

VOLUME XV, No. 11.

AUGUST 1935.

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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THE SOUTH INDIA BOY SCOUT

THE OFFICIAL JOURNAL
of the Boy Scouts Association : Madras Province

Vol. XV. No. 11.

MADRAS, AUGUST, 1935.

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

Provincial Commissioners of other Provinces.

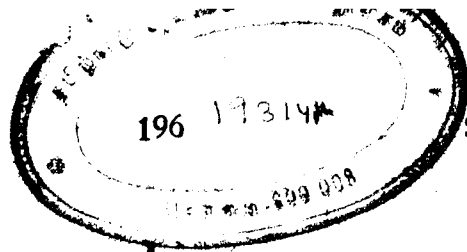
Assam.



MR. G. A. SMALL, B. A., I. E. S.,
Provincial Scout Commissioner, Assam.

Assam, as per the Census returns of 1934 has 3,253 scouts, cubs, Rovers and Officers of all ranks. There are about 93 groups scattered all over the Province. Mr. G. A. Small is the Provincial Commissioner and is also the Director of Public Instruction.

He has been evincing a very keen interest in the development of the Boy Scout Movement in his Province. In the photograph you see him in the costume of a Naga Chieftain.



Outlook.

I HAVE been wondering for what I look in the average boy scout, or girl guide for the matter of that. First of all I look for as much radiant health to the square inch of each as is humanly possible. Unless a scout is as healthy as possible, he is not healthy enough, and therefore cannot be a really efficient scout. I do not want him to be constantly thinking about his health, for that itself is unhealthy. Rather do I want him to think about his health at all, not to need to think about it, and for everything to be done so that he need as little as possible think about his physical wellbeing.

Among the ways to ensure good health are to sleep well, to play well, to eat well, and to work well. Not too much of any, but enough of each. Next I want him to be happy, for healthiness is in no small measure dependent upon happiness, and *vice versa*. I want him to enjoy every moment of his life, never selfishly, never at the expense of the happiness of others, but so that he is glad to be alive, glad to do all he has to do, glad to have so loving a family and such fine friends, glad with the thought of all he hopes life will bring to him in the future. Thirdly, as a very definite ingredient of health and happiness, I want him to be a very nice person, kindly, understanding, courteous, eager, appreciative. Let him be helpful in all these ways.

These three qualities involve quite a number of others. For example, a scout who is healthy and happy and helpful must needs be cleanly and smart. Slouchiness and slovenliness in a scout or in a girl guide are absolutely intolerable.

A scout must have what we call a good presence, which means that he must hold himself well, give an appearance of alertness, have his hair well brushed, the nails of hands and feet clean, teeth shining, cloths spotlessly clean and neat, shoes, if he wears them, well polished and well laced. There must be nothing crude or ugly about the turn-out of boy scout or girl guide.

Then he must be quick about everything he has to do—sharp, unconfused, direct, having himself and all his movements in due control. Again, a scout who is healthy and happy and helpful will have some kind of hobby, something to do, to create, to construct in his leisure time, in which he takes delight, and the doing of which helps him to develop character, accuracy, the sense of the beautiful, the capacity to be useful in many ways. He must be a lover of nature, and a respecter of nature no less, compassionate and reverent to all life.

There are certain things a scout cannot be. There are certain things he must be, among which are, I think, the qualities I have been giving above. And I think every scout leader or girl guide leader ought to lay constant stress on these qualities, for each is indispensable to the spirit of the real scout, the kind of scout Lord Baden Powell is, and the kind of scout he wants to see everywhere.

Georges. Arundale

Sheep!

BY LORD BADEN-POWELL.

The Mustering.

THE first thing one saw of this was a shepherd, and I thought, at once, how any Boy Scout would love to be a shepherd. He came riding down the mountain side on a smart little horse, with saddle-bags on his saddle to carry his food and kit, and trotting along behind him came his four knowing-looking dogs.

On this station (farm) where I am staying there are 24,000 sheep, managed by five mounted shepherds. To-day they are "mustering"—that is, they bring in their sheep to be counted and divided off into

different paddocks, according to whether they are old (to be sold for mutton) or young (to be kept for breeding or lambs, etc.).

The interesting part of it was to see the dogs bringing in the sheep. One flock after another, of from 1,000 to 2,000 sheep apiece, came moving in from different directions to be herded into the folds. Each flock was attended by a mounted shepherd, but the work of guiding the flock and bringing it along was done by the dogs. They were so clever and so keen and knew exactly when to urge the sheep on by barking at them and when to check them. If, as sometimes happened, one sheep thought

he would get away from it all and make a bolt, he did not go many yards before at least three dogs were at him, telling him in most unmistakable terms that he had to go back.

The way those dogs kept racing backwards and forwards round the flock and barking to keep it on the move must have given them tired limbs and sore throats. But in the end they got their sheep neatly and safely into the sheep-folds.

Here came the interesting job of dividing them off into their different classes—wethers, ewes, sheep for sale, sheep to be kept, lambs, etc.

The way they did this was to drive them out of the fold through a long, narrow runway which only gave room for them to go in single file. At the end of this runway were two gates which, handled by a shepherd, gave admission to one of three folds. He could shut any two of the other entrances, leaving the third open. One entrance was for lambs only, another was for old sheep (who could be recognised by the brand marked on their woolly backs) and the other was for young sheep. As the sheep came along one by one to the gates the shepherd switched them off into whichever fold they belonged.

Then the lambs were driven through another runway into three different folds in the same way according as they were to be sold, or to be kept in the flock, or still needed to have their tails cut.

Sometimes the sheep hesitated about going into the runway. Directly they did so the dogs would notice and gallop up alongside the runway barking at them to send them on, and if they still hesitated or did not go fast enough, one or two dogs would jump over the rails into the runway among the sheep, and by barking and nipping at them quickly send them along.

Directly all was going well the dogs would stand quiet but very alert, watching their master and ready to obey his slightest signal or whistle.

Very often if the sheep got crowded up, not knowing which way to move, you would see a dog take a short cut to get to the right place for driving them: this he did by jumping up and running across on their backs, instead of going all the way round the flock.

Dipping.

Then came the dipping of the sheep. They are made to take a bath once a year in most evil-smelling, mud-coloured water full of disinfectant stuff which kills any ticks or other nasty little vermin that may be in their wool. Here again the sheep are herded into folds and driven into a narrow runway. This in a short distance becomes a deep, narrow bath of this horrid liquid.

The sheep running along the runway comes suddenly upon the bath and plunges in and has to swim for about twenty yards, when the bath becomes shallow again and he is able to walk up into a paved fold where he dries while the water runs out of his fleece. But while he is swimming there are half a dozen men ready to help him along with things like pitchforks, except that the prongs are bent and not sharp. With these the men push the sheep along by the back of his neck. That is all very nice, but, besides this, they give him a push downward now and then so that he gets a ducking, his head going well under water. This is done to make sure of drowning or poisoning all the vermin on him, otherwise they might take refuge on his head if that were kept out of the water.

Of course, the sheep don't really enjoy their bath, and are often quite shy about going into it, but the dogs are watching them, and directly they show signs of trying to avoid it, the dogs are at them, barking and jumping in among them to urge them forward. It is an exciting scene, and what a row the dogs make over it! But it does not require all the dogs at once, so those that are not on duty are quietly lying asleep close by till it is their turn to come and do the work. And it is hard work, not only for the dogs, but for the men as well.

"Living in a Rough World."

Canada Chief Scout's Maxims for Boys.

Lord Tweedsmuir, Governor-General of Canada, speaking at Cheltenham College, in mail week, observed that after the War there was a tendency for boys to play a short game and not a long one. He believed that that point of view had completely gone, and that to-day

young people wanted the risky and not the safe things of life. They said, "We are living in a rough world and we want to make certain that there is nothing we cannot face up to."

He suggested to the boys two maxims which seemed worth remembering in life. They must

be willing to take risks and ready for an honourable gamble with life. The wise thing was to make up their minds what they wanted to do and to go for it, and never mind the risks and difficulties.

A lot was said about character. That was tremendously important, but unless it was guided by intelligence it was not very effective. Competence in everything that they took up was of the greatest importance. The man with both

character and brains was the citizen who would sooner or later get us out of difficulties.

To-day, as never before, public affairs mattered tremendously to all of us, because they were woven considerably into our private lives. We should endeavour to pass on something new and valuable to our successors. The only way of paying our debt to the past was by putting the future in debt to ourselves.

Cubmasters' Training Camp—Kodur (Cuddapah Dt.)

11th to 17th July 1935.

A camp for Cubmasters was held at Kodur from the 11th to 17th July 1935 under the auspices of the Cuddapah District Scout Council to train sufficient men to take charge of the work of spreading the Cub movement in the villages where a special need in this direction is felt. For sometime past the district was not very active and the District Commissioner, Mr. N. Ranga Reddi was anxious to devise some means of reviving the activities.

Mr. Lakshminarasayya, a keen Scouter was in the meantime put in charge of the District Board Schools in the district as the Educational Officer, under the District Board. This was taken advantage of to introduce Scouting in the various schools under the board. Hence the organisation of this training camp whose success-

ful termination will be utilised we hope to building up a strong Cub Movement in the area. 44 candidates attended the camp and we look upon this camp as one that will benefit at least 400 boys in the district. This camp also has been instrumental in finding two capable helpers to the District Commissioner as his Assistant Commissioner and District Cubmaster who will be able by their enthusiasm and efficiency to give the much needed, impetus to the movement by their tours in the district. There are three more friends who had helped in the conduct of the camp, namely, Mr. Pattabhirama Reddy, Venkata Chetty, and Ramachandra Rao, besides the Bagheera B. C. Pal.

V. S. RATNASABHAPATHY,
Provincial Organising Secretary.

Physical Training.

I. Its Object.

The need for physical education as a part of general education has become more clearly recognised in recent years. Not only is it perceived that a child who is unfit physically is thereby likely to be handicapped mentally, but it is also realised that the actual development of the brain is largely influenced and promoted by means of the motor activities.

Accordingly, the purpose of physical education in schools is not only to improve the physical condition of the pupils and to secure the full development of their health and strength but also to aid in the development of their mental powers and in the formation of character. The physical effect includes the influence on the general physique and nutrition, on the prevention or correction of faulty action and attitude of the body and on the development of the neuro-muscular system. The mental and moral

effects include the acquirement of habits of obedience, ready response and self-control. These results are not only of immense value to the individual but, since the effectiveness of what is done often depends upon the co-operation of a number of individuals, physical education plays an important part in fostering a healthy public spirit.

II. Meaning of the term "Physical Education."

The term physical education includes systematic physical exercises taught in the gymnasium, games and athletic sports, swimming, dancing, and indeed all physical activities which help to produce a healthy constitution. No one form is sufficient in itself; each a useful for its own peculiar effects, and needs to be supplemented and completed by the others. Gymnastic exercises are used to secure certain definite effects, which can be more or less exactly con-

trolled. Games and sports cannot be readily modified to serve the immediate ends of physical development, and most games and sports, though of great value in securing a condition of health and fitness, tend to a somewhat unequal development of the body, and require in the growing boy or girl the corrective effect of systematic gymnastic exercises. For the development of character, however, games are of pre-eminent value, and for this reason constitute an indispensable part of an all-round physical education.

Systematic gymnastic exercises from the basis for all other physical activities because they give in a marked degree the power of control over the body and the capacity to use the bodily strength to the best advantage. They form a most useful preliminary to, and accompaniment of, games and sports, enabling the body to withstand considerable exertion without injurious results and minimising the risk of overstrain,

especially to the heart. They assist weak and under-developed pupils, unfit to compete with their more vigorous companions, to catch up and take their place in the playing field.

It is desirable that every school should make suitable provision for field games, athletic sports and other healthy forms of active physical recreation, and that all pupils, with the exception of those who are exempted on medical grounds, should be encouraged to share fully in this part of school life. It is impossible to lay down any scale which is applicable to all circumstances, but no provision should be deemed adequate which does not secure to each pupil in the school participation in at least one field game a week. In girls' schools it is desirable, and now usual, for at least one period per week in school hours to be given to training in games. Without this, a large number of girls may be excluded from the open-air activity and social training of the playing field.

Questions on Physical Training.

1. Do you do any Physical Training in your Troop?
2. If so, how much per week?
3. If not, how much time could you spare per week?
4. What system of Physical Training do you use?
5. Do you consider that the physical condition of your boys is satisfactory? If not, in what respects?
6. Do you use the Scout measurement forms?
7. If not, do you take any measurements—weight, height, etc.?
8. Do you teach the breathing exercise as given in **Scouting for Boys**?
9. What proportion of your boys do these at home, as advised?
10. What use do you make of the other points and practices mentioned in Camp Fire Yarn No. 17?
11. Do you quite definitely include Camp Fire Yarn No. 18 in the training of your Second Class Scouts?
12. What other means do you use to secure the physical welfare of your Scouts, e. g., through the encouragement of the badges connected with health and strength; games, outdoor expeditions; camping, etc.?

