



THE
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THE SCOUT LEADER

THE IDEA MAGAZINE FOR
CANADIAN SCOUTERS

VOLUME XXXII, NO. 6

MARCH, 1955

CANADIAN HEADQUARTERS

306 Metcalfe St., Ottawa 4

Chief Scout for Canada
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306 Metcalfe Street, Ottawa 4, Ontario.Scoutmaster Jack Young,
2nd Shale Falls Troop.

Dear Jack:

Not having had the pleasure of a letter from you this month I do hope that all is well with you and your family. I read that you are having a particularly severe winter in your part of the country, but I hope that the family is thoroughly acclimatized to it by now.

I have just been looking through this issue of *The Scout Leader* and have been much impressed with the fine articles on Handicapped Scouting. It occurred to me that you could use your Scoutmaster's Five Minutes once in a while to tell your lads of those less fortunate than themselves, who are carrying on and doing their best in spite of their handicap.

As I write these lines I recall two instances which emphasize for me the tremendous job which Scouting can do, and is doing, to give those who are handicapped in one way or another a greater interest in life and a greater desire to live as normally as possible. The first instance was during the tour of the Western Provinces which Mrs. Finlay and I made last Fall. We paid a visit to the Red Cross Crippled Children's Hospital in Calgary and there the Leader, a wonderful chap, had gathered all the Cubs, Scouts, Brownies and Guides together in one ward. They were all smartly uniformed, and when we arrived, they gave us the Grand Howl even though the majority of the Cubs were obliged to lie on their backs. That was a never-to-be-forgotten experience, and I can still see many of those cheery faces smiling at us as we went around the ward chatting to each one. They were all making progress with their various tests and showed a great determination to get well as soon as possible. The leader

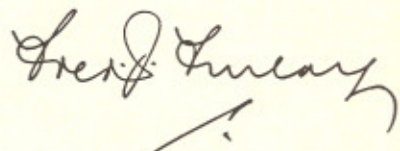
told me some very interesting stories of the perseverance displayed by the children to pass tests in spite of severe handicaps. Later the Superintendent of the hospital spoke in glowing terms of the contribution which the Scout and Guide programmes were making towards the rehabilitation of these young people. Scouting, he mentioned, provided them with one of their greatest incentives to get well.

The other instance which I recall was a visit here of Dr. Frank, Superintendent of the Ontario Hospital at Smiths Falls, Ontario. He told me a heart-warming story of the introduction of Cubbing into his institution and of the tremendous value of the Cub Programme in helping to rehabilitate the retarded children under his care. He said that through Cubbing these young people were acquiring a broader interest in life, and were learning how to take their place in society. He spoke with pride of the Cub Pack from his institution who are noted throughout the District for their smartness and deportment.

These are things which seem to me should be told to our more fortunate members in order to give them a greater realization of the value of Scouting, and an added incentive to take full advantage of all that Cubbing and Scouting has to offer.

Please give my best to Betty and the children, and let me hear from you soon.

Yours sincerely,



Chief Executive Commissioner.

COVER PICTURE

This young Wolf Cub signaller is a member of the 120th Wolf Cub Pack which is under the direction of Mrs. Ruby M. Buesnel. Her letter may be seen on Page 121 of this edition. We sincerely hope that you will enjoy this special issue of *The Scout Leader* which has been devoted largely to Handicapped Scouting. This is only part of the story but will give you an idea of this fascinating part of our Movement.

Guest Editorial

HANDICAPPED CHILDREN AND THE SCOUT MOVEMENT

By M. F. FRANK, M.D., *Medical Superintendent*
Ontario Hospital School, Smiths Falls, Ont.

SCOUTING has a universal appeal to youth; and everyone interested in Scouting has the desire to inculcate the healthy youth of our country with its principles and practices.

There is a segment of our youth which has looked somewhat jealously upon the healthy young Scout and his activities. This group consists of the handicapped children—the physically and mentally disabled. These children have undoubtedly wondered whether they too could not partake of the activities and the happiness and joy that are a part of the Scouting programme.

It is our contention that Scouting can apply to such as these. Many of these children are eager and willing to take part in group recreational activities. It is our belief, too, that a child has the right to take part in any system of training which can supply him

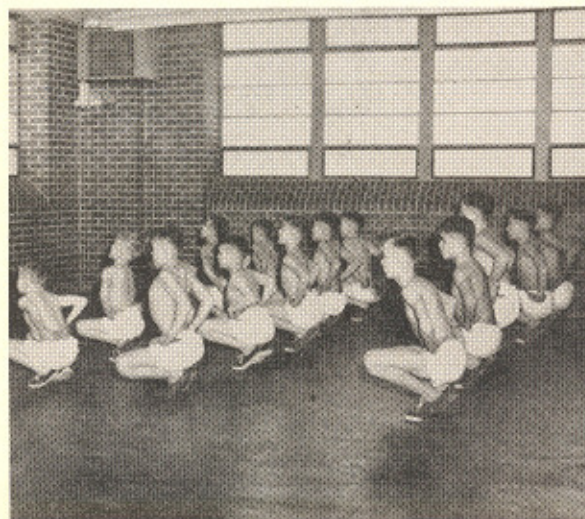
with his needs and from which he can profit within the limits of his capabilities. Scouting is a youth training programme. Certainly the practices of Scouting can be modified to satisfy the needs of handicapped youngsters and to suit each handicapped child's particular disability.

Furthermore, and this is of paramount importance, the incorporation of handicapped children within a Pack or Troop, can be of great assistance in the carrying out of a medical therapeutic programme. The happiness, relaxation, self-confidence and self-respect that can thus be instilled in a handicapped child have considerable bearing in carrying on any form of therapy.

With mentally handicapped children it has been found very easy to develop proper behaviour patterns and other aspects of training when such children are incorpor-

ated within a Pack or Troop. It has been found, too, that the interjection of learning opportunities into the Scouting programme has been of considerable help in aiding the academic training of the mentally retarded.

Certainly no greater satisfaction can come to a Scouter than from assistance and direction given to handicapped youth. In almost every neighbourhood there is a handicapped youngster, who has been made extremely conscious of his disability because he has been left out of youth group activities. Cannot such a youth be incorporated within the local units? To such a youth the benefits of Scouting are unlimited. The healthy members of the unit would profit too, by the development of proper attitudes and interpersonal relationships. It would be inspiring to a Scouter and instil in him a sense of accomplishment beyond that normally obtained.



Here are a group of boys who are members of the Pack in the Ontario Hospital School at Smiths Falls, Ontario. On the left the boys go through a regular exercise period with keen interest. At right, Dr. Frank is seen making a presentation to one of the Cubs in this Pack.



Dear Sir:

It gives me great pleasure to write to the Boy Scouts Association, to tell you how much we at the Children's Memorial Hospital, Montreal, Que., have appreciated our association with your organization. We are grateful for the support and enthusiasm you have shown in providing our boys with a suitable and stimulating programme of Scouting activities.

Perhaps your readers would be interested in knowing that our Cub leaders in the Children's Memorial Hospital in Montreal, Quebec, operate in an unusual and sometimes difficult setting. Cubbing is offered on our two wards where children spend a fairly long time with us, anywhere from one month to a year. In one of these wards the children have had rheumatic fever and can only do quite quiet activities which will help them to rest since a lot of rest will help them to get better more quickly. In the other ward most of the children have had polio. These children must have many operations and treatments before they can say goodbye to us for good. They come in and out of the hospital over a period of years and we get to know each other very well indeed. Many of these children have casts of all kinds and often are not able to move around a great deal because of them. Then, too, we have a wide age range and many girls on these wards too. Most of the time the children must stay in their beds and all be pulled into a group at one end of ward for Cubs. Since children are constantly being admitted and leaving the hospital, each week sees a change in the membership of the Pack.

You can see from the above that our Cub leaders must be particularly resourceful and flexible to deal with our situation. During the past year we have been very fortunate in having Miss I. Thompson and Mr. D. Spray working with our children. These two people have done a very fine job of helping our boys to enjoy and benefit by Cubbing activities.

The Department of Group Guidance, which is responsible for the quality of the group play life of the children in the hospital, works closely with the Cub leaders to make the Cub program available for children on these wards while they are in the hospital. We have found the Scout Association to be a very interested and dependable one to work with. Some of our

reasons for encouraging this programme in the hospital are the following:

The Cub programme of activities is well suited to the needs and interests of the boys of the age group to which they are offered. We find that they appeal to their imagination, are easily adapted to their special abilities and that they tend to stimulate a feeling of self sufficiency and worth in the individual boy.

As you know, boys of Cub age are particularly interested in playing with other boys rather than girls or "babies". In our wards of mixed age and sex, Cubbing allows for one of the few "our group only" activities and a certain amount of needed exclusiveness for these boys. In offering "Cubs" we are able to let them know that we understand this need and that we do appreciate that they are boys and growing up ones too.

Before coming to the hospital these boys in their own community have known that being a Cub was the thing you did when you were old enough and had earned membership. Therefore, we feel that being able to become a "Cub" in the hospital makes us seem more like a part of the community providing the usual opportunities for boys than an isolated and "different" place.

We feel that Cubbing makes a contribution to the rehabilitation of the child providing him with a responsibility and a real tie to the community organization. When he leaves the hospital he will not be out of tune with others of his own age but will be competent and able to take part in their activities at their level. Miss Thompson has been doing a job of liaison between the hospital and the various Cub Packs—having leaders from the boy's own neighbourhood establish a contact with him before he leaves the hospital and so smoothing the way for his return to a local Cub Pack.

Thank you very much for the help you have given us in establishing our Pack and for giving me the opportunity of telling your whole organization of the work you have been doing here.

Sincerely,
Jeanne E. Faughnan,
(Acting) Director,
Department of Group Guidance.



Dear Sir:

I have been asked to let you have material and information of how we run our Handicapped Pack.

This Pack is composed of boys between the ages of 9½ and 13. Amongst them we have a boy without any ears, spastics, mentally deficient, and boys that are lower than sub-normal. I have been running this Pack for the past 1½ years. During this time we have found a definite and marked improvement in these boys and the parents are more than grateful for the work being done with them.

Our programme varies greatly and consists of such games that will fit the boys; also taking them out to parks to see the birds and animals, to the sea shore, collecting shells and pebbles, or odd shapes of wood, also out in the fields and woods, collecting wild flowers and leaves, and identifying same. Visits to the museums, reservoirs and such places as these.

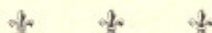
Programme material used consists of plasticine and moulds for modelling, crayons for colouring the flags, emblems and symbols, colouring pictures of birds, we also use these for helping them learn their colours. Rope for knotting and skipping where possible, pipe cleaners for teaching semaphore, balls and various other things for handicraft.

Where possible in test work we stick as close to the book as we can; so that the boys feel that they are doing the same as the normal Cub. Though in places we must substitute to fit the physical requirements of the individual. On very special occasions we have let these boys mix with the normal Cub Pack, to give them the feeling that they are a part of the whole Cub programme.

For the type of Leadership required, I would say, after working with the Group that you must definitely have someone with real love for the boys and a lot of *patience* and *understanding*, for at times it can be very trying, one almost feels baffled, but in such a Pack as this you could not let the boys down, as they need your help.

I sincerely hope that this may be of some value to you, and if at anytime I can be of assistance to you in answering any questions, or helping in anyway at all, I would be only too glad.

Yours in Scouting,
Winnifred Bennett,
Akela, Victoria, B.C.,
Lions Own Handicapped Pack.



Dear Sir:

There is a tremendous amount of "soul satisfaction" for Leaders in Handicapped Cubbing.

Deaf boys, Cardiacs and the Blind, boys afflicted with cerebral palsy, muscular dystrophy, polio, and other crippling diseases do not want pity, or sentimental sympathy; their greatest desire and need is to be able to do things other boys do.

A handicap does not change a little boy into a strange creature to be avoided, he has the same desires and imaginations as

healthy boys, and Cubbing gives him a marvellous opportunity to belong to a World-wide Movement with boys his age, and a chance to work and play like other boys.

He needs a sympathetic, understanding Leader who will be patient and persevering in helping him with the Star tests and activities. A Leader with a great imagination to adapt Cubbing to his capabilities without spoiling the programme.

I am the Cubmaster of the 120th Toronto Wolf Cub Pack, and Miss Florence McKenzie has been my Assistant for more than five years, during the past year Mrs. Mary Duffin, and Mrs. Iris Cooper have joined us; our Cubs are pupils at Sunnyview School—a special School for Handicapped Children—who are brought by bus from all districts of Toronto and have lunch at school, so we have our Pack meetings on Wednesdays during the lunch break. At 11.40 a.m. we have a 45 minutes meeting with deaf boys, and at 12.35 p.m. another 45 minutes meeting with the orthopaedics.

The deaf boys are learning to lip-read and to speak, so we are able to get most aspects of Cubbing into our programme with them, and with the orthopaedics we resort to the alternate tests only when the required test is absolutely beyond the boys capabilities.

A boy in a wheel chair can turn a skipping rope and feel the "rhythm of the rope", learn to read signalling and send a message on paper in match-stick semaphore figures, and even a badly crippled boy can work a Morse buzzer with his thumb.

We were very proud of the progress of our deaf Cubs during the 1953-54 season. We started Cubbing with them in April, 1953 and by June, 1954 all nine of them were First Star Cubs. We took them to the North Area Cub Rally in May, 1954 and won an "A" pennant, they earned 100% in five of the nine events, a record unsurpassed by any other Pack. The expression on their faces during the Dance of the Death of Shere Khan was a joy to behold.

After the school holidays four of the Cubs were not able to come to school, so we are taking Cubbing to them at home.

A Leader goes armed with a small Union Flag (to tie to the back of a chair) and a bag of equipment, and has a regular little meeting with the shut-in boy. Two of them have small sisters who delight in getting into the games.

Cubbing is acting as a tonic to these boys, and I hope to extend our work to include more shut-ins.

I had my greatest thrill in Cubbing when I held a Tenderpad Investiture Ceremony in the sitting room of his home for an eight year old with cardiac trouble. His Dad came home early from work and brought a flash camera to take pictures of the event, his Mother baked a special cake which we enjoyed after the ceremony, and the Cub presented me with a bouquet of rosebuds. I have never had Cubbing appreciated so much.

We extend to you, Mr. Editor, and anyone interested in Handicapped Cubbing an invitation to visit us sometime on a Wednesday at Sunnyview School.

Yours sincerely,
Ruby M. Buesnel.



Dear Sir:

SCOUTING AT THE SCHOOL FOR THE DEAF IN HALIFAX

Scouting has been very popular with our deaf boys for several years, our first charter dating back to 1940.

The beginning of Scout activities was probably due to the fact that a member of our staff was an enthusiastic Scout leader. When he left another took on the work and the Scout meetings, coming every Wednesday night provided something for the boys to look forward to. They also enjoyed very much the overnight trips and week-ends at camp. We were always astonished at the large quantities of food that were taken along but little, if any, ever came back.

