

South India Boy sent.

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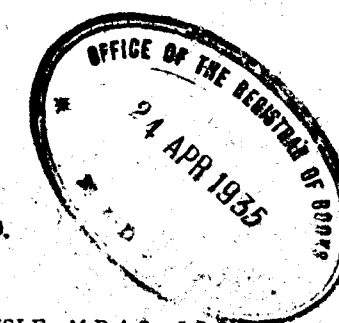
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AUGUST 1934.

The South India Boy Scout

The Magazine for all Boys, Scout Workers and Officers.

THE OFFICIAL JOURNAL OF THE BOY SCOUTS ASSOCIATION: MADRAS PROVINCE



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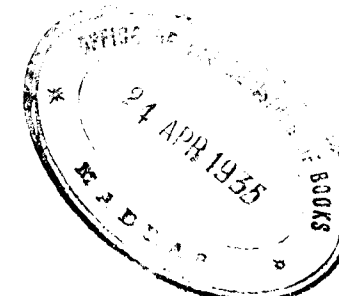
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Provincial Scout Commissioner.





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THE OUTLOOK.

I AM writing this on the eve of my departure for a tour in the United States of America and Europe, so I cannot know how the idea of a Scout Week is developing. From my own experience of "Weeks" they depend very largely upon the enthusiasm and drive of just one person in each area.

The Week will be either successful or dull according to the presence or absence of such an individual. A live wire makes all the difference. So the success of this proposed Week is a matter of live wires from headquarters downwards. I take for granted, of course, that there are tremendous driving forces at Wenlock

Park, crackling with vitality, streaming with energy, dynamic with power. That being so, there will be no doubt as to the push from the top. It remains for Scout Troops everywhere to receive the push and send it on almost furiously through their respective territories.

We do not want too much talk and discussion as to what is to be done. There must be some one to take the lead, and the rest must back him up solidly. So often there is such an avalanche of talk that nothing gets done. Everybody has his own ideas and

wants them adopted. Everybody thinks his own ways best, and in the end no one goes any way.

Scouts must not fall into such futilities. Our movement is a brotherhood movement,

but it is no less a movement for leadership and all that leadership means. The world needs leaders, and when a Week is in contemplation leaders are essential. If in any particular area no leader has yet emerged, no one round whom the Scouts naturally gather, no one whom everyone is eager to follow and support, then there is something wrong somewhere. But I expect that leadership is suffi-

Our new Assistant Provincial Commissioner.

Captain T. W. Barnard has been appointed Assistant Provincial Commissioner at Headquarters for the Madras Presidency subject to the approval of His Excellency the Viceroy and Chief Scout for India and Burma. He is, of course, not new to the movement as for fourteen years he has held the post of Provincial Treasurer having been appointed by His Excellency Lord Willingdon in 1920. He will retain that post in addition to his new duties.

Captain Barnard has always had an interest in social work among boys. Before the war he had command of a Cadet Battalion attached to the London Territorial Force. He was on the headquarters' staff of the Cadet Movement and organised a number of Clubs for boys and young men in the East End, in the neighbourhood of the London Hospital during the eight years he was at that Institution. He has also had considerable experience in Scout work as an active worker for 4 years in England and he is a recipient of a medal of merit awarded by H. E. the Chief Scout of India for his valuable services to the Boys Scout Movement. His experience should, therefore, be a great asset to Madras Work.

ciently plentiful in the Scout movement for no anxiety on this score.

The leader must think over carefully what can be done with his own scout resources, with public help, and with Government goodwill practically expressed. Government can often offer valuable facilities, though we do not want it to do more. Our Week must be a people's activity, with the force of public opinion and co-operation behind it, for, as I have already said, the whole object of the Week is to make the public scout-conscious.

I do hope that all who have practical ideas will bombard the Editor with them. Slogans are wanted, as for example THE SCOUT WEEK SHALL MAKE THE MOVEMENT STRONG. Ideas for Posters are wanted. Ideas for the Week's week are wanted. Ways of interesting the public are wanted. "How to utilise the Press"—"How to organise a Scout Entertainment"—"How to organise Publicity"—"How to arouse interest in those who are Uninterested"—"How to approach Schools and other Institutions so as to gain their co-operation"—"How to spend a Minimum of Outlay so as to ensure a Maximum of Result"—"How to...": but I leave others to add to the "How to's". Are there not organising geniuses among us who will share their gifts with those who are less endowed? And when the gift is the outcome of practical experience so much the better.

I hope that by the time this note appears the date for the Week will have been fixed, so that we may work up to its grand climax. I wish I could be here to help, but I may be back before the week actually begins.

As for Madras, I should like to see a grand inaugural meeting in some public hall. Then some daily processions ending up of course at Wenlock Park. Then some carefully planned entertainments, to go on day by day. I remember well the wonderful entertain-

ments given by Mr. Howard Oakley's Scouts in the Museum Theatre. I thoroughly enjoyed them, for they were first class from start to finish. We might well have a daily entertainment in the Museum Theatre, and other entertainments at other strategic places in the city. Then I shall hope that the press will give us daily advertisements free, and daily articles—just for the period of the Week. I hope the Cinemas will advertise us through the medium of slides and in other ways. Is there a Scout Film available anywhere? Then there must be good wishes from all our prominent citizens, from His Excellency the Governor and Lady Erskine downwards. A display on the beach might be arranged, free of course. The wireless might give us a boost every day. And we should have to arrange for hosts of organisers and ingratiating scouts able to sell tickets for our various entertainments. Addresses in schools and colleges might be given with the permission of the authorities on the advantages of Scouting, including some little illustrative display if possible. No collections of money, but large collections of goodwill. Now let some Madras Scouts improve on this.

Georges. Arundale

An incident that happened Eleven years ago.

The resourcefulness of Dr. Besant at the Amalgamation Rally at Madras.

It is recognised by every one that it was mainly due to the indefatigable efforts of late Dr. Besant that it was possible for the boys of India to have the benefits of scouting, and later it was due to her lead that it was possible to have a common organisation for the whole of India. The following incident related by Lord Baden Powell, the Chief Scout of the World in his book "*Lessons from the Varsity of Life*" provides a striking illustration of her personality and resourcefulness—not to mention her foresightedness.

He goes on to relate how he had been invited by Lord Chelmsford, the then Viceroy of India, to visit India and place the scout organisation on "a proper footing". "Eventually" the Chief Scout continues in his interesting book, (published very recently) "Mrs. Annie Besant, who headed a very considerable contingent,

agreed to join up with the parent Movement, and as she commanded the respect of the Indians generally, there was little doubt that her actions in doing so would prove a very persuasive example to the remainder.

So it was arranged that we should have a great Rally of all the sections of the Movement, and Mrs. Besant would come out into the centre and take from me the Scout Promise.

With all the dramatic force at my command I called upon her in my most impressive manner to repeat after me the words of the Scout Promise.

At the moment my mind wandered. I thought of other things, and for the life of me I could not myself remember the words of the Scout Promise! There was an awkward pause. I felt like a perfect fool; I swallowed once or

twice and tried to begin; but the actual words had vanished.

However, Mrs. Besant recognised my dilemma and rose nobly to the occasion. With all the ability of a trained theatrical prompter she gave me the cue, whispered my words to me, which I then roared out in singing tones, with as much confidence as if I had never faltered.

Thanks to this initiation by Mrs. Besant, the diverse sections joined in amalgamating into one movement for all India and from that day it has gone on and prospered even under the abnormally difficult times through which that country has been passing."

MARCO POLO

BY LORD BADEN POWELL.

Hiking to China!

WHEN I was in China some years ago I came across a strange god among a row of deities in one of their temples.

This particular one was more of a saint than a god, because he had actually been a live man and had done wonderful things in China, though he was, in fact, a European, an Italian named Marco Polo.

Asia anywhere handy, it is very interesting to follow their track.

They went by sea from Venice to Acre in Palestine and through Armenia and Baghdad down to Basra, in the Persian Gulf. Here they meant to take ship again and sail round Ceylon and the Malay Peninsula to China. But the ship which was to take them looked such a rotten old tub that they said, "No, thank you—we'll stick to the land."



District Scout Rally at Salem.

I should very much have liked to get him in to our Movement, for by all accounts he was a true Scout in every way. Unfortunately, he lived from 1270 to 1324, and the Scouts only started in 1908, so we couldn't get him.

His father and uncle, merchants, of Venice, had travelled all the way to China and back while he was yet a boy. Just when he was about twenty, they started on a fresh expedition to that country.

Even to-day it would be an enormously difficult journey to make, and in those days, without any railways or steamships, or even good roads, the task of getting there must have seemed almost impossible. It took them between two and three years to do it!

But they did it, and they took young Marco with them. If you've got a map of Central

This meant an awfully long and difficult journey, up through Persia and Afghanistan, over the Himalayas and a thirty days' march across the Gobi Desert, through Kashgar and right across China itself, till they got to Peking.

Missions for the Emperor.

Here they were well received by the Emperor, Khublai Khan, and attached to his court. Young Marco especially pleased the Emperor because he was so keen on work.

He learnt to speak not only Chinese, but also four dialects of it, and to read and write it.

Then he kept notes of every new thing that he saw. The Emperor finally chose him to go on a mission for him to Burmah, a matter of six months' travelling.

The Emperor was always sending missions to different countries and expected his messengers to come back full of interesting information about them, but, as it happened, they generally failed to gain much. This annoyed him, and Marco noticed it, so when it came to his turn to go, he took good care to see everything he could on the journey and to keep a log in which he jotted down all that he saw of interest.

Then when he got back he was able to keep the Emperor and his court fully interested and amused with the various experiences he had been through.

In consequence of this, the Emperor employed him on many more missions, so that he travelled in India, Tibet, Cochin, China and other countries during the next seventeen years. Thus the records he kept are still of great value as showing how those great countries in the East were run in those days, for they were far more civilised than we were at that time in Great Britain.

For instance, Pekin and Hangchow were big cities, laid out in fine, wide streets, with public gardens and fine houses. Each home had on its gate post the names of the owner his wife, children and servants.

There were public baths with bath attendants, and the people bathed every day. There were public carriages like buses in the streets. There were good hospitals and poor-houses. When a traveller arrived at an inn he had to write in the register his name and where he came from, just as we do now.

While our people still used wood for their fires, Marco reported that the Chinese dug up black stones, which made far better fuel! It was, of course, coal.

Well, after seventeen years of very happy life among the Chinese, the three Polos told the Emperor that they would like to go home to Venice to see their families and friends. But the Emperor would not hear of it. He had got to like them and found them very useful to him and he told them they must stay on.

Two Years to Reach Home!

About this time the King of Persia sent a request to the Emperor asking that he might marry one of the Emperor's daughters. To this he agreed, and he selected a nice young princess and sent her off to Persia with great state and ceremonial. Fourteen ships took the party with their servants and staff.

The three Polos were allowed to form part of the retinue of the Princess on condition that after the wedding they would return to China.

But, so soon as they had handed over the Princess in Persia, instead of turning back they continued their journey to the westward, and eventually reached Italy and their home in Venice.

The journey took them over two years. It is one thing to get back to your home, but it is another thing to get into it when you've been away for twenty-four years, out of reach of letters, with no mail, telegraph, or telephone service.

Naturally their families had long given them up as dead, and when they saw three dirty, travel-stained men in strange dress clamouring for admittance, they said, "Go away. Try somewhere else."

So the Polos devised a plan.

They ordered a big dinner to be prepared and invited a number of people, including their own relations, to it. Then they appeared among their guests, magnificently dressed in satin garments.

After these had been duly admired, they went out, and presently reappeared in still more wonderful dresses.

At the same time they had their satin ones cut up and the pieces distributed among the guests.

Then, when they were half way through dinner, they went out and changed again into still more gorgeous apparel, and as before, cut up their last garments to be divided among their friends.

At the end of the dinner they changed again, but into their old travelling clothes, so as to convince their friends that though they looked shabby, they were nevertheless very rich and prosperous. Then, taking a knife, Marco slit their coats open and out of the lining poured jewels and precious stones in great quantities. They had hidden them in these ragged old garments in order to escape the notice of any brigands they might meet. Seeing all this wealth, their families changed their tone and recognised them and received them back in their home.

That is, very briefly, the story of Marco Polo. I have cribbed it from a delightful book for boys by Clifford Collinson, called "Explorers All."

It tells also the history of Sir Francis Drake's and Magellan's voyages round the world, of Pizarro and the Incas, of Nansen and his wonderful adventures in the Arctic. Get your Scoutmaster to add the book to your Troop Library and to read its contents at Camp Fires. You'll enjoy the yarns.

Boy Scout Displays.

JUST like all other activities connected with scouting, displays too must be organised with a purpose. They are useful as a means for training the character of the boys and for educating the public as regards the usefulness of the movement. Since the latter object plays a more important part so far as displays are concerned, it is necessary for us to look at this aspect of scouting from the point of view of the public and make them really interesting and instructive.

To attain this object we must remember that items of display which the public have previously witnessed will be boring and fail in their purpose. The items must be original, short, interesting and carried out to time with precision. Even 'when a very good display' from

responsible affair for the scouter in as much as the witnessing public will form a good or bad impression not only of the scouts and scouters in question, but also of the whole Boy Scout Movement as judged from the display.

As a preparation, the scouter, accompanied by his scouts if possible, must have previously attended the best displays organised by other scouters and picked out the best items and adding his own points wherever necessary must be able to bring them out again as original items. The various items of display must be different from one another so that the whole show may not become monotonous.

The work connected with the display must be suitably allowed among the boys who are taking part in it; and every one must know the right



Scout Rally at Namakkal (Salem).

the scouts' or scouters' point of view does not evoke interest from the public it must immediately be dropped and the next item taken up. On no account should the whole function be prolonged for more than an hour.

