough to start with, and a good deal of time should be allowed to the boys to look over them. It is easier at first for the boys to name and describe each article afterwards, instead of writing them down. If an alphabetical list is prepared before-hand, checking will be very easy.

Each article should be correctly named and described. It not only trains them in accuracy of expression of their observations but also incidentally helps in their acquiring general knowledge. Many troops have scouts whose education is at a low standard. So it is our

duty to make them learn the names of these objects they observe, correctly.

The number of articles should be carefully counted first of all. There will be cases in which a boy will worry thinking out about an article not in the collection, and forget two articles actually in the collection! Encourage the observation of smaller things first, and the larger articles will be remembered automatically. Group similar articles together in your mind. Don't on any account hurry too much, keep cool, a minute is quite a long time if one has to keep quiet for that length of time. *"Do it many times over until it is done perfectly."*

From the very start, correct description of articles should be insisted upon. And there is really no need to play the game in the same form over and over again. The nature of the articles may vary, just as Kim played it with "veritable stones sometimes, sometimes with piles of swords and daggers, sometimes with photographs of natives"—so may the conditions under which it is played may vary also. All the articles need not necessarily be on the same surface. Try a few on the floor, some on the chair, some on the table, some on the window sill, or in shadow, so that observation is rendered more difficult. Some articles may be suspended from the ceiling, some may even be looked at from a mirror.

The game may be played with the Patrol as a team, and different conditions introduced so as to bring in team work. For example, the patrols may be allowed to observe the articles for a definite amount of time and the scout-master does not ask for the list immediately, but allows some scout activity to intervene, such as a rowdy game or an obstacle race etc., and the boys suddenly asked at the end of the race or in the middle of the game to give a list of the articles observed, and the results judged by Patrols.

This change of conditions is important, for in actual life, no warning is given to us before hand to be prepared for a contingency, especially in the matter of observation of a particular person, or event! It just happens or appears. If the habit of observation is there, ready cultivated, the thing is recorded, if not, well, we will only be startled and remember nothing. So, there should be an element of surprise in the practice from time to time.

From Kim's Game proper, a fleeting observation of one single article is a good change. Take for example all the details that can be recorded after a look at an envelope that has come through the post, especially from overseas. Full and correct description of the article must be insisted on.

The details of a room can be remembered and recounted after a short observation. The changes in the uniform and equipment of a scout, after one minute's observation is a good variant. Pictures styled as "What is wrong", or "What is missing" which appear in pictorial magazines like the Scout, should also be used from time to time.

The elements of color and distance may be introduced in the training of scouts in observation indoors. Objects placed at the far end of the room in surroundings which make them more or less conspicuous by virtue of their color, can be observed and thus many moments of agreeable and useful diversion can be had.

The senses of hearing, smell, taste and touch might also be developed progressively at the same time. The Chief gives excellent practices in the form of games etc., for the development of these senses in "S for B."

Thus will be seen the importance of the simple test—"Kim's Game" which most of us have brushed aside as not worth our serious consideration.

(Adapted from "Training in Tracking")



TRACKING Game.—The Thread Race.—You require a field with hedges (a big garden would do) and a number of small pieces of colored thread or ribbon. One umpire prepares the course by going round the hedge before the game starts and tying on to boughs, twigs, leaves etc., small lengths of the two colors. Green and White are the best to use.

Each piece of green counts five points being hardest to see, while each white bit counts one point as it is easily spotted.

The number of pieces of colored or white string is unknown to the scouts before taking part in the game.

The starting umpire prepares a list of names, with columns in which are entered:

Time each scout starts and completes the round of the field.

Number of pieces of string spotted, with marks on the above scale.

Each Scout then donbles round the field, keeping his eyes skinned for green or white threads on the hedges. He jots down on his notebook each piece seen, saying whether it is white or green. The wary and careful scout will be very cautious not to stop opposite a piece of string spotted, as he will be giving away the position of the string to those following behind, by so doing. Any marking he does will be done when he is past the spot and that unobserved.

Umpires decide at the end of the game, who has done the course most quickly and will make a sliding scale of points for, say, every half minute scouts arrive after the best time. The ribbons tied to the bushes, twigs, etc., must be clearly visible and not obstructed.

Observation race: Competitors are blindfolded and stand at the starting line with their backs to the course. An assortment of extraneous articles is placed alongside the course at intervals, such as a bicycle, a boy with a dog, a tentpeg, a walking stick, a box, a lantern and so on. The handkerchiefs are removed from the competitors' eyes and they race to the winning post. The first to arrive at the winning post scores the

number of points that there are competitors, the second one less and so on. At the winning post, the competitors stand and write down all that they have seen alongside the course. One mark is added to the previous score for each correct item, one taken away for each item omitted and two deducted for each imaginary item added. Care should be taken that it is ensured that the contest cannot be won by a competitor by merely arriving first at the winning post. This can be arranged by placing a sufficient number of articles distributed all along the course.

What have you seen?—The troop leaves Headquarters and after proceeding some distance, say a mile, they are halted and, by Patrols, are asked to describe in turn all that they have passed, e.g., pedestrians, traffic, buildings, cross roads, hedges, shops, walls, etc. The patrol giving the most accurate account wins.

Rival Dispatch bearers.—One player is nominated by each competing patrol to act as Dispatch Bearer. It is the aim of the dispatch bearers to go from a known spot or building across a section of a road. The one to get across first to score the highest points for his patrol, the second next most and so on. The boundaries beyond which no player may go are known to all the players. Each dispatch bearer carries a neckerchief loosely slipped through the back of his belt and, to be considered captured, the neckerchief must be removed by an opponent. At no time during the game, may the scouts searching for the dispatch bearers approach nearer the road, which is the objective, than 200 yards (or other distance as circumstances demand.)

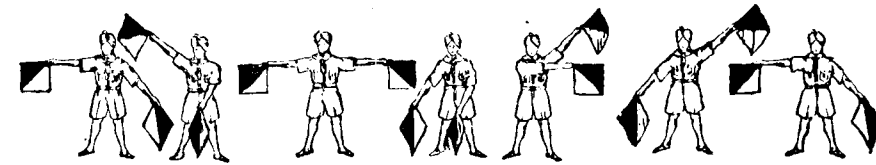
The dispatch bearers leave their starting point at a fixed time, and the remainder of the scouts are ready on the ground to intercept them, but must not see them leave. It is the job of the scouts to capture dispatch bearers from the other patrols and to do their utmost to assist their own dispatch bearers through.

Clear the Decks (for Cubs)—Cubs romp making as much noise as possible all over the room, or the playground. At a sharp blast from the cubmaster's whistle, every one must get off the floor on to some furniture, or bush or tree branch if in the open. The last off the floor has his name called out.

Take Cover (for Cubs)—the same as above, only the cubs must all vanish from sight before the Cubmaster has counted 10. Any one visible has his name called.

Follow Grey Brother—(for Cubs) Grey Brother takes the cubs out hunting. As they are inexperienced, they must follow everything he does exactly. He runs round the room, leaping over imaginary obstacles, swimming across imaginary rivers, climbing over rocks, crawling through gaps, freezing, killing game, etc., and finally back to Mother Wolf's lair, the Cubs doing everything he does.

(Selected and adapted, by Hiawatha)



For Scouters (No. 10.)

WE lay great stress on the Patrol System, but do not pay enough attention to the selection or to the training of the fellow who is to work it out for us—the Patrol Leader.

A good Patrol Leader to be useful to us should be useful to the Troop. He should have a clear grasp of his duties more than of his privileges and he should know every detail of his work.

It isn't enough that he is proficient in scoutcraft only and can teach his recruit with the gusto of an expert. For there are several things expected of him other than this mere training of his Tenderfoot.

He should know what the Court of Honour is and how to turn it to the best account. He should know his boys and the working of their mind and should be able to sense their likes and dislikes. He should know what the right thing to do under different circumstances of the Patrol's life and should be there to do it. He must be able to lead the boys without their knowing that he is doing it. He would be their friend, philosopher and guide and lead them to victory—the success of their Patrol—that is, enable it to become second to none.

The success of a Patrol Leader depends very largely on us scoutmasters. For in the first place we have to make sound choice of them, and then having done it, we have to give our man a sound training.

Responsibility for a patrol is in itself good and valuable training. But there is a good deal that can be done preliminarily.

But first about the choice of a Patrol Leader.

The Scoutmaster has the prerogative of appointing the P/L. And when he does make a nomination, the boys no doubt will respect his choice or at least try their utmost to do it.

But it is wise not to put too much strain on the loyalty of the boys by putting over them one who has by nature no claim to leadership.

Age must not be against the leader. If he can be a little above the average age of his patrol, it will naturally make his position easy. A fair amount of efficiency as a scout is naturally expected of him. A fine temper, a serious enough outlook, a keenness to make his patrol efficient, a sense of loyalty to the Court of Honour and to the Troop, powers of organisation and business instinct, a keenness to maintain proper records from the start, these are some of the qualities which one ought to look for in a Patrol Leader.

The rule as regards Patrol Leaders in the All-India Hd. Qrs. Rules runs as follows:—
Rule—33.

“A Patrol Leader is appointed to the command of a Patrol by the Scoutmaster or by vote of the Patrol. Patrol Leaders rank before all other scouts, except the Troop Leader.

Uniform as for Tenderfoot with two white vertical strips 3" long $\frac{1}{2}$ " wide, worn on either side of pleat of left shirt pocket.

Badge.—A white metal Tenderfoot badge to be worn on the left breast pocket and for use with ordinary clothes, and white metal fleur-de-lys and scroll with motto in front of turban or hat.”

Rule 14—A Patrol consists of from six to eight scouts including Patrol Leader and Second. The Patrol should be the unit in all Scout Training.

A Rover Patrol may consist of four Rovers only.

The Patrol Flag is as shown in “Scouting for Boys in India” and bears the emblem of the patrol and the name of the Troop. It is carried by the Patrol Leader, affixed to his staff.

Every Patrol should have a Patrol Council consisting of all the scouts of the Patrol. This

Council shall ordinarily be presided over by the Patrol Leader, or in his absence, by the Second. Its function is to be responsible for all matters of discipline, daily routine, games, etc., of the scouts within the Patrol, under the general direction of the Scoutmaster.

Rule 32—A Second is selected by the Patrol Leader to be his assistant, and take command of the Patrol when he is himself away.

Uniform as for Tenderfoot with a single white vertical stripe 3" long, $\frac{1}{2}$ " wide, worn on right side of the pleat of left shirt pocket."

The following passages referring to Patrol Leaders will be of interest to our Scouter Readers:—

There is no one to look after his Patrol if the Patrol Leader does not, and a slack Patrol Leader will soon smash up his Patrol on this system. On the other hand it is a splendid chance for a keen Patrol Leader. He has a free hand, he can work his patrol up until every boy is an ideal scout, etc. A troop made up of patrols like this is a Troop after the Chief's own heart. It is doing fine work.

A Scout starts an ordinary boy, with perhaps a tendency to slackness and lack of discipline, raw and ignorant, he ends, if his officers do their duty, as a good, honest, unselfish, clean, healthy, selfreliant, resourceful, trained—Scout: Yes, all this, *if his officers do their duty*—and the Patrol Leader, you know, is an officer.

The Patrol Leader must take a real interest in every boy in his Patrol. He must take each boy separately, watch him, encourage and help him, and simply strain every nerve to make a good scout of him. Often a boy will prove disappointing, stick to him all the same. A Leader is the chum of each of his boys, and a fellow who leaves his chum because he goes wrong is no true friend.

The above three passages give us a hint of the duties and importance of the Patrol Leader in the Scout Scheme. Just as he is the Chum of every scout in his Patrol, we scouters should be the chums of every Patrol Leader in our Troop. If we TRAIN them properly, they will be up to the mark and fulfil the Chief's expectations extremely well.

(Scribbler.)

Map reading and Map making for Scouts.

SOME HINTS ON HOW TO INSTRUCT.

TO set a map, without a compass, a scout should be able to find the True North by various means. The True North is a direction which never changes and therefore it is clear that this direction should be made the basis for setting a map.

Here are a few methods of finding the true North, when you have no compass:—

1. By a watch.—Let your boys hold a watch in the palm of their hand, face upwards, and turn the watch till the hour hand points at the sun. The angle between the hour hand and the figure XII on the watch when bisected, the bisecting line will point true South. This is true for South India for only a few months in the year. Try it yourself and explain to the boys why it is so. It is a good tip to suggest to the boys to hold a match stick or a blade of grass vertically to the side of the watch, so that the shadow of the stick falls on the face of the watch. The watch is now turned so that the hour hand comes within the shadow line.

Some times the Sun might be obscured. No matter how dark the sky, in the open in day time, an object will cast a shadow (verify it with your boys on a cloudy day). On such days, to find the True North by means of a watch, proceed as follows: Fix a white sheet of writing paper on a cardboard with drawing pins and hold the blade of your pocket knife vertically at the edge of the sheet. This blade is now revolved slowly until it casts a narrow black shadow. This shadow line is marked faintly on the paper by means of a pencil line. Proceed to find the true North by the watch as above. Only let the card board not be moved after the shadow line has been drawn.

The North line having been found, and drawn on the paper as above, the compass is taken and placed on the paper above the line such that the needle is just over the N & S line on the paper. Allow the needle to come to rest and mark by dots the ends of the needle on the paper. Take the compass away and join the two dots by a line. The angle between the True North line as

found by the Watch and the Magnetic North Line as found by the compass is called the variation of the compass for the year. It would be nice for you to tell your boys again now that the Magnetic variation changes from year to year.

2. By the Stars.—The constellations of The Great Bear, The belt of Orion and their relative positions to the Pole Star are common knowledge, at least they ought to be, for every Second Class Scout. You must see that you give the boys a good deal more of star knowledge than what they pick up for the II Class compass test. Here is the chance for you to rope in our elders in villages, some of whom are veritable encyclopaedias in point of star lore. They have all sorts of interesting and simple, ready made formulae for telling time by the stars, finding direction by means of the various constellations and will only be too glad to help boys in villages, when they are at home for the holidays.

It is only constant practice in the nights, observing the star groups, aided by wise and interesting instruction, that will give proficiency. No amount of star charts and books on astronomy will give any useful knowledge unless some one instructs practically and encourages observation for oneself. Finding direction by day is one thing, but the darkness changes all that and confuses our sense of direction and estimation.

Setting a map when you have no compass:

Locate on the map the spot where you are and note that point. Also locate on the map again some distant object such as a tower or hill which you can see at a distance. Join these two points on the map by a straight line. Now turn the map about the first point—the one you are supposed to be on—until this line points to the distant object.

