

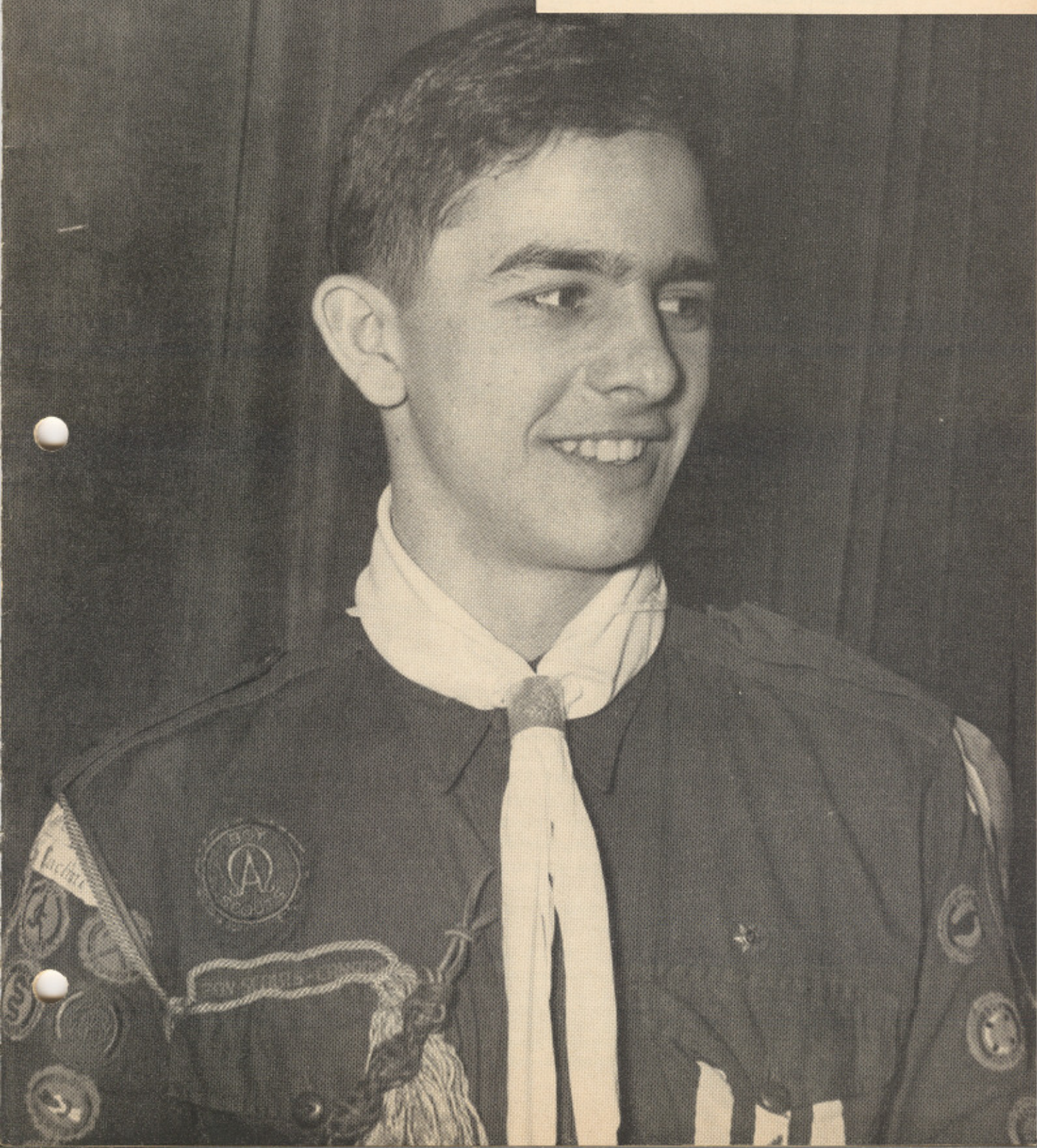
THE

Scout Leader

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Volume 33, No. 6

March, 1956



THE SCOUT LEADER

THE IDEA MAGAZINE FOR
CANADIAN SCOUTERS

VOLUME 33, NO. 6

MARCH, 1956

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Guest Editorial by G. G. Purkis, Training Department, Canadian Headquarters

The Challenge of Rover Scouting

THOSE who attended the 8th World Jamboree will remember the tremendous contribution the Rover Scouts of Canada made towards the success of that venture, but very few probably realize the months and months of hard work and preparation which preceded their actual attendance at the Jamboree site. Rover Service, like the Good Turn, all too often is performed and no one ever knows that it has been done.

Over the years Rover Scouting has proven its worth, in terms of Service alone, to the discerning observer, but one has to really dig for information. Again it is the case of hiding one's light under a bushel. There is an incipient type of Service which is not apparent in Rover Scouting because it is not spectacular, but which is of prime importance to the individual, his associates and the nation. This is Service to Self. The Rover Scout is in that period of life which lies between boyhood and manhood. It is that period of life when adult restraints are being discarded. Starting from where the Boy Scout Troop leaves off, individuality takes on definiteness of form and character. The boy-man faces the inevitable responsibilities of self-control and self-direction and is forced to take a lively interest in the management of his own conduct. In other words he is attempting to “find himself”. This is a young man's first duty if he is ever to become a mature adult.

“Finding himself” implies seeking, and seeking in turn means looking *everywhere* until what is being sought is found. Herein lies the great riddle of “What do Rovers do?” If we are looking for a cut and dried programme of Badges, Tests and activities to tell us how to do Rovering we will seek in vain. Unlike Cubbing and Scouting, Rovering is not a programme.

There is no programme for the Rover Crew, but there is a programme for each Rover Scout. Because of the needs and development of the individual in middle and late adolescence the leadership of a Rover Crew presents one of the most interesting and challenging fields of endeavour in the whole of Scouting. To help a young man seek his place in the community and to encourage him to Aim high in all his aspirations; and finally to see THE MAN emerge—completely dependent, self-disciplined, going places in his career—is a most rewarding experience. This is the type of man you and I are proud to call neighbour and friend. Rovers must prepare *themselves* to be ready for real service to others.

Rovering has suffered from lack of direction and information, but this situation has been rectified in some parts of Canada and is being rectified in others. At the National level, training courses for Rover Scout Leaders have been devised and are operating. A Rover Scout Leaders Handbook is in the process of being prepared. We are gearing for an unprecedented growth in Rover Scouting which is already being felt from coast to coast.

The immediate challenge of Rovering rests at the Scout Section level. Are our Group Committees and Scoutmasters content with training boys in the ideals of Scouting as embodied in our Promise and Law only to let these ideals remain as “boy” ideals when the Scout leaves the Troop? Or, do you really believe that these ideals are worthy of being carried into adult life. If they are to be taken into adult life they will have to be interpreted for adults! This, we attempt to do in Rovering.

The immediate challenge needs earnest consideration at the next meeting of your Group Committee and Troop Court of Honour.



* * * * *

*306 Metcalfe St.,
Ottawa 4, Ont.*

* * * * *

Dear Jack:

While it is always an unpleasant experience to have to be put out of circulation for reasons of health, there is great compensation in the number of cheery messages that one receives from friends across the country and these messages certainly do a great deal to hasten the healing process. The very kind message which I received from you and Betty was among these and I want to thank you for it and tell you that it was deeply appreciated. Fortunately, during my enforced rest I have been able to keep in touch with affairs in a general way and I read your last letter with a great deal of interest.

So the time has come when a number of your chaps are thinking of moving on into Rovering! This of course, is as it should be and I am happy to know that you are going to give them all the assistance possible to get them started. At the risk of repeating the obvious, may I take this opportunity of pointing out a few things which I feel should be kept in mind in

connection with the adding of a Rover Crew to your Group, or to any Group for that matter.

Firstly, I feel it is most important that while the young men themselves should have a considerable say in the choice of their Rover Skipper, that man, whoever he may be, must also be acceptable to the Group Committee and made to feel that he is an equal member with the other leaders in the Group in all its deliberations. It may be quite unnecessary to say this, but so often do we find that the Rover Crew and its leader are not considered a part of the Group and in fact in many instances they operate entirely separate and apart from the Group. This is not a good thing.

Secondly, I feel it is essential that the church which sponsors your Group should make available a small room for the exclusive use of the Crew. Nothing will bind a Crew together more quickly than the possession of a den which they can consider their own and which

they can furnish and decorate to their own desires.

Thirdly, and this has a bearing on my first point, the chaps who form your Crew should remember that they are not forming a fraternity or an exclusive club; that Rovering is an essential part of the Scout Programme and that they must prepare themselves to receive new members from the Scout Troop in the same way that the Troop receives new members from the Cub Pack. Too often do we find a Rover Crew developing into a clique and in fact, living out its life with its original members, thus defeating one of the principal objectives of Scouting, that of brotherhood.

Finally I would ask you to impress upon your lads that they are entering Rovering first to find out what they want of life and to establish themselves, and then to give back to the community in the form of Service something of what they themselves have received.

I have just been speaking to George Beers on this subject and he tells me that the March issue of *The Junior Leader* is going to be on Rovering and I am sure your chaps will find in that issue a lot of information which will be most useful to them in the setting up of their Rover Crew. By the way, don't forget that the Second Canadian Rover Moot is going to be held near Sussex, N.B., next August. It would be a wonderful thing if some of your new Rovers could attend. I am sure they would derive a great deal of inspiration from such a gathering.

Please let me know how this project progresses, I shall be anxious to hear. In the meantime warmest regards to you and the rest of the family.

Yours sincerely,

Chief Executive Commissioner

THIS MONTH'S COVER

Queen's Scout Terry Huntington of Lachine, Que., has just been accepted into a Rover Scout Crew. What about all the other Queen's Scouts and other older boys in our Troops who are or will shortly be eligible to join the "Brotherhood of the open air"? We suggest that the challenge of Rovering is something we should all give some thought to this month. See this month's issue of *The Junior Leader* and read our handbook, "Rovering to Success" by the Founder.

Photo by Alan B. Stone, Montreal, Que.



Dear Sir:

We respectfully suggest one or two boy's jokes for *The Junior Leader*, or B.-P. cartoons, some humour that is, and mention of those Scouts who receive their Religion and Life Award.

Yours,
W. K. Redsell, Scoutmaster,
Virginiatown, Ont.

■ We will definitely put more humour in *The Junior Leader* and beginning in April, will publish the names of those Scouts who win the important Religion and Life Award. Please have your Troop Scribe send along the names to the Editor, The Boy Scouts Association, 306 Metcalfe St., Ottawa 4, Ont.

Dear Sir:

At the campfire of our camp last August we invested one of our Cub Leaders and it was rather interesting to note that one of the Cubs and a Cub Instructor who helped with the Ceremony were his two sons.

We would also like to tell you what a happy group we are and that we have a very active Group Council. This Council meets regularly in the Group Committee Chairman's house, and as the boys have come to know this they frequently drop in to pass tests or receive instruction. One night when we were there for supper someone said "Let's go tobogganing", and in less than 10 minutes all of the Leaders, the Group Committee and several of the Scouts had gathered together to enjoy a thrilling evening on the steep slopes of the park nearby. You can see we all thoroughly enjoy our Scouting.

John C. Sydney, Cubmaster,
244th Toronto, Ont., Pack.

■ It is always a pleasure to receive such a letter telling of the happy times boys and leaders are having as they play the game of Scouting. This was the basis of the Founder's thinking—that Scouting should be a "happifying" experience for all of us.

