

The Scout Leader



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The Teenage Sub Culture

Part II of Sociological Study

Jungle Whooporee

An African Day At Camp

Vol. 41, No. 9

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the scout leader

THE IDEA MAGAZINE FOR

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The Right Honourable
GEORGES P. VANIER, D.S.O., M.C., C.D.

Deputy Chief Scout
COMMISSIONER L. H. NICHOLSON
M.B.E., LL.D., R.C.M.P. (Ret.)

Chief Executive
FRED J. FINLAY
Director of Publications Services
G. N. BEERS

Editor
J. DAVID AITKEN

Editorial Assistant
PAT GORDON

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ALL SCOUTERS AND ADULT LEADERS OF THE MOVEMENT

Perspective

SCOUTING PLANS FOR THE FUTURE is an item in the *Information Bulletin* recently received from the Boy Scouts Association in the United Kingdom. In view of the studies taking place at the present time in Canada, we feel that readers of *The Scout Leader* will be interested in the plans of their friends in Britain. Here is the item:

The Chief Scout's advance party—a team of twenty—four Scoutmasters and commissioners invited by the Chief Scout, Sir Charles Maclean, to help plan the future of the Scout movement in this country—has now started its investigations.

Under the leadership of Sir Charles the advance party will be taking a close look at the Scout movement. Special attention will be given to Scout principles, methods of training, age ranges and uniforms. Terms of reference for the investigating team are "To study all aspects of the future of Scouting and to make recommendations, after consultation with the movement, to the Chief Scout as to the development of the movement, both in the immediate future and for the 1970s."

The members of the advance party are all under 45 (average age 37). This ceiling was chosen by the Chief Scout as an age when Scouters "have some experience and some years in Scouting ahead." At their first meeting the advance party was divided into eight working sub-committees, each consisting of six Scouters. Each sub-committee will be looking into a different aspect of the Scout movement: Wolf Cubs, Boy Scouts, Senior Scouts, Rover Scouts, organization and finance, Scoutmasters, relations with other organizations and publicity. The members of the advance party will each serve on two sub-committees which are to work independently, making inquiries and taking evidence on their particular subject until early September. The whole advance party will meet periodically to review the findings of various sub-committees.



OUR COVER PICTURE

Ottawa Wolf Cub Clive Sedgwick tries his hand at playing the bagpipes during a backstage visit with the Cameron Highlanders. Sgt. Johnny O'Rourke and Clive's brother Neil look on approvingly.

Photo: Dominion Wide

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Pack

Guide Badge

This is a natural link to the monthly theme. It provides a series of outdoor activities, is of interest to most Cubs and gives them an opportunity to be of service to the community.

The requirements are dated so it will be necessary to add a few points regarding main auto routes, directions to the airport, the availability of public telephones, etc.

An evening's programme could be built around the Guide Badge. It will require a number of 'explorations', either by foot, bicycle or car, based on one or more requirements of the badge.

You may wish to treat the subject over a period of time. Each week, a requirement could be discussed at the pack and, during the week, Cubs could learn all about that particular requirement.

Outdoor Activities

Here again we have a series of activities that could be linked to the theme and to the Guide Badge project. After a session on compass, for example, Cubs should be able to report there is a letter box on the 'north-east' corner of Main Street and First Avenue.

In addition, a 'message-relay' could take place over a specified area during which Cubs watch for and report on the location of public telephones and whether a certain drug store is open in the evening, etc.

With ingenuity, star requirements such as knots, signalling, observation and other activities can be developed to fit the 'exploring' theme. Keep in mind the outdoor games listed in Chapter Five of *The Pack Scouters' Handbook*.

'Safety on the Playground'

This is a black-and-white or colour, 16 mm., 14-minute sound film rated excellent for Grades one to six. We recommend it to show to school children just before the summer holidays.

The film shows the contrast between a boy who knows and follows the rules of safety in a playground setting and a 'smart-alec' character who does all the wrong things. A time-stop photographic technique is used to emphasize the film's outstanding points.

It is available from The Canadian Film Institute, 1762 Carling Avenue, Ottawa, for a small service charge.

Troop

Maps

Collect a series of topographical maps of your area. Use them to teach mapping. Blindfold patrols and take them to various locations. Make sure



Fit for Exploring

June's Programme

Exploring

One of the basic needs for Cubs is to gain new experiences. We suggest that, with the help of parents, you arrange one or more tours to places of interest in your community. These could be historical spots, government buildings, museums or industries (perhaps an ice cream plant?).

The tours could be on a pack basis or on a six or small-group basis under the care of a parent.

they turn enough corners to lose their sense of direction. Have them orient their map and, by using features in the landscape, pinpoint where they are. Exchange patrols to make 'plane table' maps and maps of hikes. Use a sandbox and have patrols create a three-dimensional replica of a given section of a map.

Compass

Bring in a selection of compasses. Have members of the troop try each

one. Let them discover the advantages and disadvantages of each compass.

Emphasize the use of degrees. Encourage even tenderfoot Scouts to be familiar with compasses. Encourage them to become familiar with deviation and declination.

Small plastic 'practice' compasses and demonstration compass boards are available from Supply Services. Check your catalogues.

(a) the quickest way between two points is not necessarily the shortest;

(b) how close to the finish point, over a distance of two miles, the Scouts can come.

Orienteering Race

Make this a real challenge! Use five or six checkpoints in a five to ten-mile race. Include at one checkpoint a thirty-minute compulsory lunch break.

Traffic Rules

Rover car rallies should emphasize safety, courtesy and service. Participants must be aware of traffic rules and motor vehicle acts. Invite a local driving examiner to conduct a test night for crew members.

Keeping a Log

Two aspects can be explored.

(a) How well does your car operate and what is the cost per mile? (Include gas, oil, repairs, insurance and the cost of the car. Check miles per gallon and cost per mile.)

(b) Rally logs: Where have you been? How did you do? Did you make any observations that would improve your performance? Keep your rally log up-to-date!

Rally Procedures

Bring in an expert on organizing rallies. Make sure your crew understands the rules and procedures before you participate. 'Know-how' can save points in rally competition.

Car Rally

Organize a district, regional or provincial rally. Contact local auto clubs for help and work with local police and safety groups. Much help is available. Stress courtesy, safety and service. Consider the Greater Toronto Region rally which takes place on a week-end and includes an overnight camp at a provincial park.

Compass Courses

Lay out a variety of compass courses. Use them to test the Scouts' ability to box a compass, take a bearing and walk on a bearing.

Make this an activity. (For example, lay out two rows of stakes one hundred yards apart. Number the sticks in each row. Take readings from stakes in Row A to stakes in Row B—stake one in Row A to stake five in Row B. Give these bearings to Scouts. See at which stake they finish.)

Other courses could be as follows: walk one hundred paces at 65 degrees, 155 degrees, 245 degrees and 335 degrees.

Bee-line Hike

Lay out a 'bee-line' hike to test two things:

The winners are those Scouts who check in at all points and complete the course in the quickest time.