If you are not able to locate the exact spot you are standing on, in the map, you can easily do so as follows: Note on the ground any two objects on your right front which are in a line from the spot where you are. Find these two objects on the map and draw a line towards you passing through them both. Note on the other side (left front) two distant objects which are also in a line with the spot you are on. Find these two objects again on the map and draw

another line towards you passing through both objects. The point where these lines intersect on the map is the spot where you are standing.

Imagine yourself to be between or in prolongation of a line joining two points which can be identified. Turn the map about until the line joining the two points in the map points to the two places in the country. The map is then set.

3. A map can also be roughly set for reading by identifying several prominent objects that can be seen. The map is then held so that the directions between these objects as they appear on the ground and on the map are parallel to one another.

Map reading is such a useful art and it makes our ramblings so interesting and instructive that it is the duty of every scout to try and make himself expert in it. Constant practice in the open with an actual map of the country will soon bring in enough proficiency. This is where scouters can help by getting technical experts, such as surveyors to come and instruct their boys.

When looking at a map, let your boys remember to look for

1. The Scale—this is the key to distances. Without a scale, the map would be meaningless.
2. The vertical intervals between the CONTOURS (if any) and any methods used to show the form of the ground.
3. The position of roads, ridges, hills, and watercourses.
4. The direction of the North—without this, the map would be unintelligible as regards directions from one place to another.
5. The general character of the country—which involves a thorough knowledge of CONVENTIONAL signs.
6. The Setting of the map if on the ground which the map describes.

(Scales and Contours will be dealt with next month).

Work for the Troop during the Rainy Season.

IT is one of the ambitions of most Troops, especially young ones, to put up a display or organise a concert or variety entertainment for the double purpose of publicity and earning Troop Funds.

Boys get enthusiastic about such things always but the Scouter in charge of them is not equally optimistic in all cases. The man of practical experience in such matters knows his job and if he thinks his boys are up to the mark, or if he is sure he can get them up to it, goes ahead in a quiet business-like style. He doesn't need anybody to tell him how he should go about his work.

But there is the enthusiastic young man who, though he is a Scouter, doesn't look before he leaps and gets into deep waters. However, without giving in to himself, he manages to get the function through, and benefits by the experience. The purpose of publicity is fulfilled, but Troop Funds do not generally swell much.

Then there is the too cautious man who wants to keep out of such muddle. It is a good thing, as far as the saving of trouble goes, but it damps the enthusiasm of the boys. It deprives them of opportunities of getting very useful training in an interesting way, without their knowing it.

A variety entertainment or play is really frightening when one comes to think of all the things that have to be got ready—the programme, the players, the hall, lighting, decorations, scenery and stage property, costumes and make-up, musical accompaniments, seating accommodation, advertising, sale of tickets, interviews—but it is the tackling of these that form the training—for the Scouter as for the Boy. And what is more, when they begin to be tackled they are not so frightening as they at first sight appear.

Of all these, the programme is of course the most important. A variety programme is generally better than a single long play, unless one is sure the play is going to be the very best of its kind. And besides, however much we may count on the audience helping a cause by their patronage, they must have really good stuff and not what they can unconsciously compare with professional standards without considering the circumstances in which a play is presented. Dances and songs, athletic dis-

plays by groups, a few really good tricks with plenty of laughter rather than mystery and silence, one or two good individual musical items, and a short play or farce, all of them taking not less than two hours and not more than three, may be considered to make up a good programme.

Educated amateurs and even scouts in a few instances are not specially careful about good taste in matter of choice and composition of subjects and language, that it is necessary here to sound a note of warning against any step that may mar the good name of the Movement. It should be a rule that love-making and similar scenes must be completely eschewed and no emotional female character must be played by any boy. While professional actors in our province have been trying to elevate the tone of their productions by purer and more dignified language, it is unfortunate that many of our amateurs are still under the delusion that copying professionals is the highest standard of acting. In scout productions at least such an attitude should not be allowed to prevail.

Nothing brings out the team spirit more fully in these displays than the way in which each boy tries to do his best to play the part assigned to him and assumes no more importance on the stage than what is necessary for a good presentation of the whole play. It is necessary to be always on the alert to see that no individual actor tries to force the attention of the spectators to himself. Every one should feel that it is the play and the entertainment as a whole that should impress the patrons and not himself individually.

But this does not in any way mean the suppression of individual talents. All that is implied is that there should be no unrehearsed jerks and monkey-tricks indulged in by actors, merely to force the attention of the audience to themselves.

For a first effort, a modest hall,—a school-hall for instance,—saves a great deal of effort and expense. The local theatre or public hall even if it is offered free of all charges, involves much trouble in regard to small details of repair, and in the matter of obtaining the cooperation of theatre servants who are accustomed ordinarily to work for special wages. There are also difficulties of transport and dislocation of work caused by the splitting up of the workers between the club-room and the theatre. With experience these difficulties may cease to be

such, but for a beginning it will be safer to avoid these. And after all, our public theatres are not specially up-to-date in their equipment, and we can very well manage with school-halls for a modest initial venture.

Lighting of the hall, seating accommodation, and decorations must be all planned in good-time beforehand and left in the hands of responsible senior scouts or rovers. The arrangements should be as simple as possible. Orderliness, simplicity and good taste tell more effectively—and are more in keeping with Scout spirit—than lavishness and a country-wedding atmosphere of bustle and confusion.

The question of scenery and costume must be kept in view even from the time the play is chosen, so that difficulties do not arise when they are too late to get over, when matters come to the "manage somehow" stage. Scenery and other stage requirements and make up should be as few as possible if the entertainment is to be scouty, and if it is to be a troop finance proposition.

Such of the scenery and costumes as are necessary can be made by the scouts themselves. Coloured paper, tissue paper, crepe paper and pasteboard, scissors and paste with a few tempera colors, a bit of burnt cork, Hazeline snow, toilet powder, safety pins, twine, ropes and scout-staves, borrowed purdies, are materials out of which a first rate stage can be built up and an excellent green room equipped. And there is no better handicraft training than the getting up of these.

Rehearsals must begin pretty early. Every detail should be rehearsed beforehand. It is not enough that only the parts are got by heart. The entrances and exits, the directions, the gestures and expression, the readiness of action—all these should be minutely attended to and fixed definitely. Directions once given should

not be altered unless there is some very good reason. Everything should be perfect at the final rehearsal itself and nothing should be left to be attempted for the first time on the stage at the actual play.

The assistance of experts, both professional and amateur, may be obtained if necessary. But most of the work must be done by the Troop, and the expert need only give his guidance by his occasional presence at the rehearsals.

There should be plenty of music in the programme but not too much of it. What is given must be really good. For this purpose good accompaniment is essential and if it cannot be obtained free of charges, the question of cost should not induce the organiser from being content with poor accompaniment.

Preliminary advertising and sale of tickets alone can make the venture a financial success. It will be hard to expect all members of the public to be gushing with enthusiasm for the Movement to the extent of patronising the show spontaneously of their own accord. So some of the boys should be sent round with advertisements and ticket-books, and if the show is to be under the patronage of any distinguished citizen the fact should be mentioned in the handbills and programmes. At the play itself a few words about the Movement by the patron of the evening will pave the way for further propaganda.

There is enough work for a Troop in the getting up of an entertainment to keep them busy in the indoor months when camping and similar scouting programmes are not possible and if the whole affair is well directed the troop will gain not only materially in the matter of funds but also in efficiency, for the training for the entertainment is in full harmony with the methods of Scouting. (S)

Letters to a Would-be Scouter.

XII

My dear G,

Ability to lay and light a fire in the open is one of the important tests for the Second Class Badge. And if you understand what is expected out of the boy, you will agree with me in thinking that it isn't an easy test either.

It calls for great forethought and plenty of practice before one can be at all good in the

art of starting fires, but when one knows how it is done, there is hardly anything which appears simpler.

Firelighting is really an art, and from the way one is proceeding about it, you can easily tell off the fellow who knows, from him who only thinks he knows it!

But why firelighting?

Well, when you sit down to think about it, you will come to realise the great part which this 'element' plays in our daily life and how much we owe to it for our food, for our health and for our safety. And to people living in the backwoods of civilisation the importance of a knowledge of the art cannot be over-estimated.

Fire for food, fire for warmth, fire for light and fire for safety—from wild animals! Camp fires, signal fires and fires for ceremonials!!! Probably the first great discovery that man ever made is the discovery of fire or of the acquisition of control over it.

Now coming to the test, your boys have to "lay and light a fire in the open with not more than two matches."

It is a very easy affair to learn to manage this much, if that were all. But you know every one of these tests is really a peg to hang something useful on, and this test on firelighting is something round which you can (and really ought to) hang a good deal of real backwoods-manship.

Before attempting to start a fire it is obvious one must have the right kind of material, such as dry sticks of suitable size, suitable kindling for starting the fire on, bigger sticks or logs which are ultimately to be lighted and so on. These have to be gathered and the attempt to gather them will conduce to a good deal of "tree-knowledge". What sort of sticks are best suited for starting the fire, what kind of material will make the best kindling and what kind of logs will give a steady fire, these and similar points will engage the mind of the boy and he will be teaching himself to a very large extent.

The usual way to start about 'Fire-lighting' is to build a pyramid of nice dry sticks built over round a tripod built out of three forked sticks, say each about 8 inches long. The pyramid is built hollow with the triangular opening on the side the wind strikes on it, and with an extra thickness of sticks on the side exactly opposite the opening.

The idea is apparent, isn't it? The wind will be entering the pyramid through the opening and blowing the flame on in front of it so that if the spot where the flame strikes the pyramid has a number of dry sticks arranged suitably, you will soon have plenty of burning sticks and ultimately embers to keep the fire going.

Remember then to provide for a gate way for the breeze and plenty of "food" for the "Red

Flower" at the place where it will strike the pyramid.

That means of course, you should know, and find out every time, how the wind is blowing. A simple way of doing it is to throw up a little dust from the ground and notice how the particles are blown off. Sucking your thumb and holding it out to the wind is suggested as an alternative method. No doubt the cold caused by evaporation will indicate the direction from which the wind is blowing. But I would rather that your boys do not go in for this method of finding the direction of the wind, for obvious reasons!

Having built up the pyramid properly, the next step is to stuff the inside with proper kindling, and the next is to arrange bigger sticks round either in a bigger outer pyramid or in any other convenient way so that the fire when once properly started may have something to take itself on to and be at your service in whatever way you want it!

Boys taking the Second Class tests are allowed to use gently crushed paper as kindling for firelighting. But personally, I should like them to go in for stuff less suggestive of civilisation! The net-like growth on coconut tops, the fibrous coir of the coconut pulp, even a little straw nicely torn and rolled up gently into a ball will serve very well; though one has to be very very careful how one makes use of them. Or it may not work!

Having got everything ready, the next step is to strike the match and start the fire. Well, this isn't really so easy after all and perhaps a little warning will help the boys. The striking of the match is really an art, as one can see from the way cigarette suckers have developed it into. But for the purposes of our work, it is enough that the boy knows how to strike the match efficiently without in the first place getting the head to fly off, or the stick to snap into two!

And once the stick is lighted, it should be held just for a jiffy head downward so that the flame may climb upwards and catch on to the stick itself. When that is achieved and only then, is it time to set fire to the kindling within the first pyramid.

More than one stick will not be ordinarily necessary even when one sets out practising, if one is circumspect enough and mindful of every detail.

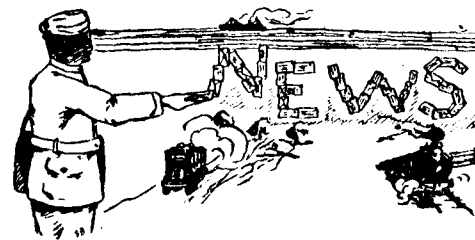
That is all the fire-lighting that Second Class fellows need to know; but I know you

wouldn't let your boys want to stop there. Yes, it is a good idea to lead the boys on to know more about fires of various types.

You can demonstrate to them the Log Cabin Fire which is a very good type, especially when you want a big fire as for camp fire or for cooking on a big scale.

Short logs of wood properly split and dried are arranged log-cabin-wise, that is to say the logs are arranged like a square and built upwards alternately from opposite sides till a suitable height is reached. You know now railway sleepers are arranged to form temporary bridge piers. The central hollow is stuffed plentifully with kindling and set fire to from the bottom.

Another method of starting a fire on a wet evening is to make use of Fuzz-sticks, which are made by making incomplete slanting cuts on sticks of dry firewood in such a way that wedge-like shavings are hanging round all over the stick on all sides. These sticking shavings or wedges should be as long and as thin as possible as the combustibility of these Fuzzes will depend upon their length and thinness. These sticks are driven into the ground some eight or ten of them close to each other and



Kurnool District :

The Scouts of the First Markapur B. H. S Troop went to Srisailam at the request of the District Health Officer for service at the time of the Mahasivarathri festival, and gave a very good account of themselves. They were useful as guides, firstaiders, restorers of lost property, lost children, guards of drinking water sources, and exerted their very best to do useful service. The District Scout Commissioner Rao Bahadur C. V. Rangareddy met the expenses of the scouts. The temple authorities, the Police and Health Officers cooperated with the scouts with great sympathy.

Ananthapur District :

The First Hindupur Troop is just one year old and has 17 tenderfoots of whom 6 have passed their II Class tests and 4 recruits. On the 11th and 12th of March they camped at Guddam during the time of the local festival, and helped the pilgrims very much.

North Arcot District :

The District Commissioner inspected the Sri Venkateswara Troop in February and conducted an investiture

with the wedges pointing downwards. The next step is to strew a little kindling at the bottom and then start then fire.

Types of kitchen fires will form a natural sequel to these attempts, as also will firelighting without matches. But these had better be left on for a later stage, perhaps when tackling the "A-I Badge".

Now I must dry up. But before I do, I shall give a cautionary hint or two. The fire lighted must be in proportion to the requirement. It must neither be too big nor too small for the object for which it is required. No bonfires when all we want is only a—fire!

And be sure to put out fires thoroughly well every time they are started. One cannot be too careful about this. And in addition to putting it out, you must see that the place is thoroughly well cleaned up and there is no trace of the fire having been lighted there. Otherwise it wouldn't be good scouting.

Good-luck and go ahead.

Your sincere friend and brother,
SPOTTED DOVE.

ceremony. 12 scouts took the promise, 6 were awarded II class badges 1 scout was awarded the Kings Scout Badge and 2 were awarded the I grade All-round cord. The D. C. spoke to the boys on the Bombay Jamboree, the Ooty rally and the ensuing Educational Exhibition which is to come off in the middle of April next.