Dear Sir:

As an American Scouter I am glad of the opportunity to be able to subscribe to *The Scout Leader*. I use it in conjunction with our own Scouters' magazine in my interesting work as a Scoutmaster in our Troop One, in Burlington. I find interesting

tips and game suggestions to use. It permits me to have a closer understanding with the Scout Movement in your country. I have been connected with a project of Troop Interchange Visits with Montreal Troops in recent years, and have attended Jamborees between the Scouts of the area dating back to the late 1930s. I say this only to imply that Scouts and Scouters of the two neighbouring countries can gain enriched Scouting experiences through Scouting together in person or by way of our Scouting publications.

Carry on your good work.

Laurence W. Dean, Scoutmaster,
Burlington, Vermont.

■ We certainly can all learn a great deal by exchange of ideas and methods in every way possible. We too are happy to note an increase in U.S.A. and other subscriptions to our magazines. What about your friends in other countries?

Dear Sir:

It was with great pleasure and interest that I read Scouter MacNaughton's article "Scouting for Rattlers in B.C.", published in the January issue of *The Scout Leader*.

I was privileged to be a member of the Owl Patrol on the 1953 Gilwell Course mentioned in Mr. MacNaughton's article and was fortunate enough to have gone snake hunting with him, although I must also add we did not catch any the day we went out. However, they brought back quite a few the next day, several still alive, and I can remember how the horseshoe dissolved when a few of these live rattlers were dumped from the sack into the centre of the formation.

I have also many times laughed over the look on the cook's face when, the following morning, he opened the food locker and found two of these snakes skinned and cleaned ready to be cooked. Several of us had fried rattler for breakfast that day, though the cook made us cook them and scour the pans after ourselves. I might add that they were very tasty.

I am sure that this little article will remind others on that wonderful Gilwell Course of the many happy hours we shared together.

You recently ran an article on saving used stamps. Since that time I have saved,

through the co-operation of the staff at the office where I work, several hundred. However, I am in the dark as to where to send these stamps and would appreciate it if you could let me know where to send them.

Yours for better Scouting,
R. W. Pfister, Scoutmaster,
2nd Burlington, Ont., Troop.

■ We are most anxious to encourage everyone to save stamps for the International Bureau Stamp Scheme. Like Scouter Pfister, many firms in Canada are now saving their stamps for us and they should be sent to Canadian Headquarters, marked clearly—"Stamps for the International Bureau Stamp Scheme". Here is a Good Turn your boy's parents might like to take part in through their offices.

Dear Sir:

Many thanks for the notice about the YBOMAN in this last issue of *The Scout Leader*. I have received many replies already from Vancouver to Halifax as well as some from the U.S.A.

There is one difficulty however, which you can help with. The address as shown in *The Leader* states Bedford Avenue. The correct address is Medford Ave., Toronto 13. When I first read it I didn't think too much about it, as I didn't expect many requests. However, there are a great number coming in, and there is a Bedford Ave. in Toronto. You should see the envelope when I finally get it. Everyone has their signature on it but the office boy.

Can you straighten this out for me
Once again thanks a million for the notice, hot off the press issue enclosed.

Yours sincerely,
Harold Hird,
Toronto, Ont.

■ It is always nice to hear that some Scouter's idea can be spread so far and wide through the mention of the project in the pages of *The Scout Leader*. What about you? Have you a game or an idea you would like to share with others? If so just send it along to the Editor. If we can use it we will and if not then we will tell you why. Write today, we're prepared for the flood!

SCOUTING Digest

Group Paper

We have recently read an interesting and very well-produced Group Paper which is a bi-lingual production prepared by the Scouts and Scouters of West Bathurst, New Brunswick, Group.

This Group is now in the process of organizing a Rover Crew and we feel sure they will be happy to hear from you if you wish to write to Mr. Guy Hachey, Scoutmaster, West Bathurst, N.B.

Ground Observer Corps Wings for Sea Scouts

We have recently received a report from Gananoque, Ontario, of a "Wings Parade" of the Gananoque and District Ground Observer Corps.

Flying Officer Lyle Faulkner, of the Peterborough Filter Centre, presented nine Scouts of the Seeley's Bay Sea Scout Troop with their Ground Observer Corps Wings. In making the presentation Flying Officer Faulkner and Regional Supervisor Walter Dowd commended the Sea Scouts on their enthusiasm and attendance.

The Ground Observer Corps training may be of interest to you as Scouters and if so we suggest that you contact your local Royal Canadian Air Force Centre for further information.

A Good Turn Story

In late November, 1955, the 23rd Edmonton Group received a letter from a former Scouter in their Pack who had recently moved to Yellowknife, N.W.T. In his letter the former Scouter stated that the natives around the Great Bear Lake territory required clothing, toys, picture books, machine files and broken automobile springs for making tools. A request was circulated around the Edmonton District and several groups offered to assist. With true Scouting spirit the Associated Airways Company Limited, of Edmonton, offered to fly the collection into the N.W.T. free of charge.

In a letter received from Mr. Gidman, the Welfare teacher of Fort

Smith, N.W.T., Scouter Shapka was told how much every one of these rather destitute people appreciated the thoughtfulness of their brothers to the south. In Fort Smith he told of the arrival of 6 cartons shortly after a very bad fire which destroyed a log house wherein three families lived. The fire occurred during a fierce blizzard with the temperature at nearly -40°.

We are very happy indeed to hear that Scouting is playing a part in giving assistance of this kind which is certainly desperately needed.

Change of Address

We have been asked by the New Brunswick Provincial Headquarters to publish a change of address as follows:

New Brunswick Provincial
Headquarters,
The Boy Scouts Association,
177 Princess Street,
Saint John, N.B.

10th National Camp—Second Portuguese National Jamboree

Canadian Scouting has received an invitation from the International Commissioner for Portugal to send a small representative contingent to their Second National Jamboree being held from August 17 to August 26, 1956.

Anyone interested in attending this Jamboree should contact the Administration Department at Canadian Headquarters, 306 Metcalfe Street, Ottawa 4, Ont., for further information.

Swedish Scout-Mix

Canadian Scouting has received an invitation from the Chief Scout for Sweden to send one Leader and 4 Scouts to take part in the Swedish Scout-Mix from July 18 to August 20, 1956. Swedish Scouts are attempting to obtain representation from 10 countries and anyone interested in this particular adventure in Sweden should contact the Administration Department at Canadian Headquarters, 306 Metcalfe Street, Ottawa 4, Ont., for further information.



Scouting in Brazil

From a Scouter we met at the 8th World Jamboree comes this picture of a Troop of Scouts in Brazil setting up camp. Scouting is very strong in this beautiful country and the Scouts and Scouters are very interested in Canadian Scouting. Perhaps you too would like to have a Pen-Pal in Brazil. If so write to the Correspondence Secretary, Canadian Headquarters, and we will try to link you up with a correspondent.

Emergency Service

The 39th Truro, N.S., Boy Scout Troop is very proud of the part played by Scout George Rowland in a recent emergency caused by heavy rain and snow on the railway communication lines between Truro and Moncton. When the storm destroyed miles and miles of railway communication between these two points, during January 1956, railway services came to a standstill. A group of amateur radio operators agreed to relay messages for the railroad. Scout George Rowland manned a radio set at Westville, relaying messages to Moncton and, with his associates, brought each train through, a switch at a time.

Canadian National Railways were high in their praise of this service and, of course, Scouting is particularly proud of the part played in this operation by Scout Rowland.



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CIVIL DEFENCE TRAINING

This is Part 2 of a series on Civil Defence Training. There are many useful and simple ideas here that you might find interesting additions to your programme.



RESCUE SKILL NO. 1

Knot Tying—Use of Rope

There are five elementary knots and one hitch that you must learn in order to be a good rescue worker. Lives may depend on your being able to tie the right knot securely at the moment it's needed in light or dark, rain or shine. You can practice these knots on a piece of clothesline or heavy cord.

HALF HITCH—Used to fasten an object so that one loop bites the other without actually knotting.

THUMB KNOT—Used mainly to stop a free end of rope from running through a pulley, etc.

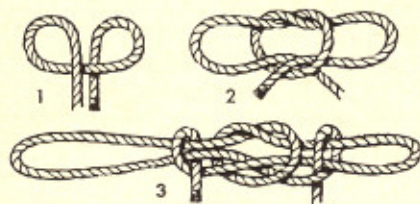
REEF KNOT—A useful knot for general purposes. Used mainly for joining ropes of equal thickness.

CLOVE HITCH—A quickly-tied hitch which forms the basis of many securing knots. Useful for anchoring a rope to an object.

BOWLINE—Makes a loop that won't tighten. Useful for lowering or hoisting casualties.

CHAIR KNOT—Makes a sling for raising or lowering casualties.

CHAIR KNOT



RESCUE SKILL NO. 2

Use of Levers and Jacks

When buildings collapse, people are frequently pinned under falling debris. Often this debris is too heavy to lift by hand. You must, therefore, be able to use levers and jacks.

A *lever* is a device that gains power by sacrificing distance. It works like this . . . Any sturdy piece of wood or metal will make a lever. Any solid piece of masonry, etc., makes a good fulcrum. Learn to improvise.

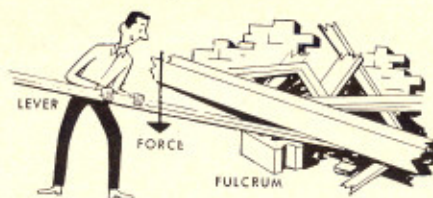
Make sure the fulcrum is placed so it won't sink under pressure. If the load slips or your lever collapses, the

victim may be injured even more. Always work from a secure position, keeping both feet on the ground.

The best way to use a lever is to make a short lift. Then put in a secure block to hold the gain. Then another short lift and another block. Don't use levers casually. They can be dangerous.

A *jack* is a mechanical device designed to lift heavy loads. You can use it in more confined space than a lever. But it also needs care and practice to be used safely. You can practice using levers and jacks with equipment like this.

Note. Before attempting to release a pinned-down victim, give him at least a pint of liquid. *Always.* If you fail to do this he may die.



RESCUE SKILL NO. 3

Blocks and Tackle

A block and tackle is a rope device which permits a rescuer to lift heavy weights. The more pulleys to the block, the greater the leverage obtained. They look like this.

Snatch Blocks. Some blocks can be opened from the side to allow easier



threading of the rope. They are known as snatch blocks. Used properly, block and tackle can help your rescue team lift almost any obstacle, to raise or lower injured people from great heights.

RESCUE SKILL NO. 4

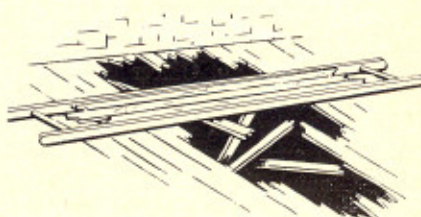
Chain Hoist

Winches, chain hoists and gear-lifting tackle are found in most garages and a garage owner is a fine addition to the rescue team. Chain hoists are useful but are hard to work at night. They are not practical for horizontal pulls. A gear-lifting device (Pul-Lift) has the advantage of no loose chain to get in the way. It takes little space and can be set up quickly.

RESCUE SKILL NO. 5

Ladders as a Bridge

Ladders are valuable pieces of rescue equipment. They can be used for bridges, derricks, stretchers, etc.