Add penalties for checkpoints missed. Make sure checkpoints are identified by a red or yellow flag. Such a race is an excellent incentive to physical fitness and increased knowledge.

Crew

Navigation

Invite to the crew a person who has participated as a navigator in a car rally. Ask him to explain the functions of a good navigator in such a rally.

Fit for Adventure

July-August Programme

Pack

Summer Programme

We suggest you review the activities listed in the article *A Holiday Programme for the Pack*, outlined in Section C of Chapter Five of *The Pack Scouters' Handbook*. Since the article was printed, the pack concerned has

(continued on page 19)

This article is the second of three arising from the 19th Boy Scout World Conference at Rhodes in 1963. Its subject matter -- reports from various countries -- is intended to bring to all Canadian Scouters a sense of the breadth of Scouting and information on how its programme is being adapted to meet specific situations.



WORLD CONFERENCE

Dr. Vitaliano Bernadino, National Commissioner, the Philippines, outlined his country's attempts to evolve a Philippines-oriented form of Scouting to replace the former American programme:

... When the Boy Scouts of the Philippines became a separate and an independent national association, no change took place in either its programme or administrative organization.

It continued [to use] the same guides and handbooks of the Boy Scouts of America as basic references in planning and carrying out the Scouting programme. Administrative and operational practices were carried on as before.

To put it bluntly, Philippine Scouting was an American programme in the Philippine setting. Even with the advent of Philippine political independence in 1946, little or no attempt was made to alter the Scouting programme or its organizational structure.

... Figures in 1958 showed that the average tenure of a Filipino Boy Scout was two years and that of every one hundred Filipino Boy Scouts who start as a tenderfoot, ninety-six remain as a tenderfoot. To date; it is estimated that only 583 Filipino boys have attained the highest Scouting rank since the Scouting movement started in the Philippines.

... Revision was therefore made on the basis of the following guidelines:

- It must retain the fundamental philosophy, ideals and patterns of Scouting as originally conceived by its founder.

- The knowledge, skills, abilities and attitudes to be included in the programme content should be selected on the basis of their usefulness to Filipino boys in im-

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proving character and in rendering service to family, community, country and God.

- The activities selected must be those that are interesting to the Filipino boy in accordance with the age level embraced in the branch of Scouting for which they are intended.

- The terminologies, ceremonials, symbolisms and other elements of the programme should be derived from, or be in conformity with, the desirable elements of our national culture.

- As far as possible and practicable, the essential terminologies should be expressed in the Filipino national language.

- The programme should be enriched with the [addition] of desirable elements from Scouting programmes in other countries.

- Advancement of the boy (for Cub Scouting) should be based, not on the time factor, but on the satisfactory completion of the requirements prescribed for the different ranks.

[This] revitalized Scouting programme, of necessity, required corresponding revisions in Scout uniforms, insignias, merit badges and other symbols and, to a certain extent, in the system of awards. . . .

It is superfluous to state that the welfare of the boy is the ultimate aim of all Scouting efforts and, therefore, the measure of our success. It is the programme that vitally affects the boy and the administrative phases of the movement must be subordinated and give support to the programme.

Our work in revitalizing the Scouting programme in the Philippines has just started. As a matter of fact, the senior Scouting programme has yet to be adopted. But even with its adoption, the effective implementation of the programme will be . . . difficult. . . . The evaluation and improvement of the programme must be a continuous process.

However, with the basic philosophy, design and content for the programme as a whole and the different branches . . . formulated, the first stage in our long-range sustained effort to develop a distinctly Philippine programme of Scouting will have been completed.

Our next important task will be the development and preparation of different handbooks, programme aids and other basic reference materials for unit leaders, commissioners, institutional representatives, committeemen, Scout executives and all other professional and lay Scouters. We shall make much use of materials that have been well-developed in other Scouting countries. Any help from other national Scout associations will be most welcome. . . .

Paul Rakotovoloana, Secretary-General, Madagascar, told how Scouts in his country took up the fight against illiteracy.

. . . It is a fact that those [who] have the chance to enjoy the benefits of Scouting should be conscious of the real situation in their country.

. . . The school population is but 40 to 45 per cent in my country [and] Scouts form only a very small part of this percentage. But they should be conscious of the duty and responsibility that they have towards their brothers [who] have not had the chance to go to school.

. . . [We have introduced] in our troop and Rover unit activities . . . responsibility for the fight against illiteracy.

. . . During afternoons [school ends at 1 p.m.] . . . Scouts undertake [to become] volunteer schoolteachers [for those children unable to attend school.] They join [them] in the fields where they keep the cattle all day.

We use the so-called "global" method [using] a piece of pointed wood as a pencil, the earth as a blackboard and a small spelling book . . . as a reader.

Instead of playing in the fields or swimming in the rivers these Scouts become teachers . . . for an hour a day.

This is how they proceed. They take things and objects that are around them—for example, a fruit.

The teacher asks the pupils: "What do you call this fruit?"

The pupils answer: "An orange."

The teacher then makes them pronounce the word. He writes it on the blackboard, which is the earth. He makes them repeat [reading] the word and [explains] how the letters that compose it are formed. He then does the same thing for other objects around him.

The spelling book is left . . . so that [the pupils] may study [it] and be questioned the following day.

[At other times] we mainly [aim] for the illiterate adults and [here] our Rovers . . . become teachers. The pupils are grouped in the village square for part of the afternoon.

We use the methods [explained above] for ten to fifteen days. . . .

Greek Scouts render service by taking part in community development projects. Demetrios Macrides, Greek Deputy National Commissioner, outlined some of these development schemes.

. . . It is one of the many aims of the Scout movement to train Scouts to be . . . of use to others and to give service to the community. A number of proficiency badges already have been designed to interest them in these schemes.

. . . We think, however, that, although individual Scouts should carry out good turns, Scout units should also be encouraged and guided to undertake community service projects. . . .

These services [may be outlined] under the following headings:

(a) Service rendered for community development and in co-operation with other competent associations and clubs, primarily with the Royal National Foundation.

(continued on page 22)

Teachers who have moved from a rural high school to an urban collegiate are quite aware of many intangible differences which exist between the two systems.

These are more than just the observable physical and geographical differences, for they involve the values and attitudes of the people themselves. They exist deep in the social structure of the rural and urban communities and their schools.

In this article I would like to explore some of these differences and, at the same time, point out some similarities. Those readers who have experienced these differences by moving from rural to urban high schools may be able to compare their observations with the findings of this study.

A small farming community, approximately one hundred miles from Saskatoon, was chosen as a typical Saskatchewan rural community.

The town appears, to the casual observer, like many other pleasant and peaceful communities which are now by-passed by time and progress.

The community has existed almost solely on an agricultural economy, and now that this economy is rapidly changing, the life of the community is threatened. Like so many similar communities throughout the province, the only new industry which has been developed within the past decade has been the educational system.