The Crescent troop attached to the Islamiah College Vaniyambady had an interesting gathering with Mr. A. V. Pai, I. C. S. Asst. Collector of Vellore in the chair. Sports were held on the occasion.

The Ramakrishna Troop of Wandiwash gave a welcome to the Hon. Mr. A. Ranganatha Mudaliar on 23/2/28 at Cheyyar. A display was also held at the time.

On 25/2/28 a grand imposing procession and rally of all scouts and cubs was arranged at the instance of the Cubmaster of Aided Elementary School, Saidapet, Vellore. The rally was held in the Municipal School grounds at Saidapet, under the guidance of the Dist. Commr. Mr. Mason Olcott, president of the Local Association presided. All the scouts and cubs of the Town participated in the function. The District Commissioner addressed the audience on the value of such gatherings. Several interesting scout items were gone through. Great credit is due to the cubmaster of the Namberumal Pack. All the Cubs and scouts present were presented with a note book and pencil by him.

The I Walajahpet Troop attached to the Municipal H. S. Wallajah camped out on the 30th January and again on the 11th March at Valli Malai. In camp they had plenty of activity, and worshipped in the local temple, had practice in mountain climbing, swimming, etc. The Headmaster and the Municipal Chairman take very keen and active interest in the activities of the troop.

The District Commissioner invested 22 scouts of the Sri Mahant's Middle school Troop on the 3rd March. He spoke to the boys words of good advice after the function.

The Scouts of the I Vellore Troop helped at the reception and accommodation of guests during the opening ceremony of the Medical School buildings at Vellore by His Excellency the Governor on 5th March. The Vellore scouts took part in the Health week celebration on the 6th March. The I & II Vellore Troops got prizes in the competitions and Scout R. Subrahmaniam of the II Vellore Troop got the prize for the essay.

The Local Scout Association of Vellore is doing good work. Rallies and displays are arranged often to educate public opinion. It is proposed to have a big stir up in Vellore during the middle of April.

Madras :

A carefully planned camp for training Patrol Leaders and Seconds was held by the scouters of the II Perambur Troop. Practice in First Aid, star craft, swimming and games and such activities formed part of the camp work. Practical pioneering and building of bridges occupied part of the camp programme. Though rain spoilt some of the work, it did not damp the enthusiasm of the boys or the scouters.

Chingleput :

Is making great strides. The Local Association is busy organising work on a systematic basis. The District Commissioner Mr. S. Wadsworth I. C. S., spares no pains to visit the troops in the district. He inspected the Native High School Troop, Senior Certified School Troop, and visited Conjeevaram to stabilise things there. He was accompanied by Mr. G. V. Job the Hony. Secy. and saw for himself the activities of the scouts there. The formation of a Local Association for Conjeevaram is under contemplation. The District Commissioner presided on the occasion of the Anniversary of the Native H. S. Chingleput and addressed the parents on the value of scouting and exhorted every one of them to see that their boys joined the movement in large numbers. He also invested 9 rovers of the Govt. Trg. School, who were going out to enter life. He gave them good advice on practical troop organisation and management and wished them all success.

The District Commissioner visited Sadras and Tirukalikunram and addressed the parents of the locality on the necessity of their encouraging the scouts of their locality.

A dozen scouts of the I Chingleput troop camped out for 3 days 7 miles from their Hd. Qrs. Second class tests and some of the First class tests inclusive of the Journey test were conducted.

The Cubs of the U. F. C. M. High School had a pleasant outing for a day on the banks of the river Palar.

The Local Association under the guidance of the President Mr. S. Wadsworth I. C. S. had a District Rally on the 14th April. About 300 scouts took part.

The Scouts, cubs and Rovers started in procession from the U. F. C. M. High School, on Saturday 14th April at 8 A. M. The band of the S. C. School led the procession which marched off along the main streets of the town. Great enthusiasm prevailed among the public and every one, male and female, young and old,

got out of their doors to see the youths clothed in different colours.

At 2 in the after-noon, all the Scouters met in conference in the Mission High School, when Mr. G. T. J. Thaddaeus, D.C.C., presided. Several topics of importance to the newly trained Scouters, were discussed and certain conclusions were arrived at. Among the topics discussed were: How to organise Scout Troops in Villages; Rovering in Training Schools, How can the Scout be more useful?; How to Indianise Scouting; artificiality in the movement, the different means of raising funds for the Troop and District Councils. The District Council was at home to the Scouters present.

At 5-15 P. M. the Scouts and Cubs took their hiding places in the grounds of the Senior Certified School. At half past five Sir C. P. Ramaswami Iyer, K.C.I.E., the Provincial Commissioner arrived and was received by S. Wadsworth Esq., I.C.S., the D. C. The Grand Rally of Scouts, Cubs and Rovers began with the Grand Howl of the cubs and the usual programme was followed. After inspection by the P. C., there was the March Past, soon after which, the Troops dispersed to their centres. The displays and games, which included tent pitching, rope bridge making, camp hut and bed building, wrestling, boxing etc. went off nicely. The Scouts gathered again round the Flag and were entertained by the short speech made by the P. C. In the course of his talk, he told the public present, what Scouting stands for in a nutshell and exhorted every one to take an active interest in the movement. He advised the Scouts to make themselves more efficient and strive for higher and more badges. With the singing of the Anthems, the successful function came to a termination.

Coimbatore :

The investiture ceremony for 18 recruits of the Bhishma Troop, B. H. S. Bhavani was held under the presidency of Mr. P. K. Ramakrishna Aiyer, the Dy. Inspr. of Schools, by the scoutmaster on the 18th March. The services rendered by the scouts of the troop during the local Temple festival were very much appreciated by the public.

This district is going ahead. The President of the District Council, the District Commissioner and the District Secretary assisted by Mr. T. S. Venkataraman, the Divisional Organising Secretary, have arranged for the following:—

(i) A Conference of all Scoutmasters for the 16th April at the Government College, followed by a Social and a Public Meeting at the Y. M. C. A. Hall.

(ii) A Trophy in the shape of a cup to be competed for by all Scout Troops in the District. This will be awarded at a rally to be held in September.

(iii) A Training Camp for Scoutmasters in May. This district has not had a camp for three years.

Tanjore :

The anniversary of the Sri Ramakrishna Pack, Kornad was celebrated on the 24th of March. Assistant District Commr. G. Venkatesan conducted the investiture of the Cubs and Mr. N. Vaithyanatha Iyer, M.A., B.L., of Mayavaram talked to the boys. The boys acted some scenes from Rani Samyuktha on the occasion. The Municipal Chairman Mr. N. Somasundaram Pillai presided on the occasion and spoke appreciatively of the work of the boys.

The Cubs of the "Sivaji" and "Service" Packs had an outing to Mariammankoil, near Tanjore, on Sunday the 18th March and had an enjoyable time of games and First Star Activities. They were joined at the place by the local Cubs of the Board Elementary School Pack and all had a good time.

Cubs of the Sreemani Pack, Tanjore, had their outing too on the 30th March and visited Ammapet, on the Tiruvadi Road. Dances and Games, and Star Work formed the programme.

Scouts of the Gopalaswami Troop camped at Somanathapuram, and went through some of the Second Class Tests. The camp assembled on the 16th March at 6 P. M. and broke up on the 18th at the same hour. The support and enthusiasm of the parents was remarkably keen.

Rovers of the Government Training School and those attached to other local Troops and Packs had their Annual Camp at Tenperambur (Vettar Head) from the 23rd to the 25th March. The camp site was a delightful tope between the rivers Vennar and Vettar, and was chosen after reports of hikes were presented by individual Rovers. The programme included instruction in the Aims and Methods of Rovering, the Scout Law for the Rover, Camping and Hiking, Service, Star-lore, First Aid and Life saving, Rover Mates' Responsibilities, and other subjects. The facilities afforded by the place for swimming and water games were taken full advantage of by the campers. Games to children of the neighbouring villages, Sanitation Survey, address to villagers on Sanitation by one of the Rovers, and on Play by another Rover were some of the special features. Mr. J. I. Muthiah, A. D. C., conducted the camp along with the Scoutmaster of the Troop. The thanks of the campers are due to the local people who gave much help and appreciative response to the Rovers' activities in the village.

Sona (Mr. G. Rama Rao) of Tanjore was responsible for a life-saving Good Turn in March last. A run-away bullock and cart caused much panic and some injury at a wedding procession and Sona made a timely effort and succeeded in arresting the bullock and prevented further injury and panic among the crowd.

Mayavaram—The Abhayambika troop of the Municipal H. S. Mayavaram had its troop day on 31/3/28. The troop has 8 scouters and is 64 strong of whom 34 are II Class scouts and 30 tenderfoots. The troop is progressing under the able and efficient work of the scouters. The troop has a varied programme of activities—Public service during fairs and festivals, camps, rallies, work in scout practices and tests, regular parades, etc. The troop had the honour of entertaining many distinguished visitors during the year.

A Local Scout Association for Mayavaram has become an accomplished fact and it now has as many as 65 members on the rolls. Rao Bahadur C. S. Subrahmanyam is the president and Mr. T. Subrahmanya Iyer is the Secretary and nine influential gentlemen and scouters form the Executive Committee. Mr. K. Narayana Sastrigal has been elected the Treasurer.

Tinnevely :

The IVth Tinnevely, Manthiramurthy Troop had its anniversary celebration on the 17th March under the presidency of Mr. T. S. Kanthimathi Natha Pillai, B.A., Vice President Dt. Board. Mr. T. S. Shanmugam (a retired Police officer) who has been connected with

the troop as its first Scoutmaster for a long time invested 8 tenderfoots and 12 Cubs. There was a varied and interesting programme of Scouty and Cubby items. A troop Committee was formed with Mr. Kanthimathnatha Pillai as President and Mr. Kalyanasundaram Pillai as Secretary. The President distributed the prizes and was speaking to the audience on scouting when, an alarm was raised suddenly that there was a fire near by; the scouts and their scoutmaster immediately ran up to the spot and helped in checking the spread of the fire. The troop consists of 5 II Class scouts, 10 tenderfoots and 23 Cubs.

The Scouts of Tinnevely and Palamcottah took part in the Health week celebrations organised by the Tinnevely Municipality. The total number that participated is about 300. There was a rally and a few special displays. Dr. Vaikuntaraman gave a talk on Baby Welfare.

Ramnad District :

A Rover of the Dharma Patrol of the Govt. Trg. School Ramnad, Anguswami by name rendered prompt and successful first aid to a boy who was in danger of dying by drowning. The District Scout Commissioner paid a visit to the Troop and expressed satisfaction at the work done by the Rovers for the year. 26 members of the troop passed the test for the St. John's Ambulance Certificate, on the 26th March. The same evening the Junior Rovers were "at home" to their elder brothers on the eve of their departure from the troop.

The District Commissioner and the District Secretary Visited Srivilliputtur, inspected the local troops, and addressed the scouts and students. A local Association was also formed with Rev. John Asirvatham and Mr. A. Srinivasa Iyengar. The D. C. and the Secy., have been systematically visiting the Troops in the District and hope to form local associations in likely centres.

The I Tirushuli Jayaram Troop has sent reports of good work done—the scouts have been helpful to the public in time of festivals, fire accidents, etc. They are having camps periodically also. A cub pack attached to the Troop has also been recently organised and is awaiting registration by the District authorities.

Madura Dist :

The Sandegren Troop (U. C. High School, Madura) had the investiture of scouts on the 24th March. Mr. B. A. Subrahmanya Iyer Dist. Scoutmaster conducted the Investiture. The Rev. H. C. Balasundram gave a talk to the boys.

The Scouts of the U. C. High School and Setupati High School assisted in two fire accidents one on the 5th April and the other on the 6th April. Two children, one buffalo and a calf were saved.

Malabar. 1928, April VIII

The Boy Scout Troop attached to the Board High School, Koduvayur, gave a display of Scoutcraft on the school day when the Collector of the District presided, Mr. P. P. Venkitachalam, Assistant District Commissioner, was in charge of the display.

A Training Camp for Scoutmasters is being arranged for the latter half of May and it is expected that the District Educational Officer and four Deputy Inspectors will take the training at this camp.

Kollegal. (Coimbatore)

This is a difficult place to get at. From Madras one has to go to Bangalore and then to Maddur (Mysore Ry.) by rail. This is followed by 40 miles by bus, and crossing the Cauvery in a coracle and then 8 miles by bus again. But Kollegal has a good Scout Troop. The Investiture of this troop, which has been postponed for several months, was held on the evening of the 2nd April, in the presence of a large number of people. The local school hall was crowded where the public meeting was held. Capt. C. Krishna Menon presided and the Provincial Organising Secy. spoke on "The Ideals of the Boy Scout Movement". This was followed by the Investiture and a fine musical entertainment at which one of the Boy Scouts, G. M. Natarajan, aged 13, took the most enviable part.

The Secretary inspected the troop the next morning. The boys are very keen and the Scoutmaster, Mr. T. K. Taravanar, B. A., L. T., has put in quite a lot of good work into the troop. The work is very much encouraged by the local officials and the public.

The Nilgiris.

The District Commissioner has arranged for a Conference of all Scoutmasters for the 21st of April at Coonoor. We are hoping that the District Commissioners' Conference will also be held here towards the end of May.

Bellary.

This district has, one is glad to note, done a certain amount of good Scouting through the incentive given by Mr. M. Rajagopalan, the Divisional Organising Secretary and Mr. T. Narasimhachari, the District Scout Master. The District Council has been formed the personnel of which is given elsewhere.

The Krishnadevaraya Rovers of the Govt. Training School Hospet, camped at Hampi from 31/3/28 to 7/4/28 to help in rendering service during the Car festival at Hampi. The party was divided into two patrols and rendered very useful and efficient service. The District Health authorities, the police and the temple authorities cooperated with the Rovers and showed great sympathy. Mr. Thandu Mudaliar the Vice-President of the Dt. Board arranged for the accommodation of the Rovers and donated Rs. 18/- from his own pocket towards expenses of the Rovers. The Headmaster of the Training School who controls the troop was responsible mainly for the great incentive which made the rovers work so hard and efficiently.

South Canara.

The Farangipet Sri Rama Troop scouts had their Investiture on the 29th March. Scouters from other places were present on the occasion. The Scoutmaster of the Government College, Mangalore who presided at the function spoke about the advantages of scouting to the boys and the public in Kanarese. The Scouts of the Troop staged a play on the 1st April and collected some funds for their troop. The play was well acted and was a success.

