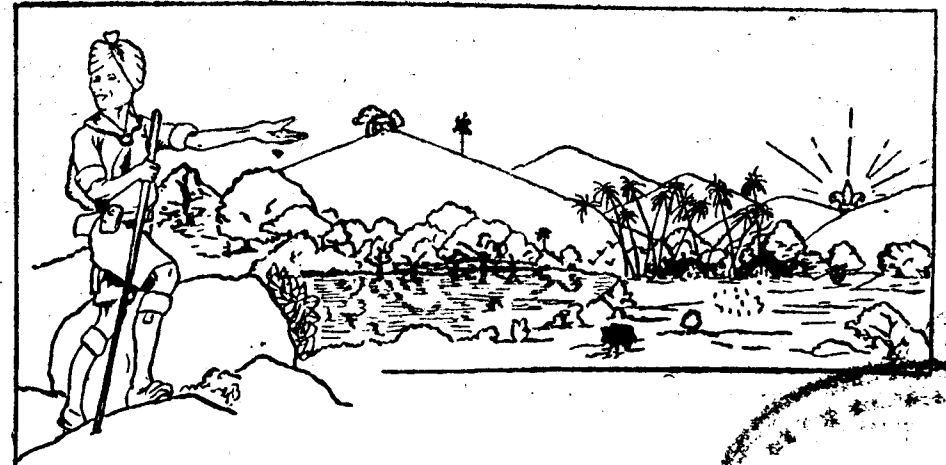




THE SOUTH INDIA BOY SCOUT

THE OFFICIAL JOURNAL
of the Boy Scouts Association : Madras Province

No. 4. Vol. XI.

MADRAS, JANUARY, 1931.

PRICE 4 AS.
RS. 2/- PER ANNUM
POST FREE

Thought for the Month.

There isn't any pay for you, you serve without reward;
The boys who tramp the fields with you but little could afford.
And yet your pay is richer far than men who toil for gold,
For in a dozen different ways your service shall be told.

They have no gold to give you, but, when age comes on to you,
They'll give you back the splendid things you taught them how to do;
They'll give you rich contentment and a thrill of honest pride,
For you'll see your nation prosper, and you'll all be satisfied.

HUBERT MARTIN,
International Commissioner,

The Outlook.

THE reports that have been received from various parts of the Province regarding the work of the year that has just come to a close are distinctly encouraging in the matter of efficiency of the units, emphasis on Scouting out-of-doors, and co-ordination of activities in contiguous localities by the Commissioners and by Local and District Associations. To this extent we may very well congratulate ourselves on the progress that we have made. But we have still much headway to make, especially when we consider that have we not done all that we could hope for in the way of continuity of training,—of assuring ourselves that every boy who enters the Movement as a recruit is in it long enough to imbibe the spirit of Scouting in an expressive degree and to

receive sufficient training to enable him to put it constantly into practice in his later life.

This is a matter which demands our attention as much as efficiency. The time has come when we can no longer look upon efficiency as a proportional matter, that is, that it is a thing which we have to strive for only in a certain percentage of the boys who come into the Movement and who respond much more quickly to our efforts than the others. We shall have to look upon it as a cent per cent matter. We have to assure ourselves that every boy who comes in does not leave before he can really be called a Scout. The propaganda which we have carried on successfully and the education which the public has received on the aims of the Movement demand that the boys who call themselves

Scouts or claim to have been Scouts are everything that Scouts are expected to be.

It should therefore be our concern to keep the boys in the Group at least until they are Scouts in the real sense, to enquire into the causes if boys leave the Group and to take steps to reclaim them if they continue to live in the same locality, or to see what facilities we can assist in obtaining for them to continue their training in case they leave the locality and go elsewhere.

It is the future, and not the narrow present alone, that should determine our outlook on the work that we carry on for the boy. When we remember this, we understand that we are responsible to the Movement on the one hand

and to the community on the other, for what the boy shall be as a result of his contact with the Scout Group, we can realise the importance of continuity in the training of every boy who has been admitted into the Brotherhood.

This can well be a thought that all of us might ponder over and act upon as a resolution for the New Year.

Good Scouting,

Pharayanandram

Editor.

193096

Boy Scouts and Patriotism (I).

In the language of the Chief Scout "It is the right ambition and part of his service to God for every Indian to help to make his great country the home of happiness, peace and prosperity. But this must be without thought of personal profit or advancement."

It is significant that he offers Scouting to the boy himself so that it may help him to serve his country efficiently. The motive is patriotic.

He introduces his book "Scouting for boys in India" to him with this sentence, "I suppose every boy wants to help his country in some way or other. There is a way by which he can do so easily, and that is by becoming a Scout."

Next, in presenting the Scout's Course of Instruction, under the heading "Patriotism" the Chief Scout makes the following observations:—

"You belong to a grand old country with a splendid history of its own, older than any of the other nations which, with it, form the commonwealth known as the British Empire."

"Therefore, in all that you do, remember to think of your country first; don't spend the whole of your time and money on games and sweets merely to amuse yourself but think first how you can be of use in helping your country and the Empire, and when you have done that, you can justly and honestly sit down and enjoy yourself in your own way. Perhaps you don't see how a mere small boy can be of use to India; but by becoming a Scout and carrying out the Scout Laws every boy can be of use. And the public services rendered during the Great war by the Scouts fully prove this."

"Country first, self second" should be your motto. Probably, if you ask yourself, truly, you will find you have at present got them just the other way about.

"I hope, if it is so, that you will from this moment put yourself right and remain so, always. Patriot first, player second. Don't be content, like the Romans were, and some people now are, to pay other people to play your football or to fight your battles for you. Do something yourself to help in keeping the flag flying."

"If you take up scouting in that spirit, you will be doing something; take it up not merely because it amuses you, but because by doing so you will be fitting yourself to help your country. Then you will have in you the spirit of patriotism, which every boy ought to have if he is worth his salt."

In more forcible language it is difficult for anybody to put the idea of patriotism to the Boy. I wonder, however, if we follow suit and stir the boy's heart in the name of the country. My finding is that we don't.

The fact is that we feel nervous about it. The same expressions "Country first, self second" have served as catchwords to people in our country committed to conflicting courses of action. In the face of this fact it is onerous to take up this responsibility of expounding patriotism in concrete terms. But perhaps, in the first place we ourselves will do well to be definite about the thought-content of the term "Patriotism".

The Chief expects only voluntary service from all of us and we have elected to join his ranks.

To most of us the term Patriotism is somewhat closely affiliated in our conception of the term Politics. I am not sure that it has no connection, whatever, but the mistake is very often committed to narrow the sphere of Patriotism to that department of a nation's activities with which as a commitment of policy, we have not much to do.

Love of country may well be the source of politics. But it looks absurd to assert that politics and political participation and partisanship are the only emanations of it.

The Chief Scout observes in his Foreword:—

"Citizenship is not the outcome of Politics or arts or commerce, but of character and sense of service for the community, that is, of manly honour, self-control, chivalry, and boardminded outlook, of putting others first and self second".

It is a truism which is likely to be ignored because of its triteness that good citizenship is the essential desideratum for everyone of the above departments of a nation's activities—the field of Politics not excepted.

Positive preparation for efficient citizenship is a thing to which the world has become very alive recently. As the Chief Scout observes elsewhere in the same book they are now, (specially after the great European war) at a race with other nations to produce MEN. He goes further and observes "It is a national duty in which everyone can and ought to take a hand. It is possible to tackle the millions of boys if every Scout officer and every man or woman who reads this will make an earnest effort to obtain a worker to take up the training."

The ultimate aim being the Peace and Prosperity of our land, the Chief Scout rightly lays principal stress upon the text "Country first, self second" in his chapter on Patriotism, yarn No. 26. "Every boy who has the right

spirit in him will want to see his country one to be proud of in every way. Well, you fellows in India have a country and a history that you may well be proud of. But your business is not to sit down and boast of what your forefathers have done, but to go on doing things like them that will make your country still greater and happier, so that your sons will look back on you and in their turn be proud of you. The glorious thing is that each one of you can do your bit towards making your country great and prosperous by making yourself good at your work, whatever that may be, and by always trying to do good to your fellow-countrymen rather than to yourselves."

It goes without saying that we have to follow the Chief Scout's example and help the

boys to live up to these expectations. He proceeds to suggest lines of service which it will pay us to examine.

But before doing so we will be curious to know if he includes Politics also among the possibilities of boys' service. He straight away speaks out thus:—

"Boys are often apt to rush into Politics before they have seen anything of the world, and to talk with half-baked notions in their heads, so that they

are liable to do more harm than good for their country. Quiet work is what is wanted, not excited talk. Aim to see things with a broad mind, remember that every question has two sides to it, and remember that, unless you can see both sides impartially before you make up your mind upon it, you are only a Politician instead of a statesman."

"It is through want of this that so many fellows fail who want to be patriotic, but who only succeed in being parochial—that is, can only see their own little side of the question."

So much with regard to Politics. The next question that naturally arises is as to whether our patriotism entails obligations merely with reference to India or whether they extend further to the other units of the Empire, also.

(To be Continued.)

Our Job.

We Scouters have to think out things for ourselves, we have to satisfy ourselves in the first place that Scouting is something worth while, that it is something into which we can put our energies and abilities, that it is something into which we can put our hearts. If the heart is not there, it is but a poor job we will make of it, and it is more than a poor outlook for the unfortunate boys we are pretending to lead. Scouting is not a duty but a vocation, and we should sense something of the call before we embark upon it.

Having satisfied ourselves on these points, we can start to build in the knowledge that our own personal foundations are secure. In the process of building, however, we cannot afford to do without thought. It is the mortar which binds the bricks of our activities together, so that course is raised upon course with safety. Only by the continual application of that mortar, mixed as it must be with the real Scout Spirit, can the Scout building we are raising approach completion.

("Boy Scouts")

The Chief Scout at Home.

(Extracted from the "Outdoor Life" for Oct. '30.)

DESPITE their travels, no couple love home more than Lord and Lady Baden-Powell. Consequently, Pax Hill, Bentley, the home of the Chief Scout and the Chief Guide of three million boys and girls in forty-two nations, is no ordinary red brick house.

It is the home of ideals and a hive of ceaseless activity. It is, too, a power house of world good will.

My visit was typical.

I alighted at Bentley, the little wayside halting place nearest the Chief's home and walking up and down the platform for a while determining in my own mind how I could act on arriving for the first time in the mansion of a real Lord. I had a rude awakening when a porter mentioned to me that Lord Baden-Powell himself was waiting for me down the other end of the platform. Even before I greeted him in the manner I had intended to, he asked me to jump into the car and drove me home.

On arrival I found the Lady of the house in plain clothes—even without stockings—ready to take Betty and Heather for a swim.

"Go straight upstairs, and turn to the left and your room is the second on the left" said she and got into the car and drove with the two children.

"Make yourself at home. Do as you please. Ask what you want and come down when you like," said the Chief.

I took him at his word and slept—the only thing I was fit to do after a week's strenuous work.

About three hours later I heard a knock at the door and one of the children said, "Hullo! If you don't come down now, you shan't have any tea."

So I hastened downstairs and joined the family tea.

Then Heather and Betty took me round the garden showing me all the ponies and dogs and telling me an interesting tale about each.

Shawgam, the Chief's favourite dog is a Labrador. His name includes, with an added A, the initial letter of Shropshire, Herefordshire, Worcesterhire, Gloucestershire and Monmouthshire, the Scouts of which counties gave him to B. P.

At Pax there is a name for everything. Even the typewriter at which Lady Baden-Powell spends many hours daily, is known as "Beetle".

I was taken for a visit to the Q. T. Hut, a log cabin in the garden fitted up with rustic furniture. It is so called because it was built out of the sales of a book the Chief wrote during the early days of the war entitled "Quick Training for War."

In this naming business, the B. P. Children run their father close. It was they, who, when the Rolls Royce car was presented at the Jamboree announced, "We will call it, Jam Roll."

Of bustle at Pax, there is none; of activity, much. It is the secret of Pax happiness. I was asked to lend the children a hand in getting the gear together for a Caravan camp, the family was planning for next week. B. P. rises early—he sleeps on an open balcony all the year round—and walks two miles every morning. But we owe to the tender care of Lady Baden-Powell the extremely fit physical condition of the Chief at the advanced age of 73. She not only looks after the 800,000 Guides of the world, but bestows the care of an affectionate wife on the Chief of two million Scouts.

In spite of these world-wide claims, Lord and Lady Baden-Powell live for their children.

There are no governesses or tutors at Pax. Parents and children are always together in holiday time.

Heather is taking after her father as sculptor. Peter has already acquired a reputation at Charterhouse as an ambidexterous artist. In the garden, by the pigeon house stands the bust of old John Smith, that gained B. P. a place in the Royal Academy.

On the bathroom wall B. P. has modelled the river Wey in plaster relief. From its wavelets, fish mutely appeal to the visiting bather to be sparing of water in his ablutions.

On the wall and table bookshelf and mantle-piece are trophies and souvenirs from all parts of the world. Among his victories of war are a golden sword set with precious stones—the gift from the residents of Ladysmith when he was acclaimed the hero of Ladysmith in 1900. The victories of peace adorn the house in legion. They have come from all parts of the

world where he is to-day held up as an ideal to millions of boys and elders. . . . In the dining room are the most precious objects in the house—B.P.'s log books, one for each year, covering many decades of crowded fame. . . . There is another interesting book with the signatures of all the visitors who have stayed at Pax Hill some time or another. Many have also signed their names in their native languages. Lady B.P. of course, acts as the keeper of the log. All the gold and silver, all the myriad articles at Pax are as nothing compared with these books.

They are the things that B. P. takes especial care in placing behind safe doors before he goes abroad.

At Pax there is no formal entertainment. There are no butlers and footmen hanging about. The meals are placed on a side table and one has to walk up after each course and help oneself like the members of the family. The maids at Pax sit in a garden and amuse themselves knitting or reading in the evening whilst if they were in another house they would still be sweating. The gardener and the chauffeur live in beautiful little cottages designed by the Chief himself. Everybody is happy at Pax and that happiness is most infectious. There is certainly no greater privilege for a Scouter visitor to England than to be invited to spend a day at Pax.....

Wolf Cubs.

Akela's Initial Programmes.

Third Meeting.

I observe that in my anxiety to lay sufficient emphasis upon parental touch from the first and the enlistment of their keen sympathy I have suggested the holding of Cubmeetings even in the homes of the Cubs under the aegis of the parents.

But I do realise that the Cubs should have a den of their own. If one is available you need not forsake it at all. In the initial stages Akela's personal touch with parents will certainly do. A joint parents' meet occasionally after some good work is more conducive to Pack efficiency, surely. But to count upon good Cub-Pack work without the parents in the concern, as we usually do, will yield only poor results. In the long run we will find it impossible to get on.

As to what might be the Third Evening's Programme it is best, of course, to leave to Akela to put in the details but it may be indicated that this meeting and the succeeding ones should be of the nature of 'Work' rather



WOLF CUBS.

than 'Play'. The order in the items, in character, may be standardised on the plan of the Second Evening commencing with the Pack-Call and Grand-Howl and closing with Grand-Howl after games and a short snappy yarn. Business talks like keeping the Cub-lairs clean, Eyes, Nose, Teeth, Legs and Knees clean for inspection as also care in keeping the clothing clean; information about the uniform; the creation of ambition in the individual boy to earn his stars and to work to qualify himself for going to camp along with the Scouts, etc., should form not haphazard wishy-washy talks, but deliberate points forming the Notes of Akela for the meeting. All the while Akela's principal aim is to lead the Cubs at these meetings to observe a difference in the Cub way of doing even the ordinary things from other ways.

Towards the above end Akela must definitely prepare himself by study. Ideas (rich and helpful) are available in the following books: I cannot do better than mention the names of these books and also the portions which in my opinion may be helpful at this stage. The first book I will mention is V. C. Barclay's Cubbing and How to run a Pack. Pages 21 and 22 bear definitely on the preliminary meetings, and their desirable nature. Mention is made on page 22 referring to passages in the Chief Scout's Handbook, pages 34 and 201 bearing on the subject of the Cub-grin and when to expect it and make it a quality of deliberate acquisition on the part of the Cub

and pages 33 and 51 describing what is exactly meant by Good Turns on the part of Cubs.

It will be clear from the passage mentioned above that the early meetings, at least for a month, ought not to be coated with "Jam" but should, on the other hand, form samples of stiff work and discipline, as to the right interpretation of which Akela will be very well-advised to the book "Wolf Cubs" by Gilcraft—Chapter on Discipline, Sec. II. The Handbook of the Chief Scout itself will give one who carefully reads Chapter I styled Bite 1 an idea as to what notion about the duties of a Wolf Cub ought to be given to the boy who has just come into the Pack.

The Jungle Book Story and the Zulu Boy Story have been artfully handled by the Chief Scout. Let us make a study of the art and skill of the device and go to the Third Meeting.

It is also at this stage that Akela should worry himself as to how he might put into the boy's mind the spirit that is conveyed by the cryptic statements of the Cub Law. The Practices of the Wolf Cub Pack, the orderliness, the great council held once a month and the ceremony of looking over will form matter of interest primarily to the boys. The depiction of the proceedings by Akela should solely



(1) Finding animal tracks and "sign". Go out in patrols, one Scout having pencil and note book, a Scouter in charge if possible, and deduce what animal left it, e. g. spoor (i. e. foot prints), hair, wool, fur, feathers, droppings, gnawed bark (rabbits), cropped grass and tree branches (grazing animals) burrows; etc., etc. Scouter should note all the things missed by the Scouts and take them over the ground again, after.

(2) Stalking Animals. See how near the patrol can approach birds and animals, such as rooks or peewits or starlings feeding in field; moorhen

by deliberate skill be made to convey the sense of Order and the sense of obedience to the Rules of the Jungle, and to excite the spirit of admiration and emulation. This may provide scope for pleasant activity in the form of Play-acting.

The Portion 'Looking-over' alone will be in place at this Third Evening.

Akela might attempt at conveying at the Meeting an idea of what is meant by Cub-spirit through the anecdotes given in the book 'Wolf-Cubs' and by the Chief Scout in his Handbook on page 34 and through the account of the Zulu Boy Training.

The Rock Circle, Parade Circle and Council Rock may be taught.

Games for the Evening may be found from the Book of Cub Games (1) Musical Monkeys on page 20. (2) Freezing, page 58 in addition to Shere Khan and Mowgli on page 17.

The above forms sufficient material for the Third Evening the success of which depends upon Akela's previous preparation. The best of us and the most well-read among us shall have to make a reference to such literature on the eve of every meeting if we want to make a success of the meeting and the meeting itself as a true mile-stone on the road of Progress for the Boy. (Mang.)

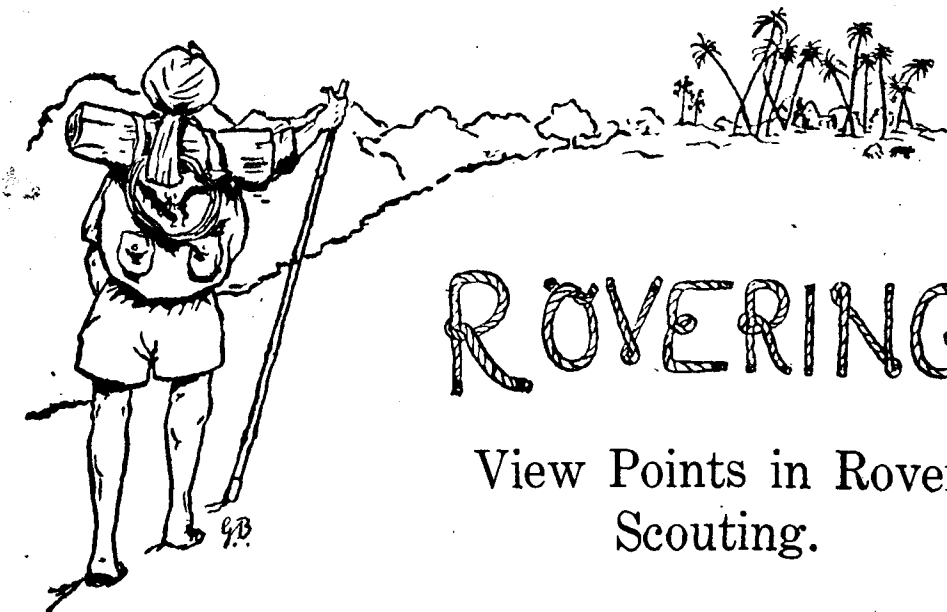
Also stalking of small wild birds, so as to identify the various sorts.

(3) Sporing. Find definite tracks, and note the differences between one horse's hoof and another, sheep, cows, boot tracks, etc.

(4) Make plaster casts, of the best tracks, found. Buy a dozen pounds of plaster of paris from a builder (3d. a pound) and keep in a closed biscuit tin, or it deteriorates. Make a frame-work round the track with scarps of wood or cardboard. Pour the plaster gradually into a mug of water until it is of the consistency of thickish cream, and stir well. Pour at once on the track, so that the cast will be one inch or two (thick according to the size of track) and leave to set, twenty minutes. Then dig up, and pick off the mud (wash, if necessary), while plaster is still soft, scratch on the back the animal, the locality, and the date, also name of Scout who made the cast. Wash out your mug at once. Avoid sandy soil; clay or mud is the best.

(5) Nature Trail. This means a trail laid by a Scout using only natural objects, not Scout signs in chalk, etc. e. g., knotted grass, stones,

(Continued on page 101)



Scout Ideals. Rover Scouting is viewed by some as an organisation to help those who join it to keep true to their Scout ideals in every day life. Later on, presumably, they would be able to stand firm on their own feet, and would then pass out of the crew, making room for others to join it. This view recognises that some help is necessary if Scout ideals are not to suffer some loss, submerged in the active interests and frequent problems of early manhood. It recognises also that Scouting in the broad sense is not to be limited necessarily to boys and their trainers. It leads gently towards the very real and practical question whether man-scouting is a necessary sequel to boy-scouting in the sense that it should be encouraged and controlled by the Boy Scouts Association, a prospect which is just as disquieting to some thoughtful people, as would have been the thought of having to organise the Arrowe Park Jamboree to the valiant but harassed organisers of the Olympia Jamboree. On the other hand, there is the almost equally unpleasant possibility of the Rover Scout section ceasing to be an intimate part of the Scout Movement, but continuing to exist in some way for older men.

Moreover some of the view points, though differing, are so similar that they cannot be fairly regarded as being opposed to each other; it would, therefore, be wholly regrettable if anything at all resembling party antagonisms appeared.

A Continuance of Scout Training. The nature of the help foreshadowed by the

previously-mentioned school of thought, if I may so describe it, is that encouragement will be the first consideration it will not be restricted to a few Rovers of some special temperamental make-up, but the door to Rover Scouting will be opened as widely as possible, and a general line of training will, presumably, be suggested. This leads to another view-point, namely—that Rover Scouting is a continuance of Scout Training in the ordinary sense, with special emphasis on the open-air activities, camping and hiking. A limiting possibility makes its appearance here, it being argued that some otherwise excellent Rovers are less keenly interested in such activities, because they are becoming engrossed in their expanding life as city dwellers. The question comes up, therefore: Should such fellows be told that they must conform, and that this will be for their ultimate good? Or should they be permitted to remain as full Rover Scouts, and be, so to speak, excused from this field of Rover Scouting, it being tacitly admitted in this case that there are other fields?

This leads towards the view point of those who hold that Scouting is capable of application to life in the everyday world, and that continued training in observation, as well as extended study of the possibilities and obligations of the Scout-Law, is most desirable between the ages—say of 18 and 25 or thereabouts. This would imply a more advanced and comprehensive programme being adopted gradually, as the Rovers grew older, and would involve, perhaps a more complicated

organisation, both centrally and in Rover Dens. Such programmes are operating successfully in some places at present, and it has been contended that some have been deterred from joining the Rover Scout section because they desire something much simpler and less exacting. Alternatively, it has been stated that this difficulty bulks much larger on paper and in words than in actual practice, and that it solves itself, provided that the "lofty trees" allow space, air and light for the "saplings" in their midst!