Patrol Leaders Page.

How to run a Patrol.

Organisation of the Troop:—Patrols in a troop are like the limbs in the body. If the limbs are in good condition the body will be healthy. So also the success of the troop depends mainly on Patrol leaders. Scouters should be careful in selecting Patrol Leaders. As regards seconds, Chief Scout advises that Patrol Leaders should be allowed to select their seconds by themselves. More efficiency can be obtained by arranging a meet of Patrol Leaders once a month or as often as necessary when Patrol Leaders may put questions to the Scout-

master by way of clearing doubts. This is in addition to the court of honour.

Patrol leaders may also have a separate Patrol of their own consisting of all Patrol Leaders and seconds in the troop. They can meet at fixed intervals and learn things ahead (In certain areas there are Patrol Leader unions attached to the Local associations and they do similar work.) There is also the Patrol specialising supposing that there are three Patrols one Patrol may specialise in ambulance, one in signalling and the other in Fire brigade.

Instructors:—Very often Scoutmasters happen to be those having little knowledge either up to the 2nd Class tests or even tender-foot tests. In such situations we have to resort to Instructors. Generally the Scoutmaster should fix up engagement with the instructors. All the Patrol Leaders and the Scoutmaster only should attend to such instructions and they should try to pass it on to others. When the Scoutmaster has learnt them Instructors may not be called upon once again to do the same work. Scouting will improve very well if the Wood badge holders do not stick up to one troop alone but render service to all the troops that require their help in the vicinity.

The Patrol Library:—The troop should have a good library consisting of literatures on Scouting both in English and Vernacular. Patrols may also have a separate library. The Patrol Leaders may take one book after another and read it aloud when others are listening.

Patrol Records:—All Patrol Leaders should submit a report of the work in the Patrol in addition to the court of honour minutes. Every Patrol should keep a log in which the activities of the Patrol may be recorded. The log should be well illustrated with photos and sketches of sights and scenarios they came across when the Patrol was on Camp or on an outing. It is very essential that all the scouts should be allowed to go through it and they should be made to feel delighted with such a valuable record.

Patrol Corners:—Every Troop will have a clubroom of its own. Corners may be allotted for each Patrol and instructions may be given to them regarding the decoration of the same. (A card board containing the knots tied up, another in which laws are written, etc., may be hung in them.) These things may be done on competitive lines. Photos of personalities in Scouting may find a place in the clubroom.

The Troop Magazine:—A magazine will be a valuable asset to the troop. It need not be a costly one nor printed. A manuscript copy will do. The scouts should be encouraged to contribute articles for the same. Topics like "Why we should go in for signalling," "Some reasons for a seaside camp," "The various uses of knots," etc. may be suggested.

Patrol monthly feast:—It is not costly. We can arrange for an outing once a month. All the scouts in a Patrol may bring something to eat when they come to the outing. All of them may be equally distributed to each and everyone. A short programme of sing song, etc., will make the function a success.

The Patrol Camp:—In addition to the Troop camp every Patrol can organise separate camps. Patrol Leaders should see that they acquire sufficient experience to take their scouts out for a camp. In any case the Scoutmaster should always attend the Patrol camps, unless boys are sufficiently old as to stand on their own legs. Experience gained in these camps will be of great value when the Troop camp is arranged.

Debates:—Debates may be arranged periodically when the scouts can discuss problems on scouting. This will inspire an enthusiasm in the boys. One who does very well in these debates may be awarded a shield. The boy can take it home, and keep it for sometime. He can hang it afterwards in his Patrol corner. This may be a rolling one.

Troop Funds:—Scouting is very much handicapped for want of funds. Troops will possess boys having taste in all branches such as music, mimicry etc. Scouters can arrange for a variety entertainment at their Group Headquarters once a year and they may raise a good amount by selling tickets to all parents and to those interested in the Troop activities. This amount may be utilised for the expenses of the Troop. (Packs and crews if there are any, may join together and put a co-operative effort).

Patrol Competitions:—Competitions may be organised at short intervals to maintain the spirit among boys. Items should be so adjusted as to make old and young boys compete together. The name of the winning Patrol may be written on the shield and hung up in the club room.

In the training of recruits Patrol Leaders should make them infer for themselves the reasons for practising a certain thing. Patrol Leaders should keep a record of attendance noting the reasons for those absent.

Proficiency badges:—The Patrol Leader should train everyone to qualify for at least one proficiency badge. If he is not able to do it he must arrange with one who can do it for him. (He may also incidentally learn them). For instance Photography can be taught arranging with a Photographer or with the nearest studio, Cooking in the nearest hostel and Printing in the nearest press. Every scout should bear in mind that he is qualifying for Proficiency badges to help others. A certain scout in London obtained a Proficiency badge in leather work. When people mocked at him for having chosen such a hobby he said "The boys in my Patrol are very poor. They cannot afford to

go by tram or bus. They walk any long distance with their shoes on. So their shoes often become worn. I am making their shoes good for them as they can't afford to pay for it.

Every scout should observe to the mottos of the three branches of scouting namely "Ser-

vice," "Be Prepared" and "Do Your Best." So be prepared to be of service to others and in doing so do your best.

A. P. NARASIMHAN,
Patrol Leader, 23rd G. T.

The Kaleidoscope and how to make one.

BY CRAFTS.

THIS is an instrument, usually considered a toy, which exhibits the effects of multiple reflection. An unarranged group of fragments of coloured glass may seldom make an attractive design, but when the group of pieces is multiplied, say six times, each reflection arranging itself in order around the original, the results is a pleasing design, the effect being sometimes surprising by beautiful. The article, as sold, ranges in cost from an anna to a rupee or more, the principle being alike in all, but the materials used in construction differing greatly. In the better qualities, too, a magnifying eyepiece (a lens of low power) is used to improve the effect.

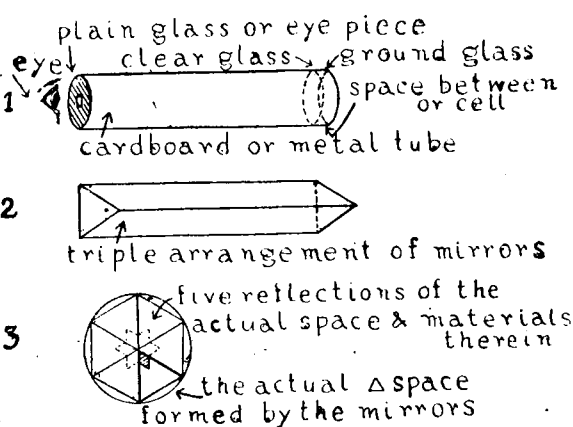


Fig. 1 will serve to describe the necessary parts. The outer case is a tube of cardboard or metal. The eye piece at one end may be a circular piece of plane glass with a mask of paper over it having a $\frac{3}{16}$ "to $\frac{1}{4}$ " hole in the centre, or it may be a more elaborate metal eyepiece or, as stated, it may have a low power (magnifying) lens fitted. At the opposite extremity of the tube, the extreme end is fitted with a circular round ground (frosted) glass, while inside the tube about $\frac{1}{4}$ " from the outer glass is a circular piece of plain clear glass. This space between the glasses is to form a cage or cell in which the materials to be viewed is put. Between the two ends of the tube there extends a set of 3 mirrors as can be seen from the figure, these mirrors being pieces of looking glass about 6" to 9" long by 1" to 2" in width according to the size of the instrument needed) and it is essential that they be placed at an angle which is an aliquot part of 180° , say 30° , 45° , 60° , etc. But as will be seen directly a 60° angle with 3 pieces is the most common. The three mirrors thus form the 3 sides of a triangle as in fig 2. When the material has been put into its cell and all parts secured by pasted paper (or metal caps and bands) the instrument is completed.

The materials to be viewed consist of fragments and splinters of coloured glass, thin pieces of wire, small beads, etc. When viewed through the eyepiece the fragments and materials will be seen grouped in disorder within the triangular space, but the effect of the mirrors will be to produce apparently six triangular spaces arranged as in figure 3, one being the actual are, with 5 reflected copies, and as will be noted, the irregular mass of material now forms a design more or less pleasing to the eye. It is only necessary to give the instrument an occasional shake, or better still, the instrument be held to the eye and twisted slowly with the fingers each one third turn causing the material viewed to take a new arrangement.

To make the top more attractive and tempting for rich children in a fair or festive gathering, it is only necessary to paint the outer surface in bright colours. It will not be a bad idea to mount the kaleidoscope on a wooden stand and supports, neatly made.

Watch for more such tips in succeeding issues.

The Magic Ring.

BY T. SALINS, Scoutmaster.

Here is a tale for little boys
Of youth who did a penance hard
So pleased his god who gave as gift
A ring so wondrous as reward.
"Put on this ring," said he to him,
"It has the wondrous power to prick
Your finger when you do some wrong."
Much pleased was he and thanked his luck.
This precious ring so bright and pure
Amazed the men with lustre rare;
So glad and happy was the youth;
He wore the ring with greatest care.
One day he spoke a lie so bad,
When lo! it pricked him. So his crime
He found and thanked the ring so true.
And thus it pricked him many a time.
But soon he found he would be bound
If ring he continued to heed;

For when a grievous wrong he did
It pricked him hard and made him bleed.
"What nuisance!" cried the angry youth
And plucked it from his finger right;
He wished to sell the precious ring,
When lo! it vanished out of sight.
Now boys should all remember this,
That God has given a ring so fine
To each of us; It pricks us too—
It is the conscience—voice divine.
In Scouting too we have something
That serves to prick, remind and warn;
They are the Badges which you wear
That make you keep your promise sworn.
O wear it always bright and clean
And when you fail to help and serve
Let this so prick and thrill your frame:
If not—the badge you don't deserve.

Play Acting for Wolf Cubs.

BY K. V. BANUCHANDRAPAL, B.A., District Cubmaster.

THE YERCAUD ORANGES.

CHARACTERS

RAJA	<i>The mischievous boy.</i>
RADHA	<i>The Sixer.*</i>
HARI	} <i>Cubs.</i>
GOPI	
CHINNI	
KRISHNA	
AKILA AND BAGEERAH.	
TEACHER	

SCENE I. (Class Room).

Teacher: "Have all of you done your home work?"

Boys: "Yes Sir" all together they bawled out.

Teacher: "Raja, get your note book. Let me have a look at it."

Raja: [Pretends to search for it] and utters, "Always he wants me to show my note book." Radha, I am taking your note book to show it to him.

Teacher: "Raja, I am glad you are becoming a good boy. You have done your exercise. I hope you will..." he sees the name of Radha on the note book. "Radha, get your note book."

Radha wanted to shield his friend and so he pretended in earnest to search for the book.

Teacher: "Come on quick. Is this isn't your book."

Radha saw the colour of Raja's cheek and the appealing look he made at him.

Determining to shield his friend, he replied "No Sir, I wrote my name on his note book for fun Sir. The color of my book is green and not red Sir."

Teacher: "Well Raja. I am glad you are becoming a good boy. Keep it up. Go to your place. Radha, where is your note book?"

Radha: "It must have fallen from my carrier on my way to school Sir."

Teacher: "I won't excuse you next time. You are a regular boy and so you go without punishment." Radha came up to his seat.

Raja: "Radha, you have saved me from a nasty scrape. I wish I become a good boy "squeezing" down Radha's hand."

Radha: "Why don't you join the Wolf Cubs. We will have lot of fun. But mind you, no telling lies like this."

The bell rings and the boys go out.

Raja: "Radha, you have saved me from flogging. Come on, I will buy you a pack of sweets."

Radha: "We cubs don't take bribes for doing good turns. Mind don't try the same stunt again."

They go out of the class.

[The curtain falls.]

SCENE II. In their Den.

Radha: "Now Cubs, we will go out for Yercaud for an outing. I am inviting Raja to come along with us. Then we will play the trick."

Hari: "What did our Akela tell you regarding it?"

Radha: "He will jolly well join us in winning the recruit."

Gopi: "That is interesting. Chinni, we will have a bit of fun in winning Raja."

In Yercaud Near Bear's Cave.

Raja: "Where is your Akela? You said he is coming."

Radha: "He will come in about half an hour. O, Look at those juicy oranges."

Raja: "How juicy! I must have some of them."

Radha: "Mind you are with us. If you steal, they will think that we Wolf Cubs have stolen it. I won't allow you to do it."

Cubs: "No Raja, you shouldn't do it?"

Raja: "I am not a Wolf Cub. If I am, then I will not steal. Never mind boys, we will have some fun and something to eat. Hari you guard that side. Gopi and Chinni, you stand out there. Radha you occupy that place. Warn me of the gardners if they approach."

The Cubs departed to their places telling "If you are caught we are not responsible."

Raja climbs on a tree and was just at the act of plucking when he hears "Gardner—Gardner" from Hari.