During the past year the teacher in charge of the Scouts has been on leave of absence. The work however, has gone on under the leadership of three boys who are ex-pupils and who themselves were active Scouts. One of these three is a Queen's Scout.

Last year our Troop produced two Queen's Scouts—Raymond Boyd of Dartmouth, N.S., and Billie Manuel of Bishop's Falls, Newfoundland.

A couple of years ago Raymond Boyd and Bruce Foran attended the Jamboree in Ottawa. They greatly enjoyed meeting with other Scouts from all parts of the country. The fact that they were deaf did not seem to handicap them or prevent them taking part in all activities and their experience has given them a feeling of self reliance and independence, which will always be of value to them. Incidentally it has added to their prestige among the boys.

I am sure there are a great many activities in Scouting which would be of value not only to those handicapped by deafness but to boys who may be left out of things due to other types of handicap.

Yours sincerely,
K. C. Van Allen,
School for the Deaf.



Dear Sir:

SCOUTING FOR THE DEAF

I believe that Scouting is of great value to boys in a residential school for the deaf such as ours. In the first place, the study and practice of the Scout Law provides a moral code of ethics for boys of any age despite their handicap. For the deaf it is a lesson in language and its interpretation finds many applications in and around a school where boys must live and get along together.

In addition Scouting helps boys who are of necessity housed and taught in a semi-

isolated situation, to get out and mix with hearing Scouts. They learn much by fraternizing with boys in other Troops and other countries. It gives them breadth of experience and horizon and teaches them how to cope with situations which they will have to face in the hearing world after leaving school.

Scouting gives our boys outside activity and the opportunity to get a little closer to nature and in so doing helps them develop a greater sense of responsibility and self preservation. When small boys are housed and protected in an institution they have little chance to grow as individuals, each accepting the fact that his privileges carry with them corresponding obligations on his part. Scouting helps to overcome this.

And lastly, the spiritual example set before the boys in the activities of the Scout Troop is invaluable in later years to boys who through the handicap of deafness secure most of their early religious training in the school.

Scouting for the deaf! By all means.

Yours sincerely,
M. S. Blanchard,
MacKay School, Montreal.



I want to write to you on the value of Scouting and Cubbing to visually handicapped boys.

I think it is correct to say that the beneficial effect is the same in nature but considerably greater in degree, than it would be on a group of sighted boys.

Your blind or semi-sighted boy often has comparatively few opportunities to engage in outdoor activities, for example, and his general background of experience, especially in the case of a boy with no sight at all, is pitifully limited. Thus the broad varied field of recreation and training provided by Scouting and Cubbing, fills a great void.

The outlook and attitudes engendered by your training—an awakened initiative and curiosity, sense of accomplishment, feeling of independence—any or all of these may be very poorly developed in a child who has had little or no sight from birth.

I do feel therefore, that Cubbing and Scouting, and Brownies and Guiding for the girls, play a large and important part in our efforts to produce normal healthy young men and women.

Yours sincerely,
C. R. K. Allen, Superintendent,
Halifax School for the Blind.



Dear Mr. Beers:

The other evening a father phoned and asked if his son Jim could join our Troop—"You see," he added quickly, "Jim is a cripple, he cannot co-ordinate his muscles properly." Well, I said I had better come round to see him and meet Jim.

This I did last night and now I am on the spot. Jim, I believe, is a spastic, and he is more crippled than I expected. He has great difficulty in walking, using his arms, and even his speech is very difficult to understand. I spoke to him and his

father for a while, and left saying I would put his application to the Court of Honour. (This is the usual procedure in our Troop).

But can I? If ever any boy needed the fun and brotherhood of Scouting, Jim does, but will it be fair to the boys in his Patrol? Will it be fair to Jim? Will it be right to put this application before the Court of Honour—it would obviously be wrong for them to accept him out of sympathy only?

Do you know of any similar cases from which you can give me some advice—if not perhaps some of your readers may have had similar experiences.

Yours sincerely,
A Toronto Scouter.

Dear Sir:

I want to congratulate you on the excellence of this issue of *The Scout Leader*. Throughout the world there is a growing realization that most of the so-called handicapped have much more ability than is generally realized and that their greatest desire is to live as normal lives as possible. Improved medical procedures and training to develop their latent skills can often result in the acceptance of the disabled by the public who have come to know that many, placed in jobs where they can make maximum use of their ability, can compete successfully with the able-bodied.

The principles behind this thinking are, of course, the same as those that apply to good Scouting. The Scout is pledged "to help other people at all times". There is no way in which this ideal can be better achieved than by assisting his handicapped brothers to participate as fully as possible in the activities and responsibilities of Scouting. Enabled in this way to realize his own possibilities, the handicapped Scout will be encouraged to "BE PREPARED" to contribute as much as possible to the life of the community in which he lives.

At the present time in Canada we are endeavouring to develop a Federal-Provincial programme to rehabilitate as many of our disabled as possible. In the final analysis, the success of these endeavours will depend upon the willingness of the community to accept the disabled. In addition, it is a basic principle of rehabilitation that results are best when a handicapped individual has from the earliest time possible been encouraged to realize his responsibility and possible usefulness.

Through this office I shall see that copies of this issue reach all those officials in Federal and Provincial Governments who are interested in this programme. Through them it will go out to the local communities, and all who are now engaged in this work will be greatly encouraged to know that at the community level they will have the encouragement and the active help of the Boy Scout Movement.

You are to be commended on your thoughtfulness in arranging for this special issue. It will be a great encouragement to all those who are now working with the handicapped and will help the handicapped Scouts themselves to realize that there are many who will stand beside them to enable them to be as self-sufficient as possible and

to contribute their full share to the development of Canada.

With best wishes,

Yours very truly,
Ian Campbell,
National Co-ordinator
Civilian Rehabilitation.

• The Editor would like to express thanks for all the wonderful letters that have been received on the subject of fitting handicapped children into the programme of The Boy Scouts Association. Unfortunately, it is not possible to publish all of these letters because of space limitations and we do hope that the writers will understand. We have received truly outstanding co-operation from Scouters, Nurses, Doctors and a multitude of other interested people who have discovered the soul refreshing experience of working with handicapped youngsters. As an Association we have pledged to give our very best support to these people and feel sure our readers would like us to express their thanks for the contribution they are making to our way of life.

Dear Sir:

In one of your recent issues of *The Scout Leader*, an article on "Winter Scouting" refers to winter camping carried out by some units or groups in the Ottawa district.

May I ask you to forward one of the three copies of this letter to the proper authority in that group, with a view of obtaining an answer to the following questions:

1. What method or methods have been experimented upon, in order to obtain drinking water from snow? (In those methods which involve the addition of chemicals to melted snow, I would like to know their technical and/or trade name, and proportions per quart of water.)
2. Do you consider the swallowing of snow dangerous in all cases (the medical profession generally does, but I have read of European expeditions in the Alps and in the Himalayas, which have used that method, at times). If you have tried that method, have there been any ill effects, and which ones, and what proportion of the "guinea pigs" was affected?

If you know of other groups who have made experiments along the same lines, I would be very pleased if you could contact them and transmit my two questions to them.

Thanking you for all the trouble, I remain,

Yours sincerely,
Maurice Th  ault, P.Eng.,
Staff du Quartier G  n  ral,
La F  d  ration des Scouts Catholiques de la Province de Qu  bec,
3156 Tremblay, Montreal 26, Que.

• The Ottawa request has been answered. How about other Scouters with Winter Camping experience writing to M. Th  ault.

Dear Sir:

In a recent *Scout Leader* I noticed a picture of an igloo. Our Troop made one two years ago. One of our Scouts and I spent the night in it, when the temperature was -5  .

We considered it quite a worthwhile experience, and regretted the fact that a sudden thaw destroyed the igloo before any of the other boys had a chance to use it.

I'll send you a picture in case you would like to publish it. We enjoy your magazines.

S. Kent, S.M.,
Hatley Troop, Quebec.

• Sorry the picture was not suitable for publication. This is the kind of adventure boys join Scouting to find.

Dear Editor:

As Cubmaster of the 5th St. J  des Wolf Cub Pack I find a lot of interesting and helpful information in *The Scout Leader* and it gave me the impression you would like news of events, etc.

I have an interesting item which my Assistants and I think worth writing about.

About mid-November the question of the Annual Christmas Party came to the fore—so we brought it up with the Pack. We had two plans lined up and it was their choice as to which we would carry out.

The first plan was a treat and present exchange among the Cubs with all the usual trimmings—or—one and all bring a gift of food or toys for the needy of our Parish: I am pleased to say one hundred per cent stood for Plan Two, under the old motto "It is more Blessed to Give than to Receive".

The "Party" was set for December 20th, 1954, and with the help of the Cub Mothers the Pack enjoyed games, films and a lovely lunch. They presented Rev. E. R. McCordick, our Rector, with some 40 parcels of food and toys and also a quantity of fruit for the comfort and enjoyment of the people less fortunate.

W. R. Beatty,
West Saint John, N.B.

• Sorry we could not use the picture but thanks for the idea.

SCOUT STAMPS

We will send you post paid 5 beautiful foreign stamps commemorating world and National Scout Jamborees for only 25c in coin—write

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SLEEPING BAGS \$8.95

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100% WATER REPELLENT—34" x 76"
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Their Actions Speak Louder Than Words

THE Scout Troop of the Mackay Institute School for the Deaf have a wonderful motto—"Action Speaks Louder Than Words".

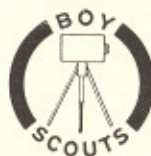
If you were to visit this Troop you would find this was very true. Instead of a bedlam of noise the meetings of this Troop are a pandemonium. One Scouter of this Troop who is now no longer with them found his leadership a happy and extremely interesting one. Constable Jim Archer of the R.C.M.P. was, at that time, Youth and Police Programme Director of the Quebec Division of the R.C.M.P. Constable Archer recalls that "Scouting gave the kids a great deal of fun. For me, it was just like trying to speak a foreign language and doing it very badly. The boys had great fun ribbing me."

Here are some of the ways these boys learned their Scouting. A black-board was used and the Scouter would simply write the number 10 on the board and call a Scout forward. The boy would then write the tenth Scout Law. Great emphasis was laid on the tangible activities of Scouts through their group efforts such as church parades, athletic competitions and camping, through which the boys absorbed some of the intangible idealism of Scouting. At a mass Camporee held on the outskirts of Montreal with some 3,000 boys in camp, it was fascinating to watch this Troop going quietly about their business and setting up camp. The Troop Leader, being able to lip-read, got his orders from the Scouter and then passed them on to the Patrol Leaders and the Troop certainly proved its motto "Action Speaks Louder Than Words".

The main idea, according to the men and women working with this Troop is "to avoid the coddling these boys might receive at home to compensate for their handicap. As Scouts learn to adapt themselves to society they assume responsibilities and become confident and self-sufficient."



A basketball with a bell inside is a wonderful piece of games equipment for a Blind Group.



The Photographer Badge

Number four in the reprint series from *The Junior Leader*, is now ready for sale. This reprint is available at the cost of 10c per copy. Orders should be addressed to: THE EDITOR, THE SCOUT LEADER, 306 Metcalfe Street, Ottawa 4, Ont. As there has been a limited quantity printed, it is suggested that you place your order early to avoid disappointing delay. Reprints of THE RESCUER BADGE are also available as above.

There is also a very limited quantity of these publications available, so place your order today.

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A Message From The International Bureau

By LT.-COL. R. W. ABRAHAM, O.B.E., C.D.

Chairman, International Advisory Committee on Handicapped Scouting

I APPRECIATE very much being given the opportunity of addressing Scouters concerning Scouting with the handicapped. I know that in Canada there are approximately 24 Groups organized especially for handicapped Scouts, and that these Groups are for the most part under the control of Institutions whose staffs stand ready to give technical advice to Scouters in charge. I am also well aware of the splendid work that is being accomplished by these Groups, however, may I be permitted in this article to speak to the individual Scouter who has included, or I hope will at some time in the future include a handicapped boy or boys in his regular Troop or Pack.

It is quite possible that there are Scouters who feel a little hesitant about doing this, fearing complications, and believe that more can be achieved in Scouting with the handicapped if boys who are unfortunate enough to possess a disability are formed into separate Groups, even tho' not in Institutions, rather than permit them to be admitted into regular Troops or Packs. I emphatically do not agree with this approach to the problem of Scouting with the handicapped—to the contrary I firmly believe that for handicapped boys who are not in institutions there is nothing better than enrolment in regular Troops or Packs. It is both good for the handicapped and for the able-bodied to be so associated.

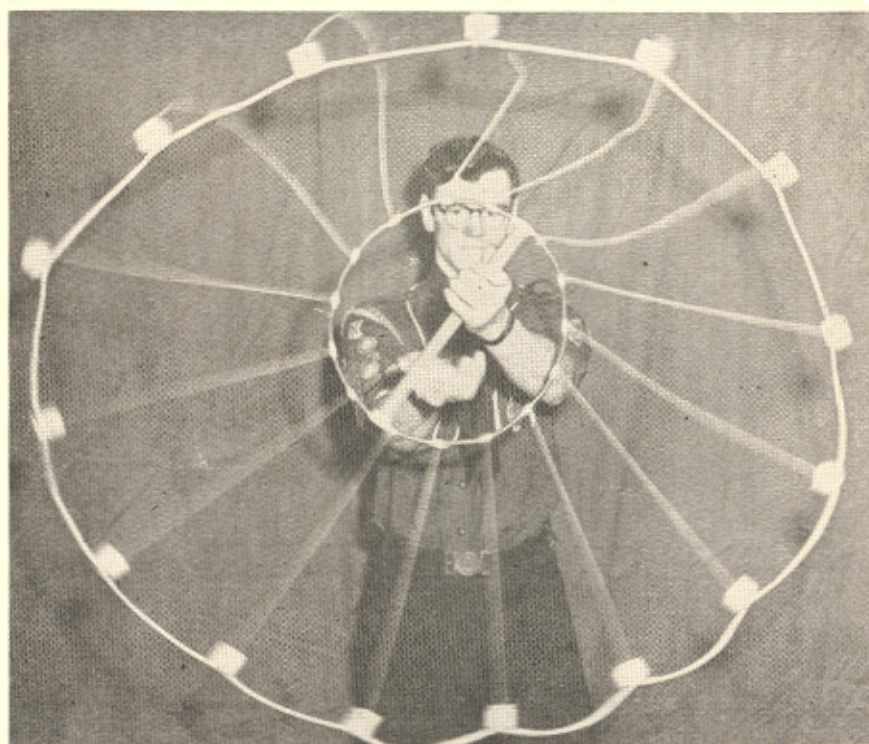
Some Scouters have the idea that work of this nature is difficult and tedious and to do it one must be a specialist. This is far from the truth as all that is required is good common sense, a feeling for one's fellow man, a desire to assist,

and a realization that success is not attained overnight.

Working with able-bodied Scouts, training their minds and teaching them the 'know how' certainly gives a large measure of satisfaction in a job well done, but nothing I know of affords greater pleasure than assisting a disabled boy to take hold and gradually emerge from a chrysalis of inferiority to the full realization that notwithstanding his disability, he is associating with and working alongside the able-bodied boy and making a full contribution to Scoutercraft.