The Broad Outlook. Again another stage is reached, some maintaining that, by keeping the memory green, not only of Scout principles but also of Scout practices, the Scout Movement can confer a very great boon upon fully-grown and even older men, in their citizenship and married life, thus promoting national and international understandings and friendship. They desire to ensure that the very necessary emphasis on early training in the Rover Scout section shall not go so far as to definitely exclude, even by implication, that there is an age when expulsion from the Rover section must come into force, unless a warrant is taken. They argue that the way must be left open for the message of the Golden Arrow to have a practical significance for fully-grown men, and be something more than a boyish dream.

Then there are those who urge that the Rover Scout Motto, "Service," is in danger

of becoming a shadowy sentimentality, unless specific service is made a condition of membership. The actual doing of something in the present, rather than vaguely dreaming about something in the future, is advocated as being the only way of securing that Rover Scouting is saved from being indistinguishable from a social and educational fellowship. It has been objected to this that such an insistence threatens interference with the Rover Scout's legitimate duties to his home, his job, and his all-round self-development.

Another "school" insists that such service can only be usefully rendered to Troops or Packs, and that such a limitation would greatly facilitate simplification of the central and local organisation, would prevent haziness of purpose, and would set free those who wish to render other forms of service to join other organisations. This would not necessarily prevent the formation of "Old Scouts' Associations," to keep these ex-Rovers from drifting out of all touch with the Scout Movement but it would make it clear that the Boy Scouts' Association stood not only primarily, but solely, for the training of boys.

In holding our own view firmly, whatever it may be, let us remember that excellent work is being done by others who think differently, and see to it that discussion shall not damp down enthusiasm but rather intensify it.

(Scouting.)

The Rover Scout Leader.

The view point of a Rover Scout.

THE word "Leader" and not "Master" is the title given to the "Elder brother" among the Rovers in a Rover crew. The word "Leader" in itself implies far better the relationship which govern the working of the Rover crew.

When a boy Scout attains the Rover age he settles down to regard himself as a man, and finds that he could no longer mingle with the Boy Scouts and work with them. He has now a new and serious outlook, with great visions of what he might bring about for the good of his community and himself. He wishes to be up and doing and to equip himself to face greater problems in life. Such a spirit in him should not be allowed to be neglected and when his powers are directed in the proper way, it would prove to do much good not only to himself but also to humanity in general. How

many young men in their ardent zeal for work have not tackled problems far too difficult for them! There are many instances. As Boy Scouts they were lacking in experience; they had not studied the world fully and carefully.

But as they grow in age, they gain more and more experience—which experience helps them to have a broader angle of vision. We have known lots of young fellows who set about on their voyage of life with high aspirations and noble ideals, but have got themselves wrecked against the dangerous rocks of the unsympathetic world. The results in such cases have been so terrible that the shock proves too much for them and they lose all faith in themselves and their neighbours which brings other evils in its train. So much because of the want of a friendly guiding hand!

This friendly guiding hand is supplied by the Rover Scout Leader. His duty is therefore very responsible—that of a sincere friend and wise counsellor. He should warn his brother Rovers about the hard rocks they may come across in their voyage of life, and advise them how to avoid the bumps.

Generally, such a Leader should be older than any member of the Crew. He would have therefore had much experience. He should be able to give advice to his Rovers on various subjects or at least to suggest where the desired information could be obtained. He must never pretend to know more than he does, for any information supplied through a pretentious knowledge would lead to fatal results. The Rover Leader must therefore be warned against this danger. No fellow would expect him to know about each and everything and so he can impart his own experiences to his brother Rovers, when they seek his advice, so that they could reach a higher scale of efficiency by starting with his amount of knowledge in the beginning. As a Scoutmaster should set an example to his Boy Scouts whom he trains if he wants to be successful, so also should a Rover leader set an example to his brother Rovers whom he leads. This ideal of example in preference to precept, is of the greatest consequence. A young boy judges a man by instinct whereas a young man who has already come to a stage of discrimination follows the example of his leader only by a process of reasoning, and hence, the Rover Scout Leader should also win the confidence of his fellows, which he could not accomplish except by setting himself a personal example.

What the Scoutmaster is to his Troop of Scouts the Rover Leader is not to his Crew of

Rovers. He is only a senior and experienced Rover, whose counsel the others take in times of necessity. So during the weekly discussions or the court of honour the Rover Scout Leader should not take the whole work upon himself. He must allow a fair and free exchange of ideas among his various Rovers and make it a principle to let the decisions of the crew run by the majority of votes. He must always endeavour his best to state his reasons fully and must exploit both sides of the question before he has done with it. Even supposing the decision of the crew is, in the opinion of the Leader, wrong in spite of his convincing arguments, he must not demur. He will unless it is too risky, simply allow them to take what course they will, and watch the result. The consequences of a wrong decision would bring home to them the folly of their not having respected the advice of their leader, and they would thereafter bestow more attention to the leader's words. Not only the crew would be benefited as a whole but each individual Rover would be immensely profited thereby and would approach the leader in the future for advice in their personal difficulties. As it is not however practicable to discuss all individual questions with the Leader on the weekly meeting days, one day in the week may be profitably and conveniently set apart for the purpose of the Rovers to consult with, and ask advice of, their leader.

It is very difficult for the Rover Scout Leader to perform his duty till he has won the confidence of his brother Rovers. His position is therefore one of much responsibility requiring the use of great tact and patience.

Rover V. Sivasubramanian.

Rover Training.

(Continued.)

PROBATION means two things, training and testing. It is unfortunate that to not a few of the Rover Leaders it means neither, so much so that the stipulated period of probation is a sheer waste of time for many a candidate for Rover membership. Until the period is over, he is kept on doing nothing in particular and then passed on for Presentation. The ultimate result of such a course of action on the part of the Rover Leader is far from deplorable. The crew goes to the dogs sooner or later, the untrained novice acting as

deadweight and ever unable to rise up to the high and sacred calling of Rovering.

There is also another case in juxtaposition, wherein we find all the emphasis placed upon testing the postulant but little or no attention devoted for his adequate training. It is all very well to watch the young man very carefully, study his going in and coming out and judge his deeds and dealings with an impartial and unprejudiced mind. The whole procedure may as well be undertaken and done with a view to helping him rather than

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finding fault with him. Nevertheless, if proper and adequate facilities are not afforded to him for training and self-education, we may rest assured that our method of testing him is not all fair and useful in any manner possible. It is therefore very imperative that all possible ways and means of education are explored and employed so as to enable the recruit to take full advantage of novitiate.

A detailed and comprehensive description of various activities suitable for a postulant is neither possible nor desirable here. They would of course suggest themselves as he and his crew worked on together. What is therefore attempted here is just to outline a few events which have been tried and found very helpful in some well established Rover organisations. It may be suggested that the recruit is admitted to Study Circles where Rovering to Success and other kindred literature are used for chats and discussions. He may also be taken to cub meetings, scout parades and camps, rallies, etc., and thus helped to gain firsthand knowledge and clear appreciation of our methods and principles. It must be included as an essential item of training for him to go out periodically for hikes and camps, under instructions from or preferably in company with the Sponsors or deputies. The Rover Leader also would help in this direction, if time and work could permit him. Most important of all, every member of the Crew must recognise it as his supreme duty to give the postulant a right start at the very commencement of his career and instil in him a right spirit of Rovering. Either in the den or outside, wherever he may be, the member ought to be very well guarded lest he should

himself express or commit anything likely to violate the spirit and set the recruit on a wrong trail. It is undeniable that not a few of us have gone against this precept either consciously or unconsciously with the result that sometimes the whole movement is subjected to much criticism and impeachment, not to say anything about the loss or increase of membership. In short the example of the whole crew is chiefly and absolutely responsible for the inculcation of real Rovering spirit and let us bear in mind that nothing else could make amends for want of it in probationary education of the young recruit.

Another important factor in the training of the novice is the careful study and practice of the Vigil itself before the Presentation ceremony. The Vigil is commonly taken like a Sunday dress, to be used only for certain specified occasions and functions. That it is an inimitable code of precepts for the daily life and conduct of the young Rover goes without saying and as such the young recruit also is sure to derive much benefit if he studies it carefully, and tries honestly to conform in his daily life to the ideal as denoted by it. That is what some Rover Leaders feel about the Vigil, and reasonably too. And if this suggestion is adopted, when the actual time comes on for investiture, the probationer will have the splendid opportunity of reviewing his life in the light of the Vigil and visualising the great obligations and possibilities of the Rover movement in a way which is not at all possible if he were to take it up only at the last moment of initiation.

(To be continued)

JIM.

Elders Point of View.

The Junior League of Nations.

A BROADCAST SPEECH BY MR. C. JINARAJADASA.

THE first Scout Programme was broadcasted under the auspices of the Madras Corporation on 7th December 1930, when Mr. E. Conran Smith, Assistant Provincial Commissioner of the Boy Scouts Association and President of the Madras Corporation Boy Scouts Association, opened the proceedings of the evening with a short talk explaining the aims of the Association and describing how far they were being realised in Madras. The Scout Programme is to be a regular monthly feature and will consist of music by Boy Scouts

and Girl Guides and short talks on the Scout Movement.

In the course of his speech at the inaugural programme, Mr. Jinarajadasa said:

Among all the movements in the world, in the domains of religion, science, art and social service, the Boy Scout movement is the most remarkable. For one thing it is more wide-spread than any other movement. Why then has it spread so rapidly?

There are many reasons. One is that it met a crying need in the lives of boys. It gave them an enthusiasm for action, a zest for life, which schools and school-masters never gave. The moment a boy became a scout—and the same thing is true about a girl who

joined the parallel movement of the Girl Guides—he became alive in a new way.

But there is another reason which goes deeper into the basis of the Scout Movement. That is the splendid idealism which runs through the Movement. Once a Scout, who has taken his pledge before the flag he is the brother to every other Scout in the world. The Boy Scouts have shown that hearty and cordial co-operation among the many peoples of the world is not a mere dream of the future but is something which is perfectly realizable in the present. It is for this reason that many years ago, Dr. Annie Besant, who is now eighty-three years old, and is still a Scout Commissioner for all India, called the Scout Movement "the Junior League of Nations." In order to understand the significance of this striking phrase, let us turn for a moment to look at the League of Nations at Geneva.

To-day the League of Nations is composed of fifty-four Nations. In every one of them you will find Boy Scouts, and in the majority of them Girl Guides as well. But there are several Nations, where the Scout Movement is strong, which are not members of the League of Nations. For instance, the United States of America is not a member of the League, but the Scout Movement there is well developed. So too, the largest Nation in South America, Brazil, is not in the League, but I have been present there at a rally of Scouts. I could mention some other Nations which are not members of the League, but where the Scouts are at work. So, as a matter of fact, the Scout Movement is more broad-based than the League of Nations.

Every gathering of Scouts, small or great, as characterized by a spirit of the utmost friendliness. In International Jamborees, where perhaps fifty or sixty Nations are represented, the boys of course retain the sense of their Nationality. But that sense is subordinated to a spirit of World-Brotherhood. Each National troop will have its own National Flag: but the flag of the Scout Brotherhood, with its motto "Be Prepared" is saluted by all Scouts. The thought that a Scout is brother to every other Scout dominates all Rallies. When that thought dominates fifty or sixty kinds of Nationals, as it does at Jamborees the effect is remarkable. It is so striking that one hardly knows how to describe it: it is as if much mud and dirt were washed away from a road by a heavy shower, and there is at last a clean road where vehicles can run without leaving a trail of dust to choke the foot passengers. Of course every religion preaches charity and love of the neighbour; but what prevails among men, as a practical principle in business, for instance, is not love but jealousy and enmity. That is why the spirit at Scout gatherings stands out.

This happy atmosphere is developed by Scouts in all kinds of ways. First by various crafts and games in which all can join. And then by joyous gatherings round the Camp Fire, where all sing together, and where Scouts, qualified for the purpose, are entertainers. A Scout trains himself to be efficient, he may strive after only one line of efficiency, like that of entertaining, but he must do that well in order to get his badge as entertainer. Or he may select to be a camp cook, but then he must be an efficient cook. This idea of doing well, not in the usual slipshod way tolerated by us all, is one of the excellences of the Scout ideals.

There is much that is wrong with the world just now; for one thing the spirit of commercial rivalry with its price-cutting and over-production has caused a serious financial crisis everywhere. Every Nation has less money to spend. But are the Nations spending less money on armies and navies? No! Why? Simply because they are afraid of each other.

All this has to be changed, if some day we are to have a happier world than that in which we live in this year 1930. But who is to change the world? Those who are best fitted for the work are the Boy Scouts and Girl Guides of to-day. Of course they are young, and so do not possess as yet the technical knowledge necessary. But they possess something far more precious than knowledge, and that is the ability of the right kind. That is the ability which is deep-rooted in understanding. Try as a Scout to be a brother to every other Scout, and the result is that you will understand the needs of your brother Scouts. Slowly from that you will look at things from his standpoint, sympathize with his difficulties, and be ready to encourage him where and when he needs encouragement most. This type of understanding alone gives the true basis of statesmanship.

That is why, if only Scout ideals can be made to prevail among all grown-ups, and not only as now only among boys and girls in the Scout and Girl Guide-Movements all the Nations would get together with a will to put an end to war, to put an end to poverty, and to make two blades grow where only one grows to-day.

It is for these ideals of friendliness among all peoples that the Boy Scouts and Girl Guides of the world stand. They are indeed a true League of Nations. Certainly just now, they are only a Junior League of Nations. But on the other hand, when the League of Nations at Geneva really succeeds in its work, the highest compliment which it will deserve will be to be called a glorified Scout Movement. On the success of this Junior League of Nations depends very largely the efficiency of the senior League of Nations, to which we look to-day to solve the world's problems, and lead us from misery to happiness, from darkness to light.

(Concluded from page 96.)

sticks, broken twigs, sprig of green arrows or crosses made with sticks or mud, etc., chips of wood, wisps of straw, a feather, anything natural that can be left in such a way as to be noticed and point direction. By way of a start, the Scouter, with a few Scouts, should lay an easy trail—40 obvious signs, in half a mile. Scouts to follow in twos, one writing down every sign noticed. Gradually make the trail more difficult.

(6) The sense-training tests would be spread over a wet day in the camp. Otherwise, keep them for the clubroom.

(Tawatha.)

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For Commissioners.

ONE of the duties of the District Commissioner indicated by Rule 48 of the Policy, Organisation and Rules of the Boy Scouts Association in India (1928) is "to foster and encourage the Movement generally throughout the District, including the training of Officers." This clause of the rule covers a very wide field, and really sums up the whole duty of a Commissioner.

It is a comprehensive clause which includes not only the formation and encouragement of Local Associations and Scout Groups, but also the arrangement of Conferences, Camps, Rallies, Handicraft Exhibitions and kindred forms of activity, calculated on the one hand to increase the efficiency of the units and on the other to demonstrate to the public the work of the Movement.

But propaganda does not consist wholly in such demonstrations. They can only arouse interest; to sustain in it and to use it for the good of the Movement, personal appeal alone can be the most effective means. Appropriate copies of the "South India Boy Scout" and other literature should be sent to the right people, and be followed up by personal visits. The Commissioner in each district is the man who should see to this sort of thing.

An occasional "Stir up" in the form of a Scout Week, where every effort is made during the seven days to focus local public attention upon the activities of the Scouts, by means of Scout Rallies and Displays, Public Meetings, Good Turn Competitions, etc., has been found to be very useful. Those districts of our province in which the Movement has taken good hold of the public owe not a little of their

success to this double form of appeal—the demonstrational followed up by the personal, each thoroughly carried through by the Commissioner with the assistance of the Local or District Association.

A Commissioner should also be prepared himself to address an audience at short notice. The following subjects amongst others, suggest themselves:—

1. A few minutes talk on the broad aspects of the Movement, with special reference to education, old and new, in the country.
2. An address to Parents.
3. An address to Employers' or Educationists.
4. A detailed lecture, accompanied (if possible) by a set of up-to-date lantern slides

In most of our districts, it is desirable that the Commissioner is able to speak as well in the vernacular as in English.

A Commissioner should study the aims and methods of kindred Boys' and Girls' organisations and get to know their local heads. He should know personally such people as the Presidents of Educational and Local Bodies, the officers of the Educational Department, the local heads of the Y. M. C. A., League of Youth, Toc H., International Fellowship, and other young men's associations and sabhas.

Speaking generally a Commissioner should always be on the look-out for a chance of doing a "good turn" to the Movement. Opportunities can be seized at the most unexpected times and places if he has his wits about him.

(Adapted from the "Scout Commissioners Handbook.")

Our Aim.

"Unselfishness, self-discipline, wider fellow-feeling, sense of honour and duty should be implanted, and such attributes as enable a man, no matter what his standing, to look beyond his own ledger or bench to see the good of his work for the community, putting into his routine some service for others as well as for himself, developing also some perception of what is beautiful in nature, in art and literature, so that his higher interests may be roused, and he may get enjoyment from his surroundings, whatever they may be. These are points of which we in the Scout Movement can do much to impart the elements and to lay the foundations."

(Baden-Powell)

What is Wrong?

"In ninety-nine cases out of a hundred lack of imagination. Without it things do go terribly dead. The same old Semaphore, the same old Drill, the same solemn recitation of the Scout Law. It may do for some time with the small boys, but it won't satisfy the older ones. There are so many far more interesting things to be found elsewhere. So, the older boys, just when they should be becoming useful, and showing something of the spirit for which the anxious Scoutmaster looks so longingly, drop off, fade away, disappear without a word of farewell—often without leaving a trace of any kind whatever."

(Lord Hampton)

Association Inter-Troop Competitions.

A suggested scheme.

We give below the details of a suggested scheme for an Association Inter-Troop Competition. The competition is intended to be in the Tenderfoot and Second Class Test items only and can be held within three hours on a Saturday afternoon. It may help to test the state of efficiency of the units in an Association area, a sort of stock-taking, before a more comprehensive competition extending over the whole length of the Scout year is launched. We commend the scheme to the attention of our various District or Local Associations and would request them to try it in their areas and let us know how it works. Local variations to a slight extent do not matter and may even be necessary, so long as the spirit of the whole scheme is stuck to.

(We publish items for Tenderfoot test competitions only this month. If the scheme is successful, we hope to publish 11 class test items in the next issue.—Ed.)

Conditions:

(1) The Competition will be in the Tenderfoot and Second Class Scout Tests and the various items will be based on them.

(2) All registered Troops of at least 4 months standing in the area are eligible to compete.

(3) Each Troop will hold its own competitions on a day fixed by the Commissioner, such Competition starting at about 2-30 P. M. in the afternoon, in the Troop's own Headquarters.

(4) The Scoutmaster of another Troop in the area assisted by the Troop's own Assistant Scoutmaster will act as judges. If there is no A.S.M. the Commissioner will provide a second judge.

(5) The Judges will allot points separately and independently and the average of the two judgings will count for final results.

(6) The allotment of judges for the Troops (S. Ms.) will be made by the Commissioner with the help of the Honorary Secretary of the Association.

(7) The Commissioner may, if he feels it necessary, visit any Troop during the course of the competition, and take up the work of judging himself.

(8) The results of the competition should be tabulated immediately after the competitions and entered neatly in a prescribed form and signed by both the judges and posted to the District Commissioner the same evening.

(9) The Commissioner may choose the two best troops in the area and subject them to a further qualifying surprise test, for the first place.

(10) The judges are expected to give clear instructions to the Patrol Leaders only, of what is to be done by the Scouts in the various events. The judges are in no way concerned with the Scouts of the Patrols.

(11) The Patrol Leaders will not compete except where it is stated that they can. They will help the judges in conducting the events, and collecting points, materials, equipment, etc., Good Leadership by the Patrol Leaders will count for the credit of the Patrols and eventually for the Troop.

Events.

Scout Law:

A story planned by the Commissioner, and involving a number of incidents showing observance or breach of Scout Law, is made into a number of copies and handed in to each Patrol Leader: He gets his Patrol members and asks them to write out in word answers the observance or violation of any one or more laws in each of the incidents. Patrol Leaders also to take part in the contest. Merely writing "8th Law, 5th Law" not to count, but the answers should be "5th Law kept, 8th Law disobeyed, 3rd, 9th and 7th Laws disobeyed".

Points to be allotted Maximum 15. Total of the Patrol to be taken and average struck for the Patrol. The Total of the average for each Patrol to be taken and average determined for the Troop. (i. g.,)

Hounds	... 13
Foxes	... 11
Bears	... 14
Bulls	... 10
	—
	48

Troop average for Scout Law Tests: 48/4 or 12.

Discipline:

One of the Judges gives 3 Minutes drill in Troop formations and Caution: Alert, At ease, Open Column, Close Column, File, Horse Shoe, Arrow formations, etc. Note smartness and correctness of uniform, bearing, observance of team spirit, obedience to the Leaders, alertness, quickness of movements and judge. P/L's take part in this and the game.

Points 15 for One of the Judges gives a whole Troop game involving the exercise of (possible the above qualities, and not maximum.) taking more than 5 minutes, and sees further whether the boys exercise these qualities of their own accord.

Knots and Whipping:

Patrol Leaders not to take part, but help in taking charge and conducting the competition in this item. This had better be an inter-patrol item. The Patrol Leaders supervise, see if the knots have been properly tied and if the Scouts in their patrols stick to rules of starting and

stopping at the given signals and collect the points for each Patrol and give them to the Judges.

Reef Knot—All scouts of a patrol to sit on the floor, ropes in front, at the given signal, they get up, pick up the rope in front and put a reef knot behind themselves, and immediately after knotting, each scout sits down and drops the rope and does not touch it afterwards. Patrol Leader to go round and check and allot points.

Clove Hitch—The Scouts of the Patrol to stand in a circle with one boy's interval between each; at the given signal, each scout squats down on the floor, extends his left foot and ties the clove hitch round the shin below the knee and then crosses his hands across his chest and sits quiet. Patrol Leader to go round to see if the knot is right.

Sheet bend—Usual way. Each Scout to have a thick and thin rope in front. Position as in the case of reef knot. At the given signal, sheet bend is made by each scout. Note if the loop has been made in the thicker rope. Patrol Leader to see if the knot is all right.

Bowline—Patrol standing in circles as for Clove Hitch. At given signal, each scout to tie a bowline round his neck. The loop to be loose enough to be taken out of the neck. After tying scouts to take their hands back and not touch the rope at all. Patrol Leader to see and check.

1 Point for each correct knot. Take points away for too much length or too short length.

Sheepshank—Position as for Clove Hitch. Scouts standing. Rope to be shortened by Sheep shank to exactly $1\frac{1}{2}$ yards length. Ends to be secured. (Loops) Patrol Leader to see and check.

Whipping:

Each Scout to provide himself with sufficient twine to whip both ends of his own rope, at least one inch length on both ends. Patrol Leaders also take part.

Possible Point for neatness and maximum for securing of the ends of each Scout—4 points. whipping rope.

Signs and Salutes:

Scout Flag to be hoisted in Parade formation, the A. S. M taking charge of the Parade. The Scoutmaster judge to see if the boys salute correctly. Point to note: See if there is uniformity and order in the method of salute and not each scout doing his own way.

The Visiting Scoutmaster is made to stand in a certain place in the Club room grounds and one scout from each Patrol chosen by lots is made to march in front of him. The Judges to see if the boy salutes properly.

Uses of Staff:

Each Patrol Leader to take charge and get Points 1 for his Scouts to demonstrate one each method. use of the staff each. No two Scouts to demonstrate the same method.

Staff Drill:

Patrol Leader to take charge and give Staff Drill to his scouts for 3 Points maximum 5 for minutes Judges allot points each Patrol, for correct methods etc.

(To be Continued.)

Second Class Tests.