Trichinopoly :

The first anniversary of the VIIIth Trichinopoly Arjuna Troop attached to the Aryan Secondary School was celebrated on the 15th April at the school premises under the presidency of The Hon'ble Mr. M. R. Sethurathnam Iyer, Development Minister. A large number of distinguished guests graced the occasion with their presence. There was a rally of the scouts and the distinguished president of the evening was greeted with welcome songs specially composed for the occasion. The report of the progress of the troop, which forms interesting reading was presented by the President of the Troop Committee Mr. S. Venkatrama Iyer, who congratulated the President of the evening on his becoming a Minister to the Government. There was a dramatic display by scouts in English and Tamil and was very much appreciated. The President distributed the prizes to the actors and spoke on the example of Arjuna the troop hero and exhorted the scouts to have Arjuna's noble life and example as a guide to them in their lives. He also spoke on the value of scout training to boys and pleaded for more encouragement on the part of the general public. Great credit is due to the scouters of the troop Messrs Mani and N. S. Vasan and the Headmaster of the school Mr. K. S. Ramaswami Iyer for the success of the function.

Guntur :

The first Scoutmasters' Training Camp for prospective scouters for the district which had long been in contemplation was held at Bapatla in the Board High School Grounds, kindly lent by the Headmaster of the High School. The camp site though sandy was ideal in that it had splendid shade, while the extensive playground attached to the school served as playground for the campers. The usual programme was followed and all work, play and life in camp was strictly on the Patrol system. There were Christians, Non-brahmins belonging to various communities and Brahmins in camp but one and all lived in the closest spirit of brotherliness in all particulars. The camp was a full ten days' camp and was run from the 5th April to 15th April. The Headmaster of the High School Mr. Panchapagesa Iyer who though old physically is young in spirit, was to have attended the camp, but could not do so owing to unavoidable circumstances. But he visited the camp every day and looked after the welfare of the campers. Mr. Vanamiah the Scoutmaster of the local Troop was mainly responsible with Mr. Joseph of Guntur for the holding of the first camp for the district and both the gentlemen managed things very well indeed. The camp was in charge of Messrs. P. S. Narayanswami of the Prov. Hd. Qrs., and Bh. Krishnarao Divisional Organising Secy., Circars. The enthusiasm that prevailed in camp was excelled by that of the boys who lived in the hostel adjoining the camp. These lads were of the greatest help to the campers and cheered the camp with their happy companionship in play time and camp fires. Some of them assisted the Quarter master also.

The names of the campers appear elsewhere.

NOTES BY THE WAY.

(Searchlight)

WE all speak of Games and their educative value. We talk of sense training games and know how to conduct games with a view to instil worthy traits of character in our boys. But apart from having an occasional go at them, more for relieving our own monotony than moved by a desire to give the right training to the boys, few of us pursue the idea to its fullest extent.

This is probably due to the fact that we do not, most of us, keep up the study of the Handbook, constantly. The very title of the book "Scouting for BOYS" ought to keep us in constant remembrance of the aim of the scheme and the very rules framed for the conduct of the Movement are named by the Chief most aptly "*Rules for playing the GAME of SCOUTING for BOYS*". Would'nt it be better we had in our mind the fact that Scouting is a grand Game and it can be only that to the Boys who are everything in the Movement? If we at the same time remember that it is the Game of Life itself, as seen through the Boys' eyes, we are sure to do the work for the boys, after their own and—the Chief's heart.

There arises the acute problem of having to decide between two points—Should we neglect the physical side of the boys? Should we fail to get the utmost of character training out of games? This problem had better be solved by the scouters themselves. Only let us all remember that the threefold training of the boy—in body, mind and spirit—resulting in the development of health, skill, intelligence and character, requires all the effort and energy that we can put into our work.

And again are we working actively for the idea of brotherhood? Most of us have no objection to a spirit of brotherhood growing itself among our boys and among the troops in our locality. That is no doubt commendable but that is'nt everything! What are we doing to further the idea? In what way are we tackling the problem?

The boys are at an impressionable age and these are times when the most balanced of us is apt to be led away by the trend of thought and events, current at the time. So many question come up before the world, distracting

the even tenor of a boy's life and what are we scouters there for if we do not stand by and safeguard the interests of the Boys and incidentally maintaining the solidarity of the Movement before the World's eyes? We elders may have our own views and ideas about things, but are we justified in dragging BOYS into the vortex of these wordly distractions, especially when they have to take charge of the responsibilities which will devolve on their shoulders in the very near future?

"Once a Scout, always a Scout" is easily said. But are we helping our older lads to realise the truth of it? Are we keeping ourselves in touch with them, or are we going to make a serious beginning, now, if we have not already done so, and try to see how far the Scout training they have received is going to be helpful to them in their practical life?

Searchlight feels with his brothers that this is the best time to think seriously of this matter. The holidays are going to be the acid test of a scoutmasters' or Cubmaster's hold on his boys and if he has done his work well (whatever that 'well' may mean), he will get his boys back, all of them, after the reopening of the schools, full of eagerness for the game.

Did I say "all of them"? "Some of them" it ought to be, for some will leave for higher studies, or to enter life. It is these that leave that will have to be carefully piloted through. Do we not owe it to them, for the companionship which they gave us all these years and the joy they brought into our hum-drum world, that we should see that they keep within the movement and help us in the work and carry on the noble work of the great scheme of Scouting?

There is the Camp-and-Character-Training idea. How often do our troops camp? And when they do, how much of attention is really paid and consciously directed to the character training aspect?

In season and out of season we proclaim loudly that camp is the essence of all scouting, and that it is the jolliest place on earth, and the cleanest, and that it is the one place where we can live as God intended us to live—and so on. But the loudest of us, are probably the worst

offenders in point of camping. When it comes to an actual fact, all difficulties, real and mostly imaginary come in and some excuse is given to the boys, who have been looking forward to the event for quite a number of months, for not going out to camp. It is just then that we have to examine our own minds and find out whether the difficulties supposed to have been in the way were not of our own fabrication. Then the solution to the problem of retention of the boys in the troop, will dawn suddenly on the minds of all of us. For, have we not experienced, all of us, the fact that the keen ones of the troop become keener, the slackers, become interested and keen, after a camp. Camps have been the panacea for most ills in our own troops and knowing that it is good medicine, why should we not administer to our boys?

Talking of camps, one is often tempted to ask, "need we have so many Training camps for prospective scouts?" Exactly, it is now time for suspending these camps. We have now so many men trained in such camps and these men still continue to be "PROSPECTIVE!!!" scout workers? It is indeed a good thing that in recent times, the men who go through a training course are not bound to a promise which they will not either try honestly to keep, or have not much opportunities to keep.

The number of Troop camps, throughout the province is not available, but one feels that it might very well be much bigger. But what distresses one is that there have been very few camps for intensive training of Patrol Leaders. Such camps can come up only when the scouters of any locality meet together in terms of absolute brotherliness and mutual understanding. Scouters' Unions are the best institutions for the organisation of such camps. If the Patrol Leaders are efficient as they ought to be, Scouters' Unions will have work to do, otherwise, they have no reason to function as such. It is such Scouters' organisations that have to encourage the Patrol Leaders and make them realise their importance.

"Oh, I couldn't attend to my Troop work for the last some months owing to my illness, so the boys haven't been doing any work," is an apology one hears now and then. If a Troop had really been running on the Patrol System, it would have been running well all the same during the S/M's absence.

It is such situations that are a test of the working of the Patrol System in a Troop—it is not the shoulder knots alone that make the Patrol and the stripes that make the P/L.

Of course our Troops are divided into Patrols, and for games and competitions, they contend by Patrols. Only, one sometimes feels that a little more responsibility given to the Patrol Leaders, a little more initiative, and a little more special training, might greatly improve the Troop,

Aren't we still having Scout "classes"? Which means that we are still adopting school-room methods of mass instruction.

As we now are, the Patrol Leader hasn't practically anything to instruct his Patrol in. He is there to communicate the S/M's orders to his Patrol. He doesn't influence his Patrol in any way—because no initiative has been given to him.

The Court of Honour is another institution of which one is not far wrong in saying that its full importance has not been realised.

How often does the C. O. H. meet? does it decide the programme of work for the Troop or does the S/M dictate it? Are we allowing the boys the full benefit of the training, and the full measure of responsibility that the C. O. H. provides for him?

These are a few questions that we may well ask ourselves, if we mean to progress.

Next, we have been talking so much about the Patrol System that one fears some of us have forgotten that it was meant for use—in running Troops. It is rather sad that in our country we know a great deal that we do not put in to everyday use.

If only the Scouter takes care to see that the boy puts into daily practice the precepts of his religion, and the Parent knows what is being done and helps, what a world of difference it would make in winning his active sympathy for the Movement!

One of our most important duties—the training of the boy on the spiritual side—does not appear to have received the full attention that it should receive.

OUR VERNACULAR PAGE.

சாரணன்.

சாரணன் (Scout) என்னும் பதத்திற்கு ஒற்றன் என்று பொருளாகும்.

இவன் மெத்த பொறுமையும், கூறிய புத்தியும், நிதானமும், சமயத்திற்கேற்ற ஆலோசனை செய்யக் கூடிய திறமையும், திடமான சித்தமும், உள்ளவனாய் இருத்தல் வேண்டும். இவையும், ஏனைய நற்குணங்களும் நன்கு பொருந்தப்பெற்ற சிறுவர்களின் சங்கமே "நாலிய சாரணரியக்கம்" (Boy Scout Movement) என்னும் பெயரைக் கொண்டதாகும்.

சாரணரியக்கத்தின் உற்பத்தி.

இங்கிலாந்திலுள்ள, சர் ராபர்ட் பேடன்பால் என்னும் தளபதி தன் தன்னுடைய பிள்ளைகளில் போயர்கள் என்னும் ஒரு ஜாதியாருடன் ஆங்கிலேயருக்காக சண்டை செய்துகொண்டிருந்தபோது தனக்குத் திறமை வாய்ந்த சிறுவர்களின் உதவி அவசியமாயிருந்ததைக்கண்டு சில சிறுவர்களைத் திரட்டி, தனக்குத் தேவையான ஸஹாயங்களைச் செய்வதற்கு வேண்டிய விஷயங்களையும் அவர்களுக்கு எளிதில் போதித்து, அவர்களால் எதிர் பாராத பல சகாயங்களையும் பெற்று சண்டையிலும் ஜெயமுற்றார்.

பிறகு அவர் தாம் கண்டுபிடித்த இவ்வியக்கத்தை 1908ஆம் முதலில் இங்கிலாந்தில் ஸ்தாபித்து நாளை வில் மேன்மேலும் பரவச்செய்து வந்ததோடு இதைச் சேர்ந்த சாரணர்களுக்குக் குன்றாத ஊக்கத்தை அவ்வப்போது பல்வகையாலும் ஊட்டி வருகிறார்.

முன்னேற்றத்திற்கான சகாயங்களைப் பிறரிடமிருந்து போதுமான அளவு பெறுகிறதோதிலும் இவ்வியக்கமானது "தன்கையே தனக்குதவி" என்னும் முதுமொழியின் உட்கருத்தை நன்கறிந்து தனது சுயப்பிரயாசையால் தற்காலம் பெற்றுள்ள இவ்வெற்றியான பதவியை அடைய நேர்ந்ததை யோசிக்குங்கால் மிகவும் வியக்கத்தக்கதாகவே காணப்படுகிறது.

சாரணரியக்கத்தின் கருத்து.

இவ்வியக்கம், தன்னைச்சேர்ந்த சிறுவர்களைப் புதுமையும் விசித்திரமுமான விளையாட்டுகளைக்கொண்டு அன்னவர்களை பொறுமை, தன்னடக்கம், பரோபகாரம், தேக பலம், நேசாபிமானம், சமயோசித யுக்தி, புத்தி, மனோதிடம் முதலிய சகல சற்குணங்களும் மிகுந்த சாகரீகம் பெற்றுள்ள பிரஜைகளாக வாக்குகிறது.

இவ்வியக்கத்தினால் மேற்சொல்லியபடி சீர்திருத்தப் பட்டு சாணியில் பிடிக்கப்பட்ட சிறுவர்களைவரும் பின்னால் தங்கள் தாய் நாட்டின் முன்னேற்றத்திற்கும் பொதுஜன சௌகரியங்களுக்கும் தக்க ஊழியர்களும் மற்றும் பொறுப்பாம் சமையைத் தாங்கவல்ல தலைவர்களாம் ஸ்தம்பங்களாகவும் விளங்குவார்கள். இதுவே இவ்வியக்கத்தின் தொழிலும் நற்கருத்துமாம்.

பண்டைகால சாரணரும் தற்கால சாரணரும்.

இவ்வியக்கமானது ஒருவாரு நம் நாட்டில் பண்டை காலத்திலும் இருந்ததென்றும், அரசாங்கத்தாரா லாத

ரிக்கப்பெற்ற அச்சாரணர்கள் பல பிரிவினர்களாக விருந்தனரென்றும் சாஸ்திரங்களால் தெரியவருகிறது. இவர்களுள் ஒரு வகுப்பினர் வேவுகாரர்களாகவு மிருந்தனரென்று நம்பவேண்டியிருக்கிறது. ஒற்றன் என்னுஞ் சொல்லுக்கு வேவுகாரன் (Spy) என்னும் பொருளும் ஒரு வகையில் உண்டு. இராமாயணத்தில் இராவணன் அனுப்பிய சாரணர் வேவுகாரரே யல்லவா? ஒவ்வொரு பிரிவினரும் அரசுக்கு ஒத்து வாழ்ந்து சுயநலம் கருதாது தேச சேவையும், பொதுஜன சேவையும் புரிந்து வந்தனராம். தற்காலத்திய சாரணர்களும் அக்கொள்கையையே மேற்கொண்டுள்ளனர் எனக்கருக்துப் பாலதே. இனி இவ்வியக்கத்தில் சேரப்போகிற சிறுவர்களும் அவ்வாதே இளைமையிலேயே மேற்சொல்லிய ஆரிய குணங்களைப் பெற்றவர்களாய் தக்க வயது வந்ததும் ஒவ்வொருவரும் ஏனையோர் கண்டு வியக்கத்தக்க கனவான்களாய் விளங்குவார்களென்பதற்குய்யமில்லை.

சாரணர் பிரிவுகளும் பதவிகளும்.

பண்டைக் காலத்தியது போலவே இக்காலத்தின் இயக்கத்தில் அத்தனை பிரிவுகளில்லாவிடினும் ஜல சாரணர் (Sea Scouts) என்றும், தல சாரணர் (Land Scouts) என்றும் இருவகையினருண்டு.