Raja jumps down from the tree. The Cubs came running round him and all of them laugh.

Chinni: "We thought you are a brave boy."

Raja: "Shut up. Go to your places."

The Cubs retreat to their places again and Raja climbs the tree.

Gopi: "Gardner Raja—Jump down."

Raja gets down half reluctantly and the boys again laugh at him.

Raja: "Go ahead. I won't care for your caution."

The Cubs again go to their places.

Gopi: "Chinni, look there Akela and Bageerah are coming disguised as gardners."

Chinni: "How wonderful their disguise!"

Radha: "Gardners! Gardners!!"

The Cubs run away but Raja stops on the tree.

I Gardner: "Halloa! Young master, please get down. Yo will find the length of our cane."

Raja with a grievous look beholds the two gardners holding long canes.

II Gardner: "Get down master. We can't wait for you. Else you will receive extra punishment for the delay."

Raja: [Throws down one by one of the oranges.] "Please gardners leave me free. I will give you an anna."

Gardners: "No master, we don't want your money," and they catch hold of Raja and tie him to a tree.

Radha and other cubs come running and pretended not to recognise the disguise.

Radha: "Please gardners, don't beat him. He is our friend."

Gardners: He is not a Wolf Cub. If he is, he wouldn't have stolen other's property."

Radha: He is a recruit. He is making up his mind to join us."

Cubs: "Yes gardners. That is the truth."

Raja: "No gardners. I am a Wolf Cub from now on. I have made up my mind to join them. I will make the Cub promise if you like and assure you that I will not steal again."

Gardners: "If you are ready to promise to join the Wolf Cubs we will set you free. We know Wolf Cubs are very good boys."

Radha: "So you are ready to join us. Untie the ropes." The gardners leave the place.

Chinni: "Look Akela and Bageerah are coming." Raja is freed.

Radha: "Alert. Alert. Grand Howl down."

Cubs: "The Cubs give the Grand Howl and Akela sees Raja standing aloof."

Radha: "He is a new Churm Akela. He will join us."

Cubs: "Akela and Bageerah. You did very well. Drag Raja in."

Raja whispers "They have the gardners' look."

Radha: "Come on Cubs. We will dance round the Trio and they sing and dance. He is a jolly good fellow."

THE END.

News.

A meeting of the Scouters and Rovers of the Corporation Local Association was held on Monday the 22nd July at the Corporation Buildings. Mr. K. Venkataswami Naidu, B.A., B.L., District Scout Commissioner of North Madras Local Association presided and presented the warrants to Scouters, Mr. S. M. A.

Samad, Organising Secretary, welcomed the president and others to the function. Mr. Alan C. McKay read a paper on "Schoolmaster Scoutmaster". An address to Scouters on the same subject was given by Mr. V. S. Ratnasabhapathy, Provincial Organising Secretary, Boy Scouts Association, Madras. Scouters

S. P. Jaganathan, P. Prakasam, T. Govindarajan, and K. Rajagopalachari participated in the discussion that followed it. The Chairman in his concluding remarks said whether Schoolmasters or not they could all make very good Scouters and sighted the example of late Mr. V. Venkatasubbiah, Headmaster of the Pachaiyappa's High School and Assistant District Commissioner of North Madras.

The Corporation Association has arranged for a visit of all units under its control by the District Commissioner, Mr. T. S. Ramaswami Iyer and Assistant District Commissioners, Messrs. S. Subramaniam Chetty and T. Sundararao Naidu from August to December 1935, each taking two groups in a week.

The North Madras Local Association inaugurated their Scout work this year by holding a meeting of the Scouters of the area at the Pachaiyappa's High School. The President Mr. C. Ranganaykolu Chetty was at home to the Scouters. The occasion was availed of by the Secretary Mr. N. Krishnamachari to present the warrants to Assistant District Commis-

sioners. K. Kuruvilla Jacob and C. Krishnaswami Chetty deputising the District Commissioner who was unable to be present. Wood Badge Certificates were presented to the Scouters who were privileged to receive them. Mr. V. S. Ratnasabhpathy and Mr. Alan C. McKay congratulated the recipients of the Wood Badge Certificates and wished that many more would work for that standard.

Messrs. Sundaram Naidu, T. R. Kothandarama Mudaliar and Natrajam Pillai spoke congratulating the Hon'ble Mr. Justice Mr. Venkatasubba Rao, the president of the District Scout Council on his appointment as acting Chief Justice of the High Court.

The programme of the Association for the coming year was read out to the Scouters representing the Cub, Scout and Rover Sections. We wish the Local Association every success.

The Scout Group attached to the Slums of India Mission at Perambur held its annual meeting during the month. A report of the good work done by the Group was presented at the meeting.

Lord Hampton in the Scouter.

LACK of personality in our leadership results in unimaginative Scouting, together with lack of sympathy with, and real knowledge of, boy needs. This in its turn results in such things as constant repetition and little real progress in Group programmes, misuse of the all-important Patrol system, indoor routine as against outdoor adventure and a consequent disillusionment of both Scouts and boys who might become Scouts. We want to be very frank in our outlook upon this problem of personality. Rightly we place the adventurous side of Scouting in the forefront, but do we always realise the difficulty with which many Scouters are faced in their personal outlook towards life? Many have been fortunate enough to lead the kind of life in which their imaginations and powers of resource have been quickened and tested from early manhood on. Many, on the other hand, have to drudge at a dull manual task or an office desk year in and year out, and have had little opportunity of those wider experiences and interests which are so helpful.

In building up a reservoir of imaginative understanding it is surprising how many who have no special advantages rise nobly to the occasion, but undoubtedly there are many who, while excellent in every other respect, can only be helped by reading and training. Any research along this line could probably glean something useful from really successful Group which manage to retain their older boys in

somewhat unpromising circumstances. If every Local Association or District which possessed one or more of such Groups could supply first hand reasons for their success in Scouting, the result might be worthy of the labour entailed. Probably it would be summed up in the words, "Given the right personality in the Scouter, Scouting can thrive under any conditions."

It has been suggested, and is probably true, that the average boy is older in outlook to day than in 1908. He is certainly more sophisticated, and more apt to flit from one interest to another. There is such a wide choice of activities for him to try out, compared with those available when Scouting started, that it is only natural that he should want to try more than one. We have got to face the fact, therefore, that nowadays only the good type of Scouting can compete in the boys' market.

But, running through all these arguments, the fact emerges that we exact a high standard from our voluntary workers. We have been right in doing this, but the exacting of a high standard must lead, sometimes, to a good deal of disappointment in the results attained. When we review all these points, and many others which mar occur to us—the great organisation which has been built up, the average quality of the men who are asked to run it—we have some cause to be proud of the result and to be grateful for it, and certainly no cause to be pessimistic about the future.

The Scout Movement.

BY G. S. ARUNDALE.

I AM glad to have this opportunity of bearing testimony, over the air, to the immense value of the Scout and Girl Guide Movements, especially to India. In Lord Baden-Powell we have one of the greatest men of all the centuries, for not only did he perceive the urgent importance of emphasising among the young the principle of Service before Self, but he was able to organise the youth of every country throughout the world in happy and efficient comradeship to make this principle the dominant note of their lives. The world numbers many millions of Scouts and Guides, and their organisation is one of the great International Brotherhoods upon which the future peace and prosperity of us all in no small measure depends.

If India is to achieve material well-being, if she is to become, within the great Commonwealth of Nations to which she belongs, a potent force for peace and international comradeship, she must have good citizens—boys and girls, men and women; for citizenship begins at birth, first with rights, but soon with duties.

The Scout and Girl Guide Movements exist to produce good citizens, to evoke in every youth those principles which constitute good citizenship. These are not military movements. They are not sectarian movements. They are not political movements. They are civic movements. They help to make young people good citizens of themselves, good citizens of their families, good citizens of their faiths, good citizens of their surroundings—villages, towns, cities—good citizens of their countries, good citizens of the world.

And the kind of help these movements give may be described in the following sentences:—

1. They help young people to combine in harmonious effectiveness—Happiness, Healthiness, Helpfulness; the three "H's" of Scouting.

2. They help young people to be Honourable; the fourth "H" of Scouting. A Scout, a Girl Guide, is trustworthy at all times and in all ways, in hand, heart and head.

3. They help young people to be dignified, courteous, refined; in bearing, in manners, in thought and feeling, in language and in action. All these are of the essence of right living.

4. They help young people to be efficient; efficient in their work, whatever it may be, in

their play, whatever it may be; efficient in their duties, efficient in their leisure. A Scout, a Girl Guide, makes good use of everything to which his or her powers are set.

5. They help young people to discover and to hold their places in the world. A Scout, or a Girl Guide, knows how to get a job, and to keep it when it is got.

6. They help young people to want to do better than they are doing, so that they are always happily and constructively dissatisfied. A Scout or a Girl Guide never gets into a rut, to remain there helplessly and hopelessly. In a valley, they are determined to get out of it. On a hill, they are looking for a higher hill on which to stand. They are always moving forwards and upwards.

7. They help young people to be appreciated by their families. A Scout, or a Girl Guide, is a support to his or her family.

Parents are always thankful that their children have joined the Scout, or Girl Guide Movements, for, from the very moment of joining they see what a difference takes place: and as time goes on they become more and more at ease with regard to the future, for they see that as Scouts or Girl Guides their children are growing self-dependent, are becoming able not only to look after themselves, but also to help to look after others as well. They have no fear of their Scout or Girl Guide children ever going wrong, or ever being otherwise than a comfort and a support. They see how, as the years pass, their sons and daughters are becoming increasingly equipped to meet courageously all the troubles of life, and thus to win prosperity and peace.

Teachers are no less thankful to have Scouts and Girl Guides in their class rooms. They know from experience that Scout and Girl Guide students always do their best at all times, do not neglect their studies, do not neglect their health, and do not neglect their games. Schools which have many Scouts or Girl Guides gain much honour and credit.

India is no less thankful to have among her young citizens Scouts and Girl Guides. Scouts and Girl Guides are always patriotic. They are always eager to uphold the honour of the great National traditions to which they are heirs, and of which they are trustees. They are always eager to help their fellow-

citizens out of loneliness into thankfulness. They are proud to be citizens of India, but they know that there is no true pride without a sense of great responsibility. So they never forget to be dignified, reverent, law-abiding, ever careful to observe those proprieties upon which the health and the happiness of the Nation depend.

And the world is no less thankful to have Scouts and Girl Guides as guarantees for a happy harmony between National and international obligations. Scouts and Girl Guides wear a uniform which is the outward and visible sign of the great international comradeship to which they belong. It is not a military uniform, but a peace and brotherhood uniform—a symbol of patriotism and international goodwill.

Lord Baden-Powell has in a most wonderful way strengthened the forces which work

for righteousness in the world. He has helped to make Nations more truly National and the world more truly a universal brotherhood. And all of us who believe that it is possible to combine an ardent lover of country with a strong sense of the Unity of Life within which all lives are working and growing, no matter how they may be labelled, whether Nationally, or religiously, or in any other way, should do all we can, especially in these dark days, to help a Movement which embodies nobly and practically these great ideals.

The older among us should give our strong support to the Movement, some perhaps helping to lead it. The younger among us should join the Movement and throw ourselves into it heart and soul.

"The Young Builder."

One Step Further.

VII

By "A SCOUTER"

AS we turn the pages of "Scouting for Boys" we find a fine game called "far and near" to give training to scouts in observation and also many anecdotes from the Chief's own life about his own observations in many lands.

A progressive Provincial Association's policy can be summarised in that one heading "far and near". By that is meant that the Provincial Association will not only see things around itself at any particular time, but also see things from the view point of the whole Movement in the country and with definite plans for the future.

Those who have watched the development and the progress of the Movement will no doubt see one curious point in it. This point can be verified by facts. In England the first step was the formation of a number of troops by the boys themselves and later a full blast of enquiries from the public regarding the scheme, so much so, the Chief found it necessary to organise and maintain a central office of control and publicity which formed the nucleus for the present Imperial Headquarters. The Chief refused a substantial *per capita* grant from the Government for the Boy Scouts and to-day the Movement there is a popular body supported entirely by the public in personnel and finance. The Equipment department which is a very

important department of the Imperial Headquarters is the chief source of income for the Imperial Headquarters, the profit for the year ending 30th September 1934 being as much as £8,147-5-6, while the figures for the corresponding period the previous year it was £9,139-19-5.