(Some Comments and Helpful Hints for instruction.)

VI. Signalling.

1. To the boy, the object of learning signalling ought to be "To be able to signal" (Roland Philipps). This means open air work and practice by the boys themselves in wide fields from distances which cannot be negotiated by human voice. (After 3 months' practice 2 boys could describe a game of football by signalling in $4\frac{1}{2}$ minutes (R. Philipps).

2. If you signal Semaphore properly, swinging round on your heel and you will find that you are also developing the muscles in your arms and legs (R. P.). Morse gives exercise to wrists and arms like Tennis. Both develop eye sight and concentration.

Arrange with P. L.'s or individual candidates places and dates of practice on their own and ensure practice in proper form for at least an hour a week besides troop meetings. You have to decide with your boys whether to learn Morse or Semaphore. You may leave it to the boy's liking. Best to recommend both.

At your parade make each patrol practice signalling under the care of the P. L. Refer R. P.'s letters. Also Stanley

3. **Matter.** (a) Alphabets have separate names: Why? Each letter is shouted and 'Group' at the end of the word. (Patrol work in signalling for half an hour or so at a parade, is very clearly described on page 44 in Letters to a Patrol Leader by R. P.)

(b) It is essential to start with Vick, Eddy the general answer K. and to finish with A. R. and R. even at weekly practices in alphabets 15 to words. Patrol leader is to teach other boys to lead and take his place in giving practices.

N. B.—It is not enough to pass a boy for second class Tests if he barely knows the signs for Alphabets as would appear from the Rules. The manner of sending these alphabets and receiving them ought to include the formalities of a signalling station. A Scoutmaster will do well to set up a troop tradition of the number of evenings (say 6) devoted to tests held by the P. L. or his own before presenting the candidate for examination.

VII. Scout's Pace.

It may be anything from 20 to 50 paces walking and running. **Standard**—Go a mile in 12'—just 12' neither more nor less. Make out a distance of quarter of a mile on the road. Send boys out on Scout's pace adjusting themselves to cover the distance in 3'. Send by Patrols, the Leader leading. (For all tests take the individual boy and make sure that he has found out his Scout pace. Again send them out to cover the distance twice in 6 minutes and four times in 12'. Better to distribute the variations over several days. Judging distance by the time the Scouts have been on Scout pace must become a matter of practice. At least the Preliminary tests held must be of this nature over really long distances by 1 or 2 miles.

VIII. Kim's Game.

Matter. The alternative allowed must be taken as a case of poor spirit, "the best thing is to do both" says R. P. That is, make it your Troop tradition that a second class scout of your troop will be able to follow a track $\frac{1}{2}$ a mile in 25' and, to show himself proficient in Kim's Game.

Kim's game is to create in the boy the ability to notice things, to notice changes, to notice the normal order of things as well as changes, and to be able to sense any striking remarkable point. It is to create a new faculty. This involves a lot of practice. Preliminary to that create an aspiration in the boy's mind to acquire it and ensure conscious practice of it. What to notice in a town and a country is vividly described by the Chief Scout in Scouting for Boys in India on Tracking. It must be read out to boys. Roland Philipps mentions as patrol exercises not only 16 things out of 24 in the Club Room observed for a minute, but to expect of the members of a patrol the ability—

(a) To describe everything they are looking at, the colour of the paint, pictures, frames, number of window panes, appearance of the door handle, height of the door, and so on in a room.

(b) The patrol will look at a shelf of books for a minute turn round and answer questions about their names and the colour of their covers.

Ince's letter on Signalling for First Class. Ince mentions some recent alterations.

The S. M.'s task is to see that boy's form of signalling is correct—the way they hold the flag, the angles they make and the formalities they observe to send and receive (R. P. and Stanley Ince)

Sit down with the P. L. and tell off dates for test in signalling to be conducted by the P. L. Sometimes you will do well to choose the P. L. to test but it is not resorted to in the case of all the tests. This change in examiner will give the troop the idea that the boy deserves his pass.

Steps.

Better to take the records of half a dozen attempts before a second and a full talk on this test is given on the lines of R. P. Further practice must be required on the part of the boy at least for another half a dozen times before any test will be held. Be strict in testing. No harm in ploughing once or twice. P. L.'s may help in conducting the earlier practices.

Fix dates of afternoons or mornings at troop court of honour for going out for practice in tracking. If the whole troop cannot, then, permit patrols that would. But you plan this work with your leader. Tracking may be worked out in the form of a competition between two patrols. Practices in tracking are given in "Good Scouting".

Definitely find time $\frac{1}{2}$ an hour on the programme of 6 parades in your presence and conduct any of these practices in patrol corners and let the court of Honour previously fix the competition with reference to definite items.

Besides the above practice demand diary entries of Scouts of having practiced similarly at home on their own. Leave veracity to their honor. Let P. L.s. present them for 2nd class test thereafter.

(c) The patrol will be directed to see a shop-window for a minute and make a list of things. Practices of this nature have been enlarged in the book 'The Quest of a Boy' by F. W. Griffin.

(d) Let the boys study the physiognomy of persons unnoticed by them and tell from imagination their moods and character and verify certain cases. This practice is better recommended for personal and individual practices.

(e) So that these practices may lead the boy to Path-finder's Badge. Manage to read out the requirements for the same one evening and energetically advocate work, for Proficiency Badges. Every 2nd class Test, leads to one finally.

(f) Get the boys to describe the turnings of roads to particular destination and to remember buildings, lamp posts, etc.

(g) The uses of Kim's game to the boy are that it will help him to do his First Class Journey to judge numbers, size, etc., to draw sketch map, etc.

IX. Compass.

Teaching: Commence with the game found in Wolf-Cub Games by V. C. Barclay on Compass: "Come North Come South."

2. "Far better to teach by means of sticks and pencils and Scout-Poles than to draw a Circle on Blackboard."

3. "If you do use a Blackboard the thing is to lay it flat on the floor rather than to have it standing upon an easel."

N. B.—The best help is what you derive from Roland Phillips' Letter on The Compass to a Patrol Leader on Tenderfoot and Second Class Tests.

Matter:

(1) How to find the North by the Sun, the Moon and Stars, the Wind, the Watch and Growths like the moss and fungi.

(2) The two Norths, true and magnetic also may be referred to.

(3) The three kinds of North-East, South-East, South-West and North West (as described thus: a North kind of North-East and an East kind of North-East, for easy comprehension.)

N. B.—[*"The Compass is no good at all if its points are merely learnt by heart like the tributaries of a river in Canada."* R. P.]

Juvenile Delinquency (VII).

Juvenile Legislation.

Children's Act.

(By K. PALANI.)

(Continued from the previous issue.)

IN the part III of the Madras Children Act, 1920, which deals with the youthful offenders, it will be noticed that the Local Government is authorised to transfer any child from a Junior Certified School to a Senior Certified School. This is very important, as is often found in a Junior Certified School that the older boys bully the younger ones, and,

in the interests of the latter, it is only fair to transfer those who are found to be uncontrollable and of evil influence to others. In the same part, it has been included that when a child or young person has been ordered by a Court to give security under Section 118 of the Code of Criminal Procedure, 1898, and has failed to do so, the Court which passed the order may order

such child or young person to be sent to a Junior Certified School or Senior Certified School respectively.

Period of Detention: It is rightly insisted upon that, in the case of youthful offender, the period of detention in a Senior Certified School should be not less than two years and not more than five years but not in any case extending beyond the time when the youthful offender will, in the opinion of the Court, attain the age of 18 years. In the case of a child, the period of detention in a Junior Certified School should be such time as may seem to the Court proper for the teaching and training of the child, but not in any case extending beyond the time when the child will attain the age of 16 years.

Other Methods: Instead of directing any youthful offender to be detained in a Certified School, a Court may, if it is in interest of the boy, discharge him after due admonition or commit him to the custody of his parent or guardian or any adult relative, on such parent, guardian, relative executing a bond with or without sureties, as the Court may require, to be responsible for the good behaviour of the youthful offender for any period not exceeding 12 months, and the Court may in either case pass a further order that the youthful offender be placed under the supervision of a person named by the Court. It is unfortunate that the Magistrates hardly realise the existence of this very important Section. When a child or young person is committed to the custody of his parent or guardian or any other relative, the Court should, in order to have a check over that parent or guardian, appoint a person to supervise and report periodically as to the progress of the boy. If the boy is merely committed to the custody of his parent or guardian or any other relative without appointing any person to supervise the boy, it is likely that the boy may be neglected again.

There is a provision in the Act which empowers the Court to order the parent or guardian of the child or young person who has been convicted of an offence punishable with fine, to pay fine for the boy unless the Court is satisfied that he has not conduced to the commission of the offence by neglecting to exercise due care of the child or young person.

When a child or young person is convicted of an offence of so serious a nature that the Court is of opinion that no punishment which under the provisions of the Madras Children Act

it is authorised to inflict is sufficient, the Court shall order the offender to be kept in safe custody in such a place or manner as it thinks fit and shall report the case for the orders of the local Government. The local Government is empowered to order any child or young person to be detained in such place and on such conditions as it thinks fit, and while so detained the child or young person shall be deemed to be in legal custody, provided that no period of detention so ordered shall exceed the maximum period of imprisonment to which the child or young person could have been sentenced.

When a child or young person is charged with any offence and tried by any Court and when the Court is satisfied of his guilt, the Court shall take into consideration the manner in which the case should be dealt with, namely, whether,

(a) by discharging the offender after due admonition; or

(b) by committing the offender to the custody of his parent or guardian, or any adult relative, on such parent or guardian, or relative executing a bond to be responsible for his good behaviour; or

(c) by so discharging or committing the offender and placing him under the supervision of a person named by the Court; or

(d) by sending the offender to a Junior Certified School; or

(e) by sending the offender to a Senior Certified School; or

(f) by ordering the offender to be whipped; or

(g) by ordering the offender to pay a fine; or

(h) by ordering the parent or guardian of the offender to pay a fine; or

(i) where the offender is a young person, by sentencing him to imprisonment.

The Game of Scouting.

'It's a great game, this Scouting; But it's a man's job all right—a game where one can help a Tenderfoot over some of the pitfalls. . . . There are disappointments in it, but never disillusion. I used to think, when things went wrong, that it was the boys, then perhaps the game; but I always came to see in the end that it was the Scoutmaster, and my pride has had many a fall in consequence—in fact, I am learning in my old age, that there is great happiness as well as much fun in this game with the youngsters.'

(Adapted from 'Scouting Sketches'.



For Scouters.

The Transfer and Discharge Certificate.

Rule 84 regarding Transfers is meant to serve a specific purpose. It indicates one way by which a *Scoutmaster* can think of providing for the future training of the boy who leaves the Group.

The issue of a transfer or discharge certificate is therefore to be considered as much more than a mere formality.

It involves the obligation on the part of the *Scoutmaster* to guide and instruct the boy on his future career, within the Movement if he has not reached a creditable stage of training and is young enough to continue it, or in relation to the Movement and his old Group if he cannot continue his training within the Movement.

Concretely, it means that the Scout should be told about the Group which he would do well to join in the new place to which he is going.

Or, if he is old enough, in age and Scout training, to take leave of the Scouts and be received among Rovers, he can be instructed on the senior branch of the Movement and how he can join a Crew,—

Or, again, if he cannot remain actively connected with the Brotherhood, how he can still be in it as an old Scout and remain 'once a Scout, always a Scout' discharging his obligations to his younger brothers when and as he finds

facilities and continuing to share the joys of the membership though he may not be able to be in constant contact with his Group.

All this implies the institution of a section in every Group which the stage we have reached in the Movement in our country demands—an Old Scouts Section.

This section will for the most part of the year be a correspondence section, but once a year at least it must be possible to bring together as many of the old Scouts as possible into contact with one another and with their younger brothers.

Personal correspondence and Group news can be combined in the form of the Group (or Troop) Magazine.

Once in a quarter is about the best interval for the publication of the Group Magazine.

Where Group Magazines have been failures, it has in most cases been due to the ambitious attempt to publish them at more frequent intervals.

With letters from old Scouts, Group news, and brain waves and sketches and photographs forming the bulk of matter, can there be anything more intimately interesting to the old and present boys alike and more effective in binding the old Scouts to their Group than such a Magazine?

Scribbler.

Answers to "?"

All queries should be sent in written clearly or typed on one side of the paper only, and enclosed in an envelope.

The name and address of the sender should be given, without which answers will not be published.

Queries should be short and to the point. Questions of a controversial or personal nature will not be answered.

If a personal reply is required, sufficient postage in stamps will have to be sent along with the queries.

The Correspondence Editor does not hold himself responsible for the views of his correspondents, and reserves to himself the right of not answering any question.

(125) *Velu*: (i) Please see answer to Query No. 48, appearing in the March 1930 number. (ii) & (iii) Please read the Rovers' Section of last month's issue. (iv) We recommend you to read the book on "Camp Fires" by Jack W. Houghton, copies of which you can obtain from our official suppliers; also the article

"Play Aspect of Scouting" in our April 1930 number. (v) & (vi) *Vide* answers to queries on the same subject below.

(126) *P/L*: The physiological principle underlying the Scout Pace is that walking and running an equal number of paces alternates the strain on different sets of muscles; but even with this alternation the total strain on the body as a whole cannot be reduced to nothing. Experience has shown, however, that this strain is the least when every mile of distance is covered at the rate of 12 minutes. The exact number of paces must be determined by the individual by experience. Books can never succeed in giving ready cut data.

(127) *Secretary*: The *Jamboree* is published four times a year. The annual subscription is 2/6 post free. Address: Boy Scouts International Bureau, 25, Buckingham Palace Road, London S. W. 1. The *Scouter* is published on the 15th of every month. The annual subscription is 4/6 post free. Address Manager, The *Scouter*, I. H. Q., 25, Buckingham Place Road, London S. W. 1. There are no sole distributors but we understand that our official suppliers register and supply

orders. The following are the Rover Pamphlets of the I. H. Q.:—Hints on Questing for Rovers, Rover Enrolment ceremony, (single copies free, quantities at 3/6 per 100); Rovers Quests in Practice (2d. each) Rover Scouts, What They Are (single copies free, 5/6 per 100), Scout Law and Promise for Rovers (single copies free, 2/2 per 100).

(128) *Rodeur*: Your queries regarding the shoulder knot of the Rover Squire, form of addressing the R/S/L are being replied by post. As regards untying the good turn knot, it is better the Scout does not literally untie it; he may have a chance of doing a better good turn later in the day, and as a Scout he should not let it slip just because he has done one already.

(129) *V. S.*: There is no hard and fast rule about the time for an Investiture ceremony. Some do it at night round the camp fire, some at sunset, and some at dawn. All that is wanted is an atmosphere of solemnity.

(130) *Mani*: Please see answer to Query 127 above.

(131) *Mild Rover*: Your Queries are being answered by post for want of space in this column this month

Correspondence.

"Rovering has Scouting for its Basis."

I wish to offer the following remarks, in regard to the tentative scheme for a course of preliminary training intended for Rover Scout Leaders, suggested by Mr. Thaddaeus, and appearing in the September issue of the South India Boy Scout. I don't presume to have any great experience in Rovering, but my only excuse in coming out with this is an invitation to discuss this scheme which I find at the end of the article under consideration.

There is indeed a great need for a set of efficiently trained men to undertake the work of organising the Rover-branch of our movement. The scheme that is now formulated is really as complete, adequate and comprehensive, as it is bound to be, coming as it does from an experienced Old Wolf, who is no young hand at this great game of scouting.

The preliminary courses of training for cubmasters and scoutmasters have already been drawn up officially and they are intended to give any lay person the right lead, to interpret for himself the Wolf Cub's Hand Book or Scouting for Boys with the help of the P. O. R. and run his Pack or Troop on proper scouting lines. Similarly the scheme now suggested covers the ground indicated in Rovering to Success, and is wide enough to include the varied activities that are a special feature of Rovering.

I have however, one criticism to offer—and I consider it an important one—and if it should be found acceptable, it will involve a slight omission in the preliminary steps of the scheme now suggested. This is how I have arrived at it.

I questioned to myself, why the I. H. Q. who have promulgated these preliminary training courses for cubmasters and scoutmasters, have also not drawn up a programme for Rover Scout Leaders. The only reference available for me, is the District Commissioner's Hand Book on Training, which I consider contains the latest official opinion in the matter.

I gather that these preliminary courses are just Preliminary. It is expected that every Scouter

sooner or later takes the Wood Badge course which is the highest and most technical training one could get. What this Wood Badge training is, most happily, is extracted in the very same September issue of the South India Boy Scout, immediately following the article now under discussion. A perusal of this extract will make any one realise that it is not anything so easy for one to get it. It takes a long, a very long period for one to get himself fully qualified in it: and those who are lucky enough to be admitted to the course, at least to its Practical part, are mostly those who have had no little experience in Scouting. The Preliminary courses, therefore, as I have already said, are intended for laymen (and Rovers qualifying themselves as instructors or A. S. Ms. or P. Ls.) to give them the right lead in Scouting. Why then has no preliminary course for Rover Scout Leaders been officially formulated? So far as the Wood Badge course is concerned, we have three different schemes for the three departments of Scouting. Why not in the preliminary courses too? The only answer I find for this, in the District Commissioner's Hand Book, is that the suggestions made in regard to the preliminary courses for Cub and Scoutmasters, also apply to the training of Rover Scout Leaders, with slight modifications. Therefore, a scheme for the training of Rover Scout Leaders is not at all out of place.

What I would like to specially draw attention to is the kind of men that are selected for receiving instruction in such a preliminary course for Rover Scout Leaders. The Hand Book says that those men, for whom this training is intended, must have a very sound working knowledge of cubbing and scouting (Page 34—end). Also higher up on the same page, a separate scheme for Rovers—Rover Scout Leaders?—is considered not only "not advisable" but disadvantageous.

Rovering I think is a little complicated and official only. Scout Wood Badge men are eligible to take the Rover Wood Badge Course, because, as they state it "Rovering has Scouting for its Basis, so that a complete

Rover course must also include a knowledge of Scout craft."

Applying the same principle to the preliminary courses I am of opinion that only such men as have taken the preliminary course in Scouting (or Scout Wood Badge course) be chosen for Rover Leader Course, excluding even those who have taken the Scoutmasters preliminary training (or Cub Wood Badge Course). I therefore completely exclude all laymen or even Rover Scouts, because, I feel that the qualifications of a A. I. Rover Scout are of a far more advanced nature than that of a 1st class Scout and that one intended to lead such Rovers, must necessarily be an old hand at scout craft. Even in the matter of drafting Rovers into a crew, the admission of those without previous scout training, is recommended to be made with great discretion for fear that it may let down proper scouting spirit. (Vide the very end of page 2 of the I. H. Q. pamphlet on Rover Scouts—No. 23). The Rover Branch is mostly intended for the benefit of those scouts who have grown beyond the age limit prescribed for scouts. Hence I consider it highly desirable that only people who have received training in scouting, Preliminary or Wood Badge, be given this training as Rover Scout Leaders, preliminary though it be.

Therefore the need for the inclusion of a preliminary practice in scout craft during the first three days of the scheme now suggested, may be dispensed with, and a course in cubbing alone be emphasised, whether the preliminary Cub course can advantageously be bodily adopted is a matter of opinion. But I am sure, when a scout takes a course of cubbing and passes on to a course in Rovering, he would have qualified, himself in every desirable way and must prove a very efficient Rover Scout Leader.

A. V.

Dear Editor,

Anent the article appearing on 'Rover Scout Leaders' Training' in the September issue of the S. I. B. S. I desire to offer my views for the consideration of the scouters.

There can be no gainsaying of the fact that Rovering is based on a knowledge of scoutcraft and that a Rover Scout Leader should possess a good knowledge of

Scout principles and methods and something of Cubbing also before he takes upon himself the responsibility of training young men as Rovers. It is well nigh impossible to give the campers a good grounding in scout practices and methods in the first three days out of a course of seven days suggested by the contributor of the article. We cannot expect the prospective Rovers and not even the prospective Rover Scout Leaders to pick up a knowledge of the principles and practice of scouting as a hobby. Generally we see nowadays that a prospective scout undergoes training at a Camp and he is given intensive work during the period. When he starts a troop he teaches the boys what all he has learnt in the training camp in a few months and does nothing more later. Such being the case with our men, if we lay emphasis on Rovering alone to prospective Rover Scout Leaders with little or no emphasis on the scout practices, the work of the Rover Scout Leader cannot but be defective. What he has not learnt himself in a training camp he is not going to give the Rover Scout in the actual running of the Crew. Hence I suggest that men who have undergone the Scoutmasters' Course alone should be admitted for the said course. Then only they can be expected to know the whole scheme and put the same into actual practice.

I am one of those who took up the Rover Scout Leaders' Training that was recently held at Tanjore. About four or five of the campers have had no theoretical and practical knowledge of scouting and as a result they did not seem to appreciate the Rover Scheme to the extent to which they would have done otherwise.

Hence I suggest that it is practically useless to attempt to give training in Rovering for complete strangers to scouting within three days. I am also of opinion that good grounding in Scouting and Cubbing cannot be given to such campers within the first three days as suggested by the contributor of the article mentioned above. So I should think that only experienced scouters can really appreciate the Rovering scheme and work it out successfully.

K. S. SUNDARESAN,

Tiruvannamalai.

NOTES BY THE WAY.

SEARCHLIGHT cannot do better this month than to quote at full length the observations of a Commissioner when he addressed the Scouters of his district at an Annual Conference. He said:

From the fact that with very few exceptions most of our Scout Groups are school Groups and that they have been so practically all these years, we should now be in a position to say that our relationship with the school has reached a more or less definite stage of understanding and co-operation. But looking around, we find that there is still on all sides a certain gap, if not in actual co-operation, at least in intelligent mutual understanding and appreciation between educational workers

at school and educational workers outside school in the field of Scouting. While there is no want of theoretical general appreciation of the educational value of Scouting on the part of teachers and headmasters, we are yet to see the day when teachers and Scoutmasters see eye to eye in solid concrete perspective, as in stereoscopic vision, the boy and his future. This vision appears to my mind to be the vital need of the hour in school Scouting. The problems of the extent of financial help and the degree of control of the affairs of the Scout Group by the school are, I am tempted to believe, but the result of this want of stereoscopic vision.

Where generosity prevails the institution is ready to take on the financial responsibility for the Scout Group and does not desire to be bothered with anything more—or rather, it does not know that there is anything more for it to do; and the Scoutmaster acquiesces in this state of affairs, considering himself extremely lucky in being allowed to do his work unhampered by others.

All school Scout Groups are not however fortunate enough to be sponsored with such unquestioning generosity as that mentioned above. Nor, apart from generosity, is non-interference generally the case. But questions and interference are of two different kinds. In the one kind they are prompted by the genuine desire to know and to help, though such instances are rare indeed,—in the busy life that every one thinks he leads, in the struggle that we have to find time for our own legitimate work, and in the general confidence that we know all there is to know and have thought out all that has to be thought out. If such a condition of curiosity prevails everywhere, it would be a blessing to the movement and we would have reached an ideal of affairs. But unfortunately it is not always the case, and the best critical mentality that some of us can muster is one that seeks to be satisfied that it has not been cheated by the demand for money on behalf of the Scout Group, that wants the Scoutmaster to understand that the eye of his superior officer is always watching him, and that full return is got for the money spent, in the way of wage-saving labour which for the occasion is dubbed Scout service, and of forming an array or exhibition of decorative live models in the hope that a visitor will be pleased, or impressed, or even that he can thereby be influenced and tuned to the psychological pitch when a personal request for a favour can be wedged in.

But the blame for this condition of things is not, I believe, to be laid entirely at the doors of the institutions, or the parents or the general public. At any rate it would be more useful to us in our work to examine how far the blame lies on the part of us Scouters and seek to remove it than to be over-emphasising their faults.