தலசாரணருள், சண்டை காலத்தில் படைத் தலைவர்களுக்கும் சேனைத் தலைவர்களுக்கும் உதவியெய்தற்காக (War Scouts) யுத்த சாரணர் என்ற ஒரு பிரிவினரும், மற்றைய காலங்களில் தங்கள் கருத்தை நோக்கி உழைக்கும் (Peace Scouts) சமாதானச் சாரணர் என்ற மற்றொரு வகுப்பினரும் உண்டு.

சாரணரைத் தவிர சற்று முதிர்ந்தோருக்காய் முதிர் சாரணர் (Rovers) என்ற ஒரு கிளையும், சாரணரைத் தவிர மெத்த இளையவருக்காய் இளஞ் சாரணர் (Wolf Cubs) என்ற மற்றொரு கிளையும் இதில் உண்டு.

சாரணருள் (1) இளம் பாதர் (2) இரண்டாம் வகுப்பினர் (3) முதல் வகுப்பினர் (4) அரச சாரணர் என்பனவாய் நான்கு பதவிகளும் வகுத்திருக்கின்றனர். இவற்றுள் ஒவ்வொரு பதவிக்கும் சாரணன் பெறவேண்டிய யோக்கியதைகளின் விவரத்தைப்பற்றி பிறகு எழுதப்படும்.

பெண்பாலருக்காயான மற்றொரு சாரணப் பிரிவும் உண்டு. (Girl guide Movement) இதையும் தனிமையாய் பின்னால் எழுதப்படும்.

நிர்வாகம்.

எட்டு சாரணர்களைச் சேர்ந்த ஒரு அணியானது (Patrol) தனக்கிஷ்டமான ஒரு பெயரால் அழைக்கப்பட்டு அப்பெயருக்கேற்ற தோள் முடிப்பையும் (Shoulder knot) பெற்று, தம்முள் ஒருவரை அணித் தலைவராயும் (Patrol leader) மற்றொருவரை உப அணித்தலைவராயும் (Second) ஏற்படுத்திக்கொண்டு அவர்களின் ஆணையின்படி விளங்கும். இவ்வித

அணிகள் இரண்டுக்குக் குறையாததால் ஒரு படை, ஒரு படைப்பதியையும் (Scoutmaster) ஒரு உதவிப் படைப்பதியையும் (Assistant Scoutmaster) ஆசிரியர்களாய்ப் பெற்று, அவர்களிடம் கற்கவேண்டிய பலவற்றை கற்று சிறந்து விளங்கும். இவர்களுக்குச் சகாயமாய் படைத்தலைவன் (Troop Leader) என்னும் ஒருவரையும் ஏற்படுத்திக் கொள்வதுண்டு. மற்றும் முதிர்வணித்தலைவன் (Senior Patrol Leader) என்று மற்றொரு சீர்நாடகரும் ஒரு படைப்பதியுடைய துண்டு. இவ்வித படைப்பதிகள் பலரை மேற்பார்த்து ஒரு ஜில்லா கமிஷனரும் அவ்வித ஜில்லா கமிஷனரின் பலரைக் கவனித்து ஒரு மாகாண கமிஷனரும் உண்டு. இவர்களுள்லோருக்கும் உதவிக் கமிஷனர்களும் நியமிக்கப்பட்டுள்ளனர்.

மேலே இவ்வியக்கத்தில் கருத்தை வெளியிட்டக் கால் இது புதியதும் விசித்திரமுமான விளையாட்டு களாக்கொண்டு தன்னோடு சேர்ந்த சிறுவர்களைச் சகல நற்குணங்களும் சாயர்த்தியுமுள்ள பிரஜைகளாக்குகிறது என்று கருக்கிச் சொல்லப்பட்டது.

நகரத்தை விட்டு வெளியேகி காணக்களில் சிறிது காலம் வசித்தும், ஈசனின் சிருஷ்டிகளைக் கவனித்தல் (இயற்கைப்பாடம்) முதலியதாலும் நாங்கள் கற்றுப் பயிலவேண்டியவனெல்லாம் பயின்று தங்கள் முக்கிய கோக்கமாகிய பரோபகாரத்தை பலவீதத்திலும் புரியக் கூடியவாறு தேர்ச்சி யடைகின்றனர்.

தவிர, அவ்விடத்தில் வசிப்பதால், தனக்கு வேண்டிய யாவற்றையுந் தானே தேடிக்கொள்ளவும், அஞ் வசியமான செலவுகளைக் குறைத்துச் செட்டாயிடுக் கவுங் கற்பித்தால், சுயததந்திசேற்ற ஆலோசனை, திடசித்தம், செக்யலம், பிராணிகளின் அரிய செய்கை சுபாவம் முதலியனிலும் தாவர தாவரங்களிலும், வான சாஸ்திரத்திலும் ஆராய்ச்சி பெற்று சிறந்து விளங்குவ தன்றியும், கடவுளின் சிருஷ்டியிலுள்ள அற்புதத் தையுங் கண்டு களித்தவர்களாய், இயற்கையின் மூலமாய் அதன் கர்த்தாவை யுணர்ந்து ஆஸ்திகர களாய் விளங்குகின்றனர்.

இது, நகரங்களிலுள்ள சாரணர்கள் மற்றும் பெறக் கூடியதா யிராவிட்டாலும், அவர்கள் அடிக்கடி வெளியே குதலை மேற்கொண்டு குறுகிய காலம் வெளித்தற்கு வதால், புத்தகங்கள் மூலமாயும், இவ்வியக்கங்களில் தேர்ச்சியுற்றவர்களின் மூலமாயும் ஏற்கனவே கற்றதைப் பிரத்தியட்சமாய் அனுபவத்தால் கற் கின்றனர்.

பண்டைகாலத்தில் சிறுவர்கள் கல்லி பயிலவதற் கேற்றதான தங்கள் இளம்பிராயத்தில் பிரயசரியாகிர மத்தை மேற்கொண்டவர்களாய் குருகுலவாசம் செய்து வந்தனர். அப்போது அவர்கள் அடவியை யடைந்து ஆங்கோர் ஆரியரை ஆசிரியராய்ப் பெற்று பின்பு தாங்கள் சந்தோஷமாய்த் தங்கள் வாழ்க்கைக் கழிக்க வும் பரோபகாரத்திற்கு அவசியமான பல அரிய வித யங்களையும் கற்று சிறந்து விளங்கினர்.

இதைப் பெரும்பாலும் ஒத்துள்ள தற்கால சாரண ரியக்கம் ஒருவரோடொருவர் கலந்தும் கெடுத்தும் மேற் சொன்ன வழியை யனுசரிக்க இடந்தருகிறது.

தற்காலத்தில் சாரணர்கள் தங்கள் சிறு வயதிலேயே கற்கும் பற்பல அரிய விதயங்களை முற்காலத்திலும் நம் பாரத மக்கள் தங்கள் சிறு பிராயத்திலேயே கற்றனர். இவ்விருவருக்குமுள்ள தாரதம்மியங்களைக் கவனிப் போம்.

தற்காலம் இருக்கும் முறையைப்போலவே முற் காலம் சமஸ்த சாரணர்களுக்கும் பொதுவாக ஒரு இயக்கமாகவது சங்கமாகவது இருந்ததென்றாவது, தற் கால சாரணர்களைப்போல் முற்காலத்தவர் உடை பாவினை முகவியவற்றின் மற்றும் ஒத்திருந்தன மென் ருவது நம்புவதற்குப் போதுமான ஆதாரங்கள் கிடைக் கப் பெறவில்லை. ஆயினும் சாரணத்திரிய சகல குணங் களும் பொருத்தப்பெற்ற பலர் இந்தியாவில் இருந்தன மென்றும், இவர்களின் கொள்கைகள் அவர்களிடம் சில இருந்தனவென்றும் திடமாய்க் கூறலாம். தொன்றுதொட்டு நம்மிடம் குடிக்கொண்டிருந்ததும், நம்மால் கையாளப்பட்டு வந்ததுமாகிய அனேகக் கைத்தொழில்களும், ஏனையவும் தற்காலம் மங்கிச் சீர்துலந்துபோய் புதியன வந்து புக்குத்திருத் தலைப்போல், சாரணரின் சகல நற்குணங்களும் பொருத்திச் சிறந்து விளங்கிய நம் தேச மக்கள் மாண்டு போகவும், அவர்கள் இருந்தனமென்பதையும் யாம் மறக்கவும், பிறகாவது இவ்வியக்கம் வந்து பரவவும் கோர்த்து ஈசனின் எண்ணிற்குத் திருவீரையாடல் ஞன் ஒன்றே. ஆகவே சாரணரின் குணங்களும் யோக்கியைகளும் சிரக்கப்பெற்றிருந்த, நம் முன் லோருள் சிலரை உதாரணமாக வெடுத்துக்கொண்டு அவர்களின் குணகுணங்களைக் கவனித்தல் அவசிய மாகும்.

இவ்வியக்கத்தில் சேர விரும்புகிற ஒரு சிறுவன் தன் விருப்பத்தை வெளியிடுவதும், தன் தந்தை அல்லது போஷனின் கையொப்பம் பெற்றதுமான ஒரு கடித்தத்தைத் தான் சேர விரும்புகிற ஒரு படையின் பதியிடக்கொண்டு கொடுத்து அவர் அனுமதியின் பேரில் சேருகிறான். இதற்குள் அவன் இந்த இயக் கத்தில் சேர்ந்தவருக்கிட வில்லை. நாளடைவில் இவன் "ஆளம்பாதிர்" என்னும் பதவியை அடைவதற்கு வேண்டியவற்றைத் தான் கட்டறக் கற்றதாக தன் படைப்பதியைத் திருப்தி செய்த பின்னர், அவரால் மேற்சொல்லிய பதவியை விளக்கும் ஒரு சின்னத்தைப் பலரறியப் பெறுகிறான். அன்றையதினம் அச் சிறுவன் தன் படைப்பதியிடம் ஒரு வாக்குத்தம் செய்கிறான்.

அதாவது, என் மனச்சாஸிக்கும் நான்யத்திற்கும் வீரோதமின்றி என்லுலியன் தவரைக்கும்,

1. தெய்வம், மன்னன், தாய்நாடு இவற்றிற்குமற் று கடமைகளைச் சரிவர செலுத்தவும்,
2. எக்காலத்திலும் யாவருக்கும் உதவி புரியவும்,
3. சாரணர் விதிகளைக் கீழ்ப்படிந்து நடப்பதாக வும் வாக்குத்தம் செய்கிறேன்.

(தொடரும்)

(M. V. V. R.)

Provincial Headquarters Notices.

Below are given a few of the important resolutions passed at different meetings of the Provincial Headquarters Executive Committee. These resolutions will be given effect to in future, if not already done so.

The remaining list of troops and packs to be registered will be published in the June double number, as also the list of warrants to be issued, reissued or cancelled. Secretaries of Associations (Local and Dist.) and Commissioners are requested to send names and filled in forms to make the list up to date.

Pro. Scout Hd. Qrs.,
P. O., Box 424, Madras,
15-4-28.

C. P. Ramaswami Aiyar

Provincial Commissioner.

Some important resolutions passed at different meetings of the Provincial Hd. Qrs. Executive Committee meetings:

13th December 1923:

Resolved that every District Council should pay a fee of 1 Rupee for the registration of every troop or pack and that the registration should be effected every year, the census form K. 1. being treated as registration for this purpose, in the case of troops and packs which have been registered by means of the B or C Forms.

14th August 1925:

It was decided that Scout Troops and Packs in future should not be named after living persons.

N. B. This rule not to have any retrospective effect.

23rd October 1925:

Re—the letter from the District Secretary Tanjore, regarding the relationship of the Local Association with the District Council, the Committee resolved that the Local Association should be registered through the District Council.

30th October 1925:

That a 4-page leaflet entitled "Letters to Scouters" be printed every month under the authority of the Provincial Commissioner to be sent free to every registered troop giving hints on the working of scout troops.

That District Councils be asked to inform the Provincial Council of suitable sites for camping places near places of interest in their district, stating how water and fuel can most readily be obtained and whether a good vegetable bazaar and shelter in case of emergency are within reach. And that steps be then taken for obtaining permission for the use of these sites by the Association.

9th December 1925:

A Committee for general propaganda consisting of the Provincial Secretary, with the Organising Secretaries was formed.

The offer of Mr. Brooke Elliott to present the Scout Hd. Qrs. with a board with a scout sign was accepted.

A large number of 'who is who' forms duly filled in have been received at the Provincial Hd. Qrs. Abstracts from these will be published in the June Double number.

Commissioners and Scouters and Secretaries are requested to communicate to the Hd. Qrs. any change in their address for the Summer Vacation so that there might be no delay in correspondence.

27th February 1926:

That the District Commissioners, District Secretaries and Badge Secretaries be requested to send by the 31st of August 1926 a list of all scouts, cubs and rovers possessing badges other than tenderfoot, 2nd class, tenderpad and rover scouts, giving details if possible of the dates when the badges were awarded, the names of the examiners who certified the award, particulars if the annual tests in case of badges where the annual tests are necessary, have been held.

That the attention of the District Councils and District Commissioners be invited to the fact that any indiscriminate issue of the proficiency badges will not be conducive to the efficiency and the good name of the Movement and that a strict vigilance should be maintained with respect to the recommendations for every Proficiency Badge.

The Magazine and Rule Book.

That the District Councils be requested to see that every registered Troop and Pack is provided with a copy of the South India Boy Scout Magazine and Rules Book.

Note:—It was suggested that the material portions of the Rules Book might be reprinted with the permission of the Indian Headquarters in the form of a small pocket booklet and sent to every Troop at a small price.

Warrants.

That all warrants hitherto issued be recalled for scrutiny and re-issue. That such warrants as do not reach the Provincial Headquarters by 31st of August 1926 be treated as cancelled.

That every warrant issued from the Provincial Headquarters be valid only till 30th September of the 2nd year of office of the Officer to whom such warrant has been issued.

That the re-issue of all warrants be scrutinised and approved by a sub-committee to be appointed by the Provincial Commissioner in consultation with the provincial Executive.

That an annual Camp lasting at least for 3 days be held for Commissioners alone under the direct supervision of the Provincial Headquarters.

13th April, 1926 :

Resolved that no item of expenditure exceeding Rs. 100/- be incurred without the previous consideration by the Provincial Executive. All expenditure other than of a routine character incurred should be reported to the committee at the earliest possible opportunity. The expenditure will be incurred by the Secretaries in consultation with the Treasurer.

Resolved that the responsibility for receiving money and checking and passing of all the bills of expenditure be vested in Provincial Organising Secretaries.

Resolution passed at the 5th Annual meeting held on 7th Dec. 1926.

Resolved that a special effort be made by the Provincial Organising Secretaries to spread scouting in the villages as a part of the General Scheme of Rural Reconstruction.