This community has just completed one major building project—a large elementary school. The single largest payroll in the community is that for the public schools. The immediate prospects for new industries, community expansion and development appear dim. This assessment, however, would be readily refuted by members of the community who see their community as a centre of growth and development.

The local high school building was recently completed but is still unable to house all the students. Two older frame buildings near the new school are used for classrooms. The high school population is just under two hundred, and the majority of students reside outside the community and come to school daily by bus.

This small system is to be compared to an urban system of more than four thousand students. This is the city of Saskatoon. It is somewhat hazardous to generalize

The Teenage Sub Culture

Part II - Rural and Urban Schools

A survey of Saskatoon high schools was undertaken in 1962 by Dr. William Knill, then assistant professor in the College of Education, University of Saskatchewan, to ascertain some characteristics of a Canadian community's high school society. In a series of three articles we report some of Dr. Knill's findings of this teenage sub-culture.

beyond these two populations, but the differences and similarities found support the proposition that an adolescent sub-culture does exist in our society, but has variations due to socio-economic factors that exist in the larger society.

Besides the obvious differences between the two systems in building facilities and student body size, there are differences in the socio-economic structure.

The occupational pattern for the parents varies greatly. The urban parents have a great variety of occupations, and about equal numbers of parents are employed in clerical, craftsman and managerial positions. Laborers and professionals outnumber city-dwelling farmers.

In the small rural community, six out of ten parents are farmers and there are approximately half as many craftsmen and managerial positions, proportionately, as found in the city.

The following table compares the occupational patterns of the two communities:

Occupational Patterns		
	Rural Parents	Urban Parents
Farmer	59%	7%
Craftsman	9	16
Retired or not working	4	8
Managerial	9	15
Laborer	7	12
Clerical	7	17
Professional	3	10
Service Worker	1	10
Machine Operator	1	5

Mothers employed outside the home is a common situation in the cities. One out of three city students (33%) reports his mother is working outside the home. Only one-half as many (16%) in the rural schools report their mothers are employed outside the home.

A striking difference in level of education of the parents is found. This may be attributed to the great difference in educational opportunity between rural and urban areas in Saskatchewan one generation ago.

Rural parents have considerably less formal education. Rural students report that 79 per cent of the fathers and 72 per cent of the mothers have not completed high school.

City students report that 47 per cent of the fathers and 35 per cent of the mothers—approximately one-half of the rural proportion—did not complete high school.

Consistent with this, in the cities, more than twice the rural proportion report their parents completed or went beyond high school.

These differences in parental background may be expected to have some important relation to students' attitudes and values concerning education. For instance, rural students are generally more traditional and more conservative in their viewpoint than students attending city colleges. The more liberal attitudes expressed by city students appears to be related to the higher educational level of the parents.

Comparing the student bodies of the two systems, we find many similarities. Car ownership is the same—only eight per cent of both groups drive their own cars. With this low proportion, car ownership should not offer the same problems reported by other Canadian and American schools where car ownership is more common.

Almost one-half of the students in both systems report they "work outside of the home to earn money." The idea of part-time work combined with schooling is generally accepted in both systems.

This may account for the fact that students in city and country spend, on the average, the same amount of money per week. The mean for each group is \$2.66.

If we consider car ownership and money spent as indicators of the economic status of high school students, we may say that the economic situations of urban and rural are, on the average, equal. The range of weekly expenditure by city students is considerably greater than rural students. Some city students report spending \$20 to \$25 a week.

Television has just arrived on the rural scene and, at the time of this study, less than one-half (49%) of the students had TV sets in their homes. In Saskatoon, 95 per cent of the students' homes have TV installed. The

rural viewing pattern is somewhat different as well. The urban students watch TV on the average of 10.8 hours each week, whereas the average time for rural students (of those who watch TV) is 8.4 hours. Both groups of students see the same programmes on the CBC network and both rate *Bonanza* as the top show.

Saskatoon students appear to balance time spent on TV watching and time spent on homework. The more of one, the less of the other.

If this generally held true of the rural students, we could expect them to be doing considerably more homework than city students. However, this is not so. The rural students spend, on the average, 9 hours per week on homework as compared to 9.5 hours per week spent by city students. It is of interest to note that rural and urban students spend almost equal time on home assignments.

The mean discrepancy of approximately 2.5 hours of TV viewing and homework, combined between urban and rural students, requires an explanation. The data do not indicate that rural students spend more time in extra-curricular activities.

Two possible factors may explain the difference: rural students spend time travelling in school buses and they may have more home chores to complete before devoting their time to TV and homework. If these are the factors, it should be somewhat consoling to parents and teachers to know that the time spent on TV watching is being sacrificed instead of the homework time.

The proximity of the urban students to the University of Saskatchewan appears to be a strong factor influencing the students' plans for further education. More than one-half (54%) of the urban students plan on attending university. Fewer rural students (44%) are planning on university.

When the students are asked for the reason they are staying in school, the same emphasis upon university entrance is given by the urban students. The rural students emphasize the general education value of high school. One-half of the city students see high schools as a prerequisite for university, but only one-third of the rural students state this as their reason for staying in school.

A great number of city students see high school as 'training for a job' and this is probably because the high school system of Saskatoon has excellent provision for vocational training. The more extensive sports programme and facilities for sports in the city system is a definite attraction for some city students. The opportunity for more 'social life' in the city school is also apparent. More rural students tend to see themselves as 'too young to go out and start working' than their city contemporaries.

This reason is inconsistent with the fact that the rural students are, as a group, older than city students. The mean age for the rural group is 16.2 years, whereas in the city the mean age is 15.7 years—an average difference of six months. Possibly the city offers greater

opportunity than the rural community for the young person to locate a job. There appears to be greater parental insistence on students in the rural community to continue on in school.

What Reasons Have You For Staying in School?

	Urban	Rural
I want a general education	59%	71%
I need high school to get into university	50	34
I'm training for a job	27	23
I'm too young to go out and start working	20	27
I like school very much	12	12
My parents insist I go to school	9	14
All my friends are going to school	4	4
I enjoy the sports activities	7	3
I enjoy the social life	7	2

Rural students also differ from city students as to music preferences. Rock-and-roll has not the widespread popularity that it has in the city. The favourite music in the rural high school is western music. The more sophisticated music—classical and jazz—is less popular among rural students. They also appear to be more independent in their preferences than city students.

When both groups of students were asked, "*Among the crowd you go around with, which are the things important to do in order to be popular with the group?*" their responses reveal a common element of teen-age society.

Both groups agree that a 'good reputation' is the most important factor and the second most important ability is 'stirring up a little excitement'.

Adults may not be able to explain precisely what these terms mean, but the majority of students think they are essential requirements for success.

On other requirements, the groups differ. The rural students feel that being a good dancer, being athletic and having money are important for popularity. City students place more value on being athletic, having sharp clothes and being a good dancer—in that order of importance. Both groups place least emphasis on smoking as a requirement for popularity.

A conclusion may be drawn from these data that there are certain commonalities in adolescent societies, whether they are rural or urban. At the same time, quite extreme differences can be found which doubtlessly reflect conditions in the larger society in which each high school exists.