Our acquiescence, passively and actively, in the general impression in the public mind that we are 'different'—that we know a trick or two that they do not know, in short that we are a sort of technical experts, is in a large degree

responsible for the absence of confidence towards us on the part of institutions and generally on the part of the public. We consequently share, I fear, with technical experts the general suspicion of being an expensive 'lot' going about the country trying to hoodwink the public and wasting hard-earned money on projects of doubtful utility. Even among persons who do not question of our *bona fides*, we let the belief persist that they cannot actively take part in the movement because they are not specially trained or because they are not young enough. Indeed very many sincere and willing men have said, "I have heard a great deal about the good the Boy Scout Movement is doing in the country and can very well believe it; but at my age it is beyond me to study and understand any of these new things." Among these men are not only heads or institutions, and elderly officers of the educational department, but parents of boys, professional men, technical and commercial people, and above all our religious leaders—in fact those very men who can be our best potential assets in the spread of the movement and in the improvement of the efficiency of our boys if only we tell them how.

We passively acquiesce in this impression because we generally accept it and the supposed credit that it gives to us. Sometimes we even think that the belief of our knowing a trick or two more than others helps us in our work amidst a community that does not credit the schoolmaster with any extraordinary knowledge, such as the men in other professions can display.

We also actively lend color to the statement by our concentration on spectacular and mass effects in Scouting in preference to slow and lasting results. We are not so particular in insistence on the daily good turn as about finding an opportunity for festival service. We do not enjoin home courtesy on the boys and verify about their observance towards their own parents to the same extent as their entertaining distinguished visitors with their display. We do not take advantage of the camp fire sing song to draw out and discover our boys as to make it a rehearsal for the next Group entertainment, Entertainments and organised service are certainly good in their own way and have their place in group life but they should not consume the energy available for individual character development and cloud the ultimate aim of helping the boys to grow

into healthy, happy, useful citizens. And lastly, our failure in achieving two concrete results which are expected of us in our Groups namely the forming of Group Committees and the encouragement of Proficiency badges, at least in our own district, is an indication that we have been fighting shy of approaching parents and those members of the community who can actively help us a great deal in our Group work.

I request you to consider if our exposition of the movement to the public from the standpoint of non-technical men, of any parent or any

teacher cannot gradually bring about a change in the present attitude of the public towards the movement and in our Group training I would plead with you to think a little more about how each individual boy is to progress day by day in his conduct at home, at school, at playground and at all other places where he works or otherwise spends his time, than wholly about spectacular effects.

Searchlight hopes that every Scouter will ponder over these lines and see if and how far these observations apply or do not apply to his own case. (Searchlight.)

OUR TAMIL PAGE.

புத்தாண்டு வணக்கம்.

பேரருட் சோதிப் பெருந்தகைப் பெரியோய்!
பாருறு மக்கள் பண்புடன் படைத்தோய்!
நீரும் நிலனும் நீள்வீசும் பட்டினம்
தீயுந் தலைநிலை காணும் தூதே
தன்னுருத் காட்டியுந் காட்டா துறைத்தும்
மன்பெரு மக்கள் மாண்புறப் புரந்தோய்!
நன்றே எம்மது நலிவென நலிய
இன்றே எம்மனத் திருந்தருள் வாயே!
பொருளில் மொழியாற் புதுலுமில் வணக்கதும்
மருளில் அருளால் மாசறுத் தேற்பாய்!
எமது நாட்டார் எழில்மிகு சிறுவர்
தமது மனத்தில தன்னல மொழித்து,
உடலுந் முள்ளுந் மெனவுள் உரமெலாம்
படர்ப் பெறுவதற் கெனவே பிறத்த எம்

சாரணச் சங்கஞ் செழித்தே யென்றும்
பாருள மக்கட் காற்றுந் பணிவகை
எத்தகை இன்னலு மின்றியே இனிதா,
அத்த நின் னருளால் அமைவுற ஆக்குவாய்!
புத்தாண் டிணுக்குரித் தாய்பணி யாளர்
புத்துணர் வுடற்றம் பெரும்பணி போற்றவும்,
சாரணத் தலைவர் சீருடன் சாற்றிய
சாரண உறுதிச் சொல்முப் பகுதியின்
வழியே நின்று வளநெறிப் பேணி,
அழியா ஒழுக்கமு மழியா அறிவும்
தம்மைச் சார்ந்த சாரணர் தம்பால்
உண்மையி னோங்க உலாப்புட னுழைக்கவும்
நன்றே யருள்வாய்! நன்றே யருள்வாய்!!
நன்றே யருள்வாய்!!! நலமிக்கோயை!

Glossary of Scouting terms with Tamil Equivalents.

List VIII.

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| 202. Accidents—ஊறுகள். | 213. Observation game—ஆய்ந்தறி யாட்டம். |
| 203. Ambulance—மருத்துவம். | 214. Pathfinder—வழிகாட்டி; வழியறிவோன். |
| 204. Coast watchman—கரைக் காவலோன். | 215. Pilot—படிகோட்டி |
| 205. Cubbing—குருளை முறை. | 216. Public healthman—ஊரார் உரங் காய் போன்; மக்களுந் காப்போன். |
| 206. Cyclist—சைக்கிள் ஓட்டி; உருளி வலிப் போன். | 217. Rescuer—மீட்போன். |
| 207. Fireman—தீ யலிப்போன். | 218. Rover Instructor—திரிசாரணப் போதகன். |
| 208. Fracture—(எலும்பு) முறிவு. | 219. Signaller—சைகை யடிப்போன். |
| 209. Hike—சஞ்சாரம். | 220. Stalker—பதுங்கிச் செல்வோன். |
| 210. Horseman—பரிவலான். | 221. Track sign—தடக்குறியீடு. |
| 211. Marksman—குறியடிப் போன்; குறி யாளன். | 222. Triangular bandage—மூம்முடக்குத் கட்டு. |
| 212. Observation—ஆய்ந்தறிதல். | 223. Warrant—(alt.) பட்டயம். |

திரிசாரணர் குழு.

(Rover Crew.)

XII

குழுவின் வினை வகை.

வாழ்க்கைக்கு வழிகாட்டலே திரிசாரணியத்தின் தலை நோக்கம். நல்வாழ்க்கைத் துணைகள் பல்வகைப் பட்டன. எனவே, குழுவின் மேற்கொள்ளும் வினைகளும் பல்வகைப்பட்டன ஆகல் வேண்டும். உலக வாழ்க்கை உடலின் அமையாது; உடலும் உளமின்றி இயங்காது; உளமும் ஆன்ம உணர்வின் ஆற்றலுடைத்தாகாது. ஆகவே வாழ்க்கைக்கு உற்ற துணைகளில் உடல், உளம், ஆன்ம உணர்வு ஆகிய மூன்றும் முக்கியமானவை. குழுவின் வினை வகை இம் மூன்றினையும் வளர்க்கத் தக்கவையாக இருத்தல் வேண்டும்.

‘உரமுண்ட உடலே உற்ற துணையாகும்.’ அந்த உரமும் தக்க பருவத்தில் அளிக்கப்படல் வேண்டும்; தக்க முறையில் அளிக்கப்படல் வேண்டும். உடல் வலிமைக்கு வெளிச் சஞ்சாரமொன்றே போதுமான தென்பர் சிலர் வெளிச் சஞ்சாரம் சாரணியத்தின் சிறந்த பகுதிகளில் ஒன்று என்பதில் ஐயமில்லை; அதனால் உடல் வளம் பெருகுமென்பதிலும் ஐய மின்றி. ஆயினும் குமரப் பருவத்தாருக்கு வெளிச் சஞ்சாரம் மட்டும் போதாது. அவர்கள் வயதுக்கேற்ற வளர்ச்சி பெற்றவர்; அவ்வளர்ச்சிக்கேற்ற பயிற்சி வேண்டியவர்? அவர்கள் நரம்புகளைக் கட்டுத் தகுந்த பயிற்சிகளைக் வேண்டும். தலைச்சாரணர் வகுத் துள்ள உடற்பயிற்சிகளோடு, தண்டால், பஸ்கி, சிலம் பம் முதலிய பயிற்சி முறைகளும், ‘உடைப்பந்து’ * கிட்டிப்பந்து † முதலிய போட்டி விளையாட்டுகளும் திரிசாரணருக்கு வேண்டியனவே. இவ்விளையாட்டுக் களில் உடல் வலிமை கிட்டவதுடன், மன ஊக்கமும் மனத்தெளிவும் பெருகும். ஆனால் இவ்விளையாட்டுக் களிலேயே சிலர் தமது முழுக் கருத்தையும் செலுத்தி விடுவர். இது தவறு; ஏனெனில் திரிசாரணர் குழு களிபாட்டக் கழகமாய் மாறிவிடும்; திரிசாரணியத் தின் மற்றிரண்டு நோக்கங்களும் பாழ்படும்.

உடலை நல்வழியில் இயங்கச் செய்வது உளம். ஆகவே உரமுண்ட உடலுக்கு உரமுண்ட உளமும் அவசியமாகும். உளத்திற்கு உரம் ஊட்டல் எவ்வாறு? உள உரம் என்பது அறிவுப் பெருக்கு. இவ்வறிவுப் பெருக்கத்திற்குரியன பாடசாலைகளே என்பது உண்மை. எனினும், குழுவைச் சார்ந்த திரிசாரணர் யாவரும் பாடசாலையில் தேர்ச்சி யுனைத்தையும் பெற்று விட்டனர் என்று சொல்வதற்கில்லை. பாடசாலை வாழ்க்கையைச் செவ்வையாய் பயன்படுத்திக் கொள்ளவில்லையே என்று அவர்களில் பலர் ஏங்கி நிற்பர் அத்துடன் கல்வியானது பாடசாலை வாழ்க்கை யுடன் முடிந்து விடுவதில்லை என்ற உண்மையையும் அவர்கள் உணர்ந்திருப்பர். இத்தகையோருக்குப் பேருதவி புரிவது திரிசாரணர் குழுவே.

கல்வி இருவகைப்படும்: பொதுக் கல்வி ஒன்று; சிறப்புக் கல்வி மற்றொன்று. இவ்விருண்டில் சிறப்புக் கல்வியாவது வாழ்க்கைத் துறையை வகுப்பதாகும்; அவரவர் வாழ்க்கையில் மேற்கொள்ளும் தொழிலில் முன்னதாகவே தேர்ச்சியளிப்பதாகும். பொதுக் கல்வியோ பொதுவான அறிவையும், ஒழுக்கத்தையும் வளர்ப்பதாகும்; அதுவும் வாழ்க்கைக்கு உரித் தானதே. ஏனெனின், சீரிய வாழ்க்கைக்கு உதவுவது சீரிய அறிவொழுக்கமே; பேரெண்ணமும் பெரு நோக்கமுமே இக்கருத்தை ஒட்டியே தலைச்சாரணர் 1920-ம் ஆண்டுப் பெருந்திரளில் திரிசாரணருக்கு ‘பெருநோக்கம் பிடி’ * என்ற அறிவுரையினை வழங்கி னர்; இவ்வறிவுரையே திரிசாரணியத்தின் மூல மந்திரமாய் மதிக்கப்படுகின்றது; எனவே இம்மந்திரம் ஒவ்வொரு குழுவொன்றிலும் அழுதற எழுதப்பட்டிருத்தல் அவசியம் மேற்கூறியதால், வாழ்க்கை நிலைக் கருகிலுள்ள திரிசாரணர் சிறப்புக் கல்வியுடன் பொதுக் கல்வியையும் போற்றக் கடவர் என்பது விளங்கும். அவ்விதமாயின், அந்நோக்கம் ஈடேறுவ தெப்படி? திரிசாரணர் இவ்விருவத் கல்விப் பயனைப் பெறவதெவ்வண்ணம்? இது சார்பாய் குழுவின் அறிவுரை யாவர்? குழுவின் விளையாட்டு சிலர் சிற்சில கலைகளில் தனித்தேர்ச்சி பெற்றவராயிருப் பர்; அவர்கள் தம்மாலயன்ற உதவி புரியலாம் தவிர, சில பட்டணங்களில் பற்பல கலைகளைக் கற்பிக்கத் தனித்தனி கலாசாலைகள் இருக்கலாம்; குழுவின் அவைகளின் உதவியை நாடலாம்.

பொதுக் கல்வியைப்பற்றி அதிகம் கவலைப்பட வேண்டியதில்லை. ஒவ்வொரு கலையிலும் தேர்ந்தோர் ஆங்காங்கு இருப்பர். இவர்களிடம் சிலர் திரிசாரண ருக்கு கண்பராயிருப்பர். இவர்களை வரவழைத்து அவரவர் தேர்ச்சி யடைந்துள்ள கலையைப்பற்றிப் பேசச் செய்யலாம். திரிசாரணர், தாம் பயிலவேண்டிய கலைகள் இன்னினை என்று முன்னரே குறித்து, ஒவ்வொன்றிலும் தேர்ந்திருப்பவரைத் தனித்தனியே குழுவைக்கு வரவழைக்கலாம். தேர்ந்தோர் கிடைக் காத இடங்களில் ‘ஒதற் குழாம்’ † வகுத்தல் ஒரு நன்முறை. எந்தக் கலையைப்பற்றிப் படித்துணர் வேண்டுமோ, அதற்குரிய புத்தகத்தை வைத்துக் கொண்டு குழுவின் தலைக்கொரு பக்கமாகப் படித்து கரவாம். ஒரு பக்கம் படித்தானதும், அதிற் கூறப் பட்டுள்ள விஷயத்தைப்பற்றி ஒருவரோடோருவர் பேசித் தெளியலாம். அவர்களில் ஒரு திரிசாரணன் படிக்கும்பாகத்தை முன்னதாகவே ஒருதரம் படித்து அது பற்றிய சில கேள்விகளைக் குறித்துக்கொண்டு வந்திருந்தால் மிகவும் நன்றாகும்.

இவ்வண்ணம் ஆராயப்படும் விஷயங்களில் சமூக ஒழுக்கம், மனையியல், மது அருந்தல், சர்வதேச

* Look wide.

† Study Circle.

‡ Housing.

§ Drinking.

* Football

† Hockey, Cricket.

உறவு*, அரசியல் முதலியவை இணைப்புறலாம். ஒவ்வொரு கலையைப்பற்றி உரையாடியதும், அதைத் தேற்ற பயிற்சுவகை யொன்றைச் செய்யலாம். உதாரணமாக, மின்சாரத்தைப்பற்றிப் பேசி முடித்ததும் மின்சாரச்சாலை யொன்றைப் போய்ப் பார்க்கலாம்.

அரசியலைப்பற்றிப் பேசித் தெளிதல் எளிதன்று. நாட்டில் பல கட்சிகள் இருக்கும். கட்சி ஆவேச மொழித்து நிதானமாய்ப் பேசல் மிகவும் கடினமானது. எனினும், இக்காரணம் பற்றியே திரிசாரணர் அரசியல் விஷயங்களை ஆராய்தல் அவசியமாகும். பிடிவாதமின்றி எந்தக் கட்சியினர் வாதத்தையும் அமைதியுடன் கேட்டு ஆராயப் பயிலவேண்டும். ஆயினும் இங்கு திரிசாரணர் எச்சரிக்கையாயிருக்கக்கூடியது ஒன்றன்று; ஒரு கட்சியினர் சார்பிலிருந்து தீவிரமாய் வேலை செய்தல் கூடாது; இது சாரணச் சங்க வதிக்கு முரணாகும்.

இனி, மூன்றாவதான ஆன்ம உணர்வின் வளர்ப்பது எவ்வாறு என்று ஆராய்வோம்.

* கடவுளுக்கூரிய கடமையைச் செலுத்த இயன்ற வரை முயல்வேன்' என்பது உறுதிமொழியின் முற்பாகத்தி லுள்ளதாகும். இதுவே திரிசாரணப் பணிவகையில் தலைமை நிலையினதாய்க் கருதப்பட வேண்டும்.

* International relations,

திரிசாரணரின் நூலில் * தலைச்சாரணர் இது சம்பந்தமாய்க் கூறுவது என்ன எனில், 'இன்பம் அடைய விரும்புவோர் சமய ஒழுக்க நெறியில் வாழக் கடவோர் என்பதே. சமய ஒழுக்கமென்பது சுவாமி தரிசனத்திலாவது, வேதம் ஒதுவதிலாவது, கோயிலுக்குப் போய்வருவதிலாவது, தத்துவம் தெரிந்திருப்பதிலாவது, அடங்கி விடுவதன்று. கடவுளின் மெய்நிலையை உணர்ந்தலே சிறந்தது; அவர் அருளாற் கிடைத்துள்ள இவ்வாழ்க்கையைப் பயன்படச் செய்தலே நன்முறை; பிறர்கட்கு அடிக்கடி ஏதேனும் நற்பணி செய்துவருவதே நாம் கடவுளிடத்துக் கொண்டுள்ள சிறந்த கடமையாகும்.

திரிசாரணர் தத்தம் சமயத்திற் புற்றுள்ள ராய் இருத்தல் வேண்டும். 'சாரணீயம் சமய மொழிப்பது' என்று சில இடங்களில் உலாவிலரும் கூற்றின் பொய்யமையைப் பலருக்கும் புலப்படுத்தவேண்டும்; இக்கடமை பெரும்பாலும் திரிசாரணருடையதே.

அந்தந்த குழுவில் எந்தெந்த சமயத்தார் இருக்கின்றனரோ, அவரவர்க் கேற்றபடி சமய ஆராய்ச்சிகள் நடத்தலாம்; சமய நூல்களைப் படிக்கலாம்; வெவ்வேறு சமயக் கொள்கைகளைப்பற்றி உரையாடலாம். நமது நாட்டில் வழங்கும் பல சமயங்களை ஆராய்ந்தறிதலும் திரிசாரணியத்தின் நோக்கத்திற்கு மாறுபடுவதன்று.

K. சம்பந்தம்.

* Rovering to Success,

THE BOYS' SECTION.

THE SOUTH INDIA BOY SCOUT

7-MAR1931



Messages for the New Year.

From Mr. John Oxenham, Poet and Novelist.

Boys?—everyone of us has—or should have—some aim and object in life. The higher the aim the better. And the best and quickest way to it is the straight way.

The highest tree in the forest is the straight tree. Crookedness in man or tree or road is waste.

The world wants straight men upon whom it can implicitly rely.

It has learned by experience to distrust clever men with unreliable backbones.

He who goes straightest goes quickest and farthest. Go straight!

JOHN OXENHAM.

From Jack Hobbs, the world famous cricketer.

“Please convey to the South India Boy Scouts my best wishes for a Happy Christmas and for success during the new year.

“Keep your promise,

Keep your temper

Keep your wicket up”.

J. B. HOBBS.

The Sin of the Prince Bishop.

THE Prince Bishop Evrard stood gazing at his marvellous cathedral; and as he let his eyes wander in delight over the three deep sculptured portals and the double gallery above them, and the great rose window, and the ringer's gallery, and so up to the massive western towers, he felt as though his heart were clapping hands for joy within him. And he thought to himself, 'Surely in all the world God has no more beautiful house than this which I have built with such long labour and at so princely an outlay of my treasure.' And thus the Prince Bishop fell into the sin of vain-glory, and though he was a holy man, he did not perceive that he had fallen, so filled with gladness was he at the sight of his completed work.

In the double gallery of the west front there were many great statues with crowns and sceptres, but a niche over the central portal was empty, and this the Prince Bishop intended to fill with a statue of himself. It was to be a very small simple statue, as became one who prized lowliness of heart, but as he looked up at the vacant place it gave him pleasure to think that hundreds of years after he was dead people would pause before his effigy and praise him and his work. And this, too, was vain-glory.

As the Prince Bishop lay asleep that night a mighty six-winged angel stood beside him and bade him rise. 'Come,' he said, 'and I will show thee some of those who have worked thee in building the great church, and whose service in God's eyes has been more worthy than thine.' And the angel led him past the cathedral and down the steep street of the ancient city, and though it was midday, the people going to and fro did not seem to see them. Beyond the gates they followed the shelving road till they came to green level fields, and there in the middle of the road, between grassy banks covered white with cherry blossom, two great white oxen, yoked to a huge block of stone, stood resting before they began the toilsome ascent.

'Look!' said the angel; and the Prince Bishop saw a little blue-winged bird which

perched on the stout yoke beam fastened to the horns of the oxen, and sang such a heavenly song of rest and contentment that the big shaggy creatures ceased to blow stormily through their nostrils, and drew long tranquil breaths instead.

'Look again!' said the angel. And from a hut of wattles and clay a little peasant girl came with a bundle of hay in her arms, and gave first one of the oxen and then the other a wisp. Then she stroked their black muzzles, and laid her rosy face against their white cheeks. Then the Prince Bishop saw the rude teamster rise from his rest on the bank and cry to his cattle, and the oxen strained against the beam and the thick ropes tightened, and the huge block of stone was once more set in motion.

And when the Prince Bishop saw that it was these fellow-workers whose service was more worthy in God's eyes than his own, he was abashed and sorrowful for his sin, and the tears of his own weeping awoke him. So he sent for the master of the sculptors and bade him fill the little niche over the middle portal, not with his own effigy but with an image of the child; and he bade him make two colossal figures of the white oxen, and to the great wonderment of the people these were set up high in the tower so that men could see them against the blue sky. 'And as for me,' he said, 'let my body be buried, with my face downwards outside the great church, in front of the middle entrance, that men may trample on my vain-glory and that I may serve them as a stepping-stone to the house of God; and the little child shall look on me when I lie in the dust.'

Now the little girl in the niche was carved with wisps of hay in her hands, but the child who had fed the oxen knew nothing of this; and as she grew up she forgot her childish service, so that when she had grown to womanhood and chanced to see this statue over the portal she did not know it was her own self in stone. But what she had done was not forgotten in heaven.

And as for the oxen, one of them looked east and one looked west across the wide

fruitful country about the foot of the hill-city. And one caught the first grey gleam, and the first rosy flush, and the first golden splendour of the sunrise; and the other was lit with the colour of the sunset long after the lowlands had faded away in the blue mist of the twilight. Weary men and worn women looking up at them felt that a gladness and a glory and a deep peace had fallen on the life of toil. And then, when people began to understand, they said it was well that these mighty labourers, who had helped to build the house, should still find a place of service and honour in the house; and they remembered that the Master of the house had once been a Babe warmed in a manger by the breath of kine. And at the thought of this men grew more pitiful to their cattle, and to the beasts in servitude, and to all dumb animals. And that was one good fruit which sprang from the Prince Bishop's repentance.

Now over the colossal stone oxen hung bells of the cathedral. On Christmas Eve the ringers, according to the old custom, ascended to their gallery to ring in the birth of the Babe Divine. At the moment of

midnight the master ringer gave the word, and the great bells began to swing in joyful sequence. Down below in the crowded church lay the image of the new-born Child on the cold straw, and at His haloed head stood the images of the ox and the ass. Far out across the snow-roofed city, far away over the white glistening country rang the glad music of the tower. People who went to their doors to listen cried in astonishment: 'Hark! what strange music is that? It sounds as if the lowing of cattle were mingled with the chimes of the bells.' In truth it was so. And in every byre the oxen and the kine answered the strange sweet cadences with their lowing, and the great stone oxen lowed back to their kine of the meadow through the deep notes of the joy-peal.

In the fulness of time the Prince Bishop Evrard died and was buried as he had willed, with his face humbly turned to the earth; and to this day the weather-wasted figure of the little girl looks down on him from her niche, and the slab over his grave serves as a stepping-stone to pious feet.

(By courtesy of the Treasure Chest.)

The Lost World of Yesterday. Closing Day at the Little Red School House.

Stephen Leacock.

THIS Friday just past, or one quite near to it either before or after, witnessed the closing of the schools for the summer holidays. Friday was "closing day" and in all the "Little red school houses" from Halifax to California, there were suitable "closing exercises."

The little red school house was first called so because it was made for boards and painted a color called "red," (really more of a brown) because that was the cheapest kind of paint. It cost one cent a square foot less than any other, and that made a difference of \$3.75 in painting the school-house. Nowadays, the little red school house is made of red and white brick with a cement foundation, with great slabs of cut stone for the entrance steps, and huge furnaces in the cellar to heat it.