In our country, the method seems to be different. The movement began as a result of the enthusiasm of a few scouters whose names, it is feared have been almost forgotten, coupled with the efforts of the late Dr. Annie Besant who with some difficulty won for the Indian youth, the privilege of belonging to scouting. In those early days, there were three organisations, each sometimes thinking and acting differently from the other. This must certainly be a matter for surprise to us now, but in those days, enthusiasm was the motive force behind the activities of these rival associations and some good scouting was always in evidence, so much so, even to day we have people who declare that "after all, the old times were much better". Then came the amalgamation. The Government of the Province came forward to help, thus resulting an extensive spread of the Movement. The result of it all was that instead of the public making constant enquiries, the few workers in the Movement had to educate the public, which is always a very uphill task and certainly

of onesided interest. This may also be due to the "let well alone" policy of the average man in the street, who does not want to bother about anything not directly affecting his interests. It is therefore that we see to-day, that all over India, in the various States and Provinces, the Movement is fostered and supported mainly by Government help. This of course does not include the money spent by the parent on his boys for purposes of scout activities.

This is of particular interest to Madras Presidency, for it is here that the struggle referred to above, the amalgamation and the subsequent consolidation took place.

The net result of all that has been said above is that we have not yet touched even a small percentage of the boyhood of the country. It is only a small percentage of boys that attend schools and again it is only a small percentage of these school-going boys that have been roped into the Movement. It almost looks as if scouting is yet the privilege of boys who have decided to learn English.

Can the cause for this state of affairs be attributed to our want of understanding of the methods to be followed to cope with the difference in the beginnings of the Movement in the West and in the East? It is presumed that we follow the methods adapted in England for the English boy, but that has not given much success, for, do we not see that the movement has not gripped the boy and man to such an extent as it has done in its own land of birth? How can the present state of affairs be remedied? The United States of America, than which there is no other country

in the world for organisation, systematisation and thoroughness, may help us in seeking a solution. Their methods followed with such thoroughness in the expansion of the Movement have produced excellent psychological results. To begin with a rigid survey of the boyhood of our country is very necessary. A careful and elaborate study of the different communities, their habits, customs, and occupations, the climatic conditions and housing conditions in the different parts of this vast land, life in town and country, of the various religious sects, and their outlook on progressive movements like ours, and such things are very necessary and if thoroughly carried out will furnish valuable information for building up a truly national system of scouting in complete conformity with the policy, organisation and rules of the Boy Scouts Association and the aims and objects of the illustrious founder. This work naturally comes under the purview of the General Headquarters for India as the body controlling scouting all over India, but provinces and states which now enjoy that autonomy in Scouting which is so very necessary for the growth of the body politic, can set the ball rolling by getting together a committee of experts and themselves setting about getting the information necessary to build upon. This, it would appear, the first constructive activity which the reorganised General Headquarters might take up immediately so that, when the reforms come for the country, as they must very soon, we might say that we are ahead of the country, for are not SCOUTS those "who go before and prepare the way for the civilisation to come?"

The Court of Honour in Hostels.

(By MR. SATHIA SAMUEL.)

NONE can appreciate the difficulties of managing hostels more than those actually engaged in the work. Things turn up unexpectedly to depress the spirit of enthusiastic Wardens or House Masters. To our fellow workers that hail from the West, these may assume bigger dimensions, leaving them very often in doubt as to the success of their work among our boys. I was not free from such a tantalising thought till I hit upon a plan whereby I took the boys into partnership in the administration of their Commonwealth. Brought up under the old dispensation where rod and ferule reigned supreme, I fully realised the weak points of ruling by fear, and so introduced an element of Self-Government on the part of boys by constituting as in the

system of Scout training a Court of Honour in the two hostels of which I was given full charge 5 years ago. Their co-operation thus secured, the difficulty of Wardens is greatly minimised, if not obliterated altogether.

Now what is this Court of Honour? It is a sort of Panchayet to investigate and decide questions relating to points of Honour and acts of omission which are unstudent-like. The Court consists of 5 members, elected by boys at the commencement of every school year. Each of the four houses into which the school has been divided elects its own representative and these four together with the Head Prefect nominated by the Warden, make up the total to Five. The Head Prefect is the Ex-Officio Chairman and the secretary appointed

by them keeps a regular record of its proceedings. Each member of this Cabinet has his own portfolio e.g., one holds charge of the school property, another trees and walls, the third school sanitation, the fourth water-taps, electric lights and so on.

The Court meets in two capacities, the executive capacity or its judicial capacity. As an executive body it should meet every month, even if only for 5 minutes, to transact the ordinary business. It deals with questions in connection with the arrangements of inter-house competitions, laying out of gardens, excursions, code of rules, fixing of subscriptions for any joint enterprise and a score of other things. Free discussion in the Court of Honour is encouraged, and through this body the Warden has the opportunity of getting into touch with the real feelings and aspirations of his boys. Several improvements in the hostels are traceable to their discussions in the Court followed by the ventilation of their needs to the Wardens. The alterations made in their dormitories, menus and even in lavatory and bathing arrangements are instances in point.

Again the Court of Honour meets in its judicial capacity. It does so as often as exigencies arise, on an average twice a month, in a room bearing a "No Admittance" Board. At a judicial Court of Honour the members should be on their honour not to discuss the vote or opinion of any particular member afterwards. Any verdict stands as the decision of the Court as a whole. Cases of indiscipline, breaches of hostel rules and other misdemeanours come before this Court for investigation and judgment. These are brought to their notice by the boys themselves or, on their report to the Warden, transferred to this tribunal. Appended is a list of typical cases dealt with by these juvenile judges during the first quarter. We may not partly or wholly agree with them in their awards of punishments which may not suit the crime or our standard of justice, but on this score this valuable institution should not be tabooed from hostels. There is provision for appeals to the Warden which in my school have been few and far between. If it is understood that the Warden holds a final veto over the decision the court makes, it is almost certain that he will never have to use it. And cases too difficult or delicate for the Court are referred to the Warden who as a rule conducts them in conjunction with the Chairman or wherever desirable, with the Court as a whole.

The system of Court of Honour has several distinct advantages. In the first place, it is

of exceptional value in training the boys for the larger life of the world. Under this the boys are put on their honour to maintain the tradition of the school, and what is sought is to arouse in them an ambition to do nothing that will mar the good name of the school. It is the discipline from within, not the discipline from without, that is aimed at. The process of fostering a sense of self-discipline is in the nature of things slow but sure of success. By taking boys into our confidence and giving them responsibility in managing the hostel affairs, their sense of right and wrong is developed and with it their character. Under this system of local self-government in their hostels, they are called upon to exercise their franchise which they do under proper instructions, in a manner unknown among adults. Very often the allegation is made against the Indian boy that he lacks in responsible leadership. Pardon me—it is unfortunately too true. But the institution of the Court of Honour comes in very useful to the boy in training him in intelligent leadership and joint responsibility. Another advantage is that when boys make reports against one another to the Court of Honour there is not that stigma which is usually attached to boys carrying reports to the Headmaster as tale-bearers. Some of the bad habits and vagrancies of boys which escape the most wary among the Wardens will be more easily detected and checked by them, and the tone of the school is consequently raised with a healthy public opinion built among themselves in favour of it. Secondly, the Court of Honour is of great service to the Warden. In delegating a portion of his authority to, and dividing his responsibility among boys he is relieved of unnecessary work and avoidable worry, and is therefore better able to direct his unruffled mind to other things.

Thirdly the benefit that the school derives from such a Court of Honour is enormous. Since the inception of the Court of Honour there have been no cases of serious damage or loss of school furniture or property of which there were not a few cases in pre-Court-of-Honour days in the school.

But like all other human institutions this also has its defects. It has the danger of becoming a close aristocracy and therefore a menace to the Society. It may be guilty either of laxity or cruelty or partiality. There may be lapses, but that's to be expected. Napoleon said "A man who never made a mistake never made anything" and let the boys learn and rise through mistakes. Only a sympathetic guidance and judicious encouragement are necessary, to put them on the right track. It will be found help-

ful for a housemaster who is starting a Court of Honour to draft a simple "constitution" defining the duties and powers of the Court. This should be read and approved at the first meeting, and entered in the minute book. I can say from what it has accomplished in the aggregate in my school, the Court of Honour is a

magnificent institution and the greatest possible help to a Warden. It is well worth the time and trouble put into it. I honestly believe that this is one of the surest ways to lead Young India to shoulder responsibilities that await it in the India to be.

Extract from the Court of Honour-Minute Book.

Date.	Name of offender.	Offence.	Judgment.	Remarks.
July 1.	R. T. & S. P.	Going out of bounds.	Not to go for outing on the next Saturday.	1st offence.
" 5.	R. M. J. J. J.	Oil bath not taken.	Meat 1/2 the quantity.	
" 12.	M. D., J. R. & Y. B.	Found reading in the Sick Room.	Warned.	
Aug. 2.	Rooms Nos. 2 & 5.	Untidy owing to irregularity caused by unwillingness to sweep them.	The removal of electric lights recommended for a week if they were untidy again.	Repeated warnings given.
" 15.	C. P.	Betting at meals	No food for that night; fined 1 Anna.	Last year a similar betting led to great anxiety.
" 30.	J. S.	Absconded: found wandering in the street.	Boycotted, none to speak to him on pain of a heavy fine of 4 annas.	Spoils the honour of the school.
Sept. 2.	R. & S. P. B.	Quarrelling and using vulgar language.	The Warden to be requested to expel R from hostel.	Was on the offensive and used obscene words and disobeyed Monitors.
" 2.	J. S.	For disfiguring walls by writing with charcoal.	Asked to wipe it off and write impositions 200 times on "Cleanliness is next to Godliness."	
" 5.	S. Y. R.	Found smoking during outing.	Asked to report himself to the Warden.	
" 5.	B. W.	Disobeyed the Captain on the Badminton grounds.	Shouldn't enter the Court for a fortnight and at the end of this period to apologise to the Captain.	
" 5.	P. D. D.	Tampering with water-taps.	Warned.	

Training Camp for Commissioners, Stanley Park, Coonoor.

June 24—29, 1935.

THIS course was arranged by General Headquarters for the benefit of the Provinces of Madras and Bangalore and the States of Mysore, Travancore, Cochin and Pudukottah. But it was unfortunate that Bangalore, Mysore and Pudukottah were not able to participate. The Bangalore Association had arranged to send three men, but on account of some unforeseen circumstance, the party was held up. Travancore sent two, Cochin four and Madras twelve. But for the very short notice, it would have been possible to get a larger number to come and take the course.

The Camp was held at the Madras Provincial Training Centre, Stanley Park, Coonoor, kindly lent for our use by the Provincial Council. The preliminary arrangements were made by Mr. P. S. Narayanswami, Provincial Organising Secretary, Madras, and Mr. N. Devanesan, Secretary, District Scout Council, the Nilgiris.

The Campers were divided into three patrols of six each and housed in three smaller huts in camp, while the central hut was used for sessions at night and for the meals. This was necessitated on account of the uncertain weather and the severely cold nights. Most of the work was done out in the open, but the discussions and talks at night had to be conducted in doors.

There was a Central Mess from which cooked food was supplied. In order to respect the feelings of the vegetarians in camp, purely vegetarian food alone was made available in camp. The Patrols took their turn in cleaning up the camp site, collecting the members together for the different sessions and in serving food. As there were several experienced Scouters in camp, the patrol spirit pervaded the atmosphere from the time the course started.

The syllabus as laid down by the Camp Chief was followed in every detail and a few other talks were added in order to suit local conditions. For example, one of the extra-curricular topics dealt with was, the problem of parallel organisations and what our attitude towards them should be. "Scouting and Religion" also came in for a long discussion. As regards Parallel Organisations, while there was a party which felt that we should do all in our power to eradicate such organisations, there was the opposition which felt that we should maintain a friendly attitude and while doing all

we can to help them, officers in one Movement should be discouraged from holding office in the other. Some of the Commissioners made it very clear that if only our programme was made sufficiently attractive to the boys, the question of a parallel organisation would not arise at all.

The talks were given by Mr. P. S. Narayanswami and myself, while both helped by taking part in the discussions.

Outdoor activities consisted of hikes to places of interest—both from educational and sightseeing points of view. One morning was spent at the Carolina Tea Estate, where the Manager very kindly arranged for the Commissioners to be taken round and shown how tea is made. This was a novel experience to practically all the members of the course. Another day, the Campers visited, by previous appointment, the Pasteur Institute and the Nutritional Research Laboratories. Major K. R. K. Iyengar, I.M.S., a valued friend of the Boy Scout Movement in the Nilgiris had arranged for short talks by members of his staff on "what to do in case of mad-dog bite." The Commissioners were very much benefited by these most instructive talks and also by the experiments done at the Nutritional Research Laboratories.

On the afternoon of Friday, the 28th June, Mr. H. B. Ari Gowder, M. L. C., District Commissioner of the Nilgiris, was "At Home" to the Provincial Commissioner and Commissioners of the course. The Hon'ble Dewan Bahadur S. Kumaraswami Reddiar, Provincial Commissioner, came down from Ootacamund and spent an hour, meeting the Commissioners and speaking to them about their work in their respective areas. Major K. R. K. Aiyangar, I. M. S., Director, Pasteur Institute, was also among those present. After tea, the Provincial Commissioner made a speech in which he thanked the Commissioners present and for the interest that they had taken. He also thanked General Headquarters for having arranged to run the course. A Group photograph of the Commissioners together with the Provincial Commissioner was taken on the occasion.