The public knows that scouts are receiving instruction in signalling and ambulance and are tired of such displays. Unless there are a few doctors or signallers among the guests who will be interested in finding out the efficiency of the scouts in these matters, or unless such items are brought on as surprises and gone through very smartly, they will not be adequately appreciated.

Before organising a display, the scouter must equip himself with expert knowledge and have the necessary confidence in himself, his boys and his materials and be optimistic regarding the success of the function. Though it is a play for the boys, it must be a very serious and

way of doing his part at the right moment occasionally we find that some of the boys don't come out of the arena even when they are whistled off. If the habit of obeying the whistle of the scouter had previously been instilled into the boys during the parades and rehearsals and if there had been a tradition in the troop that the seventh law must always be put into practice, we need not witness some items being displayed beyond their allotted time, to the disgust of the spectators and against the commands of the organiser himself.

It would be a good thing if different troops or different patrols specialised in some one or two kinds of display activity and attained a marked efficiency in the same. This will be helpful in organising interesting scout displays for the district as a whole.

Due credit must also be given to the assistants responsible for the success of the different

items and if the scoutmaster proves the truth of the proverb that 'it is the horse that does the work but the coachman gets the tip', he need not be surprised to find that on future occasions his assistants will not be equally enthusiastic or loyal to him.

The scoutmaster must also know the limitations of the materials used by him, and must on no account allow them to be put to tests for which they were not originally intended. If sufficient attention paid to this warning is sure to lead to the failure of the display, to lead the scoutmaster into difficulties and to bring a bad name to the movement.

We know instances of displays in which bridges had given way, rope ladders had snapped and jumping sheets had been torn as a result of the extra strain to which they were subjected.

It is the duty of scoutmasters not to pass over such incidents with the remark that they are incidental or unforeseen. Before planning such displays scoutmasters must consult experts in the movement or outside it. The materials used for displays in fire-extinguishing, jumping sheets, bridge building, signalling, tower construction, rope ways, etc., must be thorough-

ly inspected by the expert before and after their construction. A margin of safety must be provided in every part of the construction to bear a strain at least four or five times greater than the strain it is actually intended to bear.

A frank admission of the limits of the strength of the construction will be very much appreciated. If any one of the guests inexperienced in such activities wants to ascend the tower or in the rope way or jump down into the jumping sheet, it is the duty of the scoutmaster to warn him of the risks if any.

When the display is over, the materials used must be promptly gathered together and if some of them had been borrowed from others they must be returned to the owners in good condition and with the least possible delay with an expression of sincere thanks.

In conclusion, if the scoutmaster succeeds in impressing the visitors by the smartness and discipline of his boys and by their interesting and instructive items of display that it has a character training value, the time and energy spent by him, by his boys and by his guests would have been spent for a really useful purpose.

P. S.

Besant Scout Camping Centre.

We are glad to welcome the establishment of a camping centre at Adyar named after Dr. Besant to commemorate her close association with the Boy Scout movement, as the founder of the Indian Boy Scouts Association and as the Honorary Commissioner for All-India.

The advantages of open air life to the boy in the building of his character, cannot be over emphasised. One saw a great deal of enthusiasm, for the life in the open, in the countries on the Continent. The wander lust that is so very truly characteristic of the youth movements, should be copied by our boys with advantage. After a visit to the Gilwell camping centre at Chingford and the Downe camping centre, near Croydon, one was convinced as to the necessity, of establishing a camping centre, for Madras, and the Scout Association, is thank-

ful to Dr. Arundale, for providing camping facilities for boys. The Campsite, is situated near the Sea adjoining the Olcott Gardens at Adyar, on the Elliot Beach Road, and is, placed in charge of the Vyasa Rovers, Adyar, who have considerable experience in Camp management, quite a good job, for a Rover Crew. The Camping Centre in a measure, fulfils the claim of the Scout Association that is a "Brotherhood of the Open air". The North Madras Boy Scouts Association, have already held their Patrol Leaders Training Camp there, and it is hoped, that not only Boy Scouts, and girl guides but also the other youth organisations will camp there and get the joy of camping out, and also develop that "Open air cult" which is so much in evidence in the youth movements in other countries.

NEWS.

Bangalore Scout Week: The Boy Scouts Association of Bangalore held a very successful Scout week recently and the Scout week closed with a Jamboree which was attended by more than 750 Scouts.

A Cub Camp: The pack attached to Board High School, Nanjundapuram, Namakkal Taluk, held a very enjoyable week-end camp in a campsite 3 miles away from the Town.

Patrol Leader Training Camp: The North Madras Local Scouts Association held a Patrol Leaders Training camp at the Besant Scout Camping Centre, Adyar, from 3rd to 5th August 1934. The camp was attended by 52 Patrol Leaders. Every endeavour was made by means of friendly rivalry in Inter Patrol Games and Competitions to foster proper Patrol spirit. Scouters C. Krishnaswamy, N. Krishnamachary and C. K. Rangaswami were in charge of the camp. Several Scouters of the City and Vyasa Rovers helped in the conduct of the camp.

Scouters' Conference: Ramnad Dt. Scout Council Scouters Conference was held at Memmalaimedu under the presidency of Mr. R. A. Narayana Iyer, Dt. Commissioner. Mr. V. S. Rathnasabhapathy, Provincial Organising Secretary addressed the Scouters present. It was resolved to form a Scouters Union in 3 different centers and also to take active part in Ambulance work and health propaganda.

A Conference of North Malabar Scouters was held at Cannanore when a programme of work for the year for the whole district was framed by the Scouters present. Mr. P. S. Narayanswami, Provincial Organising Secretary addressed the gathering. A Shield was presented in the name of late Prof. M. A. Candeth by a friend of the Movement.

Scout Librarian: Mr. K. Govinda Menon, B. A., an old Rover Scout of the Young India Group is appointed the Librarian of the Conemara Public Library. He has signified his willingness to render all the help he can to facilitate the study of Rover Scouts. It is to be hoped that great advantage will be taken of this offer.

An Exhibition of the Vocation hobby: The Scouts of the Christian High School, Udipi, S. Kanara, arranged an exhibition of hobbies prepared during the summer vacation. They consisted of working model of a launch, fretwork, collection of rare plants, picture album, stamp album, herbarium, etc.

Health and Welfare work: 1st Nattam, Bharata Troop, attached to the Board Boys School, Nattam, Madura District rendered service during the Health and Baby week.

Formation of a Scout Group: The Provincial Commissioner inaugurated the Asoka Scout Troop attached to the Madanapalli Theosophical High School during his visit to Madanapalli in connection with the College Annual function.

Shield and Cups: The Young India Group, Mylapore, is lucky in getting 3 cups and a Shield

presented to them by parents and friends of the boys to be competed for, to increase their efficiency in Scouting.

Good Turns: The members of the Scout Group attached to Karvetnagar school rendered service during the fire walking festival of the local temple.

Programme of work: We are glad to note the following programme of work for the year has been undertaken by the North Madras Local Scouts Association.

7th July 34. Scouters meeting at 5-45 P.M., Address by Mr. P. S. Narayanswami, B.A., L.T., D.C.C.

20th July 34. Executive committee meeting at Pachiyappa's at 6 P.M.

27th July 34. First Patrol Leaders' meeting for the year at 5-30 P.M. at Central Y.M.C.A.

3rd Aug. 34. Talk to rover scouts by Mr. P. S. Narayanswami at Burma-Shell rovers den, opposite to Law College at 5-30 P.M.

4th & 5th Aug. 34. Patrol Leaders camp. Camping place to be notified later. All Patrol Leaders and seconds are eligible. Prospective Leaders also may be sent to this camp. Every Patrol Leader should have read Patrol system by Roland Phillips, before coming to the camp.

11th Aug. 34. At Home to Dt. & Asst. Dt. Scout Commissioners.

24th Aug. 34. 6 P.M. Executive committee meeting at Pachiyappa's.

1st, 2nd, 8th, 9th, 15th & 16th Sept. 34. Cubmasters weekend course. Meeting place to be notified later. Camp fees, about Rs. 4 per head.

14th Sept. 34. 5-30 P.M. Patrol Leader's monthly meeting.

21st Sept. 34. Executive committee meeting at 6 P.M. at Pachiyappa's.

10th to 14th Oct. 34. Scout camp at Dr. Lakshminath's garden, Avadi. Further particulars to be notified later. 3 full days in camp.

20th, 21st & 27th & 28th. Scoutmasters' refreshers course. (Further particulars to be notified later.)

9th Nov. 34. Address to Rover Scouts by Mr. V. S. Rathnasabhapathy, B.T. (Nat.) at Central Y. M. C. A., Madras.

17th & 18th Nov. 34. Rovers camp at Minjur. Further particulars to be notified later. Rovers! Muster strong!

23rd Nov. 34. Executive committee meeting at 6 P.M. at Pachiyappa's.

30th Nov. 34. Patrol Leader's meeting at 5-30 P.M. at.....

15th Dec. 34. Last day for sending in the census returns to the Hon. Secretary.

18th Jan. 35. Executive committee meeting at 6 P. M. at Pachiyappa's.

25th Jan. 35. Last day for sending the reports of all units to the Secretary for inclusion in the Local Assn. annual report.

30th Jan. 35. 12th Jan. Cub competitions.

19th Jan. Scout competitions.

26th Jan. Rover competitions.

9th Feb. 35. Executive committee meeting at 6 P.M. at Pachiyappa's to consider draft copy of annual report.

23rd Feb. 35. Annual meeting and rally of our Local Assn. Award of prizes to successful units in cub, scout and rover competitions. Scouters Conference and Dinner.

King and Queen with Scouts: Their Majesties visited the Edinburgh Boy Scouts in July last. Their Majesties' visit has served to prove their very practical interest in the Boy Scout Movement. This is the second time this year that they have gone out of their way to honour Scouting.

Get-together Jamboree: Scouts from Norway, Denmark, Sweden, Cumberland, Durham, Kent, Lancashire, London, Oxfordshire, Surrey, Yorkshire and Scotland joined the Boy Scouts of Northumberland in the great "Get-together" Jamboree at Gosforth Park from August 4th to 11th.

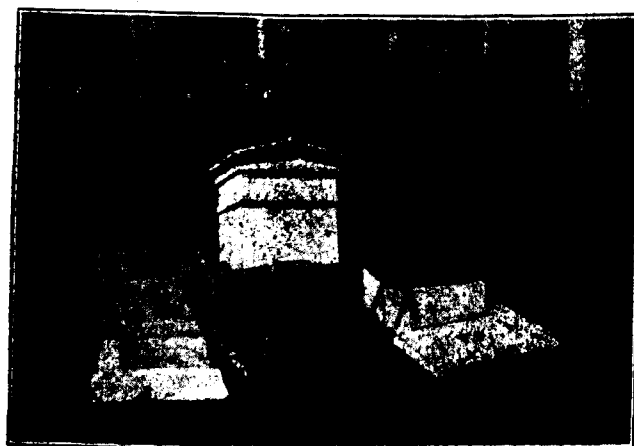
Jamboree at Latvia: The 3rd National Jamboree of Latvia was held from the 20th to 30th of July. Contingents from Austria, Czechoslovakia, Estonia, Finland, France, Great Britain, Holland, Hungary, Liechtenstein and Lithuania took part.

Notes

ON

"Honey Bees & Bee-Keeping"

BY P. A. NATHAN, L. AG., C.D.H. (GLAS.) F.R.H.S.,
Manager, Government Pomological Station, Coonoor.



A Complete Bee Hive.

Modern Methods of Bee-Keeping and Bee-Appliances: Let me pass on to the modern methods of bee-keeping and bee appliances. All the defects of the local method of collecting honey mentioned above are rectified under modern scientific methods. The bees are provided

with a suitable house for their habitation called a *hive*, in order to protect them from sun and rain. The type of hive most commonly used nowadays is the movable-comb hive. This type of hive consists of a floor board, with an extension in front to serve as an alighting board; for when the bees return with a full load of honey or pollen, they are tired and they require some sort of landing place, on which they alight and then crawl into the hive. On the top of this rests the body box or the brood chamber, which is set apart for the rearing of brood. At the bottom of the front side there is a small opening to serve as the entrance and also as the exit for the bees. At the top of the two opposite sides there are grooves to receive the frames. These frames are arranged at regular intervals. This uniform spacing is necessary for the easy working of the bees between the frames. These frames are wired to make them strong, and also to prevent the combs breaking while handling

the frames. In the middle of each frame may be fixed what is called a *foundation*. This foundation is made of pure bee's wax to form a base or mid-rib, on both sides of which the bees construct complete combs. The foundation has not only the base of the cell formed, but it is also provided with sufficient wax in the form of projecting walls, for the bees to complete the construction of the comb by drawing it out.

On the top of the brood box sits another chamber called the *super* or the honey chamber, which is intended exclusively for the storage of honey. This is also provided with frames like those of the brood chamber. This box may be either of the same size as the brood box or a little smaller. Between the brood box and the honey chamber may be inserted a perforated zinc sheet called the *queen-excluder*. The perforations in the zinc sheet are big enough to allow the workers to pass through for storing honey, but not large enough to permit the queen to get through to lay eggs, as she is twice as big as the worker. By the use of this queen excluder the queen can be effectively confined to the bottom chamber. On the top of the super is placed the roof, which is provided with ventilators on both sides, for the escape of heated as well as foul air.

The occupants of the Hive and their Life History: After having said something about the construction of the hive, let me now deal with the occupants of the hive and their life history. A normal colony of bees consists of three distinctly different kinds of individuals *i.e.*, a single fertile queen, a few hundred drones, and anything from 20 to 60 thousand workers. As the queen or the mother bee is the most important member of the hive, let me deal with her life history first.