Similarly nowadays when the "closing exercises" are held, the boys and girls are called the "graduating class." The girls are all dressed in white and the boys wear big sweaters like the Oxford rowing crew. The teacher—a woman—turns on a radio broadcast and the graduating class "listen in" on an uplift-speech about the "school of life" that cost fifty dollars a minute to put on the air. They are told that they are going out into the world; but most of them have been in it for quite a time already. In fact, they have just come in out of it for a few minutes to enjoy the ceremony.

But in the old days of the vanished past things were very different. Fifty years ago the little red school house really was red. It was a long day's drive to the nearest railway

train, and no one ever drove it anyway. The boys and girls at school were not known as the graduating class. They were called the "scholars." Their education was carried as far as the Highest Common Factor and the Lowest Common Multiple: at that point the scholars went out into the world, and ploughed it.

I can recall from my early recollections what "closing day" was like at the little schoolhouse. The "exercises" began at three o'clock and "let out" at four. They had to be short because the board of trustees were pretty busy with the hoe crop and ready to begin hauling in hay at any minute. At three o'clock the "trustees" and the parents filled into the school house, the teacher said, "Take your seats, please," and they took them. There was no gaiety, no laughter, no conversation. They just clumped in and sat down.

Then the teacher—the teacher was always a man in those days and he only taught for about eight years at a stretch because he was saving money to go to college—announced: "The first piece on the programme will be the spelling class. The spelling class will please take their places."

The spelling class stepped to the front and lined up and the teacher began giving them words to spell.

"Jimmy McIntyre, spell decision."

"Decision, d-e-c-i-s-i-o-n, decision."

"Rosie Jameson, spell happiness."

"Happiness, h-a-p-p-i-n-e-s-s, happiness."

And so it went on till Willie Crawford was asked to spell "hemorrhage" and three-quarters of the spelling class was washed away in the wreck.

At last they were all "spelled down" except two—Eddie Bailey and Sarah Nelson—and the teacher handed them out such words as "constitutional" and "symbolization"—they both stood like rocks against the flood, till Eddie Bailey put two "r's" in "harass," and the prize went to Sarah.

During all which time there was no sign of excitement, merriment, or anything.

School was school: it felt solemn even to the trustees. But no doubt internally the excitement was there spelling class; probably the Calcutta Sweep Stake was nothing to it for agitation.

The teacher then said, "I will now read a poem."

To this there was neither applause nor opposition. If he was going to read a poem, it was not for them to stop him.

The teacher then opened a book and read, "A half a league, a half a league, a half a league, onward—"

It was still quite a new poem then. Nobody present knew what it was about; they calculated that a half a league would mean at least the best part of two miles less about forty rod; quite a ride for the boys, whoever they were. The teacher read without emphasis, without affectation, without significance, without anything. He just read. He pronounced carefully so that the scholars would know that it was a "half" a league and not a "halluft" of a league as some might mispronounce it.

When he ended there was no applause. He was "through." That was all.

Then the teacher said, "I'll now ask Mr. Riddell to make a speech. Then Mr. Riddell got up and made a speech. If he could make it now at the Winter Garden or the Follies Bergere, it would be worth easily \$300 a night. But it went very quietly in the school house. Mr. Riddell said, "I don't know as I've anything to say." Then there was a long pause and he said, "In fact, I may say that I haven't really nothing to say." Then he paused again, said it again, and then added that he thought that on the whole the girls had done as well as the boys, or equally better.

After that Mr. Tomlinson made a speech and he said that he thought that on the whole the boys had done equally better than the girls.

He ended and sat down with no more applause than in the Carthaginian Senate.

After that the teacher said:

"The next piece of the programme is the presentation of the prizes."

On the table beside him was a little pile of books and he picked them up and called the names.

"Senior Third Class, Rosie Farweather, first prize."

Rosie came up and took it.

"Second prize, Willie Tomlinson."

Willie Tomlinson came up and took it.

And so on.

No applause; no excitement; no boredom—nothing. School was school.

* * * *

At the end the teacher said;

"This concludes the programme," and they all went out into the July sunshine.

* * * *

Yet somehow by that process of educating, and spelling, and closing, and reciting, they turned out lawyers and senators and nation builders—and how, with all the broadcasting on the radio, and the uplift, and the uplift and the graduation function, they turn out mostly a pack of crooks. Well perhaps not, but partly.

The Nobel Prize Winner.

A Life Sketch.

(BY DIXIT).

SIR Chandrasekhara Venkataraman is now an international figure, a proud possession of the whole cultural world, but Srirangam in South India would claim him as her own. Born in this holy suburb of Trichinopoly in November 1888, when his father was on the staff of the S. P. G. College, Trichinopoly, Mr. Venkataraman received his early education in Vizagapatam to which place his father subsequently removed on his appointment as a lecturer in Mathematics in the Mrs. A. V. N. College, Vizagapatam and Waltair, with their grand natural back-ground, were the nurse of this boy's genius; and they seem to have impressed him most even as ideal centres of culture. For, delivering the Convocation address of the Andhra University the year before last, Prof. C. V. Raman suggested Waltair as the most suitable centre for the location of the University. The future Scientist was rather precocious; and having passed the F. A. Examination in 1902, he joined the Madras Presidency College for the B. A. course and graduated himself in 1904. Nature having found in this youth an ardent devotee of Science, a suitable medium for revealing her secrets the laboratory attracted the young graduate most. He was a Demonstrator in the Presidency College for two years during which time he prepared himself for the M. A. Degree examination which he passed with distinction. He took an honourable place in the list of prize-winners in the

Presidency College. Later, he joined the Finance Department, but with an insatiable thirst for research, he engaged himself in the pursuit of Science after the day's work in his office. In course of time, he contributed several thought-provoking articles on science and these would have shown to one, with a keen insight, that already the seeds of greatness had sprouted up. The Indian Association at Calcutta, founded by the late Dr. Mahendralal Sirkar was the nurse of his scientific genius and as Mr. Raman was working here, he caught the eye of Sir Ashutosh Mukerjee, who was then the Vice-Chancellor of the Calcutta University. Sir Ashutosh knew men's worth and gauged their intellect by the mere sight. He discovered in Mr. Raman a great scientist and so offered him the Palit Professorship in his University. Rejecting what might have been a more lucrative job in the Finance department, the devotee of Science definitely took a place in the field of science in 1917.

Till 1921 Mr. Raman's research was mainly in the field of acoustics but after his visit to Europe in 1921, the first of his foreign tours, he began his investigations in modern Physics. In 1924 he was admitted as a fellow of the Royal Society, an honour which many aspire for, he being the second to receive the honour. Honours fell thick upon him and he toured the Continent and a portion of America, lecturing at various

Universities. The Italian Society of Science awarded him the Mattenci Gold Medal, the British Government conferred a Knighthood on him, and other honours from Universities followed. The Royal Society awarded him the Hughes Medal only recently.

He was already great but he was to grow greater still. In 1928 he announced in the course of a lecture at Bangalore a discovery, now known as the Raman Effect. The discovery is that, when light falls upon molecules of matter and is scattered, a change occurs, a change remarkable and visible through a prismatic spectroscope. The discovery of the Raman Effect is, perhaps, one of the greatest Scientific discoveries of modern times; no wonder then that its author has been awarded the Nobel Prize.

The great Scientist is a simple affable man. He is not wrapped in silk and satin; nor need you wait at his ante-chambers to have a talk with him. He is easily accessible to anybody and he will discuss anything

with anybody with childlike simplicity and with agreeable humour. We could not trace in him a feeling of pride, or that haughtiness which in some is the grace of greatness. For even after having won the Nobel Prize, as he said to *The 'Madras Mail'* the other day, he feels as if he is first beginning his scientific career. He is an engaging public speaker and I quite remember the two evenings I heard him speak at the Gokhale Hall, Madras, in 1928, if I remember right when speaking on Science, he kept a lay audience in rapt attention for full one hour at a time. And whether they understood the subject of the lecture or not, surely they could not have long forgotten his flashes of wit and strokes of humour.

Sir C. V. Raman is now of the whole world, but India will be proud of him and proclaim him to the world as her great product to enrich Science and add to the knowledge of the world, one of her rare gifts to humanity.

(Adapted from *Federated India*.)

Boys of Long Ago.

Gwydion.

THEY called him Gwydion, son of the red deer, son of the thrush, but they did not know why, they called him by this strange name. Perhaps it was because their ancestors had worshipped images of the mountain creatures—for men who live in the bleak, desolate mountains develop strange but beautiful ideas.

Gwydion lived on Snowden, and was fourteen years old when Caractacus was taken by the Romans and carried captive to Rome. The news of the disaster seemed to come to Gwydion on the breath of the wind, and, taking his harp, he lifted his voice and sang.

"I, Gwydion, tell you, O mountains that this land of brothers will never be conquered. Enemies will come from the north and from the south; they will capture our eagles, but not the home of the eagles. We, the sons of Wales, will answer for this our own land, till the sun sets for ever on the earth!"

Gwydion's voice was like that of a magic flute. The Romans down in the camp heard it, and asked their numerous prisoners who it was that sang so joyfully.

"Gwydion the bard, son of the red deer, son of the thrush," they answered. "He was born on the mountain, he lives alone, and even the wolves harm him not. He carries no spear, and he speaks all the words that come into his mouth, changing them into song."

Then the general sent soldiers to fetch Gwydion, and the boy went to meet them. He was clothed in a sheep skin, on his head he wore a wreath of ivy, and he played on his rough wooden harp as he ran down the mountain side with a strange light in his brown eyes. Gwydion possessed far greater power than that of the sword, and he knew it.

He showed no fear when taken before the Roman, but he smiled at the captives herded behind stakes, desolate and miserable.

"Boy, it is said that you are a prophet," said the general, "Prophesy good for me and I will set you free."

"I am free," replied Gwydion, and taking his harp, he sang.

First he sang of the glory of Wales; then his voice rose and he called to the mountains, to the wind, and to the heavens. From the hillside came the Druids running, and strange black-clad women waving torches, and when they saw them, the prisoners

were filled with courage and burst from their camp. There was panic among the Romans when they heard the wild cries and saw the flaming torches. Before they could overcome their amazement and break from the spell which Gwydion's voice had cast upon them, all the captives had fled to the mountains.

And from afar came a clear, sweet note: "We are always free—take our eagles—you cannot take our home."

(By Courtesy of the Madras Mail.)

Motor Cycle, Owning and Maintenance. (IV.) ENGINE.

MOTOR cycle engines are of two kinds, the Two Stroke and the Four Stroke. In the two stroke engines an explosion occurs for every revolution of the engine fly wheel while in the four stroke ones, an explosion occurs for every two revolutions of the fly wheel. Two stroke engines are fitted to motor cycles of less than 2½ horse power and the four stroke ones to more powerful machines. In the former type there are no valves to bother and the mechanism is simpler. Running is smoother. In the latter type there are two valves and the running is less smooth. To have the same smoothness, of the two stroke engines, two engines are fitted to some cycles, when an explosion would occur for every revolution through coupling the two engines.

Again, the four stroke engines are of two types, the touring and racing respectively. The former has got side by side valves while the latter has got overhead valves.

I am illustrating the side by side valve engine's section. You will notice the valves represented to occupy the opposite ends of a diameter. In fact the two valves are side by side on a chord of a circle. For better understanding of the mechanism it is shown thus.

The engine proper is the cylinder bolted down on the crank case below. The cylinder has fins for circulation of air and cooling the engine which gets heated, while running. You see the piston. It is running smooth and loose up and down, revolving

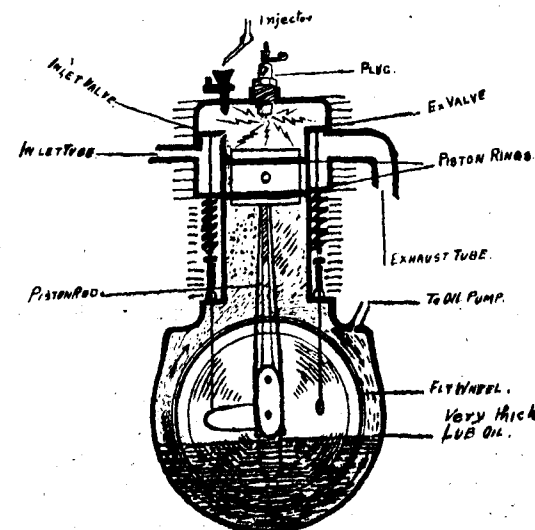


FIG. 4

the fly wheel through the piston rod and crank. The piston is made gas tight by two rings which are springy and bed on grooves on the piston. On the axis of the fly wheel are cams or projections which at the proper time lift up the inlet or exhaust valve as required. The valves are held down by springs. Now you see the piston about to descend and the inlet valve open. When you place the gear lever in neutral and press with right foot the kick starter, the fly wheel gets rotated, the piston descends sucking a dose of mixture and when the piston is at the bottom of the first stroke, the inlet valve is tripped and closes. The momentum of the fly wheel carries the

piston up compressing the mixture. Now the second stroke is over. Just now, the plug delivers a hot electric spark and ignites the mixture. There is an explosion and the piston is shot down. The fly wheel picks up further momentum which is enough for the piston to go up again completing the fourth stroke when the cam on the axis lifts up the exhaust valve as the piston is about to ascend, driving away the burnt gas through the exhaust. The cylinder is clear now, and the exhaust valve closes, the inlet valve opens and the operations are repeated till you cut off petrol mixture supply or other wise stop the engine.

Remember first that you place the gear lever in neutral. If you then try to press the kick starter you would find it impossible indeed. To help you at first, before kicking, you press the exhaust lever at the left side handle bar, which has effect of pushing up the exhaust valve, and creating a leak in the cylinder enabling you to kick. You leave the exhaust lever smartly, just so soon as you have overcome the initial difficulty, and you are assisted further in overcoming cylinder inside-pressure by the engine fly wheel momentum. The secret of easy starting is in leaving off, the exhaust lever just in the proper time. Else the engine will not start. Remember you have to kick the kick starter but not press or bang it with your foot. In the fourth or fifth attempt you would know the trick of starting.

The running engine can be stopped by the converse process of handling the exhaust lever. Keep it pressed and the engine loses compression and stops. Keep it partly pressed, engine slows. If you have a method of shorting the magneto, sparks refuse to come, and the engine would stop. This method is seen only in cars where you have no exhaust lever.

The engine can run only if the sequence of operations is "timed" properly. The inlet valve must open just a trice before time, and closes similarly. The spark must come just a trice sooner than needed, and the exhaust valve must also be ready just a little sooner. See how every part has to "BE PREPARED." A Boy Scout should

vie with the engine in this respect. The engines' mottoes are the same as yours!

Again, the two valves are lifted by adjustable pillars called tappets. You have two adjusting and locking nuts on the stem and with these you must give a clearance of a safety razor blade thickness between the inlet valve stem bottom and tappet head. Double this thickness clearance must be allowed on the exhaust side because this side gets more heated by the exhaust gases and lengthens by heat as the engine runs.

The engine requires to be moderated in its heat as the man's body temperature is regulated. It is very difficult to start a very cool engine. So, by the side of the plug, on the cylinder head, there is a funnel and stop cock through which you first inject petrol from the tank to an extent of a few drops, to assist ignition, as your mother would light the first fire with a little kerosene. As a series of explosions occur, the engine becomes hot and your cycle is set in motion. The current of air washes the cylinder cool to a certain extent. You will see inside the crank case very thick lubricating oil. This is splashed up and down by the fly wheel and the piston. This oil while going up lubricates the mechanism inside and also absorbs the heat of the engine to some extent. This oil needs be very thick on a motor cycle engine which is air cooled and thinner on a car engine whose cooling is effected by a thermo syphon system of water circulation.

As the cycle runs, some part of the oil escapes above the piston, becomes vapourised and escapes out through the exhaust tube. To compensate for the loss an occasional pumping of oil is done for every five miles of cycle running. You know by practice how much and how often to pump. Too much of oil may mean much smoking and too little of oil may mean ruining the engine with a heavy repairer's bill behind. In modern machines, oiling needs no attention of the rider since it is made to circulate the entire engine, as blood in man. This is called dry sump lubrication. In this case you must change the oil once in three months. There is no loss of oil but its lubricating quality suffers.

Now I suppose you know why this type of engine is called four stroke. In a two stroke engine there are only two operations explosion and clearance. These types are usually lubricated by a definite proportion of ubricating oil being mixed with petrol itself—an extremely simple method. But,

some hundred yards before stoppage of cycle, you should cut off the petrol tank, and make the engine exhaust the carburettor of all traces of oil and petrol, since, otherwise its delicate mechanism would refuse to function easily.

T. S. Ramaiyah.

The World is not so bad.

IT is easy to despair of the world when you pick up your paper in the morning and find it full of last night's crimes. But there are things that are not in the papers. The world is full of stories that are never told, though if they were told by a Barrie or a Kipling they would never perish.

Life is not so bad as the newspaper makes it. For every bad thing that happens in life there are a hundred good things, but the good usual and is not news, while the bad is unusual and is news. We should all understand the world a little better if we remembered that the news papers hold their mirror up to the unusual things, bad things, startling things.

When the world comes round every year to the annual miracle of Spring, with all that marvellous unfolding of life that is too wonderful for words, the papers do not talk of it; they take it all for granted, or perhaps they are not equal to reporting this annual even that changes the face of the Earth. But let Spring come without the daffodils, let the bluebells fail to spread their carpet through an English wood, let the wild thyme cease to grow and the violets cease to blow, and the papers would be full of it. Nobody talks of the Sun when it shines, but when the Moon puts it out for half a minute every-body gets up early and we run excursion trams to look for it. It is the unusual that gets into the papers.

The truth is that goodness is more common than badness. Millions of people do good things every day, but they are not news. Bad news is good news for the newspaper because it is rare. That is what makes it exciting. If a Boy Scout does a kind thing it is not news, because Scouts do kind things every day; it would be more like news if a

Scout refused to do one. If a badger runs across a field it is not news, but if a badger rushed across the floor of the House of Commons while the Prime Minister was speaking it would be in every paper in the world, not because badgers do run across the floor of the House, but because they do not.

There is a great novel in which a girl is brought up on a far-away island, learning nothing of England except what she reads in the local paper, and England is for her a place such as most of us probably imagine Chicago to be, the scene of endless murders, robberies, and crimes of every sort. All the world knows that it is not true, and it cannot be said too often that the newspaper picture of the world is anything but true.

If the newspaper pictured the world faithfully, with a true balance of events according to their importance, it would never sell in millions, for people would tire of reading all the simple good things that are always being done. Did not somebody say that the country that had on history was happy? He meant, of course, the country that never got into the news. Of course it was happy. Its people went on enjoying the world, tilling their fields, making beautiful things, writing and reading fine books, producing and loving fine pictures and statues, paying their way, being fond of their children, and taking care of their old people. Life was a lovely thing to time. But they had on newspapers, for nothing happened.

Nothing? Well, only good and kindly things, only brave and noble things, only true and simple things. There was the courage that is almost beyond belief. There was the patience that would endure all things. There was the love that suffers

long. There was the spirit that is not afraid. There was the cheerfulness that refuses to break down. There were the things that are pure and honest and just and lovely and of good report. There were all these, but they were there every day and they were not news.

We may spend our lives in reading fiction,

the stories made from men's imagination, but truth beats fiction all the time, and there never has been yet a novel half so wonderful as life itself. We need never despair, for we simply must believe in a world in which these stories happened.

(From the preface to
Arthur Mees' Story Book.)

Patterns in Paper Cutting.

(By Mr. K. Narasimhachary, Kindergarten Asst., Teachers' College, Saidapet.)

PLAY is the feast to children. So you will do well to give them such a feast by making and presenting such toys as they can enjoy to play with. I shall tell you of a present that you can make yourselves very easily. It is a set of several pieces of card in colours cut in different forms or shapes. The forms are all geometrical. You can stick colour paper on cardboard and then cut the various forms or use colour card boards straightaway. There must be a large number of pieces in each shape so that the children may not feel handicapped for want of any form when they make their choice patterns. Squares, rectangles, equilateral, isoscles and rightangled triangles, circles, semi-circles, quadrants or quarter circles and other forms shown in the figures from A to P are the forms that you have to cut. Each of these forms have to be cut of all colours.

When cutting the different shapes some attention has to be paid to their dimensions or measurements. As a number of different forms have to be put together to form into a single pleasing pattern there must be some relationship in their dimensions. Thus if the square A has 2" side, it will be suitable if the triangle C or D or the semi-circle G or the quadrant K has one of its sides or base equal to the side of the square. For young children it will be convenient if there is such relationship. It does not mean that it will not be possible to build up the patterns if there is not such relationship. In the shapes shown in the drawing the sides of the different shapes marked X are equal in length. In addition to these there

are smaller or bigger forms such as the quadrant H, the semicircle J and the rectangle N. The radius in H is half the side of A and two of them will cover the side. The diameter in J is equal to the hypotenuse of D. P is a fourth of the square A. (If you cut the square A on the diagonals you will get P). O is obtained by cutting off H from K. N is a rectangle that is twice as long as A and half as broad. When a large stock of these forms in different colour, the designs shown in the drawing may be arranged and rearranged as the children. In arranging the pieces, contrast of colour between the adjoining ones should be shown to make the design impressive and attractive. Fig 1 is a pattern formed of only one shape, the square. But as the squares are of different colours the effect produced is good. The difference in colour is indicated in shading in all the patterns shown in the plate. The letters marked on the examples from 1 to 7 show the kinds of bits from A to P used in their make-up.

This set of pieces can be used by a number of children at a time if there are plenty of bits in each shape and colour. When you have cut all the bits, put them up in a nice box made by yourselves. The box should be as attractive as possible. Then on the top of it inscribe the name of the set as 'Pieces for Design Building' and also the name of the child to whom you are giving this present. It must all be made in such a thorough manner that the present looks as if bought of a company of dealers in toys and presents.

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The Foreign Correspondence Club.

The following overseas correspondents would like to write to Scouts in India :—

Joseph Morley, 29 Rae Street, Randwick, Sydney, N. S. W.

L. C. Maslin, 43 Reynolds, Erasmus Street, Westminster, London S. W. 1

Bob Austin, Minto, Manitoba, Canada

Jacob Aplan, Souris, Manitoba, Canada.

Ted Abrams, Souris, Manitoba, Canada.

Douglas Haig, Souris, Manitoba, Canada.

James Warr, Echeverica, 3360, Belgrane, F. C. C. A., Buenos Aires (22) Argentina.

Leland Swanger, 1210 Caledonia Street, La Crosse, Wisconsin, U. S. A.

J. A. Velentine De Silva, Office of the Controllor of Revenue, Colombo.

Norman, Nava, 35 Balls Road East, Birkenhead.

J. Barnes, Thistle Cottage, Diamond Road, Bitherne Park, Southampton.

Philip White, Route One, Yakama, Washington, U. S. A.

Marien Popkin, 1234 Linden Street, Reading, Penna., U. S. A.

Further information may be obtained on application to Mr. G. T. J. Thaddaeus, Post Box 424, Madras.

Provincial Headquarters Notices No. 32.

Dated 15th January 1931.

Groups registered for the year 1930-31.

(Registration valid only up to 30th September 1931).