Office Bearers of the District Scout Council of Bellary.

President :

H. R. Bardswell, Esq. M. A. I. C. S., District and Sessions Judge, Bellary.

† A. D. Thandavaraya Mudaliar, Esq., Banker and Merchant, Hospet, Bellary District.

Hon. Treasurer :

P. Vaideswara Aiyer, Esq., B. A. B. L., Pleader, Bellary.

Vice-Presidents :

1. Dewan Bahadur M. Gopalasami Mudaliar, B.A.B.L., High Court Vakil, President District Board and President of Temple Committee, Bellary.

2. S. Anjaneyalu Garu, B.A.B.L., High Court Vakil, Bellary.

3. T. Raghavachari Garu, B.A.B.L., High Court Vakil and Public Prosecutor, Bellary.

Hon. Secretary & District Scout Master.

T. Narasimachar, Esq., B. A. B. L., Bellary.

District Scout Commissioner :

Dr. R. Naganna Gowda Ph. D. M. L. C., Bellary.

Names of Campers who took the training in the I Guntur District Scoutmasters' Training Camp : Bapatla.

5th to 15th April, 1928.

Cuckoos :

U. Krishnamoorthy, Peddanandipadu.
P. Triyambakarao, Repalli.
M. Basaviah, Bapatla.
S. Asvathanarayanarao, Chitlakalurpet.
T. Ramachary, do
D. Bhushanam, Masulipatam.

Eagles :

M. R. Sarma, Cocanada.
B. Gurunatharao, Pittlavanipalem.
M. Kanthiah, Guntur.
M. Chandrasekhar Rao, Bapatla.
N. Jacob, Guntur.
K. Gopiah, Appikatla.

Owls :

Y. Gurureddi, Madras.
J. Yagnanarayana Sastri, Matripoodi.
N. Elisha, Guntur.
M. James Henry, Guntur.
M. Purushothamarao, Velagalooru.
V. Suryanarayanamoorthy, Kollur.
G. Raghunatharao, Chirala.

Camp Secretary and Quartermaster : U. Vanamiah.

Troop Leader : N. D. Joseph.

Assistant Scoutmaster : Bh. Krishna, B.A., Divl. Organising Secy :

Scoutmaster : P. S. Narayanswami, Deputy Camp Chief.

Some Old Scout Troops which are still working.

(The Editor will be glad to have photographs and particulars of troops which were started in the early days of the Movement in our province, and are still working.)



The First Vepery C. R. C. H. S. Troop (Then I Madras) started 11th February, 1918, with the CHIEF, "Picky" and Mr. MENDIS.

THE SOUTH INDIA BOY SCOUT

THE BOYS' SECTION

Message for the Month.

Father to Son.

My boy, I pray, although at times you doubt me—

Think this one thought unto the end about me :

I, as your father, serve no selfish pleasure.

You and your interests are my dearest treasure.

'Tis not to kill your happiness I check you,

I know how swiftly storms may come to wreck you.

I hold you back, not merely to enslave you.

I cause you grief, from greater grief to save you.

You'll live to walk with skilful men and clever,

Men who can do the things which I could never ;

But, oh, my son, know this though others charm you :

I am the one friend who will never harm you.

I will not hurt you, wrong you, or deceive you,

I will not take all you can give and leave you.

I may seem sterner far than people do,

But no one loves who loves you more than I do.

My boy, I ask but this whene'er you doubt me,

Always remember this one fact about me :

When all my little faults and whims you've noted,

I am your friend, unselfishly devoted.

EDGAR A. GUES

How to Collect and Keep Insects for a Museum.

IN my last article on prowling I promised you that I would tell you how to make a collection of insects and keep them in a small show case. Well here it is. You are almost all of you enjoying your summer holidays and so all of you must have heaps of time at your disposal. All that you want is a bit of will to do this thing and then you have half done the business.

If you go to the Museum you will be struck with the beautiful collection of butterflies, moths, flies bees, wasps &c., and will wonder how such a beautiful show case is made. The matter is quite simple and if you care you can have a similar one before your school reopens. What do you say? *Are you prepared?*

As for the materials required they also can be made at home. To start with you must have a butterfly net to catch these insects fig. 1. fig. 1. It can be made at home in an hour or two. The rim is made of bamboo and the net out of some thin cloth, muslin would be best. The handle is made out of a reed or you can use any other stick. When you have caught the insect with the net the question is how to kill it. A Scout should kill the insect without giving it any pain. Insects are usually killed by putting them in a bottle containing some poison gas. It is difficult to obtain. Another method usually adopted is to press the *thorax* (Chest) of the insect with your finger and then the insect is killed soon. Now comes the next step, called setting. For this you want a setting board fig. 2. fig. 2. This can be made very easily. A is a small board $4\frac{1}{2}$ inches broad and 6 inches long. You can get this quite easily from some picture framing shop

or you may most probably get it in your own house. Next you must get some soft wood, Cork would be best—pith is usually used in India. Any wood that you can drive a pin into easily would do quite as well. You must take two pieces B, 2 inches each broad and 6 inches long. These must be pasted or glued on the plank A leaving in the middle a groove C $\frac{1}{2}$ inch broad. This is the setting board. Next you put the insect on the plank as shown in the figure. The body is put in the groove and the wings are stretched on to the surface of the soft wood B. To keep the wings in this proper position you must take two strips of paper D and lay them on the wing and pin the ends of the paper tightly on the soft wood as shown in Fig. 2. Now put a pin E through the (thorax) chest of the insects. Leave this in a place to set and dry which would take a week. Now you remove the strips of paper D and take hold of the insect by the pin E. The wings would be stiff and straight. Now put this into a box. Soap boxes are usually used. Another important thing to do is to write on a slip of paper the name of the insect in Vernacular, and in English and also the name of the plant where it was found, the name of the place and the date. Pin this just along with the insect. When you have prepared over a dozen such insects you can make a big box with a glass lid and then put them all inside the box just as you see in the museum. Now you have learned how to make a show case and also how to collect and preserve insects for the Museum. If you do this you will become a Scientist called an Entomologist or a man who studies Insects.

"JEHA"

Paper folding for Little Children.

MOST children enjoy playing with paper as much as a kitten likes rolling in it. There are endless possibilities in the way of both entertainment and instruction to be derived from coloured paper. It is because this fact has been recognized by

teachers that paper folding and cutting have and been used as the first steps in training the eye and hand.

In many kindergartens the children are given coloured paper mats, properly cut, together with paper slips to weave into them

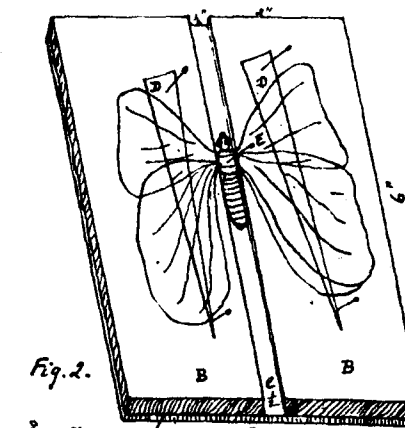


Fig. 2.

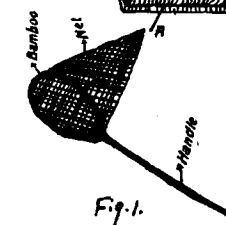


Fig. 1.

Insect Collecting and Mounting for a Museum. (See page 248.)

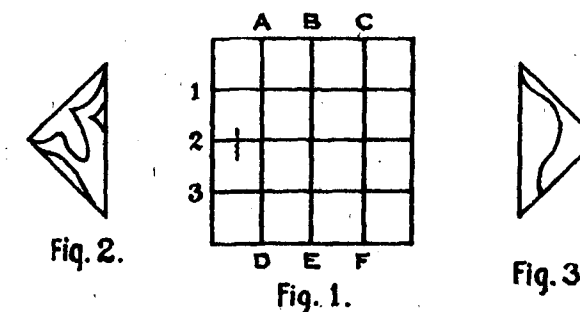
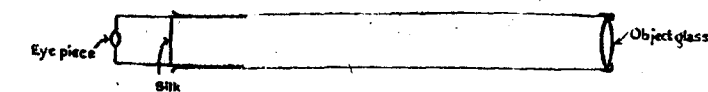


Fig. 2.

Fig. 1.

Fig. 3.

Paper folding for little Children. (See page 248.)



How to Make a Telescope. (See page 250.)

with the assistance of a blunt weaving-needle. They also have cut type forms such as squares, circles, etc., which they learn to arrange and paste in patterns. This all serves its purpose excellently for very little children, but can be improved upon by a process which throws the child more on his own resources. The problem of leading the child one step further than the cut-and-dried kindergarten method has been solved in some schools by the exercises I shall endeavour to describe.

First let me interpolate that training beginners always involves a little help on the part of the parent or teacher who must always plan ahead and often work with the child.

The sheets described in this paper are not difficult for any one to prepare. Also I shall use throughout this article the metric system.

The centimetre as a unit of measure, however, is rather small for beginners.

A practical size of paper for beginning work is 20 cm. (8") square. It is large enough to cut into smaller pieces of usable size and handy for drill in folding. Ordinary wrapping paper serves very well for the earlier exercises. Medium weight coloured paper can be used later according to the tastes and purse of those concerned. In this brief article I can only offer suggestions rather than details and leave it to the ingenuity of the teacher to develop the exercises.

Paper folding should aim at teaching accuracy, dexterity, neatness and carefulness. The teacher should think out in their logical order the easiest steps in folding any object and should dictate them step by step to the child. The child should first learn the terms left and right, vertical and horizontal. In general, the process of folding should consist of placing the edge (or corner, for diagonal folds) nearest the person, folding exactly on top of the edge, (or crease, or corner) *further* away, holding it in place with the *right* hand and creasing with the *left*. Cutting should in the early exercises follow creases as they help guide the

scissors. Later the child can draw such curves as those suggested in Figs. 2 and 3 and follow the lines.

Here are some things which can be folded and cut from the 20 cm. square. Fold a 20 cm. square, following directions in the previous paragraph, into 16 squares. The paper should not be turned over during the folding, so that the direction of all the creases on one side is outward and on the other inward. The right side of the paper should be against the table with the creases pointing outward.

1. Box—paper folded as in Fig. 1. Cut A and C to crease 1; D and F to 3. Fold in corner squares as flaps and paste on inside. Box 10 c. m. square, 5 c. m. deep. A like box pasted a trifle looser makes a cover.

2. Sled—Fold down the two sides on creased 1 and 3 to make runners. Cut out 2 squares along lines 1 to A, 3 to A and across on creases A. D. Draw curves from 1 to A and 3 to D. Cut off corners.

3. Barn—Cut from A, B and C in to crease 1, D, E and F in to 3. Cut on crease 2 half way to crease AD. Fold on crease 2 and cut on the double across the end of your last cut, from crease 2, one third the way to 3. (See dotted line). crease B. E. between 1 and 3 becomes the edge of a sloping roof. The slashes on line 2 fold back like doors. A little manipulation will show you how the end squares fold down to form the end of the barn and can be pasted in place. Variations can be produced for a house, tent, or bird house.

4. Patterns—Cut coloured squares 10 c. m. square. Fold twice in the diagonal, draw curves such as the ones suggested in Fig. 2 and 3. Hold at centre and cut. Infinite varieties of design can be obtained, and will amuse the child. Another method is to teach the child to fold the small squares so as to cut a trefoil, quatrefoil or cinq foil. The rosettes obtained can be repeated and pasted on paper of another colour to form borders. Shields, leaves etc., can also be cut to use for decorative purposes.

5. The Boats and Box—This is an exercise illustrative of more complicating

folding. Fold the 20 c. m. square on diagonals. Fold corners to centre making an *envelope*. Turn back centre points of envelope to edge thus making a frame. Fold diagonals 2 A and 2 E to centre diagonal. Place face down with diagonals 2 A and 2 E underneath. Fold one short side up into the other and crease on centre line. Stand it up on the table like a tent. Fold the lower edges separately up to the top rings. Squeeze flat. Now locate a corner of what was originally the envelope (not the corner of the paper). Pull out as far as you can

without tearing at the centre. Repeat with other corner. Fold flat. You now have two boat like objects, joined, with the corners of the paper forming little central sails. Hold these boats together at the bottom. Pull out the *corner* of the *paper* on one side till you have the effect of a square with one corner gone. Fold down the three good corners outward to the centre as in making an envelope. Fold down upper half of envelope. Repeat with the other boat. Open out and you have a perfect box with lids.

How Things Are Made.

THE TELESCOPE.

I am now going to describe to you how to make an astronomical telescope which will show images inverted.

This instrument if mounted on a suitable stand which will permit of its being turned in a semi-circle due north to south, it may be pointed to any star and the latter's transit noted to mark accurate astronomical time. You can find the southing time of any star from a good almanack and so check your watch correct to the fraction of a second.

To note a star's transit a thin line is fixed inside the telescope and the star is observed to cross it, when, the time is noted. This thin line must be stretched taut and it must be extremely thin and imperishable. Now, what material do you think will yield such a fibre? Silk? Yes; but a spider is requested to give its thread and not the silk worm!

Those people who make telescopes, one fine morning, would go out with a dozen empty match boxes, on the look out for spiders in hedges. When a spider with a fine web is seen, he is trapped in a match box and so the twelve boxes receive 12 little prisoners. Poor creatures, they are kept in prison for three days by which time they yearn for the liberty of the jungle. Then one by one they are released by their being let down a pencil. They drop down from the pencil but so soon as they drop the thread by which they drop down is reeled on to the pencil and a spider

yields a hundred yards of silk before getting exhausted. Thus a manufacturer gets enough spider's line to serve him for a year. Now, will you try it? Only take care it does not bite you because your grandfather will say that a spider's bite is fatal. I myself do not know if it is such a deadly creature but don't blame me afterwards!

Now as to how to make the instrument itself. Go to a dealer of physical science apparatus and purchase a double convex lens. I find from a catalogue before me that one made by Becker and of focal length 100 cms and diameter 50 mm. costs Rs. 1/12. Take it and get also a similar lens but of one inch focal length and diameter about threefourths of an inch.

Make out of sheet tin or card board a tube 100 cms. long and fix the bigger lens called object glass at one end with a cap and glue or by a touch of solder if in metal.

Next make a sliding tube to go just fit into the bigger one and fix the smaller lens called the eye piece to the closed end. This tube should be some four inches long and open at the inner end. Stretch the silk fibre tight inside the smaller tube at a distance where it will just be visible clearly and your telescope is ready.

Focus on a star or the moon by sliding the smaller tube till image is seen clearly.

The diagram will be self explanatory.