As a Derrick

Two short ladders may be lashed together to make a longer one. Do it this way. Never tie on the rungs. Always the beams (sides). Keep the knots on the under side.

To erect a ladder, have one man "foot" it to prevent slipping. Or lash the bottom of the ladder to some secure object.

When using a ladder as a bridge, make sure you've left plenty of overlap at each end. Place boards over the rungs to improve the footing.

To Climb a Ladder

Hold on to the rung, *not* the beam, unless you're carrying something. Stand on the centre of the rungs. Look up, *not down*.

If you must stand still on a ladder, lock your position by passing one leg

through the rungs, gripping the rung with the knee.

Setting it Safely

To determine how far the base of the ladder should be placed from the wall, divide the height by four.

RESCUE SKILL NO. 6

Strutting and Shoring

Once you've lifted fallen debris—or if a structure is apt to collapse further—you should shore it up with timbers. Strutting is the same process applied to doors and windows.

There are three main types of shoring—raking, flying and vertical (dead shore). Don't overdo things with shoring. The idea is support not reconstruction.

The Raking Shore

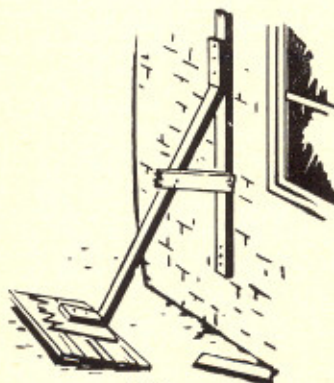
This is intended to hold a bulging wall from further collapse. As the value of this shore depends on its rigidity, common sense is the best guide in locating it in a firm place.

The Flying Shore

This shore uses a sound wall to support a sagging wall. It can be used for walls up to 25 feet apart. You'll see from the diagram that it is really only a series of four raking shores, each based on the horizontal beam holding the wall plates in position. A raking shore can do almost anything a flying shore can do, and with a lot less fuss.

The Vertical Shore

This type of shore bears a lot of weight. Therefore the sole piece should be very solidly placed. It should be as wide and as long as possible. Remember, the shorter the shore, the better it will carry a load.



RESCUE SKILL NO. 7

Emergency Handling of Casualties

Getting the injured out of danger and into medical care is the prime pur-

pose of all rescue work. But unless the casualty is in serious danger of death by remaining where he is, you should always attempt to stop bleeding before trying to move him. These are the things to do when you locate an injured person.

Keep the patient warm to reduce shock. Clear dust and dirt from his mouth and nose and protect the victim from falling debris. If necessary—and if possible—give artificial respiration. If clothing is caught by debris, cut it free. Don't move the debris as you may cause further collapse.

Never move the casualty about more than you have to. If you can't obtain a stretcher, try one of these emergency methods.

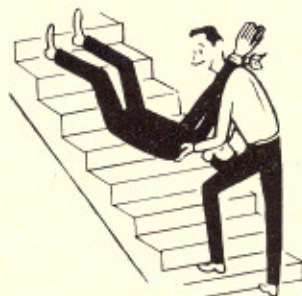
If you're alone and must move the casualty quickly:

Fireman's Crawl. Use a triangular bandage, a torn shirt, etc., to tie the casualty's hands together. This way you can move a person much heavier than yourself.

Human Crutch. Only for casualties who can help themselves. This is the ordinary way to move the lightly hurt.

Pick-a-Back. Simply lift the casualty on to your back. Don't try it if he is not conscious.

Removal Down Stairs. Don't try this if the victim has broken limbs.



If there are two of you to do the carrying:

The Fore and Aft Method. A useful method if the injury is not too serious. An unconscious person can be carried this way, but a broken leg means you'll have to tie the limbs together and carry them under one arm.

Two-handed Seat Carry. Another good way to carry an unconscious casualty. Always use the hook grip and pad your fingers with a handkerchief to prevent cutting your partner's fingers with your nails.

Four-handed Seat Carry. A good carry for a conscious victim.

Chair Lift. Make sure the chair is strong enough to bear the weight.

If there are more than two of you to the job:

Three-man Lift and Carry. This is an excellent way of lifting a badly-hurt person without complicating his injuries. He can be carried forward, sideways or lowered onto a stretcher. This



method is recommended for getting a badly-hurt person out of a confined space and down difficult stairways.

Four-man Lift and Carry. Use this method when you can't employ a stretcher. Don't jar the patient any more than you can help when you roll him onto the blanket. Roll the edges of the blanket to form a handhold.

Improvisation. Doors, short ladders, sheets of galvanized metal, etc., can all be used to improvise stretchers. The good rescue man always has an eye out for suitable materials.



TO BE CONTINUED

HIGHLIGHTS OF THE 8th. WORLD JAMBOREE

A 33½ speed long-playing recording of the highlights of the 8th World Jamboree, 1955, is now available to members of the Boy Scouts Association, direct from the Public Relations Department, The Boy Scouts Assn., 306 Metcalfe Street, Ottawa 4, Ont. at \$2.50 per recording, delivered anywhere in Canada. This is a double-sided 10-inch recording with a total playing time of one-half hour.

SOIL CONSERVATION IN CANADA

This is a series of extracts from a publication of one of Canada's largest Pulp and Paper manufacturers who, as you may know, are very conscious of the need for Soil Conservation. There is interesting material here for a yarn to the Pack, Troop and Crew on the need for soil conservation.

SOIL is the most important natural resource of Canada, it is the source through agriculture and forestry of over 70 percent in net value of all primary production in Canada.

Soil conservation begins with the proper utilization of the land and includes the improvement and efficient use of the soil.

Soil conservation covers the whole range of practices necessary for good farming, including erosion control, good tillage, suitable crop rotations, the use of manure and fertilizers, maintenance of organic matter and soil structure, flood control, favourable soil reaction, moisture conservation and the proper drainage and irrigation of the soil where these are required.

A relatively small proportion of the total area of Canada is suitable for agriculture. Non-agricultural land in Canada amounts to over 1.9 billion acres or 84 percent of the total land area, over 674 million acres of this or 29.2 percent are under forest while the remainder, amounting to some 1,282 million acres is rock, mountains, muskeg, tundra, in the north, and area devoted to road and urban development.

The total area of land suitable for any kind of agricultural use, including farm land and unoccupied potential agricultural land is slightly more than 350 million acres, or 12.3 percent of the total land area of Canada. On the basis of soil survey information it has been estimated that the total potential acreage of arable soil occupied and unoccupied in Canada is about 130 million acres, or only 5.6 percent of the total land area. These data emphasize the importance of soil conservation to maintain a permanent agriculture and sustained yield in the expanding economy of Canada.

Practical Points to Improve Soil Conservation

1. Have a plan made for your farm based on (a) soil survey, (b) soil test, (c) land-use capability map.
2. Lay out fields to suit the contour of the land. Do not persist in square farming on rolling country which is subject to erosion.
3. Plan your cropping system and

rotations to suit your land.

4. Grow cultivated or row crops, which are subject to erosion, on level land.

5. Keep rolling or sloping land in hay or pasture as much as possible—these grass crops prevent erosion.

6. Cultivate and plan on the contour on sloping land which is subject to erosion.

7. Do not cultivate up and down a slope.

8. On long smooth slopes practice strip cropping by alternating strips of sod, grain and row crops. This will reduce erosion.

9. Grow green manure and cover crops to build your soil and prevent erosion—do not leave soil exposed and bare for long periods.

10. Avoid excessive cultivation, especially at high speeds, because this destroys the structure and organic matter of the soil.

11. Maintain an adequate supply of organic matter to retain good tilth to conserve moisture to build up fertility and to reduce erosion.

12. Grow soil-building crops such as the legumes and grasses frequently in

the rotation—fertilize these crops heavily—do not overgraze—plough in heavy crops of legumes and grasses to improve soil structure, fertility and organic matter.

13. Continued production of soil-depleting crops such as cereal grains, roots and corn will ultimately reduce yields and increase erosion.

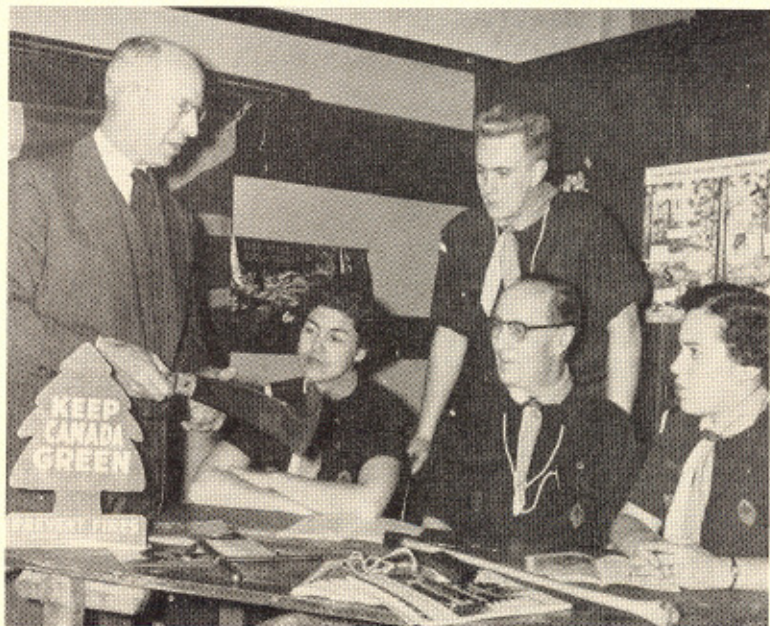
14. Take good care of barnyard manure—prevent leaching of nutrients—apply to soil as soon as possible to prevent losses—use frequent light applications as top dressing or plough in quickly and mix through the soil by cultivation.

15. Maintain fertility levels up to crop requirements.

16. Soil must have adequate supplies of nitrogen and the minerals to maintain production and high quality crops.

17. Have your soil tested periodically to check up on fertility levels.

18. In regions subject to wind erosion, use rough surface stubblemulch methods of cultivation, strip cropping, cover crops, and more grass-legume crops in the rotation to restore fibre and soil structure and to control losses of soil.



Mr. J. L. Van Camp, General Manager of the Canadian Forestry Association, and a member of our Advisory Committee on Conservation, discusses techniques with a group of Scouts of Montreal, Que., who gathered for a special course on Conservation.

Games for your Games Notebook

May we suggest that you try these games sometime and copy them into a book which you might call a Games Notebook. Meanwhile, if you have a game you would like to pass along to others, do send us a copy.

Poking the Ball

Two teams, each Scout with a staff, facing each other at opposite ends of the room. A heavy ball (stuffed football case) or other object is in the middle. At "Go!" each team tries to push the ball to opposite wall with tips of staves.

Mounted Football

Players in circle two deep, in pairs of equal weight. Outer one mounts inner and pass a ball one to another about the circle. If it is dropped rider runs away, whilst pony of rider who dropped it or made a bad throw picks up ball and then cries "Halt!" No player may then move his feet. Pony tries to hit any rider with the ball. If he succeeds, ponies and riders change places; if not, they carry on.

Kangaroo Relay

Teams in line, sitting on floor with legs straight out in front of them, players about 2 ft. apart. First player of each team jumps with feet together over the legs of his team and then runs round the back of his team to his place. As soon as he sits down the next player hops down the row, and so on. First team to finish wins.

Knotting Fight (Troop)

Patrols formed up, facing inwards, boys being paired off to size. Half the boys are given a piece of cord about three feet long. On word "Go" they try to tie a reef knot, or bowline or clove hitch, and so on, round their opposite number in the pair, and in a given time. The other tries to resist. Instructor should state which knot is to be tied.