A fertilized egg is laid by the queen in the centre of the base of the embryo-queen cell; which is generally constructed at the bottom of the comb with the mouth downwards. The egg stands upright on the first day, it stands at an angle of 45° on the second day and a C-shaped grub hatches out on the third day. This grub is fed lavishly for six days with a rich nitrogenous food called chyle food, or royal jelly or bee milk, to be secreted by the nurse bees from some believed glands in their heads. As the grub grows in size, the cell also is made correspondingly bigger. The cell is sealed over on the ninth day. The cell is made of wax, which

is mixed with pollen so as to make it porous for the breathing of the grub. A sealed queen cell resembles a small thimble. After the sealing the grub requires only a suitable temperature, *i.e.* about 92° F. to pass through the various stages of metamorphosis or transformation. In 15 to 16 days from the laying of the egg, the perfect insect or the virgin queen bites its way out of the cell. A few days after she goes out on her mating flight. She emits a peculiar scent, which is caught by several hundreds of drones from various colonies, and they all follow the queen. She flies as fast and as high as she can. There is a very keen competition among these drones to reach her first. The queen allows herself to be mated only by that particular drone which is able to reach her first. This is a very good illustration of nature's law of the survival of the fittest and the strongest. The queen is always mated in the air and while on flight and never inside the hive. This is only nature's provision to avoid in-breeding. For if the queen were mated inside the hive, she will be mated only by her own brother. The queen is mated only once in her life time.

After the mating the queen returns to her hive and never leaves it, except when going out with a swarm to start a new colony. Two days after her mating she starts her life-duty of laying eggs. If the queen is not able to go out for her mating flight due to bad weather, or if she does not get herself mated due to absence of drones, she can still lay unfertilized eggs which will all develop only into drones. This unmated queen is called a "drone-breeder," and this will not be of any use, as the whole colony will soon dwindle away for want of workers to carry on the work of the colony.

A good fertilized queen in the prime of youth and during the height of honey flow, can lay up to 2000 eggs or more per day. The queen does not take food by herself, but she has to be fed by the nurse bees. She is bigger than the worker or the drone. She is the only fully developed female in the hive. She lays all the eggs found therein and therefore she is the mother of the whole colony. She can live up to 3 or 4 years. She has a sting which is used only against rival queens. She has the wonderful capacity of laying either a fertilized egg or an unfertilized egg according to her option or the requirements of the colony. In other words she gets either a son or a daughter according to her desire.

Now to come to the life history of the worker, it is developed from a fertilized egg, *i. e.*, the same kind of egg from which the queen is produced. This egg is laid by the queen in the worker cell, which is six sided in construction. The worker cells are the ordinary cells that we generally see in a comb. On the third day the egg hatches out into a grub, which is fed with royal jelly or bee milk for the first three days; and then it is fed with bee bread or a kind of weaning diet prepared by the nurse bees with pollen and honey, for another three days. On the 9th day the cell is sealed over. The weaning diet retards the growth of the grub. This weaned diet in conjunction with the small size of the cell, makes the grub grow into an ordinary worker, *i. e.*, an undeveloped female, instead of making it grow into a fully developed female like the queen. It takes 21 days for the worker bee to bite its way out of its cell after undergoing the various changes inside the cell.

As soon as the young bee comes out, the wings are not strong enough, and so it remains indoors and attends to the multifarious duties, such as drawing out the cells and constructing the combs, feeding the grubs and drones and looking after them, attending on the queen, feeding and grooming her, sealing up brood and honey cells, defending the stores and guarding the entrance of the hive against enemies. During this period the worker is called the "nurse-bee".

After a fortnight or so the worker takes its place in the field when it is called a "fielder" or "field-bee". It goes out to a radius of two to three miles and visits the flowers for the collection of nectar. The nectar is secreted by the flowers to attract the bees and other insects for helping them in the cross pollination of the flowers. The bee thrusts its proboscis or tongue into the nectary gland and sucks up the nectar. Then by the action of saliva and by certain chemical changes, the nectar is converted into honey, which finds its way into the honey stomach of the bee. The bee then returns to the hive and deposits the honey in the cell.

The colour, the flavour, the taste and the density of honey are variable factors, depending upon the nature of the flowers from which the nectar is collected. The worker collects not only nectar, but also pollen and water for feeding the grubs. The pollen is carried in their pollen baskets called corbicula, which are situated in their hind legs. The workers gather in addition a small quantity of a dark coloured

gum called bee glue or propolis for closing the cracks and crevices in the hive.

The workers are the smallest and the most numerous in the colony. They live from two to three months depending upon the amount of work they do during the period. The more they work, the shorter becomes their life. They come to this world with a limited amount of energy and there is no repair of tissue. The life of the worker may therefore be compared to a miniature cell battery, which when once expended is finished. The workers have got stings which they use in defending their hives. When a bee stings, the sting enters the flesh. In trying to pull out the sting which gets entangled into the flesh, it loses not only its sting, but also the poison gland containing formic acid; and further the tip of the abdomen gets torn off, with the result that the bee loses its life. In this connection it may be noted that bee stings are said to be good for rheumatism.

Workers under ordinary conditions do not lay eggs. But in a queenless colony, when the bees find that there are no more eggs or grubs from which they could raise a queen, some of the workers take up the duties of the queen and begin to lay eggs. These eggs being unfertilized will develop only into drones. Such of these workers as take up the place of the queen, are called "laying-workers".

As for the life history of the drone which is the male member of the colony, it is produced from an unfertilized egg laid by the queen in a drone cell, which is similar to the worker cell but slightly bigger. The development of the drone is the same as that of the worker, except that it takes about 24 days to bite its way out, instead of 21 days as in the case of the worker. Drones are reared mostly in summer *i. e.* when there is plenty of honey flow and when there are virgin queens to be fertilized. They are bigger than the workers but smaller than the queens. The drone is an unproducer, as it neither works nor collects pollen or honey; therefore it is not economical to keep a large number of drones in a colony. The only function of the drone is to fertilize the virgin queen and it gives up its life in the act of mating. It has no sting; and hence when their services are no longer required, *i. e.*, when there is no more virgin queen to be fertilized, and when there is scarcity of honey, the workers chew up the wings of the drones, drive them out and thus allow them to perish. They may live from 2 to 6 months.

(To be continued.)

The Choice of a School for your boy.

THE following interesting article on the choice of a school for the boy has been extracted from the "Century Magazine." The writer Mr. Joseph H. Odell gets a letter from a friend in China asking him to choose a school for his son Gerald, "a precocious rascal of 13 or 14, good natured, honest, self-assertive and somewhat refractory." The boy had been brought up in China and so his father was particularly anxious that many cultural gaps had to be filled in. The writer goes on to describe his visits to and interviews with the heads of three schools.

In the first school which was set in surroundings which for a mind in the formative stage, when outlook means vision, are described as hopeless. A minimum of liberty was allowed the boys, initiative seemed to be regarded as an incipient anarchy, anything like self-government or honour was of course superfluous, ample government for all purposes being supplied by the authorities themselves.

The second school proved no better. The principal looked at the boy from the point of view of the school. The visitor looked at the school from the boy's point of view. The interview between the principal and the visitor is interesting.

Principal.—"What does the boy want to train for?"

Visitor.—"I believe he has a settled objection to any kind of training at present."

Principal.—"But, hasn't he any predilection for any profession or any aptitude for a business career?"

Visitor.—"We haven't looked for any; he is only thirteen."

Principal.—"What does his father want him equipped for?"

Visitor.—"For manhood."

Principal.—"Do I understand you to mean that he prefers simply the old fashioned general education?"

Visitor.—"Yes, until Gerald discovers that he has the ability and the right to choose for himself; *i. e.*, we,—or at least I—look upon early education as the creation of that ability and the ability carries with it the right."

Principal.—"I infer that you prefer he should drift until he cares to act as his own pilot."

Visitor.—"By no means; we hope to find an experienced hand to hold the rudder and guide him for a few years; some one who knows the currents, shoals and rocks, some one who can understand the draft of the ship and the value of the cargo."

Thus the discussion became impossible. The visitor became more active in his quest and his determination was to find a school in which the education of a boy from the point of view of a boy formed the chief concern and the famous dictum of Mathew Arnold—"It is the purpose of education to teach every man to know himself and the world" came into his mind and whenever the thought came into his mind, the words took another form—"It is the purpose of education to teach every man to be himself and to know the world."

His visit to the third school is best described in his own words—"I arrived on Saturday, and the Headmaster received me as a guest, gave me his time, brought me into sympathetic contact with the other masters, deftly and without apparent difficulty opened avenues into the junior communal life, so shy normally and suspiciously inhospitable to senior intruders; in a score of ways he led me immediately and naturally into the spirit of the place....."

His questions were searchingly relevant: of Gerald's parents, his grandparents, of Gerald himself and the manner of life he had lived; he enquired closely about the home environment and whether I had any experience of the influence of foreign life upon other boys as seen in their subsequent development..... He spoke of boys in the tones of a caress; their problems and failures were his by sympathetic identification, their achievements were his also. Almost every word contained some hint of pedagogic or of boy-world philosophy and stray sentences cling to me and grow more pregnant as I think of them now—"The will is not a misdeed thing, to be broken by discipline and then rebuilt; the will is the man, all the rest is the machine he runs." ".....A boy does not make his ideals, he does not adopt them; they are absorbed." "It was not a Nemesis which ordained that mathematical Cambridge should turn out poets, but simply an illustration that the full discipline of one power awakens another." "If you should be put to the choice between making a scholar or a gentleman, it is imperative that you should elect for the latter, because it involves the cultivation of moral qualities." "Boys are

men so nearly made that to treat them as unorganized material is to throw away all the gains of heredity and most of the early benefits of natural selection." "There was nothing disciplinary in the repressive sense, nothing of that severe and penal-like barrenness mentally associated with the schools of my own boyhood. It was as if the authorities sought the subtlest,

yet mightiest of all formative forces—education by environment; as if they planned to stimulate the intellectual activity by permeating the scholars with intellectual association."

The above article is interesting not only to educationists, but also to scouters. The Principal of the last school which Mr. Odell visited approximates to the ideal scoutmaster—Editor, S. I. B. S.)

Importance of Vernacular Teaching.

(By "SCOUTER")

FIND on going my rounds visiting and inspecting groups that there is a great unwillingness among Scouters to impart their knowledge to their boys in the vernacular. This, I think, is unfortunate, and frequently leads to the boys failing to appreciate or understand properly what is being told to them. In many of our High Schools and Colleges, of course, English is the usual medium for instruction, but in the smaller municipal and corporation schools, especially among the more junior boys, the vernacular could be used to far greater advantage.

Indeed, in this and many other ways we want to make Scouting more Indian in its appeal. It is absurd to expect young school children enrolling as Wolf Cubs, to realise all the implications of their promise and Motto if the Cubmaster insists upon their learning them in English. The more simple and direct the explanation the more readily will the appeal be assimilated and the Promise be remembered. Only by speaking in the language that their mothers use will the Cubs gain this understanding.

Again, in telling the story of Mowgli surely the jungle atmosphere can be produced more vividly by an Akela speaking in Hindustani, or Tamil, of the things the Cubs know so well and can recognise so easily. By speaking in English and using English terms for the jungle beasts and the trees, the tiger, grass and the chattering of the monkeys much of the effect is destroyed. The Cub dances, too, should always be taught by Cubmasters speaking in their own language.

Few things are more likely to cause ribald comment among Camp fire spectators than Indian Scouts singing English choruses that it is obvious they have learned off by heart but do not really appreciate. A song that is part of the national life of one country is usually out of place and fails to harmonise in another, and to hear Indian Scouts singing "Men of Harlech"

or "Ye Banks and Braes" is merely ludicrous. It shows an eagerness on the part of the Scouter, of course, to have his Scouts ready with Camp Fire choruses and items, but how much more impressive and popular such choruses would be if they were Indian songs sung in Hindi, or Gujarati or Tamil.

This fact was made quite clear to me during the last Jamboree. I was dismayed to find that hardly two Indian Scouts could sing the same Indian songs and that they persisted in practising English choruses. The futility of this was fortunately borne in strongly upon them when, round an International Camp Fire, they heard English Scouts singing the very songs that they prided themselves on knowing. There was no mention after that of English choruses from the Indian contingent!

There is a feeling prevalent in India at present—a feeling in no way derogatory to the English, as is sometimes made out—that Indians should cultivate to a greater degree their national languages, music, arts, etc. This is a feeling to be commended and one which I would like to see our Scouts translating into action. Let them begin by carrying out their training instruction in the language of their own community. There could be no better beginning. The Camp Chief has emphasised this point, especially where village Scouting is concerned and now that many of our best Scouting books have been translated into the vernacular there is no excuse for any Scouter to say he has no guides to assist him. I would be glad, too, to find Indian songs being sung round the Camp Fire—surely they can be adapted for such a use—and to know that certain songs such as the Morning Song of Tagore are familiar to every Scout.

Make Scouting more Indian in its appeal and we shall find it gaining ground rapidly, not only among the boys themselves but among parents and the public. ("The Madras Mail.")

Advice to Scoutmasters.

If you want to start a Scout troop, I give you the following advice:—

(1) Get some training yourself or get a master who has been through a course, and, if possible, holds a Scoutmaster's warrant.

(2) Get and keep in touch with your Provincial Association at Madras, ask their advice and register your troop with them. Remember the Boy Scouts are the biggest boys' movement in the world and once you affiliate with Madras you belong to it and have this great world movement behind you. Till you affiliate, you do not belong to it and are nothing at all.

(3) Get proper troop registers and be sure to keep them up-to-date. Have a page for each boy with all particulars entered. This register will show visitors how your troop is getting on and will help you also in the training of your Scouts.

(4) Do not enlist the older boys as they will leave school before they have got much good from scouting, and you will have to start all over again. Enlist boys of 12 or so and they will be several years in your troop and towards the end will help you to train your tenderfoots and when they leave, they will be *pucca* Scouts and will have got permanent good from having joined your troop.