A major complication for educators is the importance of having each school develop an educational programme based upon the unique characteristics of the local community.

The 'lock-step' or 'standardized' programme will not be the most effective for all public high schools because of the variations which exist in student societies.



The aim of Scouting with the handicapped is to help boys 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.

Acquainting Scouters and others with developments in Scouting with handicapped boys across Canada is the purpose of

THE PHOENIX

Above: Scouts had a good time last year at the Ottawa District Camporee held at the Connaught Ranges.

Let's Get Together

Handicapped boys are—with limitations—like other boys. First of all, they are persons; secondly, they are handicapped persons. And as persons they have normal physical, mental, emotional and social needs.

To meet their social needs, they must come into contact with others, not only with those about them (which, in many cases, are unusual situations) but also with those active in the outside world.

Why shouldn't groups of handicapped Cubs or Scouts visit or be visited by outside groups of Cubs or Scouts? Do the adults concerned feel that the handicapped boys will be shy or that the other boys will be embarrassed? Such feelings could be offset through careful briefings and a matter-of-fact approach by the adults.

Exchange visits between Cub and Scout groups are quite common in Scouting. When one group has a handicapped boy as a regular member (and there are many fortunate youngsters in this position) it may influence the other group to invite a handicapped youngster or two to become a member.

Scouters who have handicapped youngsters in their groups should talk about it and write about it for today there is an ever-increasing number of handicapped youngsters who can be given a place in Scouting. This will contribute to their own overall growth as well as to the growth of other members of the group.

—adapted from the *Ontario Council Bulletin*

The Scout Programme

Scouting, through its flexibility and range of choice, is geared to the desires and needs of all boys, including those who are handicapped.

The successful Scouter will always remember the principle that *'to do what other boys are doing'* is one of Scouting's greatest contributions to the handicapped. At the same time he will safeguard the boys from over-excitement and over-fatigue in such a way that they will be unaware of this care.

The programme is not adapted or made easier, or the requirements rewritten for the handicapped. The activities remain the same, although the method of carrying them out may differ. The programme must be such that the boy will continue to be challenged. Thus, the handicapped boys will be encouraged to take as many of the regular Scout requirements as their disability will allow.

Some of the requirements may have to be adapted to suit the boy's particular capability, but they are not made easier. The boys are encouraged to attain a high standard. Handicapped boys often achieve results which seem beyond the limits of their capacity to those inexperienced with the perseverance and determination of the handicapped.

Common sense and imagination will guide Scouters in planning programmes. Remember it is only through experience that we learn, and many handicapped boys have been cut off from certain normal learning experiences because of their handicaps. Scouters must think in terms of the things the handicapped Scout can do rather than the things he cannot do.

Handicapped Scouts want to be like other Scouts. They are happier and make greater progress when, like other Scouts, they not only have certain privileges but also certain standards to meet and responsibilities to bear. There may be some things they cannot do as quickly or as accurately as other Scouts, but they have the same adventurous, inquisitive, eager spirit. By strengthening that inner spirit, Scouters can help the boys feel less confined, less handicapped. Scouters can also help them change or modify their goals realistically and, through good programming, minimize their handicaps. Handicapped boys, above all else, want to be like other boys—to take part in activities and enjoy companionship. They can do this through Scouting and the common interest of work and play that they share with their brother Scouts will help bridge the gap between them and other boys.

—*Scouting With The Handicapped* pamphlet

The Girl With A Hearing Handicap

Listening is one of the most important adjuncts to the development of language. It is the medium by which we gain a large portion of our education and information. It contributes to our understanding and misunderstanding of the world and helps create our sense of values and appreciations.

What happens then to those who, because of an inability to hear, are deprived of this fundamental process? What can we do to help them benefit from Guiding and gain a better appreciation of life?

First, let us consider the categories of hearing loss:

(a) Those who were born deaf or who became deaf in infancy before their speech developed.

Deaf children who have never heard have to be taught, not only the meaning of language, word for word, but also how to speak each word. They may never quite reach a complete understanding of words and their vocabulary is limited. These children usually have normal ability but, because of their handicap, an intellectual disability is produced. It is difficult for them to imitate sounds and to understand the grammatical aspect of language.

(b) Deaf children who lost their hearing after having learned to speak. These children usually speak normally and understand the meaning of words. Their thoughts and imaginations are richer than those who were born deaf. Words are more meaningful to them and they get much more pleasure out of reading.

(c) The hard of hearing whose sense of hearing is defective but functional, with or without a hearing aid.

These children present much less of a problem but they also need special consideration if they are going to achieve optimum efficiency. It has been said that deafness is a social, rather than a physical restraint. Because the disability cannot be seen, the person with a hearing handicap is under a tremendous strain, particularly in social situations. There are many ways we can help lessen this strain.

Following is a list of aids to the deaf and hard-of-hearing obtained from the Canadian Hearing Society:

- (i) Speak clearly and only after you have attracted the person's attention and know that she is watching you.
- (ii) The speaker should face the light and be sure there is sufficient light.
- (iii) Don't mumble your words and keep your hands away from your face when speaking.
- (iv) Don't exaggerate your lip movements.
- (v) Don't repeat a word over and over again. Many words are difficult to see on the lips. Change the wording and try again.
- (vi) Hide laughter because of a 'funny' situation arising from a failure to hear.

Practical Suggestions For The Guider

- Don't try to hide the fact that the girl has a hearing loss. Discuss it openly with the rest of the pack or company and enlist their assistance.
- Explain the list of helps to the hard-of-hearing to the pack, preferably before the girl enters it so they will be prepared to assist.
- Be careful not to patronize the girl. Accept her as one of the group and encourage her to share in the responsibilities of the company.
- Encourage the girl to participate as much as possible in the programme. Give her small duties to do that she has time to carry out. Make sure she has grasped the situation and knows what is wanted in order to avoid embarrassment or a sense of failure. Increase the responsibilities as her ability increases.
- Since vocabulary is usually limited, avoid using big words. Use pictures to help describe or teach by game or demonstration. Careful repetition is often necessary.
- Watch for over-fatigue. This is due to straining to hear, from turning to watch each person as they speak. There is also an emotional strain from being in a strange situation.
- Seat the girl close to the source of sound with her back to the window and her better ear towards the source of sounds. It is preferable if the campfire is held while there is still enough light for the girl to see lip movements. Action songs will enable the girl to participate more fully in the campfire. Folk dancing and action

games are also popular because they require active participation and can be explained by demonstration.

Teaching test requirements takes patience and ingenuity. Again, teaching by game or demonstration is preferable. The promise and law are especially difficult to teach because abstract words are difficult for these children to understand—words such as duty, honour, pure thought. There is difficulty in interpretation. Again, have the girls act out the meaning of the laws by situation skits or cut out pictures demonstrating them and play a game with them. It is suggested they be tested and passed on the correct acting-out of the laws rather than on the explanation of them.

