



THE
BOY MAGAZINE PLAN
CONTENTS • COST • CONSUMER VALUE

*the
scout
leader*



Volume 39, No. 2
October, 1961

the scout leader

THE IDEA MAGAZINE FOR

ALL SCOUTERS AND ADULT LEADERS OF THE MOVEMENT

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this month

BOY MAGAZINE.....	centre pages
PERSPECTIVE	2
CREDO FOR CANADIANS	3
PROJECT 63	4
NO IVORY TOWER.....	6
N.H.Q. BUILDING FUND.....	7
CUB. RECORD IDEA.....	8
WIND AND WAVE.....	10
RAW MATERIAL OF ROVER SCOUTING	11
SCOUTING AND UNITED NATIONS.....	14
THE PHOENIX	15
MIXER GAME	20
BOOK WEEK	21
DEN FURNITURE	21
WHAT DO YOU THINK?.....	22
DISTRICT BADGES	25
SCOUTSCOPE	26
LETTERS	27

PERSPECTIVE

THE CENTRE PAGES of this month's *Scout Leader* give more information on the boy magazine plan now under study by the Boy Scouts of Canada. Please read the four-page insert carefully and discuss its contents with your Assistant Scouters, Group Committeemen, boys' parents and other co-workers in Scouting. We hope you will remove the insert and give the boys in your Pack or Troop an opportunity to look it over and let you know what they think of the plan.

It is important that you let your Commissioner know what you think of the idea and how your Section will help launch this new magazine because it is expected that the National Council Executive Committee will reach a decision on the proposal at its meeting on October 27th, 1961.

"THE TEST OF THE EDUCATION we provide for our youth is how well it assists them to undertake a lifetime of learning. And, clearly, the only help for them will come from those who do not, themselves, cease to learn."

—J. R. Kidd, Director of the Canadian Association for Adult Education

THERE ARE THREE SORTS of men in the world—the wills, the won'ts and the can'ts. The former effect everything, the others oppose everything and the latter fail in everything.

—Shakespeare

TWENTY-FIVE YEARS AGO: A Calgary Troop had Father-and-Son and Mother-and-Son nights on a *Patrol* basis; included inter-Patrol contests in which the parents participated, too—The St. Johns, Que. Rover Crew remodelled two old freight cars, minus wheels, for use as a den—Windsor, N.S. Scouts operated an information booth and a lunch counter for members of an I.O.O.F. Convention.

—from *The Scout Leader*, October 1936.

OUR COVER PICTURE

Oshawa, Ontario Scouts putting up Red Feather campaign posters. Support your United Appeal.

(Oshawa Times Photo)

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Credo For Canadians

Canada is no abstraction for the statistician; not an impersonal term. It represents the sum total of individuals and their ideas and hopes and fears and ambitions.

We shall be true to ourselves in education, in industry, in life as a whole if we keep the individual from being lost in the mass.

We look to our schools, therefore, not to generate Canadianism so much as to produce *Canadians* in the fullest sense of the word; Canadians conscious of their country and with convictions about its life.

What sort of person do we wish our young Canadian to be? What will he be like if he embodies the best in the Canada around him?

He will have some reverence for the past, a respect for what has gone before.

He will have kept some of the simple virtues of an earlier time which will help him to sort out the real from the counterfeit.

He will think for himself, with respect for the views of others.

He will work hard and play hard and know how to use his increasing leisure.

He will have resources within him to keep him independent of the mechanized pleasure of the age.

He will be able to laugh at the absurd and will become angry at the sight of injustice.

He will not be ashamed of good manners.

He will show an inherited instinct for freedom.

He will nurse a personal devotion to the w
country.

He will have a deep and quiet belief in wh
can do.

What might be the *credo* to express his bel
to say:

I believe in Canada, w
faith in her future.

I believe in the quality o
institutions.

I believe in the Common
found freedom, and
independent being.

I believe in our abiding
friendship without e
impair true partner

I believe that Canada i
which its parts hav

I believe that with sou
of ourselves, we c
imagining.

It will be said tha
formidable list of virt
country.

For no citizen has

(By permission. From ON BEING CANADIAN by Vincent Massey)

"PROJECT 63"



Cubs of the Calgary Central District repeat their Promise at a Church Parade. Duty to God is one of the Groups' "Project 63" targets.

By R. E. VINCENT, Regional Executive Commissioner, Calgary, Alberta

Since the Project 63 programme was adopted, Calgary Scout Headquarters has received enquiries from most Provinces in Canada.

"Project 63", a long range programme, was adopted by the Calgary Regional Council in the spring of 1960, to be Calgary's Scouting for 1961-62-63. The Project 63 handbook explains the three basic aims of Project 63: to make Scouting available to more boys; to improve our standard of Scouting; and to increase the public interest in Scouting.

The booklet outlines how we hope to accomplish these aims and provides a list of suggested targets for the Packs, Troops, Crews, Group Committees, Districts and Region. It was planned that all Sections enter Project 63 by preparing a three-year (long range) target of improvement and a one-year (short range) target. Before the Section received the four-colour cloth insignia of participation, which goes on the Group flag, they were required to lay out an active programme designed to meet the targets they wanted to achieve. Group Committees and Districts also are completing targets and programmes.

On the completion of the first year (October 1961) the targets are to be reviewed and Groups who have reached their targets will be presented with a rocket ship to add to the insignia on the flag. So that the interest of the boys will continue, a wall chart has been developed. As the Group completes its targets, a rocket is moved up the chart, soaring through space to reach its objective.

The aim of making Scouting available to more boys is based on the national figure of 14% of boys between the ages of 8 to 17 presently in Scouting. Although Calgary averages 30% or better, it is felt that many boys still wish to be Scouts or Cubs but are not able to do so



The Union Jack is portrayed by Cubs at the Annual Calgary Ice Stampede, a Calgary Regional show which attracts thousands of spectators each year.

because of lack of facilities for more Groups, because parents are unaware of the benefits of Scouting, or because most of the present Groups are filled up. In order to meet this aim, the Regional Council and District Councils are promoting the benefits of Scouting with Churches, Community Clubs and other potential sponsors.

The second aim—improving our standards in Scouting—is based on the need to constantly improve on what we now have. While we feel that Calgary's Scouting is operating well, there is always the need to organize, promote, and assist the Groups to have more interesting activities prepared and to develop a keen urge to improve and increase Scouting standards within the Groups. The suggested targets of Project 63 for each Section promote



The Calgary Region's Annual Exchange Visit sees Scouts from Great Falls, Montana and Calgary, Alberta camping together in Banff National Park. Brotherhood is a "Project 63" target.

the regular planned advancement of each boy and include ideas on boy training, leader training, service, brotherhood, outdoors, culture and guidance, etc.

The third aim—increasing the public interest in Scouting—is based on several factors: the need for adult leaders; the need for parents' recognition of the value of Scouting for their boys; the need for organizations to use the Scout programme; the need for more assistance and support from all citizens. To meet this aim a wide promotion is underway to better acquaint adults with the Boy Scout programme and to encourage adults to take an active part in Scouting. News stories, information sheets, films, etc., are all being widely used.

The first year of Project 63 is almost over and reports indicate that it has been a year of many improvements and successes. The results show that careful long range planning leads to better Scouting.

Calgary calls it "Project 63". What are your plans? ★



Scouts, Cubs, Rovers, leaders and Group Committeemen of the 18th Calgary Group are presented with their "Project 63" Crest and Progress Chart. They also hold all three of the Plan Achievement Awards.

PACK



Every participating unit is provided with a large coloured wall chart to record progress and thereby promote interest and incentive in the unit. The movable rocket advances towards its space goal each time a unit target is achieved.

No Ivory Tower

How often have we heard it said of a man that he "lived in an ivory tower", meaning that he had withdrawn himself from the world of action into a world of dreams.

We in the Boy Scout Movement are vitally concerned with boys—certainly one of the realities of life—and it would therefore seem silly to suggest that we could be accused of adopting an "ivory tower" attitude. And yet this criticism is levelled at us and often with justification.

For instance, one of the harsh realities of life is change—rapid change, which, whether we like it or not, is affecting the lives of all of us and yet many of us want to get away from that change, by suggesting that we "get back" to this or that thinking or line of action. The point is, of course, that we cannot really "get back" to anything. We must of necessity deal with situations and conditions as they are today: plan for today and look forward to the future. Tradition can be a useful servant but it is a poor master.

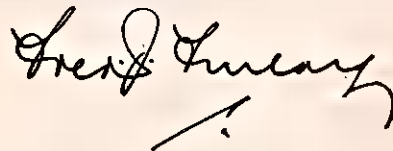
We say our programme is supplementary to the training that boys receive from home, church and school. But let us ask ourselves, to what extent do we co-operate with them and are we concerning ourselves in the way we should with the changes that are taking place in these institutions.

The aim of our Movement is to develop good citizenship in boys. Certainly among the attributes of a good citizen is his ability to take his place in society, not only by being vitally interested in the things that are happen-

ing around him but by playing his part in the conduct and development of the institutions of the society in which he lives.

A good citizen is aware that people are different; that they are all making a contribution in their own way; that what appeals to one does not necessarily appeal to another, or indeed, what is good for one is not necessarily good for another. We in Scouting can be accused of adopting an "ivory tower" attitude to the extent to which we fail to recognize our concern with these vital matters. It can blind us to the fact that the world in which boys are growing up today is a different world to that in which their fathers and grandfathers grew up.

We must reject the "ivory tower" attitude, because if Scouting is to flourish, it must meet the needs of boys of today. If we do not meet these needs, boys will not join and an opportunity to serve them through Scouting would cease. All this means that those of us who have accepted the responsibility of leadership in the Scout Movement must be fully alive to the things that are happening around us. We must be conscious of the social and material changes which are affecting the lives of all of us and we must play an active part in making sure that Scouting fits into that changing picture and thus meets the needs of the boys of today. ★



Chief Executive Commissioner.

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Make sure your Commissioner gets your opinion — see centre pages

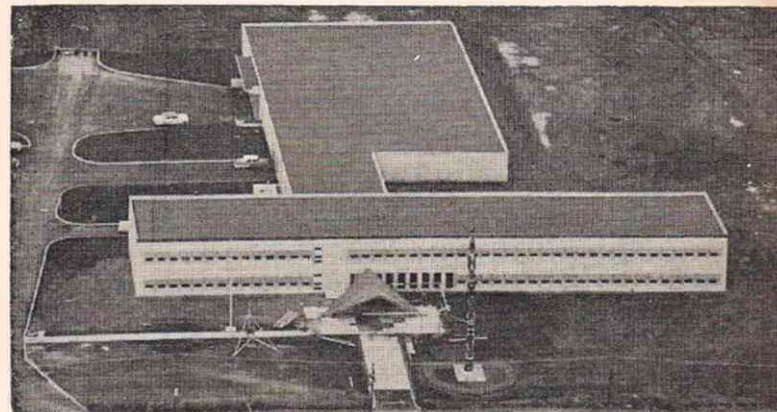
N.H.Q. BUILDING FUND

We acknowledge with grateful thanks, the following contributions to the National Headquarters Building Fund, received from within the Boy Scouts of Canada.