(5) Do not start a troop with 20 or 30 boys. Start with 8 or 10 boys and train them thoroughly. When these have passed their tests and been sworn in, make them your patrol leaders and seconds and enlist a full troop.

(6) Do not bother about uniform. Good Scouts can be identified without uniform and bad Scouts will only disgrace their uniform. In any case never allow them to wear uniform, till they have passed their tests and are ready to be sworn in. Uniform is the first thing most schoolmasters think about in scouting. *Make it the last thing.*

(7) Do not bother about stunts and arches of staves. Do solid work instead.

(8) Allow no slovenliness of any kind. What clothes are worn must be clean and tidy and properly put on, and all buttons done up and belts on the right way round. "I often look at troops which have been waiting for me perhaps for an hour, and I find buttons undone, shoe laces tied wrongly or not tied at all, belts on the wrong way round and all manner of slovenliness. As soon as your troop parades, inspect it thoroughly to make certain that all

possible faults are put right before your visitor comes or you begin your work."

(9) Insist upon every boy knowing the law and promise and what they mean and do not let them forget the knots or anything else that they learn.

(10) Do plenty of badge work. There is far too little of it about nowadays. Scouting is a game but all games have rules and are only good games if played by the rules. And one rule of the Scout game is that Scouts are encouraged to earn badges. Badges are given for all manner of kinds of crafts and skilled work and knowledge. It is all intensely interesting and boys will love it. They will respect you more and love scouting more if you insist on each Scout or patrol taking up some special subject and working till they have earned the badge for it. Go through the various subjects till you find some which all the boys like and which you can find people competent to teach, if you cannot do it yourself. In a country bristling with snakes, scorpions, axes and *lathis* and villages so dirty that all diseases thrive, the best badges of all are ambulance man and healthy man.

Make friends with the nearest doctor and hike over to him and learn these invaluable things, so that your troop will always be ready to serve its village and country in any emergency of disease or accident.

(11) Teach your troop about thrift and co-operation.

(12) Have a triple objective for your troop and its patrols:—

(a) *A games objective.*—Select one or more games by patrols or for the troop and become real experts at them and beat all the schools and villages round.

(b) *A badges objective.*—Select certain badges by patrols or for the troops and go for them whole-heartedly.

(c) *A social service objective.*—Let one patrol be a Sanitation patrol, another an Ambulance or window, a dramatic or a song-singing patrol and so on. The window patrol makes a long window frame, say 2½ feet by one foot, fits it with gauze and persuades the owner of some dark unventilated house to let them put it into his house just below the roof. The patrol then makes another and puts that in somewhere else and so on.

(Continued on page 142.)

"Be Prepared"

Troop Programme Suggestions.

(Continued from last month's issue)

If Wet.

2-30 p. m. Arrival of the visiting Troop.

2-45 p. m. Troop Meeting. The Scouts of the visiting troop join the Patrols of the hosts.

(a) **Crocodile Race.** Patrols in Indian File, each scout holding on to the scout in front of him and the whole Patrol in squatting attitude. The Patrol moves forward as a unit by a series of short jumps.

(b) **Compass games.** (1) The visiting Scouter fixes the North position and then proceeds to announce various compass directions. All scouts must turn smartly to the direction indicated. Scouts who make false moves or who hesitate are judged out of the game. Find the champion.

(2) All members of the Patrol are blindfolded with the exception of the Patrol Leader. In front of each Patrol Leader is chalked a *harbour* and by means of compass directions only he must pilot his ship into harbour.

(c) **Observation.** (1) Kim's Game. Mark out a number of squares on the floor and in each square, place an object. Scouts are allowed one minute for observation and then are told to write down a list of the objects observed and the number of the square in which they were placed.

(2) A body is discovered and each Patrol is asked to write a report for the police, from the clues obtainable.

(3) Stranger in a foreign land. Each Patrol Leader is given a message, which he must learn in half a minute and then convey to his Patrol by signs and actions only. No signalling is allowed.

N. B.—If there are six Patrols or more, these games may be going on simultaneously, a change round being made after a fixed time.

(d) **Knotting.** (1) Quick revision of Tender-foot knots.

(2) All Patrols squatting in file on the floor. On word "Go", each scout in each Patrol, joins his rope to the rope of his neighbour by a knot to be announced by a scouter, e.g. sheet bend. First patrol to hold up complete rope with knots correctly tied wins.

(3) Each Patrol Leader is given a length of rope. This he coils and throws to the next member of his Patrol, who is some distance away from him. This scout ties a bow line

round himself and is hauled to safety by the Patrol Leader. The second scout coils and throws the rope to the third and so on.

(e) **Papdam.** Patrols in Indian File with two circles 18" diameter and six feet apart in front of each patrol. Each Patrol Leader is provided with a papdam cut out from thin paper, and a newspaper to act as a whisk. The first scout places the papdam in the first circle (frying pan) and then by a series of vigorous flaps with the newspaper attempts to get the papdam into the other circle—not so easy as it sounds. The second then gets the papdam from the second frying pan into the first and so on.

(f) **Patrol Work.** Further ideas for suitable games may be found in the old numbers of the S. I. B. S.

4-30 p. m. TEA.

5 p. m. SING SONG.

Good Bye.

Apparatus required. (1) Chalk, whistle, clues for "body", instructions for the game—Stranger in foreign land, rope and plenty of it—long and short lengths, paper 'whisk', newspapers, etc.

(2) With a large number of scouts the importance of some whistle signal for "silence" is obvious.

(3) Arrange for preparation of tea.

(4) Have a programme ready for the sing song.

Thus it will be seen that there is a great deal to be done beforehand if such an Inter-Troop afternoon is to be run successfully. The wise Scouter will make use of his Patrol Leaders in this connection. Having prepared alternative wet and fine weather programmes, the whether need not mar the afternoon. ("Scouting")

(Outdoor programme: Next month.)

(Concluded from page 141.)

(13) Always remember that scouting is a game and there must be plenty of real fun and play as well as uplift and badge work. Above all do not use the Scout troop as a means of attracting attention to yourself and thereby obtaining promotion. Promotion may or may not be your happy lot but it has nothing to do with scouting. Do your duty by your boys and your village and nothing else matters.

(Adapted)

Some Methods of Holding the Older Boy.

1. **Patrol Leaders** are never appointed, but elected by the Patrol from a list of the boys' own nominees. Thus the Scouts are trained to look forward to becoming Patrol Leaders of their own Patrol—there is the incentive which they need. (We do not know that we agree with this method, but one particular Scouter has found by experience that it is a good proposition.)

2. **Parents' Association.** "The active members of the Association are frequently responsible for encouraging their older Boy to stay with the Troop in moments of unrest or discouragement."

3. **Sponsoring Institution.** "The Church which sponsors this outfit is also *Troop conscious*

and recognises the work of Scouting in every way possible.....The Pastor is not too busy with all of his multitudinous duties occasionally to appear at Troop meetings and to go on Hikes. He is a qualified camper and woodsman of old standing and we are frightfully proud of him."

4. **Auxiliaries.** "Such extra activities as football, basket ball and baseball are sponsored and operated for and by the older Scouts with the approval and supervision of the Scoutmaster. These extra activities do not intrude on the ordinary activities of the Troop as a whole.

(Selected.)

Some reasons why scouts drop out

(With possible solution)

1. **Reprimand:** Only in private.

2. **Laziness:** This is extremely difficult to handle wisely, but search out for some latent interest which has not been aroused and then appeal to it. Most boys will snap out of it if they become really interested.

3. **Lack of interest:** Same as above. You have to hunt till you find some special phase of scouting (perhaps some side line) that appeals to the particular boy.

4. **Too old for younger ones:** The easiest way is to segregate the older fellows and give them special advanced activities or some Older Boy programme meeting their own needs. It is best to retain the older boys in troops as leaders of younger Scouts, at the same time giving them special privileges and activities for which the younger ones are not eligible.

5. **Mentally dull:** Extra coaching from Scoutmaster or other older leaders should help in such cases. Patience and sympathy are of course necessary. Be careful that other Scouts do not take advantage of the dull boy.

6. **No promotion because of no room above:** Do not allow a Scout to hold a position too long when there are deserving fellows ready to fill his job. Keep making promotions, even if it is necessary to create new jobs in order to do it.

7. **No promotion; simply lack of recognition:** Scoutmasters must be careful to reward capable and faithful boys with promotions as soon as they are earned, if at all possible. Watch each boy's performance carefully; don't play favourites.

8. **Intervention of parents:** Personal calls in homes by Scoutmaster should help to bring the parents nearer scouting and to remove their objections to camps, hikes, etc.

9. **Work or conflicting activities:** Try to accommodate Troop schedule to suit such boys. If they are too busy to engage in regular activities, arrange for at least limited participation in scouting. Do not frown on work, at home and the other activities of your boys, apart from scouting.

10. **Cost:** When a boy is hard up, make every effort to find opportunities for him to earn money to pay Scout expenses. In extreme cases, a Troop may have to carry part or all of a boy's expenses, but this should be done without the knowledge of other scouts.

11. **Transfers:** Be careful about accepting transfers. But once you have one, have personal conferences to help him to get adjusted and understand his new troop. See that the other boys are cordial.

(Selected.)

Celebrating the Troop Anniversary.

(Some Ideas)

MANY of our Troops invariably have a grand function during the celebration of the anniversaries of their Troops. In a sense, it is the birthday of the Troop and the good old troop deserves to have a good time in consequence. In addition to the merely 'good time' it can be useful also, why not we try to take advantage of the suggestions to which we are indebted to the American magazine "Scouting".

The troop Birthday party offers opportunities for many important features. For it, we can bring together the parents of the Scouts, the members of the Troop Committee, the Head of the Parent institution, representatives of the Local Association and such others as may be interested. Further, it gives fine practice to the Scouts in preparing the many different parts of the meeting. Also it affords a stimulus to increased activity and a wonderful chance to demonstrate what the Troop has accomplished during the year as well as what it can do by presenting Scout activities and Practices to those present. This greatly increases their interest and knowledge of our important work.

The organisation for the party will naturally be worked out in the Patrol Leaders' council by all the Troop Officers and then presented to the Scouts in the Troop for their approval and suggestions. With them develop all the general ideas of all that could be done and then agree upon a general programme. It would be well to have a committee of scouts to develop the various details. Each Group in the committee should report to the Troop on its plans as they are developed so as to arouse their interest and make them enthusiastic about doing the many jobs that have to be done.

Some of the important things to be done are:—

1. Fix the exact time, date, place and secure it for the use of the Troop well in advance.
2. Make out a list of guests and prepare invitations which are to be sent or taken to them; also some plan for following-up of those who have not answered.
3. Decide upon the menu for the refreshment part of the show.
4. Get a good chairman for the meeting and post him up with the necessary information for a good speech.
5. Get a good speaker, preferably your District Commissioner to speak on scouting to the audience.

6. Decide on what reports are to be given, and who is to give them and prepare the same.

7. Make out a complete programme for the evening.

8. Develop a special presentation ceremony of advance merit badges etc., for the evening.

9. Select items, stunts, songs, master of ceremonies to take charge of the entertainment part of the show.

10. Decorate the Club room, the tables, make place cards, fix up games and such other incidentals as arise.

The programme may be dignified and sad; it may be a farce and bad; or it may be really Scoutlike. In the last we have just the right amount of funny and serious matter so that all can enjoy themselves as well as get a picture of what we are really doing in scouting. Therefore, let us vote for a Scoutlike programme.

The Club room should be decorated with Scout materials. Let us fix it up in as unusual a manner as possible. Besides our Patrol and Troop Flags and exhibits of outdoor equipment and handicrafts, we can have special table and wall decorations. On each table we might have various types of nature specimens collected by the boys, each neatly labelled and catalogued to show that the scout has learnt about them thoroughly. If you decide to have a feed, do it on a table, with a place allotted to each guest. Let your name and place cards be not on paper but on shells, or pieces of bark, sections of wood or something equally novel, neatly written out. Let the Menu cards also be out of the ordinary. The articles of food provided for should have been made by the boys themselves and named on the menu cards in a suitable way.

When the guests are arriving, let them examine the exhibits with scouts assisting them by explaining everything. Let us organise the whole group including the audience into Patrols. Therefore, as they arrive, pin on every person a number representing the Patrol and table to which he belongs. Also, a Patrol game might be played, such as guessing the names of a series of bird pictures on the walls—the results of which will be reported after the banquet. Be sure that each group selects a Patrol name, so that the report is made by name rather than a number. The Patrol with the most correct guesses wins.

Then comes the meal in which the scouts serve. Let there be some singing by the Troop, After which the programme of the evening starts.

The one given below may be considered:

1. The Chairman makes a few remarks and calls for introductions of all present.

2. The Chairman of the Troop Committee reads or makes his report of their activities during the year and what they hope to do for the coming year.

3. The Troop Treasurer reports on the wealth of the Troop.

4. Other members may be called upon to report on such activities as have been assigned to them.

5. The Patrol Leaders then make their reports, such as activities, advancement, etc.

6. The Scoutmaster gives a short outline of the work of the Troop as a whole and puts before the audience the needs for the future. It would be well to let the Troop Leader and Assistant Scoutmasters have a part in this.

7. Awards to be presented now by the District Commissioner who makes a short speech.

8. Patrol Exhibitions of Scout activities, stunts, pageants, etc.

9. A good rousing Camp fire sing song of about 20 minutes duration.

10. Closing speech by the Chairman.

Try this at your next Troop Birthday and let us know how you enjoyed it.

Some ways of making real use of our Patrol Leaders.