Testing for proficiency badges, First Class and Ranger Star is best carried on through an interpreter who knows the girl. This should not be the same person who did the teaching.

Keep in touch with the girl's parents and inform them of successes and failures. With their intimate knowledge and contact with the girl they may be able to offer helpful suggestions or refer you to her teacher, doctor or local hearing society for assistance.

—Canadian Guider
December, 1963

'Canadian Boy'

Canadian Boy is the name of a new national boy's magazine owned and published by the Boy Scouts of Canada.

It is mailed directly to the home of all registered members of the movement. In situations such as school or hospital groups, it may be mailed in bulk. Because it provides another link with normal society, this magazine has special value for handicapped Cubs and Scouts.

If you are involved with a handicapped group, make it your responsibility to see that your boys get this publication.

If you are involved with a regular group, pass along old or extra copies of the magazines to the children's ward of your local hospital or other appropriate place.

Blind Red Cross Juniors Form 'Health Brigade'

At a Junior Red Cross competition held in Madras state, India, a group of boys and girls from the government residential school for the blind at Poonamallee village, near the capital, won a special prize for their performance.

Right: Handicapped Manitoba Cubs enjoy an ice-cream treat at one of their outings.



The blind Juniors have acquired a high reputation in the state since their group was founded eight years ago. Recently, they formed a 'health brigade' to carry out social services in their neighbourhood. At three centres, they maintain cleanliness in dormitories and classrooms and help with the daily chores. The Juniors also manage their own canteen, taking turns to do various jobs.

—*Unesco Features*

Services For Handicapped Children

Ottawa Public School Board provides classes for slow learners, physically-handicapped, emotionally-disturbed, brain-injured, deaf, visually-impaired and multiple-handicapped children, as well as providing services for children with defective speech and severe reading disabilities.

—*Ottawa Public School News Bulletin*
November, 1963

Participation Is The Word

A recent address by Dr. A. Hulek, chief of the Rehabilitation Unit of the United Nations, stressed that "the disabled [person] needs to participate in active life and work, that he has a right to it, that work defines his social status and is the source of physical and mental health and personal satisfaction."

—*International Bridge*
Winter, 1963

100,000 Handicapped Scouts

About one-third of the 136,000 Boy Scout units in the United States have one or more handicapped members, the Boy Scouts of America reports. Currently, there are 100,000 handicapped Scouts, including blind, deaf, crippled and mentally-retarded boys. Many of them are in troops operated exclusively for the handicapped.

—*United Press International*
New York, January, 1964

Retarded Scouts Entertain

Recently, the retarded Scouts from the Ontario Hospital School at Smiths Falls entertained at the annual banquet of Scouters and Scouts of the Kingston District Council.

Scoutmaster Cliff Bennett brought the troop to Kingston and helped prepare the skit team for their show.

The troop has forty-six Scouts, including a patrol of spastic boys. Even these boys have the opportunity of attending camp, in their wheel chairs, with other members of the troop.

"Camping is their greatest love," said Mr. Bennett.

—*N. H. Q. Newsclipping Service*

Canadians Active In Rehabilitation

A. Lorne Campbell of Winnipeg has been elected president of the Canadian Rehabilitation Council for the Disabled.

Mr. Campbell succeeds Frank McIntosh, formerly of Montreal, who has moved to New York, to assume a new position with his company. Mr. McIntosh will continue as vice-chairman of the International Society for the Rehabilitation of the Disabled.

—*International Rehabilitation Review*
January, 1964

Challenge

Alan Dudley is a 13-year-old Scout from Gateshead on Tyneside, England. He welcomed in the New Year on the peak of Cheviot mountain, 2,676 feet high. Not a very big mountain, but Alan is blind and conditions were bad. The way was muddy from melting snow and it was night. Not that the darkness worried him, for his eyes were those of his Scoutmaster, Bob Nicholson.

"We got to the top a few minutes before midnight", said Alan. "We found shelter and sat down and toasted each other with a flask of tea. We heard the New Year in on our transistor radio and then set off back to base."

Blind since just after his birth, Alan has taken part in a Scout Gang Show at the Theatre Royal, Newcastle.

—*Ted Wood, United Kingdom*
February, 1964

Congratulations!

With the active support of his father and scoutmasters, Clifford Carbin, Jr. of Espanola, Ont., deaf from birth, worked long and hard in Scouting to earn the Queen's Scout Badge.

Clifford is now studying at a special school at Belleville and keeps interested in the school's Scout troop.

Good Turn

Congratulations to the eight hundred Scouts and Guides of Greater Winnipeg who helped stuff 100,000 letters for the Easter Seal campaign under the direction of the local Kinsmen Club.

'Recreational Activities For Crippled Children'

This excellent, 118-page booklet is available from Supply Services for 85 cents a copy. It was prepared by the Iowa State Services for Crippled Children and includes illustrated suggestions on active games, quiet games, spastic activities, bed crafts, shop crafts, songs and special parties.

An appendix lists suggested toys, the activities are classified into heavy, moderate and mild categories and there is a good index to assist the reader.

I have finished reading the April issue of *The Scout Leader*.

The article by C. C. Mojekwu, Chief Commissioner of Nigeria, brought back happy memories of the World Conference at Rhodes last summer. All of us who had the pleasure of hearing Mr. Mojekwu speak were deeply impressed with what he had to say, particularly, I think, because he made us aware of the important role Scouting plays in the lives of Nigerian youth.

His article reminded me that on May 15 we celebrate our own Citizenship Day. This is a day to remind ourselves of our rights, privileges, obligations and responsibilities as citizens.

In addition to whatever you have decided to do in your pack, troop or crew to celebrate that occasion, I recommend that you re-read Mr. Mojekwu's speech and ask yourself the question he poses: *Are your Scouts active citizens?*

The key word here, of course, is *active*. It is easy enough to be a citizen—we are *all* citizens—but it is something else again to be an *active* citizen.

Citizenship Day

by Fred J. Finlay
Chief Executive

Are your boys active citizens—active not only because they keep informed about their community, province and country, but also because they promote the welfare of the community by respecting the rights of others, obeying the laws and endeavouring to make it a better place in which to live?

Mr. Mojekwu related what a Scout troop did in one of the villages in his country to make life more pleasant. While no troop in Canada could emulate their action of "cleaning the drinking water point every Saturday," they can take a leaf from their book by undertaking an imaginative good turn which would benefit their community.

This should be a good turn of a continuing nature—the 'every Saturday' variety—in which all can participate and for which all can feel responsible.

It is through the *active* good turn that we give tangible and practical expression to our concern for the well-being of our community and its citizens. This surely is the essence of good citizenship.

Let us observe this year's Citizenship Day by promoting active good turns on behalf of our communities. Talk over Mr. Mojekwu's article with your boys. They will have lots of ideas on how to translate into action the excellent thoughts he expressed.



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Could You Save A Life?

The widespread adoption of exhaled air resuscitation as the method of choice when artificial respiration is indicated to revive victims of asphyxia (drowning, electrocution, suffocation, gassing, etc.) is justified by results.