Forward	\$11,548.67
1st Maple Ridge Grp. Com., Hancy, B.C.	10.00
20th "A" Hamilton Pack, Ont.	8.00
1st Nipigon Pack, Ont.	5.00
Whitby Dist. Leaders' Guild, Ont.	10.15
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4th Fort Frances Pack, Ont.	9.00
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1st Burnaby Centre Grp. Com., B.C.	15.00
2nd Burnaby Centre Grp. Com., B.C.	5.00
4th Burnaby Centre Grp. Com., B.C.	5.00
6th Burnaby Centre Grp. Com., B.C.	16.50
8th Burnaby Centre Grp. Com., B.C.	10.00
Burnaby Centre District Meeting, B.C.	4.00
1st St. James Grp. Rover Scouts and Wolf Cubs, Saskatoon, Sask.	25.00
10th Kitchener Ladies Auxiliary, Ont.	5.00
34th Vancouver St. George's School Group, B.C.	12.40
Burnaby West Dist. Boy Scouts, B.C.	7.80
5th Burnaby West Grp. Com., B.C.	2.75
1st Newcastle Pack, Ont.	5.00
Scouters' Council, Powell River Dist., B.C.	5.00
Oak River Dist. P.L.s' Council, Hamiota, Man.	5.00
Teulon Pack, Man.	4.00
1st Nappan Pack & Leaders, Amherst Dist., Cumberland Co., N.S.	3.50
Mrs. John A. Siles, Toronto, Ont.	100.00
1st Neepaw "A" Pack, Man.	5.00
4th Aldershot Ladies Aux., Ont.	12.15
1st Ailsa Craig Troop, Ont.	3.00
1st Ailsa Craig Grp. Com., Ont.	2.00
1st Manitowadge Troop, Ont.	9.55
Owen Sound Dist. Council, Finance Com., Ont.	21.25
3rd Powell River Grp. Com., B.C.	10.00
Vaughan Dist. Church Parade, Toronto, Ont.	111.75
Cubs & Old Wolves, 1st Falconbridge Pack, Ont.	7.24
Hal Taylor, Delhi, Ont.	50.00
Kemano Grp. Com., B.C.	9.25
Gunnar Cubs and Scouts, Uranium City, Sask.	10.00
116th Chung Wah Group, Vancouver, B.C.	15.00
The Rev. Frank H. Morgan, Ottawa, Ont.	2.00
Burlington Dist. Camporee, Ont.	2.00
11th Dartmouth "A" Pack, N.S.	10.00
1st Arrowsmith Grp. Com., B.C.	3.70
22nd Can. Memorial Group, Vancouver, B.C.	25.00
"Various Scout People", Oshawa, Ont.	2.00
1st Lavington Group, B.C.	2.50
17th St. Luke's Pack, B.C.	6.00

9 Packs attending Digby Dist. Annual Wolf Cub Rally, Cornwallis, N.S.	12.50
1st Harriston Pack and Troop, Ont.	20.00
1st Windsor Pack, N.S.	4.35
1st Armstrong Pack and Troop, Ont.	5.00
N.B. Silvers (Ottawa View Development)	1.25
4th North Vancouver Group, B.C.	10.00
Sub Camp Thompson, 3rd Can. Jamboree	5.50
1st Red Lake Troop, Ont.	6.00
Rosedale Ladies Aux., B.C.	15.00
3rd Trenton "A" Pack, Ont.	10.00
30th Kitchener Group, Ont.	15.50
2nd Kitchener Ladies Aux., Ont.	5.00
Stanley Burke, Malvern, Pa., U.S.A.	.50
Clair Langham, Downingtown, Pa., U.S.A.	1.25
Mrs. J. E. Toews, Rosedale, B.C.	15.00
R. Hutchison, Thompson, Man.	2.00
Hans Neilson, Vancouver, B.C.	5.00
Ladies Aux., 5th St. John's Troop, Sarnia, Ont.	5.25
5th St. John's (Anglican), Sarnia, Ont.	6.00
Stonewall Jackson, Lone Scout Com., St. John's, Nfld.	1.00
Dist. Camporee, Burlington, Ont. (W. S. Martin)	2.00
13th Vancouver (Ryerson) Seconee Pack, B.C.	32.50
6th Fort Frances Pack, Ont.	5.00
1st Newmarket "B" Pack, Ont.	10.00
H. J. Burns, Vancouver, B.C.	50.00
F. J. Finlay (proceeds from speaking engagement)	20.00
M. M. Raphaelley, Box 447, Cape Town, S. Africa	5.00
Boy Scouts of Canada, Interior Region, Vernon, B.C.	.50
Sgt. Em. Hood, D.C., RCAF Station; Summerside, P.E.I.	15.00
1st Alida Scouts and Cubs, Sask.	4.00
Scouts, Cubs and Parents, 1st Discovery Group, Discovery, N.W.T.	5.00
4th Waterloo Troop, Ont.	5.00
3rd Trenton "B" Pack, Ont.	10.00
	\$12,609.78

If you or your Group wishes to make a contribution to the National Headquarters Building Fund Campaign, you may do so simply by addressing your contribution to the National Headquarters Building Fund Campaign, P.O. Box 3520, Station "C", Ottawa 3, Ontario. ★



A CUB RECORD IDEA

There are a number of Wolf Cub requirements that call for the approval of a boy's parents or other independent examiner. In order to keep accurate records, Pack Scouters in several Districts across Canada have found that small duplicated or printed forms similar to those shown on these pages are helpful.

They serve as a reminder for the Cub and they assist the examiner by listing all the appropriate requirements. If the forms are small enough, they may be punched to fit the Leader's Pocket Record Book.

If your Pack is not already using this inexpensive type of record, we suggest that you give the idea careful consideration.

**BOY SCOUTS OF CANADA
FIRST STAR REQUIREMENTS**

(To be passed by parent) Pack No.

Name of Cub

(1) "Know why and how he should keep his hands and feet clean, his nails clean and cut, and his teeth clean; and why breathe through his nose, and be carrying these things out in practice."

(a) Bathes himself, and cleans tub after

(b) Washes his own face, neck and hands

(c) Cuts and cleans finger and toe nails

(d) Cleans his teeth at least once a day

(2) "Clean and polish a pair of boots or shoes, fold his clothes neatly and satisfy his C.M. that he is doing his best to keep the Pack Den tidy and to leave no litter anywhere."

(a) Cleans and polishes own shoes

(b) Folds clothes neatly on undressing

(c) Is tidy about home with his things

(3) Read at least two books, the names of which are shown below:

(a)

(b)

.....
Date (Signature of Parent)

**BOY SCOUTS OF CANADA
SECOND STAR REQUIREMENTS**

(To be passed by parent) Pack No.

Name of Cub

Thrift

"Understand the meaning of thrift in all things and be carrying it out in practice."

Has earned some money and/or receives an allowance which he spends/spent carefully

Tasks

"Know how to lay and light a kitchen fire, or how to turn on and light a gas stove burner safely, or how to properly turn on and off electric stove elements."

Can operate the gas/electric stove, or can lay and light a kitchen fire

"If the Cub owns or has the use of a bicycle, he must be able to look after it properly."

Cares for his bicycle, can do simple repairs, keeps it clean, etc.

Reading

Read at least three books, the names of which are recorded below:

(a)

(b)

(c)

..... (Date) (Signature of Parent)

Note: In signing below, the Cubmaster certifies that the above Wolf Cub has told a story that he has read to his Six or the Pack.

.....
(Signature of Cubmaster)

**BOY SCOUTS OF CANADA
HOUSE ORDERLY BADGE**

(To be passed by parent) Pack No.

Name of Cub

- (a) Make a pot of good tea, coffee or cocoa, and fry, poach, or boil an egg, and make toast
- (b) Prepare potatoes and boil or fry them
- (c) Make a bed, wash dishes, utensils, etc.
- (d) Clean windows and brasswork or silver
- (e) Sweep and dust a room, or scrub a table
- (f) Lay a table for at least three people for a meal of two courses

Note to the parents:

It is expected that this test will be difficult. A real thrill of accomplishment should be felt by any boy of Wolf Cub age fully qualifying for the House Orderly Badge. It will prove his usefulness.

.....
(Date) (Signature of Parent)

**BOY SCOUTS OF CANADA
GARDENER BADGE**

(To be passed by parent) Pack No.

Name of Cub

"Care for and cultivate a patch of garden of at least sixteen square feet, preferably a square approximately four feet by four feet, for at least four months."

Date garden started

Date test completed

This will certify that the above named Cub has completed the above requirement to my satisfaction.

Note to the Parents:

It is expected that this test will be difficult. A real thrill of accomplishment should be felt by any boy who qualifies for the Gardener Badge by faithfully caring for a garden over the four month period.

.....
(Date) (Signature of Parent)

**BOY SCOUTS OF CANADA
TEAM PLAYER BADGE**

Pack No.

Name of Cub

This will certify that the above Wolf Cub was/is a regular playing member of a properly organized team of football, baseball, hockey or some other organized game of a similar nature, under my direction, and I would recommend him as a keen, sportsmanlike player. He has played in at least 6 games.

.....
(Name of Team) (Adult in Charge)

.....
(Approximate dates of schedule)

.....
(Date) (Cubmaster's Signature)

Note: This form need not be used in case of District-organized leagues.

**BOY SCOUTS OF CANADA
PET KEEPER BADGE**

(To be passed by parent) Pack No.

Name of Cub

Kind of Pet

- (a) Keep and take good care of a pet for at least three months
- (b) Read a book about the pet
Name of book
- (c) Explain the care of the pet in regard to shelter, feeding, cleanliness, exercise and training
- (d) Know the minor ailments to which the pet is subject, and what simple remedies may be employed, including, where necessary, keeping away from it
- (e) Know how and why the pet became domesticated

Note to the Parents:

It is expected that this test will be difficult. A real thrill of accomplishment should be felt by any boy who qualifies for the Pet Keeper Badge by faithfully caring for his pet over the three month period.

.....
(Date) (Signature of Parent)



Scout sailors from the 3rd Canadian Jamboree were the guests of HMCS Hochelaga prior to the regatta. They were met by (l. to r.) Eric Morse, Lt.-Cdr. L. W. Maundcote-Carter, Cdr. P. Cosette, Commanding Officer, HMCS Hochelaga, Peter Smith.



The race is on and every puff of wind was eagerly used by the Scout sailors.

WIND AND WAVE



Casting off from the buoys with a "Heave Ho Gobs!" the Fireflies glided away over 2½ miles of water, leaving Camp Anderson in their wake. The First National Sailing Regatta had begun at Choisy, Quebec on the Lake of Two Mountains, with 75 Scouts and leaders from all over Canada participating.

Since there were more crews entered than boats available, the boys were divided into groups A and B. After each group completed three races, the leading four crews were selected to enter the finals which consisted of four more races. Eight evenly matched Fireflies were selected, all with cotton sails, and the crews changed boats after each race.

The winners were Ted Bowser, skipper and Peter Cochran, crew, both from Hudson, Quebec. The runner-up was Richard Hayden, skipper and Michael Goodfellow, crew, both of Woodlands, Quebec.

On the whole the weather was excellent, although on Monday the boys navigated their Firefly class sloop dinghies through a heavy rain storm with some strong gusts. Tuesday and Wednesday offered beautiful sailing weather with moderate fresh winds from the south-west and the regatta ended on schedule by noon Wednesday.