THE Camp is obviously the best opportunity we have of using our Patrol Leaders, and if our Camp is run properly under the Patrol System as suggested in *Scouting for Boys*, we will not have to seek further for ways and means of giving our Patrol Leaders opportunities for leadership and initiative. We can also, when the circumstances of our Troop are such as to make it possible, have Patrol Camps run at week-ends with the Patrol Leader in complete charge of the camp in fact as well as in name. Two points have to be always before us in this matter. (1). It is the duty of the Scoutmaster to see that his scouts are encouraged, and to have facilities to attend the practice of their religious obligations and (2) no week-end camping must be undertaken without the express approval of the boys' parents, and, in a controlled Group, of the Controlling authority.

In preparations for camp, however, definite tasks are allotted to each Patrol under its Patrol Leader. The various things that we talk and write about should actually be handed over to them. Each Patrol can, for instance, make such things as latrine screens, fire shelters, feeding shelters, table tops, ruc-sacs and so on, and can overhaul tents, cooking gear, etc. There is obviously nothing new in this, but a word or two on how to set about it might be helpful.

First of all *trust* your Patrol Leader; even if he makes mistakes and fails to come up to your

expectations of him, continue to trust him; that is the surest way of getting him to improve. Teach him "how" to do what you want, quietly and carefully, go right through the whole process, and do not leave anything out because you think it is obvious; what is obvious to you is not necessarily so to other people. Back him up quietly, but consistently, in the task that has been set him and his Patrol, and show lots of enthusiasm even for the smallest, stalest and oddest idea. Make sure that the gear needed is available; it is not enough to say, "Patrol System—let the Patrol Leaders do it." Let them do it, but ensure that they have a fair deal to start with. Be fair, not lazy, and don't blame the Patrol System or your Patrol Leaders because you have forgotten to support them or to supply what is necessary for the job in hand.

Out-of-doors, in addition to camping, there are all kinds of expeditions, rambles, games, etc. that can be conducted by the Patrol Leaders on their own with their Patrols, or even by the Troop as a whole under the guidance and direction of the Patrol Leaders.

Let us now turn to the indoors and consider one or two items. The various articles on Scouting we read, the various talks we hear, the various discussions we listen to—none are of the slightest value unless they can stimulate us to work out things for themselves. We must deliver our Scouting to boys at first-hand, not second-hand or even third-hand. Our own personalities must be put into the job. So set

programmes should not be doled out as they invariably have the effect of rendering our Scouting stereotyped and thereby making dead instead of alive, especially when it is a question of our making use of our Patrol Leaders.

It is possible, for instance, for simple inter-patrol competitions, not lasting more than 15 minutes, to be thought out and run by each Patrol Leader in turn. At first it may be necessary for the Scoutmaster to know of the competition beforehand and talk it over with the Patrol Leader concerned, but after a while, even this necessity disappears, and the Scoutmaster can be left as ignorant of the plan as the rest of the Troop. Such competitions can include quite normal Scout subjects such as Knotting, Signalling, Tenderfoot tests, Signs, First Aid and so on.

Another time, each Patrol Leader can organize two games, one quiet and one rowdy for the Troop as a whole. It may be a good plan to encourage each Patrol Leader demonstrate the game with his own Patrol first of all, before the Troop as a whole plays it. This will bring the Patrol into the picture and not the Patrol Leader alone, and will lead the Patrol Leader to discuss such things with his Patrol beforehand, and possibly to get valuable suggestions from them.

Each Patrol Leader or each Patrol can also set some simple observation and deduction test, or arrange and stage an accident or other incident for elucidation.

Mention may be made of the period in indoor troop meetings allotted to Patrol instruction under the Patrol Leader. Sometimes this period is filled in according to the direction of the Court of Honour, sometimes it is left to the discretion of the Patrol Leader what to do. There is a lot to be said for each method and much more to be said for a combination of the two. The Troop as a whole may want to rub up its knowledge in certain subjects; the Patrol may want to take up some particular line of its own, or may need to be brought up to scratch in a subject in which they are particularly weak.

Here for instance, is a simple programme for this period which the Court of Honour might lay down to cover a period of six meetings. The Court decides that every Patrol should provide

itself with a Patrol box into which Patrol gear can be packed and it is decided that each patrol will procure and stock its own. Arising out of that decision, each Patrol has to procure a box, decorate it, etc. It has to make knotting ropes—properly whipped at the ends—signalling flags, rag balls, and other articles so that the box is properly stocked. A hint or two and a word of encouragement from the Scoutmaster will work wonders. Following on the same line of thought, each Scout in a Patrol can construct a knotting board, and possibly, a splicing board showing the various stages of eye, back and short splice. All these activities are carried out under the direction of the Patrol Leader on his own, who can make use of any imagination he possesses in working out effects.

To illustrate the matter of the Patrol Leader's choice, here is a true story:

I visited a Troop not so very long ago. The Scouts were engaged in a normal Troop programme in which twenty minutes had been allotted to the Patrol Leaders to fill in as they pleased with their Patrols. Each Patrol during this period got down to it properly and were hard at work. One Patrol Leader was instructing in mapping, and, unaided by any person or book, had evolved this method on his own. He had divided his six Scouts into pairs, and had devised two observation tests—one had to do with a cat burglar—to keep two of the pairs employed while the third pair was doing the mapping. The first pair came to him and were shown a rough sketch map which he had drawn out beforehand. These were given a quantity of sand, a box full of oddments, and told to make a model of the map as best they could in five minutes. The second pair were shown the model the first pair had made and told to make a sketch map from it. The third pair were told to compare the original map, the model, and the second map, and to note down any mistakes which they could find in the model or the second map. That Patrol knew quite a lot about mapping by the time they had finished.

Such things as these are not beyond the capabilities of any Scout Troop, provided the Scoutmaster will (1) trust his Patrol Leaders and (2) run a short training period for their especial period so as to give them both knowledge and confidence.

(Gilcraft Gleashings)

Tabaqui Dance.

Wolf Cubs' Hand Book, pp. 52-54.

Notes.

1. Don't let Shere Khan repeat "I am Shere Khan, the Tiger King" too often. In between, he should be snarling and growling, and sometimes just prowling about impatiently.

2. The call "Jackal! Jackal!" should be a high squeak on one note, starting quite softly but gradually getting louder and louder.

3. The Dance is often dragged out too long because the Wolves do not start from their lair early enough. Let them start out quite soon after the Tabaqui have started their cries of "Jackal! Jackal!" and surround them before pouncing on them and bearing them off.

4. This Dance holds more appeal to Cubs if all the actions and cries are mimetic. The call "Jackal! Jackal!" is then replaced by the yapping of jackals rather after the fashion of a hungry puppy who is trying to ingratiate himself with his master. Shere Khan says no words but conveys their meaning by the tone and strength of his roars.

Variation.

A very effective opening is as follows. The Wolves and Tabaqui are sitting quietly in their corners, Tabaqui keeping a sharp lookout for

Shere Khan. The Wolves are not interested in that, but busy in a quiet way on their own affairs with Mowgli.

Shere Khan comes on alone, stalking an imaginary prey. Very quietly he advances until the time comes to spring upon it. He then rends his prey, and makes an excellent meal, but don't let him be too long about it! After his meal, he falls asleep in the middle of the clearing.

The moment they see that Shere Khan is asleep, the Tabaqui creep on in single file until they have formed a circle round Shere Khan. Excitement increases as they see the tempting remains of his meal, and they start to call softly "Jackal! Jackal!" and to run round the circle. As they grow bolder, the noise increases, and one or two of the bolder spirits dart into the circle, and snatch a piece of meat. At this stage the Wolves, disturbed by the noise, stop their business and attend to what is going on in the clearing. When the chattering is at its height, Shere Khan wakes up, and in a great rage at being disturbed leaps to his feet shouting "I am Shere Khan, the Tiger King."

Then the Dance proceeds as in the *Handbook*.

(From the I. H. Q. Publication)

Programmes for New Cub Packs.

(Continued from the last month's issue.)

Third Hunt (Saturday)

2 p. m. Arrive at Destination.

45 Minutes. Ramble through bush.

10 Minutes. Talk on 'Lairs'.—"Let's build a Lair" (Let us—Akela joins in).

1 hour. Build lair of natural materials.

10 Minutes. Game: "Mother Wolf and Shere Khan" (to protect lair)—Jungle atmosphere.

15 Minutes. Cubs gather wood to boil billy.

45 Minutes. Boil Billy, have tea—See cubs have clean hands before eating (First Star Hygiene).

10 Minutes. About dusk: Tell boys about Tenderpad; talk about Cub Laws, while sitting round fire.

5-15 p. m. Leave for home.

Saturday afternoon is a big adventure. Boiling a billy away in the bush is a thrilling

experience. Sitting round the fire and hearing Akela talk about the Cub Law urges a small boy to 'do his best'.

Already Cubbing is something wonderful in his life, something to look forward to.

Fourth Hunt.

10 Minutes. Parade Circle—Inspection and roll call.

10 Minutes. Game: "Stations"—(To let off steam).

15 Minutes. Six work: Under Akela and Bagheera. Revise Salutes. Teach Skipping backwards. Watch breathing. Breathing Game: "Dying Pigs".

5 Minutes. Game "Mowgli and Bagheera" (Jungle animals from story).

10 Minutes. Pack Instruction by Akela—Teach Reef Knot, telling story of knot and uses.

15 Minutes. Sing Song: Teach "Come out hunting" and another simple song selected by boys or Akela.

10 Minutes. Jungle Dance: Story of Baloo—Demonstration of Baloo Dance (The Law was already given on Saturday's outing) Remember to give special praise for good efforts.

10-15 Minutes. Yarn: "Mowgli's Hunting"—Introduction to Kaa Dance.

5 Minutes. Parade Circle—Simple prayers—Good Night.

Six Work: Note that in the first few meetings, this is taken by Akela or Bagheera, since there are not any Sixers yet. Later, the Sixers will take charge of this work, instructing the Six under the unobtrusive supervision of Akela or Bagheera. Allow the Sixer some responsibility, but not too much.

Tenderpad Work. Have a few Cubs on different evenings through the week to your home, to teach them the Tenderpad requirements. The best results can be obtained by taking only small groups of the boys at a time. Once they understand the Law and the Promise, they can pass the theoretical part of the Badge, and proceed to carry out the practical application at home.

Rover Programme Suggestions.

(COMPILED BY C. KRISHNASWAMI.)

Discussions.

A part of your den programme may very well be allotted to discussions, care being taken not to let your younger squires get bored stiff by the discussions being prolonged for hours. Set a time limit for each member if necessary.

By announcing the subject in advance, for the next meeting, all will have an opportunity to think it out before attending the meeting and be ready with definite opinions. That will save time.

Forty minutes is suggested as long enough for discussion, but it is unwise to leave a subject half baked. Continue it at the next meeting rather than leave it in an unfinished stage.

Topics for discussion: If any member of your Crew is taking the Gilwell correspondence course, it would be a nice bit of co-operation with the Headquarters if you were to follow him up so that the job will not be side tracked.

Fifth Hunt.

Assemble. Parade Circle.

10 Minutes. Inspection, Roll Call.

10 Minutes. Jungle Dance: Kaa Dance.

15 Minutes. Six work, under Akela, Bagheera. Revise knots (Reef) Practical applications—see if shoes are tied with reef—Give a parcel of books to tie. Revise skipping. New work: Hopping figure of eight.

10 Minutes. Game: "Parcels" application of reef knot.

10 Minutes. Game: "Cat and Birds" Purely recreational.

10 Minutes. Yarn: Adventure Yarn—not jungle story.

10 Minutes. Appoint temporary Sixers from among four boys who passed Tenderpad*. Make any necessary readjustments in Sixes already formed. Notices.

10 Minutes. Investiture of four boys who passed Tenderpad a month ago.

5 Minutes. Simple Cub Prayer—Grand Howl by invested Cubs.

* When grouping Sixes five weeks ago, the boys were not known personally to Akela. It may now be found necessary to make a few changes having appointed temporary Sixers. You must group the boys according to temperament. ("Scouting".)

He may be stuck by one question, and an all round discussion by the Crew will help him over it. As long as you don't write his answers for him, Headquarters will not object.

Books: A discussion of any one of the following, or any other good book, a chapter at a time, would be well worth while. And do not pass them by just because you have read them once. You will get more out of them with each reading and discussion will bring out an amazing number of points you might otherwise overlook. The books are: *Scouting for Boys*, *Rovering to Success*, *P. O. R.* or any of the *Gilcraft* Books.

Newspaper Editorials: These are usually on live topics and well written. You can become well-informed and gain solid views on matters of local, provincial, national and international importance by reading them and thrashing them over in your den. But balance

your views by taking in the editorials of more than one paper. You need never be stuck up for material either for discussions or talks if you make use of this rich and constant source.

Scout Phrases: The following stock phrases in our scout literature and parlance are just taken for granted by many of us without really stopping to think what they mean. They will have a richer significance to you if you think them out and talk them out, and end up with a short clear definition. But do write it down when you get it, so that the result of your talk will be preserved in your log.

(i) **The Scout Spirit**—Should some light youngster in the Troop check you up when you use this term and ask you what it means, could you give him a satisfactory answer? Or, would you leave him and (yourself) more bewildered than ever? Be Prepared! Discuss it in the den and try to work out a clear, concise and handy definition that a boy would understand and be sure to make a record of it.

(ii) **A man's versus a boy's point of view**—What are the points of view? How do they differ? Be prepared to explain them. Pool your thinking in the Crew and emerge with a clear definition.

(iii) **Character**—The Scout Movement aims at character building, but what is CHARACTER? We have to know before we can build it. You can thrash this out in the Crew and get a handy definition ready.

(iv) **Good Citizenship**—This is another objective of our Movement, but, what is it really?

(v) **The Patrol System**—Does it work in your Crew? What are its advantages and disadvantages? Let each fellow come out with his own views.

Mental stock-taking: Each member to stand up and tell what is his objective in Rovering, what he hopes to accomplish through his membership in the Crew. It is surprising to see the views that will come up out of 20 minutes spent in this way, followed by a discussion tactfully directed by the chairman of the evening.