Out of the eighteen who took the course, all were Commissioners or Secretaries of Local Associations, with the exception of three, one of whom was deputed by the Madras Provincial Council, as he was a member of the Provincial

Headquarters Staff, and the other two were deputed by their Commissioners. Two others were whole time workers in the Movement.

Again, out of the eighteen, one was a College student, four were members of the Educational Department, three were paid scout workers, two were Merchants, and the rest were a doctor, a Civil Engineer, General Secretary of the Y. M. C. A., an Agent of the Burmah-Shell, an Advocate, a Commissioner of a Municipality and member of the Provincial Civil Service, and a Prosecuting Sub-Inspector of Police, while one had just passed the B.A., and was trying to find a job.

One the whole, the course was very much appreciated and we felt that practically every one was benefited with the exception of the College student referred to above who, we felt, was much too young to be appointed an officer in the Movement. When, at the last session, after the Camp Prayer, the flag was finally taken down and the course dismissed, the General Secretary of the Y. M. C. A., who, as the most elderly man in the camp, was probably chosen to speak on behalf of the others, said that the course had really helped one and all, and those who listened to the few words which he gave utterance to felt that it was a sincere and outspoken appreciation of the work done. (G. T.)

On the Use and Abuse of Competitions in Scouting.

BY MAJOR A. R. ARCHER, M. C.

COMPETITIONS are an essential part of Scouting, and nobody is more keen on assisting well-run competitions than the writer. Nothing promotes progress more than healthy rivalry. It is necessary. But let us keep it healthy. It is the purpose of this article to discuss what is healthy and what is not, and how to encourage the former without introducing the latter.

In the first place it is necessary to recognise the fact that it is not possible to devise a competition to decide which patrol or which troop in a district is the best. In a great many districts there is no such thing as a best troop. Each have their points, and there is no known means of assessing their comparative importance. Which is best, a troop who start with the pick of the best boys, and turn out the best Scouts, or one who start with the selected worst boys they can find by sweeping a big city for them and make ordinarily good Scouts of them? This is a difficult problem. The first troop would win more competitions, but I have very little doubt that the Chief would think more of the latter. Again there is a mysterious but at the same time a very real factor called Scout Spirit. I know of no means of introducing it as a competition element. I have seen an attempt to do so which worked well once but could not be repeated in the locality. A competition took place in which patrols went from one locality to another to be tested in certain subjects by different examiners. Sometimes they were in a hurry. On one of these journeys they came upon a very old woman carrying a very

heavy bucket of water. If they offered to take it for her, the old woman revealed herself as a sturdy young Scouter in disguise, and the patrol got its marks for a good turn, which naturally was not on the published programme, but more frequently the patrol were too much obsessed with the competition spirit to remember the promise.

These are the two main difficulties in assessing the comparative merits of troops by competition. Both the items in question are the main aims of Scouting, namely the improvement of the boys' characters, and the extent to which the law and the promise have entered into their lives. Competitions generally have to be restricted to a measurement of the extent to which the means advocated in Scouting have been used. But in as much as the Tenderfoot who never misses an opportunity to carry out the law and the promise is a better Scout than the King's Scout who never looks for one, it is obvious that competitions cannot and should not profess to distinguish the best troop, but only to help troops to become good.

But even in assessing the extent to which the mean have been used, there are difficulties. Take, for instance, observation. Our purpose is to develop in boys the habit of being observant, and not only the power of being observant to order. It is extremely difficult to introduce a test in the former into a competition. I have attempted to do so, but have never been very satisfied, and moreover have failed to devise any event in this matter that does not give local boys an advantage. But this is by no

means all. Considerations of time make it impossible, thoroughly to test in each subject, even if it were desirable to do. No. It cannot be done. Let us admit that and see how we can run our competitions for the benefit of the troops taking part and not *vice versa*. First let us deal with the district or larger competition.

There are two types of competitions, those that cover the whole scope of the tests of any class of Scout, and those that are restricted to one or more subjects. Of the latter, the most common in the world of Scouting that I know are things like first-aid competitions, signalling competitions, boxing competitions, etc., which are quite separate events. So long as the troops who feature high in these events do not specialise in their particular event to the exclusion of everything else, I am in favour of this type of competition, but I am against a competition in which it is announced beforehand that, shall we say, Ambulance, knotting and signalling will be the events, carrying 40, 25 and 35 marks, total 100. Better make it a one-subject competition with a suitable sized team, or a first or second class standard competition for regular patrols.

When a boy goes to an examiner to be tested for a badge, he generally goes alone. Then, if the examiner is wise, he is asked to do certain things or if the examiner is less wise I fear that he is sometimes only asked to say how he would do them. I set no store by such tests. Sometimes the test requires help from another boy, in which case the examiner should pick the other boy, and should know his ability, and see that the boy under test is genuinely tested. But when a patrol come up to compete in a subject on first class standard, the test should be of a different nature. It should be assumed that the Patrol Leader at least is up to first class standard, with perhaps one other, and that there are tenderfoots also in the patrol. A job should be given to the patrol which requires a first class Scout in charge, but also finds jobs for boys of lower ability and tests team work. The delegation of duties is one of the most important affairs. Take the case of first aid. A patrol are shown a man with a severe cut on the leg which prevents him walking. In a well run patrol the Patrol Leader takes charge. He begins by making all members produce the best they have for bandages and selects the cleanest. Then he sends one for the doctor, one for water, and one to light a fire to heat the water. In the meantime the best first aider in the patrol tries to stop bleeding. If the Patrol Leader is the only good first aider himself he must delegate to his

second the distribution of other duties. Next he makes the patient as comfortable as possible. Then the wound gets bandaged, and spare men are put on to improvising a stretcher. The boy who is sent for a doctor may pass a house with a telephone first. He should notice the wires, go in, and send an intelligible message which should enable the doctor or ambulance to find the casualty. If a patrol did come up on a real case of this nature, the patient's chances would depend very nearly as much on the way the job was organised as on the actual bandaging, and the examiner who marks on bandaging only has failed totally in his duty. The same principle applies to any Scout competition tests.

When it is decided to hold a district or larger area competition for Scouts, it should be announced beforehand.

- (a) That the whole scope of first class work is the syllabus but that for lack of time, only certain subjects will be competed in. This list should be kept secret.
- (b) That the competition is for patrols under a Patrol Leader or for troops under a boy Troop Leader not on Scoutmaster or Assistant Scoutmaster and that in every test, marks will be given for organisation and taking charge.
- (c) That every job given to the patrol or troop will, if properly organised, give employment of a suitable nature to tenderfoot and second class Scouts.
- (d) That the tests will be devised by the judges as patrol tests and will therefore differ substantially in nature from the tests laid down for a single first class Scout for his badges.

Now let us turn to competitions within the troop. Some Scouters I know run continual competitions in their troops. Every activity, every game, counts for so many marks for the patrol. I personally am resolutely opposed to this system. To my mind it is bound to have one of two results. Either boys get tired of the whole idea of competition, which thereby loses its stimulus, or they begin a policy of mark grabbing and throat cutting which is opposed to the whole spirit of Scouting. Moreover there is a considerable chance that one patrol will get left behind in the early stages of the competition and cease to try. If one runs one's marks on for a month, this may lead one patrol to lose 3 weeks' work. To those who have the misfortune to be saddled with an interpatrol shield which is

intended to be competed for on these lines, my advice is to suppress it.

When I did my Scout course at Gilwill Park, I learnt a lot of things, but nothing impressed me more than the method they had of running competitions. Each game, each piece of work into which competition was introduced, was one separate event. When it had been lost and won, the losers gave a cheer for the winners, who returned it, and we passed on to the next event and considered the past only with reference to our mistakes, and the future with reference to the suitability of the event for our own troops. There was only one exception to this rule. The obstacle expedition, which occupied an afternoon. It consisted of seven separate events each of which were separately marked by different judges, and the marks were added together. Whether this was done solely because of the convenience of organising it this way, or to show us how to run an afternoon's competition, I never found out, but each of these reasons without the other appeared to me to be sufficient. Actually the patrol of which I was a member had the highest total. Inasmuch as it was the event which brought in the largest variety of work, I thought and still think it the most important competition that took place on my course. But it is a very far cry from the winners of the most important competition to the best patrol, and no member of it was fool enough to confuse these two issues. This particular event was mainly in the hands of the Patrol Leader and

we were well led (not by me) on that day. No one man can make a good patrol. No. There is more in it than that.

So let us form our conclusions. Perhaps it is fortunate that we can never find a yardstick to measure our success in the achievement of our ultimate aims, and render them subjects of competition. There are some things which are better left out of the arena. No competition can ever really determine the real order of merit of patrols or troop, if indeed such a thing as a real order of merit exists, and we can only profitably use competition if we frankly admit this fundamental truth. Competition is an aid to Scouting, a means of rendering it interesting and stimulating effort, and not an aim of Scouting. It must remain our servant and never become our master. It must never be allowed to discourage. It must give an opening in the team for all members of the patrol. It must cover organisation and leadership, as well as technical proficiency in the leading lights.

To achieve these objects I advocate: (i) that precise details of the competition should never be allowed to leak out beforehand; (ii) that no competition should ever last for more than one weekend camp or one meeting; (iii) that the marks of each subject should be kept secret till the whole competition is over.

Lastly, above all things the spirit of competition must never be allowed to become strong enough to stifle good will. When that begins it is time to stop competitions. (Selected.)

Programme for Scout Troop (III.)

(SUGGESTIONS BY T. P. N.)

XIII

- (1) Games, Flag games, Scout Law Games, Investiture.

XIV

- (1) Games, Marching order, Talk on Camps and how knotting, flag and the staff are used in camp.
- (2) Tests for ambulance work in the form of problems and games.

XV

- (1) Games, Scout pace, Songs.
- (2) Practical efficiency, and presence of mind to be tested by having feigned accidents—Scouts to know how to keep off crowd round wounded person by the scrum formation, and one scout to run immediately for the nearest doctor, how stretchers have to be improvised and so on.

XVI

- (1) Games, Practice in Transport of wounded (Two-handed and Four-handed seats), Stretcher Drill, Bandages as for (2) in (1).
- (2) Semaphore Signalling (1st Circle) in the form of drill.

XVII

- (1) Games, Transport of the wounded, Bandages as for (2) in (2)
- (2) Semaphore Signalling (2nd Circle) Revise 1st circle.

XVIII

- (1) Games, Transport of the Wounded, Bandages as for (2) in (3)
- (2) Semaphore signalling (3rd Circle), Revise 1 and 2 Circles.

- XIX
(1) Games, Fire Drill Bandages as for (2) in (4). (2) Semaphore the other Circles: Revise 1, 2, 3 Circles.
- XX
(1) Games, Fire Drill, Bandages as for (2) in (5) words. (2) Semaphore Drill in the 3 Circles. Small words.
- XXI
(1) Games, Rescue of the unconscious (Fire-man's Lift), Bandages as for (2) in (6). (2) Semaphore Drill in all Circles.

Cubs Tests by Sher-i-Babar.

(Punjab Bulletin.)

ONE of first star tests is ability to turn a somersault. A number of scouters have frequently asked me "Is somersault worthwhile," and if it is, how can the difficulties of its introduction be overcome? These are the questions that confront most of our cubmasters, but I can confidently say that a question like that is asked by only those who do not realise the interest somersaults can hold for the boy, and they do not appreciate its value in building strong and agile boys or in stimulating pluck and determination.

Most of the gymnasts retain much of the agility in their advanced age on account of their early rolling and gymnastic work, which they practised in their youth.

Some weak-minded scouters go to the extent of calling somersault dangerous for small boys. I want to assure them, that it has just that suggestion of danger which appeals to the boys most, and which makes it a sport rather than just exercise. The danger incurred need never be more than, or even as much as, that incurred in the average game of football, hockey or rugger touch. It may not develop pluck or initiative to the same extent as do other games, it certainly has not the same degree of competition, but the stimulus of exultation is there to be used judiciously, and can be used with great effect.

Skill in learning to turn a somersault intentionally may reduce the evil consequences of or even prevent an unintentional somersault later on, because somersault can and does develop strength, agility and pluck, and if it is put across in the right way at the outset, it can become a lasting interest for the boy.

Somersault is one of the best preparations for fancy diving. Useful and health-giving diving develops the whole body harmoniously, and has certainly a special beauty of its own in the gracefulness of its movements.

The value of somersault is now quite clear. The question is how to introduce it to your boys. Difficulties there will certainly be. Few jobs are worth doing without them, and half the fun of the game is to be got from beating them on their own ground.