Speaking at a closing banquet at HMCS Hochelaga near Montreal, the chief of the naval staff, Vice-Admiral H. S. Rayner, RCN, highly praised all those who were responsible for the planning and operation of the regatta. Sponsor of the regatta was the Quebec Provincial Council, with Eric Morse acting as regatta chairman. He was assisted by Doug Woodward and Peter Smith who officiated as joint chairmen of the race committee, and by Licut.-Commander Wilfred Carter, Sea Scoutmaster of the Troop sponsored by HMCS Hochelaga, as Camp Chief. The Royal Canadian Navy deserves our thanks for their extremely kind and co-operative efforts during the event, for it is evident that the regatta was a lot of fun and all the participants thoroughly enjoyed themselves. ★

*The Hon. P. Gérin-Lajoie, Minister of Youth, concluded his opening remarks by presenting each participant with a 1st National Regatta pennant. *During the regatta, the "sailors" visited a small boat building yard in nearby Hudson. *The winning crew receiving the Stevenson Trophy and replica from Vice-Admiral H. S. Rayner, Chief of Naval Staff, RCN. The Trophy was given by Mr. Alan Corner, President of the Quebec Provincial Council.

Before we get involved with the mechanics of Rover Scouting let us take a close look at the nature of the raw material with which we work—the young man. The secret of success lies in attempting to understand the attributes of young men and in using these attributes as the basis for training.

The Period

Young men of Rover age are still in a period of adolescence. For our purposes adolescence may be described as that time of life which lies between boyhood and manhood, or the period from about the twelfth birthday to the twenty-first.

When we speak of adolescence we must be sure of the meaning of this term. It is generally considered to begin at puberty and end at maturity. Puberty is easy to define but maturity has many connotations. Legal maturity is generally considered to be twenty-one. Sexual maturity is quite early—it may be anywhere from fourteen to seventeen, or even eighteen. Even more vague is social maturity. It may be attained anywhere from the late teens until fairly late in life. Maladjusted people sometimes never attain social maturity.

The Boy Scouts of Canada has not accepted twenty-one as the end of its citizenship training programme in an arbitrary manner. A young man is a citizen at twenty-one and we must achieve our goal in time for him to take his legal and rightful place as a worthwhile citizen.

Adolescence may be divided conveniently into three sections. Early adolescence is from eleven to fifteen or sixteen; middle adolescence is from fifteen or sixteen to eighteen or nineteen and late adolescence covers the balance of the period until maturity. In Rover Scouting we will be concerned with boys and young men in middle and late adolescence.

The importance of having boys and young men engage in healthy physical and social activities under sound leadership and in good company cannot be over-emphasized.

Characteristics of Youth

It is not easy to understand young men. By the time boys are of Rover age many influences have been at work developing individuality, and it is virtually impossible to give a list of characteristics applicable to all. However, there are some guiding principles that the leader of youth will find helpful if they are used judiciously as considerations and not as unalterable conclusions to be applied.

1. In dealing with young men it is necessary to guard against the error of attributing to them, in a wholesale or arbitrary way, the characteristics which their years suggest. The maturing process of whole groups may vary greatly between one group and another, and within that group, depending upon environment, educational, economic, and social background.

2. The time of maturity differs with each individual. He must be treated as an individual, and his needs studied and met.

3. Adolescence is the period during which the young man is faced with practical questions of membership in social groups, conformity to social standards, vocation, friendships, public opinion, individual beliefs, leadership, mass hero worship, personal appearance, sex, and ambition. These questions and many more now press for answers. In Rover Scouting this process is called "finding himself".

THE RAW MATERIAL OF ROVER SCOUTING



An excerpt from the Crew Scouters Handbook

THE RAW MATERIAL OF ROVER SCOUTING . . .

Young men very often resent outside interference in the solving of their problems. This is quite natural, because this is a part of the maturing process which gives them the opportunity to face up to the responsibility of self-control and self-direction. Sooner or later all adults must take a lively interest in the management of their own conduct. The privilege to originate plans independently of others, and the liberty to accept or reject the judgment of elders is looked upon as the young man's inherent right. Youth is independent and creative. Young men will argue for argument's sake, and while they may appear completely hostile to adult suggestion, they are weighing both sides of an argument. They appreciate advice, but they tend to reject dogmatic views. Young men must be given tactful guidance and encouraged to solve their own problems.

4. Physical changes in middle adolescence are not as conspicuous as in the earlier years, but a "settling down" process is now evident and during this period physical habits are formed. This is the period of life when youth is trying out his physical prowess. This is when the young man is "finding himself" physically. From this period to late adolescence young men are gradually attempting to control the body by conscious effort. They seek to master physical skills as exemplified by vigorous sports and social activities such as dancing. Therefore, it is essential to provide young men with opportunities for engaging in activities of this nature.

YOUR OPINION IS NEEDED!

DON'T FORGET TO EXAMINE THE CENTRE PAGES OF THIS MONTH'S SCOUT LEADER AND FORWARD YOUR OPINION ABOUT THE BOY MAGAZINE PROPOSAL TO YOUR COMMISSIONER AS SOON AS POSSIBLE.

5. Social development undergoes radical changes during the period of adolescence. Beginning with the strong influence of the gang, it progresses, during the period corresponding with Rover Scout membership, to the greater influence of a few friends who may change frequently and with a particular activity being pursued. Group life will still be important, but not in the intense way of the gang. It is obviously necessary to maintain a flexible organization which will be capable of meeting these changing needs in the group.

6. Loyalties, too, vary radically throughout the three periods of adolescence. The home and the school are usually the centres around which activities are pursued in the early stage. If the boy's family is a church-going family, the church may be another centre around which activities are built.

In middle adolescence the loyalties to these centres are subjected to several upheavals. Young men now find much to interest them away from home, and it becomes a real problem for parents to maintain parental discipline. In fact, parental discipline disappears as such and ultimately becomes replaced with self-discipline based upon respect for others and love for home and family. This must be a prelude to marriage and is part of the maturing process.

The influence of the school diminishes. It has been estimated that only twenty-five per cent of young men who proceed to schools of higher learning do so of their own volition. The balance are led or directed to universities by their elders. The desire for education is replaced by a desire to be self-dependent by becoming a wage-earner. This, too, is part of the maturing process, but one which should not be hurried.

During mid-adolescence dogmatic religious teachings are often questioned. From mid to late adolescence youth may be influenced by sound leadership practices to re-establish church connections which become based upon intelligent devotion. Leaders of youth must work in close harmony with the home, the church, and the school.

7. Youth is "in a hurry", and inclined to be impetuous. This desire is accompanied by a lack of skill and knowledge to do the very things they crave. On the surface, they appear to be quite contemptuous of and impatient with the slower reasoning processes of adults. Radical ideas and actions are both a part of the desire for action. Rules of conduct, usually set by their elders, are challenged. Youth wants to have a say in how things should be done.

They have their own ideas of what is "right" and what is "wrong"—but, all too often, what is "right" today may take on a different hue and be "wrong" tomorrow. There appears to be no stability of concepts. There is nothing "wrong" with this situation. It is another phase of growing up which will pass with maturity, although here, too, adults waver and probably rightly so. It is the rashness which disappears with maturity. In dealing with young men it is imperative that they be led to understand and accept a reasonable code of discipline. Sooner or later we must all learn that we are subject to discipline by a higher authority.

8. During mid-adolescence boys start taking an interest in girls, culminating in courtship in late adolescence, and marriage soon after this period has passed. In many cases marriage actually takes place during late, and even middle adolescence. We cannot train young men unless we include girls in our programmes.

Psychological Needs

All humans are subject to certain psychological needs. Some of these needs are for affection, belonging, and recognition; others pertain to the desire for achievement and independence. Finally, the most important and basic need is that of self-respect.

Young men must have friends, male and female. They must be led to realize that they are growing mentally, physically, and socially. They must be made to feel at home amongst their contemporaries and elders. They must have the opportunity to receive acclaim for their accomplishments while in the company of their companions. They must be made to feel that they are masters of their own fate and that their views will be heard and considered. They must be made to feel that they have an important part to play in the scheme of things and that they are important as individuals.

What Rover Scouting Has to Offer

Rover Scouting is geared to meet many of the physiological and psychological needs of older boys and young men. The organization and activities are therefore flexible to permit and encourage individual and group development. ★

General **G** Mills

Now You Can \$ave For Charity

Looking for an easy way to raise extra
dollars for a worthy cause?

Big G cereals are prepared to help you! Here's what you do . . .
Urge all members of your group to collect Big G Cereal boxtops.
These boxtops are redeemable for cash—3c each or \$1.50 for every
fifty—\$3.00 for every hundred . . . in aid of your chosen charity.
Organizing your group for an all-out Big G "SAVE FOR CHARITY"
drive is easy, profitable; a chance for a real display of team spirit.
Pick up a supply of official forms from your grocery store or super-
market today—or write: "Information Please" Box 2167, Toronto,
Ontario. This fall 1961 "SAVE FOR CHARITY" campaign is good
only in Canada, and expires midnight, November 30.



*Start to "Save For Charity" right away by collecting boxtops
from any of these Big G for Goodness Cereals from General Mills!*



SCOUTING and the UNITED NATIONS



On October 24th, 1961, the United Nations organization will observe the sixteenth anniversary of its founding. Scouting, through its principles and through the policies of its member countries, is a very real extension of the United Nations ideal of promoting the physical, mental and spiritual well-being of people, young and old, throughout the world.

The World Brotherhood of Scouting presents profound opportunities for boys and leaders to expand their understanding of our wonderful world and the people who live in it. Jamborees, international Patrol and Troop exchange visits, and special "theme" meetings have given heartwarming proof to this fact for more than half a century.

A number of programme ideas follow.

For Cubs and Scouts:

- * Learn songs from other countries.
- * Discover poems and folk tales of other countries.
- * Play games of other lands.
- * Collect and make displays of national flags.
- * Assemble collections of stamps and coins from around the world.
- * Sketch homes and methods of transportation as used abroad.
- * Improvise Cub and Scout uniforms of other lands.

For Older Scouts and Rovers:

- * Discover and learn to prepare foods that come from other countries.
- * Learn about the aims, methods and agencies of the United Nations.
- * Contact, by correspondence, short-wave radio or (if practical) by plans for exchange visit, Scouts of other countries.
- * Visit and learn about the efforts of other agencies such as the Girl Guides, YMCA and international service clubs in the field of actively promoting harmony and mutual respect among the peoples of the world.

Many teachers, librarians and parents in your own community are capable and willing to provide information and guidance in planning these activities if they are asked.

The Relationships Department at National Headquarters is prepared to assist in arranging exchange correspondence with other Scouts. Be sure to supply full name, address, age and perhaps hobby interests when applying for information.

A great variety of information is available on request from the office of the United Nations Association in Canada, 329 Bloor Street West, Toronto 5, Ontario.

Explore this subject through your Group Council, Section Scouters and Court of Honour meetings and you will be doing a valuable service to your country and to the boys and young men in your Group. ★



FACTS ON WORLD SCOUTING

An outline of the organization of the World Scout Movement with short presentations of 36 Scout countries.

Profusely illustrated
with
over 60 photographs.

Published by the
Boy Scouts International Bureau

available
for ONLY 50c
from

THE STORES DEPARTMENT
BOY SCOUTS OF CANADA
P.O. Box 3520, Station "C"
OTTAWA 3 ONTARIO

HERE IT IS!