Reg. No.	Name of Group.	Sections.	Reg. No.	Name of Group.	Sections.
Anantapur District.			13.	Tirupapuliyur, 26, Sankara Naidu St. ...	S ...
6.	1st Uravakonda, S. K. Board High School	... S ...	15.	3rd Annamalai Nagar, Meenakshi Elementary School	C ...
14.	1st Kalyandrug, Board Middle School	... S ...	16.	2nd Chidambaram, R. C. Town High School	C ...
16.	1st Guntakal, M. & S. M. Ry. Indian School	... S ...	17.	1st Cuddalore, Government Training School	... R
16.	1st Dharmavaram, Board High School	... S ...	Bellary District.		
Arcot North District.			2.	1st Bellary, Wardlaw High School	... S R
1.	1st Vellore, Voorhese College	... S ...	9.	1st Hadagalli, Board Middle School	C S ...
2.	2nd Vellore, Sri Mahant's High School	C S ...	12.	1st Kottur, Board Middle School	... S ...
4.	4th Vellore, Theological Seminary Mission Compound	... R	13.	1st Harpanahalli, Board High School	... S ...
6.	6th Vellore, Christian Hostel	... S ...	Chingleput District.		
7.	1st Tiruvannamalai, Danish Mission High School	... S ...	1.	1st Chingleput, C. S. M. High School	C S ...
8.	1st Ranipet, Government Junior Certified School	C S ...	2.	2nd Chingleput, St. Joseph's High School	... S ...
9.	2nd Ranipet, Government Training School	... R	3.	3rd Chingleput, Govt. Training School	... R
11.	2nd Arni, A. A. Mission Boys' Boarding	... S ...	4.	4th Chingleput, St. Joseph's High School	... S ...
12.	1st Arcot, Abdul Hakim Sahib's High School	... S ...	5.	5th Chingleput, Senior Certified School	... S ...
14.	1st Kaveripauk, Board High School	... S ...	6.	1st Singaperumal Kovil, C. S. M. Higher Elementary School, Melrosapuram	... S ...
16.	1st Tirupattur, Municipal High School	... S ...	7.	2nd Singaperumal Kovil, Board Higher Elementary School	... S ...
18.	2nd Gudiyattam, Municipal High School	... R	10.	1st Uttiramerur, Board High School	... S ...
20.	1st Ambur, Hindu High School	... S ...	12.	1st Conjeevaram, C. S. M. High School	... S ...
21.	2nd Ambur, c/o B. Thangavelu Mudali, Gengaimman Koil Street, Krishnapuram	... R	13.	1st Ponneri, Board Secondary School	... S ...
23.	1st Walajapet, Municipal High School	... S ...	14.	1st Poonamallee, Board High School	... S ...
24.	7th Vellore, Aided Elementary School, Saidapet	C ... R	16.	1st Kunnathur, Board School (via Poonamallee)	... S ...
25.	2nd Tiruvannamalai, Municipal High School	... S ...	17.	1st Tiruvallur, Wesleyan Mission High School	... S ...
26.	1st Arakonam, C. S. M. High School	... S ...	18.	1st Tirumani, Lady Wellington Lep- per Settlement	... S ...
27.	8th Vellore, Central Jail	... R	19.	1st Madurantakam, Wesleyan Mis- sion Sec. School	... S ...
28.	1st Katpadi, Agricultural Farm School	... S ...	20.	1st Karunguli, Wesleyan Mission School	... S ...
29.	2nd Arkonam, Railway School	... S ...	Chittoor District.		
30.	1st Viruthampet, Union Teachers' Training School, Katpadi P. O.	... R	1.	1st Chittoor, Board High School	C S ...
Arcot South District.			2.	2nd Chittoor B. Z. School	C S ...
1.	1st Annamalai Nagar, Annamalai Uni- versity	... R	6.	1st Vayalpad, P. V. C. Board Middle School	... S ...
3.	1st Chidambaram, Pachaiyappa's High School	... S ...	7.	1st Pakala, Board Middle School	C S R
4.	1st Tirukoyilur, Board High School	... S ...	8.	1st Chandragiri, Board High School	C S R
6.	1st Azisnagar, Settlement, Oomanga- lam P. O.	C S ...	9.	2nd Tirupati, Government Training School	... R
7.	1st Panruti, Board High School	... S ...	10.	1st Tirupati, Devasthanam Hindu High School	C S R
			11.	1st Tiruthani, Board High School	... S R
			12.	1st Kalabasti, Board High School	... S R
			13.	1st Karvetnagar, Board Hindu Ele- mentary School	... S ...

Reg. No.	Name of Group.	Sections.	Reg. No.	Name of Group.	Sections.
14.	2nd Pakala, Railway Indian School	... S ...	8.	1st Masulipatam, Noble High School, (K)	... S ...
22.	1st Renigunta, Board Higher Grade School	... S ...	12.	1st Vundt, Board High School (W.G.)	... S ...
23.	2nd Madanapalli, Board High School	... S ...	16.	1st Vidyanagar, C. M. S. Central Training School, Kondapalli P. O. (K)	... S ...
24.	1st Rompicherla, Board Higher Grade Elementary School, via Pakala	... S ...	20.	4th Ellore (Hanuman), Municipal High School. (W. G.)	... S ...
25.	1st Kalikiri, Board Hindu Boys' School	... S ...	24.	1st Challapalli, S R, High School. (K.)	... S ...

Coimbatore District.

2.	1st Coimbatore, London Mission High School	... S ...
8.	7th Coimbatore, Municipal High School	... S ...
10.	9th Coimbatore, V. M. School	... S ...
11.	10th Coimbatore, Government Training School	... R ...
13.	1st Peelamedu, Sarvajana High School	... S R ...
14.	2nd Peelamedu, Sarvajana High School	... S ...
15.	3rd Peelamedu, Sarvajana High School	... S ...
23.	2nd Erode, London Mission Community Training School	... S R ...
27.	1st Idigarai, Board Middle School	... S ...

Cuddapah District.

1.	1st Cuddapah, Municipal High School	C S ...
2.	1st Nandalur, Board High School	... S ...
3.	1st Prodatur, Municipal High School	... S ...
4.	1st Royachoty, Board Middle School	... S ...
5.	2nd Royachoty, Govt. Training School	C ... R

Ganjam District.

1.	1st Parlakimedi, Raja's College	... S ...
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Godaveri East District.

1.	1st Rajahmundry, Government Training College	C S ...
2.	2nd Rajahmundry, V. H. School	... S R ...
3.	3rd Rajahmundry, Junior Certified School	C S ...
4.	4th Rajahmundry, U. L. C. Middle School	... S ...
5.	5th Rajahmundry, Municipal High School	C S R ...
7.	2nd Cocanada, P. R. College	... S ...
9.	4th Cocanada, M. S. N. L. School, Jaganaikpur	... S ...
10.	1st Peruru, D. N. S., D. V. R., High School	... S ...
11.	1st Mandapetta, Board Middle School	... S ...
13.	1st Kirlampudi, V. G. High School	... S ...
15.	1st Kothapeta, Board High School	... S ...
16.	6th Rajahmundry, Bible Trg. School, Luthergiri	... R ...
17.	1st Samakota, Board High School	... S ...
18.	1st Mummidivaram, Board Middle School	... S ...
19.	7th Rajahmundry, Borstal School, Central Jail	... R ...

Godaveri West & Kistna Districts.

1.	1st Narsapur, Taylor High School. (W. G.)	C S ...
2.	1st Maruter, S. V. G. High School. (W. G.)	... S ...
6.	1st Atchanta, E. M. School. (W. G.)	... S ...

25.	3rd Masulipatam, Technical Kalasala. (K.)	... S ...
32.	5th Ellore, c/o P. V. Ramanarao, Government Training School (W. G.)	... R ...
33.	2nd Narsapur, Government Training School. (W. G.)	... R ...
34.	4th Masulipatam, Government Training School. (K)	... R ...
35.	6th Ellore, c/o D. S. Rajarao, Sanivarapupetta (W. G.)	... R ...

Guntur District.

3.	1st Bapatla, Board High School	... S R ...
4.	1st Appikattla, Board Higher Elementary School	... S ...
10.	4th Guntur, Government Mohamedan Training School	... R ...
11.	1st Ongole, A. B. M. High School	... S ...
13.	1st Duggirala, Board High School	... S ...
14.	2nd Repalli, Mission School	... S ...

Kanara South District.

2.	1st Mangalore, St. Aloysius College	... S ...
3.	1st Udipi, Board High School	... S ...
5.	1st Puttur, Board Higher Elementary School	... S ...
6.	2nd Managalore, Ganapathi High School	C S ...
7.	1st Beltangadi, Board Higher Elementary School	... S ...
8.	1st Farangipet, Higher Elementary School	... S ...
9.	1st Uppinangadi, Board Higher Elementary School	... S ...
10.	1st Coondapur, Board High School	... S R ...

Kurnool District.

1.	1st Pattikonda, Board Middle School	... S ...
3.	2nd Kurnool, Municipal High School	... S ...
4.	3rd Kurnool, Government, Mohamedan High School	... S ...
5.	4th Kurnool, Cole's Industrial School	... S ...
9.	1st Atmakur, Board High School	C S ...
10.	1st Markapur, Board High School	C S ...
11.	1st Nandyal, S. P. G. High School	... S ...
13.	3rd Nandyal, S. P. G. Training School	... R ...
14.	4th Nandyal, S. P. G. Training School	... R ...
18.	1st Siddapur, Criminal Settlement, Atmakur P. O.	... S ...
19.	2nd Markapur, Board High School	C ...

Madras Adyar.

1.	1st Adyar, Olcott Free School	C S ...
2.	2nd Adyar, National Theosophical College	C ... R
3.	3rd " "	C S ...
4.	4th " "	C S ...

Reg. No.	Name of Group.	Sections.	Reg. No.	Name of Group.	Sections.
5.	5th Adyar, National Theosophical College	C S ...	5.	1st Egmore, Civil Orphan Asylum, Kilpauk	... S ...
6.	6th Adyar, Olcott Gardens	... R ...	6.	5th Egmore, c/o Museum House, Pantheon Road	C S ...
7.	7th Adyar, National Theosophical College	... S ...	7.	7th Egmore, c/o 60 Swami Reddi Street	... R ...
8.	8th " "	... S ...	8.	1st George Town, Pachaippa's College High School	... S ...

Madras Corporation.

1.	1st Madras Corporation, C. B. S. Begum Sahib Street, Mirsahibpet	C S ...
2.	2nd Madras Corporation, C. M. B. S. Mirsahibpet	C S ...
3.	3rd Madras Corporation, C. B. S. Pudupakkam	... S ...
4.	4th Madras Corporation, C. B. S. Vallabagraharam, Triplicane	... S ...
5.	5th Madras, C. B. S. Bangarunaicken Street, Tiruvatteswaranpet	... S ...
6.	6th Madras Corporation, C. B. S. Bells Road, Triplicane	C S ...
7.	7th Madras Corporation, C. B. S. Ranganatham Street, Triplicane	C ...
8.	8th Madras Corporation, C. B. S. Krishnampet	... S ...
9.	9th Madras Corporation, C. M. B. S. Chepauk	... S ...
10.	10th Madras Corporation, C. B. S. Teynampet	C S ...
11.	11th Madras Corporation, C. B. S. Ellappadamadakoil Street, Mylapore	C S ...
12.	12th Madras Corporation, C. B. S. Vannia Teynampet	... S ...
13.	13th Madras Corporation, C. B. S. Bazar Road, Mylapore	... S ...
14.	14th Madras Corporation, C. B. S. Kosapet, Mylapore	... S ...
15.	15th Madras Corporation, C. B. S. Audiappamudali Street, Vepery	... S ...
16.	16th Madras Corporation, C. B. S. Arvamudu Gardens, Egmore	C ...
17.	17th Madras Corporation, C. B. S. Kandapillai Street, Chetpet	... S ...
18.	18th Madras Corporation, C. B. S. Jaganathapuram, Chetpet	... S ...
19.	19th Madras Corporation, C. M. B. S. Periyamet	... S ...
20.	20th Madras Corporation, C. B. S. Strahans Road, Perambur Barracks	C ...
21.	21st Madras Corporation, C. B. S. Tholasingamudali Street, Perambur	C ...
22.	22nd Madras Corporation, C. B. S. Vyasarpadi	C S ...
23.	23rd Madras Corporation, C. B. S. Cochrane Basin Road, Washermanpet	S ...
24.	24th Madras Corporation, C. B. S. Malayappan Street, Seven Wells, G. T.	C S ...
25.	25th Madras Corporation, C. B. S. Salaivinyagar Street, G. T.	... S ...
26.	26th Madras Corporation, C. B. S. Kalmantapam.	C ...

Madras North.

1.	1st Vepery, M. C. T. Muthiah Chettiar's High School	C S R
2.	3rd Vepery, St Paul's High School	... S ...
3.	4th Vepery, Eversleigh Boy's Club, Rundal's Road	C S R
4.	1st Kilpauk, M. E. M. Boys' School Baraca	... S ...

9.	3rd George Town, Muthialpet High School	... S R ...
10.	8th George Town St Gabriel's High School, Armenian St	... S ...
11.	13th George Town Central Y. M. C. A. Esplanade	... S ...
12.	14th George Town Pachaiyappa's College	... R ...
13.	17th George Town T. T. V. High School, Mint Street	... S ...
14.	3rd Chetput, c/o 'Lismoyle' Harrington Road	... S ...
15.	1st Choolai, c/o 1/19 Alathur Subramanyachari Street	... S ...
16.	4th Perambur, B & C Mills School Premises, Perambur Barracks	... S ...
17.	5th Perambur, C. C. C's High School	... S ...

Madras South.

1.	1st Triplicane, Hindu High School	C S R
2.	2nd Triplicane, Kellet High School	C S ...
3.	4th Triplicane, 2/5 Singrachari Street	C S R
4.	9th Triplicane, 13 Sydoji Street.	... S ...
5.	12th Triplicane, Hindu High School	... S ...
6.	17th Triplicane, 1/14 Thandavaroyamudali Street	C S ...
7.	18th Triplicane, 2/12 Nallatambi Mudali Street	... S ...
8.	20th Triplicane, Labour School, Nadukuppam	... S ...
9.	5th Mylapore, Deaf & Dumb School, San Thome	... S ...
10.	6th Mylapore, c/o Wenlock Park, Triplicane	C S ...

Madras South Centre.

1.	1st Royapettah, Christ Church, Mount	C S ...
2.	3rd Royapettah, Wesley College	C S ...
3.	4th Royapettah, Government Madarasa-i-azam, Mount Road	... S ...
4.	5th Royapettah Wesley College School House	... S ...
5.	6th Royapettah, Paddison Hostel.	... S R ...
6.	11th Royapettah, 6. Gulam Abbasalikhampet, Cathedral P. O.	C S ...
7.	1st Mambalam, Friends Association, Gopathi Naryanasami Road, Cathedral P. O.	... S R ...
8.	4th Chintadripet, High School	... S ...
9.	1st Saidapet, Teachers' College	C S ...
10.	5th St. Thomas Mount, W. M. Sec. School, Alandur	... S ...
11.	6th St. Thomas Mount, 1141. Subramanya Koil Street, Alandur	... S ...
12.	7th St. Thomas Mount, 4. Subramani Koil Street, Alandur	... S ...
13.	12th Royapettah, c/o Yuvajana Samajam Bazaar Road	... S ...

Madura District.

1.	1st Madura, C. S. M. School. Ponnagaram	C S ...
2.	2nd Madura, U. C. High School	C S ...

Reg. No.	Name of Group.	Sections.	Reg. No.	Name of Group.	Sections.
3.	2nd Madura Sourashtra High School	... S ...	3.	5th Calicut Zamorin's College.	... S ...
4.	4th " St. Mary's High School	C S ...	4.	7th " Government Training School	... R
5.	5th " American College	... R	7.	1st Palghat, Government College, Palghat	... S ...
6.	6th " St. Mary's Elementary School	C S ...	8.	3rd " A. P. Board High School, Elapully,	... S ...
10.	3rd Pasumalai, Training School	... R	9.	4th " Board High School, Kottayi,	... S ...
11.	1st Sholavandan Board High School	... S ...	12.	1st Chowghat, Board High School,	... S ...
13.	1st Batlagundu, Board High School	C S ...	13.	1st Alathur, N. E. High School,	... S ...
14.	1st Bodinayakanur, V. M. High School	... S ...	14.	2nd " Board Middle School,	... S ...
17.	1st Andipatti, Board School	C S ...	15.	1st Manjeri, Board High School,	... S ...
19.	1st Tirumangalam, P. K. N. High School	... S ...	16.	1st Koduvayur, Board High School,	... S ...
20.	1st Dindigul, St. Mary's High School	... S ...	17.	1st Br. Cochin, c/o D. L. Peter, Burgher Street.	... S ...
21.	2nd Dindigul Govt. Training School	C ... R	19.	1st Perintalamanna, Board High School,	... S ...
28.	2nd Uttamapalayam, Board High School	... S ...	21.	2nd Beypore, Govt. Fisheries School,	C ... S ...
29.	7th Madura, Y. M. C. A. Branch, Kermmerpuram	... R	22.	1st Tirur, Board High School,	... S ...
30.	2nd Batlagundu, Board High School	... S ...	23.	1st Kumaranallur, Board High School,	... S ...
32.	4th Pasumalai, High School	... S ...	24.	1st Kollengode, Raja's High School,	... S ...
33.	1st Periyakulam, V. M. High School	... S ...	25.	2nd Br. Cochin, Santa Cruz High School,	... S ...
34.	2nd Periyakulam, V. M. High School	... S ...	26.	3rd " c/o S. Balakrishna-perumal, Washermen St.	... S ...
36.	1st Pattavirampatti, N. S. V. V. Sala, via Batlagundu	... S ...	27.	10th Calicut, Municipal School, Karaparamba.	... S ...
37.	4th Dindigul, A. M. C. C., Boarding School	... S ...	28.	11th Calicut, H. E. School, Mankavu, Chalapuram.	... S ...
38.	1st Thavaram, Vivekananda Vidya-sala.	... S ...	Nellore District.		
39.	9th Madura, Setupathi High School	C S ...	1.	1st Nellore, C. A. M. High School,	... S R
40.	1st Vadasandur, Board Boys' School	... S ...	2.	2nd " Government Training School,	... R
41.	2nd Sholavandan, Board High School	... S ...	3.	3rd " c/o M. Arogyasami, Mulapet.	... S ...
42.	3rd Periyakulam, V. M. High School	C ...	7.	5th " Ranganayakulupet.	... S ...
44.	1st Karungattankulam, Board Boys' School, Chinnamanoor Post	... S ...	9.	7th " 340 Mantapala Street.	... S ...
47.	1st Usilampatti, (Meenakshi) Board High School	... S R	Nilgiris District.		
48.	2nd Usilampatti, (Akalaiva) Board High School	... S ...	2.	2nd Nilgiris, C. M. S. Higher Ely. School, Ootacamund.	... S ...
49.	3rd Usilampatti, (Arjuna) Board High School	... S ...	3.	3rd " Y. M. C. A. Ootacamund,	... R
50.	4th Usilampatti, (Harischandra) Board High School	... S ...	4.	4th " Municipal High School, Ootacamund	... S ...
51.	5th Usilampatti, (Bhima) Board High School	... S R	5.	5th " Municipal Higher Ely. School, Coonoor.	C S R
52.	6th Usilampatti, (Balakrishna) Board High School	C ...	6.	6th " St. George's Home, Ketti,	C S ...
56.	3rd Sholavandan, Board High School	... S ...	7.	7th " Wesleyan Mission School, Ketti	... S ...
Malabar North District.			8.	8th " Wellington Market	... S R
1.	1st Cannanore, Municipal High School	... S ...	14.	14th " c/o T. Stephen, Ottupatrali	... S ...
3.	3rd Cannanore, Government Higher Elementary Training School	... R	15.	15th " St. Joseph's College, Coonoor.	... S ...
11.	13th Cannanore, Talap School	C ...	17.	17th " Court Lees, Ootacamund.	... R
17.	19th Cannanore St. Michael's European Boys' School	... S ...	19.	19th " Board Higher Ely. School, Cedera Post Yedapalli.	... S ...
20.	1st Badagara, Government Training School	... R	20.	20th " c/o B. Matha. Gowder, Yedapalli	... R
21.	2nd Badagara B. M. High School	... S ...	22.	22nd " c/o Rao Sahib H. J. Belligowder, Hubbathalli.	... S ...
24.	1st Cherukunnu, Board High School	... S ...	25.	25th " St. Antony's High School, Coonoor.	... S ...
30.	2nd Tellicherry, Government Brenen College	... S ...	26.	1st " Breek's Memorial School, Ootacamund	C S ...
31.	20th Cannanore, Modified Borstal School, Central Jail	... R	28.	27th " Board Higher Ely. School, Manjoor, Kilkundah P. O.	... S ...
32.	1st Pattiyam, P. W. H. E. School, Pathyakunnu P. O.	... S ...	29.	28th " Board Higher Ely. School, Anikoral, Kalhuty P. O.	... S ...
Malabar South District.			30.	29th " Board Higher Ely. School, Gudalur,	... S ...
1.	1st Calicut, Malabar Christian College.	... S ...			
2.	2nd " Government Fisheries Training Institute,	C ... R			

Reg. No.	Name of Group.	Sections.	Reg. No.	Name of Group.	Section.
31.	30th Nilgiris Board School, Devanai, Kalhuty P. O.	C ...	15.	5th Tanjore, Kalyanasundaram High School	... S ...
32.	31st " Board School, Kadanad, Kalhuty P. O.	C ...	16.	6th Tanjore, Borstal School	... S R
33.	32nd " Board Ely. School, Jegathala Village, Wellington P. O.	C ...	17.	7th Tanjore, Karanthai Tamil Sangam School, Karuntharankudi	C S ...
Ramnad District.			18.	8th Tanjore, Social Service League Free School	C S ...
1.	1st Devakottai, N. S. M. V. High School	... S ...	19.	1st Narasingampettai, Road Ely School	C S ...
3.	1st Pallathur, A. C. High School	... S ...	24.	1st Kuttalam, Board High School	C S ...
5.	1st Ramnad, Government Training School	... R	27.	1st Tiruvadamardur, T. A. High School	... S ...
7.	1st Villiputhur, Hindu High School	... S ...	28.	1st Tiruvarur, Board High School	C S R
8.	2nd Villiputhur, C. M. S. High School Huttonpuram	... S ...	29.	1st Nannilam, Board High School	... S ...
9.	1st Manamadura, O. V. C. High School	... S ...	30.	1st Tirukattupalli, High School	C S ...
10.	1st Tirupattur, N. M. Elementary School	... S ...	32.	1st Papanasam, Victoria High School	C S ...
12.	1st Tirunuli, H. N. K. Vidyasala	C S ...	33.	1st Tiruvadi, Central High School	... S ...
14.	1st Alagianallur, Board High School	... S ...	37.	1st Oratanad Board High School	... S ...
17.	1st Karaikudi, S. M. S. High School	... S ...	38.	7th Kumbakonam, Town High School	C ...
18.	2nd Ramnad, Raja's High School	... S ...	39.	1st Ammapet, Board School	C ...
19.	1st Paramakudi, Swedish Mission High School	... S ...	43.	11th Tanjore, Hindu Model School, Manambuchavadi	C S ...
Salem District.			45.	10th Tanjore, Raja's Free Maratta School	C ...
1.	1st Omalur, V. C. Secondary School	... S ...	46.	1st Uluvur, c/o A. Kuupusami Pallai, Kandithampet, Tanjore P. O.	... R
2.	1st Salem, London Mission High School	C S ...	48.	8th Kumbakonam, Town High School	... S ...
3.	1st Atur, London Mission	... S ...	49.	9th " " " " " "	... S ...
4.	1st Rasipuram, Board Middle School	... S ...	50.	10th " " " " " "	... S ...
5.	1st Kaveripatnam, Board Middle School	... S ...	51.	11th " " " " " "	... S ...
6.	1st Tiruchengode, Board High School	... S ...	52.	1st Valangiman, Board School	C ...
7.	1st Hosur, Board High School	... S ...	53.	1st Valoothoor, Ayyampet	... S ...
8.	1st Yercaud, Montfort High School	C S ...	54.	2nd Pattukottai, Board High School	C S ...
9.	1st Krishnagiri, Board High School	... S ...	56.	2nd Tiruvarur, Board High School	... S ...
10.	1st Namakkal, S. B. Mission School	... S ...	58.	13th Tanjore, St. Antony's High School	... S ...
11.	2nd Namakkal, Board High School	C S ...	59.	1st Erukkattancheri, S. V. Sala, Porayar P. O.	... S ...
12.	1st Dharmapuri, Board High School	... S ...	60.	1st Kattucheri, A. N. Ely. School, Thillayadi P. O.	... S ...
13.	1st Velur, Hindu Secondary School	... S ...	61.	1st Shiyali, L. M. C. High School	... S ...
14.	1st Papireddipatti, Board School	... S ...	62.	1st Kanniakudi, Hindu Elementary School, Tirupangur P. O.	... S ...
15.	1st Shevapet, Gokulnath Mahajana School	... S ...	63.	1st Orathur, First Grade Elementary School, Tirukattupalli P. O.	... S ...
17.	2nd Dharmapuri, Board Higher Grade Elementary School	... S ...	65.	2nd Valoothoor, Sarasavathi Ambal School, Sorabaji Rajapuram, Valoothoor P. O., Aiyampet	C ...
19.	2nd Salem, Municipal College High School	... S ...	Tinnevely District.		
20.	2nd Atur Kuruva Criminal Tribes Home	C S ...	1.	4th Palamcottah, St. John's College Middle School	... S ...
21.	1st Kadathur, Board Higher Elementary School	... S ...	2.	2nd Palamcottah, Mary Arden School	... S ...
22.	3rd Salem, Government Training School	C ...	3.	3rd Palamcottah, Bishop Sergeant Training Institute	C S R
Tanjore District.			4.	6th Palamcottah, Deaf and Dumb School	C S ...
1.	1st Mayavaram, National Secondary School	C S ...	5.	7th Palamcottah, c/o Y. C. Appavu J. Doss	... S R
2.	2nd Mayavaram, Municipal High School	... S ...	7.	9th Palamcottah, Borstal School	... S R
3.	1st Kumbakonam, Banadurai High School	... S ...	8.	1st Tuticorin, St. Xavier's High School	C S ...
6.	4th Kumbakonam, Town High School	... S ...	9.	2nd Tuticorin, Caldwell High School	C S ...
7.	5th Kumbakonam, Town High School	... S ...	11.	5th Tuticorin, Ornello School	... S ...
11.	1st Tanjore, St. Peters High School East Gate	C S R	12.	6th Tuticorin, S. V. School, Melur	... S ...
12.	2nd Tanjore, Govt. Training School	C S R	14.	4th Tinnevely, Mandiramurthy High School	... S ...
13.	3rd Tanjore, St. Peters Branch School, Manambuchavadi	C S ...	15.	1st Ottapidaram, K. H. School	... S R
14.	4th Tanjore, Government Kallar Hostel	C S ...	16.	1st Kadambur, G. F. G. E. School	... S ...
			18.	1st Kulasekarapatnam, P. M. School	C S ...