How can a young man choose his vocation? A discussion of this question might not settle it but it might help some of your fellows to decide. Give it an airing, and come back to it once in a while, to add a bit to your opinion on it.

Personal problems: Bring to Crew two kinds.

1. Very, very personal—Talk it over with the Skipper. Even if he cannot find the solution, his sympathetic understanding will send you away bucked up. But he might give you a valuable tip as to how to get round your difficulty—An older man's counsel.

2. **Less personal**—State it to your Patrols or Crew—Have discussions. Try to arrive at a solution. If you feel backward about laying it before the Crew, deal with it impersonally as a 'young man's problem' without saying whose it is.

You could devote part of each meeting to personal problems, or if that would allow too short a time, devote one meeting a month for it. Let the fellows bring their problems, or the problems could all be handed over to the Skipper or Senior Mate who could announce them without disclosing whose they are—each just a young man's problem, never mind whose they are—and ask "what do you make of it, fellows?" What would you advise him to do?

(To Continue.)

Some books which might be helpful to you:

Scout Spirit—Uncle Elwes.

Rover Scouts—Gilcraft.

Rovering to Success—Baden Powell.

Patrol System—Roland Philipps.

Boy Scouts—Gilcraft.

Life's Snags and How to meet them—Baden Powell.

Ourselves and the Community—Reynolds.

Scouting and Leisure—Reynolds.

Rover Scouting—Griffin.

Once a Scout Always a Scout—Griffin.

Quest of the Boy—Griffin.

Games.

Straddle Race.

Here is a new game, really a new version of "Skinning the Snake".—The Sixes are in files at the "Alert". On the word "Go", all Cubs crouch down on the ground as low as they can, except the last one in each Six. He starts at once to come straddling over the crouching Cubs of his Six till he is in front, when he crouches down too. Then Number Five straddles his way to the front; and so on, till the Sixer is in front again. It is best to finish with the Sixer in front at the "Alert" and the rest of the Six still crouching. There is no need to insist that one Cub must finish and crouch down before the next of his team starts.

S. O. S. Yell.

Here is a Yell which will come in handy when you are playing games like being wrecked on a desert island. It sounds much better if the proper timing is carefully kept.

S-O-S! S-O-S!

We want Help. (This line a little slowly)

H-E-L-P:—Help!—(pause)

HELP!!—(pause)

HELP!!!—(loud and despairingly)

Duels.

(This game is a variation of "Flip", No. 18 in the General Team Games in "Gilcraft's Book of Games"). In the olden days, if a knight's honour were insulted he would always challenge his enemy to a duel. To refuse to shake hands with a man was an insult which

always led to a duel. In this game we challenge each other to friendly duels. One team is lined up, each Cub holding his arm out to its fullest extent. The other team is lined up opposite some yards away. A Cub comes out from the second team, and walks down the line shaking the hands of the first team. But when he comes to the Cub he wants to challenge, he slaps his open hand instead of shaking hands; and then runs back to his own team. If he gets tipped, one point goes to the other side; if he escapes, he wins a point for his own side. Each Cub has a turn at being challenger, and no player on the other side may be challenged twice until everyone has had a turn. The teams take turns at sending challengers.

(From "The Jungle Scraps" by Brown Tip.)

Identification by sound.

The room is darkened completely and then some one who has been instructed previously, goes through a recognised series of actions.

For example, he can enter the room fumbling at the keyhole (1); drop a box of matches (2) and squash them underfoot (3); wind up his watch (4); tear up a piece of newspaper (5); open an attache case (6); from the box take a bottle of ginger beer and drink it (7); and such actions, until he finally departs, leaving no trace of his stay. Then the lights are turned on, and members write an account of what happened. This game is possible of endless variations and provides very good training for the ear.

For Commissioners.

THE only way in which we can get men to come and work is to show them what we are doing. We cannot do that by talking, we have to get that done by our actions and by the results we produce—the Scouts themselves. If a man sees a hundred scouts gathered together and also sees what they are doing, then he may have an inclination to be a Scouter. You can talk to him about it, but that will not have the same effect. We have got to produce scouts and that of the best type. Your job as Commissioners is to see that the right kind of Scouting is done in your particular area. If you produce the best type of Scouts, it means a great support to all your wants.

There are various sources from which we can get a good supply of scouters. At present the majority of our scouters are teachers. Some people argue that because they are engaged in teaching boys they do make the best class of scouters. Scouting is spare time work. It is different from the ordinary type of work. So we want to associate other men also, men of other occupations in scouting as something in which they can take interest as well as do good. Do not let us adopt the attitude that the scouter's job is a mere job of service, that he has got to be very serious about it. The best Scouter is one who enjoys his own scouting, who can play it with his boys. It does not

matter in what walk of life we are, so long as we are prepared to play the game ourselves with our scouts and to enjoy it as we can. Do not let us feel ashamed of enjoying ourselves, because the whole of scouting is a game. How else can we who are Commissioners get the play attitude? By watching it, we are not going to do as much good as we might otherwise do. We have got to set an example to our Scouters and we have got to enjoy it. Do not let us talk to our friends about the self-sacrifice we are making, about our desire for the 'moral uplift' of the youth of the land!

Another fruitful field of recruitment for our scouter ranks is that of our older scouts. We have now come to a stage when we can produce our own scouters from our own ranks. I strongly recommend Commissioners gathering together the old scouts locally, so as to let them realise that there is work for them in our scouting if they want it. Then we have our Rover Scouts. One of the purposes of Rover Scouts is that they should be in training for Scout-mastership.

A very important function of the Commissioner is to supervise and look after the training of his Scouters, because through that he can satisfy himself that the right type of scouting is being done in his district. But does the Commissioner know what the right sort of scouting is? Some have not taken the trouble to find out, and others have not paid much attention to that particular question.

In Scouting universally, we have a certain type of machinery, and that machinery is duplicated in a sense. We have our Local Associations, District Councils and so on, i. e., the Association of the Scouters and supporters of scouting locally and these local Associations and District Councils are responsible for encouraging scouting in their own areas and that is their function. They exist simply to help their Scout Groups. Now you have the duplicate machinery of the Commissioner. He has

parallel functions, but with some sort of different obligation and responsibilities. He is also responsible to the Scout Movement in the province, to scouting in India as well as scouting in the world as a whole, and for seeing that the right type of scouting is done in the Province. The Chief Scout put it shortly once before a Conference of Commissioners. He said "Scouting has grown to such an extent that it is not possible for me to see it, to supervise it. I look upon you Commissioners as my watch-dogs, you are there to see that the proper kind of scouting is done, that no danger comes near it and to safeguard it and my scouters on my behalf." That gives the correct picture of the Commissioner and his duties. He owes a personal responsibility and allegiance to his District Commissioner if he is an Assistant District Commissioner, to the Chief Commissioner if he is a District Commissioner, to the Chief Scout and his Council if he is the Chief Commissioner and so on. These are the links which go to build up this great chain of unity of which we are so proud. If we look at the machinery in that kind of way and if we work in co-operation, then, I think we can hope to produce the right kind of goods. We will be turning out boys who are going to be better men, turning out boys who are full of life and independence using the term in its right meaning, boys who can think for themselves and do for themselves not dependent on others, turning out boys who have gained strength in body, mind and spirit just because of their association with their brother Scouts and in their Brotherhood.

That is what we want to look to, and that is what we as Scout Commissioners should be looking for in all the work that we are doing. If we keep always in our hearts, in our minds, the picture of the Scout, then I think we will get along with our work with very much greater happiness and with very much greater success.

Correspondence.

Scout Activities and Public Opinion.

Dear Editor,

The very fact that most of our scouters are honorary workers should not be brought forward as an excuse for the multifarious drawbacks in the organisation of Scout activities conducted by individuals or associations.

The scout world owes a debt of gratitude to Mr. C. Krishnaswami of Triplicane for his note of warning to all campers "to leave the campsite only after cleaning up the whole grounds thoroughly and disposing of all rubbish and litter." (Page 120, S. I. B. S. July 1934), and to the scouter correspondent of the Madras Mail for

his valuable notes on "Good Camping." (Page 14, Madras Mail, August 4, 1934.)

We ought not to forget that this warning applies with equal force to all our scout activities and the necessity for leaving the grounds used by scouts cleaner than they found it can never be over emphasised. Occasionally we happen to witness rallies of boys held in the compounds of important public buildings. It is shocking to see the thorough mismanagement and want of organisation that prevail in some of them. On one occasion when the boys had dispersed at the end of the rally, some of the scouters

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(Adapted)

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Reg. No.	Names of Groups.	Sections.	Salem.	Sections.
98. 1st	Bommayagowndenpatti, Kallar School, Theni P. O.	... S ...	Reg. No.	Names of Groups.
99. 1st	Kongarpuliangulam, Kallar School, Chekkannurani P. O.	... S ...	3. 1st	Atur, London Mission School
100. 1st	Endapullipudupatti, Kallar School, Keelamangalam P. O.	C ...	10. 2nd	Atur, London Mission
101. 1st	Vandioor, Board Boys School, Pasumalai P. O.	... S ...	57. 3rd	Atur, Mahajana School
			Tinnevely.	
			9. 9th	Palamcottah, Borstal School
			52. 10th	Palamcottah, Borstal School
			53. 11th	Palamcottah, Borstal School

Warrants Renewed for the year 1934-35.

(Valid up to 31st March 1935.)

(This list includes fresh warrants issued in July 1934. These are marked with asterisks)

Anantapur.

Scoutmasters.

- W. No.
12. P. Raghavendrachar, 1st Uravakonda.
15. A. Abdul Khadir, 1st Kadiri.
(L. N. 15)

Arcot North.

Group Scoutmasters.

5. K. P. Santosh, 1st Vellore.
7. D. Dayanadam, 1st Ranipet.
8. P. N. Swaminatha Aiyer, 2nd Tiruvannamalai.
9. M. Venkatacharya, 1st Peranamallur.
(L. N. 9)

Scoutmasters.

19. K. Audiapatham, 1st Kaveripauk.
23. C. A. Joseph, 6th Vellore.
28. R. Rangaswami Pillai, 1st Odugathur.
29. S. V. Venkatesan, 1st Vanapuram.
32. James D. Issac, 1st Vellore.
33. S. W. J. Rajarathnam, 1st Tiruvannamalai.
35. V. Nathamuni Naidu, 1st Chengam.
36. D. P. Henry, 1st Polur.
43. P. V. Kuppuswami Aiyer, 1st Cheyyar.
44. P. Vasudevan, 1st Arni.
46. P. R. Arumugam Pillai, 4th Tiruvannamalai.
47. V. Krishnan, 5th Tiruvannamalai.
48. N. Govindaswami Pillai, 6th Tiruvannamalai.
49. A. Arunachala Aiyer, 1st Kilpennathur.
50. A. Ramachandra Pillai, 1st Vettavalam.
51. N. V. Ramachandra Ayer, 1st Vettavalam.
52. P. K. Margabandu, 1st Nembudu.
53. N. Sundara Nayanar, 1st Somasipadi.
54. S. Narayanaswami Aiyer, 2nd Tiruvannamalai.
55. W. N. Arumugam, 1st Nedugunram.
(L. N. 55)

Assistant Scoutmasters.

10. S. Arumugam, 1st Kaveripauk.
13. M. Govindaswami Naidu, 1st Polur.
14. K. Purushottam Naidu, 1st Polur.
15. I. Yesupatham, 1st Arni.
16. A. L. Venunaiker, 1st Arni.
17. I. John Lazarus, 1st Tiruvannamalai.
18. V. Sundaresa Aiyer, 1st Kilpennathur.
(L. N. 19)

Rover Scout Leaders.

3. S. Ponurangam, 4th Vellore.
4. T. V. Veeraraghavachariar, 1st Peranamallur.
(L. N. 4)

Cubmasters.

1. J. A. Rajarathnam, 1st Vellore.
9. O. Sarangapani Iyengar, 1st Peranamallur.

W. No.

7. S. D. Himmelstrand, 1st Tiruvannamalai.
*8. K. Vaidyanatha Aiyer, 2nd Vellore.
(L. N. 8)

Arcot South.

Group Scoutmaster.

2. D. S. Samuel, 1st Nellikuppam.
(L. N. 4)

Scoutmasters.

17. M. Doraipillai, 2nd Cuddalore.
19. R. Swaminatha Aiyer, 3rd Cuddalore.
20. G. Hezekiah Jeyaraj, 1st Nellikuppam.
*27. S. D. Ramachandra Aiyer, 1st Panruti.
*28. A. V. Ramaseshan, 2nd Nellikuppam.
(L. N. 28)

Assistant Scoutmaster.

- *7. K. Venkatasubba Aiyer, 1st Panruti.
(L. N. 7)

Rover Scout Leaders.

1. T. P. Navanithakrishna, 1st Annamalai Nagar.
2. P. S. Venkataramana Rao, 1st Cuddalore.
(L. N. 2)

Cubmasters.

5. N. Kanagaraj, 1st Nellikuppam.
*7. N. Sundararamanuja Reddi, 1st Varakkalpatti.
(L. N. 7)

Chingleput.

Group Scoutmaster.

- *1. K. S. Gopalathnam, 1st Manimangalam.
(L. N. 1)

Scoutmasters.

15. Samuel Andrew, 1st Tirumani.
23. A. C. Rangaswami Aiyengar, 2nd Tiruvellore.
24. J. S. Nesaya, 1st Tiruvallore.
31. K. Ramachandra Aiyer, 1st Sriperumbudur.
(L. N. 31)

Assistant Scoutmasters.

11. S. Lewis, 1st Tirumani.
13. William Jesudoss, 1st Tiruvellore.
(L. N. 15)

Cubmasters.