After you examine the four pages describing the proposed Boy Magazine, we suggest that you remove the insert, show it to your Assistants and, if possible, discuss it with your Group Committee and parents of the boys in your Section. Place it on your notice board and let every boy know about it.

The National Council wants to know your opinion on the project and it is important that you let your Commissioner have your views on the matter—soon!

Canadian Boy

THE OFFICIAL MAGAZINE OF THE BOY SCOUTS OF CANADA

- Entertaining, wholesome, educational reading for all boys.
- "Extra" Assistants for every Section Scouter.
- Building greater parent participation in Scouting.



Decision on this project will be made by the National Executive Committee on Oct. 27th, 1961.

Canadian Boy

a magazine aimed directly at Canadian youth—based on the ideals of the Boy Scouts of Canada.

Here are just a few of the many features available to readers of **Canadian Boy**

FICTION — thrilling, adventure-filled stories to delight every boy.

CRAFTS — "How-to-do-it" features planned for specific age levels.

HOBBIES — a full range of leisure-time activities for mental and physical dexterity.

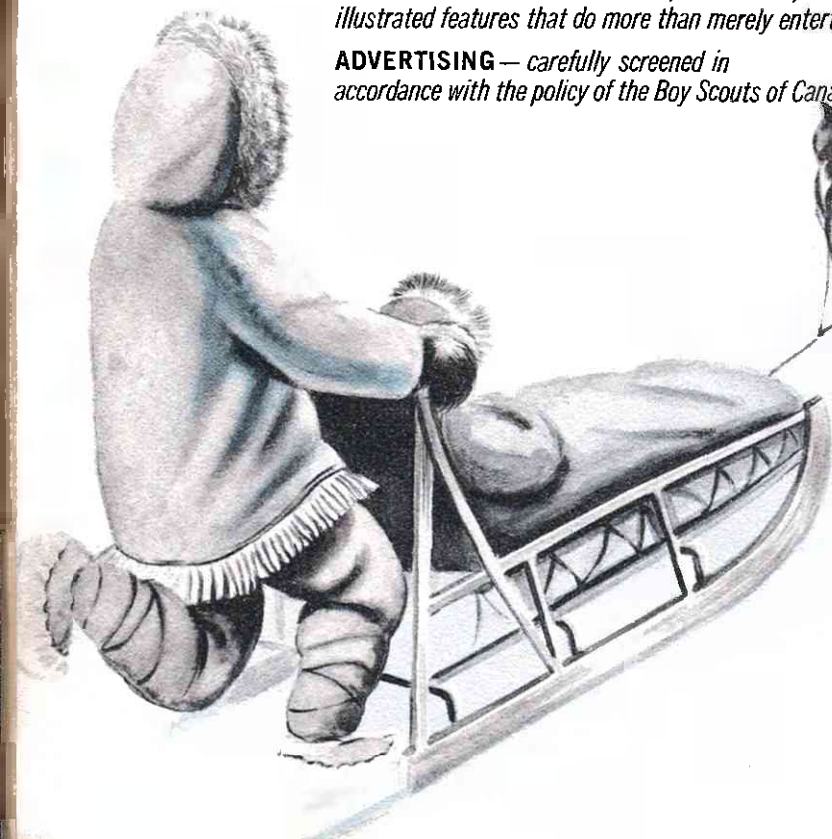
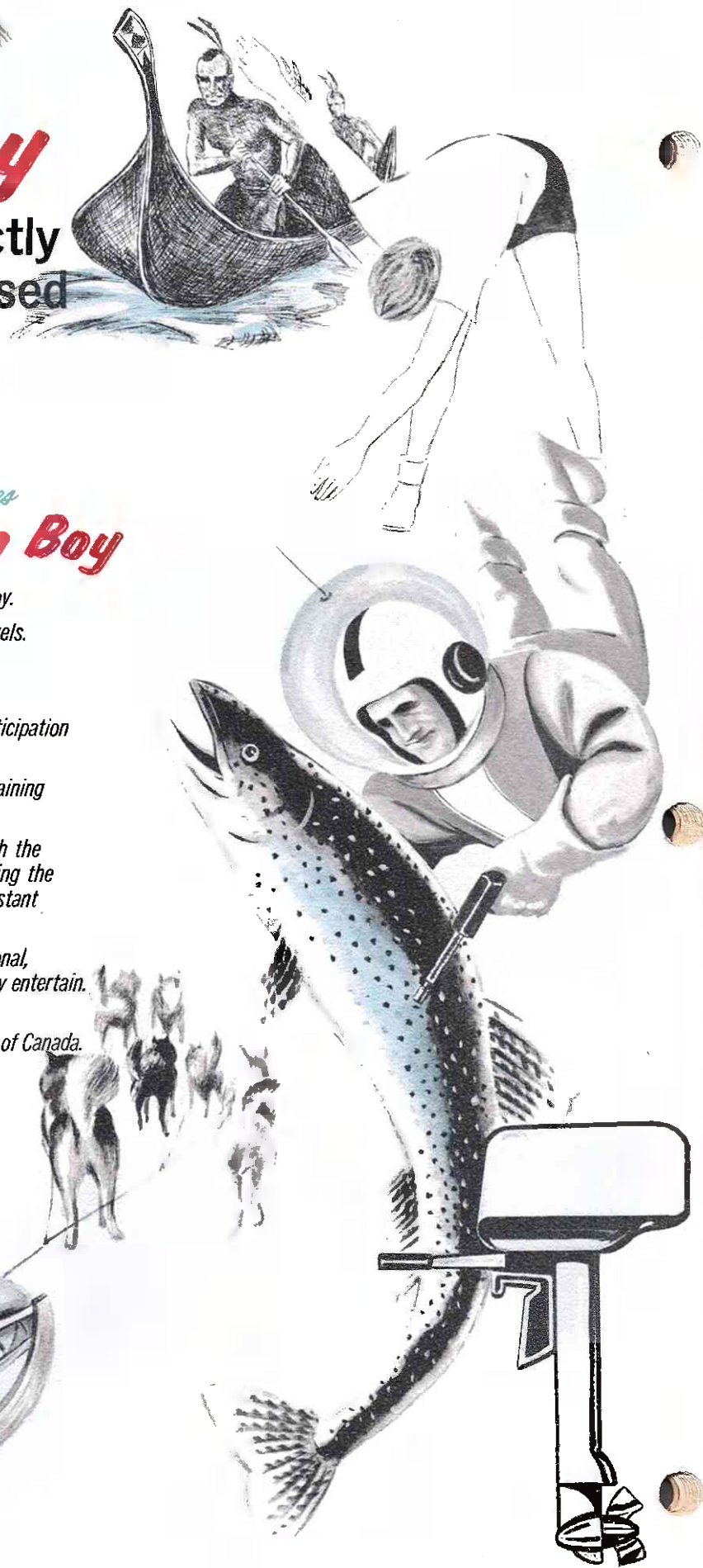
SPORTS & PHYSICAL FITNESS — written to increase participation and skills and to improve the health of our youth.

SCOUTING — Cub & Scout skills, techniques and practices, training aids, advancement helps, events, news and achievements.

PROGRAMME — idea and resource material tying right in with the Cub and Scout programme and supplementing the regular Section programme. A working assistant for every Scouter.

PICTURE STORIES — colourful, educational, illustrated features that do more than merely entertain.

ADVERTISING — carefully screened in accordance with the policy of the Boy Scouts of Canada.



Scouters will welcome *"Canadian Boy,"* too!



"Canadian Boy" answers a vital, growing need among Leaders – the need for extra "assistants" and parent participation. Between its covers exist a host of able, informed "assistants" who help get the programme right into the home.

* an assistant who **visits the home regularly** and reminds parents that their son is a member of the Boy Scouts of Canada, informs them of Scouting activities and builds interest and participation in the programme.

* a fascinating **storyteller** who will delight boys – and Dads – with thrilling stories and interesting feature articles.

* a **handyman** around the home, showing boys how to build and repair things in the garage, kitchen and basement.

* an **expert on Scouting skills** – who knows how to teach boys and help them advance.

* a **counsellor** who can inspire high ideals in Scouting and instil religious, civic and moral principles in all boys.

* "Canadian Boy" is all these assistants in one – plus hobbyist, coach, outdoorsman and job counsellor – and the programme gets to **every boy every month!**

A

Canadian Boy's

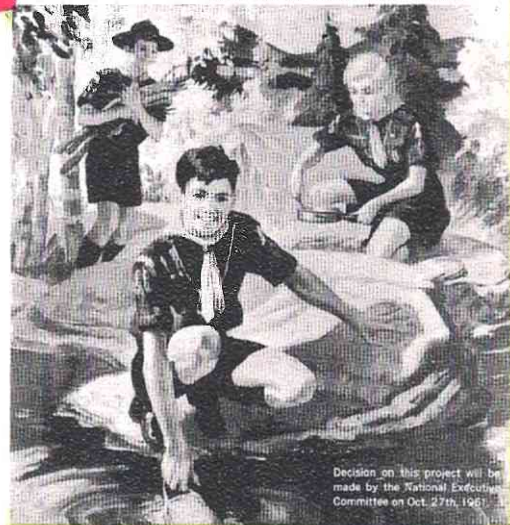
MAGAZINE

that offers every Canadian Boy a whole world of reading and knowledge.

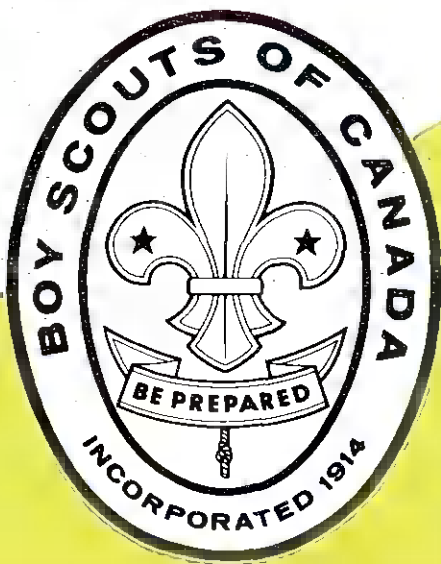
Tell your Commissioner what you think of "Canadian Boy".

Canadian Boy

THE OFFICIAL MAGAZINE OF THE BOY SCOUTS OF CANADA



- Entertaining, wholesome, educational reading for all boys.
- "Extra" Assamlets for every Scoutmaster.
- Building greater parent participation in Scouting.



Attractive rates to subscribers.

Registered members of the Boy Scouts of Canada! Only 50c a year.

"Canadian Boy" will be available to all other boys for just 20¢ a copy, or \$2.00 a year.

Yes—The cost of "Canadian Boy" is surprisingly low; but its contribution to Canadian youth is immeasurably worthwhile.

The purpose of *The Phoenix* is to acquaint Scouters and others with developments in Scouting with handicapped boys across Canada. Comments, suggestions, games, news items and programme ideas will be welcomed. Please address all contributions to the Programme Department, Boy Scouts of Canada, P.O. Box 3520, Station "C", Ottawa 3, Ont.

We would suggest that you pass your copy of *The Phoenix* on to someone else who might be interested in this phase of Scouting.

A limited supply of issues No. 1 and No. 2 is still available.