No.	Name of Group.	Sections.	Reg. No.	Name of Group.	Sections.
10.	1st Kadianallur, Board High School	... S ...	6.	6th Trichinopoly, Islamiah High School, Teppakulam	... S ...
11.	1st Sawyerpuram, S. P. G. Middle School	C S ...	9.	9th Trichinopoly, S. I. Ry. Higher Elementary School, Golden Rock	C S R
21.	1st Udangudi, S.P. Vidyasala, Christ-tunagaram	C S ...	13.	1st Musiri, Board High School	... S ...
22.	1st Koilpatti, Board High School	... S ...	16.	2nd Kulitalai, c/o R. Krishnaswami Aiyer, Board High School	... R
24.	1st Menganapuram, C. M. S. High School	... S ...	17.	1st Karur, Wesleyan Mission Industrial School	C S ...
25.	1st Ilangi, R. P. M. School	... S ...	20.	14th Trichinopoly, Ponniah's High School, Palakarai	... S ...
26.	1st Arumuganeri, Hindu Higher Elementary School	... S ...	21.	2nd Karur, Municipal High School	... S ...
27.	1st Tenkasi, Board High School	... S ...	22.	15th Trichinopoly, S. I., Ry. Branch School, Golden Rock	... S R
28.	1st Tinnevely, C. M. High School	... S ...			
29.	2nd Koilpatti, A. V. D. Vidyasala	... S ...			
30.	1st Thattaparai, Camp School	... S ...			
31.	4th Tuticorin, S. A. V. High School	... S ...			
33.	2nd Tinnevely, Hindu College	C S R			
34.	8th Palamcottah, St. Xavier's College	... S R			
35.	1st Mukkudal, S. K. Vidyasala, Melakkallur	... S ...			
36.	7th Tuticorin, Karaipettai School	C ...			
37.	1st Srivaikuntam, Coronation High School	... S ...			
38.	3rd Tinnevely, C. M. S. High School, Western Branch	... S ...			
39.	1st Ambasamudram, Thirthapathi High School	... S ...			
40.	1st Veerapandian Patnam, St. Thomas R. C. School	... S ...			
41.	3rd Koilpatti, Government Training School	... R			

Trichinopoly District.

- 2nd Trichinopoly, St. Joseph's College, Teppakulam P. O. ... S R
- 3rd Trichinopoly, National College High School, Teppakulam. P. O. ... S R

Warrants Renewed for the Year 1930-31.

(Ending with 30th September, 1931.)

District Commissioners.

- Anantapur:** C. Obi Reddi B. A., B. L., Gooty
Arcot North: C. Doraisami Aiyab, B. A., B. L., Vellore
Arcot South: M. G. Parthasarathy Mudaliar, Vridhachalam
Bellary: Dr. R. Naganna Gowda, Ph. D., Hospet
Chingleput: D. N. Strathie, M. A., I. C. S., Saidapet
Chittoor: C. Venkataramana Aiyer, B. A., B. L., Chittoor
Coimbatore: V. C. Subbiah Gownder, Coimbatore
Cuddapah: N. Rangareddi, B. A., B. L., Cuddapah
Ganjam: Vacant
Godavari East: A. Ramarao, B. A., B. L., Rajahmundry
Godavari West & Kistna: Vacant
Guntur: Vacant
Kanara South: A. B. Shetty, M. L. C., Managalore
Kurnool: Vacant
Madras Adyar: V. Subramaniam, B. A., B. T., Adyar
Madras Corporation: Major W. S. E. Money, Madras
Madras North: Rao Sahib T. S. Subramani Aiyer, M. A., I. E. S. (Rtd.) 'Sesha Vilas' Kuppumuthu Street, Tiruvateswaranpet, Triplicane. P. O.
Madras South: A. J. Leech, M. L. C., Nungambakam

- Madura:** Rao Sahib R. Krishna Aiyer, B. A., B. L., Madura
Malabar North: V. Govindan, B. A., L. T., Cannanore
Malabar South: P. Kunhiraman Nayar, B. A., L. T., Calicut
Nellore: D. Swamidos, B. A., Nellore
Nilgiris: Lt. Col. L. L. Porter, O. B. E., v. D., Coonoor
Ramnad: R. A. Narayana Aiyer, M. A., B. L.
Salem: R. M. Savur, M. A., I. E. S., Salem
Tanjore: Vacant
Tinnevely: T. V. Nilakantam Pillai, B. A., B. L., Tinnevely
Trichinopoly: Vacant
Vizagapatam: P. C. Venkatapathiraju, B. A., B. L., Vizagapatam

Assistant District Commissioners.

- Anantapur:** P. Venkatesan, B. A., B. L., Anantapur
Arcot North: T. S. Venkataramanan, Vellore
Arcot South: T. P. Navanitha Krishna, M. A., Chidambaram
Chingleput: J. I. Muthiah, Poonamallee
Coimbatore: T. B. Gopalacharya, B. A., B. L., Coimbatore

- Godavari East:** J. Ganganna, B. A., L. T., Innespet, Rajamundry
Godavari West & Kistna: Y. Narayanamurthy Pantulu, B. A., B. L., Narsapur
Kurnool: A. Varadan, B. A., L. T., Markapur
Madura: S. Wadsworth, M. A., I. C. S., Madura
Malabar South: K. C. Thomas, B. A., Y. M. C. A., Calicut
Nilgiris: H. B. Ari Gowder, M. L. C., Hubbathalli
Ramnad: A. Meenakshisundaram Aiyer, B. A., B. L., Madura
Salem: K. Curtis, Salem
Tanjore: N. R. Venkatar. ma Aiyer, B. A., Namakkal
Tinnevely: T. P. Santanakrishna, B. A., L. T., Madras
Vizagapatam: A. L. Narayana, B. A., L. T., Yellamanchilli

District Scout Masters.

- Chingleput:** R. Messiah Doss, Chingleput
Madura: B. A. Subramani Aiyer, Madura
Malabar South: N. Appu Pillai, B. A., L. T., Calicut
Nilgiris: N. Devanesan, Coonoor
Tanjore: T. P. Srinivasan, B. A., L. T., Tanjore
Tinnevely: Sathia Samuel, B. A., L. T., Tuticorin

Anantapur District.

Assistant Scoutmaster.

- W. No.
 2. A. V. Raghavendra Rao, 1st Guntakal, Railway Indian School

Arcot North District.

Scoutmasters.

- W. No.
 1. K. P. Santosh, 1st Vellore, Voorhese College.
 2. S. Ponuram, 4th Vellore, Theological Seminary Compound.
 9. J. M. Gnanasigomoni, 2nd Arni, A. A. Mission Boys' Boarding School
 14. S. V. Krishnamurthy, 2nd Vellore, Mahant's Hindu High School
 17. T. William Joseph, 1st Tirupattur, Municipal High School.
 19. K. Adipatham, 1st Kaveripauk, Board High School
 20. M. N. Ramalingam, 1st Ambur, Hindu High School
 21. R. Parthasarathi, 1st Ambur, Hindu High School
 22. Gabriel Williams, 1st Arkonam, C. S. M. High School

Assistant Scoutmaster.

- W. No.
 1. James D. Issac, 1st Vellore, Voorhese College

Cubmaster.

2. K. Vaidyanatha Aiyer, 2nd Vellore, Mahant's High School

Arcot South District.

Scoutmaster.

- W. No.
 11. P. A. Rajeswaran, 1st Tirupapuliyur, 26 Sankara Naidu St.

Rover Leader.

- W. No.
 1. T. P. Navanithakrishna, 1st Annamalai Nagar, Chidambaram

Cubmaster.

- W. No.
 2. M. V. Subramania Aiyer, 2nd Chidambaram, R. C. Town High School

Chingleput District.

Scoutmasters.

- W. No.
 4. W. Viraraghavachariar, 2nd Chingleput, St. Joseph's High School
 5. M. J. Maria Doss, 4th Chingleput, St. Joseph's High School
 6. A. R. Srinivasan, 2nd Singaperumal Koil, Board Higher Ely. School
 8. A. Venkatasubramani Aiyer, 3rd Chingleput, Govt. Training School.
 11. K. Panchapagesan, 1st Uttiramerur, Board High School
 13. M. Damodaram, 1st Kunnathur, Saraswathi Vilas
 15. Samuel Andrew, 1st Tirumani, L. W. Settlement

Cubmaster.

- W. No.
 1. D. James, 1st Chingleput, C. S. M. High School

Chittoor District.

Scoutmasters.

- W. No.
 14. A. Kandappachetty, 2nd Chittoor B. Z. School
 17. P. K. Rama Aiyengar, 1st Pakala, Board Middle School
 18. C. Rajagopalachari, 1st Tirupathi, Devasthanam Hindu High School
 19. K. Vyasaraao, 2nd Tirupathi, Govt. Training School
 21. D. P. Lazarus, 1st Tiruthani, Board High School
 24. N. Srinivasulu, 1st Karvetnagar, Board Higher Ely. School
 25. W. Kannappa Mudaliar, 2nd Pakala, Railway Indian School
 30. H. Ranga Rao, 1st Kalabasti, R. P. B. S. B. High School
 31. P. Vemanna, 1st Renigunta, Board Higher Grade School
 32. R. Varadarajan, 1st Rompicherla, Board School
 33. M. Narasimhachar, 2nd Madanapalli, Board High School

Assistant Scoutmaster.

- W. No.
 16. C. N. Krishnaswami Aiyer, 1st Kalabasti, R. P. B. S. B. High School

Rover Leaders.

- W. No.
 3. J. Daniel, 1st Chittoor, Board High School
 8. S. A. Srinivasachari, 1st Tiruthani, Board High School

Cubmaster.

- W. No.
2. K. Muthusami Naiker, 2nd Chittoor, B. Z. School

Coimbatore District.**Scoutmasters.**

- W. No.
6. K. V. Ramanatha Aiyer, 7th Coimbatore, Municipal High School
10. C. S. Rangasami Aiyengar, 1st Coimbatore, London Mission High School
20. S. Venkataraman, 1st Peelamedu, Sarvajana High School
21. M. G. Kuppusami, 2nd Peelamedu, Sarvajana High School
23. V. Thirumoorthy Aiyer, 9th Coimbatore, V. M. High School

Assistant Scoutmasters.

- W. No.
6. C. S. Subbarathnam, 1st Peelamedu, Sarvajana High School
7. R. Gopalakrishna, 3rd Peelamedu, Sarvajana High School
8. C. P. Ramaswami Aiyer, 3rd Peelamedu, Sarvajana High School

Cuddapah District.**Scoutmasters.**

- W. No.
1. T. Kuppusami Aiyengar, 1st Royachoty, Board Middle School
3. V. Venkataramaya, 1st Nandalur, Board High School

Godaveri East District.**Scoutmaster.**

- W. No.
4. V. V. S. Prakasarao, 3rd Rajahmundry, Junior Certified School

Assistant Scoutmaster.

- W. No.
1. A. Venkatarao, 2nd Rajahmundry, V. H. School

Group Scoutmaster.

- W. No.
1. K. Suryanarayanamurthi, 5th Rajahmundry, Municipal High School

Godaveri West & Kistna District.**Scoutmasters.**

- W. No.
2. J. Satyanarayanamurthy, 1st Vundi, Board High School
5. S. Seshagiri Rao, 1st Narasapur, Taylor High School
6. V. Varahalu, 1st Maruter, S. V. G. High School
14. M. Abraham, 1st Vidyanagar, C. M. Central Training School
17. K. Ramakrishnamurthy, 4th Ellore, Municipal High School
18. C. Venkatarangarao, 1st Chellapalli, Raja's High School

Cubmaster.

- W. No.
M. Hanumantharao, 1st Narasapur, Taylor High School

Guntur District.**Scoutmasters.**

- W. No.
3. M. Chandrasekararao, 1st Bapatla, Board High School
4. M. Basaviah, 1st Bapatla, Board High School
5. K. Gopiab, 1st Appikattla, Board Higher Elementary School
6. J. Yegyanaryanasastri, 1st Appikattla, Board Higher Elementary School
10. Muhamad Khaja Sahib, 4th Guntur, Government Training School

Kanara South District.**Scoutmasters.**

- W. No.
2. V. M. Pinto, 1st Mangalore, St. Aloysius College
5. K. Lakshminidi Rao, 1st Udipi, Board High School
7. A. Gopalakrishna Hegde, 1st Farangipet, Higher Elementary School
11. B. Guddappa Pai, 1st Uppinangadi, Board Higher Elementary School
12. B. M. Baliga, 1st Puttur, Board Higher Elementary School

Kurnool District.**Scoutmasters.**

- W. No.
5. Ahmad Hussain Sahib, 3rd Kurnool, Government Muhammadan High School
8. V. Seshiah, 2nd Kurnool, Municipal High School
9. P. Ramanujulu Chetti, 1st Pattikonda, Board Middle School
10. M. Venkataramiah, 1st Kurnool, Cole's Memorial High School

Assistant Scoutmasters.

- W. No.
3. B. Ramachandra Rao, 1st Markapur, Board High School
4. N. Venkateswaralu, 2nd Kurnool, Municipal High School
5. M. Kanniah, 2nd Kurnool, Municipal High School

Cubmaster.

- W. No.
1. A. Varadan, 1st Markapur, Board High School

Madras Adyar.**Scoutmasters.**

- W. No.
13. C. Iyyakannu, 1st Adyar, Olcott Free School
14. V. Ramanatha Sastry, 2nd Adyar, National Theosophical School
15. V. Subramaniam, 3rd Adyar, National Theosophical School
16. G. V. Subbrao, 4th Adyar, National Theosophical School
34. L. N. Prabhu, 7th Adyar, National Theosophical School
36. C. N. Vaideswaran, 5th Adyar, National Theosophical School
39. K. Janakiramasarma, 8th Adyar, National Theosophical School

Rover Leader.

- W. No.
1. V. S. Rathasabapathy, 6th Adyar, 1 Gulady Road

Cubmaster.

- W. No.
4. K. V. Banuchandrapal, 1st Vepery, c/o Headmaster, M. C. T. Muthiah Chettiar's High School

Assistant Cubmaster.

- W. No.
2. R. MacDermott, 4th Vepery, Eversleigh Boys Club

Madras South.**Scoutmasters.**

- W. No.
5. T. V. Seetharama Aiyer, 1st Triplicane, Hindu High School
10. B. Purushottam, 5th Mylapore, Deaf and Dumb School, San Thome
49. M. Rajagopalan, 6th Mylapore, Wenlock Park, South Beach Road, Triplicane

Assistant Scoutmasters.

- W. No.
31. V. K. Sourirajan, 12th Triplicane, Hindu High School
37. N. J. Thamburaj, 20th Triplicane, Labour School, Nadukuppam

Group Scoutmaster.

- W. No.
2. M. D. Janardan, 17th Triplicane, 1/14 Thandavaroya Mudali Street

Cubmaster.

- W. No.
16. C. Krishnaswami, 17th Triplicane, 8 South Mada Street

Assistant Cubmasters.

- W. No.
8. J. Peterling, 2nd Triplicane, Kellet High School
9. M. S. Sitharamiah, 17th Triplicane, 8 South Mada Street

Madras South Centre.**Scoutmasters.**

- W. No.
4. S. R. Krishnamurthi, 4th Chintadripet, High School
33. B. Authikesavalu, 6th St. Thomas Mount, 1141 Subramanyakoil Street, Alandur
37. J. S. Bedford, 5th Royapettah, Wesley College
38. Syed Abdul Wahab, 4th Royapettah, Government Mohamedan College
40. P. J. Nelson, 5th St. Thomas Mount, Wesleyan Mission Secondary School
42. E. O. C. D'Costa, 1st Royapettah, Christ Church
45. S. Ramalingam, 7th St. Thomas Mount, 1160 Subramanyakoil Street, Alandur
48. A. T. Ramanujam, 1st Saidapet, Teachers' College

Assistant Scoutmasters.

- W. No.
28. A. P. McIntyre, 1st Royapettah, Christ Church
32. M. K. Kumaravelu, 4th Chintadripet, 3/22 Olagappamastri Street
33. A. V. Mohanrangam, 6th St. Thomas Mount, Gokulagriham, Athambakam
34. P. Sundaresan, 4th Royapettah, Government Mohamedan College

Cubmasters.

- W. No.
4. D. K. McKebbin, 1st Adyar, Olcott Free School
11. D. Savirinathan, 4th Adyar, National Theosophical School
12. K. Srinivasan, 2nd Adyar, National Theosophical School
13. P. S. Krishnaswami, 3rd Adyar, National Theosophical School
14. A. V. Ramaswami, 5th Adyar, National Theosophical School

Assistant Cubmaster.

- W. No.
6. A. Ethirajulu, 4th Adyar, National Theosophical School

Madras North.**Scoutmasters.**

- W. No.
10. V. T. Abraham, 3rd Vepery, St. Paul's High School
13. N. Lakshmanaswami Chetti, 3rd George Town, Muthialpet High School
16. V. Venkatasubbiah, 1st George Town, Pachaiyappa's High School
25. C. Lurthswami, 8th George Town, St. Gabriel's High School
26. Dr. F. H. Gravely, 5th Egmore, Museum House.
28. Jacob Packianathan, 1st Kilapauk, 'Baraca'
30. N. Kri shnamachari, 17th George Town, T. T. V. High School
31. A. V. Ramanujam, 4th Perambur, 648 Pensioners' Lines
32. A. P. Balasubramaniam, 1st Choolai, 18 Andiappanaiker Street
33. V. Raghavachari, 1st Vepery, M. C. T. Muthiah Chettiar's High School

Assistant Scoutmasters.

- W. No.
3. C. K. Rangaswami, 1st George Town, Pachaiyappa's High School
18. O. H. Pharoah, 4th Vepery, Eversleigh Boys Club
19. E. M. Burke, 4th Vepery, Eversleigh Boys' Club
26. P. Shunmugam, 5th Egmore, 61, Gengureddi Street
27. T. N. Alagasingam, 1st George Town, Pachaiyappa's High School

28. N. Ramaswami Aiyangar, 17th George Town, T. T. V. High School
31. K. Venkateswaran, 1st Vepery, M. C. T. Muthiah Chettiar's High School
33. C. Muthukrishna Naidu, 4th Perambur, 27, Thiruvengadaswami Street, Pulianthope, Madras

Group Scoutmasters.

- W. No.
1. F. Howard Oakley, 4th Vepery, Eversleigh Boys Club
2. K. Govindachari, 1st Vepery, M. C. T. Muthiah Chettiar's High School

Rover Leaders.

- W. No.
1. G. B. W. Woodroffe, 4th Vepery, Eversleigh Boys' Club
3. S. A. Suseinathan, 7th Egmore, 60, Swamireddi Street

Cubmasters.

- W. No.
8 John William Pascal, 1st Royapettah, Christ Church
15. A. Thomas, 3rd Royapettah, Wesley College

Madura District.**Scoutmasters.**

- W. No.
1. V. Kumaraswami Aiyer, 3rd Madura, Sourashtra High School
2. P. N. Sivaswami, 4th Madura, St Mary's High School
3. R. Savirimuthu, 6th Madura, St Mary's Ely. School
5. S. G. Ponniah, 3rd Pasumalai, Training School
8. V. Ramasubba Aiyer, 1st Batlagundu, Board High School
9. S. N. Krishna Aiyer, 1st Bodinayakanur, V. M. High School
16. K. S. Ramakrishna Aiyer, 1st Dindigul, St Mary's High School
19. M. K. Doss, 1st Andipatti, Board School
23. K. S. Mahadevan, 2nd Uttamapalayam, Board High School
24. N. Iyyemperumal Pillai, 1st Tirumangalam, P. K. N. Sec. School
26. S. Krishnasawami Aiyer, 1st Periyakulam, V. M. High School
27. R. Venkatachalapathy Aiyer, 2nd Periyakulam, V. M. High School
28. R. Divakaran, 1st Pattavirampatti, Board High School
30. A. Venkatarama Aiyer, 2nd Batlagundu, Board High School
33. N. Narayanan, 1st Usilampatti, Board High School
34. S. Pitchu Aiyer, 3rd Usilampatti, Board High School
35. B. R. Mahalingam, 4th Usilampatti, Govt Boarding Kallar Home
36. S. N. Sankara Aiyer, 5th Usilampatti, Board High School

Assistant Scoutmasters.

- W. No.
1. P. Alwar, 4th Madura, St Mary's High School
2. S. Henry, 1st Madura, C. S. M. School, Ponnagaram
6. P. Aiyasami, 1st Periyakulam, V. M. High School
7. Y. Nagabushanam Aiyer, 2nd Periyakulam, V. M. High School
8. A. Samson, 1st Vedsandur, Board Boys' School

Group Scoutmaster.

- W. No.
1. G. Daniel, 1st Madura, C. S. M. Compound

Rover Leader.

- W. No.
1. A. Mahalinga Aiyer, 2nd Dindigul, Govt Training School

Cubmasters.