Tank Race

Each Patrol or team is grouped standing as closely together as possible, and a rope lashing is tied fairly tightly, waist high, round the whole group. Each 'bundle' is placed on one line, and on whistle, has to run to a distant parallel finishing line. The first team to finish intact wins.

Relay Races with Medicine Balls

Patrols stand in single file. Boy in front holds medicine ball which on "go" signal he passes over his head backwards (or through his legs) (or "under" and "over" alternatively) and boy behind him carries on. When the

ball reaches the end of line the holder runs to front, while all the rest take a pace back, and the movement is repeated till all have run from the back. The first Patrol to finish wins.

Note: You can make excellent medicine balls by stuffing old worn-out football covers with paper or rags.

Self-Control Game

Line up two Patrols about six feet apart facing each other. Put some "wag" between the lines whose job it is to make the players move or smile or speak. The umpire calls out every player who shows the slightest sign of doing any of these things, and after two minutes the Patrol with the most left wins.

Chalk Rugby

Apparatus required: One small piece of chalk (it must be too small to be easily broken) and two boxes.

Two Patrols are matched against each other, or a small Troop is divided into two. The boxes are placed at either end of the hall and each team lines up along the wall near its box. The umpire puts the chalk in the middle of the

room and blows his whistle. Then the game starts, and the idea is to score a goal by marking with the chalk the end of the opposite side's box.

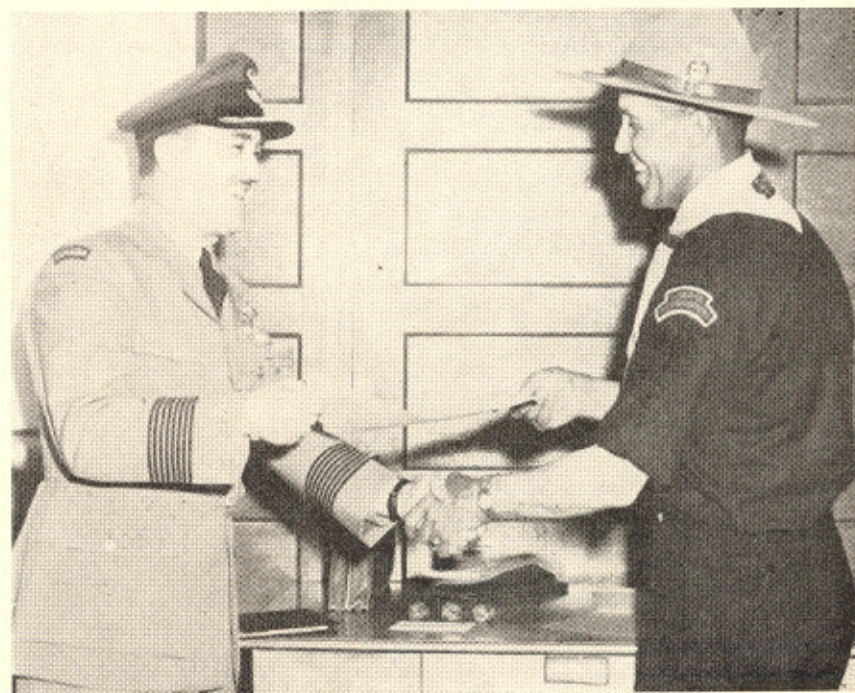
When a goal is scored the umpire blows his whistle and the teams line up again. The first to score three goals wins. (You can make any rules you like, but it is essential, as in football, that "holding the ball" (the chalk) be not allowed. The umpire awards a "free" for this).

Tails

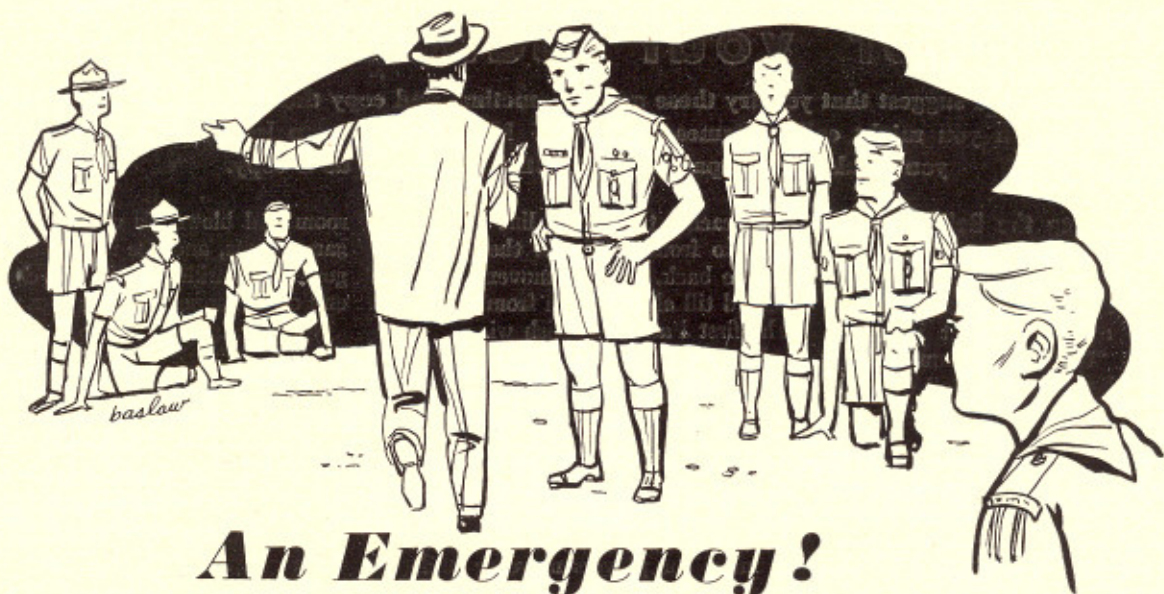
Two teams facing each other in Indian file, players holding each other's waists. Tail player has a scarf tucked under his belt. Each leader then tries to get the other team's tail, the file swinging about to avoid capture, and to help their leader.

Overhead Relay

Patrol in rows, sitting with two feet between feet of one Scout and seat of one in front of him. Front Scout grasps staff at ends with both arms fully stretched above head. At "Go!" he passes it right back. Last man passes it forward.



Mr. C. S. Matkin, at right, Assistant Provincial Commissioner for Alberta, presents a Group Charter to Group Captain J. P. McCarthy, Officer Commanding the R.C.A.F. station at Claresholm, Alta. Senior Officers in our Defence Forces continue to give their support to Scouting.



An Emergency!

By K. N. MOORE, Field Commissioner, Canadian Headquarters

Boys Join Scouting for Adventure Like This Scheme

Troop alert, face the Flag, report your halcyons. Troop salute!"

The opening of the Troop meeting was completed and all the boys were sitting quietly in a horseshoe.

The programme continued with a two minute talk by a member of each Patrol on their Patrol animal, its habits, etc. A member of the Cougar Patrol was half finished with his chat when a tall distinguished gentleman came into the room. He was puffing, red in the face and seemed quite worried. He made a bee-line for Skipper and began to excitedly explain something in low tones.

Naturally the attention of the Troop was taken away from the purring of the Cougar Patrol member. Bits and pieces of the conversation floated across the horseshoe. "Some came home . . . Fraser missing . . . Mother worried . . . help of your Troop."

Skipper nodded his head and asked the stranger some more questions. Then the man left to call the police.

Skipper turned to the already interested Troop and explained the situation. "Fraser Homan was playing with Johnny Simmons in the bush nearby and they became separated. Johnny came home some time ago but Fraser hasn't returned as yet. Fraser's Dad is away to a meeting and his Mother is at home minding the younger children and is quite worried about Fraser. Mr. Simmons has looked for the boy with no luck and was on his way to call the Police when he remembered that a Scout Troop was meeting here to-night. He has told me where he thinks

the boy is likely to be and has requested that we help find him and I have told him that we will. Now, here's our chance to be of service to the community and this is our plan of action."

The Troop was instructed on what they were going to do and soon were organized in a long line at arm's length along the fringe of a wooded area, a Scouter at each end of the line with Skipper and another Scouter near the middle, the Patrol Leaders on the right of their Patrol, the Seconds on the other end.

A whistle blew and the long line moved forward, thrashing the underbrush, looking in gulleys and behind rotten tree stumps. Soon they broke out on the other side of the bush. Nothing was found. The line moved along and started another sweep back again, then another the other way. Still nothing was found.

Suddenly a faint cry was heard, "H e e l l l l p!"

Then a Scout called, "Found", which was the previous planned signal.

Gradually the Troop edged its way toward the call and soon was gathered around a small huddled form on the ground with one leg caught between a log and a stump.

Skipper was there in a flash and Brian identified the boy as Fraser. Skipper examined the boy and found a big bruise on the boy's nosebridge, blood caked around the nose and mouth. He was very white and sweat glistened on the forehead. Fraser, slightly conscious, complained about

his ankle hurting.

Skipper quickly gave the following assignments. The Otter Patrol administered first aid to the ankle. Three Cougars were sent back to tell Mr. Simmons they had found the boy. The Foxes were preparing the stretcher. In the meantime the Chipmunks had lined the return route and given necessary clothing to keep the boy warm.

Soon the lad was on a stretcher and being carried back to the edge of the bush. Patrols alternated in lighting the route and carrying the stretcher.

Various comments were overheard along the route by the Scouters, "Do you think we'll have our picture in the papers?", "Maybe we'll get on Dragnet". "Will he be all right?" "Gee, Mr. Simmons sure looked worried". "He sure is taking it well".

Soon the rescue party arrived at the edge of the bush and Fraser was loaded into Mr. Simmons' car and whisked away to a doctor.

The Troop returned to the meeting place and played a few quick games to get warmed up, then they formed a horseshoe for a few words by Skipper.

At this point Mr. Simmons walked in and congratulated the boys on their fine work and said, "There are two people outside I think you should meet, will they come in please".

In walked Fraser accompanied by a Scouter. Need we mention here the look on the Scouts' faces and the surprise shown.

Yes, this was a faked emergency and a very good one too. The lost boy was a Cub about to come up into the

Troop. He had been made up to look like he had a sprained ankle, a bleeding nose and a certain degree of shock. He had rehearsed the whole procedure with the accompanying Scouter in order that he would know how to act for the scheme. Co-operation of the boy's parents and Mr. Simmons was easily acquired and the only ones who knew what was really happening were the Scouters of the Troop. During previous meetings, various instruction in first aid and searching methods had been given. Also the Scouts had been warned for some time that they should always come to the meeting prepared to go outside, whether the weather was good or bad. This instruction was given over a period of time so that it would not throw any suspicion that such a scheme as this was coming up.

It was very pleasing to note that this Troop conducted itself very efficiently under the leadership of the Patrol Leaders and the guidance of the Scouters and it is felt that the Troop can act and cope with the real thing with ease.

"Has your Troop tried this type of training? Try it, it works".

Do your Patrol Leaders receive their Magazine regularly

THE JUNIOR LEADER is designed and produced for Troop Leaders, Patrol Leaders and Lone Scouts by Canadian Headquarters. These boys are entitled to receive this magazine free of charge once they are registered with their Provincial Headquarters.