Our Aim

The aim of Scouting with the handicapped is to help more boys to help themselves. As Scouting stresses abilities rather than disabilities, the approach is to get each boy to work to improve that which he has, rather than dwell on that which he lacks.

Scouting and the Retarded Boy

By Dennis W. Lewis,
Provincial Field Commissioner, Ontario

We were recently invited to outline Scout activity with handicapped boys to people interested in recreation work for retarded children. This session took place as part of the Recreation Workshop during the Ontario Association for Retarded Children's Conference at the Royal York Hotel, Toronto, April 28th and 29th, 1961.

Display panels and slide projectors showed a wide range of Scout activity with retarded boys.

The workshop session was handled first by the writer, followed by Mrs. L. McCormick, principal of the Beverley Street School for Retarded Children in Toronto. Mrs. McCormick explained the real value of Scouting to the boy and outlined some of the activities that were carried out in the Troop organized at the school.

There are one or two points in connection with work in this field that I feel are most important.

We must never assume that they await us with open arms, willing to take any and all help—"just because they are retarded kids", as someone once very plainly put it. Any initial misunderstanding may stand in the way of progress in the future.

School teachers, Association members, and certainly the parents, are on the lookout for programmes and ideas that will help these youngsters. They don't want any phoney promises or high-sounding ideals; they want simple facts, plain talk, and action. They know the individual child and his thoughts; a let-down after a big build-up can be a life's tragedy for a retarded boy.

This is the initial approach then, whether at a conference, or at a meeting on a local level. The group must be sold on the idea that Scouting with their retarded boy will work, will help him and will make him happy. The parents particularly, will view what we have to say about Scouting with critical eye, no matter how good our intentions are. Education in this field is a two-way street.

THE PHOENIX



The job of education concerning Scouting with the Handicapped is one that is ever present among leaders and Council officials. Many well-meaning individuals become over-enthusiastic because it seems to be an easy thing to sympathize with a crippled boy or one who is blind. Leaders working with handicapped boys, occasionally encounter more difficulties with these helpers than with any of the boys. Any approach into work with handicapped boys must be made with common sense, patience, understanding and intestinal fortitude. Plans must be made carefully with a proper Scouting attitude.

Many things have been printed and voiced about youngsters with various types of handicaps and this might be a good time to include the retarded.

Great strides are being made in this work and placements have been made with regular Scout Groups. The Scout Movement can play an important role and show the way to many others—that retarded children *can* be helped, many of whom have never known love or acceptance. Let us turn our backs on days when such children were hidden; let us help them, not hide them!

Retardation can be on various levels based on whether the boy can socialize or not. Many youngsters would never be considered compatible with a regular group; others need the challenge and the chance with regular group activity, often denied them because they are "below average" and attend an auxiliary class in the same school. Many people shudder at the thought of even slightly retarded boys participating with so-called normal boys.

Seriously retarded boys have been known to fit into the regular activity and other boys have begun to understand their problems but, generally speaking, the seriously retarded are best organized as a group on their own. However, many *can* and *will* raise themselves to greater things, given the challenge and opportunity.

Regardless of a boy's mental age, he is still a boy. Do we believe that Scouting is for *all* boys? Then why not the retarded boy?

REPORTS ON SCOUTING WITH THE HANDICAPPED

No. 3

PUBLISHED BY THE BOY SCOUTS OF CANADA

OCTOBER 1961

OCTOBER 1961

Page 15

Many words can be used for the value of Scouting with the *Handicapped*, but very little has been said about the youngster who is mentally retarded. These youngsters have an added burden to live with, handed down from a dark past. Scouting can be a small light, at least, in the black world that surrounds a boy, his daydreams, his thoughts and his burning desire to be accepted by others.

Scouting can help these boys, not only by letting them be a Scout in spite of a generally misunderstood handicap, but by helping them live, act and participate in ventures—as a boy *and* as a human being.

Well Done, Windsor District

We were delighted to read the following note in a recent issue of "Scouting Shorts" put out by the Windsor District Council of the Boy Scouts of Canada.

You probably have a handicapped boy in your Pack, Troop or Crew without knowing it!

He may not be walking on crutches or be deaf or sightless—but he is still handicapped.

A boy can be handicapped in many ways; some of the forms are very hard to detect unless we, as leaders, ensure that each and every boy receives our personal attention and guidance. Are we interested only in the "good", well-behaved boy? Is the so-called "bad" boy the one we ask to leave the Pack, Troop or Crew? These boys in particular are a challenge to our leadership.

How about the deaf, sightless or crippled boy? He *wants* to lead a normal life and to do the things other boys do. Do we exclude him because of his handicap?

Many of these boys are overlooked in the shuffle of social activity, but their need for social acceptance is real.

Give it some thought and see if your Pack, Troop or Crew cannot *open its doors to every boy* to want Scouting. If you would like help or guidance, contact District Headquarters or your District Commissioner. It is really so easy to help another when you once begin—how about it? Your boys will certainly say yes.

Some Excellent Advice

"Scouting with the Handicapped" is an excellent bulletin published by the Ontario Council of the Boy Scouts of Canada. From recent editions we reprint the following advice on how to work with deaf, blind and mentally retarded boys.

Understanding Deaf Boys

1. Aside from being handicapped by deafness, the average deaf boy is a normal, intelligent, healthy, happy individual.

2. Help the deaf boy to **HELP HIMSELF—DON'T DO IT FOR HIM.**

3. Relax; speak naturally! Don't exaggerate or distort your words, thereby making lipreading more difficult.

4. Be sure he understands any instructions or directions you give. Use simple language. If he does not understand after three repetitions, write it.

5. A deaf boy cannot lipread in the dark! At the campfire, try to have the speaker's face clearly visible. Face the light to avoid shadows.

6. Above all, whether he is deaf or can hear, he is a Cub or Scout. You can expect him to **DO HIS BEST.** (Note: The above tips were supplied to us by the Leaders at the School for the Deaf in Belleville, Ont.)

Understanding Blind Boys

1. Make use of any available sight possessed by the boy in regard to activities. Blindness does not necessarily mean he is without visual perception of light, shadow and colours.

2. Make progress slowly—speed frustrates, not only the boy but also your ideal of successfully accomplishing some work with him. He will set the pace; you must adapt yourself to it.

3. Always speak directly to the boy, using his name, otherwise he is unable to tell whether you are speaking to him in a group.

4. Remember that you are the "eyes" of an otherwise healthy, normal boy. Be descriptive and make things and people live. Don't be afraid of using the phrase, "Do you see?"

5. Don't expect a boy to mix freely with others. They must project themselves *toward him.*

(Note: The above tips were supplied by Mr. J. C. Whetstone, Asst. Superintendent at the Ontario School for the Blind in Brantford, Ont.)

Understanding the Retarded Boy

1. Maintain a relaxed, comfortable atmosphere. Make the child feel important. Give him a chance to talk. Talk with him, not always *to him.*

2. Answer his questions. Answers need not be involved or detailed. Keep things simple.

3. Develop a feeling of independence in the child. Praise him often.

4. Teach him correct names of people and objects.

5. Read to him often, *sing with him and play with him.*

6. Encourage the boy to associate with people, get to know places, times and events.

7. Give the boy some responsibility such as hanging up his own clothes, putting things away after use.

8. *Be patient.* Remember that these boys have a lot to learn; make it enjoyable.

9. Encourage, and if necessary, be firm in teaching him to follow directions and to pay attention.

(Note: The above tips were supplied by the Ontario Association for Retarded Children as a general guide for parents.)

Some Films

The following films are available for a small service charge from the Canadian Film Institute, 1762 Carling Ave., Ottawa 3, Ont. The details provided are from the current film catalogue of the Department of National Health and Welfare.

A Day in the Life of a Cerebral Palsied Child

(1948) Sound Colour 24 Mins.

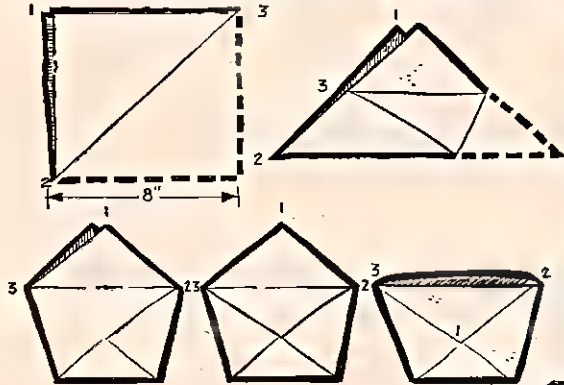
NSECA \$165. Service Charge \$3.

This film depicts the activities and problems of Peter, a boy with cerebral palsy, at the Children's Rehabilitation Institute, Cockeysville, Md. After an introduction by Dr. Winthrop M. Phelps, Director of the Institute, outlining the five types of cerebral palsy and the problems of treatment, the film follows Peter from his awakening in the morning through a day's work and play. Many other cases in the Institute are seen incidentally, exhibiting various forms of the condition and varying degrees

Paper Craft for Wolf Cubs

a paper cup

For drinking, transplanting small plants, or planting seeds. Use fairly stiff paper.



a paper glider

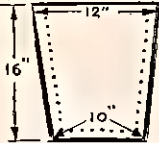
Use old mimeograph paper. Hold folds together with paper clip.



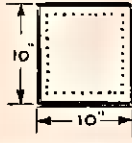
After completing the glider, have a contest to see which will travel the farthest.

a waste paper basket

Cut 4 pieces of corrugated cardboard 16" high, 12" at top and 10" at bottom



Cut 1 piece 10" by 10"



Stencil or sketch design on 4 large pieces. Punch holes 1" apart on all sides except top.

Lace pieces together with string fancy cord etc.

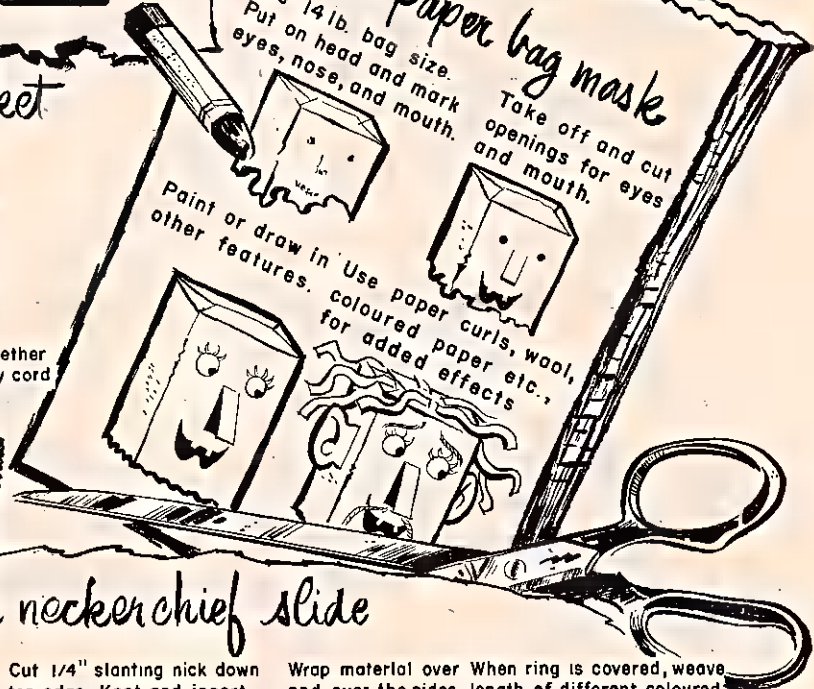


Use 14 lb. bag size. Put on head and mark eyes, nose, and mouth.

a paper bag mask

Take off and cut openings for eyes and mouth.