Scouting with the handicapped is not difficult, but it does present a challenge to Scouters. Try enrolling a handicapped boy in your Troop or Pack and realize that by so doing you are beginning a pro-

cess that will assuredly pay dividends, not only for the boy but for your Troop or Pack also. I am certain that you will find such boys most willing to learn once they know that they are accepted in the fullest sense of the word. On the other hand remember that if these handicapped boys are not given a chance there is the possibility of them becoming disillusioned adults and a probable charge upon the State. If you accept the challenge, and I sincerely hope that you will, just keep in mind that the handicapped boy requires a helping hand occasionally, but do not make things too easy for him and under no circumstances allow him to become a mascot of the Troop or Pack. Have a talk with the other boys prior to the enrolment of the



Raymond Boyd of the 33rd Halifax, N.S., Troop was a member of the Nova Scotian contingent to the 2nd Canadian Jamboree. Those who attended the Jamboree will remember his outstanding performance with the Hindu Crinoline display. Raymond had a wonderful time at the Jamboree and returned to tell his pals in the Troop, sponsored by the School for the Deaf in Halifax, of many thrilling adventures.

handicapped boy, and remind them that he is to be accepted in full Scout comradeship. Explain to them that they must not make much of his disability, and that when the time arrives when he might need assistance, help him to help himself. Point out to them that from now on the chance for many Good Turns may well appear in their own circle, and instil in their minds that the job of making the handicapped boy into a useful Scout or Cub is theirs as well as yours. I have no fear of the outcome.

To all regular Groups I would emphasize that the handicapped boy is a normal boy in every respect other than his particular disability. Many disabled boys of yesterday are today leading members of society and industry. As a result of World War II Canada had 35,000 badly disabled veterans, 90% of whom today are taking their place as earning members of business and industry, and many are in commanding positions. The late Franklin D. Roosevelt had a great handicap, a physical disability, but in spite of it he became one of the greatest Presidents of the United States of America. It can be done, and it can be done with boys much easier than with grown men.

Books and pamphlets stocked by Headquarters give valuable hints on Scouting with the handicapped, and are well worth reading, also in print is a list of permitted modifications in badge work for the handicapped. I find however, that in the majority of cases the handicapped boy manages to get over most of his badge work without the necessity for too much modification.

Of course there can be no blueprint for Scouting with the handi-

capped because each boy must be treated as an individual and Scouters will enjoy meeting and overcoming each boy's problem as it presents itself.

It has been my very good fortune to visit in England, Hospital Groups composed of handicapped Scouts, and regular Troops where several handicapped boys mingle with the able-bodied. All are doing excellent and worth while work.

The Scouts International Bureau under the directorship of Major-General D. C. Spry, C.B.E., D.S.O., C.D., has formed a committee for working with the handicapped and all its members give much time to further the work on an International basis, but each country must of course look after its own. Today in all countries there is great emphasis laid on reclaiming the handicapped because at last it is realized

that many lives have been wasted, which with a little encouragement and toil could have been salvaged.

Canada's rehabilitation of the disabled ex-servicemen has proved to be one of the most successful in the world, and Canada has now embarked upon a programme of rehabilitation of the handicapped civilian, and included in Canada's handicapped civilians are a large number of boys. Scouting in Canada needs these boys and they need Scouting. In the Scout Movement you have a very efficient organization which will permit you to take in the handicapped boy and teach him in the Scout way to become a good Scout and a useful Canadian. There are handicapped boys in the neighbourhood of your Troop or Pack. There is a great work to be done and I am sure that the Scouters of Canada will want to do their share of it.



Wolf Cubs of the 120th Toronto Pack enjoy a wonderful programme which has been carefully adapted to their needs. Mrs. Buesnel is shown presenting a Cub with his neckerchief during his investiture.

MENTAL HEALTH

By DR. WILLIAM C. MENNIGER, *Chairman*
National Health and Safety Committee—Boy Scouts of America

(Reprinted from SCOUTING)

An authority in the field of mental health, who is also a veteran Scouter, discusses how an effective Scout programme can contribute to wholesome, normal personality development.

EMOTIONAL ill-health is our number one health problem, yet many of us dodge it. We can talk about our operation or our pneumonia, but if we have mental illness in our family it is a skeleton in the closet.

Yet about 50% of all people who go to doctors are told that there isn't anything organically wrong with them. About one out of every sixteen persons is mentally ill, or has serious personality difficulty. The U.S.A. mobilized 89 combat divisions (15,000 men in each) in World War II. Had those men who were discharged or rejected for personality problems been able to serve, we could have had 166 more combat divisions. Such is the enormity of the problem.

In this field as in others, "An ounce of prevention is worth a pound of cure." How can we help our children to develop into wholesome, normal, full-rounded, well-adjusted personalities, capable of living happily and successfully in our modern world? What part can the Boy Scout programme play in such training for normal healthy living?

It is my own personal belief that Scouting is one of the most effective programmes of mental hygiene for adolescent boys. Perhaps we can best analyze how it functions by stating some of the basic characteristics of the mentally healthy person, and then indicating how an effective Scout programme can foster these characteristics. And for the sake of brevity may I use the term Scouting to include the Cub, Scout and Rover programme.

It is true, of course, that mental health is not a hard-and-fast, arbitrary concept. We are rather talking about a range of behaviour, within which certain variations are perfectly normal. Most of us, for example, occasionally have the "blues", and sometimes feel highly elated. It is only when such moods become so exaggerated or prolonged as to interfere with normal living that we consider them abnormal or pathological.

With such caution in mind, we still can describe the mentally healthy person as follows:

1. *He can deal constructively with reality, even at its worst.* Reality means merely "the situation in which we live," a world in which, along with many happier things, there are problems, fears, failures, disappointments, sorrows. One has to learn to stand up to the hard facts and live with them, one way or another. To protect oneself by running away, by ignoring the problems, by retreating into a world of day-dreams, by habitually blaming others for one's own inadequacies, is to slip into mental ill-health, and defeat. Scouting can help:

(a) It provides the boy many carefully graded experiences in which he can make progressive achievement with success and satisfaction. It can build his self-confidence and morale.

(b) It can give him a sense of security through his membership in a gang of his peers. Their fellowship and acceptance and approval, the sense of "belonging", are powerful stabilizing factors.

(c) Cubbing, particularly, strengthens home ties and heightens the

boy's self-confidence and sense of support.

2. *He can find greater satisfaction in giving than in getting.* The infant is entirely on the receiving end. Growing up, achieving emotional maturity, involves learning the joy of giving, becoming a member of the group, thinking in terms of "we" instead of "I", finding deep satisfaction in playing the team game. Scouting can help here:

(a) It makes the boy a member of a close-knit Pack, or Patrol, or Crew, where it is "all for one and one for all." He grows progressively into the happy experience of team-play, of pride in his gang and in his part of it.

(b) It fosters the practice of the good turn, and such ideals as "he helps other people at all times," "A Scout is helpful."

3. *He is relatively free from tensions and anxieties.* Sometimes our worries "Tie us up in knots". They give us ulcers and make nervous wrecks of us. Scouting helps:

(a) It provides a vigorous, healthy programme of activities, many of them outdoors. An effective



On our West Coast, a deaf Sea Scout repeats the Scout Promise at his Investiture. This boy is lip reading from his Scoutmaster who has worked carefully with this Vancouver Sea Scout Troop.

Scout has little time to brood or worry. Robust physical health is a good support for mental health.

- (b) It gives him a series of successful experiences from which he gains real satisfaction.
- (c) It gives him the peace of mind which comes from full acceptance and membership in his group.

4. *He can get along with others consistently with mutual satisfaction and helpfulness.* One has to learn to live happily in a world full of people. The problem is complicated by the fact that the individual is constantly changing and so is everybody else. How to adjust in a world of evolving human relationships? Scouting helps here:

- (a) It provides a pattern of intimate, small-group experiences in which the individual learns through trial and error to give and take. A Patrol is a pocket-size democracy.
- (b) These experiences, all on a voluntary level, give the individual alternating opportunities to be a leader and be a follower. Both are important roles.
- (c) It develops that loyalty and team-play in the group which arises from a common group loyalty to higher ideals. These boys are bound together in a common cause.
- (d) It trains the individual in those habits of personal integrity, sincerity, good-will and thoughtfulness which are basic to good human relations.

5. *He can accept frustration for some future gain.* In simpler terms, he can happily give up the fun of going fishing today in order to plant the garden he wants to enjoy two months from now. The small child wants his pleasures now, and wails if he doesn't get them. The mature mind learns to plan ahead and accept present hardships in exchange for future goals. Scouting helps here:

- (a) It sets a pattern of progressive achievement, simple enough to give a boy confidence yet challenging enough to beckon him on to future goals.
- (b) It helps the boy, through playing on the team, to enjoy planning future activities and working to make them happen.
- (c) It constantly opens up to the boy a wide range of new opportunities in which he may discover goals for which he will gladly sacrifice.

6. *He has learned to profit by experience.* Oddly enough, some people keep right on making the same mistakes all their lives. How can we learn to recognize our own weaknesses and correct them? Scouting helps here:

- (a) The friendly but frank, give and take of living in a Patrol "rubs off the rough corners," as we say. It provides an atmosphere in which the individual sees himself through the eyes of others and is encouraged to correct his faults.
- (b) The boy's leaders, Scoutmaster and Patrol Leader, for example, enjoying the boy's confidence and co-operation, have a fine chance to help him understand and correct his faults. Often a boy listens far more willingly to a leader whom he has accepted voluntarily than to one whose authority he cannot escape.

7. *He can direct his hostile instincts into constructive channels.* We are born with an instinctive tendency to hate, to strike back at opposition. It is a primitive self-protective urge, which crops up in all of us. Yet the mentally healthy person today must learn to recognize this instinct in himself and to sublimate it into wholesome and socially acceptable action. Failure to do so is not only dangerous to society, but destructive of the individual's own personality. It sets up inner conflicts which corrode and destroy the individual himself. May we hold comment on the value of Scouting here, and consider the final item.

8. *He has the capacity to love.* The only way we can control our instinctive drive to hostility and resentment is to develop this capacity. The largest group of mentally-ill patients we have in hospitals never learned to love, in most instances because they never had a chance. Scouting helps sublimate hostile urges and develop capacity to love:

- (a) It places the individual in a friendly, cooperative group where team-work and mutual helpfulness pay off. It develops habits of working together rather than working against.
- (b) It directs opposition against wrong behaviour rather than against persons. Scouts learn to hate cruelty, injustice, discrimination, disloyalty, waste of our natural resources, indifference to the obligations of citizenship, and the like.
- (c) It stresses ideals of understanding, sympathy, kindness, generosity. It cuts across barriers of race, color, nationality and religion. The Scout code as expressed in the Scout Promise and Law is full of this emphasis.
- (d) It strengthens bonds of loyalty and affection. The importance of being a good member of one's home, one's church, one's Scout Group, one's community, one's nation becomes paramount.

These facts, in brief, convince me that Scouting can be one of our most potent tools for building mental health in boys.



Cubs love to go outdoors for their adventure and with handicapped groups, this is a most important point to remember. Where possible take the boys out and teach them the thrill of nature lore.

Blind Scouts First Night in Camp

SAVE for the occasional sounds of a summer's night, the woods were in absolute stillness. It was a beautiful night. There was the faint rustle of leaves overhead as the warm wind played among them. A bird scolded. The murmur of the stream nearby suggested a soft lullaby. Occasionally the distant barking of a dog could be heard. The small campfire—now almost out—spluttered pleasantly from time to time sending a shower of sparks heavenward.

These were the sounds the new Boy Scout listened to as he lay wide awake in his bedroll. It was his first overnight hike. He raised himself up on one elbow and turned towards his buddy fast asleep at his side. The new camper was unable to find slumber. His mind was filled with ideas and memories more than ordinarily vivid in the still of nature's slumber. He was almost happy that he couldn't sleep. His heart beat with a delight such as experienced only once in a lifetime—the first night out, in the life of a Boy Scout. The boy's eyes turned heavenward, not seeing, but feeling the vastness of the heavens above. His thoughts wandered back to his first night in the Troop. The other boys had been nice to him; they had shown him around. They had spoken so proudly of their Troop that he had himself begun feeling the pride of belonging. He was eager to become one of them.

He recalled his first meeting with his Scoutmaster who seemed like a "good egg". The boy decided he liked him. He remembered too that later he had found himself confiding in his Scoutmaster some of his most well-guarded thoughts—thoughts which he had not felt free to discuss even at home. Yes, the Scoutmaster was more like a big brother.

Thoughts of his "tenderfoot" days, of how diligently he had worked to pass his first tests, knots, first aid, his flag and the ten laws. He repeated his promise quietly to himself—"On my honour I promise". His face flushed with pride as he recalled how he had lived up to his Scout promise. It was a good feeling to have such good memories.

The Investiture, yes he could feel it all again, the campfire glow before him as he and his Scoutmaster knelt with their left hands on the flags, the crackle of the same fire as it seemed to repeat the promise with them. His hand almost raised as he recalled the first meaningful handshake of his Scouter. He was now a Scout; the Scoutmaster had said and had issued the order "Troop salute our new Scout!"

His mind began working more rapidly now as he thought of his long hikes, during which he became an explorer, a pioneer or his favourite hero. He remembered studying bird calls and their habits. He smiled as he recalled the story of the English sparrow which was now so plentiful, and of how the first sparrow had been brought from England in a cage. His smile broadened as his thoughts jumped to his first fire-lighting and cooking test. He could still taste the charred pork chop which he had, at the time, insisted was delicious.

Then he thought of the help he had received from his buddies when he had needed it most. The good turn every day, yes, the idea had sounded foolish in the beginning but in the daily doing of it he had realized why the idea had been emphasized by his Scouter. The good turn not only helped the receiver but it gave the "doer" a wonderful feeling of usefulness. He hadn't realized it then but he had won his first step toward independence through his service to others.

His thoughts suddenly ceased and dreams replaced them. Sleep had come to the young Scout. The young Canadian citizen of tomorrow slept on. Some day he would be a man. He would continue to serve his fellowman and his God, knowing humility.

Yes, although this boy had not seen light or object through his eyes for several years and probably never would again, he had found the way to meaningful living. The spirit he had known as a Boy Scout would burn within him for the rest of his life. It would not let him walk "In Darkness".