Are you diffident because of a lack of personal skill? Although personal skill is mighty useful, it is by no means essential for success. If you have common sense and reasonable knowledge of the stunts which can safely be attempted, you have all the ingredients, which are really needed, although if you are active enough to join in, you will soon be as keen as any of your cubs, and much more scornful of the doubting Thomases than I have dared to be even in writing.

Games.

For Scouts and Cubs.

"**Quartermaster's Store**":—Draw up a menu for a two-day camp with breakfast, tea and supper for each day—making the meals as varied as possible. Write these out in block letters on a long strip of paper for each Patrol or Six; then snip off each item with a pair of scissors and jumble them up together in an envelope. Thus each Patrol or Six will have all the same articles of food on little slips of paper which they can arrange according to their own ideas.

Tell the boys that they are on a week-end camp, Saturday and Sunday, and that the slips represent stores, each Patrol or Six having its own tent, and doing its own cooking and catering. Give them ten minutes to sort out their provisions, then call for each Patrol or Six to bring up the slips of paper representing Saturday's breakfast. After a minute or two call for the day's dinner, and so on until Sunday's supper is reached. Keep the different meals of each Patrol or Six in separate piles, and at the end read out your own menu, explaining that yours is not necessarily the best.

You will get very varied, and sometimes very amusing results. Judge then and there which is the best and honour it by your presence at the meal of that Patrol or Six.

Camp planning:—A good method for inculcating camp sense. A large rough sketch map is drawn of an imaginary camp site, but the sleeping tents, kitchen square, store tent, etc., along with the other minor details, are marked on it as though they had been pitched by a "Tommy Tenderfoot", i. e., in unsatisfactory positions. The patrols are then asked to criticise the lay out and to suggest any alterations or improvements they deem necessary. A more elaborate arrangement would be to represent the various camp components by means of cardboard, which could be moved if desired.

The site depicted on the camp should not approach too near the ideal, thereby encouraging careful planning in order to use it to the best advantage. In drawing the map, conventional signs should be used, and all necessary particulars inserted, such as: direction of wind, the various possible and impossible sources of drinking water; the nature of the soil and vegetation; depth of river if any, with some guide as to the current; and the general contour. With regard to the two last, beware that your river or stream does not flow uphill!

Teaching Observation.

Use stunts such as having Scouts with closed eyes to relate how someone else is clad, colour of hair and so forth, or perhaps describe the place in which the Troop is assembled, and so forth.

Have a stranger enter Troop meeting room. He asks a question of you, then disappears. Ask Scouts to write down from memory a

description of the person, his height, outstanding features (if any) and the like.

If passing a farm while on a hike, note carefully the animals or fowls seen, perhaps a goose or turkey. Refer casually to the fowls but manifest no special interest. When you get further into the country and sit down in the shade to rest, ask the Scout to describe that goose or turkey. Nearly every boy will want to go back and take another look.

Other Methods.

(a) *Developing Observation*. If for example, there is a brook easily accessible, mark off a length of one rod along that brook and from four to five feet from each bank. Make a thorough study of the brook and of that part of the bank.

If you have available any kind of tree, set this requirement for the boys; walk around that tree four times every week for four weeks and make four observations near the tree, say north, south, east and west, and four other observations about two rods in four directions from the tree. You know, if you will stop for a moment and think about it, that you and your boys have never really seen that tree. Did you ever try to estimate the number of leaves on that tree, and how many and what kinds of insects get their living from it, and the kinds of birds that visit it?

(b) *Challenge the Boy's Knowledge of Familiar Things*. Recently I tried with boys in the woods to have each boy, in a prize contest, walk around a tree as a cat walks there and as a dog walks, and nearly every boy wanted to go home and see the cat and the dog do it.

(c) *Riddle of the Sands*. A three feet by five feet pit or a larger one if desired, is filled with sand. Tracks are made which clearly depict some happening. Patrols attempt to solve the mystery. (Selected.)

The Sense of Proportion.

ONE of the very essential things for good scout work is a correct sense of proportion, not only among the different activities of Scouting, but also in the relation of Scouting in the outer world. Different groups require emphasis on different aspects of scouting, and the Scouter has to learn by experience the correct blend required depending upon the scouts concerned and the environment. Again, Scouters ought to be able to adapt themselves to circumstances, and not wait for the arrival of the "suitable circumstances". The best possible results ought to be produced, and are, by

a thorough study of local conditions, and a programme to suit.

It is not by what we say we are, but by what others say we are, that Scouting will be judged. We have all heard the complaint, and perhaps we also complain, that the public (not excluding the educated section) does not properly understand us or our aim. To a certain extent the fault is ours. We are succumbing to the expert's weakness; we cultivate a feeling of being "different". Sceptics cry us down; well-meaning folk cry us up. Neither understand us. Our object ought to be to make people

understand us by our personal example and the example of our scouts at home and outside. Lectures on scouting will not help us much. Scouters should care for public opinion without becoming slaves to it. There is the Scout-master who abandons himself to scouting work and sees the routine of it very well, giving up a lot of his time and energy. He knows what an unselfish being he is, and his attitude tells the world what a superior being he is. This Scout snobbery puts up the back of decent and sympathetic non-scouts. Scouts and scouters ought to be loved and respected for their character, principles and manners as normal human beings before they can bring any credit to the Movement as its products. This is where the importance of local Associations and Troop Committees come in. They bring us into touch with understanding non-scouts so that we work in co-operation with the public.

Scouters should consider Scouting in relation to life and not as an end in itself. Scouting is character training and not an accomplishment. The object of scout training is good citizenship. The scout should feel one with the people round him. Hence, just an enthusiastic idealism will not carry us far. It must go with level-headedness and sober common sense. In our concern for many things we should be able to see the proper relation between the means and the end, and always remember that the proper end of scouting is just "living a man's life".

Hence, the proper balance should be maintained in the Scout programme of the various aspects of scouting. Each test should be taught and practised in its proper environment. In camps, the proper relation of "comfort in camp" to "roughing it in camp" should be observed—the scout should understand that it is neither a picnic nor an endurance test, but an opportunity for showing his resource and capacity for getting maximum comfort with the necessary minimum equipment. Scout

laws should not be taught just as lessons to be exhibited on suitable occasions but as a regular practice. Scouters should not have bees in their bonnets, and lay stress on a single aspect of scouting to the detriment of others. Very often we find scouters who think that as long as the boys have the proper scout spirit the external appendages do not matter. Another type is the one who is good at some handicraft and wants to make all his scouts clever artisans of his craft, without taking into consideration the individual inclination and aptitude of the boys themselves. The Scouter has to remember the difference in attitude to be developed by him and the boys under him; he must remember what Rousseau says—"it is difficult to avoid in occupations for which the teacher has a passion always to suppose that the child has the same tastes. Take care, when the amusement of labour engrosses you, lest your pupil grow tired of it without daring to notify you of it. The child ought to be wholly absorbed in the thing he is doing; but you ought to be wholly absorbed in the child."

Proper balance in the relationship of the Patrols in a Troop and between the different Troops should be maintained. Rivalry and competition should bring about all-round efficiency and should not bring about jealousy and enmity. Hence, scouters should see that competitions are not the only occasions when the troops come together.

Hence, this sense of proportion which is not complete with a sense of humour must be an indispensable equipment of all scouters.

The ideas set forth are old; but they are worth while remembering and will carry us a long way in the great and systematic work that lies before us if we have to develop citizens worth the name. This is my only excuse for an article of this nature.

T. P. NAVANITHAKRISHNA.
in the 'Jamboree' for July 1935.

Rambler's Badge.

(BY "A RAMBLER.")

IV

(Continued from last issue)

NOW that the Rover Scout has an idea about the nature of the equipment he has to take and the kind of food he can get and cook, he could very well decide for himself the route he has to take,

I have pointed out even at the outset that it is essential that the ramble should be undertaken during week-ends and holidays. It is necessary again to stress the importance of doing the ramble in bits. Many Scouters and

Rover Scouters are under the impression that it is more creditable and a sort of bravado if the journey is done at a stretch and in the shortest time possible. But we may point out that it is a mistaken notion and a thing that will defeat its purpose.

The purpose of the Rambler's badge, I believe, is threefold: (1) To draw out the Rover Scout into the open air, without inconveniencing himself in any way in his daily work, (2) to promote the comradeship in the Rover crew and (3) to expand the vision of the Rover Scout by a study of his surroundings. If these objects have to be fulfilled it is better that such rambles are spread over a long period to give as many outings as possible, during which he may have greater opportunity of getting to know his companion and do the intensive study of his surroundings leisurely.

The Ramble. The best way to fix up your rambles is to get hold of the ordnance map of your locality. This gives detailed information about the locality and all facilities required for the rambles. As a preliminary, draw an imaginary circle of ten miles radius round your headquarters. Usually over ten miles along any line you will find at least three villages. If you start on a Saturday morning you will find that you have leisurely visited these three villages before you return on Monday or Sunday evening. You may think that after all you can complete ten villages in three hours on foot. This of course you may do—but your purpose is to enquire and find out everything about the villages *en route*.

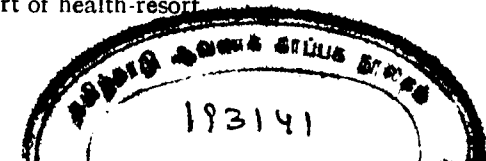
Suppose you start from your headquarters one early morning before sun rise. After an hour's walk, you will come across a village and it is time for your chota. You buy milk locally and as you prepare your coffee you gossip with the local celebrities, whom you may invite. By about eight or nine o'clock you would have finished your enquiries and may decide to reach the next village for midday meals. By ten or ten-thirty you ought to be there, if it lies within three or four miles distance. There you finish your meals and rest till the heat of the day subsides. You will have plenty of time here also for enquiry. After evening tea or a cup of butter milk you walk along another three miles and reach your objective for that week. Next morning you may return along a different route

by following the same procedure. Perhaps by this method you would have covered nearly twenty miles and would have touched five or six villages. This is good work for one week-end.

Route. There is no objection in your keeping to high roads and finish your journey. But along high roads and such beaten tracks you will find a certain amount of influence of towns, of buses, and other such conveniences of modern days. Of course you have to study these villages as well. But along such routes you may be often disturbed by passing traffic, and also the flora and fauna would be scarce along these routes. You will like the quiet and glorious beauty of the countryside if you go cross-country along foot and cart tracks. You will come across men and women at work, methods of irrigation and cultivation, various kinds of plants, trees, animals, and birds. You will enjoy the grandeur of natural settings, and you will discover the lethargy that is prevalent among the rustics and their leaving things to "kismet." You will always get a real insight into the hearts of the villagers by your cross country walks.

But don't go about trying to set records by crossing marshes, bogs and rivers which you are not expected to do. Keep to the track, make use of the map, and the compass. Remember The Eleventh Scout Law (unwritten though it may be) and come back fit and happy. **Objectives:** Many times you would like to make these rambles instructive to yourself. In such a case enquire among the people of the locality what are the important villages nearby. Some times you will find one of these villages is mostly populated by Telugu speaking people, another entirely of Catholic Christians, another famous in the locality for lotus leaves and flowers, another for a big Vaishnavite temple, another for fairs on Tuesdays and so on. Fix such villages as your objectives for the week-end. Enquire everything about it, why and wherefore it is noted. You will find that you will be unearthing some rare things and bringing some of the villages to the lime light.

I remember very well, how a party of scouts camped in a famous village grove, and the report made a local doctor inquisitive and this resulted in his acquiring the property and making it a sort of health-resort.



Quest of Citizenship.

City or Village Survey.

The following is an extract from the "India Christian Endeavour Union's Year Book for 1935." It was intended mainly for those who are actively working on the survey as part of their union's work, but the list is very comprehensive and exhaustive.

Rover Scouts who want definite grounds to proceed upon may find the list very useful.

Citizenship. Survey Schedule.

We have taken August and September as vacation months and during these weeks we will give a "schedule for surveys" for use by societies wishing to have a more intelligent idea of the city or village in which they are working. The schedule is given in some detail. If desired, it may be shortened and only a brief survey made. Much depends upon the local conditions. There also will be items left out of the schedule. Always make additions as you see the need for further information. We advise every society to make a survey—even though it be limited in extent and in form. It is valuable for the members to get practice in making a survey.

The schedule is taken up under six headings:

1. General Information
2. Education
3. Health
4. Social
5. Economic
6. Religious.

It will be seen at once that it is not possible to avoid overlapping. Some habits, customs or attitudes will affect several of these sections. However, we have tried to cover necessary ground and any necessary adjustments can be made by the society using the schedule.

It will be necessary for the members to have a note book into which the questions can be copied and answers entered. It is not possible to make a form beforehand, because the length of the answers will differ.

1. General Information.

1. Name of village investigated?
2. Taluq?
3. District?
4. Number of houses?
5. Population?
 - (a) Hindu
 - (b) Muhammadan
 - (c) Christian

- (d) Sikh
- (e) Buddhist
- (f) Jain
- (g) others?