Paint or draw in. Use paper curls, wool, other features. coloured paper etc., for added effects

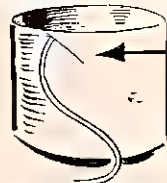


a neckerchief slide

Carefully saw cardboard tube (1" dia.) into 1" lengths.



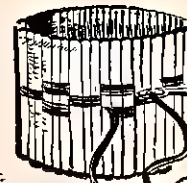
Cut 1/4" slanting nick down top edge. Knot and insert end of coloured material. (raffia, cord, wool, plastic strip)



Wrap material over and over the sides of ring.



When ring is covered, weave length of different coloured material around outside to give a decorative effect.



If using raffia, wool or cord, shellac ring.

of severity. The problems of dressing, eating, standing, walking, talking, writing and undressing are taken up in turn. Emphasis is on the application of physio and occupational therapy, and the film suggests how much may be accomplished by some of these methods. Throughout, we see the extraordinary amount of help required by the victims of cerebral palsy, their courage and the resourcefulness of their attendants.

Comment: A colour film indicating what it is possible to accomplish on behalf of children with cerebral palsy. Technically of high order, and dealing with a difficult subject, this film is interesting and informative for rehabilitation of crippled children.

First as a Child

(1948) Sound B&W 24 Mins.
EFD \$60. Service Charge \$2.50.

Produced by Southern Educational Film Production Services Inc., for the Virginia State Department of Health. Deals with the treatment of crippled children. The film tells the story of Alexander O'Neil and the care he is given at a clinic for orthopedic and plastic cases; where the basic idea is to treat the patient "first as a child". The clinic doctors find that Alexander's disability can be remedied by surgery, and after the operation we follow the boy through his stay in the hospital, his billeting in a foster home near the clinic, and the various types of occupational and physical therapy he receives. Finally, Alexander is able to return home strong and healthy, with no trace of his former condition. Throughout, the film emphasizes the basic idea that such treatment must be brought to an ever-increasing proportion of those children who need it.

Comment: An excellent film on the problem of crippled children, their treatment and rehabilitation, with emphasis on the necessity of treating the complete individual "first as a child"—not only as a medical or surgical case. The subject matter is of constant interest, demanding practical solution. The characters, story, photography and commentary are all good. Suitable for showing to the general public, to service clubs and to all groups interested in the problem.

Two Good Turns

Rovers in Westerwald, Germany have been providing a camping experience for handicapped boys in their community for some years. Recently all the Rovers have been saving their pocket money for the construction of a permanent camp building for these boys, and particularly for boys in wheelchairs. The Rovers have originated a "brick a book" campaign to help speed up the construction of this camp. (from *World Scouting*)

In each of the Packs in Colburg District in Victoria we have a Good Turn Tin that Cubs are invited to fill with their spare pennies. The amount so collected is handed into the Seonee Pack (Scouters Club) who look after it till it mounts up.

Recently, on reviewing our finances, we found we had £75 and decided to give this money to the Seeing Eye Dog Appeal.

The Cubs were very thrilled when Lady Coles visited our Cub Craft Competition and brought with her a blind man and his Seeing Eye Dog, for they could see the dog actually at work and know that, by saving their pennies, they had helped someone else. (from *The Victoria Scout*)

Here Is An Idea

An excerpt from the minutes of the 20th meeting of the Regional Executive Committee of the Greater Toronto Region of the Boy Scouts of Canada.

"Through an arrangement with the Society for Crippled Children, our regional office is now being advised of the names and addresses of handicapped boys interested in becoming members of our Movement. The information, for follow through, is then passed on to the Commissioner in the District in which the boy resides."

The above arrangement is being co-ordinated by Dennis Lewis of the Ontario Provincial Council. They are getting good results with the reply-card system and the idea is highly recommended to other Councils.

Up through the middle of May they had worked in only three of the society's districts and had received eighty-seven replies, of which forty-six stated their son was active in Scouts and forty-one wished the boy to be placed with a Pack or Troop.

Some Games

The following games are adapted from the series published in *The Scouter*.

Something Screwy About This

Have several sizes of wood screws. Each person is blindfolded and by touch must put these screws in order of size. Have some duplication to add to the confusion.

Bang-o

Add a little more interest to the favourite game played in your group by having each participant try to carry a balloon intact all through the game.

Scratch Me

Each participant is blindfolded and is given several grades of sandpaper ranging from coarse through medium to fine. About ten should be used, and the participant must put them in order.

Blindfold Lashing

A good test for leadership and discipline in a Patrol is to have the Patrol make and lash a trestle while all the members are blindfolded.

Dead Ahead

Patrols or Sixes line up at the end of the room. A balloon is placed some distance away. Each Patrol or Six tries to guide *their* man, who is blindfolded and crawls along, to the balloon. No names may be used—only the words LEFT, RIGHT and AHEAD.

Weekly Projects

Here are some examples of weekly projects—make a button; obtain the SM's signature between two certain dates; invent a yell; make a mouse trap; carve something.

Vary the projects—some crazy, some requiring brain-work, some requiring handwork. Award points for competition if you wish, but *always mark on effort*.

Pin Hunt

Pins with different coloured heads are stuck in and about the room. One colour may have more points than others. During the meeting the Patrol or Six collecting most pins wins. ★



Win shooting awards like these: join Dominion Marksmen

Shooting is great sport. It's a man's sport in which anyone can excel. It gives you the solid satisfaction of friendly competition—and the thrill of seeing your shots creep closer to the bull's-eye as your skill develops.

The Dominion Marksmen Program gets you started shooting quickly and easily. It is a progressive shooting program which rewards each step of your progress with a pin, badge or shield. Targets and awards are provided free of charge. In addition there is the Dominion Marksmen Crest, available only to registered club members.

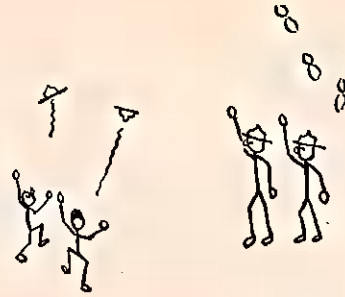
Members of Dominion Marksmen participate in nation-wide competitions. Former members have competed successfully in Olympic and world championships.

If you'd like to learn more about Dominion Marksmen and how you can join, write: Dominion Marksmen, P.O. Box 10, Montreal. You'll be finding out about a sport which will last you a lifetime.

DOMINION MARKSMEN
Sponsored by  **Ammunition**

Scouters' Mixer Game

By Walter J. Charman,
District Cubmaster, Ottawa



Purpose: To provide an opportunity for Scouters to meet one another.

Equipment: Copies of the attendance list (one for each person), which should include full name, nickname, address, Group, phone number, etc.; name tags numbered consecutively, with space for name on opposite side.

Method:

1. Issue one copy of the attendance list and a name tag to each person as he registers.
2. Instruct each person to print his name on the tag and wear it with the name side showing.
3. When the formal ceremonies are over, direct that the tags be reversed so the number will be showing.
4. At a given signal, each person is to match numbers

to the names on his list. To do this, he will have to circulate and 'chat' with the other people.

5. Allow about 15 mins. (or more, depending on size of group) before the signal to stop is given. Then have each person, beginning with No. 1, call out his number and name so that the others can check and correct their lists.

6. Award a small prize to the person with most names and numbers correctly matched.

Note:

1. Include *all* present—members, executive, guests, etc.
2. This game can be used only at meetings (a) when the group numbers no more than 50; (b) when an attendance list is available prior to the meeting; (c) where the meeting place is conducive to moving about. ★



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REFRESHING NEW FEELING

... what a special zing you get from Coke.
It's do-se-do and away we go for the cold
crisp taste and lively lift of Coca-Cola!

Ask for "Coke" or "Coca-Cola"—both trade-marks mean the product of Coca-Cola Ltd.—the world's best-loved sparkling drink.



"The books we read when we are young are the most important books we will ever read. They reach us freshly. They can bring the whole world to us, and if the world they bring is a true one, they are almost more valuable than school."

These thoughts are passed along to us by Hugh MacLennan, well known Canadian novelist, who is Patron of Young Canada's Book Week, November 15th-22nd, 1961.

In Scouting we are concerned with, among other things, promoting the mental and spiritual development of boys. For this reason we should not overlook the opportunity that is ours in assisting Cubs and Scouts to broaden their horizons and develop good reading habits.

Everything we do to this end strengthens and enhances the partner-

Be sure to examine the centre pages of this month's *Scout Leader* and let your Commissioner have your opinion regarding the proposal for a boys' magazine. **DO IT RIGHT AWAY!**

YOUNG CANADA'S BOOK WEEK NOV. 15-22 1961

ship we are in with the home, the church and the school. And it is only in making this partnership effective, that we carry out our Aim in Scouting.

Young Canada's Book Week will focus public attention on the need for good reading. It will also highlight the facilities through which wholesome, entertaining and educational books are available to Canadian boys and girls.

We urge every Cubmaster and Scoutmaster to ensure that Pack programmes and Patrol projects next month include features that will enable the boys to enjoy discovering something new in the wonderful world of books.

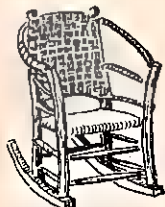
How does a school library or a Public Library operate? How are books printed? Could the Pack or Patrol arrange for a special visit to the library? How about the boys telling stories at the campfire from books they have read recently?

These are but a few of the ways through which Cubs and Scouts may receive long-lasting benefits in the observance of Young Canada's Book Week. ★

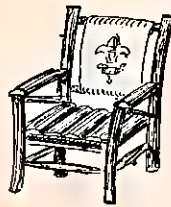
DEN FIXTURES



A Colonial adaptation



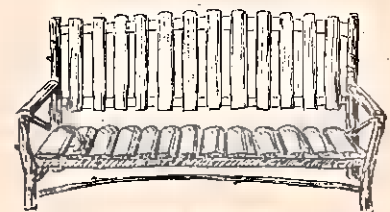
Rocking Chair with Split Ash back



A Leader's Easy Chair



Magazine Table



Rustic Settee



Waste Basket - An old box covered with slabs



SPLIT LOG BENCH



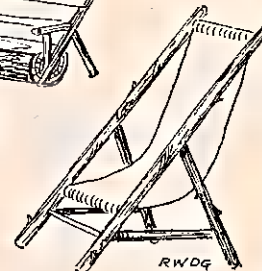
Barrel Staves RUSTIC SETTEE After Dan Beard



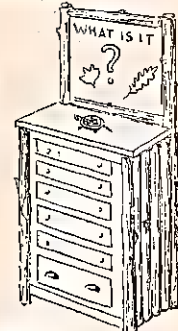
COUNCIL FIRE BENCH, easily constructed



Detail of "doweling"



THE HANDY-BOOK CHAIR - After Dan Beard



HANDY CHEST OF DRAWERS for Nature Collections and Museum work

WHAT DO YOU THINK?