National News of the Blind

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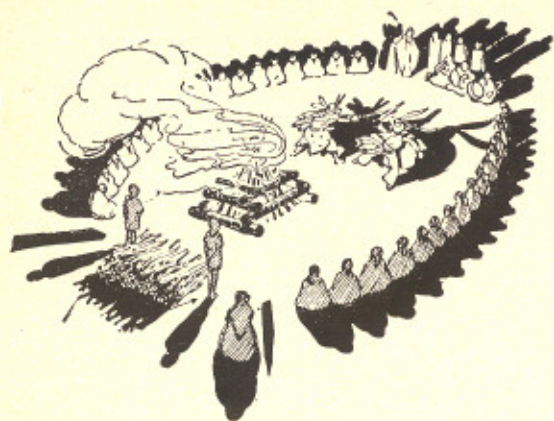
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Camp Fires for Handicapped Scouts

LET us take it for granted, then, that you are going to run a really first class Camp Fire for your Troop whether in camp or in home. A really well-run Camp Fire takes a lot of serious thought, preparation and prayer on the part of the Scouter who is to run it—I am talking about the kind of Camp Fire that one puts on only now and again in order to get over to the boys the implications of the Scout Law and Promise, and to open up to them the spiritual possibilities of life. This is a rather particular bee-in-my-beret because I know that it is very largely due to a magnificently run Camp Fire which I had the luck to attend as a very young Guider of eighteen that I am still today taking an active part in this great game of ours.

Everybody who has had the joy of taking part in a Camp Fire Sing-Song knows what a tremendous influence for good such an event can have if properly run—and I say “properly” on purpose. I do not call a rabble of boys singing popular dance tunes or very old chestnuts a Camp Fire Sing-Song!

So many new Handicapped Groups have been formed during the last year or two that I feel a word about Camp Fires to all the Scouters new to Handicapped Scouting may not be out of place. If it is not possible to have a real fire out of doors, the old dodge of a frame covered with red paper and twigs, over a lamp or electric bulb serves very well. A bit of ceremonial performed by the Scouts themselves helps to get the right atmosphere and

to make them feel that it is their Camp Fire. But this ceremonial must be well done; don't let the Scouts off lightly just because they happen to be handicapped; they don't want preferential treatment I can assure you. Their dearest wish is to be treated in every way as nearly like normal Scouts as possible.

Don't imagine because your Troop is blind that they don't want an actual fire—they revel in the heat from it and the crackling noise and the smell of wood smoke. Deaf Scouts, of course, can both see and feel the fire, and there are many good stunts and mimes which can be done around the Camp Fire by these boys. I need not tell Scouters with M.D. Troops how much these boys enjoy a good Camp Fire with plenty of singing.

Do not let your Camp Fire last too long, you will find that it is much more effective and leaves a much more lasting impression if it is short and really well arranged. My criticism of many Camp Fires which I have attended would be that they have been too long—this matter of shortness is particularly important for orthopaedic cases and really sick boys, as they get tired so very easily.

There are many very lovely songs and rounds which can be practised at your “everyday” Camp Fires and then sung really well at your occasional “Special” one. If you don't know any songs, other than “Clementine” there are plenty of good song books to be had, or better still, go to Gilwell and

learn some new ones! If teaching songs is a sheer physical impossibility for you, get a friend to come along and do it for you—if the friend is “lay”, so much the better, you will probably find that eventually you gain a new Scouter! Personally I always know beforehand what songs I want sung and try to get them introduced spontaneously. One ill-chosen song can completely wreck the atmosphere, and you may be sure that someone will call for some utterly unsuitable song or item, and you've got to be ready for this, and be able to deal tactfully with the situation.

A first-rate yarn, really well told, is an absolute essential and if you feel that you are not a good story-teller (and it is rather an art you know), get someone who is really good to come along and tell a yarn. Here again there are plenty of good books on story-telling; the wireless, too, puts over a few stories suitable for telling at this type of Camp Fire.

Lastly you must have the right prayers; you will find many suitable ones in *Prayers for Use in the Brotherhood of Scouts*. Troops often find one particular hymn and prayer that they like and wish to adopt as their own for their Troop Fires. Those of you who are new to running this type of Camp Fire may be a little nervous about it at first, but you will find that you will not be alone, for He will be there, close at hand and ready with the necessary inspiration.

URSULA RICHARDSON in *The Scouter*

8th WORLD JAMBOREE

All Handicapped Scouts who attend the Jamboree will take part as regular members of their Troops and contingents. This has been the practice in the past and, of course, is the way these boys wish to be treated. From France comes news that two Patrols of Deaf Scouts, two Patrols of Blind Scouts and two Patrols of partially paralyzed Scouts will form part of the French contingent. We are sure these fellows will receive a royal welcome at the Jamboree and during any time they have to spend in Canada before or after the great Jamboree of New Horizons.

WITH THE "RED CROSS" GROUP

By WILLIAM BOTTING

*Assistant District Commissioner for Handicapped Scouting
Calgary, Alberta*

The 35th Boy Scout Red Cross Crippled Children's Hospital Group, Calgary, is sponsored by the Calgary District Junior Red Cross.

Our neckerchief colour is a Geneva Red Cross on a white background. The Cubs meet on Thursdays in the hospital at 7 p.m. and Scouts on Fridays at 7 p.m.

Our programme follows as much as possible an ordinary Cub or Scout meeting including Flag Break, prayers, and roll call. No dues are collected, but there is always 100% attendance, unless someone is in quarantine. Most of the patients are in casts or packs "Kenny treatment of Polio" and are confined to their beds. The beds are all on casters, and they are wheeled into the gymnasium on the 1st floor from all three floors. We can get as many as 45 in the gym. Some are able to walk with the aid of crutches, others manipulate wheel chairs.

Much improvising must be done in Signalling, Knotting, Handicrafts, and various games. Instruction is given by means of films and stories. Cooking is taught by utilizing tinfoil and hot plates. During the summer months games and meetings are held out of doors, on the sundeck, and on the roof of the hospital. It's quite a thrill to watch these youngsters play baseball. The pitcher and batter are in wheel chairs, and the catcher on crutches. First base has both arms in a cast out in front, but his feet and legs are good, so he fields the ball by kicking it to someone who can pick it up.

We are concerned only with Cubs and Scouts age 8 to 16. The turn over is quite frequent at present, but normally patients are with us sometimes as long as 4 or 5 years. The Pack and Troop are fully equipped with flags. The Cub Pack also has a splendid Wolf Head totem, donated by a former nurse at the hospital. It came from a black wolf, shot by a game warden near the Eastern gateway of Banff National Park.

Uniforms were a problem as the parents in most cases are unable to provide them, and our grant from the Red Cross was not sufficient to supply them. This was overcome to some extent by appeals for used uniforms, but even this did not entirely meet the

need. This project was finally taken over by the Calgary District Council Ladies' Auxiliary, who have undertaken to provide all uniforms, hats, belts, and neckerchiefs. These ladies spent considerably over \$100.00 for these items during 1953.

The hospital provides a special room in which all group equipment is stored, and they keep uniforms and neckerchiefs cleaned and mended when necessary. All uniforms are the property of the group, but if patients are with us over a year they are allowed to take them home on discharge, otherwise they are cleaned and used again.

Badges are the property of the one earning them, and these are provided out of our Red Cross allowance. A credit allowance of \$10.00 is on hand at District H.Q. in case of Scouts and Cubs and at Girl Guide H.Q. in Edmonton for Guides and Brownies, so that leaders can make small purchases of badges, books, or forms.

We try to keep in touch with patients after discharge. A list is forwarded by Provincial H.Q. through District H.Q. They in turn advise the

local group or enroll the patients as Lone Scouts or Guides.

Our Group Committee meets once a month on the 4th Friday at the hospital, to which our leaders are invited to sit in and discuss their requirements.

We had one Scout pass his 1st Class test with us. The journey presented a problem, especially the map. This was overcome by having him draw a scale plan of the hospital wing in which he was located, putting in all details, position of beds and names of occupants, numbers of wards, and what each room was used for. This lad has attended camp since his discharge, with his own Troop, in spite of paralyzed arms, and intends to carry on as Assistant Scouter with the Didsbury, Alberta, Troop.

Crafts are carried on, on Monday evenings, devoted to leatherwork, wood carving, bird house building, and sewing. This was not originally one of our projects, but was taken over by us as the hospital was not able to carry it out. Six helpers and instructors take care of this activity, materials being supplied by the Group.



Here is Mr. F. J. Finlay, Chief Executive Commissioner, pausing on the tour he and Mrs. Finlay made through the Calgary Red Cross Hospital. Mr. Finlay refers to this visit in his letter on page 118.

AGOON

Here is a brief resume of the reports that were presented following the two International Handicapped Scout Camps held in the post-war period.

DURING the late summer of 1949 the first AGOON (a Greek word which means a Gathering) was held in Luteran, Holland. This was the first time an International Camp for none but handicapped Scouts had ever been held. Scouts suffering from various handicaps—T.B. Spine, Spastics, post Infantile Paralysis cases, blind and partially sighted boys and some with one or more limbs missing. Here is an extract from a report by Mrs. Ursula Richardson, Imperial Headquarters Commissioner for Handicapped Scouts:

"The last camp-fire was a real beauty, and I fancy that all who were there will remember it for a long time. Rounds being sung in different languages are good fun, and the Miming put on by deaf and dumb Scouts from Belgium and Britain was really first-class. What I enjoyed most about the camp-fires was hearing the laughter of the boys. This may seem strange to Scouters with normal Troops, but I heard Scouts laughing, that really genuine boyish laughter which I had never heard from many of these boys before; boys in some cases terribly crippled who usually showed faces of tired, suffering old men, completely forgot, for a brief hour, the burden they have to carry through life, and sang and laughed just as boys everywhere do,—it was a sight and sound

to make one terribly sad and also terribly glad. I am most grateful to have been given the chance of this particular job, a job which, I am more and more convinced, is worth everything that one can give to it."

On August 1st, 1953, Monsieur Paul Mesureur, President of the Belgium Scout Interfederale, declared the second AGOON open, and the Belgian flag was broken on the main flagstaff, while flags representing all nations present were broken on the staffs ranged along the sides of the small arena. This was the beginning of an exciting adventure for those handicapped boys from many countries and they were to enjoy a programme well calculated to give them the thrill of a Jamboree.

Belgian Headquarters organized an excellent game throughout the camp. Scouts joined in Patrols with Scouts of other nations but of the same type of disability and went to given posts where competitions were arranged. The Scouts competed on a points system and moved from post to post on the signal of a loud hailer. At the end of this day the Scouts returned to their camps where they found straw, wood, four matches and a frying pan awaiting each Patrol. The Patrol Leader was given a packet and, at a given signal, opened it where he found an egg, salt, sugar and margarine. The Patrol to get

their fire going and to make a pancake first was the winner. As you can imagine, this was great fun and some of the Patrols actually managed to toss their pancakes to the accompaniment of great cheers!

Expeditions, shopping trips to Brussels and wonderful camp-fires all contributed to make the second AGOON a remarkable success and the organizers look forward to planning the next such adventure for handicapped Scouts. Here is an extract from one of the letters received from an AGOON Scout:

"I am a Scout who attended the second AGOON camp at Brussels in 1953 and I would like to thank the organizers and tell them that every Scout who attended the camp thought it a great success.

"The British party were arranged in Patrols so that the deaf and physically handicapped were mixed. I, as a physically handicapped boy found the deaf always ready to help anyone needing assistance. I chummed up with two blind boys and we proved very helpful to each other. I described for them what was happening and they helped me to stand up and sit down as I find both difficult; they also carried my kit. Thanking everyone on the staff for helping to make the AGOON a delightful experience which will not be forgotten."



In Hamilton, Ontario, there are Scouters and supporters who are really doing a wonderful work with handicapped children. In these two photos you will see enthusiastic Scouts learning some of the many skills their patient Scouters teach them each week. At the left is Scoutmaster Glen Tydd.

Games For The Handicapped

Boys love to play games and when you are working with a handicapped Group, there is a wonderful challenge to develop ways of playing some of the familiar Scouting games. Try these and if you have any suggestions, please send them along to the Editor.

Leaders ask this most of all, "Where can I find games for my . . . ?" The best sources are in the regular Cub and Scout publications. Use the regular games, but adapt them to the needs of your boys. Usually emphasis will be placed upon sense training rather than the use of steam-off, muscle-using games. Try whenever possible to have the boys improve their personal scores than to beat a competitor. Team competitions are all right. Keep and compile a notebook of games that have been successful. Below are some favorites with bedfast Cubs and Scouts. Many are adaptations of the Kim's game idea.

Sound Effects:

Teams have a score card and pencil each. Leader behind a screen makes different sounds at one minute intervals giving time for the sound to be written. Examples: drop a spoon, tear a piece of paper, remove a cork from a bottle, drop a shoe horn, strum a taut elastic, and so on up to 10 to 12 sounds.

What Smell Is It?

Here you need the assistance of the hospital pharmacist or a druggist on Main Street. Small, one-ounce, brown glass bottles with caps are necessary. Use a wad of cotton in each bottle as a trap for chemicals to give the odors of oil of cloves, peppermint, wintergreen, camphor, cedar, moth crystals, aeroplane glue, etc. The druggist will have more ideas. Each boy prepares a list. Have the bottles and caps numbered; do not mix or the odors may be confused.

Stocking Presents:

Use the heaviest woollen stockings or long socks available with no peek spots in the feet. Place an article in each stocking, tie and number the job. The boy tells by the feel of the item in each stocking. List the answers. *Variation:* Place 12 articles in one big stocking.

Nature Collection:

While on rambles look for small nature objects that can be mounted on 3 x 5 index cards. Use scotch tape, one article per numbered card, sets of

12 are helpful. Suggestions: bird's feather, snail shell, white oak leaf, owl pellet, locust seed pod, fish scale, twig of pussy willow, twig of rabbit nibble marks, fern, moss, quartz chip, spruce cone, flint, cedar spray, small clam shell, maple key, apple seed, pussy poplar, etc. Try to include something new for learning and something familiar for success in the game. Leave a handful of cards on each bed and have the boy list the nature objects by number.

Where Did He Go?

All the boys hide their eyes, and one ambulant Cub or Scout walks to different parts of the ward. One of the listeners must give a detailed description of his route and actions.

Knotting Race:

Each Cub or Scout is issued two ropes of different sizes. Individual competition to finish a knot first.

Telegrams:

Each team is given a telegram showing a list of first aid items which the sender requires for a supposed illness or accident. From this list the team must deduce what kind of accident has happened.

Detective:

For use when Kim's game is becoming easy. Lay out a selection of articles on the bed so that all boys may see them. One boy turns his back—the detective—and one item is removed from the collection. Detective now inspects the collection and must name the missing item. Time each Cub or Scout by seconds, low score wins.

Real Kim's Game:

Some jewellers will supply, or you can get them from several homes, a collection of imitation gems. Use the regular Kim rules but expect accurate descriptions, such as a rectangular cut zircon.

Compass:

Paper pie plates with the eight Cub or sixteen Scout directions marked by vertical lines only. North is indicated with an arrow. Cubs or Scouts are to set the plates on their beds with N correctly located. When a direction is named point out the correct place on the plate. *Variation:* Rotate the plate to show the correct direction.

STORY OF JOHN

To John Darno, a 17 year old Queen's Scout of Toronto, the great sailors and explorers of the past had real courage. His heroes are Drake, who braved the unknown and Nelson, who won Trafalgar.

John told stories of his heroes to the 20 boys he took to Scout camp last summer. The camp was really no business of John's, but the Troop needed help and John volunteered to pitch in.