Why Things Are Done.

WHY A COTTON REEL HAS A PROJECTION.

REELS of cotton do not have both ends alike. On the flat surface at one end there is a small circular projection through which the hole passes. This is to make the reel serviceable for a sewing-machine. On the sewing-machine there is a steel rod over which the cotton reel fits, and as the machine works, and cotton is drawn off the reel the wooden reel revolves on the steel rod. In order that the surface in contact with the machine may be as small as possible, so as to reduce friction to a minimum, and in order that the reel may be raised sufficiently to pass easily over screw-heads or any projecting surface on the machine, this projection is placed on the reel.

WHY A FREEMASON WEARS AN APRON.

As we all know, Freemasons wear as part of their regalia or ceremonial dress an apron of silk, and we may have wondered how such a practice originated.

The modern Freemason's organisation or society dates only from the 18th century, but in tradition it is connected with the guilds of masons of the Middle Ages who used to travel about Europe and build the cathedrals and churches. It is this supposed link with the building craft that has led to the adoption of the various mason's signs, such as the rule and compass, which characterise the symbolism of the modern Freemasons. The apron, however is probably not a survival of any apron worn by ancient masons at their work, in the same way as a butcher wears an apron to protect his clothes. It is generally thought to

represent the skirt of a gown, such as was worn by masons in the Middle Ages.

WHY SOME SPECTACLES HAVE CURVED LINES.

We often see people wearing spectacles nowadays that have a curved line going across the lens. Such lenses are called bifocal, and the line is really the division between lenses of two different sights inside the one eye-frame. In many cases, especially in those getting on in years, a person requires two pairs of spectacles, one pair for seeing things at a distance or when walking in the street, and another pair for seeing things near, as when reading or doing needlework. It is a great inconvenience to be constantly changing the spectacles, and so, to get over the difficulty, the two sights are arranged in the one pair of lenses, the upper part being for general use, as when in the street, and the lower part being for close-up work like reading. Originally, one part of the lenses was cemented to the other but with improved methods it is now possible to grind a single lens so as to get the two sights in the one glass.

WHY A B. A. HOOD HAS A POCKET

The hood as worn by Bachelors of Arts with their gowns at some universities like Cambridge is of a very curious shape.

The hood, now a mere ornament and sign of University rank, is descended from the hood which was worn as a neck and head covering in the Middle Ages, and was of real use. The lower part fitted round the shoulders, and the pocket was pulled over the head like a cap, the end hanging down at the back. Dante is usually shown wearing a hood of this kind.

The Origin and Growth of Writing.

WE are so familiar in these days with the 'Three Rs.' that we seldom, if ever, stop to consider just how two of them (reading and writing) originated. After all, is it not matter for wonderment that all who write these pages and you who read them

have never actually seen or heard each other? Only a simple group of 26 symbols, in black ink on white paper, have been agreed upon. How did these symbols come to mean what they do? Who were they who first agreed on the use of these strange figures?

The first essential for both reading and writing is, of course, a spoken language, and in these days, when one learns to talk almost as soon as one learns to walk, it is hard to realise that once upon a time there was no such thing as 'language,' much less reading or writing. Our earliest forefathers were probably for centuries without a spoken tongue, their only means of communicating thoughts and ideas to each other being gestures and inarticulate cries, and, later on, as they grew more intelligent, names for concrete things, which were probably imitative sounds made by, or associated with the things named.

As articulate speech gradually developed, the necessity for some form of writing made itself felt. At first, men made notches on sticks and tied knots in pieces of rope to help them remember things, as we tie knots in our handkerchiefs today. In Peru a curious and complicated method of keeping records by means of knots tied upon strings of various colours and shapes was developed, even laws and orders being conveyed by this code. These string bundles were called *quipus* or *quipos*, but the art of reading them has now, unfortunately, been lost. These methods, however, were chiefly of use as aids to the memory, and, with the exception of the Peruvian *quipus*, were of no use for purposes of record or communication. Then man began to draw material things round about him, such as trees and mountains and the sun, and to use these drawings for communicating his ideas and for recording events. In this way picture writing, such as is still practised by semi-civilised races in many parts of the world today, came into existence, and is the forefather of all the systems of writing now in use. The development of pictography, or picture-writing, is ascribed to the Chinese, Assyrians and Egyptians. In Chinese writing there is still traceable a number of pictographs, though difficult to recognise now. The first characters were simply pictures of external objects; then two or more of these pictures were combined to give the idea of a third, such combinations being called ideographs. The picture for mouth combined with the picture for vapour, for example, expressed 'words.' Ideas were also conveyed by the

position of the pictures; for example, the picture for sun when placed over a line would mean 'dawn,' and the picture for hand if turned to the left would mean 'left,' and when turned to the right would mean 'right.' From ideographs the Chinese passed on to *phonograms*, the name given to combinations of pictographs or ideographs used to express words which could not be conveniently pictured, but which had the same sound as words which could be pictured. Thus the Chinese writing is a very peculiar and complex system of sign writing, which necessitates the memorising of a large number of characters, complex word signs and word groups, and is consequently very difficult to master, and many people consider that it is this complicated system of writing that has retarded the progress of China.

The Sumerians, the earliest inhabitants of Mesopotamia, were the originators of the picture-writing, which later on was developed into a system of syllable-writing, and used by the Assyrians and other races in the Near East generally. The Sumerians used to draw their pictures in clay with little styles or nails; this clay was baked, and thus the written record was preserved. It was not an easy matter, however, to draw pictures in clay, and the drawings rapidly degenerated into conventionalised wedge-shaped marks, which bore little resemblance to the pictures they were intended to represent. The Sumerian writing passed through the stages of pictographs, ideographs and phonograms, and went a step further, i.e. to syllable writing, in which each sign conveys a syllable, the sign representing a sound apart from the idea connected with it, in the same way that each act in a charade conveys a syllable. For example if we wished to write the word 'Bombay' according to the Sumerian syllable-writing, we should draw a 'bomb' and a 'bay.' This script was called *cuneiform* script, from the wedge-shaped characters (the Latin word for wedge being *cuneus*), and was extensively used in the ancient world, especially by the Babylonians and Assyrians.

Side by side with these systems, yet another form of writing grew up in Egypt. Here also its beginnings are to be found in picturewriting, but the Egyptians soon

advanced beyond this stage, and invented a system of phonetic writing, in which the characters reproduced the sound of the spoken word. For example, the picture of a man with a saw at first only meant the tool which it represented, but as the system of phonetic writing was developed, the original meaning of the picture was lost, and the picture came to mean the past tense of the verb 'see.' Sometimes two pictures would be used to represent one word—thus the picture for a bee and the picture for a leaf combined would form the word 'believe.' The Egyptian system was therefore practically a sound-sign system, like the cuneiform script, and the ancient Egyptians attained a high degree of proficiency in its use. It is evident, however, that these *hieroglyphics*, as the Egyptian writing was called, were too cumbersome to be of much use when much writing had to be done, so the Egyptians used a more simplified and flowing form of these characters for letter-writing and the like, the *hieratic script*. Centuries later, the Phœnicians, who had become acquainted with the hieratic script of the Egyptians

and who were also familiar with the cuneiform writing of the Sumerians, combined the two and extracted therefrom a pure sound-sign system—an alphabet. The Phœnicians were traders and practical business men, and could not spend hours in writing down their accounts in pictures or engraving them in clay, so they sacrificed the prettier looks of the older system for the advantage of speed, and reduced the thousands of different symbols to a handy alphabet of 22 letters. This alphabet had no vowels, and it is probable that it was used not so much for writing as for single initial letters in business accounts. In course of time this alphabet was carried across to Greece, and the Greeks set to work to make it express the sounds of their own speech. They added the vowels and began to write for record. The improved system was carried to Italy; the Romans modified the system somewhat, and taught it to the inhabitants of Western Europe, and so the alphabet spread, until now it is in use in all the Western countries, and is probably the most widely used system in the world today. D.

Triumphs From Trifles.

What an Attack of Toothache Revealed.

PHOTOGRAPHS by wireless have recently been absorbing the attention of the scientific world, and it is interesting to note that this wonderful achievement is another addition to the long list of scientific wonders that have had their origin in some trifling circumstance.

Wireless photography was suggested to the inventor by a casual remark made by one of his fellow guests at a public dinner. The falling of an apple suggested to Newton the law of gravitation; the dancing of the lid of a boiling kettle set Stephenson's mind working on the mechanical possibilities of compressed steam, and led eventually to the invention of the railway engine.

It was from an attack of toothache that Dr. Davy, the inventor of the anaesthetic which has since proved such a boon to sufferers, quite accidentally made his great

discovery. He was at the time conducting a research into the possibilities of nitrous oxide gas, and while bending over the chemical in his testing tubes he was agreeably surprised to feel the pain in his gums quickly disappear.

He at once concluded that the fumes of the acid were responsible for this relief, and promptly put the matter to a more thorough test. The result is known and welcomed in every operating theatre in the civilized world to-day.

A Boon to Woman.

An observation made by Bessemer's young son suggested to the great scientist ways and means of overcoming the softness and brittleness of steel, defects which were then giving scientific workers no end of worry. Bessemer went straight to his laboratory, carried out various experiments on the lines

suggested by his boy's remark, and within a matter of weeks the new steel had captured the markets of the world.

Hooks and eyes also had their origin in a homely and commonplace circumstance. The inventor of them was one evening taking his wife out to dinner, and, becoming a little impatient at the length of time she was taking to dress, went into her room to see what was the matter. Here he found her laboriously lacing one garment after another, and while he sat looking on, the idea of hooks and eyes gradually took shape in his active brain.

Then take the lighter-than-air balloons, about which we have been reading and hearing so much. This is another invention that had its origin in women's clothes. The wife of the inventor was one evening warming her silk gown at the fire, the inventor himself sitting in the room smoking his pipe. Suddenly he saw the skirt of the gown being inflated by what he concluded was the warm air, and by the following morning he had planned the construction of the first balloon. It was only a matter of days before the completed aircraft was the object of world-wide amazement and admiration.

Two Railway Inventions.

A device much used nowadays is the little oblong piece of cardboard that we call a railway ticket. How the railway ticket originated is very little known. Before these tickets were introduced, travellers had to "book their passage," just as emigrants do now at the shipping offices; that is, they had to furnish the clerk in advance with all particulars relating to their proposed journey, and these the booking-clerk entered in his book.

One day, a booking-clerk, tired of entering up columns of details that were never looked at, hit on the idea of cutting a cardboard box into little squares, numbering and initialing each, and arranging with the different guards to have them collected at the destination stations and brought back to him. The railway companies got to hear about this, but instead of dismissing the clerk for a breach of duty, they adopted his idea and had special tickets made and printed for the purpose.

The mechanically-worked long-distance signal is another railway device that was invented by a railwayman to save what he considered needless work—that is, walking, as he had to do then, from his cabin to the signal every time the coming or going of a train necessitated adjustment. His device was simply a piece of wire fixed from the distant signal to the lever that operated the near signal, so that when he pulled the lever both signals responded together. For a time he kept it a secret, working it only in the night-time for fear of being seen and dismissed, but eventually his secret leaked out, bringing him first a reprimand and later promotion.

But for the accidental discovery by railway companies of the existence of these two simple devices we might never have heard of either.

Playing With Lenses.

The invention of the telescope was due to an accidental discovery by a child (says a writer in 'The Newcastle Weekly Chronicle'). This child was the son of a sixteenth-century spectacle-maker in Holland, and was one day amusing himself with some spectacle glasses in his father's shop when he happened to hold up two, one in each hand. On looking through both lenses he was surprised to see the weathercock on a neighbouring church steeple greatly enlarged.

Becoming excited by this discovery, he ran to his father and told him what he had seen. The father immediately took the two lenses and repeated the operation, the result confirming his little boy's explanation in quite a sensational manner. The father then set to work fixing two movable lenses on a board—an idea suggested to him by the varying view he had previously got by moving the lenses in his hands—and thus the first rude telescope came into being.

Shortly after the news of this discovery had leaked out, a friend wrote to Galileo in Italy describing the contrivance of the Dutch optician, and it was from this description that the Italian inventor built the great telescope that made him famous.

A Boy Who Hated Work.

Another invention associated with a boy still forms an important part of every steam engine built. One of the early difficulties of this type of engine, we are told, was that of condensing the steam in the cylinder. "Sovary dashed cold water on the outside, but Newcoman afterwards invented a method of directing a stream of cold water into the inside of the cylinder at every rise of the piston. This was accomplished by two stop-cocks, which were turned by hand, and the whole action of the engine depended, therefore, on the attention of the person who watched these cocks."

Thus runs the bald record. The boy in question, Humphrey Potter by name, was

employed to attend one of these engines in Newcastle, but he found the constant turning of the cocks so tiresome that he set himself to find ways and means of having them turned without any effort on his own part, and thus make it possible for him to play with the other boys about the place.

He noticed that "the particular moment at which the valve required to be opened for the admission of the steam was that at which the pumprod end of the beam was raised to its highest," so he tried pieces of string from the cocks to various parts of the beam in such a way that the rising and falling of the latter turned the cocks exactly as required. This device was later discovered, and formed the basis of the new and important invention.



BY H. BRAMFORD.

1.—HOW TO START.

INTRODUCTION.

WIRELESS is wonderful. The most wonderful of all sciences, because it embodies so many possibilities. We shall soon have television, and one day we may have stereoscopic television, when we shall see people, not on a screen, but actually as they appear in real life! Then there are other wonderful things we may see, because nobody yet realizes what the possibilities of wireless are. We may even be able to speak to an individual friend across the seas, whenever we like, just the same as you and I can speak to each other in the same room. All these things should interest any boy, and therefore, all boys should be interested in wireless.

EXPENSE.

Perhaps a great obstacle in many cases is the expense which this hobby involves. It is my intention, therefore, to have always

this factor in mind. I want to interest boys who only have a few pennies to spend. Those who have lots of pocket money are lucky, of course, because this particular obstacle does not confront them. It is really remarkable, however, what a lot can be done with a

very little money if one only knows how to do it. Most authors who write and tell you about wireless do not consider the cost at all, and as a consequence, many boys are barred from the pleasures and beneficial results of making a hobby of wireless.

IDEAS.

Some of the ideas I intend to deal with will, I am sure, interest you all. In the first place, I am going to tell you how to make a crystal set out of all sorts of odds and ends. Then, I am going to show how the same set can be used for many other purposes, with small additions. This is a form of progressive wireless, where one instrument is made to do many things. In other words, all repetition work is done away with, which makes everything simple. Other features which you may look for deal with "outdoor wireless" as a sport and pastime, "Nature's Wireless," showing how nature herself employs the use of wireless in different ways. Then there are wireless games, where much

fun can be obtained at parties. We must not forget, too, all sorts of gadgets which can be made at home, and also novelties which will please your friends as presents. Then we have wireless wonders, and things which have already been achieved. Later on, I will deal with valve sets, preferably one valve, as you can do a lot of clever things with a one valve set, but you must in the meantime save up for this, because valves are expensive.