By REV. STANLEY A. SMITH, M.A., B.O., Member, Programme and Uniform Sub-Committee

A DISCUSSION GUIDE FOR BOY SCOUT PATROLS AND COURTS OF HONOUR

For some time now *The Scout Leader* has been carrying monthly articles under the general heading "We're Looking at Ourselves". By this means the Programme and Uniform Sub-Committee is trying to keep everyone active in Scouting informed of the progress being made in this nationally important study. No Committee can, however, assume the total responsibility for a research project which could result in major revisions of programme and significant changes in uniform.

The programme which is under study is a boys' programme: the whole aim and intent of Scouting is to help boys grow to useful and mature adulthood. Only boys, in the final analysis, can decide whether a programme and a uniform are successful. They will express this by their degree of participation in the programme, and by significantly increasing the enrolment. Or they will indicate a negative response by abandonment of Scouting in favour of more attractive activities.

The Committee needs the opinions of the boys, but how can channels of communication be established? This could well become one of the most important issues in the whole programme of research, and only the Section leaders can do the job. You can encourage every Patrol Leader in your Troop to conduct discussion sessions with the members of his Patrol. You can provide opportunities for Courts of Honour to bring these varied expressions of opinion together and prepare a report for the Programme and Uniform Sub-Committee. These reports will become an important part of the committee's working material, and should be sent to the Programme Department, National Headquarters.

It must also be the Section leader's responsibility to see that the opinions reported by Courts of Honour are the opinions of boys, and not merely reproductions of the leader's thoughts. Leaders have their own opportunities to comment on Scouting but it is important that the boys' voices be heard, too. Let them follow their own line of thought: sit back and relax; be prepared to stimulate discussion, but do not dominate it.

It is undesirable that all the topics included in this discussion guide be covered in one session. Do not confine questions only to those listed below.

(A) THE PROMISE AND LAW

Scouting is based on a Promise and Law to which every member, boy and adult, subscribes.

(1) Do we take this Promise and Law seriously enough? Is it an important influence on the pattern of our daily life? Is there too big a "gap" between what we say and what we do? Does it really matter whether we keep the Promise and Law or disregard it? If it matters, why? If it does not matter, why bother making a Promise?

(2) Do we really understand what the Promise and Law are trying to say? Should they be re-worded in more modern language? Can you suggest a re-wording of all or parts of the Law and Promise?

(3) Are all parts of the Law and Promise necessary today? Should any parts be removed? Should anything new be added? Is it reasonable to ask anyone to promise to "obey orders without question" in an age when we

are being taught to question almost everything? What does *being thrifty* mean in an age when almost everyone buys on credit? Does "Duty to Queen" mean as much today as it did fifty years ago?

(4) Is there a difference between making a promise, and making a promise *on your honour*? What does "honour" mean to youth of today?

(5) "Duty to God" stands first in the present Promise. Is this the most important principle on which Scouting is based? Is Scouting a religious movement? Does "Duty to God" also mean "Duty to Church"? Can you keep the Promise without being active in a Church?

(6) Do we need a Promise? Do we need a Law? Give reasons for your answer.

(B) THE PROGRAMME

(1) AGE GROUPINGS

The Scout membership age has been getting progressively younger. Major support for Troop Scouting today comes from boys between 11½ and 13 years of age. In 1957 only about 13% of the boy membership were in the age group 14 to 16.

(1) Why are not more boys, between the ages 14 and 17, involved in Scouting? Why do so many boys drop out of Scouting between the ages 13 and 14? Are boys maturing earlier with the result that older boys who were once attracted to Scouting now regard it as something for "kids"? Have interests changed?

(2) Is it reasonable to expect a boy 16 or 17 years old to work normally and naturally with an 11½ year old in a Patrol setting? Do we need a special programme for boys 14 to 17? Should we have Senior Patrols in the Troop, or a completely separate programme, or lower the admission age for Rover Scouts? (Present Rover admission age is 16).

(3) In your opinion, what should be the age at which boys can be admitted to a Troop? What should be the maximum age at which he should leave the Troop? Have you any suggestions as to how Scouting can attract older boys (age 14 to 17) and keep them interested?

(II) GRADE TESTS

The present Scout Programme has three Grade Badges—Tenderfoot, Second Class, First Class—involving forty-three requirements which must be met.

(1) Are these requirements too difficult, just right, or not difficult enough?

(2) Do these requirements reflect the interests and activities of boys of our day, or are some of them out-of-date? In your opinion, what tests could be eliminated? What new subjects should be added?

(3) What can be done to encourage more boys to achieve First Class Grade?

(4) Should we have more grades? Less grades? Or no grades?

(5) Are we being realistic in training boys for service to the community? Scouts today have less opportunities for formal service to the community; much that they formerly did has been taken over by specialized adult groups.

(6) Is the programme too rigid? Should boys have more opportunities to choose the subjects and set the standards for progression from one grade to another?

(III) PROFICIENCY BADGES

In addition to the Grade Badges, there are more than one hundred proficiency badges which Scouts may earn. Originally these were intended to encourage Scouts to follow up subjects and activities in which they had a special interest; to encourage boys to acquire hobbies, and life-time interests.

(1) Why do Scouts today earn proficiency badges? Are they usually really interested in the subjects involved?

(2) Is the proficiency badge programme hindering boys from earning their Grade badges? Is too much time being spent on this part of the programme?

(3) Are there too many proficiency badges offered? Could some of them be eliminated? Should new ones be added, and if so, what subjects would you suggest?

(4) Does the Scout Programme need Proficiency Badges?

(IV) THE OUT-OF-DOORS

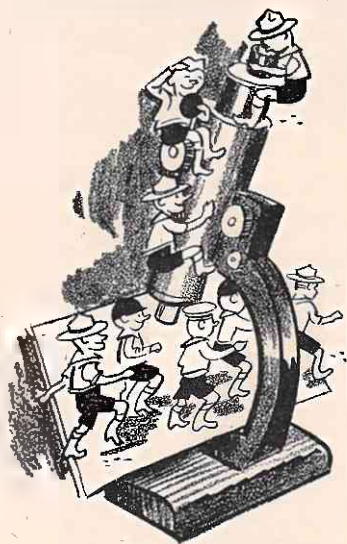
It would seem that we are conducting more and more of our activities indoors, and Troops are spending less time out-of-doors. Yet we are known throughout the world as a Movement which stresses the outdoor life.

(1) Has Scouting become predominantly an indoor programme, or is it becoming so? How much time does your Patrol spend out-of-doors in a year? Is there anything wrong in Scouting becoming indoor-based? Should the outdoor emphasis be retained?

(2) *Camping*: Statistics would seem to indicate that in 1959 the Canadian average was between 1½ and 2 camper days per boy member. Why is not more camping being done by Canadian Scouts? How much time does your Patrol spend camping in a year? Do you consider camping to be an important part of the Scout Programme? Can we have a Scout programme without camping?

(3) *Hiking*: In an average year, how often does your Patrol participate in a Patrol hike? In a Troop hike? Is this enough? Would you like to see more hiking in the programme?

We're Looking at Ourselves —



(4) Why do not more boys earn the Bushman's Thong? Are the requirements too difficult, or, is there just not enough interest in the out-of-doors, or, are there not enough opportunities to get out-of-doors?

(5) Should there be more outdoor activity in Scouting, or less?

(V) LEADERSHIP

(1) *Scouters*: Is the age gap between Scouter and boy too great? Should we have young men handling the programme, and older Scouters acting as counsellors? Would there be more outdoor activity if the programme were being operated by young men? What, in your opinion, should be the minimum age for a Troop Scouter? The maximum age? What do you think are some of the real problems of Scouters? What should be the qualifications of a Troop Scouter? Do you think we expect our Scoutmasters to be "experts" on too many subjects? Should we make more use of specialists brought in to instruct in the more specialized subjects, e.g., First Aid, Nature Study?

(2) *Patrol Leaders*: In general, should Patrol Leaders be about the same age as the members of their Patrol, or should they be older? How should Patrol Leaders be chosen? What qualifications should they have?

(VI) THE PATROL SYSTEM

(1) What do you understand by the "Patrol System"? Does the Patrol System really work? What has been your experience with it?

(2) Should Patrols have more opportunity to determine their own programme?

(3) Should Patrols meet more frequently away from the Troop? Should there be less Troop meetings and more Patrol meetings?

(4) Is your Patrol a natural gang or does it only meet for Scout purposes? What do you think the age structure of a Patrol should be?

(VII) THE UNIFORM

(1) Is the present uniform too widely separated from the normal dress habits of boys today? Do we want a uniform which is more in keeping with normal dress habits?

(2) Why do we wear a uniform? Is it necessary? Could Scouting continue without a uniform?

(3) Is the present uniform suitable wearing apparel for all types of Scouting activities: camp? Troop meetings? hiking? indoor games? outdoor games? If one uniform cannot be suitable to all conditions, when should the uniform be worn? When do you wear your uniform on Scouting activities? When do you not wear the uniform for Scouting activities?

(4) What are your ideas about the type of uniform which might be worn by Scouts? What items in the present uniform would you most like to see changed?

What do you think? There is a limit to how far men can go in planning for boys. The programme belongs to the boys of the Pack, the Troop, and the Crew. Any change in the programme or uniform concerns boys more than it does men. Let the Committee have the boys' ideas; these are important if an acceptable programme and uniform is to be the result of this study.

This article is available in reprint form from the Programme Department, National Headquarters, Boy Scouts of Canada, P.O. Box 3520, Station "C", Ottawa 3, Ontario. ★