For a whole week John cooked and planned meals for the boys, helped with the sports programme and looked after campfire songs and yarns. To John, who is a Scout down to his back bone, this unselfish week in the woods had few of the symptoms of bravery. Yet, somehow, it had the true Nelson touch, for you see, John is a one-armed Scout. That summer he cooked 21 meals for his young Scout friends, and each project held all the drama and courage of a Trafalgar.

STORY OF MILTON

What Scouting can do for the boy is well illustrated by Milton, one of our Scouts. This boy, handicapped by an affliction of the nervous system which left him with paralysis, peculiarities of gait, and marked impairment of the ability to perform finely coordinated muscular action, entered the hospital suffering from an overwhelming inferiority complex, caused by his condition and the fact that everything has been done for him heretofore. He was shy and embarrassed, and felt that everyone was ridiculing him. After only a few weeks with the boys and two or three Scout meetings he discovered that no one was laughing at him, and that no one would do things for him that he could do for himself. He also discovered what he could do for himself. He passed knot-tying by using one hand and his teeth, and from there on, it was a simple matter to master the rest of his Tenderfoot requirements.

His physical improvement was marked, but his mental improvement was even more marked. He is now socially minded, interested in everything, and has a well-developed sense of humor. He even ridicules his own short-comings. Milton will probably never advance beyond his Tenderfoot rank, but he is a Scout, and we're proud of what Scouting helped him do, and what he is doing by his example, for Scouting. Milton is the rule—not the exception in our hospital Troop.

—U.S.A.

Their Trail to Happiness.

The Needs of A Handicapped Child

By SCOUTER EDWARD C. EMERY

Mr. Emery has had a great deal of experience as the Scouter of a Handicapped Group in his native Saskatchewan. He is now attending the University of Toronto seeking his Master of Social Work degree and has been good enough to write this article for our readers.

BEFORE we direct our thoughts to the needs of the handicapped child, and the insights and methods that a leader may have and use, let us think for a moment about the meaning of the term "handicapped child". A handicapped child is one that possesses a hindrance or has a disadvantage that makes success in an undertaking more difficult. A child may be handicapped in any area of living—it may be an emotional handicap, which prohibits the child from "getting along" with others; it may be an intellectual handicap, which prohibits the child from readily mastering certain skills, such as those required in reading, in following the rules of a game, or in being able to understand directions and determine acceptable behaviour; it may be a social handicap, where training and education in living with others has been inadequate, or has had the wrong direction. Often, leaders will find that these handicaps are not separate, but exist in combination. A child who is hard of hearing has a physical handicap, and a visible mark of that handicap is his hearing aid. Often other children will bully him, because they consider that his handicap is a sign of intellectual backwardness. Their behaviour may convey to the child a feeling of rejection by others, and create an anxiety in him because he feels that people do not like him, and that he is inadequate in their eyes. Going to a special school for the Deaf and Hard of Hearing may mean that he is lacking in the area of common experiences in school with the other children in his neighbourhood. Here we have a physical handicap, that carries with it an emotional and a social handicap as well. It is rather difficult to think of a physical handicap that does not carry with it an emotional and a social problem as well. Let us think of some of the boys in our groups. What about the child who is backward in school—the boy who is "too old" for his class? What about the child who comes from a home where the parents have separated, or the child who is a ward, or who is deprived of a normal family life? What

about the child who comes from the less chance areas, the slums with their influence on behaviour and morals? What about the hard of hearing child, the blind boy, or the youth with a deformed arm or leg? These are all children with handicaps, and their behaviour will often suggest to us that all is not well in some area of their lives.

What are some of the real and vital needs of children—needs that must be fulfilled if they are to attain a high degree of mental health? In every child there is a need to be able to give and receive affection; a need to be an accepted, recognized member of a group, and the opportunity to receive social approval for his activities, and for himself and thus gain a degree of self-esteem; there is a need for individual independence, and a need for achievement—an opportunity to gain satisfaction for things made, goals attained, or tasks accomplished. In a

word, every child needs to feel comfortable, adequate, and secure in his relationships with others, and in his ability to function as an individual.

Every child has these needs, though they may rank differently in order of importance in each child, and at different times in the same child. They are a normal part of the "make-up" of every child, but when any one need assumes marked importance and becomes the sole striving of the child, something is wrong, and the child is in need of help. A child who strives for affection constantly may be emotionally starved in his other activities; a physically handicapped child may feel he is being rejected and does not belong because he can not participate in active, team games; a child who has been rejected by adults in his life may find it difficult to trust his leader, and may wonder at the start why this adult is taking an interest in him, and whether



There is a place in the regular Scout Troop for handicapped boys and they are anxious to become regular members. Here is a Saskatchewan Scout who performed yeoman service at a Provincial display for the public.

he is sincere in his efforts to help him.

In our work with the boys in our Packs and Troops, let us gear our thinking, not to the group as a whole, but to the individuals that make up these units. Let us think of each of them in terms of his own unique personality, background and differing life of family and friends. Each child has a unique set of strengths and weaknesses, the knowledge of which is essential to us in working with him.

All behaviour has its meaning—the shy child is perhaps trying to tell us that he is not able to handle life's problems very well, and is retreating from the battle; the aggressive and bullying child may be trying to tell us, by his behaviour, that he is insecure and feels inadequate, and is trying to prove to himself and others that all is well. There IS a language of behaviour, and when exceptional behaviour presents itself, let us ask ourselves "What is the child trying to tell us?"

Once we have discovered what it is that is handicapping a segment of the child's life, what is there that we can do about it? The first resource that we have is ourselves. As mature, understanding adults we can SHOW the child that we understand and accept him, that we sincerely like him, and that he has a friend in us. This can be shown to him in the way in which we speak to him, and in our knowledge of and interest in him as an individual.

Our use of Pack and Troop activities can also be a very real and vital means of helping the handicapped child. A child who is unable to compete in games, or on an intellectual level with other boys, may be able to gain recognition and status in crafts, in dramatics, or in some other creative area of the programme.

Our Cub and Scout programmes

were designed so that they could have a very real and vital use in helping the boys in our units. The programmes were not meant to be rigid, strict and inflexible, but have in them a great deal of variety, and scope of interest, so that leaders with skill and insight could apply the parts and the emphasis that THEIR boys need. Programmes should be planned with a purpose, and this can only be achieved when the leader has a knowledge of the "make-up" and needs of every boy, and knows what he hopes to achieve for the boy's development through the use of the particular activity.

The values of Cubbing and Scouting, those of security, companionship and achievement, are basic to all boys whether they are handicapped or not. The only difference is one of degree, since the handicapped child needs more security, and a greater feeling of achievement than the physically and mentally normal child, and may have more difficulty in achieving them. Leadership of a handicapped child is much the same as for other Cubs and Scouts, although it may call for a greater degree of ingenuity, patience, resourcefulness, tolerance and understanding. The handicapped child needs to be accepted and understood, and once this is achieved, to be helped to overcome, as early and as far as possible, the handicaps and the feelings that often accompany them.

Our aims are to promote the physical, mental and spiritual development of boys. The other aspects of character, good citizenship, self-reliance, loyalty and service can only be accomplished when the boys have good mental and physical health, and are comfortable with themselves and others, and have the opportunity to learn, to grow and to mature.

REFERENCES

The author acknowledges, with thanks, the following references from which he has drawn in compiling this article.

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Eugene J. Taylor—"How Scouting Helps the Handicapped Child", appearing in *The Girl Scout Leader*, March, 1952.

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"WORKING WITH THE HANDICAPPED—A Leader's Guide", Girl Scouts of America, 1954.

Steps for Developing Handicapped Scouting

Step 1

One person to be made responsible for over-all organization and as a contact man who will become familiar with Handicapped Scouting. In Districts he may be Assistant District Commissioner for Handicapped Scouting.

Step 2

This person (for convenience we will refer to him as A.D.C.H.) will, with the help of Provincial and Canadian Headquarters, familiarize himself with the general programme and organization available for handicapped boys.

Handicapped Pack/Troop

Step 3

A.D.C.H. will obtain potential Scouters, who are prepared to work with handicapped boys.

Step 4

A.D.C.H. will visit the heads of Homes, Hospitals, Institutions, etc. for handicapped children and discuss the Scouting programme with a view to establishing a Pack/Troop within the Institution.

Step 5

A.D.C.H., together with potential Scouters, will meet with the Institution's staff to (a) gain their co-operation and to fit Scouting in with their routine; (b) develop an understanding of the handicaps of the boys concerned.

Step 6

Encouraging local support to help with meetings of the handicapped Pack/Troop. A job of service for Rovers, Good Turns for Scouts.

Step 7

Where possible organize contact between the handicapped unit and normal units.

The Handicapped Boy

Step 8

Scouters having or wishing to have handicapped boys in their Pack/Troop will consult with the A.D.C.H. and they together will visit the boys' parents.

Step 9

The A.D.C.H., with the help of local Scouters, laymen and institutions, will contact non-Scout handicapped boys to interest them in the Scout programme.

Notes From Here and There

Here are a few little items about handicapped Scouting which it is hoped will be of some value to those who are working with Handicapped Groups or who would like to know more about this subject.

Group Discussion on Handicapped Scouts at World Indaba

Part of the time was spent in general discussion, part in more specialised discussions—the Scouters dividing up into groups headed Blind, Crippled, Deaf, Lamer and Mentally Defective.

The main points upon which all agreed were:—

1. That Scouting can change the whole life of a disabled boy and make him feel of use in the world.
2. That methods and tests in all countries represented are fundamentally the same.
3. Co-operation of the Hospital or Institution authorities is absolutely essential.
4. The careful transfer and follow-up visits to boys leaving hospital is most necessary and does not work nearly well enough.
5. Linking up to outside normal Troops is most valuable and it is better for this linking up to be achieved, wherever possible, by the hospital boy visiting the outside Scouts rather than vice versa, so that the outlook of Handicapped Scouts may be raised to the level of the normal boys.
6. All Scouters seemed to feel the need of special Commissioners for Handicapped Scouting in each District.
7. Most Scouters present spoke of Handicapped Scouting in their own countries and games were discussed and swapped. Visits are to be arranged in this country for Scouters wishing them.

Ceremonial

Ceremonial in Handicapped Groups has often to be adapted to circumstances and no hard and fast rules can be laid down. Suffice it to say that every effort should be made to make Ceremonies such as the Investiture, Going Up, etc., as impressive as possible.

Hike Story

"As far as our Handicapped Troop is concerned, great emphasis is placed upon First Aid, Handicraft, Indian Lore, and Nature Study. We try to bring the out-of-doors in to the Scout, even to the extent of making a game out of the fourteen-mile hike and other hikes of lesser distance, which we call

'paper and pencil hikes'. These are devised so as to give a maximum of training in signs, symbols and camp knowledge, while at the same time they are good fun—something that a real hike should always be. Songs and an artificial camp fire also have an important part in emulating out-of-door life. All of this, of course, requires more than just one leader (the Scoutmaster himself) to carry out such a programme successfully. As with all Troops these days, leadership is an ever-pressing problem."

U.S.A. Trail to Happiness

Uniform

With a little imagination and the assistance of hospital authorities where necessary, uniforms can be adapted for boys confined to bed. Remember that a uniform means a great deal to a boy in showing to him that he is indeed a member of the World Wide Brotherhood of Scouting. Details of what has been done are available on request to Canadian Headquarters.

Normal Growth Needs

From *The Handicapped Child is a Person* by B. J. Hurley of N.Y.U. *Understanding the Child*, Jan. 1949.

The growth needs of normally maturing boys are present whether we deal with the handicapped or the physically and mentally well. Basic needs are (1) security—a feeling of being wanted, loved, belonging; (2) usefulness—sharing in work, working together; (3) being individuals—where we may use our good talents, aptitudes and skills; (4) friendship—being part of a social group, fun, hikes or rambles, learning to give and take, to plan and evaluate.

The handicapped Cub or Scout needs to be part of a Pack or Troop and to participate in as many of the activities of physically well children as his condition permits. It will be no kindness to over-protect him or to be over-solicitous of him. Such a handling only serves to push him away from the channels through which good social development can proceed. Leaders who plan to include the handicapped at every point possible in ongoing social activities help that child grow as a person, for self respect develops from an inner feeling of being a useful and participating member of a group.



Top: Donald White, of the 91st Children's Hospital Group, Vancouver, B.C., discusses one of the proficiency badges he won with a Rover Scout visitor. He spent 2 years in hospital Pack and was then invested as a Scout.

Bottom: Area President Col. J. B. Hardinge is shown congratulating Richard Comack of the 91st Vancouver Pack. Richard is one of the many Cubs who have received outstanding leadership from Mrs. Dorothy Collins, Akela of the Pack.



What Others Have Said

A few excerpts from what has been published elsewhere on the subject of
Handicapped Scouting.

A Few General Hints to Those Running Handicapped Groups

A. Never go to a hospital if you have any suspicion of a cold, or if you are in contact with any infection.

B. Be most careful not to interfere with the routine of the hospital, etc., and be appreciative of any little concessions that are made. A well run Troop or Pack is likely to gain concessions automatically.

C. Try to appreciate the problems of the Matron, Sisters, Nurses, attendants and so on, and to remember that their co-operation means a generous gift of time that they can ill spare from their other duties.

D. Punctuality both in starting and ending a meeting is essential for the routine of the hospital, etc.

E. Regularity of attendance on the part of the Scouters is even more important than with a normal Group. Scout or Cub day does mean such a lot to boys who have little contact with the world outside their hospital or institution.

F. In all cases Scouters should make a point of wearing uniform at meetings. The wearing of uniform brings reality to the Scouts in Hospitals and Institutions.

G. Where a Handicapped Patrol or Six forms a part of a normal Group care is needed to hold the balance well, and try to see that the boys are not too great a handicap on the normal boys. On the one hand the handicapped boy may try to overdo things, whilst on the other hand, the normal boy must not be held back.

H. Never forget that a Handicapped boy is Scouting under difficulties of one kind or another, even though both he and the Scouter appear to make light of these.

A Handbook of
Handicapped Scouting



Special Points

1. The handicapped person is an individual with full human rights, which he shares in common with the able-bodied.

2. By the very nature of his physical handicap he is exposed to the danger of emotional and psychological disturbance, resulting from a deep sense of deprivation and frustration.

3. He is capable of developing his residual resources to an unexpected degree, if given the right opportunities of so doing.

4. The chief longing of the physically handicapped person is to achieve independence within a normal community.

5. The rehabilitation of the physically handicapped can only be successfully accomplished by a combination of medical, educational, social and vocational services, working together as a team.

United Nations



Scouts Without Sight

He Has Never Seen a Star

One boy has never seen a star, but he is a more-than-competent astronomer. Happily, he plots the courses of the planets while a sighted friend uses a telescope and describes the wonders he sees to the blind youth. Then there's Joe Cozzo, a nature lover. Joe, who is blind, acquired his fondness for the woods by learning to climb trees while Scoutmaster Fred Bolotin stood by, encouraging him.