The magazines are forwarded to you for distribution to your Junior Leaders and if you are not receiving enough copies, contact your Provincial Headquarters. Other boys may subscribe to this magazine at the rate of 50c per year and their subscriptions should be sent to:

THE PUBLICATIONS DEPARTMENT
THE BOY SCOUTS ASSOCIATION
306 Metcalfe Street—Ottawa 4, Ontario



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INSECTS AND HOW

By BRIAN HOCKING, Department of

Here is a fascinating hobby for Cubs, Scouts, and adults alike, approaching perhaps you would like

EVERY year at this time it is amazing how many different kinds of insects put in an appearance, apparently from nowhere. Yet nearly all of them have been with us, did we but know where to seek them, either as eggs or in some other resting stage all winter, surviving our temperatures in the open unharmed. A few of course, migrate in from farther south during the summer and do not survive the winter. One of the most striking things about insects is this tremendous adaptability, which enables them to get along under seemingly impossible conditions. They are to be found in polar regions and in deserts in the tropics, under the ground and at the tops of mountains, as parasites in or on other animals and plants, living or dead; and even in hot springs where the water is too hot to hold your hand.

Small wonder then that it is difficult to tell you where to look for insects, for they are everywhere, if you know what to look for, and it would be easier to tell you where you will not find them. I say if you know what to look for because another remarkable attribute of insects is their ability to look like something else, or even like nothing at all. Most people are now familiar with the idea of butterflies that look like dead leaves, moths like patches of lichen on a tree trunk, and caterpillars like twigs—but most people are still taken in by them nevertheless. Less familiar are moths that look like the face of an owl, butterflies which look as though their tail is their head, and even spiders (not really insects) that look like bird droppings. Not only

is the shape and color of insects that they will be in most of them will, and more vulnerable stages, at least conspicuous positions. Look like rose thorns on roses, not on the leaves, twig of themselves on a bush would be found, and usually be found in holes in the ground, rotting logs, beneath or the siding on an a quick eye is the first an insect collector.

There is one situation where insects are conspicuous on flowers. In warm sun is shining, most those growing in clumps by a constant stream are seeking nectar or sometimes, it must be other insects which nectar. But most of them are fast learners, may not need to be see them, you will be quick with your net.

Many insects have of activities during that you may catch assortment of insect rounds of clumps of different times of day insects can only be found of course, a great variety attracted to artificial prove excellent hunting.

So much for where to look for insects. What to do with the



TO COLLECT THEM

of Entomology, University of Alberta

Scouts and Rovers. With Spring fast
ke to talk about it with your boys.

four of insects such
inconspicuous, but
especially in their
ages, take up the
positions; bugs that
sit on the stems
petals or the top
caterpillars arrange
s, where the twigs
d most insects will
cracks or crevices,
d, under rocks or
h the bark of trees
old house. Clearly
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ere to find insects.
em when you have

found them? The more active flying
insects, and most of the attractive ones
are active, can best be caught with a
net. Many beetles and less active
forms can be caught directly in a kill-
ing bottle or specimen tube. Insect col-
lecting nets can be bought from scien-
tific supply houses for about \$2.00
upwards, but it is a simple matter to
make your own. Choose a heavy wire
coat hanger, bend the hanger part
into a circle, leaving two short pieces
straight to form an angle near the
hook, which should be straightened
out. A wooden handle about 2 feet long
can be made from $\frac{3}{4}$ " dowel, old
curtain rod or blind roller, or part of
a branch cut from a tree; a hole is
drilled or burnt into the end, into
which the straightened hook of the
coat hanger is pushed and fixed with
a nail through the twisted part. The
net to go on this frame should be
about 2 feet long, and tapered to a
point at the closed end. It should be
made of Brussels netting or marquisette,
with a heavier cloth casing sewn on to
hold it on to the wire frame. The
frame must be fastened to the handle
strongly enough so that it can be
twisted as well as swung by the handle.
This is the way the net is closed after
an insect has been captured, to prevent
its escape before it is transferred to
the killing bottle.

Killing bottles also are easy to make.
Choose a glass bottle or tube with a
well fitting cork or screw cap and of a
suitable size; this can be quite small
unless you intend to go in for butter-
flies and moths. Cut up some pieces of
rubber (an old bicycle tube) to make



a layer about an inch deep in the bottom of the bottle, and then cut a circle of corrugated cardboard to fit tightly inside the bottle and press it in on top of the rubber. Get some carbon tetrachloride from the drug store, and pour two or three teaspoonfuls of this into the jar. Within a few minutes this will be absorbed by the rubber which will swell up. Keep the jar closed tightly at all times except when you are putting insects into it, it will then last several days before you need to add more carbon tetrachloride. You can tell when this is necessary because the rubber will shrink to its original size. Carbon tetrachloride is noninflammable and is quite safe if you use it in this way.

When you have caught an insect in your net, do not try to put the net into the killing bottle, but take the top off the bottle, confine the insect to the point of the net with your hand, and push the killing bottle inside the net up under the insect. Slip the cover on the bottle still inside the net, as soon as the insect is safely in it. The insect will be dead in a few minutes but may safely be left in the bottle together with other specimens collected, until you get back home when the specimens can be pinned and labelled.

Most people are first attracted to butterflies and moths for collecting. There are certain difficulties in mounting these, and so many people have collected them already in many areas that you are far more likely to discover something new and interesting in one of the other groups of insects, such as the beetles, flies, bees and wasps, bugs, or crickets and grasshoppers. The beginner would be well advised however to make a general collection of all groups, to learn the characteristics of these, and then to decide which of them to specialize in. Do not, however, collect moths or butterflies in the same killing bottle at the same time with other insects, as the scales come off their wings and make a mess over every other specimen. Keep them separate.

When you get your captures back home, whenever possible pin them and label them the same day; they will then be soft and pliable so that the legs and wings may be spread out, and you will remember where and when you caught them and what they were doing. Butterflies and moths should be pinned on a spreading board with a groove down the middle wide enough to hold the body of the insect, and the wings spread out and held in place with strips

of paper until they are dry. Use proper insect pins; scientific supply houses sell them at 75c a hundred, No. 2 or 3 thickness are the most useful. Pins should be placed through the thorax or near the front of the right wing cover of beetles. They should never be placed right through the centre, but a little to one side. This is because insects have two sides, but only one middle, so that a pin through the centre of an insect may destroy or damage some structure which is necessary to identify or describe it. Leave just enough pin to catch hold of above the insect. If insects are not pinned on the same day as they are caught they may become hard and brittle; it is then necessary to 'relax' them by putting them in a container with wet cotton at the bottom for a day or two.

Every insect specimen should have a label on it telling where it was caught—the nearest town or village,—the date on which it was caught, and the name of the person who caught it. Labels should be small, otherwise you will soon fill up your boxes with labels instead of with insects. If you are doing much collecting in one place you may like to get labels printed with everything except the date (6 point type or smaller), or you can type several different place labels on a sheet of paper and get this photographed at one third or one quarter of the original size. Place labels on the pins so that the length of the label runs the same way as the length of the insect. If you want to add more details, such as the name of the insect if you know this, or the name of the plant on which it was found, put these on a second label a little below the first.

To start with you will probably be satisfied to store your specimens in empty cigar boxes with a piece of fibreboard, cork linoleum, balsa wood, or even corrugated cardboard glued on the bottom to take the pins. Later you may wish to make proper boxes or even a cabinet for them, or these can

be bought from scientific supply houses. Keep the different groups separately, with a label on the outside of the box. You may find that other insects will come and eat the ones you have collected; a moth ball fixed in one corner of the box will usually prevent this.

Soft bodied insects such as plant lice and caterpillars and maggots, and the larvae of moths and flies, are usually stored in a liquid preservative containing alcohol. To start with you will probably do best not to keep these. Caterpillars and maggots, however, may be put in jars with some of the plant or other material on which they were feeding, when they may turn into the chrysalis or pupa and finally the adult stage. This you can then proudly pin in your collection with the label 'reared'.

If you collect energetically during the summer, you will find that your hobby will keep you busy during the winter too, sorting and identifying and learning something about the insects which you have caught. The easiest way to learn is from somebody else who knows more about insects than you do, but here are a number of books which will help you:

Lutz—"A Field Book of Insects"—Putnam, New York, \$4.50.

Urquhart—"Introducing the Insects"—Clarke, Irwin & Co., Toronto, \$5.00.

"Insects. The Year Book of Agriculture"—U.S. Department of Agriculture, Washington 26, D.C., \$2.50.

Ross—"Insects Close Up"—Univ. of California Press, Los Angeles, \$1.50.

British Museum (Natural History)—"Instructions for Collectors"—London, S.W. 7, approx. 25c.

The Department of Entomology at the University will be glad to help anybody who can get there. Good hunting, and don't get too many wasp stings!



Scouting's Theme for 1956 is Conservation and already we are hearing wonderful reports of individual and Group activities centred on this theme. Conservation is just good Scouting put into everyday practice and we would like to hear how you are putting across this emphasis to your boys.



The Emblem of the Jubilee Jamboree

ILLUSTRATED above is the chosen emblem of the great World Jamboree (and combined Rover Moot and Scouters' Indaba) which is to take place in August 1957 at Sutton Park, Warwickshire. It will be worn by the many thousands of Scouts from all parts of the world who will be participating in this great event.

Two of the main purposes of this vast Jamboree will be to proclaim the Fiftieth Year of Scouting (1907 to 1957) and to celebrate the Centenary of the birth of our Founder (B.P. 1857-1957).

The reason for the choice of the Tudor Rose of England as the basic design of the badge is fairly obvious. England has the honour to be the country where Scouting found its birth, and to all intents and purposes Warwickshire, where the venue of the Jamboree is situated, is in the very heart of England.

The celebrated Sutton Park of 2,400 acres with its 75 acres of water was once a Royal hunting forest. It was presented to the Corporation of Sutton Coldfield by Henry VIII in 1528 in the town's first charter of incorporation. The inclusion of the Tudor Rose in the Coat of Arms of Sutton Coldfield is in allusion to this historic fact, thus providing an added reason for the Jamboree Emblem taking the form it does.

The combination of the Tudor Rose and the arrowhead design of the Scout Badge (sometimes referred to as a fleur-de-lys) is a happy one for both these emblems in varying forms have frequently been used in the armorial bearings of many great men in our country's history.



The True Reward

HAVE you ever wondered if the job of leading boys is really worth all its discouragements, heartaches and disillusion?

Boys don't smilingly shake your hand, declaring how much they appreciate your untiring efforts on their behalf. On the contrary, they may at times make things difficult and troublesome, just to try out your patience and perseverance. Perhaps they need a little re-assurance that you are really their friend who has sufficient stickability, self-control and consistency of purpose to merit their respect, even when things get a bit tough and onerous. A real gang of boys don't care a hoot, whether you are trying to influence their character for good citizenship or not,—at least not on the surface. In fact they will usually resent any obvious attempt to win them over, gain their affection and moralize about their conduct. All they desire of Scouting is red-blooded adventure, fellowship and fun; the thrill of belonging, wearing a uniform with badges and the chance to learn useful skills, giving them a sense of achievement. Skipper is simply taken for granted, often without much thought for his feelings. His job seems a thankless, unpaid task. Where then will he find his satisfaction and compensation?

It lies in the eager, devoted gaze of a boy who is giving his solemn Promise at investiture,—in the carefully polished shoes and groomed hair of the lad who was previously conspicuous by his lack

of tidiness and is now proud of his smartness on parade,—in the casual remark of some citizen about a quiet good turn by one of the gang,—in the trusting revelation of some carefully guarded secret, from a youngster's innermost thoughts,—in the unstilted, unvarnished comments round the dying embers of a campfire about the "swell time we've had" or "Gee, those stars sure look great!"