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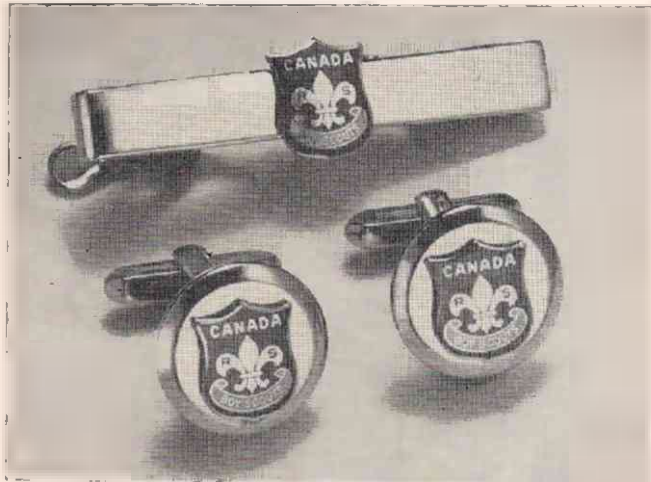
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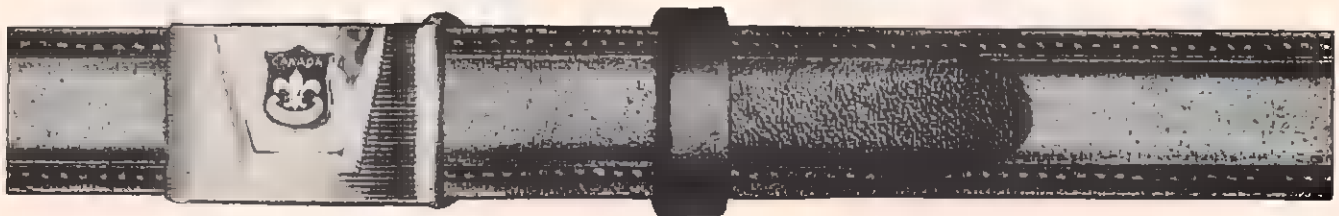
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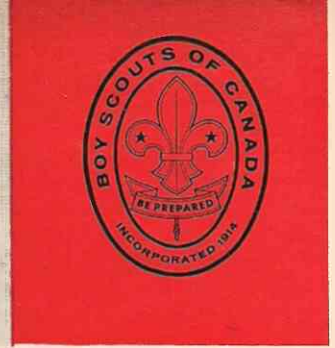
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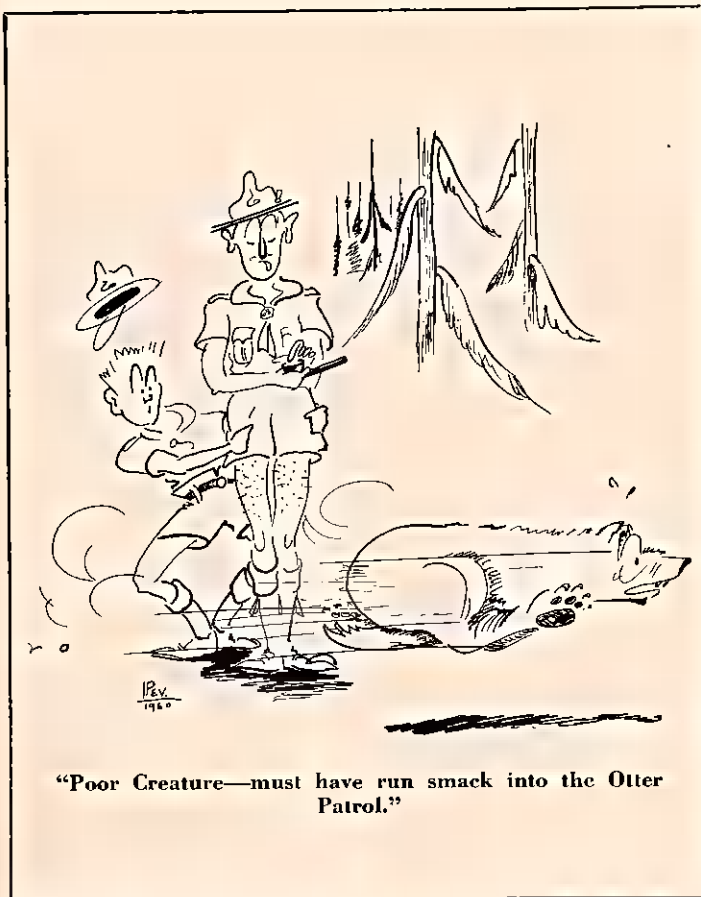
Left: The ship's wheel on the Port Colborne, Ont. District badge is appropriate to the town's slogan, "The Gateway of Navigation", and its location at the south end of the Welland Canal. With a green background, the wheel is yellow, and the fleur-de-lys and lettering are red.

Centre: The badge of Tache District in the Winnipeg, Manitoba Region bears a sketch of the local memorial honouring the famous French explorer, La Verendrye, who is seen with a missionary and a Canadian Indian. The figures are orange, green and brown on a light blue background.

Right: Groups in the 2nd Maple Leaf District are sponsored by the Royal Canadian Air Force in France and Italy. The District badge bears a gold maple leaf, a red figure 2, an instepped green border, and the word, "Europe" in gold. The background of the badge is red.

CANADA'S COLOURFUL DISTRICT BADGES

Part VII



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SURVIVAL!

A 24-hour survival hike for five First and Second Class Scouts was undertaken by the Riverhurst, Sask., Troop last fall, under the guidance of SM Harry Brice. No rations were taken except salt and flour carried by the SM for emergencies, as they were to live off the land. They carried only sleeping bags, knife, cord, mess kit and axe.

Nine miles out of town in the coulees they made a couple of branch shelters. Each boy was given a job—get water, find berries, bark and leaves, make bone hooks for fishing, find frogs and clams. Supper consisted of clams, bannock made of flour and salt, berry jam, and tea from wild strawberry leaves.

They threw out night lines, and fished with hook and line, but caught only three fish. Dinner was varied with the



The Rev. John Bartlett stands at the Scout Corner in the Church of St. John the Evangelist, Hamilton, Ont.

Hamilton Spectator Photo

Scoutscope



addition of innerbark from certain trees. They packed up, cleaned up camp, hiked back to the truck, and arrived home about four, pleased with their experience in survival hiking.

BEACH CLEAN-UP BY SCOUTS

Swimmers should suffer fewer cut feet after the highly successful beach clean-up staged by Boy Scouts from the Greater Victoria Region.

About 1,500 Scouts and 100 leaders scoured most of the beaches from Deep Cove to Jordan River removing broken glass and metal as a collective Good Turn to the community. Municipal works departments co-operated by hauling the debris away—at least two truckloads of it.

ROVERS VETO BABY-SITTING

A group of Rover Scouts of the 18th Mistaya (Indian word for grizzly bear)

Crew in Calgary, Alberta has decided to relinquish their money-earning baby-sitting chores in favour of gardening.

The Crew members found that the baby-sitting hours interfered with other necessary activities and that "some folks forget to give us a donation for the building of our den". The Crew hopes to raise \$50 by offering their labour to gardeners. The money thus earned will go towards floor tile and furnishings for their den.

SHERLOCK HOLMES HIKE

One anonymous Troop we've heard of, participated in a Patrol competition known as a Sherlock Holmes Hike. Each Patrol went to some old and deserted farm house, mill, factory, hunting or fishing camp and prepared a deductive report, from things found and seen, on the last occupants of the premises.

JUNE 30th, 1961, CENSUS STATEMENT

All Sections of the Movement indicated an increase over the December 31st, 1960 membership figures. Largest increase was in the Wolf Cubs—10,183—bringing the total number of Wolf Cubs to 167,211. Rover Scout membership increased by 332. Total boy membership, as at June 30th, 1961 was 277,926; adult leaders, 31,591; grand total, boy and leader, 309,517. In Canada, there are now 386 Lone Scouts distributed over the various provinces, excluding B.C.

Overseas Army Scout membership: 588, including 524 boys, 64 leaders; Air Force: 987, including 878 boys, 109 leaders.

GESTEPRINT STENCILS

Two new supplementary sheets of the Boy Scout Miniature Gestepoint Catalogue are available from the Public Relations Department at National Headquarters.

Page 1 features the new "Boy Scouts of Canada" crest and other illustrations; page 2 offers a variety of useful illustrations.

These new stencils are available at \$2.00 per sheet. Just order by name: "Supplementary Sheet No. 1 (or No. 2), Boy Scout Gestepoint Stencil", direct from the Public Relations Department. Remittance with order will be appreciated.

NEW ZEALAND JAMBOREE

Waiora, New Zealand will see the influx of about 2,500 First Class Scouts from January 6th to 13th, 1962 at a New Zealand national Jamboree. Fee, to be remitted by November 1st, 1961, is £N.Z.12. Canadian First Class Scouts are invited to attend. Further details are available from the Administration Dept., National Headquarters, Boy Scouts of Canada, P.O. Box 3520, Station "C", Ottawa 3, Ontario.

BADEN-POWELL HOUSE OPENED BY QUEEN

Patron for the Scout Movement within the Commonwealth, Her Majesty Queen Elizabeth II, opened Baden-Powell House in South Kensington, London, on July 12th.

GO BACK fourteen pages and review the Boy Magazine plan. Don't forget to let your Commissioner have your opinion on this great undertaking.

Letters . . .

Two articles in the May and June-July issues of *The Scout Leader* have led to a good many letters to the Editor, which we will find most helpful in our reconsideration of the Scout uniform.

Some points from the original report:

For many years Scout uniform has been a centre of controversy within the Movement.

Fundamentally the Scout uniform is a symbol of *esprit de corps* regardless of its appearance, but contingent upon acceptance. Any uniform can get its meaning from Scouting as it is. It cannot by itself give Scouting meaning.

May stress on uniform (and uniformity) not become an end in itself? Can symbolic values, "character" or "discipline", be created by exhortation or by external pressure? Are we trying to substitute such techniques for the kind of special training and co-operative action which are the real sources of such qualities and values?

Should unconsidered acceptance of the uniform be a measure or test of our commitment to Scouting?

The Scout uniform appears to lack adult content and is rarely, if ever, pictured as a symbol of manhood.

Complete official uniform is not worn by most Scouts most of the time.

At least three out of four Scouts feel that, for some ages, longs should be uniform. On the average they favour a change somewhere in the thirteenth year. It is even less acceptable in the eyes of parents.

Although the question of shorts and longs draws the greatest attention, other issues are involved and must be considered.

I sincerely hope the Uniform Committee recommends those all-important long pants as a *must* in proper dress for Cubs and Scouts. The Canadian seasons are such that shorts are impractical. Here's to a modified uniform.

K. SEGURDSON,
Hanley, Sask. Cubmaster.

It has been our observation at a number of international camporees, which our District has held in conjunction with the American Boy Scouts, that our uniform—from the hat to the garter tabs—has been admired by American Scouts and Explorers.

Surely our dedicated Scouters can take a ribbing from their wives, for the men find feminine fashions humorous on occasion.

TO EACH HIS OWN: A COPY OF THE



GOLDEN

ARROW

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Those outside the Movement who may laugh do not realize the adaptability and usefulness of our uniform.

1st SHILO ROVER SCOUT
CREW
Camp Shilo, Man.

Would you take the kilt from the Highlander or the busby from the Grenadier? It is not the boys but the grownups who are making all the fuss about shorts as part of the uniform.

Polite folk will not make rude remarks about our uniform any more than they do about bare, bony, fat, hairy or any other type of leg which we see in all manner of fancy shorts during the summer.

As for clinging to custom, let's never be ashamed of that.

KAY BRAY,
Welland, Ont. Cubmaster.

I wish to correct what seems to be a misunderstanding. You will, on re-examination of my last letter, note that I do not allude to the articles and letters as having been written by professional Scouters and am well aware that they were written by volunteers.

In my reference to the professional Scouter (*The Scout Leader*, Aug.-Sept. 1961, p. 3) my comment was, perhaps, a little unkind. It was a personal and, to me, apt one and hinges on my belief that the professional is failing in his duty instead of supporting the basic elements of Scouting if he seems to feel that revolutionary change is needed.

I am deeply aware that many professional

Scouters are giving their utmost; and to them I apologize if they misunderstood.

J. WILD,
Winnipeg, Man. Scoutmaster.

Wanted: Thinkers

We are too accustomed to regarding every difficulty as an obstacle to be avoided rather than as a challenge to be overcome.

In all Councils, we need training courses in creative thinking, not only in using our imagination, but in helping others to use theirs.

Barren conferences should be replaced by "brain storming" groups required to produce a quantity of ideas. A suggestion award scheme should be operated for the Executive Staff. Volunteer Scouters who produce ideas of outstanding value should be given a suitable certificate.

There are too many groups that criticize any suggestion and far too few that strive to create new ideas.

If he'd had to put his ideas before a meeting first, I don't think B.-P. would have gone to Brownsea Island.

D. MOLE,
Winnipeg, Man.

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