- W. No.
3. S. Venkateswaran, 3rd Periyakulam, V. M. High School
4. R. Narasingarao, 1st Andipatti, Board Boys School
5. K. G. Sankaranarayana Aiyer, 6th Usilampatti, Board High School

Malabar South District.**Scoutmasters.**

- W. No.
3. P. Gopalamenon, 1st Manjeri, Board High School
4. K. G. Vaidyanathan, 1st Koduvayur, Board High School
5. K. Balakrishna Nayar, 2nd Alathur, Board Middle School
7. E. P. Paily, 1st Chowghat, Board High School
8. P. R. Subramani Aiyer, 4th Palghat, Board High School Kottayi
10. E. M. Damodaran Unni, 3rd Palghat, Board High School, Elapulli
11. P. V. Appu, 1st Palghat, Government College Training School
13. T. V. Anandakurup, 7th Calicut, Government Training School
14. V. Sankara Aiyer, 5th Calicut, Zamorin College
15. M. Narayana Menon, 1st Tirur, Board High School
17. M. Kunbikannan Nambiar, 1st Perintalamanna, Board High School
20. E. E. Elias, 2nd Calicut, Government Fisheries Training Institute
21. C. S. Peter, 1st Calicut, Malabar Christian College
22. D. L. Peter, 1st British Cochin, Burgher Street

Assistant Scoutmasters.

- W. No.
1. P. S. Sessa Aiyer, 1st Koduvayur, Board High School
2. K. Gopalan Nayar, 2nd Alathur, Board Middle School
4. K. Theyunni Menon, 3rd Palghat, Board High School, Elapulli
5. K. Gopalan Nayar, 2nd Calicut, Govt. Fisheries Training Institute
6. O. D. Mathew, 1st Chowghat, Board High School

Cubmasters.

- W. No.
1. V. V. Ambadi, 2nd Calicut, Government Fisheries Training Institute
2. N. Govindan, 2nd Beypore, Government Fisheries School, Chaliyam.

Nellore District.**Scoutmasters.**

- W. No.
1. G. Albert Samuel, 1st Nellore, C. A. M. High School
3. E. N. Benjamin, 1st Kavali, A. B. M. Middle School

Nilgiris District.**Scoutmasters.**

- W. No.
4. N. Devanesan, 5th Nilgiris, Berylcote, Coonoor R. S.
5. V. P. Ramaswami, 5th Nilgiris, Berylcote, Coonoor R. S.
7. V. Doss Paul, 7th Nilgiris, Wesleyan Mission, Ketti
13. J. Puttiah Gowder, 19th Nilgiris, Illithurai, Cedera Post
16. T. Stephen, 14th Nilgiris, Ottupatrai, Wellington Market, P. O.
19. S. I. J. Reuben, 17th Nilgiris, 'Court Lees' Ootacamund
22. Frank C. Paulie, 15th Nilgiris, St. Joseph's College, Coonoor

Assistant Scoutmaster.

- W. No.
1. G. A. Rajiah, 5th Nilgiris, Mission Hill, Coonoor

Group Scoutmaster.

- W. No.
1. John Hamilton Gayer, 6th Nilgiris, St. George's Homes, Ketti

Cubmaster.

- W. No.
2. Miss Myrile Richard, 6th Nilgiris, St. George's Homes, Ketti

Ramnad District.**Scoutmasters.**

- W. No.
5. R. Jesudoss, 2nd Srivilliputture, C. M. S. High School
8. P. Venkatachari, 1st Manamadura, O. V. C. High School
10. S. P. S. Narayanaswami, 1st Srivilliputture, Hindu High School
17. M. S. Sivasubramaniam, 1st Tirupature, N. M. School
21. Y. Srinivasa Aiyer, 2nd Ramnad, Raja's High School
23. P. Subbuswami Aiyer, 1st Alagianallur, Board High School

Assistant Scoutmaster.

- W. No.
5. S. Meenaksbisundaram, 1st Alagianallur, Board High School

Rover Leader.

- W. No.
2. M. Manthiranayagam Pillai, 1st Ramnad, Government Training School

Assistant Rover Leader.

- W. No.
1. A. L. Seetharama Aiyer, 1st Ramnad, Government Training School

Salem District.**Scoutmasters.**

- W. No.
1. S. Venkataramanan, 1st Salem, London Mission High School
4. G. Swaminatha Aiyer, 2nd Namakkal, Board High School
6. C. D. Amos, 1st Attur, London Mission
7. K. Venkatasubba Aiyer, 1st Tiruchengode, Board High School
9. R. M. Ponnuswami, 1st Kaveripatnam, Board Middle School
10. L. Lakshminarasimha Aiyer, 1st Papireddipatti, Board Elementary School
11. R. J. Rathnam, 1st Namakkal, S. B. Mission School
14. R. G. Abdul Kadir, 1st Rasipuram, Board Middle School
15. M. Anantharama Aiyer, 1st Kaveripatnam, Board Middle School
19. B. Vaidyanatha Aiyer, 1st Krishnagiri, Board High School
20. R. N. Ganapathi, 2nd Namakkal, Board High School
24. K. C. Viswanatha Aiyer, 2nd Dharmapuri, Board Higher Grade Elementary School
25. N. Ramadurai Aiyer, 1st Velur, Hindu Elementary School

26. K. R. Narayanrao, 1st Krishnagiri, Board High School
27. R. Venkatarama Naidu, 1st Omalur, V. C. Secondary School
28. S. Jeevakarunyan Pillai, 1st Hosur, Board High School
31. S. Sivaraman, 2nd Salem, Municipal College
32. A. V. Sundaresan, 1st Shevvaipet, Gokulanatha Hindu Mahajana High School

Assistant Scoutmaster.

- W. No.
4. Frederick Travers Drapes, 1st Yercaud, Montfort School

Group Scoutmaster.

- W. No.
1. Norbert George, 1st Yercaud, Montfort High School

Cubmaster.

- W. No.
6. K. R. Seshagiri Rao, 2nd Namakkal, Board High School

Tanjore District.**Scoutmasters.**

- W. No.
9. K. Swaminatha Aiyer, 2nd Mayavaram, Municipal High School
13. R. Srinivasaraghavan, 1st Tiruvadi Central High School
17. K. S. Krishnaswami Aiyengar, 1st Kumbakonam, Banadurai High School
18. R. Viswanatha Aiyer, 5th Kumbakonam, Town High School
19. G. V. Rama Aiyer, 4th Kumbakonam, Town High School
20. T. N. Swamintha Aiyer, 1st Kuttalam, Board High School
21. V. Krishnaswami Aiyer, 1st Narasingampettai, Road Elementary School
26. T. R. Narayanarao, 2nd Pattukottai, Board High School
35. K. V. Krishnaswami Aiyengar, 5th Tanjore, K. H. School
36. V. Ramanuja Aiyengar, 5th Tanjore, K. H. School
40. K. V. Ramakrishna Aiyer, 1st Nannilam, Board High School
42. S. Kuppusami, 7th Tanjore, Tamil Sangam School Karunthattankudi
56. G. Devairakkam, 1st Tanjore, St Peters High School, East Gate
58. S. Vedanayagam, 3rd Tanjore, St Peters Branch School, Manambuchavadi
63. T. Shunmuga Mudaliar, 1st Papanasam, Board High School

Assistant Scoutmasters.

- W. No.
3. B. Mahalingam, 1st Tiruvadamarudur, T. A. High School
12. R. Ramanathan, 1st Tiruvadi, Central High School
18. S. Natarja Aiyer, 1st Nannilam, Board High School
19. K. V. Thyagaraja Aiyer, 1st Nannilam, Board High School

20. S. Viswanatha Aiyer, 1st Mayavaram, National Secondary School
 22. T. G. Kaliaperumal, 1st Orathanad, Board High School
 23. R. Lakshmanan, 1st Tiruvadi, Central High School
 28. S. Ramados, 7th Tanjore, Tamil Sangam School, Karunthattankudi

Group Scoutmasters.

- W. No.
 2. G. Ramamritham, 1st Papanasam, Board High School
 4. N. Gopal Rao, 1st Tanjore St. Peters High School East Gate
 7. C. Vedachalam, 7th Tanjore, Tamil Sangam School, Karunthattankudi
 9. R. Subbiah, 11th Tanjore, Hindu Model School, Manambuchavadi

Rover Leaders.

- W. No.
 4. T. P. Srinivasan, 1st Uluvur, Deputy Inspector of Schools, Tanjore
 5. R. Rajagopalachari, 1st Tiruvarur, Board High School

Cubmasters.

- W. No.
 5. S. Jayaramiah, 7th Kumbakonam, Town High School
 13. G. Ramarao, 10th Tanjore, Raja's Free Maharatta School
 15. G. Sundaram, 1st Tirukattupalli, High School
 16. T. K. Sundaram, 1st Tanjore, St. Peters High School, East Gate
 20. G. Thygarajan, 7th Tanjore, Tamil Sangam School, Karunthattankudi
 26. S. Ponugami, 3rd Tanjore, St. Peters Branch School, Manambuchavadi
 28. E. V. Thiruvengadatha Aiyengar, 2nd Pattukottai, Board High School

Assistant Cubmasters.

- W. No.
 7. L. Dorai Raj, 3rd Tanjore, St. Peters Branch School, Manambuchavadi
 8. G. Rathnam, 7th Tanjore, Tamil Sangam School, Karunthattankudi

Tinnavelly District.

Scoutmasters.

- W. No.
 8. T. S. Ananthkrishna Aiyer, 1st Tuticorin, St. Xaviers High School.
 9. Sathia Samuel, 2nd Tuticorin, Caldwell High School.
 16. R. Narayanarao, 1st Kadambur, G.F.G.E. School
 18. A. Ramaswami Mudaliar, 1st Kadianallur, Board High School.
 19. Y. C. Appavu J. Doss, 7th Palamcottah
 21. S. Muthusami Pillai, 1st Kulasekarapatnam, P. M. School.
 22. S. A. Srinivasan, 1st Arumuganeri, Hindu Elementary School.
 23. K. Ramakrishnan, 1st Mukudal, Saraswathi Vidyalaya,
 S. Chelliah Pillai, 1st Ilangi, R. P. M. School

Assistant Scoutmasters.

- W. No.
 9. N. Arunachalam Pillai, 1st Ottapidaram, K. H. School.
 10. R. Panchapagesa Aiyer 1st Kadambur G. F. G. E. School.
 13. G. E. Thomas, 6th Palamootiah, Deaf and Dumb School.

Cubmasters.

- W. No.
 2. J. Cardoza, 1st Tuticorin, St. Xaviers High School
 3. N. Venkatachalam Aiyenger, 1st Kulasekarapatnam, P. M. School.

Trichinopoly District.

Scoutmasters.

- W. No.
 2. P. V. Srinivasa Aiyer, 2nd Trichinopoly, St. Joseph's College
 12. T. Doraisami Pillai, 1st Musiri, Board High School
 18. A. R. E. Wallis, 1st Karur, Wesleyan Mission
 21. G. S. Krishnamurthy, 9th Trichinopoly, S. I. Ry. Elementary School, Golden Rock

Assistant Scoutmaster.

- W. No.
 3. R. S. Swamidoss, 6th Trichinopoly, Government Islamiah High School

Vizagapatam District.

Scoutmasters.

- W. No.
 1. N. Narasimham, 1st Vizagapatam, C. B. M. High School
 5. K. A. Narasimham, 1st Vijayanagaram, Maharaja's College
 6. V. Satyanarayana, 1st Bobbili, Samastanam High School
 11. G. Narasingarao, 1st Anakapalli, Municipal High School
 12. A. V. Subbarao, 1st Srungavarapukotta, Board Middle School
 13. A. L. Narayanarao, 1st Yellamanchilli, Board High School
 15. K. Apparao, 1st Bimilipatam, Municipal High School
 16. S. Parthasarathi, 2nd Vizagapatam, Mrs. A. V. N. College

Assistant Scoutmaster.

- W. No.
 4. B. Appalanarasaya, 1st Anakapalli, Municipal High School

Group Scoutmaster.

- W. No.
 1. M. K. R. Dikshitalu, 1st Bimilipatam, Municipal High School

Cubmaster.

- W. No.
 1. P. Anantharao, 1st Bimilipatam, Municipal High School

New Warrants Issued.

(Valid only up to 30th September, 1931.)

District Commissioners.

- Kurnool:—A. Ramakrishna Reddi, B. A., B. L.
 Kurnool
 Nellore:—P. Punniiah, B. A., B. L., Nellore

Assistant District Commissioners.

- Godaveri East:—V. V. S. Prakasarao, B. A., Rajahmundry
 Malabar South:—Alan C. McKay, Br. Cochín
 Kurnool:—B. E. Devaraj, Nandyal (for Cubs.)
 Tanjore:—G. Ramamrithan, B. A., L. T., Papanasam
 C. Vedachalam, B. A., B. L., Tanjore
 Christudos Israel, B. A., L. T., Tiruvarur
 N. Rangaswami Aiyer, M. A., L. T., Kumbakonam

Anantapur District.

Scoutmaster.

- W. No.
 12. P. Raghavendrachar, 1st Uravakonda, Board High School

Arcot North District.

Group Scoutmaster.

- W. No.
 1. S. Meenakshisundaram Aiyer, 1st Arcot, A. H. S. High School

Scoutmasters.

- W. No.
 23. C. A. Joseph, 6th Vellore, Christian Hostel
 24. S. Narayanaswami Aiyer, 2nd Tiruvannamalai, Municipal High School
 25. S. Neill, 1st Arcot, A. H. S. High School
 26. S. A. Kanagasundaram, 1st Katpadi, Agricultural Farm School
 27. George Ambrose, 2nd Arkonam, Railway Telegraphs

Assistant Scoutmasters.

- W. No.
 5. S. Subbaroya Aiyer, 2nd Tiruvannamalai, Municipal High School
 6. N. Rajendram, 1st Viruthampet, Union Mission Trg. School
 7. G. Rangachariar, 1st Arcot, A. H. S. High School
 8. M. Paul Samuel, 1st Katpadi, Agricultural Farm School

Rover Scout Leader.

- W. No.
 1. Bedford Backianathan, 1st Viruthampet, Union Teachers Training School

Chittoor District.

Scoutmasters.

- W. No.
 34. A. Vittal Rao, 1st Tirupathi, Devastanam Hindu High School
 35. M. Natesa Aiyer, 1st Tirupathi, Devastanam Hindu High School

Godaveri West and Kistna Districts.

Rover Scout Leader.

- W. No.
 2. P. S. Ramasarma, 4th Masulipatam, Govt. Training School

Kanara South District.

Scoutmaster.

- W. No.
 13. Rev. Hugh Modotti, S. J., 1st Mangalore, St. Aloysius College

Kurnool District.

Scoutmaster.

- W. No.
 17. P. J. Devabushanam, 1st Nandyal, S. P. G. High School

Cubmaster.

- W. No.
 3. M. Lakshmirangiah Chetti, 1st Markapur, Board High School

Madras Corporation Area.

Scoutmasters.

- W. No.
 1. Rafiuddin Ahamed Sahib, 2nd M. C., C. M. B. S., Mirsahibpet
 2. Md. Ansar Badsha, 9th M. C., C. M. B. S., Chepauk
 3. K. Devaraja Mudaliar, 13th M. C., C. B. S., Bazar Road, Mylapore
 4. A. Wesley Samuel, 17th M. C., C. B. S., Kanda-pillai St. Chetput
 5. R. Abdulla Khan Sahib, 19th M. C., C. M. B. S., Periyamet
 6. P. Prakasam, 23rd M. C., C. B. S., Cochrane Basin Road, Washermenpet
 7. P. Reddisami Chetti, 24th M. C., C. B. S., Malayappan Street Seven Wells
 8. M. Rajagopal, 25th M. C., C. B. S., Salaivinayagar Street, G. T.

Assistant Scoutmasters.

- W. No.
 1. G. Loganathan, 13th M. C., C. B. S. Bazar Road, Mylapore
 2. S. Rajagopal Mudaliar, 17th M. C., C. B. S., Kandapillai St., Chetput
 3. K. Alalasundaram, 17th M. C., C. B. S., Kandapillai St., Chetput
 4. I. G. Ramasujam, 23rd M. C., C. B. S., Cochrane Basin Road, Washermenpet

Cubmasters.

- W. No.
 1. R. Sambasivam, 1st M. C., C. B. S., Begum Sahib St. Mirsahibpet
 2. Syed Muhamed Hussain Sahib, 2nd M. C., C. M. B. S., Mirsahibpet
 3. R. Natarajan, 7th M. C., C. B. S., Ranganatham St. Triplicane
 4. S. P. Jaganathan, 16th M. C., C. B. S. Arvamud Gardens, Egmore
 5. S. Jesudasan, 22nd M. C., C. B. S. Vyasarpadi

Madras South Centre Area.

Group Scoutmasters.

- W. No.
 3. K. M. Koshy, 3rd Royapettah, Wesley College
 4. V. Shuumugam, 1st Mambalam, Cathedral P. O.

Scoutmasters.

- W. No.
 50. Muhamad Abdul Huq, 11th Royapettah, Cathedral P. O.

51. S. Lakshmiipathy, 12th Royapettah, 19, Peter's Road
52. V. Vijayaraghavan, 1st Mambalam, Cathedral P. O.

Assistant Scoutmasters.

W. No.
38. M. B. Gnanasigomoni, 11th Royapettah, Cathedral P. O.
39. K. A. Babusingh, 12th Royapettah
40. R. M. Raj, 1st Mambalam, Cathedral P. O.

Rover Scout Leaders.

W. No.
2. R. Sathivelu, 6th Royapettah, Paddison Hostel
3. K. Sivagnanam, 1st Mambalam, Cathedral P. O.

Assistant Rover Scout Leaders.

W. No.
1. S. P. Chinniah, 6th Royapettah, Paddison Hostel
2. P. Indran, 1st Mambalam Cathedral P. O.

Cubmasters.

W. No.
17. Swamidurai, 11th Royapettah, Cathedral P. O.
18. P. S. Narayanaswami, 1st Saidapet, Teachers College

Assistant Cubmaster.

W. No.
10. R. Neelamegam, 11th Royapettah, Cathedral P. O.

Malabar South District.

Scoutmasters.

W. No.
23. R. Kasinathan, 2nd Br. Cochin, Santa Cruz High School
24. S. Balakrishnapurumal, 3rd Br. Cochin, Washerman Street

Assistant Scoutmaster.

W. No.
7. K. V. Vaidyanathan, 3rd Br. Cochin, South Amravathi

Nilgiris District.

Cubmaster.

W. No.
3. Miss. L. Baker, 1st Nilgiris, Brecks School

Assistant Cubmaster.

W. No.
1. Miss Violet Heath Yorke, 1st Nilgiris, Brecks School

Ramnad District.

Assistant Scoutmaster.

W. No.
6. R. Krishnaswamy, 2nd Srivilliputur, C. M. S. High School

Salem District.

Scoutmaster.

W. No.
33. V. R. Vasudevarao, 1st Kadatur, Board Higher Elementary School

Tanjore District.

Group Scoutmasters.

W. No.
10. K. Sambandam, 2nd Tanjore, Government Training School
11. T. M. Venkataramanah, 2nd Mayavaram, Municipal High School

Scoutmasters.

W. No.
64. V. Venkatarama Aiyar, 8th Tanjore, Social Service League Free School
65. S. J. Richard, 11th Tanjore, Hindu Model School
66. S. Muhamad Peer Sahib, 2nd Tiruvarur, Board High School
67. V. Subramaniam, 13th Tanjore, St. Antony's High School
68. S. Meenakshisundaram, 2nd Tanjore, Government Training School
69. A. S. Ramaswami, 1st Valothur, Ayyampet
70. M. Krishnamurthy, 2nd Mayavaram Municipal High School
71. G. Narayanaswami, 1st Kattucheri, Anglo Naval Elementary School, Thillayadi P. O.
72. K. Narayanaswami Nadar, 1st Erukattancheri, Sentamil Vidyasala, Porayar P. O.
73. D. Devachariyam, 1st Shyiali, L. M. C. High School
74. S. Pitchu Aiyer, 1st Kanniakudi, Hindu Elementary School, Tirupangur P. O.

Assistant Scoutmasters.

W. No.
33. A. R. Gulam Dastagir, 2nd Tanjore, Government Training School
34. R. Gopalakrishnarao, 1st Erukattancheri, Sentamil Vidyasala

Rover Scout Leader.

W. No.
6. A. Gopalan, 2nd Tanjore Government Training School

Cubmasters.

W. No.
29. R. Swaminatha Aiyer, 8th Tanjore, Social Service League School
30. T. S. Ekambaram, 2nd Tanjore, Government Training School
31. S. Krishnamurthy, 2nd Valothur, Sarabojirayapuram, Ayyampet

Assistant Cubmasters.

W. No.
10. A. J. Vidyathasami, 11th Tanjore, Hindu Model School
11. T. S. Pichu Sastry, 2nd Tanjore, Government Training School

Trichinopoly District.

Scoutmaster.

W. No.
22. D. J. Rajendram, 2nd Karur, Municipal High School

First Vizagapatam Cubmasters' Training Camp, Yellamanchilli.

From 28th November 1930 to 3rd December 1930 (inclusive).

List of Campers.

Name.	(Jungle Name.)	Address
Whites.		
1. C. V. Joga Rao, B.A., L. T.	(Jakala)	H. M., B. H. School, Palakonda
2. R. Suryanarayana, B.A., L. T.	(Rikki-Tikki-Tavi.)	Assistant, B. H. School, Yellamanchilli
3. V. Suryanarayana Murthy, B.A.	(Deergharava)	Assistant, Mrs. A. V. N. College Vizag
4. R. Prakasa Rao, B.A., L. T.	(Chilli)	Assistant, B. H. School, Chodavaram
5. M. V. Kondala Rao, B.A., L. T.	(Mang)	Assistant, M. H. School, Anakapalli
6. K. Annappa	(Jeebi)	Teachers, B. H. School, Narasapatam
Greys.		
1. P. Manikya Rao	(Rann)	Scoutmaster, B. H. School, Jaipur
2. S. S. S. Chandrasekhar Rao	(Laghupathanaka)	Teacher, C. B. M. High School, Vizagapatam
3. A. Lakshminarayana	(Mor)	Manual Training Instructor, B. H. School Chodavaram
4. P. Venkata Rao	(Scarlet Feather)	Assistant, Samsthanam High School, Bobbili
5. Bh. Kameswar Rao	(Haiwatha)	Teacher, B. H. School, Narasapatam
6. V. V. Subbarao, B.A., L. T.	(Subudhi)	H. M., B. M. School, Sringavarapukota
Blacks.		
1. M. Ramakrishnamma, B.A., B. E. D.	(Kego)	Teacher, B. H. School, Narasapatam
2. G. Rama Rao	(Wabek)	C/o District Scout Commissioner, East Godavery Rajahmundry
3. Ch. Achutaramayya	(Hathi)	Teacher, B. M. School, Razam
4. P. Anantha Rao	(Nag)	Assistant, M. H. School, Bhimlipatam
5. A. Subba Rao	(Sono)	Scoutmaster, B. M. School, Sringavarapukota
6. V. Viswanathan	(Ko)	Assistant, B. H. School, Yellamanchilli
Senior Sixer.		
A. L. Narayana Rao, B.A., L. T.	(Kim)	Headmaster, B. H. School, Yellamanchilli
Un-Attached to the Sixes.		
B. Bangarraju	(Sugeema)	Student, B. H. School, Yellamanchilli
Officers.		
P. S. Narayanaswami	(Akela)	Assistant District Commissioner, East Godavery Rajahmundry
V. V. S. Prakasarao	(Baloo)	Pundi, Ganjam District
Bh. Krishna Rao	(Bhageera)	District Scout Secretary West Godavery
D. S. Raja Rao	(Lone Wolf)	Krishna, P. O. Sanivarapupeta, Ellore
O. Ch. Kamanna, B.A., L. T.	Quarter-Masters	Assistant, B. H. School, Yellamanchilli
S. Sambamurthy		

Provincial
Scout Head-Quarters.
P. O. Box 424, Madras.
16-1-31.

(Signature)

Assistant Provincial Commissioner.