The Handicapped Boy

THE boy who is unfortunate enough to be handicapped by some physical or mental disability is very sensitive and naturally shy. He loathes pity as much as he appreciates sympathetic understanding and he likes nothing better than being treated as if he is normal. He tends to be introspective and isolated in a world of his own, a world holding very little of the adventure and fun of the normal youngsters who love to roam about in small gangs.

If he is deformed in any way he may think that people are staring at him or laughing at him. All children hate to be different from their fellows in any way, but the handicapped boy must

perforce be different, and this often makes him embittered and sets up an inferiority complex. He hates to feel that he is a nuisance to others, and this often accounts for the rather ungracious acceptance of necessary help.

It must be remembered that many of the handicapped boys are suffering pain and have very little vitality, therefore a sustained effort is impossible to them. They become quickly tired and lose interest easily, so that the programmes for Handicapped Groups must hold plenty of change and interest.

Probably it is only when approaching Rover age that the boy with the handicap begins fully to realize his position. If there is little or no hope of a cure this realization may well make the boy despondent and even embittered. He has got to adjust himself to a normal, and for him, a difficult world, and the fact that he can belong to the worldwide brotherhood of Scouts should be of enormous help to him in getting a balanced view on things.

Scouting opens up an entirely new vista of life to the handicapped boy. Not only does it give him a new and lively interest in life, but it brings to him that invaluable thing—companionship with boys of his own age. It also makes him realize that there are others with even worse disabilities than his own, and furnishes him with an opportunity for service.

In many cases the mental expansion and the healthy normal interest of Scouting react favourably on the boy's actual health, and are thus an immense help towards his ultimate recovery. With loneliness banished by the cheery companionship of his brother Scouts and with usefulness introduced by opportunities of doing good turns and rendering service, the boy can forget his own troubles and miseries. Above all, Scouting, if given to him in the right way by his Scouters, should bring to him the realization that it is not mere bodily health and the ability to make good in the material world that brings to men that "peace which passes understanding."

A Handbook of Handicapped Scouting.

How Can We Help Him?



IS THERE A BOY IN YOUR PACK, TROOP OR CREW who has difficulty in learning the Scout requirements? Could it be that he is one of the large group of persons known in education as "mentally retarded"?

General intelligence, as well as all special abilities is distributed from very high to very low, of course, with the majority as average. Children may be retarded from a variety of causes and the differences in behavior depend on these causes.

WHICH BOY IS RETARDED? The first problem is usually one of recognition. How would you know whether a particular boy is retarded mentally or is merely not working up to his capacity for any one of several reasons? Is it just because he cannot read the manual? Is it that you have not found a way to interest him in Scouting? Although most boys are average and adults can make fair estimates of abilities, it is the unusual cases which upset the predictions. While 25% need extra help in school, probably not more than 5% need special-class placement. Therefore, the other 20% will be in a regular school class and appear in most ways to be average boys. They will not always be recognized in your Scout unit unless you are looking for such problems.

Often problems other than mental retardation are present, but these tend to cover up the facts and give the wrong impression. Contrary to popular belief, many children even today have losses in vision or hearing without parents or children recognizing the fact. If a boy does not seem to understand what is said or responds incorrectly to what he has seen, the result may be a hearing or visual difficulty. Many boys are not emotionally stable and, as a result, behave in a way that makes some adults believe them to be retarded. Probably the best way for a Scouter to know the facts concerning a boy is to work tactfully with the parents and schools.

WHAT ARE RETARDED BOYS LIKE? Many facts cause wide variation in the way the defect affects a particular boy. In some activities, the boy may respond as well as an average boy, while in some other areas he may be able to produce practically nothing. Another boy may be limited in most every kind of learning. There is no such person as the typical retarded boy.

Contrary to common beliefs, retarded boys are not better as a group in manual activities. Neither are they larger than average in size. They do not tend to be delinquent. Many other fallacies exist which color the viewpoint of persons working with retarded boys. It can be said that all or part of their learning activities will be considerably

limited. No individual is as efficient as he could be. Retarded boys can often compete with the average if they are taught to be more efficient.

The retarded boy is more commonly limited in the ability to reason, to make accurate judgments, to use abstract materials, and to generalize from specific situations. Of course, all material to be learned must be within the ability of the boy to learn. Everything to be learned must have meaning to the boy. All learning must be related to his past experiences and he must be "ready" to learn the new material or activity. For the retarded boy everything to be learned must offer opportunity for participation and must be very concrete. Thus, the mentally retarded boy learns in general the same way as does the average boy—except for the need to have the maximum of concrete, meaningful participation in activities which need less reasoning, generalization, and judgment.

HOW CAN THEY BENEFIT FROM SCOUTING? Mentally retarded boys have essentially the same basic needs as do all boys. They need security, understanding, appreciation, acceptance, and satisfaction of achievement. They need the opportunity to develop the physical, social, and emotional aspects of their lives. They need to develop better habits of living in the home and community and to become better citizens. They need to learn the same character traits as the average, including honesty, fair play, and the like. Scouting is fundamental to the development of these needs.

Scouting has a major advantage for retarded boys over most other agencies for training. Two primary descriptions of methods of Scouting are included in the following statements: "Learn by doing" and "The Outing in Scouting". In much of the literature of Scouting and in the training courses for leaders, these two points are continually stressed. For retarded boys these place emphasis on the very methods by which these boys are best taught—"concrete, meaningful participation". Most Scout activities are taught through the use of demonstration and participation. Boys are taught knot-tying by using a rope to tie knots, and not merely by reading about it. Boys learn camping by first practicing the various parts of the activity, such as cutting wood, building fires, pitching tents, etc. Then, through the device of activities in which there is inherent interest for most boys, habits of citizenship, honesty, and others develop. The breadth of activities makes it possible to find something of interest to most every boy and within his capacity to achieve.

In any so-called average group there are always those

boys who, for various reasons, seem to have difficulty in learning particular Scouting requirements. These problems are merely greater with boys who are mentally retarded. But, as with the others, repeated practice without too much tension or forcing will often enable them to learn the activity. If it is admitted that higher ranks in Scouting will seldom be possible for many of the retarded boys. Occasionally, even First Class rank will be attained, but with more time and more patience.

WHAT MAJOR PROBLEMS WILL EXIST? If Scout leaders will recognize that every unit has at least a few boys who are not as capable as the majority, the largest handicap will have been overcome. This, at first, seems to be a facetious statement. On the other hand, most of the problems concerning mentally retarded boys in Scouting will be rather obvious if this is really understood. The first major problem is that of acceptance of these retarded boys by both leaders and other Scouts. Although easy to say, this is a difficult point to carry out. The leaders must first realize that these boys are handicapped in a way comparable to the deaf boy or the crippled boy. Cerebral palsy is a form of crippling in which nothing is actually wrong with the arms and legs, but rather a damage to the brain makes it impossible for the muscles to operate in a normal manner. Many mentally retarded boys are in the same position of having a brain damage—the difference is that another part of the brain is damaged and the result is poor learning ability rather than physical crippling. If this can be understood, it is easier for everyone to accept this retarded boy. At times it is necessary to discuss with the other boys the problems the particular boy has. Attention must be given to see that the retarded boy is not the brunt of jokes or that undue advantage is not taken of him.

Another major problem is that of understanding the limitations in learning. As stated previously, some have general learning difficulties while others have specific difficulties in certain areas. These areas must be known or determined by close observation. At times the lack of judgment may mean a problem in safety. These boys, therefore should have rather careful supervision in all activities where safety is essential. A normal boy may be able to generalize to a variety of situations from a specific example. The retarded boy has difficulty in doing this, as a rule. Variations among the average group are very wide. Most differences overlap with those of the retarded. A

separate program is not intended but rather a continuous adaptation of the program to meet the particular needs of the individuals who make up the unit.

Caution must be given that retardation is distributed from those just below average down to the severely retarded. Care must be taken not to assume that any particular boy cannot profit from the program without much study and probably a trial. Mildly retarded boys will be more numerous—and they surely can profit from Scouting opportunity along with normal boys in a regular unit. Scouting gives them the best chance to become good citizens.

WHAT CAN BE DONE BY SCOUT LEADERS? You can make every effort to give these mentally retarded boys an adequate opportunity in Scouting. Often a boy will come to meeting once. Because it seems too difficult for him, he does not return. See to it that you and your boys are on the lookout for those who will need special encouragement and help. Offer the opportunity to parents and boys whenever you happen to contact one of this group. Many times the parents are reticent to have the boy attempt the programme even though he is well within the group who could perform in Scouting.

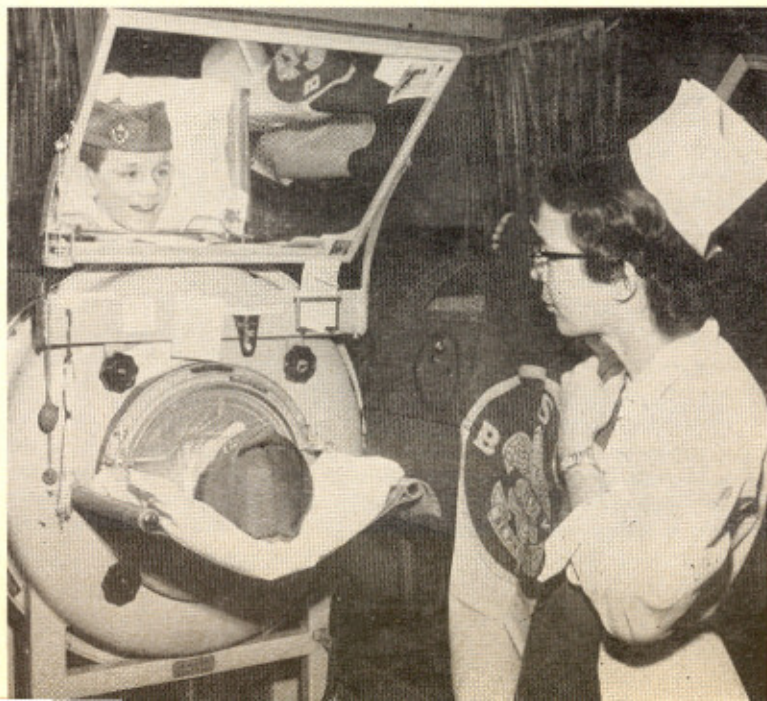
You can help the retarded boy be a Scout—to learn those skills which are within his capacities and to develop into the best "citizen" possible. This may require modification in some of your concepts and methods of working. It may require a different way of explaining things when the particular boy is involved. Repetition is needed by all but is more necessary for the retarded, whether it is learning the Promise or how to tie a bandage. The maximum of concrete example is needed. Camping, first aid, and the like are practical, concrete operations and, if given properly, can be learned by many retarded boys. Badges **MUST NOT** be given merely because you are sorry for the boy. The same standards must be set for retarded boys as for normal ones. The retarded boy must be steered into those activities in which it is expected he can succeed. Don't give up too quickly but make every effort to help the retarded boy become a good Scout.

Just as most mentally retarded boys should be taught in public schools, so should they have opportunities in Scouting. And in both areas they require much understanding and adjustment of programme by those leaders who have accepted the responsibilities of conducting the programmes in both.

—Reprinted from *Scouting*.

Jeff Collins of Troop 869 in Hondo, California, enjoys the fellowship of Scouting with fellow patients at the Rancho Los Amigos Respiratory Center. The only difference in his Scouting is that all the Scouts are in iron lungs. Scouts in the Los Angeles area consider it a privilege to come over to Troop 869 and offer their assistance. Doesn't he look proud of that Troop Flag.

Picture courtesy *Boy's Life*.



BOOK REVIEWS

Here is a short list of books to aid Scouters of handicapped boys.

The Backward Child. Mental Health Division, Department of National Health and Welfare. 35c. The purpose of this booklet is to help parents in the care and training of backward or mentally retarded children in the home. Backward children are teachable, some to greater, some to lesser, degree. Helping them can be a tremendously interesting and a deeply satisfying experience.

A Handbook of Handicapped Scouting. The Boy Scouts Association. 10c. A book of great value to the Scouter of a Handicapped Group and to the Scouter of Normal Groups containing handicapped boys. Information on starting a Group, running a Group and special information on Blind Groups, Crippled Groups, Deaf and Dumb Groups and Mentally Retarded Groups, Special Section on camping, games and handicrafts.

100 Games for Cripple and Hospital Packs. The Boy Scouts Association. 10c. A valuable addition to

the library of all Scouters working with handicapped boys. Written by two Scouters well versed in the running of Handicapped Packs.

The Handicapped Child. A guide for parents. By Edith M. Stern. Copp-Clark Co. Ltd. Toronto. \$2.00.

This book was written to meet the needs of those concerned with the rearing and training of handicapped children. There are separate chapters on crippled, cerebral palsy, epileptic, blind or partially sighted, deaf or hard-of-hearing, mentally retarded, speech handicapped, and cardiac or delicate children.

Money Making Hobbies. Popular Mechanics Press. 75c. It covers a myriad of crafts many of which can be used with handicapped children.

It's All in the Way You Look At It

A kindhearted woman took a group of children to see the circus—children who were either blind or deaf and

dumb. On the way home one of the blind boys said to her, "Gee, I felt sorry for those deaf children. They couldn't hear the band, or the lions roar, or the clapping of the crowd. They couldn't even hear the elephant clump by!"

—From *They Tell A Story* by Martha Lupton (page 120, *Reader's Digest*, April 1949).

Uniform

"To a boy who, for the most of his life, has not worn anything but pyjamas, the uniform means much. A real uniform is an event in itself. Patients lying in plaster may not be able to wear a woollen jersey. Therefore green sateen blouses were introduced (fast to sun and water), which were cut open at the back and fastened with a piece of tape round the neck. A thin scarf and an ordinary cap or hat brought the outfit to completion. From a distance it is almost impossible to distinguish this outfit from the usual uniform."



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SCOUTING Digest

Pen Pals Wanted

Mr. Gordon M. MacLaren, Assistant District Commissioner, Newark, N.Y., is looking for Canadian Scouts or Scouters who would like to correspond with him. If you would like to take advantage of this opportunity of learning how others adopt their interests to the Scout programme, please write to The Correspondence Secretary, Canadian Headquarters, asking for Mr. MacLaren's address.

Mr. Eric M. Branford, Scoutmaster of the 10th St. Lucia Troop in the British West Indies also wishes to correspond with Scouters, Rover Leaders or Scouts in Canada and anyone wishing to write to him should contact The Correspondence Secretary, Canadian Headquarters, for his address.

The Handicapped Lone Scout

WE have recently received an interesting report from Mr. Noel Reakes, Assistant Provincial Commissioner for Lone Scouting in the Province of Quebec. Mr. Reakes tells us the story of Lone Scout Jules Arbec who is now a member of the 1st Farnham, Quebec, Troop.