Yes, the Scouter's true reward is found in the proud comment of some astonished parent about "the wonderful change" in their son since he joined Scouts,—in a boy's overheard remark: "He's a swell guy and I want him on my team. What's it matter where he was born? He's our brother-Scout, isn't he?", or some kindly action, noted by chance: "Here, Jim, have some of my soup, you didn't bring anything warm!",—in a newspaper clipping, reporting the heroic rescue by a former Scout at the cost of his life,—in the enthusiastic, confident greeting of a new recruit: "Sir, I could hardly wait to join. My dad used to be a P.L. in your Troop and he always tells me about all the fun and his badges",—and in the cherished words by a man on the street: "Hello, Skipper,—remember me? I am Smoky. We sure had fun that stormy day at camp, eh? How's the old gang now? Do they still burn the porridge? I wonder, if you could find some use for me, if I drop in next week?"—Need I ask again. Is it all worth while?

FAMOUS

"COMPASS READING?"



LAST WORDS

"NOTHING TO IT!"



IT'S CHARACTER THAT COUNTS

By DISTRICT SCOUTMASTER BUD JACOBI, St. Catharines, Ont.

IT WAS a familiar scene to the Scoutmaster. The Troop was drawn up before him in horseshoe formation—ready for inspection. As he went round the Troop, patrol by patrol, he noticed, among other things, that "Bush" Brown, Second in the Owl Patrol, was missing. This was the third week in a row that "Bush" had been absent; so Scoutmaster made a mental note to find out why one of his keenest Scouts had stopped coming out to Scout meetings.

At Court-of-Honour, on Wednesday evening, the Patrol Leader of the Owls had the whole story ready for his Scoutmaster. It seems that "Bush" had been falling down in his studies—got pretty poor grades at school last term—so his parents had decided that time spent on Scouting would be better spent on his studies. "Bush" had received his orders: until his marks at school had improved, he would have to give up his Scouting activities.

I suppose that, at some time or other, every Scoutmaster has been faced with this situation. This Scoutmaster feels that the parents of "Bush" Brown have not made a wise decision. How can he convince them that they have made a mistake? How can he be certain that they are wrong, and that he is right?

In his book "The Scouter's Job", J. Dudley Pank states that a boy's schooling must come before his Scouting; countless boys have grown to fine manhood without having been Scouts. While it is true that many non-Scouts have led successful lives, can we be sure that they would not have been even better citizens through having had Scout training? Many of us believe that the Scout programme is the finest ever devised for building the character of a boy, but we know that it is not intended to supplant the training which he receives in home, church and school. It can, however, promote that strength of character that is necessary for success anywhere; even at school.

Nor can we deny the great importance of education to the world of today. "Homo Sapiens"—thinking man—has, through long centuries, raised himself from the level of the beast to his present state of development by his ability to absorb and make use of the wisdom of past ages. This wisdom is stored in books and only through edu-

cation can we tap the sources of knowledge.

If we ponder the picture presented by the world today; like a man on a tightrope, balancing between an uneasy peace on the one side and man's destruction on the other; we can see that education, alone, is not enough. Our knowledge has brought many great advances in science; culminating in the Hydrogen bomb. It has not, as yet, taught us how to, safely, make use of our knowledge. How can our world escape the path to oblivion? Perhaps it is not too much to hope that, if we work hard enough, the world will produce enough men of the right character to ensure a future for mankind.

E. E. Reynolds has said, "It would be foolish to exaggerate what can be done by even ten million Scouts and Guides in a distraught world. We are but one agency of goodwill, and generations may pass before the cumulative effect of all our efforts is seen. A slow, at times heart-breaking work, but it is our paramount duty to contribute our share in turning a dream into a fact."

"It's character that counts". This phrase, read somewhere by our Scoutmaster, seems to sum up for him his reasons for having made Scouting his life's main interest. Of course, this is no new idea. The founder of Scouting

says in "Aids to Scoutmastership", "For a man to be successful in life, character is more essential than erudition." Centuries ago there was an ancient Roman maxim, "His own character is the arbiter of every man's fortune". "Not education, but character," observed Spencer, "is man's greatest need and man's greatest safeguard".

Our Scoutmaster knows that the parent's of "Bush" Brown suffered financial hardship in early life because of their lack of sufficient education. It was only by strenuous effort that they were able to overcome this handicap. They see education as the guarantee of success for their son. Here again he must try to show them that education, alone, is not sufficient.

When the late J. P. Morgan was asked what he considered the best bank collateral, he replied, "Character."

"The most important thing for a young man to do," John D. Rockefeller once said, "is to establish a credit, a reputation, character."

Henry Ford said he could buy all the brains he wanted, cheap. The only thing that he would pay a million dollars for was character.

And Robert G. Dunlop wrote: "Character, it seems to me, is fundamental to success in school, in business



or professional life. Recognizing it in men who have been successful in various fields, I rate confidence on the part of the employer higher than competence on the part of the employee. The man who is competent but fails to inspire confidence finds himself subject to limitations and controls placed by his superiors. Business prefers that a man's character is beyond question. I often ask the question: How much confidence can I place in this man? That is the basic consideration. From there I go on to build competence."

The Browns are Jews and "Bush" has been brought up in the traditions of the Jewish race. The Scoutmaster knows that from very ancient times the Jews have looked upon ignorance as a sin and scholarship has been the greatest mark of a man's achievement. The Jewish boy is taught from early childhood to reverence the books he studies.

Yet many church leaders of all faiths will agree with Bishop Fulton J. Sheen, the well-known philosopher and teacher of the Roman Catholic church, when he said:

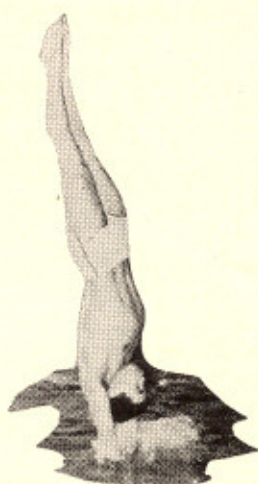
"Some day our educators will awaken to several basic facts about youth:

1. Youth has an intellect and a will. The intellect is the source of his knowledge; the will the source of his decisions.

2. Education through the communication of knowledge does not necessarily make a good man. It can conceivably make clever devils instead of stupid devils.

3. Education is successful when it trains minds to see the right targets and disciplines the will to choose them, rather than the wrong targets."

"Bush" Brown may not be back to Scouts next week, I don't know. But I do know that his parents, having had a talk with his Scouter, will have a much better idea of what he will lose by missing the Scout training. They will also realize that the Scoutmaster is interested in the whole boy; in how well he is doing at school; in how he carries out his religious duties; in what disciplinary problems they may have with him at home.



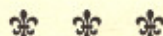
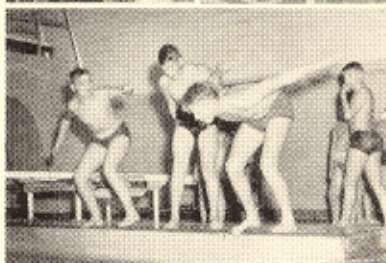
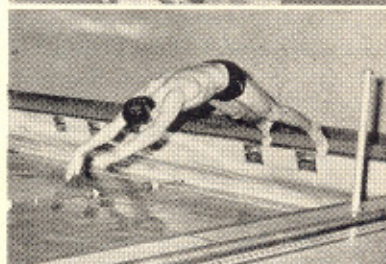
Spring Swim Meet

Story and photos by A. Stone, Montreal, Que.

Let's aim for more swimmers in every Section before it is time for Summer Camping. The pictures were taken at a Montreal District Swim Meet.

If you are looking for something to pep up your programme and at the same time increase your Scouting standards, a swimming meet may be just what you are looking for. A swimming meet during the spring will show you how many of your Scouts need instruction before next year's camp as well as being a refresher for those who haven't been swimming since last summer. Often, at the same time, swimming and water safety tests can be passed. This type of programme can be run on the Troop level, but it is better if it is run through the district. Here competition brings out Troop spirit and shows the people of the district that Scouting can be something more than tying knots. From such small beginnings some districts have developed water safety committees from interested parents that have come to the swim meet. In one instance the parents found swimming instructors for non-swimmers and arranged a car pool to take the Scouts the four or five miles to the swimming pool. All this with no drain on the existing manpower of the district committee. The object in this district is that every Cub and Scout will be a swimmer within a year of joining.

How do you get this started? Well it takes a little planning to be sure. First get a committee of three or four who will decide what events are to be run off, where the meet can be held, who the officials will be, and when it will take place. It is also a good idea if possible to get some of the members of one of the local swimming clubs to put on a demonstration to show the Scouts and Cubs what can be done, then those who are interested can peruse it further. Have each team appoint a coach who will be responsible to the committee for his team. Try this for your next winter or spring activity.



AKELA'S DEN

AKELA, WE WANT TO BE SCOUTS!

By CUBMASTER E. C. EMERY, Regina, Sask.

LAST night was our regular Pack meeting night. It was rather a special night for our Cubs—we welcomed a new Assistant Leader just up from the boy ranks of Scouting, and also welcomed two bright youngsters, just past their eighth birthday, proudly wearing jerseys they received as birthday gifts from their parents, and wanting to learn all they could about "the Cubs."

Shortly after the Pack had finished their Grand Howl, and the older, more advanced Cubs had said, "Good night" to the two nurses from the General Hospital who have been at our meetings for a couple of weeks coaching the boys on their First Aider badge, two of our best Sixers came up to me, and out of the blue said, "Akela, we want to be Scouts."

Our Pack was just re-organized last fall, and I feel that we are just getting in the swing of things. Sixes have been re-organized, new Six patches issued, and plans made for the instructional parts of our meetings under the various leaders. The leaders have also made plans for a special Pack meeting night once a month, and we have made arrangements for a sleigh ride after a bean feed, a hockey game with a neighbouring Pack, Parents' nights, handicraft nights, and all the wonderful "other" activities that should be an integral part of a Pack programme.

My immediate reaction to their request, and one that I feel is too often a general reaction among leaders was, "Why don't I ask them to wait until the fall? What will it do to our arrangement of Sixes? How will it affect the planning that we have done for instruction? What will it do to our Pack hockey team? How will it affect our entries in the Annual Cub and

Scout Exhibition?" Both of these boys will be twelve during the summer holidays, and have their Second Star. According to P.O. & R. they could go up, and I am sure that our S.M. would welcome them as recruits in a Troop that has just been re-organized a couple of weeks ago. I finally told them that they could drop over and see me at the office later in the week, and since then have been doing a lot of thinking about it.

I feel now that my initial reaction was rather a selfish one. I was considering only the inconvenience that it would cause the leaders in promoting new boys to the rank of Sixer, appointing new Seconds, moving boys to different Sixes, with all the work that it would entail in adjusting record books, changing Six insignia, and the Pack progress chart. Forgotten for the moment were the leadership training opportunities and the chance for a bit of responsibility that would be open for younger boys, and the chance too of being able to take in more of the boys that have been asking to join our Pack.

Important too was the fact that, for a moment, I had lost sight of the objective of all our Wolf Cub training—as a junior member of the Scout family, our activities are geared towards helping our boys be sufficiently trained when they reach Scout age, to take the next step, and become a member of a Scout Troop with all its fun and adventure in the great out-of-doors.