The ease with which this procedure can be carried out should encourage everyone over 12 years [of age] to learn it. Indeed, many methods of instruction are available today, including posters, films, first aid manuals and life-like models on which the learner may practice.

Briefly, exhaled air resuscitation necessitates the rescuer repeatedly inflating the lungs of the victim with his own breath, either through the latter's mouth or nose.

To ensure success, it is essential that a free flow of air into the casualty is achieved by full extension of his head into a position somewhat like that adopted by the sword swallower. The lips of the operator must envelop the opened mouth or nostrils of the victim during inflation and whichever of these is not in use should be closed with the hand, cheek or thumb and forefinger.

Successful inflation can usually be recognized and the chest observed to rise out of the corner of the eye. When the rescuer's mouth is raised to obtain a further large fill of air, the expanded chest will be seen to fall and empty due to its natural elasticity.

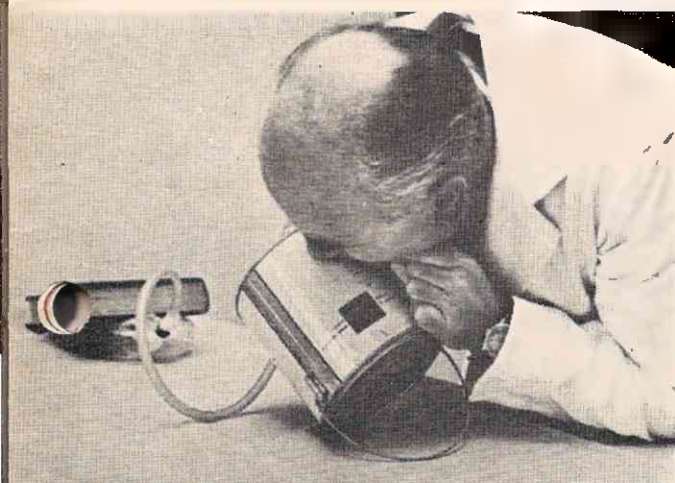
The completion of this emptying is the signal for further inflation. Thus the rate of inflation is self-regulating.

The intimacy of the operation and the introduction of one person's exhaled air into the lungs of another make it undesirable that the method should be practised freely on normal individuals for training. There can, however, be little objection to members of a family practising on one another and, when faced with a real casualty, any possible aesthetic objection will disappear.

Although in many of the reported cases of successful resuscitation the rescuer had no instruction other than seeing a poster or film or even just hearing about the method, there is no doubt that adequate practical instruction is highly desirable. Many excellent teaching models

by Stanley Miles

reprinted with permission
from *Family Doctor*



or 'mannikins' are on the market, but their cost and availability is such they are unlikely to become freely available to more than a limited section of the population.

Small voluntary groups eager to become proficient in the technique of exhaled air resuscitation will have no lack of written or pictorial instructions. They can, however, with negligible cost and a little ingenuity, construct a satisfactory training aid.

The following notes show the simplest form this can take. More elegant apparatus may be devised according to the group's imagination and resources.

Training takes place in two stages as follows:

(a) *Positioning of the victim to ensure adequate opening of the respiratory passages.*

This can be practised on a living volunteer. The illustration shows the full extension of the head, the closing of the nose and the support of the jaw (if necessary) prior to carrying out 'mouth-to-mouth' exhaled air resuscitation.

(b) *Practicing inflation on a simple 'mock up'.*

All that is needed for this is:

(i) a cylindrical tin with a well-fitting lid of about a half-gallon capacity (the size of an average head). A loose lid can be sealed with a little sticky tape.

(ii) an 18-inch length of 1/4-inch soft rubber or plastic tubing.

(iii) a plastic bag about eight inches square.

(iv) a small elastic band.

(v) a large book and a small pocket-sized one.

To assemble the training aid, make a cut in the tin about 1 1/2 inches by 1/4-inch to represent the open mouth. (Care should be taken to ensure there are no sharp edges and that all folds are inwards.)

A little above this, a hole is punched in the position of the nose. This should be such that an inch of the tube can just be forced into it to fit tightly. The end of this should be cut obliquely to open downwards and represents the nose.

On the opposite side of the tin a similar hole should be punched to take the remaining length of the tube. To the free end of this, the plastic bag is secured with the elastic band.

The apparatus is now ready for use.

To simulate 'mouth-to-mouth' resuscitation in the adult, the heavier book should be placed over the plastic bag and the tin held in exactly the same position as has been practiced on the living subject. The 'nose', too, is similarly pinched.

A full breath is now taken and the open lips placed firmly around the 'mouth' slit in the tin. A forceful expiration will cause the book to rise and when the mouth is removed for a further inhalation, the book will fall representing the emptying of a casualty's chest. It is easy to find a book of sufficient weight to give a rhythm of about ten to twelve cycles a minute as would be experienced in a real situation.

It is also possible with this set-up to practice the 'mouth-to-nose' technique.

To simulate the resuscitation of a child, the plastic bag may be folded in half and the smaller pocket-sized book placed upon it. A series of gentle inflations will maintain an adequate and realistic rhythm.

No apology is made for the crudeness of this training aid, though it lacks many of the refinements of commercially-made models. It does, however, meet an urgent need and, in the experience of the writer, [gives] that little extra confidence which cannot be achieved by verbal and pictorial instruction alone.

Furthermore, for advanced first aid classes, closed chest cardiac massage can be taught by placing the bag and book on the platform of a set of bathroom scales. The cardiac compression can, in conjunction with expired air resuscitation, be simulated by rhythmic compression such that the needle reaches eighty-four pounds (for adults) each time.

Coming Events

EVENT	PLACE	DATE
P.E.I. Provincial Jamboree	Camp Buchan, P.E.I.	June 27-July 2, 1964
6th U.S. National Jamboree	Valley Forge, Penn., U.S.A.	July 17-23, 1964
Micromoot	Kanderstag, Switzerland	July 19-Aug. 15, 1964
9th Scottish International Patrol Jamborette	Blair Athol, Scotland	July 21-31, 1964
Swedish National Camp	Varmland	July 28-Aug. 6, 1964
8th International Patrol Camp	Venezuela	August, 1964
Jamborelle	Denmark	August 1-9, 1964
Devon County International Camp	Devon, U.K.	Aug. 1-22, 1964
Norwegian National Camp	Bodo (Polar Circle)	Aug. 6-12, 1964
4th National Boy Scout Sailing Regatta	Charlottetown, P.E.I.	Aug. 9-15, 1964
Manitoba and N.W. Ont. Provincial Jamboree	Portage la Prairie, Man.	Aug. 15-22, 1964
2nd New Brunswick Provincial Jamboree	Sussex, N.B.	Aug. 8-15, 1964
12th National Jamboree	Portugal	Aug. 21-31, 1964
7th Provincial Rover Moot	Garibaldi Park, B.C.	Sept. 3-7, 1964

Note: This information is published as a service to readers who may wish to attend international, national or provincial Scouting events. Readers should not request additional information from the Editor or from Scout council offices (unless otherwise indicated.) Further details will usually appear in this or other Scout publications.