This young lad was seriously afflicted with cerebral palsy. Before he was invited to become a Lone Scout Jules' parents reported that their son was very depressed and had very little interest in life. One of the things that disturbed them most was that he could not read more than a few moments without suffering from severe headaches. Through the conscientious effort of Mr. Reakes and Jules' Lone Scout Councillor, Scouter John N. Green, of the 1st Farnham Troop, Jules showed a marked improvement with his new interest in Scouting. He passed his knotting test with a large rope and his councillors found that he could study his Scouting books without headaches. With this tremendous change in attitude and a remarkable willpower he has beaten his serious handicap and is an outstanding example of how Lone Scouting can be of assistance to such

boys. Doctors have been amazed at his remarkable change, and have paid tribute to the Scouters and the programme which has helped him along a difficult path, and given him a new perspective in life.

Scoutmaster Green now reports that Jules Arbec, no longer a Lone Scout, has improved to the point where he can now attend regular meetings of the 1st Farnham Troop. As you read this he will probably have completed his Second Class Test and be working on his Stamp Collector's Badge. Says Scoutmaster Green: "The Lone Scouts loss is, I am sure, our gain in a new member of our Troop."

Scout Brotherhood Fund

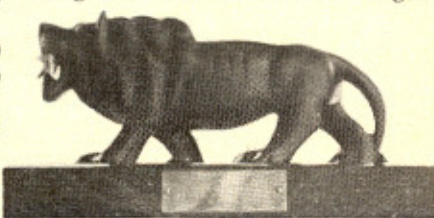
Balance	\$1,653.01
Mr. E. F. McPhail, c/o Bank of Montreal, Saskatoon, Sask.	5.00
Mount Arrowsmith (B.C.) District	25.00
40th Vancouver Troop	5.50
1st Fort St. James (B.C.) Troop	18.72
Regina (Sask.) District Boy Scouts Association	18.91
Lethbridge (Alta.) Dist. Boy Scouts Association	10.00
3rd Vernon (B.C.) Troop	7.50
Discovery Passage Dist., Campbell River, B.C.	2.00
The Trainees, Edmonton (Alberta) District Cubmasters	7.00
Total at 1st Feb. 1955	\$1,750.64
Money sent to England (help for handicapped Scouts)	273.50
Balance	\$1,477.14

How About a Bedside Meeting?

If you have a Cub or Scout in your Pack or Troop who is hospitalized or confined to bed at home, remember that he would thrill to have a short bedside meeting with his Six or Patrol if this can be arranged with the hospital authorities or parents.



Miss Frouida Baker of Vancouver recently celebrated her 30th Anniversary in the Scout Movement. Miss Baker has made a remarkable contribution to Scouting over the years in many different ways. To acknowledge this record of service, her fellow Scouters recently met to pay tribute to her and present her with a small gift as a token of their appreciation. In the above picture she is shown receiving her gift from Scouter Tom Harrington.



Brother Scouts

Above is a picture of a beautiful black ebony statuette of a lion which was presented to the Boy Scouts of Canada with warm greetings from their Brother Scouts in our Founder's beloved colony, Kenya.

During his visit to Canada, last year, as leader of the Kenya team to the British Empire Games, Chief Commissioner Brigadier-General Sir Godfrey Rhodes presented this lion in Vancouver. In return, Canadian Scouts have sent with General Rhodes a Totem bearing the best wishes of Canadian Scouts to their brothers in Kenya. Chief Commissioner Rhodes advises us that this Totem is now on display in their Scout Headquarters. We do hope that many Scouts and Scouters will have the opportunity to visit Canadian Headquarters where they may see the ebony lion on display.

Bob Browne's Country Field Day!

By NORMAN A. MacMILLAN

Here is another story to tell your Cubs about their friend, Bob Browne.



HALDIMAND County Field Day was sunny and warm. Every Cub in the 1st Cedarhurst Pack stood waiting for the arrival of the truck that was to convey them to Cedarbrae.

No one knew the programme for the day except the Commissioner and his Committee, but every Cub was determined to do his best. The Cub programme was based on the Star and Badge work as outlined in the "Tenderpad to Second Star" book.

Seven Packs and five Troops formed a horseshoe around the tall flagpole. The large assembly of the "Knights of the Bare Knees" came to the alert. They sang "O Canada" and "The National Anthem".

When the Commissioner had addressed the Packs and Troops, he gave the sealed orders to all Scouters.

"Scouters", he explained, "our field day is to give our lads a good time and a chance to brush up on their Cub and Scout work. Good Hunting and Good Scouting, all!"

Bob was proud of his Pack that day because the Commissioner commented on their smart appearance during inspection. In the first game, a message relay, Bob, who was the last to run, breathlessly repeated to the examiner the message he had received.

"Sixty-six Sixers sent several sign boards to the circus."

"Boy!" he remarked to his chum Garry, "that was a tongue-twister. Almost as bad as Mom's favourite 'Six thistle sifters and six sieves of sifted thistles.'"

Next came the knot contest. Not a Cub on the team missed a knot and every Cub knew the uses too. In the First Aid quiz, Jerry Bates said, "You DON'T cover a scald or burn."

"Jumpin' catfish", Bob whispered to his Second, "We went over that a hundred times. He just got mixed up, I guess. He knows you DO cover a scald and burn."

"Oh well," Jack Stubbs said hopefully, "That's only the first mistake."

Lunch hour brought a break. Milk

and ice cream along with their lunches gave the Pack new zest and energy. After lunch another quiz on bird and animal lore started off the afternoon session. Many of the Cubs tried for their Observer Badge. After the quiz Bob went along on a short ramble to identify trees and flowers.

"Next game—Semaphore signalling!" bellowed the loud speaker.

"Here it comes!" groaned Bob, "This is where many Packs fall down."

Bob was sent to Garry Balsdon and his team-mate Wayne McAdam read the message. "It matters not whether we win or lose. It is how well we play the game."

"Brother", muttered Bob, "What is W? . . . oh, I know, I know." Clearly he raised the flags to position.

Ten Cubs formed a team for the Tug-of-War. Cedarbrae was to pull against Cedarhurst.

"Come on Fatso, get in there," Jack Stubbs called out to the heaviest member of the Pack, "Give her all you've got!"

With clenched fists Akela stood alongside the Cedarhurst team and gave encouragement. To look at him you would have thought he was a one-man team.

"Come on, Cedarhurst!" yelled the side-lines. "You've got them. Steady now . . . steady . . . just hold it . . . now . . . away you go . . . they're giving."

Suddenly their opponents gave up hope. The rope tightened to the breaking point, then slipped and a cry of victory rent the air. Cedarhurst won the next heats and the final.

Bob overheard a Scouter remark to a visitor, "Cedarhurst has lots of beef and grit. There's just one more contest—50 yard dash."

Bob shot over to take part in the contest as he was anxious to earn his Athlete's Badge.

Along with the running was high jumping and rope climbing during which Garry Balsdon raised a laugh at the funny way in which he climbed the rope.

Now came the waiting for the results. Akela called the Pack together and entertained them with a story. Many of them were tired but tongues wagged as they discussed the highlights of the day. Akela passed a bag of candy to the Cubs. The "Pack" call came.

The Packs sprang to the alert. The Commissioner, all smiles, spoke from his position at the flag-pole. "Cubs and Scouts", he began, "it has been a good day . . . a very good day. You have acted as Cubs and Scouts should act. The various contests have shown me that you are playing well this great game of Scouting and Cubbing. Your semaphore is a little weak. It will improve if you take your teams outdoors and practise and practise and practise. Here as elsewhere practise makes perfect."

He paused and grinned. "Now, for the results. I'm going to start at the bottom. Otterville with 68 points receives a "C" ribbon. They were poor in Semaphore and in knots. Springhill 70 points—they must learn the uses of the knots—Digby 71 points—they haven't the muscle. They were last in running and in Tug-of-War and fell down in semaphore too. Both receive a "B" ribbon. Claresholme 85 points—getting better—Carstairs 86 points—lost their marks in First Aid . . . and now who is next?"

Cedarbrae and Cedarhurst held their breath. Why did the Commissioner tease so? The suspense was almost more than they could bear.

"Do you really want to know?" teased the Commissioner.

"Please, Sir," the Packs cried.

"Well, Cubs," he drawled, "This year Cedarhurst with a total of 89 points and Cedarbrae 87—both receive an "A" ribbon. Pretty close, I would say. Congratulations to the 1st Cedarhurst Pack!"

He stepped forward to present ribbons to the smiling happy Sixers amidst the cheering of the Packs.

Field Day was over and Cedarhurst Pack, along with the other Packs, had had a grand time.

Canadian Nature

The Magazine for Scout Leaders

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Some of the highlights in issues for the current school year—

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The Milky Way
The Winter Sky
How to Study the Stars
Outdoor Adventures—a series
How to Photograph Birds in Winter
How to Collect Canadian Gemstones
Animals of the Woods
Safety First in Nature
A Conservation Camp Project
Getting Wise to our Wildlife

Canadian Nature is published in September, November, January, March and May. For the current school year the magazines will contain a total of 72 articles, 52 full colour illustrations, 226 photographs, 106 drawings, all fully indexed.

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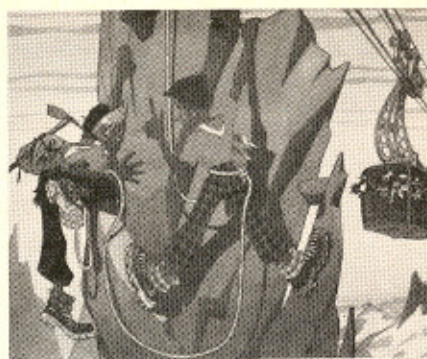
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Canadian Nature



The attractive calendar shown above is being offered for sale by the Quebec Provincial Council. Reproduced in full colour, each month has a different and amusing picture which all members of the Scouting family will enjoy. The price is only 50c and orders should be sent direct to: The Boy Scouts Association, 1523 Bishop St., Montreal, Que.

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FURTHER CONFESSIONS OF A D.C.

Things I Have Learned — Mostly the Hard Way

That while there are obviously no monetary advantages or direct gains to be secured by being a Scouter, there are various indirect prerequisites of a social and psychological nature.

That not every Scouter is in the Movement for the sake of a boy and his future.

That there is a case for all of us periodically to examine our motives for doing this thing.

That we can safely be perfectly honest with ourselves, because if we do not like what we see, we can put it right without anyone knowing.

That our motives are terribly important because people outside the Movement are examining them also before they decide to join us.

That many good Groups are run—not for the Glory of God—but for the glory of a Scouter.

That many Groups poor in external signs of success are rich in spirit.

That when all the talk is done and all the forms are filled and all the rules are kept—or broken, only one thing really matters at all—a handful of boys and a man they want to follow.

That while we may admire a man's strength it is his weaknesses which make him human and for which we are really grateful, because their existence excuses our own.

That none of us is too old or too wise to make complete fools of ourselves on occasion.

That, though this can be very painful, no great harm is done providing we have learned to laugh at ourselves.

That to laugh at ourselves, though difficult at times, is far less distressing than to hear others laughing at us, which is the only alternative.

That before interviewing any layman on a Scout matter we should spend ten minutes looking at the Movement with his eyes and from his back-ground.

That what seems important to us may seem very trivial to the man next door.

That we are all largely untrained amateurs where boys are concerned, and, therefore, naturally objects of deep suspicion to the professionals.

That if tact is carried too far it can become a euphemism for moral cowardice.

That good leadership of a District does not consist of a ceaseless search for new stunts, however brilliant, but in quietly making the old things interesting to new men and new boys.

That the ceaseless search should be, not for stunts, but for MEN.

That we shall be criticized whatever we do, so that we may as well do what we know to be right and damn the consequences.

MINOS, *The Scouter*
December, 1954.

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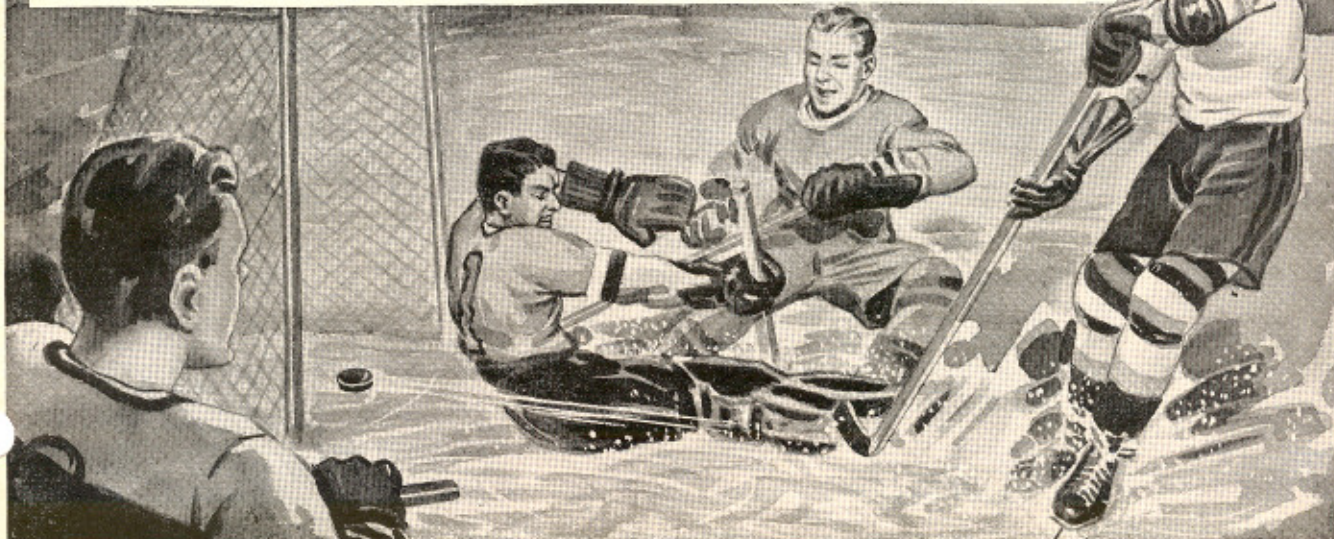
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We Need Your Assistance!

By FRED J. FINLAY

Chief Executive Commissioner, Canadian Headquarters, Ottawa

"The time has come, the Walrus said, to talk of many things." In Scouting we have been talking of many things for a long time. Nearly everyone has definite ideas about the Movement: it is time we had a different uniform; the Jungle theme is out of date; signalling is too hard; our present age grouping is all wrong; etc. etc. The list is as long as your arm. Well, the testing time has come. We are going to try to find out just what is what with our Movement in Canada.

As a result of a resolution passed at the Executive Staff Conference in April 1954, the Executive Committee of the Canadian General Council has established a Programme Advisory Committee to undertake research into many aspects of our programme. Each Province has a representative on this Committee who will enlist the support of others to help and advise him with the work of the Committee within his Province. Canadian Headquarters will act as the secretariat and national correlative body, and will be advised and assisted by experts in the field of research and statistical survey.

It is appreciated that there have been surveys before, that they take time, that they mean filling out forms and that some people don't believe in statistics anyway! However, quite seriously, it is felt that a survey may reveal certain trends and may disclose weaknesses and that at least through a survey the field will have an opportunity to

help find the facts. Armed with this information, it should be possible to make whatever changes in our organization may seem advisable so that it will be of maximum usefulness to the majority of boys.