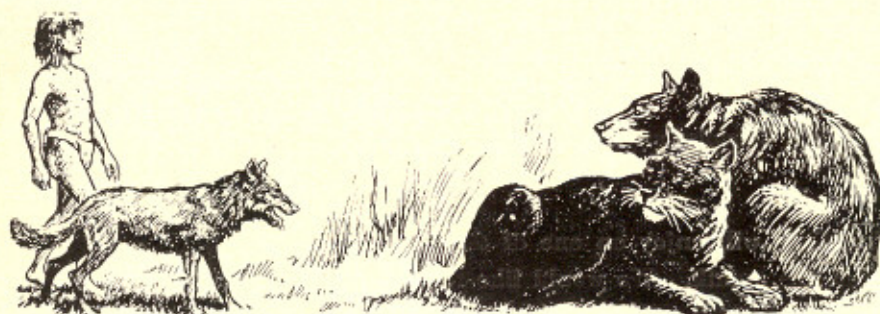
Small wonder that the boys should say, "Akela, we want to be Scouts." Their training in the Pack has been geared to the day when they would become Scouts. Our Scoutmaster is the father of one of the Sixers, and this Cub can hardly wait until he goes up.

In the informal chats between leaders and boys, sometimes during the meeting as part of a story, often times before and after meetings, we have talked about Scout activities, hikes and camps, Troop traditions, and Canadian and World Scout Jamborees. Rather than being unnatural in their request, it was really something that we had encouraged and worked towards. Their request was not a sign that there was something wrong with our Pack programme, or that the leadership was inadequate. They felt, and we agree, that they were ready for the Scout programme, and the security that they had in asking to go up to the Troop meant that our job as Cub leaders had been an adequate one. If they were losing interest it would have been indicated by poor attendance, and an eventual dropping out of the Pack. These boys have been faithful and enthusiastic members throughout their Cubbing activities, and I feel that these are boys that we will not lose when they become Scouts. They are ready now to enter the Troop, and I feel that one of the more important jobs of the Cub leaders is to help them move into the Troop as soon as possible. I feel that a great number of Cubs are lost to Scouting when they are asked to wait for a Parents' Night to go up, or are kept in the Pack for the convenience of leaders, or to fit in with any planning that has been made for the Pack.

Looking at the national trend in Cub membership, it has been noted that as a whole our country loses a great number of boys between the ages of 10 and 11. Based on 100 boys joining at age 8, we have 115 boys at age 9, 120 boys at age 10, and only 70 of this group are in Cubs at age 11. Looking at the total Cub programme, it would appear that one of the most fascinating parts of their Cub training comes with Second star and proficiency badge work, when new horizons are opened to them in the variety of tests, preparing them more fully for life in the Troop, and yet not impinging on the actual Scout programme.

"Akela, we want to be Scouts," should be a welcome request from the Cubs, particularly from the older, more advanced boys. It is a sign of success as a Cub leader, something that we must encourage, and is the natural and planned objective for our work with the boys in the Pack.

Do you have Cub Instructors from the Troop to help you with the Pack? Have you ever asked for assistance from a Rover Scout Crew? Let's remember we are a Family in Scouting!



On the Importance of Reading for Boys

Like the adventures of the Jungle books, there are fascinating experiences awaiting every boy who is encouraged to acquire the reading habit.

If children are to learn to read well and to love to read; they must have books, lots of books that they can treasure and call their own and share at times with others. They need *books of fun and fancy which they can read in quiet moments, for sheer enjoyment.* They need, too, *books of fact that tell them about themselves, about other people and places and things and ideas so that they learn through reading, while learning to read, and come to know that reading is not only "for fun" but also "for finding out."*

Nova Scotia Journal of Education
October 1953

In his book, "Happy Days", H. L. Mencken tells how he discovered Huckleberry Finn when he was 8 years old—and how he knew there would be enjoyment in books for him throughout life.

It was probably the most stupendous event in my whole life. . . . If I undertook to tell you the effect it had upon me, my talk would sound frantic, and even delirious. Its import was genuinely terrific. I had gone no further than the first incomparable chapter before I realized, child though I was, that I had entered a domain of new and gorgeous wonders. . . . I simply couldn't put the book down.

Sight-and-sound materials can do many things that print cannot. But still they aren't substitutes for printed materials; for reading has special advantages of its own. To name a few: When you read you can set your own pace. You can read slowly or rapidly; you can look back, re-read, pause to think about what's gone before, stop to do something else, and start again when you're ready. You don't need special equipment, aside from your books—no worrying whether the films or projector or other equipment will be available. And you can choose your own reading materials to fit your tastes and needs. Reading, more than any other means of communication, is adaptable to the individual.

It all adds up to just this: There are important educational and leisure time values in movies, radio, and TV. Let's use them for the things they can do best. At the same time, let's recognize that reading will continue to hold a key place as a pleasurable activity and a means of communicating information.

Remember, too, that children want to learn to read. Give a youngster a chance and he himself will notice what a wonderful and fascinating thing books and other printed materials are. A 3 year old will pore over the colored comic section of the Sunday newspaper as eagerly as his 10- or 12-year-old brother, or will pick up Mother's latest book-of-the-month, turning pages and making all the motions of reading. Youngsters are as eager to learn to read as they are eager to walk, eat by themselves, and go to the movies unescorted. More than anything else, they want to grow up—and reading represents a step in that direction.

Boys and girls who discover very early that books can be fun seldom have trouble learning to read. They accept books as an essential part of living. They learn to read as naturally as they learn to walk or talk.

What Books do Boys and Girls Like?

Let's discuss, briefly, the types of reading materials that children of different ages like. There are, of course, wide individual preferences. But age does make an important difference—remember this in giving books as gifts,

and when helping youngsters choose reading materials.

Children of 5 or 6 prefer richly illustrated stories about familiar happenings, animals, and nature. They enjoy nursery rhymes, jingles, and simple poems.

In the kindergarten and primary grades they like stories with surprise and plot. Boys like "realistic" books, including animal tales. Girls find greater appeal in stories about other children and familiar places—home and school. Fairy tales are especially liked by children in third, fourth, or fifth grade.

In the middle grades, at the age of 12 or 13, best-liked are stories of adventure, action, excitement, thrill, mystery, realism, child life, humor, animal life and nature, sportsmanship and bravery, sports, airplanes and other inventions. As they grow older, boys turn more to realistic stories of adventure. Girls continue to favor themes of home life, and turn to romantic stories, like Little Women.

Between 12 and 16, boys like stories of sports and contests, of heroes whose discoveries or inventions helped conquer or control nature. They read biography, history, travel stories. Girls during these years seem to narrow their reading, spending more time on sentimental fiction.

After 16, preferences are more individual, more specialized. We find youth reading practically the same things adults read.

As Scouters we can be sure that parents and teachers will welcome anything we can do to help boys of Cub or Scout age to learn to read. By reading a story and then telling it to a group, a boy will gain valuable training in reading and expressing himself. Learning to read properly is fundamental to learning to be a good citizen.

THE MARCH WINDS ARE COMING

By C. E. PILLING, Field Commissioner, Ontario Provincial Headquarters

Here is an activity that Cubs will enjoy on one of those afternoon Rambles you will be planning for this month. We would like to see pictures of your kites and the boys who build and fly them in the March winds.

HAVE you held a Handicraft night lately, and have you made any plans to take your Pack on a Spring Ramble? Here is an opportunity to combine the two and all through the courtesy of the March winds.

The following is taken from the log of a Cub Pack in Lindsay, Ontario.

"Baghera who always seemed to be full of suggestions when the Old Wolves got together to plan the meetings, suggested that the Pack make kites and then have a ramble to fly them.

Now on the surface it may appear that there is nothing too different about all that, but making and flying a kite is a little more than just deciding that it would be a good Pack activity. In order to be flown successfully, the kite must be properly balanced in its construction; must be properly bridled, and must have a tail to give it stability in flight. That's easy you say—that's what these Lindsay Scouters thought.

Being cautious types however, they decided to make a prototype model from plans in a book called "The Boy Builder". Akela and Baghera got together one Saturday afternoon, and although not too versed in the finer art of blue print reading, were duly pleased with the way the finished product resembled the drawing in the book.

"Let's go fly it" said Akela enthusiastically.

And so Akela and Baghera sallied forth to a predetermined quiet spot where they knew they would be reasonably free from staring crowds and started to "run up" the kite. To their great delight, the kite took majestically to the air, remained air-borne for the enduringly long space of ten seconds, flopped over on its back, did a power dive, and crashed nose down into the stubble. Repeated tries brought the same results. Then the engineer in them started coming to the fore. More tail was added, tail taken off, bridle adjusted in all the known combinations, and others, with the same results. This kite just wouldn't fly.

A little liniment would fix the aching muscles, but how do you get a kite to fly?

The first and most glaring error they discovered was that although heavy twine certainly is "snap proof", it nevertheless does tend to sag the longer you trail out the kite line. Secondly it was found that the bridle should be tied on the front of the kite and not on the reverse side where the framing sticks are situated. Actually it had shown this quite clearly in the plans but Akela and Baghera had been too anxious to get out and fly their handicraft.

By this time the poor old kite was getting pretty ragged where the stubble had pierced the paper. Baghera and Akela were getting rather worn themselves and truly out of breath so decided to retire to the workshop to do some further research.

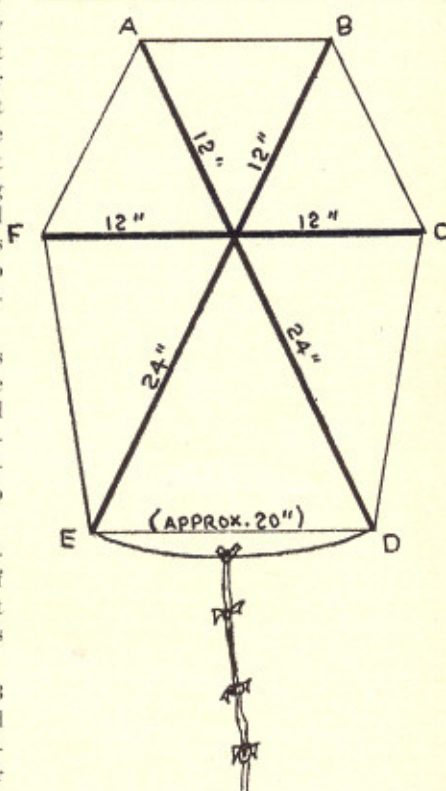
Undaunted by their afternoon's failure, and far from being exhausted of ideas, they decided to build their next model with a plastic skin like the ones sold in the five and dime store.

The following Saturday using No. 3 crochet cotton instead of rope, and with a spanking new plastic kite carefully bridled to plan, they set out for their "retreat" like two expectant boys. Up, up soared the kite, and just when it looked like their problem was licked, down it crashed snapping the cross stick.

Now it was really time to call in expert opinion if such could be found. Fortunately for these two diligent souls, there appeared in the newspaper, a plan for building a three stick kite. The prototype was assembled and at last, Akela and Baghera had a kite that would fly. In due course, a handicraft night was held at which time each Six assembled a kite in readiness for the Pack ramble which was held with successful results."

So that you, the readers, may be saved some of the pitfalls pioneered by

the persevering twosome, plans for building a three stick kite are herewith included. Good Hunting!