7. P. S. Arumugam Pillai, 1st Kavarapalayam.
*37. P. Krishnamachari, 1st Edayarakkam.
*38. S. Sundaravaradan, 1st Manimangalam.
*39. R. Doraiswami Nattar, 1st Tiruvalambudur.
*40. T. A. Ramaswami Naidu, 1st Vembakkam.
*41. N. E. Vijayaraghavachari, 1st Kuttambakkam.
(L. N. 41)

Chittoor.

Group Scoutmasters.

W. No.

1. V. Subramanyam, 1st Rishivalley.
3. A. Kanthappachetty, 2nd Chittoor.
*5. P. S. Rangachary, 1st Vayalpad.
(L. N. 5)

Scoutmasters.

19. K. Vyasaraao, 2nd Tirupathi.
24. N. Srinivasulu, 1st Karvetnagar.
37. S. T. Ramaswami Aiyer, 2nd Chittoor.
44. P. Enoch, 3rd Madanapalli.
45. Y. Ramanatharao, 1st Irall.
46. P. Krishnaswami Iyengar, 1st Kalikiri.
47. C. N. Vaideswaran, 1st Rishivalley.
49. M. Narasimhachari, 2nd Madanapalli.
*51. A. S. Alwar, 1st Vayalpad.
*52. C. Subbarao, 1st Madanapalli.
*53. K. Narasaraaju, 1st Punganur.
*54. V. G. Samuel, 2nd Pakala.
*56. C. N. Krishnaswami, 1st Kalahasti.
*57. M. C. Seshachalam, 1st Chittoor.
*58. C. M. Samaroo, 1st Pakala.
*59. K. Chengiah, 1st Chandragiri.
(L. N. 59)

Assistant Scoutmasters.

18. P. Chinnaswami Naidu, 2nd Chittoor.
19. V. Chinnayya, 1st Kalahasti.
(L. N. 19.)

Rover Scout Leader.

10. G. L. Narasimham, 9th Chittoor.
(L. N. 10)

Cubmasters.

3. M. Natesa Aiyer, 1st Tirupathi.
4. K. Muthuswami Naiker, 2nd Chittoor.
*6. T. A. P. Ananthalarwar, 1st Chittoor.
*7. H. Ranga Rau, 1st Vayalpad.
(L. N. 7)

Coimbatore.

Scoutmasters.

23. V. Thirumurthi Aiyer, 9th Coimbatore.
*36. K. R. Subramanian, 7th Coimbatore.
(L. N. 36)

Cuddapah.

Group Scoutmaster.

3. Venkobaraao Bhonsle, 2nd Royachoty.
(L. N. 3)

Scoutmaster.

5. K. Kondiah, 1st Siddhavattam.
(L. N. 6)

Cubmasters.

2. R. A. Padmanabharao, 2nd Badvel.
*3. M. Subbiah, 1st Salabad.
(L. N. 3)

Assistant Cubmasters.

3. K. Babushaeb, 2nd Royachoty.
4. K. Nagesaraao, 2nd Royachoty.
*5. C. Nagarajaraao, 2nd Royachoty.
*6. B. Mopuriiah, 2nd Royachoty.
(L. N. 6)

Ganjam.

Scoutmasters.

1. B. Satyanarayana, 1st Parlakimidi.
2. P. Sitaramachari, 1st Parlakimidi.

W. No.

3. Nagendranathdas, 1st Parlakimidi.
4. S. V. Sanyasi, 1st Parlakimidi.
5. Kanucharan Mahanty, 1st Rayagada.
*6. T. Jagannatha Rao, 2nd Berhampore.
(L. N. 6)

Godaveri East.

Group Scoutmasters.

2. V. V. S. Prakasaraao, 2nd Rajamundry.
3. N. Subbarao, 1st Gutala.
*4. Nemani Seetharamiah, 1st Polavaram.
(L. N. 4)

Scoutmasters.

7. Ch. Gopalakrishna Rao, 1st Polavaram.
8. B. P. Ragavendra Rao, 8th Rajamundry.
9. L. Krishnamurthi, 1st Mummidivaram.
10. Y. Venkataramanaya, 1st Gutala.
11. K. Venkat Rao, 1st Pithapuram.
(L. N. 11)

Assistant Scoutmaster.

3. N. Satyanarayanamurthi, 8th Rajamundry.
(L. N. 3.)

Godaveri West.

Group Scoutmasters.

3. J. Satyanarayanamurthi, 1st Vundi.
*5. J. Venkatarao, 5th Ellore.
(L. N. 5)

Scoutmasters.

17. K. Ramakrishnamurthy, 4th Ellore.
25. P. Veerabadreswarao, 5th Ellore.
*28. T. Gangarao, 1st Pulla.
*30. H. L. Narasimharao, 1st Kovvur.
*31. M. Devasahayam, 1st Bhimavaram.
*32. K. Guuneswararao, 1st Penumanthra.
(L. N. 35)

Assistant Scoutmaster.

1. A. V. Subbarayadu, 4th Ellore.
(L. N. 2)

Rover Scout Leader.

- *6. V. S. Murthi, 2nd Narsapur.
(L. N. 6)

Cubmaster.

6. R. Lakshminarayanamurthy, 9th Ellore.
(L. N. 6)

Assistant Cubmaster.

3. U. V. R. V. Prasadaraao, 9th Ellore.
(L. N. 3)

Guntur.

Scoutmasters.

19. Mallela Joshua, 8th Guntur.
*20. M. Parakasam, 2nd Tenali.
(L. N. 20)

Kanara South.

Scoutmasters.

2. Vincent P. M. Pinto, 1st Mangalore.
5. K. Lakshminidhi Rao, 1st Udipi.
14. P. Ramanatha Rao, 1st Moodbidiri.
23. M. Vasudeva Prabhu, 4th Mangalore.
27. Theodore Salins, 3rd Udipi.
*33. V. M. Holla, 1st Karkala.
*34. K. Puttaya, 3rd Kasaragod.
*35. P. Venkatraao, 1st Kukundur.
*36. K. Subraya Urala, 1st Kotesahwar.
(L. N. 36)

Assistant Scoutmasters.**W. No.**

6. H. Triyambakarnao, 1st Udipi.
- *8. Jhon Pinto, 1st Karkala.

(L. N. 8)

Rover Scout Leader.

- *2 B. V. Venkataramana, 3rd Kaup.

(L. N. 2)

Cubmasters.

1. P. Vithal Kamath, 4th Mangalore.
2. Charles Studerus, 1st Mangalore.
- *4. B. V. Somayaji, 1st Bantval.

(L. N. 4)

Kistna.**Scoutmasters.**

22. N. Seshagiri Rao, 2nd Nuzvid.
23. A. V. G. Krishnarao, 3rd Nuzvid.
24. A. Venkatasubbiah, 2nd Masulipatam.
- *33. Bandaru George, 1st Challapalli.
- *34. M. Sankararao, 1st Vanapamula.
- *35. C. Gopal Rao, 2nd Vanapamula.

(L. N. 35)

Kurnool.**Scoutmasters.**

17. P. J. Devabushnam, 1st Nandyal.
18. V. Subbarayadu, 1st Bestavarpet.
19. G. Pullaya, 2nd Nandyal.

(L. N. 19)

Madras Corporation L. S. A.**Group Scoutmasters.**

1. A. Pitchai Pillai, 26th M. C.
2. S. Viswanatham Chetty, 6th M. C.
3. G. W. Moses, 38th M. C.
4. V. Cunniff Chetty, 8th M. C.
5. K. John Natarajamurthy, 18th M. C.
6. S. S. Manoharan, 42nd M. C.
- *7. A. Ranganathan, 15th M. C.
- *8. A. Wesley Samuel, 17th M. C.
- *9. P. Reddyswamy Chetty, 24th M. C.
- *10. T. V. Sabapathy Pillai, 45th M. C.

(L. N. 10)

Scoutmasters.

1. Rafuddin Ahmed Saheb, 2nd M. C.
2. Md. Anwar Badsha, 9th M. C.
6. P. Prakasam, 23rd M. C.
10. C. Ponuranagam, 1st M. C.
11. T. Govindarajan, 3rd M. C.
17. D. R. Moses, 12th M. C.
19. T. V. Subramanyam, 20th M. C.
20. P. G. Kuppusami, 37th M. C.
21. R. Meelameganaiker, 38th M. C.
22. C. Theppernumal Naidu, 39th M. C.
23. R. Natesa Navagar, 10th M. C.
- *24. H. Hirudayanathan, 34th M. C.
- *25. K. Akhasundaram, 17th M. C.
- *26. B. Doraiswami Naidu, 21st M. C.
- *27. T. Solomon, 40th M. C.
- *28. R. Abdulkhann, 43rd M. C.
- *29. T. Srinivasanayakar, 45th M. C.
- *30. T. Ramanejam, 46th M. C.
- *31. M. V. David, 47th M. C.
- *32. J. Krishnan, 48th M. C.

(L. N. 32)

Assistant Scoutmasters.

7. T. K. Chakravarthi, 20th M. C.
3. Samuel Rathnam, 20th M. C.

W. No.

10. K. Rajagopalachariar, 15th M. C.
11. K. Sarangapani, 10th M. C.
- *12. M. K. Senthamaraikannan, 46th M. C.
- *13. R. Muniswamiraj, 48th M. C.

(L. N. 13)

Rover Scout Leader.

- *1. M. Rajagopal, 44th M. C.

(L. N. 1)

Cubmasters.

2. Syed Mohamed Hussain Sahab, 2nd M. C.
3. R. Natarajan, 7th M. C.
4. S. P. Jagannathan, 16th M. C.
6. P. Ramarao, 25th M. C.
9. M. N. Vaidyanathan, 30th M. C.
10. D. Munuswami Naidu, 41st M. C.
13. P. V. Muthukumaraswami, 33rd M. C.
16. L. R. Rajappaswami, 29th M. C.
17. U. Venugopalacharya, 38th M. C.
18. A. Rathnaveluchari, 39th M. C.
19. B. Ramamurthy Naidu, 8th M. C.
20. A. Duraiswami Aiyer, 15th M. C.
21. D. Swaminathan, 18th M. C.
22. C. V. Sundarabashyam, 20th M. C.
- *23. D. G. Ponniah, 17th M. C.
- *24. J. Jesudasan, 45th M. C.
- *25. R. Muthukumaraswami, 46th M. C.
- *26. T. N. Chengaliah, 47th M. C.

(L. N. 26)

Assistant Cubmasters.

1. N. Venkatasubbiah, 30th M. C.
4. N. A. Sundaram, 20th M. C.
5. A. P. John Meygnanam, 15th M. C.

(L. N. 5)

Madras East L. S. A.**Group Scoutmasters.**

2. M. D. Janardhanam, 17th Triplicane.
14. D. Thambuswami, 2nd Triplicane.

(L. N. 16)

Scoutmasters.

53. D. K. Rathnam, 2nd Triplicane.
71. V. Parthasarathy, 4th Triplicane.

(L. N. 78)

Assistant Scoutmasters.

- *57. James Samuel, 2nd Triplicane.
62. K. G. Anandarao, 4th Triplicane.

(L. N. 74)

Cubmasters.

16. C. Krishnaswami, 17th Triplicane.
20. J. Peterling, 2nd Triplicane.

(L. N. 33)

Madras South Centre L. S. A.**Group Scoutmasters.**

3. K. M. Koshy, 3rd Royapettah.
8. P. Sundaresan, 4th Royapettah.

(L. N. 16)

Scoutmasters.

37. J. S. Bedford, 5th Royapettah.
58. D. C. Mills, 1st Nungambakkam.
60. S. Jayaraman, 4th Chintadripet.
67. N. Raja, 2nd Nungambakkam.
68. Mohamed Nurudin, 4th Royapettah.
69. Mohamed Ansaruddin, 4th Royapettah.
61. S. P. Chinniah, 6th Royapettah.

(L. N. 78)

Assistant Scoutmasters.**W. No.**

53. M. Bakianathan, 2nd Nungambakkam.
60. M. C. Sivaramadam, 1st Nungambakkam.
61. S. Sankaradoss, 1st Nungambakkam.
65. A. Solomon, 5th Royapettah.

(L. N. 74)

Cubmaster.

22. Gulam Mohamed, 4th Royapettah.

(L. N. 33)

Madras South L. S. A.**Group Scoutmaster.**

15. M. Rajagopalan, 6th Mylapore.

(L. N. 16)

Scoutmaster.

13. C. Iyyakannu, 1st Adyar.

(L. N. 78)

Assistant Scoutmaster.

79. B. Venugopalan, 6th Mylapore.

(L. N. 74)

Rover Scout Leader.

1. V. S. Rathnasabapathy, 6th Adyar.

(L. N. 7)

Cubmaster.

4. D. K. McKebbin, 1st Adyar.
11. D. Savirinathan, 4th Adyar.

(L. N. 33)

Assistant Cubmaster.

6. A. Ethirajulu, 4th Adyar.

(L. N. 19)

Madras North L. S. A.**Group Scoutmasters.**

5. M. S. Koteswaran, 4th George Town.
6. E. P. Mathews, 9th George Town.
7. T. A. Subbarao, 23rd George Town.
- *8. D. Sivasankararao, 6th George Town.
- *9. K. Govindarajulu, 24th George Town.

(L. N. 10)

Scoutmasters.

13. N. Lakshmanaswami, 3rd George Town.
16. V. Venkatasubbiah, 1st George Town.
30. N. Krishnamachari, 17th George Town.
47. P. R. Ganapathi Pillai, 20th George Town.
48. Samuel Thambu, 13th George Town.
51. P. Ramaswami Mudaliar, 4th George Town.
52. C. V. Gopala Aiyer, 5th George Town.
55. A. P. Narasimham, 23rd George Town.
56. D. S. Mathias, 2nd George Town.
- *57. B. Chengaya, 6th George Town.