BADGES

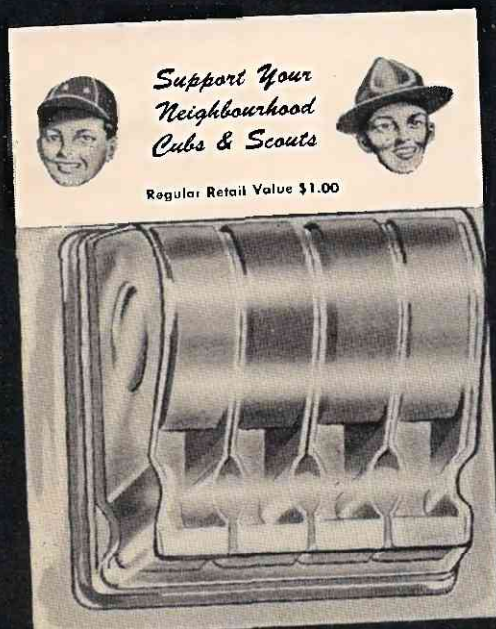
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Write to **SUPPLY SERVICES, BOY SCOUTS OF CANADA**, Box 3520, Station C, Ottawa 3. (Please enclose 10% deposit with order).

NOTE: This offer is not available for sale by Scout Groups under the jurisdiction of the Ontario Provincial Council of the Boy Scouts of Canada.

Made expressly for the Boy Scouts of Canada by Canadian Technical Tape Limited, Montreal, Quebec.

Fit for Adventure

(continued from page 5)

carried out one or more of the activities listed as well as having developed and made use of other equally appealing summer programme activities.

Swimmer's Badge

One of the most important activities of the summer programme mentioned above was a learn-to-swim campaign. This took the form of a personal project for all Cubs. Those who went to a camp or cottage may have had an advantage over the boys confined to the city, but even there the boys could use public pools and beaches. To gain the co-operation and help of parents for this project, the requirements were listed on cards in such a way that each could be checked off by a parent as his son completed that stage.

'Let's Be At Home In The Water'

This colour, 16 mm., 12-minute sound film has been rated outstanding by a group of swimming experts. Its key purpose is to teach children the principles of water safety. The location is a summer resort where inexperienced city children are taught the fundamentals of swimming, diving and water safety.

The film is available from The Canadian Film Institute, 1762 Carling Avenue, Ottawa for a small service charge.

Wolf Cub Camp

Many Cubs will have an opportunity to attend camp this summer. More than likely, this will be a council, rather than a pack, camp. The value of such an experience for boys of Cub age is well-known and generally accepted. We suggest that you try to get to camp with your Cubs. You will learn more about them as individuals and as a group in a camp setting than you will have during weeks and months of pack meetings.

Some of the implications of a good camp experience are outlined in Chapter Fifteen of *The Pack Scouters' Handbook*.



Troop

Patrol Hikes

Another season of Scouting is past! Or is it? Encourage your patrols to go out on hikes. The theme for the hikes may be mystery, photography, stalking, orienteering, mapping or cooking.

Patrol Camps

If your patrols undertake hikes on their own, have them consider overnight camps. Troops send Second Class Scouts on their overnight as a test, so why not have a patrol camp?

Lay down requirements in the court of honour, considering the following as a guide:

(a) a patrol leader who has been to troop camp

(b) a patrol which has been on three patrol hikes

(c) a Scoutmaster advised of the time of departure and return

(d) a campsite which both Scoutmaster and patrol agree upon.

Every Scout A Swimmer

That's a bold statement! Barring handicaps, we should be positive and promote swimming. Scout troops can supplement their summer programme with regular swimming sessions.

There are many qualified people in the community who can assist. Aim that every Scout in the troop will hold his Swimmer and Rescuer Badges.

Waterfront

Does your troop camp on its own? How do you organize your waterfront? Work with the Red Cross to establish a waterfront programme for your camp. Do this well in advance of camp so that everyone is ready.

The Swim

Using proper safety precautions (a boat and two persons), encourage Scouts to try distance swimming. Build up distances: ¼-mile, ½-mile, one mile.

To denote progress, use a colour-coded troop badge to be worn on a windbreaker.

Summer Camp

Theme your camp on fitness. Check the *Fitness Through Scouting Leaders' Information Kit* for suggested activities.

Crew

Red Cross

How many Rovers in the crew hold their Senior Red Cross Badge? Set a crew goal of reaching the Red Cross Instructor level. Service can then be given to troops and packs in the community.

It also opens up possible summer jobs as waterfront personnel at summer camps.

Waterfront Supervision

Do local beaches have lifeguards on duty? If not, check with local authorities to see if the crew could, on rotation, undertake this as a community service project.

The Swim

Has your crew considered skin diving or scuba diving? Minimum requirements for these are:

(a) Hold a Senior Red Cross Badge

(b) Be in good physical condition

(c) Enrol in a training course to learn how to use the equipment.

Many scuba clubs are asked to participate in searches for drowning victims, salvage activities and archaeological searches.

These activities are fun and provide opportunities for service.

Exploring Canada

The Canadian Government Travel Bureau provides a free travel counselling service. Write to the Canadian Government Travel Bureau, Ottawa.

Maps and Trans-Canada Highway road reports can make a touring camp more enjoyable.

Why not consider a touring camp?

Purpose: To explore Canada and meet people in their own bailiwicks.

Method: A car, bus or train. (Ever hear of the 'Ringing Rails' Rover Moot?)

Cost: It need not be coast-to-coast. It could be only to the next province. Certainly, it should be tailored to fit the budget of the crew(s).

Accommodation: Provincial parks, campsites, etc.

Programme: It should be flexible. Be prepared to adapt it from day to day.

Slowly we inched the car forward over the rock-strewn track between the trees. In the distance we heard the steady throb of drums.

Suddenly, the car came to a stop. With loud whoops, a tribe of fierce warriors, brandishing spears and bows, emerged from behind the rocks.

Indicating we were to follow them, they led us to their village. For all their war-like appearance and cries, they proved friendly.

Using pantomime, the chief began to describe a cattle raid by a neighbouring tribe that had taken place earlier in the day and how the young warriors had beaten off the attack. As each man related his part in the battle, the story quickly developed into a contest with warriors vying with one another to see who could throw his spear the farthest and shoot his arrows the straightest.

Suddenly, a *toto* (boy) came running into the village. He said a *simba* (lion) had taken one of the cattle. The

picture they made, silhouetted against the sky.

Our exciting adventure ended as we joined the tribe in a *ngoma* (campfire).

If you would like to plan an African Day for your Cub pack along the above lines, the following guide to events and general background information should prove useful.