Do you know that only 9.6% of all boys eligible by age in the whole population of Canada are in Scouting? Can research help to improve this figure? It is our belief that it can and will. If research on a national scale is to be successful it must have the full support of all members of the Movement, from the youngest Cub to the oldest Commissioner. Please remember that if you or your Group or your boys are asked to help, your answers will be of importance when considered together with the answers of thousands of individuals and hundreds of Groups. So should you be called upon to complete questionnaires for this survey, please state what you know to be facts, and not what you feel or hope the answer should be.

As a loyal worker in this great game of Scouting, you are vitally interested in its future.

By your ready cooperation in helping to make these surveys a success you will be making a great contribution to the future growth and development of Scouting in this country. You will be ensuring that more Canadian boys will have better and more adventurous Scouting and be better prepared as citizens to serve their country and its great future.

Overseas Assistance— Jamboree

Receipt is acknowledged for the following contributions to "Breaking the Dollar Barrier".

1st Wakefield Troop—1 English and 1 Scottish Scout.

Regina Kiwanis Club—3 Colonies Scouts.

Hal Taylor, A.F.C., Delhi, Ont.—1 Norwegian and 2 Scottish Scouts.

St. Catharines District—1 English Scout.

Mr. J. D. Mackay, Saskatoon—1 Norwegian (or Swedish) Scout.

Hans Neilsen, Vancouver—1 German, 1 Danish, 1 English and 1 Scottish Scout.

Belleville Ladies' Auxiliary—1 Armenian and 1 Swedish Scout.

Anonymous—1 Dutch Scout.

Belgo-Canadian Assn., Toronto—2 Belgian Scouts.

I.O.D.E. Shawinigan Falls Chapter—1 English (or New Zealand) Scout.

New Glasgow Lions Club, N.S.—1 Scottish Scout.

G. K. McClatchie—1 Korean Scout.

R. N. Talbot, Calgary—1 Pacific Islands Scout.

W. E. Saunders & Son, Delhi, Ont.—1 English Scout.

Fredericton District—1 Greek Scout.

Jean & Ian Grieve, Toronto—1 African Scout.

R.C.A.F. Trenton Group, Ont.—1 Greek Scout.

24th Group, Windsor, Ont.—1 English (or Scottish) Scout.

Delhi Industries—1 Finnish Scout.

Sydney District Council—1 Dutch Scout.

3rd Tillsonburg Troop—1 Finnish Scout.

1st, 2nd and 3rd Barrie and 1st Allandale Troops—4 Danish Scouts.

Alpha Kai Omega Fraternity, Windsor—1 Swedish Scout.

1st Wilkie, Sask., Group—1 Indian Scout.

Brandon, Man., and District—1 English Scout.

Further lists will be published in *The Scout Leader*. Deadline for payments to this "Good Turn" is April 30th, 1955.



Scouting In The Land of The Midnight Sun

By C. S. MATKIN

Assitant Provincial Commissioner, Alberta

Here is a fascinating story of a tour which is made annually by Scouting into the land of the Midnight Sun. As you read this, Mr. Matkin is about to set forth on his 1955 trip and with you, we wish him success.

TO ONE who has not flown over the N.W.T. can visualize, even by looking at the map of Canada, the immensity of space this land covers—2,000 miles north of Edmonton to the very shores of the Arctic Ocean. A land covered in winter with ice and snow, and in the summer with about as much water as land.

In numerous communities in this great expanse, we find the Scout programme in operation. Some groups have been established for some time, others only recently, and still others in the process of being organized. Scouting as I see it now is definitely much improved to what it was two years ago, when I had the first opportunity to visit the Territories.

Scouting in the North is carried on somewhat along the same lines as elsewhere in Canada, though in

some respects vastly different, for instance, they have no need for the bicycle badge, or the Highway Code and many others, instead they learn trapping methods, care and feeding of dogs, of sleighs and harness, trips with dog teams, etc.

The majority of Scouts and Cubs, outside of Yellowknife, are pretty well all native boys—some Indian, some Eskimo, others a mixture of whites, Indian and Eskimo. In nearly every instance where Scouting is established, they go for the programme wholeheartedly. IF a suitable leader can be found to take over. In this respect we are getting wonderful help and support from the two established missions there (the Roman Catholic and the Anglican), the R.C.M.P., Government officers and a number of other interested people, who know the value of Scouting. But

still the leader problem exists here as it does elsewhere, in one instance we found a leader, who besides being a Scoutmaster for two Troops was also a Guide Captain. There were a few instances of combined groups, such a one exists in Tuktoyaktuk, the most northerly Scout Group in the world. (See photo below, centre).

The trip to the N.W.T. was made with a chartered aircraft, this time a Stinson from the Associated Airways at Edmonton, with Jack Lunan as pilot. Miss Beth Riddock, Executive Secretary of the Girl Guides of Alberta was the Guide representative. Leaving Edmonton March 11th, and returning March 24th, we flew some 4,000 miles, stops were made at twenty-three different places, and about 250 Scouts and Cubs were seen.

We flew as low as 100 feet, and



as high as 4,000, so far north we could look south and see the Northern Lights. So far north there are no trees or even brush growing, yet Scouting is going ahead, there.

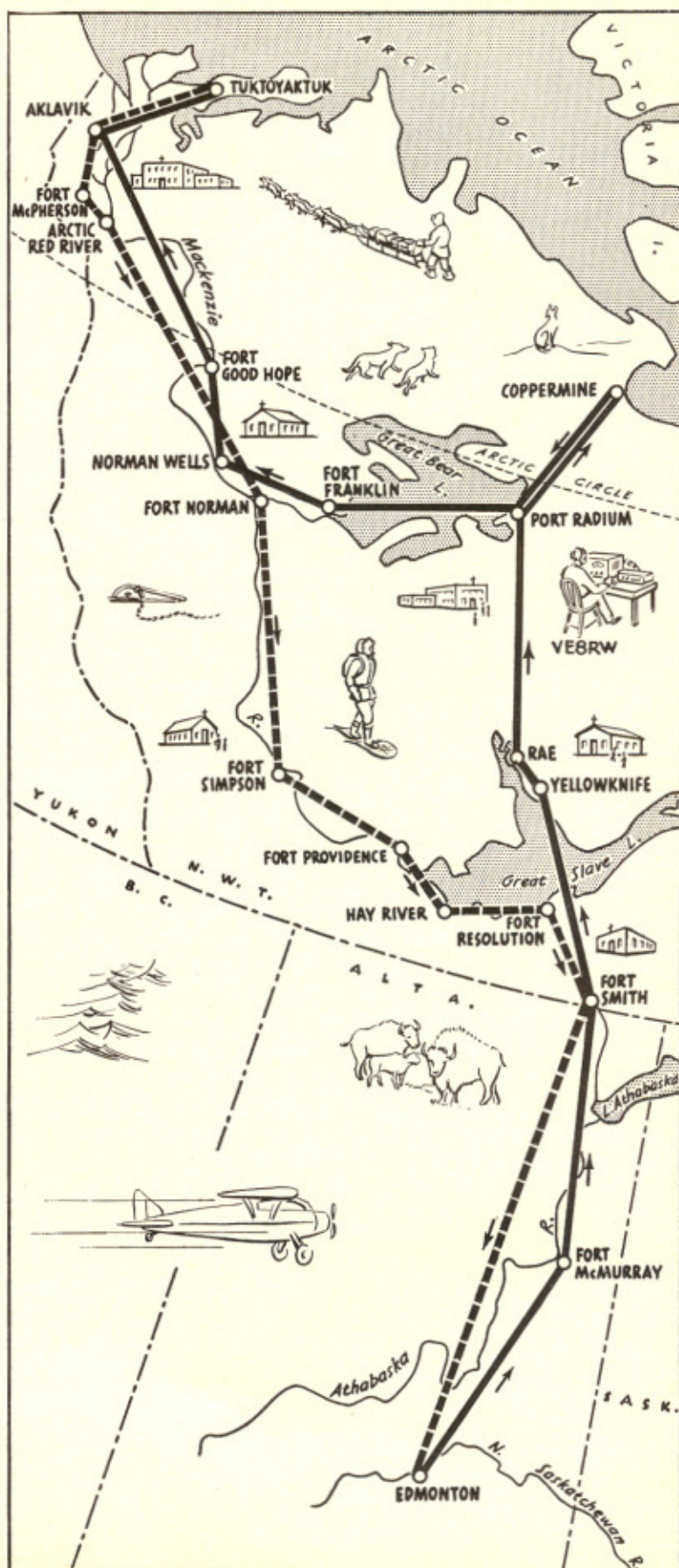
Some of the most hospitable people live in the northland. We were royally entertained wherever we stopped. I enjoyed a number of thrilling experiences, such as going down a gold mine in Yellowknife, a dog team ride with the R.C. Scouts at Aklavik, visiting inside an igloo and seeing an Eskimo Drum Dance at Coppermine (see photo, lower right, page 145) which is well inside the Arctic Circle. Perhaps the greatest surprise was walking into the Troop room at the R.C. mission in Aklavik, and seeing a most life-like drawing of B.-P. on the blackboard, done with chalk by an Eskimo Scout, George Banksland. (See photo, lower left, page 145).

At every one of our stops, the World Jamboree was spoken of, and there is no doubt, but that the N.W.T. will be well represented there. Tentative arrangements have been made for the showing of the film "Jamboree of Achievement" in the north, by our Honorary Field Commissioner, who is also the Inspector of Schools. This should further stimulate the Scouting programme.

It was a great privilege to meet some of the high ranking officials of both church and state who, without exception, spoke well of Scouting and promised their full co-operation.

There can be no doubt but that these visits are worthwhile: they are looked forward to each year and always we heard the admonition to return again and soon.

Never will I forget the many kindnesses shown and the hospitality extended, but what really counts is that we know Scouting is going forward in The Land of the Midnight Sun.





JAMBOREE JOTTINGS

Here are a few items of interest about the 8th World Jamboree being held at Niagara-on-the-Lake, August 18-28, 1955. Please read them carefully and write the Editor if you have any questions.



"THEIR's not to reason why!" may have been a fine thing for the British soldiers who took part in the famous "Charge of the Light Brigade", but in these days most of us want to know the reason why.

One of the regulations set up in connection with the 8th World Jamboree is that no camping will be permitted by Troops or Patrols within an 80 mile radius of the Jamboree site (except by Troops located and having campsites within that area). No transient camps from any part of Canada or the United States will be permitted within the 80 mile zone. The Boy Scouts of America have instituted a similar ban in the same area on the American side of the border.

A lot of people will "reason why"—so here is the explanation.

Niagara-on-the-Lake is a very small town with both limited hotel and restaurant accommodation. The ordinary tourist business, plus the visitors attracted by the Jamboree will set up traffic problems of a major nature. Scout camps in the district would only add to the congestion, and if camping were permitted it might serve to draw more visitors that the highways in the district can handle.

The district is perhaps the most crowded tourist centre in Canada and the Jamboree will undoubtedly swell the number of tourists by many thousands. To add to this Scout camps, with the temptation to visit the Jamboree day after day, would make the task of controlling the crowds that much more difficult.

It is not the intention of Jamboree authorities to discourage visiting at the Jamboree, but rather to limit it where possible to numbers which the Jamboree police can adequately control.

Scout camping would also serve to encourage civilian camping, and any badly run camps or dirty sites would reflect on Scouting whether we like it or not. To permit camping in this area would probably encourage unsupervised camping, which likewise could be detrimental to the good name of Scouting.

It is hoped that the spirit of this regulation will be observed by all Scout people in Canada, and that no Troops outside this area will attempt to camp within the forbidden zone and thus create difficulties in the operation of this tremendous undertaking.

That's the "reason why" of the 80 mile no camping zone in the Jamboree area.

Contingent Strengths for Attendance at the 8th World Jamboree

Canada 3,500 Scouts (exclusive of leaders); United States of America 1,500 Scouts (exclusive of leaders); Australia 34 Scouts; Austria 12 Scouts; Belgium 40 Scouts; Brazil 46 Scouts; Denmark 15 Scouts; Egypt 10 Scouts; Finland 20 Scouts; Germany 70 Scouts; United Kingdom 986 Scouts; Jamaica 60 Scouts; Italy 145 Scouts; Liechtenstein 5 Scouts; Luxembourg 10 Scouts; Malta 2 Scouts; Mexico 143 Scouts; Netherlands 44 Scouts; Portugal 11 Scouts; El Salvador 18 Scouts; South Africa 22 Scouts; Sweden 30 Scouts; Switzerland 50 Scouts; Venezuela 72 Scouts.

France hopes to send a large contingent but no firm figures have been received as yet. India is also sending a contingent which will be leaving their country in May, this year, but the number has not been reported to C.H.Q.

Breaking the Dollar Barrier

Many Scout Groups across Canada are working hard to raise the necessary funds to sponsor overseas Scouts anxious to come to the World Jamboree.

From Tillsonburg, the centre which initiated this idea, we have received word that they now wish to sponsor the entire Liechtenstein contingent. From the President of the Duncan Chemanus District in B.C. comes the following telegram:

"Please advise C.H.Q. that Cubs, Scouts, Leaders and members of the Group and District Committee intend to sponsor 10 overseas Scouts at the World Jamboree. The money is being raised by work performed individually by all of the above."

CHARCOAL BURNERS

It is possible that some foreign contingents will find it difficult to bring their own Charcoal Burners or have enough dollars left to purchase those for sale. Therefore additional burners may be brought to the Jamboree or forwarded to Canadian Headquarters prior to the Jamboree where they will be held in reserve. We could use up to 200 such burners as we already know of 100 burners being required.

PUBLIC RELATIONS

The Canadian Broadcasting Corporation is taking a very active interest in the Jamboree of New Horizons. Their Domestic Service is planning wide coverage and the International Service will be broadcasting in 16 languages from the Jamboree site. It would help if contingents with boys speaking languages other than English and French would inform these boys that they may be called upon to broadcast. The Public Relations Service at Canadian Headquarters is supplying a great deal of photo and other information to many agencies and we are assured of extensive Press, Radio and Television coverage.

SCOUTERS!

Here's how the
1ST NANAIMO
(B.C.)
TROOP

put new
Z-Z-Z-ZIP into
their scouting!

**"THEY FORMED A
DOMINION
MARKSMEN CLUB..."**



Instructor Sid Pitt reports...

"30 boys have their Marksman Badge... nearly all have their Gold Buttons... in the last year, 1st Nanaimo Team have won *all* their competitions. The Marksman Badge in Scouting calls for complete knowledge of fire-arms and

their safe use... Even if this training saves only one life now or in the future, it's more than worth the effort... I don't feel we could have achieved such success without the added interest of Dominion Marksmen Competitions..."

It's an exciting competitive year round sport indoors or out and "D.M." will send you information on how to form a club

Dominion Marksmen has been serving the shooters of Canada since 1916, and its free "22 Sporting Rifle Competition" is made-to-order for Canadian Boy Scouts. Just write to Dominion Marksmen, P.O. Box 10, Montreal, P.Q. for information and assistance.

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