Three cross sticks are required in the manufacture of this kite—two of them 36" in length, and one 24" in length. They can be of cedar, or can be made by cutting up a 36" yardstick into strips 1/4" in width. The ends of these sticks are notched slightly to receive the framing string, and are lashed together at the point where they cross.

The bridle is tied on the paper side or upper surface of the kite and is made from two strings: one from A to D, and the other from B to E with enough slack to create an 8" belly.

The tail is made from pieces of old rag approximately 1 foot in length tied together, and tied to a string looped from D to E.

The Unknown Team

A tribute to the men and women who contribute a great deal to Canadian Scouting behind the scenes.

"I HAVE enjoyed very much writing Part I, and appreciated the comments made by the different readers. Also, the literature supplied to me. I am sure, through having written this course, I will be able to more efficiently run my Pack."

Letters of thanks, such as this one, are not uncommon. To whom are they directed? To the silent members of the Canadian Reading Team for Part I Wood Badge studies.

Very few people realize that 82 experienced and qualified volunteer Scouters throughout Canada act as Readers for Part I Wood Badge Training Courses. To the Scouters who write studies for Part I Training, the members of the Reading Team are known only by a code number. This team of readers handles over a thousand studies annually, and many of them carry out additional Scouting responsibilities in important appointments.

The members of the Reading Team represent a very good cross-section of Canadian Scouting. They live in cities, towns, villages and hamlets from coast to coast. Amongst their number are priests, ministers, a member of the Royal Canadian Mounted Police, school teachers, housewives, business executives, a T.C.A. steward, salesmen, governmental employees, and men and women in business and industry. Many of the members of the Reading Team have attended the Canadian Scouters

Training Centre, and are active in the promotion and conduct of other types of training. Some are Assistant Provincial Commissioners, District Commissioners, District Scouters, Section Scouters, some are Scouters who have dropped out of active leadership but who are convinced that the training of Scouters deserves their attention.

When you write your Part I Course you may have the first study read by a Reader in a remote section of Canada. The second study may be read by a member of the team in a great city. The third study may be read by someone in the country.

One study may be read in British Columbia, the next in Ontario, and the last in the Prairies. Thus, any Scouter who writes his Part I Course is receiving the benefit of Canada-wide experience. Studies have been read in hospitals, in trains and aeroplanes, and in all kinds of inconceivable situations.

Canadian Scouting owes a sincere word of thanks to the silent members of the Training Team. As one member of the team has stated, words of thanks are very nice, but the real way to thank us is to keep us as busy as possible, and have more and more Scouters take part in this scheme of training. The members of the Reading Team have but one wish—to help Scouters enjoy their Scouting through having a thorough knowledge of the basic books which we constantly use.

Scouting in Kenya

We have recently read sections of a letter from Mr. Ronald Tyers who is a Field Commissioner in Nyeri, Kenya. The letter was addressed to Mr. C. J. Dendy, Provincial Executive Commissioner for Quebec.

In his interesting letter Mr. Tyers tells of the difficulties of conducting Scouting in a country haunted by Mau Mau. He reports that the Mau Mau threat is waning and the tension is easing. His letter says: "It is hoped, therefore, that soon we shall be able to carry out Scouting to the full with camps and hikes, both of which have been impossible over the last two or three years. Just recently, we have

been able to carry out day expeditions in carefully selected areas, which seems so very strange with armed guards standing around. Troop meetings usually have to be watched over by Home Guards and the Scouts escorted back to their homes and villages. Last week I sent off two boys on their First Class Journey through a remote part of the African bush. They had two escorts with them the reason this time being that rhinos and leopards were known to be in that area through which they were travelling, so it was a real adventure hike for them."

And we think we have problems with our Scouting!

For better camping, use

BULLDOG METAL TENTPEGS

These British Tent Pegs are proving ideal for use in the varied conditions of soil throughout the world. Made of corrosion-proofed British Steel to withstand damp, wear and extremes of temperature, these lightweight Pegs hold firm throughout even the worst weather. In six sizes, from Sport Shops and Camping Equipment Dealers.

Note these special features:

EARS, unobtrusive but large and strong enough for the toughest strain. ANGULAR SECTION, for greater strength and compact nesting in the rucksack. CORRUGATION, designed to bite firmly in even the softest ground. TIP, carefully designed for deep and easy penetration.

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The ideal outfit for general use and a dandy gift item. Kit contains 30 turkey tail feathers, 30 base fluffies, 30 tip fluffies, 30 imitation leather strips, 30 felt tabs, show lace, lacing cord, cement, imitation beaded strip, felt crown, needles and cotton thread. Complete instructions on how to assemble the Kit—Price \$4.75.

Order a Kit Today from
THE STORES DEPARTMENT
The Boy Scouts Association
306 Metcalfe St., Ottawa 4, Ont.

ROVERING and the GROUP COMMITTEE

By M. D. ROBERTS, Field Commissioner, Canadian Headquarters

You—Mr. Committee Man, are not the sort of person who'd be talked into buying a step ladder with the top few rungs missing . . . yet many Groups still feel that their work is fulfilled when their Group can boast of well functioning Cub Packs and Scout Troops, and become like the proverbial ostrich when the topic of forming a Rover Crew is raised.

Let's stop for a moment, and consider the advantages a Rover Crew can offer the Scout Group in your Community.

Firstly the Rover Crew becomes a natural safety valve for the Scout Troop by providing a natural outlet for the older boys of the 16 plus age group, and consequently gives the younger boys in the Troop a fairer chance to become the junior leaders of their Patrols and thus a greater share in the character training scheme of our Movement.

Secondly the Crew provides the obvious and important progressive stage in our Training Scheme for the natural foundation of the older boy's attitude as they approach the state of mature manhood.

And thirdly your Rover Crew by the very nature of its training will be sending forth its members into the Community equipped bodily, mentally and spiritually to render effective service in the very community in which they live.

Let's consider for a while the very purpose behind the Rover Scheme of Training. B.-P. described Rovering as "A Brotherhood of the Open Air and Service" and the Crew is the school where the qualities developed as a Wolf Cub and Boy Scout are consolidated and confirmed and will additionally lead the young man into, and not away from the adult community.

Many Group Committees when considering the advisability of forming a Crew in their Group, fall into a natural trap, by taking the attitude that a Rover Crew is simply the answer to their leadership problems, and will automatically provide the Leaders for the other sections of their Group.

We can't repeat it too often . . . our object in Rovering is *not* to provide Leaders but to provide a general flow of young men accepting their share of

responsibility in the nation and willing to work for the common good. Young men trained to think for themselves, men of sound judgment accepting readily the highest ideals of clean living, tolerance and helpfulness, having the courage of their opinions, which are based upon knowledge and experience. Above all, young men placing foremost in their lives a practical and forthright way of life based upon Duty to God.

The Crew must not become self-centred upon one particular phase of Service but should be continually providing a flow of leaders to all sections of the community, ranging from Church Leadership, Social activities such as the Y.M.C.A.'s Youth Clubs, First Aid Organizations, Scout Groups, etc., and finally young men themselves preparing to set up homes of their own, in the community.

Naturally one of the earliest formational stages of the new Crew will be the appointment of the Rover Scout Leader, and as quoted in P.O. & R. this is a definite responsibility of the Group Committee.

A well tried method in this respect, is for the Group Committee to suggest to the number of young men who will become the nucleus of the new Crew, that they should submit a list of men they would like to see as their future Leader. Members from the Committee can then go through this list with the Crew and on approval of a particular man, a small deputation consisting perhaps of one Group Committee member and 2 prospective Rovers could make an appointment to see the prospective Leader.

What should we look for when seeking a Crew Leader? Legions of qualifications arise in our minds, but perhaps they can best be boiled down to a mature man, preferably married with children of his own. Already a leader in the community and who is making a success of his own life. A man who should have a good standard of education and who would be willing to accept the principles of Scouting . . . with this in mind, it is a wise idea when he is approached to take along some appropriate Scout literature such as "Rovering to Success" "Scouting for Boys" and a copy of "Plan for Rover Scouts" for him to read and consider.

Then too, it would be preferable for the prospective leader to be an outdoor man in his hobbies, perhaps with a special bent towards hunting or fishing, etc., though it should be stressed that the Rover Leader will not be expected to take part in all the outdoor activities of the Crew, and the wise Group Committee is the one who quickly obtains a younger man as Assistant Rover Leader to help the Leader in the outdoor training of the Crew.

Now Mr. Committee Man . . . you may be shaking your head at this stage and wondering where you will find such a Leader . . . but how about stopping for a moment and looking around your own Committee . . . and perhaps taking a good look at *yourself* as your Rover Crew's New Leader.

And if objections should come rushing to your mind, such as lack of time, inconvenience to your own schedule, and insufficient knowledge of the game, read over what a young Rover Scout was inspired to write while attending a World Rover Moot . . .

Here where the camp-fire burns,
And the youth of the world is met,
Brother, give me your hand,
Say you will not forget.

If in the years to come,
Rumours of war arise;
And wrath, mistrust or greed
Becloud the nations' eyes;

The sting of reckless words,
The surge of long felt pride . . .
How shall they make us hate?
Our tents stood side by side.

We walked with linked arms;
And joined in joyous play;
And with youth's friendly eyes
Smiled what we could not say.

What barriers knew we then
Of breed, or race, or name?
We owned one law, one chief,
One promise and one aim.

Here where the camp-fire burns,
And the myriad tents are set,
Brother, give me your hand,
Say you will not forget!

Good Luck to You . . . and Good Rovering.

2nd CANADIAN ROVER MOOT

Have your Rover Scouts made their plans to attend or be represented at this great gathering of Canadian Rover Scouts and Scouters?

Here once again are the important facts for you to pass along to your Rover Scouts:

DATES —Wednesday, August 29th, to Sunday, September 2nd, 1956.

PLACE —Sussex, New Brunswick.

CAMP FEE—\$3.00 (\$1.00 will be forwarded to the International Scout Chalet in Kandersteg, Switzerland to help pay for the establishment of a Canadian Room in the Chalet).

NOW HERE IS A SCENIC MAP TO HELP YOU SEE WHERE THE ROVERS WILL GATHER IN AUGUST.



Proficiency Badge Aids For Your Troop

When our Founder introduced Proficiency Badges he had a definite purpose. In part he said, "We want to get all our boys along through cheery self-development from within and not through the imposition of formal instruction from without." He saw Proficiency Badges as instruments which, "if applied with understanding and sympathy is designed to give hope and ambition even to the dullest and most backward, who would otherwise be quickly outdistanced and so rendered hopeless in the race of life."

Here are a few booklets to help you introduce your Scouts to some of the Proficiency Badges and help them help themselves.



THE RESCUER BADGE

THE JUNIOR LEADER

These booklets are not the complete story on the Badge but are designed to encourage the Scout to try for skill and seek elsewhere for further information and assistance.

They are available from your District or Provincial Headquarters or direct from:

THE PUBLICATIONS DEPARTMENT
THE BOY SCOUTS ASSOCIATION
306 METCALFE STREET
OTTAWA 4, ONTARIO

There are booklets on the following badges *only*.

- (1) The Missioner
- (2) The Weatherman
- (3) The Rescuer
- (4) The Photographer

The size is as shown in the illustration on the left.

COST IS ONLY 10c EACH

If you would like other badges treated in this way, do send along your comments to THE EDITOR, *The Junior Leader*, at the address shown above.

Help Your Scouts to Help Themselves by Introducing Them to These Badge Booklets Now