6. Give principal castes and divisions in village?

7. Give principal customs of each group.

8. Give general statement regarding the village, as to which religious group is of greatest importance, or

9. In general what is the condition of the village in regard to prosperity, cleanliness, health, political attitude, religious, or other fanaticism or any other peculiar conditions?

2. Education.

1. How many schools in the village?
2. Number of children in attendance? By standards?
3. Number of teachers? Trained? Untrained?
4. Salaries of teachers?
 - (a) Are they adequate?
 - (b) Are they inadequate?
 - (c) Do they only receive the Government grant?
 - (d) If not, who pays the balance?
5. What is the population of children going for higher education?
6. Are there night schools?
7. What number attending? Adults? Children?
8. How financed?
9. What is the proportion of literacy in the village? Adults? Children?
10. What arrangements are made for physical exercise, teaching of health, etc. Does the school have regular drill? Organised games?
11. Are Harijans allowed in the schools or are there separate schools for them? What is the attitude of the village on this subject?
12. Are there separate schools for girls?
13. How many girls are reading in the schools?
14. What is the proportion of literacy among girls and women?
15. Is any attempt being made at adult education?
16. State in general terms your observation regarding education. Is the village progressive, backward, etc.?

(To be Continued).

Supplement to the South India Boy Scout Aug. '35.

Provincial Headquarters Notices No. 65.

Dated 15th August 1935.

Groups Registered for 1935-36.

(Valid up to 31st March 1936)

Reg. No.	Names of Groups.	Sections.	Reg. No.	Names of Groups.	Sections.
Anantapur.			67.	14th Vellore, Adi Dravida Municipal School, Kasba	C ...
4.	1st Bukkapatnam, Board Hindu Elementary Boys' School	... S ...	68.	15th Vellore, Municipal Central School, Kalasapalayam	C ...
Arcot North.			69.	16th Vellore, Hindu Municipal School, Kasba	C ...
1.	1st Vellore, Voorheese College	C S R	70.	17th Vellore, Adi Dravida Municipal School, Arugandapundi	C ...
4.	4th Vellore, Arcot Theological Seminary	... R	71.	18th Vellore, Municipal Central School, Kosapet	C ...
7.	1st Tiruvannamalai, Danish Mission High School	C S R	72.	19th Vellore, Hindu Municipal School, Thottapalayam	C ...
24.	7th Vellore, Aided Higher Elementary School, Saidapet	C ... R	Chingleput.		
25.	2nd Tiruvannamalai, Municipal High School	C S R	3.	3rd Chingleput, Government Training School	... R
32.	1st Vanapuram, Board Boys' School, via Tiruvannamalai	... S ...	68.	1st Sriperumbudur, Board Middle School	... S ...
35.	3rd Tiruvannamalai, c/o Mr. Paul Arumugam, Municipal Elementary School	... S ...	75.	2nd Madarpakkam, c/o Mr. D. N. Chengalvarayan	... R
37.	1st Chengam, Board High School	C S R	80.	1st Velacheri, Adidravida Development Sabah Via St. Thomas Mount	... S ...
38.	1st Cheyyar, Board High School, Tiruvettipuram P. O.	... S ..	81.	1st Ikkadu, Methodist Mission Boarding School, Tiruvallore	C ...
39.	4th Tiruvannamalai, Municipal Elementary School	... S ...	Chittoor.		
40.	5th Tiruvannamalai, Municipal Adi Dravida School	... S ...	8.	1st Chandragiri, Board High School	... R
41.	6th Tiruvannamalai, Municipal Elementary School, Kulnathur	... S ...	38.	3rd Tirupathi, Young Men's Association	... R
42.	1st Kilpennathur, Board Higher Elementary School	... S ...	Coimbatore.		
43.	1st Vettavalam, Board Higher Elementary School	... S ...	2.	1st Coimbatore, Union High School	... S ...
46.	7th Tiruvannamalai, c/o Mr. T. S. Krishnaswami, Agent, Burma Shell	... R	5.	4th Coimbatore, Agricultural College	... S ...
47.	1st Nembedu, Board School, Peranmallur P. O. via Arni	... S ...	13.	1st Peelamedu, Sarvajana High School	C S ...
49.	1st Somasipadi, Board Boys' School, Kilpennathur P. O. via Tiruvannamalai	... S ...	14.	2nd Peelamedu, Sarvajana High School	... S ...
50.	1st Nedungunram, Board Elementary School, Cheput P. O.	... S ...	15.	3rd Peelamedu, Sarvajana High School	... S ...
57.	10th Vellore, c/o Mr. V. N. Nilakanta Rao	... S ...	16.	1st Dharapuram, Board High School	... S ...
58.	1st Desur, Board Higher Elementary School, via Tindivanam	... R	18.	1st Anthiyur, Board Middle School	... S ...
60.	1st Kandavaratti, Panchayat Board School, Desur P. O. via Tindivanam	... S ...	23.	2nd Erode, London Mission Community Training School	... S R
61.	2nd Tirupattur, Municipal Higher Elementary School, Cutcheri Street	... S ...	24.	3rd Erode, Mahajana High School	C S ...
62.	3rd Tirupattur, Municipal Elementary School, Vengalapuram	C ...	25.	1st Sullur, Board Middle School	... S ...
63.	1st Puram, Board Higher Elementary School	... S ...	38.	1st Satyamangalam, Board High School	... S ...
64.	11th Vellore, Municipal School, Sallivenpet	C ...	43.	1st Chennimalai, Board Middle School	... S ...
65.	12th Vellore, Saidapet Central Municipal School, Main Bazaar, Vedakara Street	C ...	48.	19th Coimbatore, L. M. Christian Pettah School	... C ...
66.	13th Vellore, Municipal School, Velappadi	C ...	49.	20th Coimbatore, L. M. Christian Pettah School	... C ...
Cuddapah.			5.	2nd Rayachoty, Government Training School	C ... R
Ganjam.			11.	1st Vaimpalli, Balasaraswati Aided School	C ...
			1.	1st Paralakimedi, Rajah's College	... S ...
			6.	1st Khallikote, Maradraj High School	... S ...

Reg. No.	Names of Groups.	Sections.	Reg. No.	Names of Groups.	Sections.
7. 3rd Berhampore, Municipal Oriya Middle School	...	S ...	15. 1st Uttamapalayam, Board High School	C S ...	
8. 1st Gurandy, Board Middle School, <i>via</i> Parlakimedi	...	S ...	29. 7th Madura, Y. M. C. A. Branch, Krenmerpuram	...	S ...
14. 1st Amadalvalsa, Board Elementary School	...	S ...	80. 14th Madura, Municipal Boys' School, Athimoolam Pillai Street	C ...	...
Godaveri East.			81. 15th Madura, Municipal Boys' School, Elugadal Street	C S ...	
1. 1st Rajamundry, Government Training School	C S ...		83. 16th Madura, Municipal Boys' School, South Avani Street	...	C ...
14. 1st Tuni, Sri Rajah's High School	...	S ...	84. 17th Madura, Municipal Boys' School, Ramanagaram, New Jail Road	C S ...	
Kanara South.			91. 19th Madura, Municipal Boys' School, Railway Colony	...	C ...
15. 1st Moodbidiri, D. J. H. E. School	C S R		93. 21st Madura, Municipal Boys' School, South Gate Chinnakadai	...	C ...
Kistna.			120. 1st Keerapottampatty, Kallar School, Gandamanaikanur	...	C ...
47. 6th Masulipatam, Hindu College High School	...	S ...	Malabar North.		
Madras East L. S. A.			16. 18th Cannanoore, Municipal Town Middle School	...	S ...
21. 22nd Triplicane, N. Sama Rao Higher Elementary School, 31, Singrachari Street	...	C ...	17. 19th Cannanoore, Michael's European Boys High School	C S ...	
Madras North.			24. 1st Cherukunnu, Board High School	...	S ...
31. 6th George Town, Progressive Union School, 95-96, Audiappa Naiken Street	C S ...		Malabar South.		
38. 2nd Washermenpet, Thyagaraya Hindu School	...	S ...	3. 5th Calicut, Zamorin College	...	S ...
Madras South L. S. A.			14. 2nd Alatur, Board Middle School, <i>via</i> Palghat	...	S ...
6. a. 6th Adyar, Olcot Cottage	...	R	32. 4th Calicut, St. Joseph's European Boys' High School	...	S ..
Madras West L. S. A.			37. 1st Shoranur, High School	...	S ...
1. 1st Vepery, M. C. T. Muthiah Chettiar's High School	C S ...		Ramnad.		
2. 3rd Vepery, St. Paul's High School	C S ...		12. 1st Tirushuli, H. N. K. Vaidvasala	C S ...	
3. 4th Vepery, Eversleigh Boys' Club	C S ...		23. 1st Aruppukottai, A. M. C. C. Boarding School	...	S ...
5. 1st Egmore, Civil Orphan Asylum, Kilpauk	...	S ...	29. 2nd Aruppukottai, S.B.K. High School	...	S ...
16. 4th Perambur, "Hawkfield" Stephenson Road	C S R		35. 1st Chatrapati Kallar School, <i>via</i> Rajapalayam	C ...	...
17. 5th Perambur, C. C. C.'s High School	C S ...		Salem.		
20. 2nd Vepery, Fabricius High School	C S ...		58. 1st Achattapalli, Panchayat Board School Hosur Cattle Farm P. O.	C S ...	
23. 2nd Choolai, Hindu Un'bn Committee School	...	S ...	72. 1st Nanjundapuram, Board Higher Elementary School	C ...	...
25. 6th Perambur, M. & S. M. Railway School	C S R		Tanjore.		
26. 2nd Kelpauk, C. S. M. Preparatory School	C ...	...	83. 3rd Tiruvarur	...	R
34. 7th Perambur, c/o Slums of India Mission, Constable Road	...	S ...	Tinnevelly.		
42. 6th Vepery, Chengalvarayanagar Secondary School	...	S ...	14. 4th Tinnevelly, Manthiramurthy High School	C S ...	
47. 6th Egmore, Egmore School, No. 7/A Whannel's Road	...	S ...	Trichinopoly.		
48. 3rd Choolai, A. C. A. V. School, 27, Venkatachala Mudali Street	C S ...		13. 1st Musiri, Board High School	C S ...	
Madura.			24. 1st Udayarapalayam, Board Middle School	...	S ...
4. 4th Madura, St. Mary's High School, East Gate	C S ...				
11. 1st Sholavandan, Board High School	...	R ...			

Warrants issued and Renewed.

(Valid up to 31st March 1936)

Arcot North.

Group Scoutmasters.

13. R. Narayana Pillai, 1st Chengam.
14. James D. Issac, 1st Vellore.
16. R. A. Natesa Mudilar, 2nd Desur.

Scoutmasters.

29. S. Venkatesan, 1st Vanapuram.
33. S. W. J. Rajarathnam, 1st Tiruvannamalai.
35. V. Nathamuni Naidu, 1st Chengam.
46. P. R. Arumugam Pillai, 4th Tiruvannamalai.
47. V. Krishnan, 5th Tiruvannamalai.
48. N. Govindaswamy Pillai, 6th Tiruvannamalai.
49. A. Arunachala Aiyer, 1st Kilpennathur.
50. A. Ramachandra Aiyer, 1st Vettavalam.
51. N. V. Ramachanda Aiyer, 1st Vettavalam.
52. P. K. Margabandu, 1st Nembedu.
53. N. Sundaranainar, 1st Somasipadi.
54. S. Narayanaswami Aiyer, 2nd Tiruvannamalai.
55. W. N. Arumugam, 1st Nedungunram.
62. D. Selvanayagam, 1st Vellore.
65. C. Anantharaju Nainar, 2nd Desur.

Assistant Scoutmasters.

17. I. John Lazarus, 1st Tiruvannamalai.
18. V. Sundaresa Aiyer, 1st Kilpennathur.
23. V. Kannappa Pillai, 2nd Desur.

Rover Scout Leaders.

3. S. Ponurangam, 4th Vellore.
5. S. Devasirvatham, 1st Vellore.

Cubmasters.

1. J. A. Rajarathnam, 1st Vellore.
7. S. D. Himmelstrand, 1st Tiruvannamalai.
11. C. Kannabiran Kounder, 2nd Desur.

Assistant Cubmaster.

1. A. Ramalingam, 2nd Desur.

Arcot South.

Cubmaster.

13. T. K. Kuppuswamy, 3rd Villipuram.

Assistant Cubmaster.

7. S. Krishnamachary, 3rd Villipuram.

Chingleput.

Scoutmasters.

8. A. Venkatasubramanya Aiyer, 3rd Chingleput
31. K. Ramachandra Aiyer, 1st Sriperumbudur.

Assistant Rover Scout Leader.

2. D. N. Chengalvaroyan, 2nd Madarpakkam.

Chittoor.

Scoutmaster.

63. M. Narayanachar, 4th Madanapalli.

Assistant Scoutmaster.