(L. N. 57)

Assistant Scoutmasters.

3. C. K. Rangaswami, 1st George Town.
27. T. N. Alagasingam, 1st George Town.
28. N. Ramaswami Iyengar, 17th George Town.
43. V. S. Krishnaswami, 4th George Town.
45. P. Jagannathaguru, 6th George Town.
46. K. V. Rama Iyengar, 17th George Town.
47. A. Shakoor Sait, 19th George Town.
49. K. Ragunatha Rao, 4th George Town.
50. T. V. Madhavagopal, 4th George Town.
51. V. George Williams, 13th George Town.
52. M. M. Bhat, 2nd George Town.
53. C. Bakraj, 2nd George Town.
- *54. T. Seshiah, 4th George Town.

(L. N. 35)

Rover Scout Leaders.**W. No.**

6. O. V. Alexander, 22nd George Town.
7. G. Balagopal Chetty, 21st George Town.

(L. N. 7)

Assistant Rover Scout Leader.

4. V. Sundararajan, 21st George Town.

(L. N. 5)

Cubmasters.

5. V. K. Ragupathi Rao, 13th George Town.
15. M. Srinivasiah, 5th George Town.
16. S. K. Bashyam, 20th George Town.
17. K. Krishnamachari, 23rd George Town.
18. S. D. Asirvatham, 2nd George Town, A.
19. D. Theodore, 2nd George Town, B.
20. Edward Dhanaraj, 2nd George Town, C.
21. S. Natesan, 2nd George Town, D.
- *22. B. Ramachandriah, 6th George Town.
- *23. M. Ambrose, 8th George Town.
- *24. B. Lakshminarasimhan, 24th George Town.

(L. N. 25)

Assistant Cubmasters.

5. M. Natesan, 4th George Town.
- *8. P. Samaroo, 6th George Town.
- *9. G. Ramanujan, 23rd George Town.

(L. N. 9)

Madras West L. S. A.**Group Scoutmaster.**

- *10. C. Radhakrishna Chetty, 3rd Chetput.

(L. N. 10)

Assistant Rover Scout Leader.

- *5. P. Srinivasavaradhan, 3rd Chetput.

(L. N. 5)

Cubmasters.

7. N. Elisha, 2nd Kilapuk.
- *25. T. Varadarajulu, 3rd Vepery.

(L. N. 25)

Madura.**Group Scoutmasters.**

2. N. Subramani Aiyer, 1st Bodinayakanur.
4. B. R. Mahalinga Aiyer, 4th Usilampatti.
5. S. G. Ponniah, 3rd Pasumalai.
6. P. N. Sivaswami Aiyer, 4th Madura.
7. A. Israel, 1st Sholavandan.
- *8. K. S. Mahadeva Aiyer, 2nd Melur.

(L. N. 8)

Scoutmasters.

1. V. Kumaraswami Aiyer, 3rd Madura.
3. R. Savirimuthu, 6th Madura.
24. N. Iyyemperumal Pillai, 1st Tirumangalam.
29. N. Krishnamurthi, 3rd Dindugal.
33. N. Narayanan, 1st Usilampatti.
34. S. Pitchu Aiyer, 3rd Usilampatti.
39. A. Shenbaganathan, 1st Pattivirampatti.
40. D. Issac Rathnaswami, 2nd Usilampatti.
42. D. John Manikam, 10th Madura.
44. S. Balasubramanian, 1st Samayanallur.
45. M. S. Krishnarao, 7th Usilampatti.
46. L. Datta Venkatarama Aiyer, 1st Nattam.
47. M. James Devanesan, 3rd Batlagundu.
50. S. Subramanian, 9th Madura.
51. D. John Edward Chelliah, 4th Diadugal.
52. R. Ramakrishnan, 1st Avaniapuram.
53. E. S. Sundaraja Aiyengar, 1st Sholavandan.
54. P. Samuel Joseph, 2nd Madura.

W. No.

- *57. R. Kuppuswami Pillai, 2nd Melur.
 *58. K. Ramaswami Aiyer, 2nd Kodaikanal.
 *59. H. G. Ramakrishna Aiyer, 1st Viraganur.
 (L. N. 59)

Assistant Scoutmasters.

9. M. S. Appurao, 1st Bodinayakanur.
 11. P. Sivaramakrishna Aiyer, 4th Usilampatti
 13. R. Ramachandra Aiyer, 1st Samayanallur.
 15. J. Yesudian, 4th Dindugal.
 16. A. R. Narasimha Aiyer, 1st Sholavandan.
 (L. N. 16)

Rover Scout Leaders.

1. A. Mahalinga Aiyer, 2nd Dindugal.
 2. Thomas John, 5th Madura.
 (L. N. 2)

Assistant Rover Scout Leaders.

1. A. L. Seetharaman, 2nd Dindugal.
 *4. G. S. Nagarajaram, 2nd Dindugal.
 (L. N. 4)

Cubmasters.

6. S. N. Krishna Aiyer, 1st Bodinayakanur.
 8. A. Asiravatham, 10th Madura.
 9. K. R. Subramanian, 9th Madura.
 12. A. Thoosimuthu Pillai, 1st Avaniapuram.
 13. K. Subramani Aiyer, 1st Sholavandan.
 14. T. S. Janakiraman, 6th Usilampatti.
 15. R. Savirinathan, 4th Madura.
 (L. N. 15)

Nellore.

Scoutmasters.

1. G. Albert Samuel, 1st Nellore.
 *8. S. Krishnarao, 1st Kandukur.
 *9. D. Vengataramanaya, 9th Nellore.
 (L. N. 9)

Nilgiris.

Scoutmaster.

- *30. S. Benjamin, 35th Nilgiris.
 (L. N. 30)

Ramnad.

Scoutmasters.

8. P. Venkatachari, 1st Manamadura.
 25. T. Srinivasa Iyengar, 1st Karaikudi.
 28. S. Solomon, 1st Vridhunagar.
 31. V. Jacobs, 1st Paramakudi.
 32. V. Subramanian, 1st Peraiyur.
 34. P. Somasundaram, 2nd Sivaganga.
 *36. R. P. Chidambaramanathan, 1st Rajapalayam.
 (L. N. 36)

Assistant Scoutmasters.

10. C. Ramakrishna Aiyer, 1st Karaikudi.
 11. A. Ramaswami Aiyer, 1st Karaikudi.
 (L. N. 12)

Cubmaster.

1. D. John, 1st Vridhunagar.
 (L. N. 1)

Salem.

Group Scoutmasters.

3. Northbert George, 5th Salem.
 5. Edwin Gibson, 1st Yercaud.
 *6. Edwin I. Rajarathnam, 4th Namakkal.
 (L. N. 6)

Scoutmasters.

W. No.

1. S. Venkataraman, 1st Salem.
 9. R. M. Ponuswami, 1st Kaveripatnam.
 14. R. G. Abdul Khadir, 1st Rasipuram.
 15. M. Anantharama Aiyer, 1st Kaveripatnam.
 25. T. N. Ramadurai Aiyer, 1st Velur.
 27. R. Venkatarama Naidu, 1st Omalur.
 32. A. V. Sundaresan, 1st Shevvapet.
 35. K. Seshagiri Rao, 4th Namakkal.
 37. K. C. Jayaraja Aiyer, 1st Dharmapuri.
 41. A. R. Sripadara, 1st Palakod.
 42. T. S. Gurusamy, 5th Salem.
 43. Edward Wellington, 1st Namakkal.
 44. P. K. Subramani Aiyer, 1st Sendamangalam.
 45. K. S. Sundaram, 1st Paundamangalam.
 *46. R. J. Rathnam, 6th Namakkal.
 (L. N. 46)

Assistant Scoutmasters.

7. M. Thomas Chelliah, 1st Namakkal.
 8. K. J. Joseph, 5th Salem.
 9. P. R. Srinivasan, 1st Shevvapet.
 11. V. M. Krishnamurthy, 1st Muthugapatti.
 *13. R. N. Ganapathi, 4th Namakkal.
 (L. N. 13)

Cubmasters.

13. A. Benjamin, 4th Salem.
 18. John Mackenzie, 1st Yercaud.
 19. S. G. Jeyaraj, 1st Salem.
 20. K. R. Seshagirirao, 4th Namakkal.
 21. S. R. Ramarao, 5th Namakkal.
 22. S. R. Kuppurao, 1st Thopapatti.
 23. S. Srinivasa Iyengar, 1st Mohanur.
 *24. N. Varadier, 7th Namakkal.
 *25. N. S. Subbarao, 8th Namakkal.
 (L. N. 25)

Tanjore.

Group Scoutmasters.

17. K. V. Krishnaswami, 5th Tanjore.
 20. T. P. Chellaswami, 1st Orathur.
 23. A. Joshua, 2nd Tanjore.
 (L. N. 23)

Scoutmasters.

18. R. Viswanatha Aiyer, 5th Kumbakonam.
 68. S. Meenakshisundaram, 2nd Tanjore.
 80. K. Subramani Aiyer, 1st Tirukattupalli.
 81. M. Natarajan, 4th Tanjore.
 82. V. Ramanujam, 5th Tanjore.
 84. T. K. Nagarajan, 1st Orathur.
 86. A. Anthoniswami, 13th Tanjore.
 (L. N. 86)

Assistant Scoutmasters.

43. R. Natarajan, 13th Tanjore.
 *44. V. Kuppuskrishnan, 5th Tanjore.
 (L. N. 44)

Rover Scout Leader.

11. P. A. Thiruvengadam, 3rd Tiruvavur.
 (L. N. 11)

Cubmasters.

5. S. Jayaramiah, 7th Kumbakonam.
 32. S. Aravamudan, 4th Tanjore.
 42. T. S. Ekambaram, 14th Tanjore.
 49. S. Rajaraman, 5th Tanjore.
 51. K. Rajaraman, 1st Alivaikal.
 (L. N. 51)

Assistant Cubmaster.

W. No.

- *22. K. Ganesan, 5th Tanjore.
 (L. N. 22)

Tinnevely.

Scoutmasters.

13. A. V. Veerabhadra Pillai, 1st Ottapidaram.
 21. S. Muthuswami Pillai, 1st Kulasekarapatnam.
 27. A. Kailasam, 9th Palamcottah.
 28. V. Srinivasa Iyengar, 1st Tinnevely.
 30. S. Venkatarama Aiyer, 1st Ambasamudram.
 (L. N. 30)

Assistant Scoutmasters.

9. N. Arunachalam Pillai, 1st Ottapidaram.
 17. S. S. Chelliah, 1st Tinnevely.
 18. D. Swamikan, 1st Tinnevely.
 19. K. Adivaratham Iyengar, 1st Ambasamudram.
 29. M. Avadiappa Mudaliar, 1st Ambasamudram.
 21. V. Padmanaba Aiyengar, 1st Ambasamudram.
 (L. N. 21)

Rover Scout Leader.

1. K. Venkatarama Sastry, 9th Palamcottah.
 (L. N. 2)

Assistant Rover Scout Leader.

1. P. R. Arumugam, 9th Palamcottah.
 (L. N. 1)

Cubmaster

3. N. Venkatachalam Aiyengar, 1st Kulasekarapatnam.
 (L. N. 7)

Trichinopoly.

Group Scoutmaster.

1. M. Sivasubramani Aiyer, 15th Trichinopoly.
 (L. N. 1)

Scoutmasters.

2. P. V. Srinivasa Aiyer, 1st Trichinopoly.
 12. T. Doraiswami Pillai, 1st Musiri.
 21. G. S. Krishnamurthy, 9th Trichinopoly.
 22. D. K. Rajendran, 2nd Karur.

W. No.

24. K. N. Rangarathna Sastry, 6th Trichinopoly.
 25. M. G. Venkataraman, 16th Trichinopoly.
 27. C. Subramania Pillai, 1st Perambalur.
 32. T. M. Srinivasaraghavan, 20th Trichinopoly.
 *34. Edward Chelliah, 7th Trichinopoly.
 *35. N. Subramania Aiyer, 19th Trichinopoly.
 *36. M. Gnanamuthu, 21st Trichinopoly.
 (L. N. 36)

Assistant Scoutmasters.

3. R. S. Swamidoss, 6th Trichinopoly.
 8. P. Thangaprakasam, 9th Trichinopoly.
 9. K. Gopala Pillai, 16th Trichinopoly.
 12. M. M. Vaidyanathan, 20th Trichinopoly.
 *14. S. Dhanam Solomon, 19th Trichinopoly.
 (L. N. 14)

Cubmasters.

4. N. Radhakrishna Aiyer, 15th Trichinopoly.
 *6. V. Ramudoo Aiyer, 20th Trichinopoly.
 (L. N. 6)

Vizagapatam.

Group Scoutmaster.

1. M. K. R. Dikshitalu, 1st Bimilipatam.
 (L. N. 1)

Scoutmasters.

1. N. Narasimham, 1st Vizagapatam.
 16. S. Parthasarathy, 2nd Vizagapatam.
 (L. N. 16)

Assistant Scoutmaster.

5. E. Prasada Rao, 1st Bimilipatam.
 (L. N. 5)

Rover Scout Leader.

1. G. Satyanarayanamurthy, 3rd Vizagapatam.
 (L. N. 1)

Cubmasters.

1. P. Anantharao, 1st Bimilipatam.
 *4. S. S. Chandrashekararao, 1st Vizagapatam.
 (L. N. 4)

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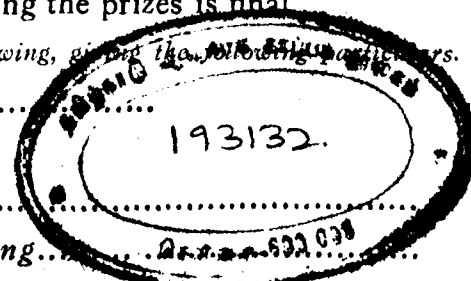
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