THE FIRST STEP.

Now let me tell my readers who have not already got a crystal set to start with, that there is no reason why they should not have

one. Every boy who prefers doing something useful in his spare time to being idle, may start right away with a little determination, a few odd tools, and a few pennies. There is something about making a thing entirely by one's self which is much more satisfactory than merely buying a lot of parts and just putting them together. The result may not be so beautiful as regards looks, but what does that matter, so long as the set is as good as, if not better than, a more elaborate one? Besides, even appearance can be attended to if the work is done neatly and carefully.

(NEXT MONTH: "MAKING A SET.")

WHEN ANIMALS SLEEP.

Elephants sleep standing up. When in a herd a certain number will always stand watch while the others sleep, for the big, powerful beasts are timid and cautious at night and will not go to sleep unguarded.

Horses have a special arrangement about their knees enabling them to sleep on their feet, though they also sleep lying down.

Bats sleep head downward, hanging by their hind claws.

Birds, with few exceptions, sleep with their heads turned tailward over the back and the beak thrust beneath the wing.

Storks, gulls, and other long legged birds sleep standing on one leg.

Ducks sleep on open water. To avoid drifting ashore, they keep paddling with one foot.

Foxes and wolves sleep curled up, their noses and the soles of their feet close together and blanketed by their bushy tail.

Lions, tigers, and cat animals stretch themselves out flat upon the side. Their muscles twitch and throb, indicating that they are light and restless sleepers.

Owls, in addition to their eyelids, have a screen that they draw sideways across their eyes to shut out the light, for they sleep in the daytime.

COURTESY.

The behaviour of love is courtesy. It is most important that this garment of courtesy should be worn habitually in the life of the home. Nothing is more paradoxical than that perversity of human nature which leads us to be scrupulously courteous to the stranger within our gates, while we feel that we are excusable for expressing all our meanness and irritation to those we know and love best. It is true we ought to be able to rest in those who love us, and not need to keep up a manner foreign to our spirits. But we should see to it that the manner natural to us is the unvarying courtesy that clothes a loving heart. We ought never to appear in moral undress

before those we love. In fact the need is to make of courtesy not a garment to remove and put on for different occasions, but rather a living and harmonious body to clothe inseparably the loving spirit within.

Yet, if we cannot be courteous all the time, would it not be better to spend our weariness and irritation on the stranger within our gates, who comes and goes and cares very little, and save every element of exquisite courtesy for those whose lives are lifted or broken by our slight words and deeds. Courtesy will transfigure the hard realities of life like a beautiful atmosphere, giving distance and perspective.

The Question Box.

DO BIRDS TALK TO ONE ANOTHER?

THERE can be little doubt that birds have an extensive language, but not all of it that we hear is important; some birds chatter for the love of hearing themselves, and we are all glad that they do. But they have their important talks. Men who study birds and their calls can deceive birds by imitating those calls. Men get to know that certain calls are followed by certain results, so, hiding themselves on the shore or in the fens, they utter these cries, and birds will drop from the clouds to answer the call, which they imagine to be made by some bird of their own species.

We may note the language of the hen when she has laid an egg; when she warns her chickens of danger; when she calls them to rest under her wings; when she calls them to food. We may note, also, how the male bird sounds his defiance; how he gives a warning; how he cries out a signal when he hears a strange sound.

WHY DOES A KITE KEEP STILL AT A GREAT HEIGHT?

As you read this you may be looking out across a sea-bay. Here and there along the coast you may see the water being disturbed in small patches by the gusts of wind blowing off the shore.

Farther out to sea the water is all in the same state, not patchy. This means that the wind near the shore is blowing in little bits at a time, and if you were in a small boat you would feel it quite strong at one moment and not at all a few yards farther on. If you were flying a kite close to the ground, it would dive unsteadily in these small gusts, but far out at sea it would fly quite steadily. So it would if it got high up in the air.

The reason is that the surface of the ground is very uneven, broken up by hills and valleys and trees and houses and bays and promontories, round all of which the gusts blow at intervals. This is why boating is dangerous on lakes and in similar places; and the same thing accounts for some of the accidents which happen to airships. Flying men prefer to be at a great height because, like the kite, their aeroplane goes more steadily high up than near the surface of the Earth.

DO ANTS KEEP SLAVES?

There is not the slightest doubt that ants do catch slaves, and that they hunt for slaves in parties.

When the slave-making ants desire to plunder some prosperous home of the ants called *Formica fusca*, they do not all wander off, aimlessly searching. No; for weeks they have properly organised parties of scouts and spies going out every day, searching the country far and near. These scouts return at night and present their reports; for the general mass of the ants never go out until the spies bring news of nests to be plundered.

When such a nest has been discovered the slave-hunters sally forth in a body to rob it. Generally the march to the nest is well ordered, but in the rush for plunder some confusion may arise, and the long procession may be broken up. Or groups of the party of slave-hunters will lose their way, and as soon as this happens scouts will be sent out by the lost ones. The whole party lost will remain perfectly still until the scouts have scented out the trail. These scouts return to their friends and tell them the news.

The Sea and its Phosphorescence.

(by S. T. Moses)

OF the wonderful phenomena presented by the sea, phosphorescence or 'shining in the dark' is perhaps the strangest and has always attracted investigators down from the days of Aristotle and Pliny. Who amongst us, gazing at the surf-beaten beach on a pitch dark night, has not noticed the streaks or bands of light flaming up as if the waves had caught fire. Or perhaps, a boat being just then rowed ashore, was not struck dumb with the wonderful sight which met his gaze, viz., each blow of the oar striking jets of light, at once feeble or resplendent, out of the water and the drops of water falling off the oars like glittering pearls or lustrous diamonds. Or perhaps a school of dolphins—the A. D. of the Malabar coast—sporting amidst the swell and dripping from their fins drops of water which glimmer like silver-blue lamps on a dark moonless night. More glorious sights await the more adventurous amongst us who dare cross the 'Kala Pani', the ships often tearing their way at nights through seas of fire. More rarely a brilliant scene like that vouchsafed to the crew of S. S. Kandahar off Pulicat about 3 years ago may meet their eyes. For over quarter of an hour the sea appeared a seething cauldren, 2 sets of light flashing from 2 directions, N. W. and S. W. out in the dark with a bewildering rapidity. A similar brilliance the writer witnessed once off Royapuram at about 2 A. M. when out on a fishing expedition to demonstrate the superiority of the Malabar nets to the indigenous ones. The occurrence was of short duration and the fishermen told me such sights were common on both the coasts of our presidency. Far out in the sea are recorded similar instances when merchantmen run into the phosphorescent sea for as long a duration as 6 hours.

These phenomena are very variously explained but most of the explanations are fanciful and unconvincing. Some instances e. g. the huge flaming geysers, rising from the South American seas and disappearing only after the lapse of 3 or 4 days, have

been correctly explained. These eruptive geysers are due to the ignition, by friction with saltwater under high pressure, of the oil and gas which have been released from beneath the ocean-bed by earthquakes. Luminescence, especially in the backwaters is ascribed on the West coast, to spirits. As in the case of the Will O' the Wisps found in marshes, the spirits, according to Russian superstition, of still-born children which are neither of heaven nor of Inferno, the spirits of ancestors are said to be responsible for the phenomenon. The Thanda Pulayas say that the spirits are fishing there, then. Another explanation is that these scattered phenomena are the preliminary manifestations of the 'Badavagni' or 'Ulithi' the submarine fire which in the shape of a mare's head will, according to Hindu beliefs, cause the final conflagration. The fire is said to have sprung from the thigh of Aruppa Maha Muni before being received by the ocean. The latest—perhaps started by one whose brains and other possessions were affected by the Great German War—is that it is the manifestation of a goddess, a recent appearance in Western India, by name Germany Bai. Her original temple in Germany is said to have been destroyed during the War and she herself escaped by flinging herself into the sea. Whenever she comes up apparently—she has to come to the surface of the sea to regain her breath—she emits light. The luminosity on the riggings of ships during squally and cloudy weather which was called St Elmo's Fire by the early Christians and named by the ancient Romans Helen if single, or Castor and Pollux if double, is only an electric phenomenon seen in the atmosphere and has nothing to do with the water.

Phosphorescent lights in water are mainly produced by animals, ranging in status from the lowly one-celled animalcules to fishes, most of which float listlessly or swim on the surface. Phosphorescence is also partly due to the result of decomposition of organic particles by which kind of respira-

tory process the ocean becomes purified. It is wellknown that putrefactions, decaying wood and other vegetables e. g. potatoes, slime and other exuviae of fish etc., glisten in the dark; it is these which give rise to the fairy sparks, the lights supposed to be used by the fairies for their nightly revels. Many fishes are luminous. Some have even specialised luminescent organs e. g. one species of the Silver-belly (Tam: Karal, Mal: Kurichi or Mullan) a small sized shoaling fish of great economic value among the poorer classes, possesses a large globular gland on the throat, which when the shoals are on the march at night, casts a perfectly silvery moonlight-like light on the waters. Majority of deepsea animals are phosphorescent possessing special and curious light-producing organs. About these wonderful animals, a feature of the tropical seas, where they come up to the surface only by night, passing the day in depths so great that light is almost excluded, William Beebe the great American Naturalist who recently conducted a very valuable and interesting expedition on board the 'Arcturus', has a lot to tell us.

When phosphorescent water is examined under the microscope, it usually reveals the

presence of millions of a tiny organism named appropriately Noctiluca (Nox: night and Lucere shine). A tumbler of seawater with a lot of these organisms if tapped ever so gently with a finger in the dark, appears aglow with a pale blue light for a minute or so and plunges again into darkness. The light-giving region of this globular animalcule, classified as a Cystoflagellate, is the cortical protoplasm. A collection of water with isolated live Ceratium, a three-horned Dinoflagellate very common in the tow-net collections of our seas, once surprised the writer by emitting a pale greenish light, when troubled. This animalcule, so far as textbooks go, was hitherto unsuspected of possessing the property and subsequent experiments confirmed the truth of the above observation. Many of the pigmy relatives of the prawn, Copepods etc, are phosphorescent. The light-green sparks which scintillate on the waves are usually given out by these minute Crustaceans. The Jellyfishes are the most splendid of the luminous inhabitants of the ocean. The water in which jellyfishes were placed before their death, continued to be luminous even after their removal.

Thoughts and Prayers for Boys.

A BOY'S PRAYER.

Give me clean hands, clean words and clean thoughts. Help me to stand for the hard right against the easy wrong. Save me from habits that harm. Teach me to work as hard and play as fair in Thy sight alone as if all the world saw.

Forgive me when I am unkind and help me to be kind to those who are unkind to me. Keep me ready to help others at some cost to myself.

Send me chances to do a little good every day.

William De Witt Hyde.

Thoughts about a tree.

I think that I shall never see

A poem so lovely as a tree,

A tree whose hungry mouth is pressed

Against the Earth's Sweet flowing breast,

A tree that looks at God all day

And lifts her leafy arms to pray,

A tree that may in summer wear

A nest of robins in her hair,

Upon whose bosom snow has lain:

Who intimately lives with rain.

Poems are made by fools like me,

But only God can make a tree.

Joyce Kilmer.

A CAMP PRAYER.

God Who touches Earth with beauty,
 Make me lovely too.
 With Thy Spirit re create me,
 Make my heart a-new.
 Like Thy springs and running waters
 Make me crystal pure.
 Like Thy rocks of towering grandeur
 Make me strong and sure.
 Like Thy dancing waves in sunlight
 Make me glad and free,
 Like the straightness of the pine trees
 Let me upright be.
 Like the arching of the heavens
 Lift my thoughts above,
 Turn my dreams to noble action,—
 Ministries of love.
 God, who touches Earth with beauty,
 Make me lovely too.
 Keep me ever, by Thy Spirit.
 Pure, and strong and true.

*Mary S. Edgar.***MY PURPOSE.**

Believing in the fellowship of worship
 and service for the accomplishment of the
 will of God, I have set before myself these
 purposes:

I will place the common good above my
 personal desires.

I will keep my body and my mind fit to
 do my work, to enjoy life at its best, and to
 give life and joy to others.

I will deal justly with all men. I will
 not use another person to his hurt, but will
 give to all with whom I meet the considera-
 tion I desire for myself.

I will let no barriers divide me from my
 fellow men; I will resist greed and oppres-
 sion; and will take my part in the
 furtherance of justice and good will in all
 the earth.

I will seek by study and by prayer the
 laws of life and duty, forgiveness for my
 failures, and increasing mastery of myself.

For I put my trust in God, I seek the
 adventure of faith, and I believe in the
 unfailing power of love.

*Union School of Religion.***THE MOFFUSIL CREED.**

I believe that the country which God
 made is more beautiful than the city, which
 man made; that life-out-of-doors and in
 touch with the earth is the natural life of
 man.

I believe that work with nature is more
 inspiring than work with the most intricate
 machinery.

I believe that the dignity of labour depends
 not on what you do but on how you do it;
 that opportunity comes to a boy on the farm
 as often as to a boy in the city, that life is
 larger and freer and happier on the farm
 than in the town, that my success depends
 not upon my location, but upon myself;
 not upon my dreams, but upon what I
 actually do; not upon luck but upon pluck.

I believe in working when you work and
 in playing when you play, and in giving
 and demanding a square deal in every act
 of life.

*Edwin Osgood Grover.***Intercession for Poor and
Homeless Folk.**

Most gracious God, whose tender mercies
 are over all Thy works and whose compas-
 sion fails not, we commend to Thy Fatherly
 pity and protection the poor, the sick, the
 children and prisoners dependent on public
 care. Suffer us not in our prosperity to
 forget these to whom we should show kind-
 ness and mercy. We thank Thee That thou
 who art almighty and merciful healest those
 who are broken in heart and turnest the
 sadness of the sorrowful to joy. We beseech
 Thee to remember in pity such as are this
 day destitute, homeless and forgotten of
 their fellowmen. Uplift these who are cast
 down, mightily befriend innocent sufferers,
 and sanctify to them the endurance of their
 wrongs. Cheer with hope all discouraged
 and unhappy people, and by Thy heavenly
 grace preserve from falling those whose
 poverty tempteth them to sin. Though
 they be troubled on every side and perplexed,
 save them from despair.

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