25. R. Rayappa Naidu, 4th Madanapalli.

Coimbatore.

Scoutmasters.

4. M. R. Balakrishnan, 4th Coimbatore
38. V. Srinivas, 1st Chennimalai.
39. K. V. Velayudhan, 3rd Erode.
42. R. Kuppuswamy, 1st Satyamangalam.

Warrants issued and Renewed.

(Valid up to 31st March 1936)

44. A. Muthuswami Desikar, 1st Sulur.
48. V. M. M. Sundram, 1st Dharapuram.
49. T. V. Mathuram, 1st Coimbatore.

Assistant Scoutmasters.

15. M. G. Kuppusamy Aiyer, 1st Sulur.
21. V. S. Kandasubramanian, 1st Chennimalai.
22. A. Abdul Gani, 3rd Erode.

Cubmaster

2. N. Achutharaman, 3rd Erode.

Cuddapah.

Group Scoutmaster.

3. Venkata Rao Bhonsle, 2nd Rayachoty.

Assistant Cubmasters.

5. C. Nagaraja Rao, 2nd Rayachoty.
6. B. Mopuriah, 2nd Rayachoty.

Ganjam.

Scoutmasters.

2. P. Sitaramachari, 1st Parlakemidi.
3. Nagendranathdas, 1st Parlakemidi.
4. S. V. Sanyasi, 1st Parlakemidi.
9. Harikrishna Patnaik, 1st Parlakemidi.

Guntur.

Scoutmasters.

21. M. Chandrasekararao, 1st Bapatla.
22. Sayed Ameen, 11th Guntur.

Assistant Scoutmaster.

1. Sayed Meer, 11th Guntur.

Kanara South.

Group Scoutmaster.

2. M. Purushotama Kini, 1st Manjeshwar.

Scoutmasters.

14. P. Ramanatha Rao, 1st Moodbidiri
40. V. S. Prabhu, 1st Manjeshwar.
41. B. Raghuvveerarau, 1st Paivalike.

Assistant Scoutmaster.

9. M. Anantha Kamath, 1st Manjeshwar.

Cubmaster.

5. B. M. Ananda Kamath, 1st Manjeshwar.

Kistna.

Scoutmasters.

36. V. Srimannarayana, 6th Masulipatam.
43. John K. Devaraj, 7th Masulipatam.

Madras Corporation L. S. A.

Assistant Cubmaster.

6. A. V. Munuswamy, 46th M.C.

Madras North.

Group Scoutmaster.

8. D. Sivasankara Rao, 6th George Town

Scoutmaster.

57. B. Chengiah, 6th George Town

Assistant Scoutmaster.

45. B. Jagahguru, 6th George Town

Cubmaster.

22. B. Ramachandriah, 6th George Town

Assistant Cubmaster.

8. P. Sama Rao, 6th George Town

Madras South L. S. A.**Rover Scout Leader.**

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

Madras West.**Group Scoutmasters.**

2. K. Govindachary, 1st Vepery.
12. A. V. Ramanujam, 4th Perambur.

Scoutmasters.

10. V. T. Abraham, 3rd Vepery.
34. S. D. Purushotham, 2nd Vepery.
33. K. Sivarama Aiyer, 5th Perambur.
41. G. Amhrose, 6th Perambur.
42. M. Sambandam, 2nd Choolai.
50. G. D. Fewks, 4th Vepery.
58. Vernon G. B. Fish, 1st Egmore.

Assistant Scoutmasters.

31. K. Venkateswaran, 1st Vepery.
48. M. D. Edmonds, 4th Vepery.
58. S. Arathoon, 1st Egmore.

Assistant Rover Scout Leader.

1. A. H. Lazaro, 6th Perambur.

Cubmasters.

4. K. V. Banuchandrapal, 1st Vepery.
7. N. Elisha, 2nd Kilpauk.
25. T. Varadarajalu, 3rd Vepery.

Madura.**Group Scoutmaster.**

6. P. N. Sivaswami Aiyer, 4th Madura.

Cubmasters.

15. R. Savirinathan, 4th Madura.
20. M. Ponusami Kone, 16th Madura.

Assistant Cubmasters.

3. C. Subbiah Pillai, 16th Madura.
4. Sangu Pillai, 16th Madura.

Malabar North.**Group Scoutmaster.**

1. Joseph Wadcon, 19th Cannanore.

Scoutmaster.

1. O. Krishnan, 1st Cherukunnu

Assistant Scoutmasters.

1. K. V. Kunhiraman, 1st Cherukunnu
2. K. Madavan Nayar, 1st Cherukunnu

Malabar South.**Scoutmasters.**

32. K. Balakrishna Nayar, 2nd Alathur.
39. T. Sankunnikurup, 5th Calicut.
40. K. A. Vaidyanathan, 1st Shoranur.

Nellore.**Group Scoutmaster.**

1. C. H. Koteswara Sidhanti, 2nd Nellore.

Ramnad.**Group Scoutmaster.**

1. D. John, 1st Vridhunagar.

Tanjore.**Scoutmaster.**

90. A. S. Kulandaivadivel, 1st Sembanarkoil.

Rover Scout Leader.

11. P. A. Tiruvengadam, 3rd Tiruvarur.

Cubmasters.

57. R. Krishnaswamy Odayar, 1st Mudikandanallur.
58. T. G. Nallappa Padayachi, 1st Melapatti.
59. V. Balasubramanian, 2nd Kuttalam.

Assistant Cubmasters.

26. S. Kalyanasundaram Pillai, 1st Melapatti.
27. P. Chakkrapani, 1st Mudikandanallur.

Tinnevelly.**Rover Scout Leader**

4. S. Venkatesa Ayyar, 3rd Koilpatti.

Assistant Rover Scout Leader.

2. G. Venkataswami Pillai, 3rd Koilpatti.

Cubmaster.

14. S. V. Tiruvenkatachari, 8th Tuticorin.

Assistant Cubmaster.

3. K. V. Viswannath Aiyer 1st Shermadevi.

Trichinopoly.**Scoutmaster**

12. T. Duraiswami Pillai, 1st Musiri.

Cubmaster.

8. R. Panchapagesan, 1st Musiri.

K. Sanjiva Ramakrishna

Honorary Provincial Secretary.

Sundrampalli-Scoutmasters Training Camp.

June 8th to 16th, 1935.

Camp Officers.**Scoutmaster.**

Mr. V. S. Ratnasabhapathi, Provincial Organising Secretary, Madras.

Assistant Scoutmasters.

Mr. F. C. Brown, F.R.P.S., Assistant District Commissioner, North Arcot District.

Mr. James D. Isaac, Assistant District Commissioner, North Arcot District.

Mr. S. Jesudoss, Madras.

Secretary and Quartermaster.

Rev. S. Ponrangam, B. D., Secretary, North Arcot District.

Campers.**Lion Patrol.**

1. Mr. R. C. Nainor, B.A., L.T., Jolarpet.
2. " A. V. Natesan, Ambur.
3. " T. S. Sreenivasa Iyer, B.A., L.T., Tirupathoor.
4. " M. Devarajan, Nattrampalli.
5. " T. V. Rajagopal, Salem.
6. " R. Sundraraj Naidu, Vengalapuram.
7. " William Joseph, Tirupathoor.

Bull Patrol.

1. Mr. J. Solomon, Chandrapuram.
2. " P. Kannappa Chetty, Pudupet.
3. " T. M. Somasundra Rao, Jolarpet.

4. Mr. D. Athisayam, Nattrampalli.
5. " P. K. Subramaniam, Madavallam.
6. " K. Kuppuswamy Iyer, Tirupathoor.
7. " R. Parasurama Goundar, Puram.

Tiger Patrol.

1. Mr. M. N. Ramalingham, Ambur.
2. " P. Dassiah, Pudupet.
3. " M. R. V. Raghavan, Madavallam.
4. " P. K. Ramachandra Iyer, B.A., L.T., Tirupathoor.
5. " A. P. Wood, Tirupathoor.
6. " Abdul Melik, Jolarpet.
7. " Norman David, Madras.

List of members of the Commissioners' Course, Stanley Park, Coonoor.

June 24-29 1935.

T. V. Arumugam, B.A., L.T., Secretary, District Council, Tinnevely.
M. R. Gopala Pillai, Secretary, Local Association, Attnigal, Travancore.
K. V. Banuchandra Pal, B.A., District Cubmaster, Madras West Local Association.
V. C. Subbiah Gounder, District Commissioner, Comibatore.
K. Gopala Pillai, C.E., Secretary, District Council, Trivandrum.
C. Narayana Menon, L.M. & S., District Commissioner, Trichur, Cochin.
A. R. Narayana Pai, District Scoutmaster, Cochin.
V. S. Ratnasabhapathi, Provincial Organising Secretary, Madras.
T. S. Krishnaswami Mudaliar, Assistant District Commissioner, North Arcot.
K. S. Sundaresan, Scouter, Kuttalam, Tanjore District.

T. R. Kothanda Ram Mudular, B.A., B.L., Secretary and Treasurer, Madras District Scout Council.
T. J. Cornelius, M.A., Member, Madura District Council, Madura.

K. I. Ipathu, B.A., Secretary, Boy Scouts Association, Trichur, Cochin.

S. M. A. Samad, Organising Secretary, Boy Scouts Association, Madras Corporation, Madras.

Rajiah D. Paul, M.A., Assistant District Commissioner, Salem.

M. Rajagopalan, Group Scoutmaster, Madras.

N. Devanesan, Secretary, District Council, Nilgiris.

N. Sreedhara Menon, B.A., B.L., Secretary, Boy Scouts Association, Cochin State.

Scouters in Charge.

P. S. Narayanswami, Deputy Camp Chief.
G. T. J. Thaddaeus, Deputy Camp Chief, Ak, Leader.

List of Campers at the Cubmasters' Training Course held at Kodur, Cuddapah District.

11th to 17th July 1935.

Officer in charge of the Course

Mr. V. S. Ratnasabhapathi, Provincial Organising Secretary.

Assisted by

Mr. S. Lakshminarasayya, District Board Educational Officer, Cuddapah.
Mr. Banuchandra Pal, District Cubmaster, Madras West L. S. A.
Mr. V. Venkata Chetty, Weaving Instructor, Municipal High School, Cuddapah.
Mr. A. Ramachandra Rao, Clerk, District Board Educational Office, Cuddapah.

Campers :-

1. B. Gopal Rao.
2. M. Seshayya.
3. M. Subbaramayya.
4. G. Kannayya.
5. V. P. Ramachandra Reddi.
6. S. Subbayya.

7. C. Balakrishnam Naidu.
8. M. Narayanayya.
9. P. Gunda Charlu.
10. L. Seshayya.
11. A. Kuppuswami.
12. T. Subbarayadu.
13. K. Ramanjulu.
14. R. V. Sreeramulu.
15. S. Ramasubbanna.
16. K. Peddasami Reddi.
17. S. L. Narayya.
18. T. Thimma Reddi.
19. T. Subbaramayya.
20. V. Kamal Sab.
21. M. Subbanna.
22. P. Subbayya Chetty.
23. S. Philips.
24. John Isiah.
25. S. Venkatasubbayya.
26. K. Chennakesavulu.
27. P. Azi Mohideen Khan.

28. K. L. Narasimha Rao.
 29. Y. Sitaramayya.
 30. G. Venkatachelam.
 31. R. Sambu Singh.
 32. W. Luke.
 33. R. Samuel.
 34. A. Subbanna.
 35. P. Muniswami.
 36. H. Ramakristna Rao.

37. T. Peerayya.
 38. A. Nagayya.
 39. R. Srihari Singh.
 40. H. Abdul Rawoof.
 41. K. Ramayya.
 42. T. Subbayya.
 43. G. C. Subbarayadu.
 44. P. J. Muthukrishnan.

Cubmasters' Training Camp, Stanley Park Training Centre, Coonoor.

25th to 30th May 1935.

List of Campers.

Brown Six.

1. K. R. Subramaniam, Erode.
2. N. Vedkatchalam, Vellaikinar.
3. M. Subramaniam, Udamalpet.
4. S. Arulanandam, Coimbatore.
5. V. Vijayam, Coimbatore.

Black Six.

1. A. Rathnasabapathy, Erode.
2. Visvanathan, Gnanapathi.
3. C. Thangavelu Chettiar, Aruvankadu.
4. C. Gnanakan, Coimbatore.
5. K. Selvanambi, Coimbatore.

White Six.

1. M. S. Balaraju, Erode.
2. S. Natesan, Gobichettipalaia.
3. K. Arunachalam, Coimbatore.
4. D. P. Rajamani, Coimbatore.
5. K. R. Subramaniam, Coimbatore.

Officer in charge of course.

V. S. Rathnasabapathy, Provincial Organising Secretary.

Assisted by

N. Devaneson, District Secretary, Nilgiris.
 V. P. Ramaswamy, Scouter, Coonoor.