Programme for an African Day

- 7:00- 9:30 a.m.** Camp routine.
- 9:30-10:00 a.m.** Complete African costumes.
- 10:00-10:15 a.m.** Snack.
- 10:15-10:45 a.m.** Change to swimming trunks. Put on make-up and costumes.
- 10:45-11:45 a.m.** *Cattle raid:* The pack is divided into two tribes, each with a herd of cattle (a bag or similar marker) which they must guard. At the same time they send out a raiding party to capture the other tribe's cattle.

Jungle Whooporee

by Brian Lawson

Assistant Cubmaster
S. Burnaby, B.C.



men quickly gathered up their weapons and took off after it.

We stayed in the village and listened to the old men reminisce about the lion hunts of earlier days. They said the man who first found the lion would return to the village in triumph, carrying its tail. Others would follow him, bearing the carcass.

They had just finished when, amid loud singing and shouting, the warriors returned with the dead lion, one proud young man waving the tail for all to see.

In the midst of this wild celebration, a silence fell.

The tribal witchdoctor had arrived.

Quickly, the warriors injured in the morning's battle and lion hunt were brought forward for his inspection. Soon the whole tribe was out collecting various medicinal herbs as prescribed by the witch doctor.

As sunset approached, a water party left the village for the nearby river. As they returned, carrying water pots on their heads, we were struck by the beautiful

Spear contest: Organize two sections and judge them on distance and accuracy. For targets use cut-outs of African animals.

Lion hunt: An old sack is stuffed and modelled to represent a lion. This is hidden within specified bounds. The first one to find it keeps the tail while the rest of the tribe brings in the carcass. Spears may be used to kill the lion.

- 11:45-12 noon** Prepare for lunch.
- 12:00- 2:00 p.m.** Lunch and rest period.
- 2:00- 3:00 p.m.** Witch doctor sequence. Each warrior has been injured. The witch doctor gives each a natural object to find in order to be cured. The tribe which has all its warriors cured first is declared the winner.

Archery contest: Test for distance and accuracy. Use targets different from those used in the spear contest.

Impala race: Hold it over an obstacle course using giant strides in imitation of the 'sailing' action of the impala.

3:00- 3:15 p.m. Snack.

3:15- 4:15 p.m. Tracking game.

Ubangi relay race: Fold a four-inch pie plate in half and hold it between the teeth to represent a 'duck-lipped' Ubangi. An object is passed from mouth to mouth.

Water party: Use plastic buckets or basins partly filled with water. Balance them on the head and walk over an obstacle course. Headdresses, etc. should be removed first.

The leaders had fun planning this programme and the boys seemed to enjoy it. Much of its success results from the opportunity to use make-up. The change in appearance is so striking, inhibitions seem to be released.

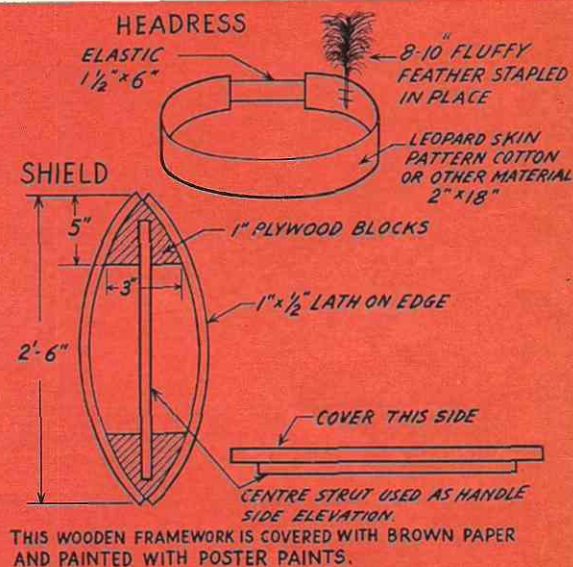
Even older Scouts will join in whole-heartedly when they get the paint on.

Here is a rundown of our costume expenses:

Loin cloth and headdress materials.....	\$4.30
Feathers	1.75
Paper (brown, crepe), pipe cleaners.....	1.00
Body paint	3.00
	\$10.05

As this programme provided one full day at camp and also offered many activities on the previous day, we did not consider the cost excessive. Even so, many of them could probably be reduced.

Spears and bows should be decorated with scraps of wool, leather or plastic lacing. Our necklaces, together



4:15- 5:00 p.m. Swim. Attempt to remove warpaint.

5:00 p.m. Supper and evening routine.

As far as possible, the campfire should follow the African theme. Many of our Cub songs have an African theme or can be easily adapted to this.

This particular programme was conducted on the second day of a four-day camp. Twelve boys and three leaders took part in it. The boys were all more than 10½ years of age. Some programme modifications would probably have to be made to follow it through with younger boys.

The boys made the costumes the day before. A ramble that day also provided an opportunity to gather material for bows, arrows, spears, etc.

As is usual with Cub programmes, the Cubmaster must be ready, at a moment's notice, to abandon a carefully prepared programme to take advantage of local conditions to play the spontaneous game that often develops.

with armlets and anklets were made from bits of coloured wire, beads and scraps of wood. Earrings and nose bones were made from coloured pipe cleaners.

Theatrical body paint was used to stain the boys. This costs about 50 cents an ounce and is normally used 'straight,' requiring about one ounce per boy. It can be thinned out with water, using as much as one-part paint to two-parts water.

We used a half-and-half mix which was very satisfactory. It washes off with soap and water and doesn't require a cream foundation. It does take some time to remove, however, which is why a long swim period was allowed at the end of the day.

War paint can be applied over the body paint with either grease or poster paints. The former costs more but wears better.

To make drums we acquired two large cheese boxes from a supermarket and covered them with old inner tubes.



World Conference (continued from page 7)

These services include . . . work done in small and poorer villages or villages lying high in the mountains—such as building small bridges over brooks and streams, digging wells, widening and maintaining roads and paths . . . forming athletic or games grounds, creating and maintaining improvement centres. . . .

(b) Community service to include . . . the protection of trees by Scout patrols and troops, especially by troops formed in rural areas.

(c) The third category includes work done in great cities, such as planting trees in . . . parks and along streets and . . . helping traffic . . . on the occasion of some national religious feast or ceremony. . . . Visits to hospitals by patrols or troops.

To make use of the independence-fostered patriotism of Ceylonese youth, that country's Scout headquarters launched a movement aimed at interesting boys in projects which would teach them how to become useful citizens. Chief Commissioner E. W. Kanangara explained:

. . . We . . . decided to launch a movement called the 'Sharinadana' movement, especially among Senior Scouts and Rovers.

The word 'Sharinadana' means offering one's services voluntarily and freely. We adopted this movement, which in reality is a community service movement, as a 'Jubilee' Good Turn project to be undertaken . . . when a Scout could, or when he is called upon to do so by government or other organizations.

We started it because, at present, there are vast possibilities in our country for national service in this way.

Our country suffers periodically from heavy floods [during which] our Senior Scouts go out and attend to rescue work. They have opened up miles of roads in inaccessible areas and communications between remote villages and towns have proved beneficial.

In some instances, Senior Scouts have gone out and adopted a . . . backward, poor village. They have opened up roads, dug wells, built schools and cleaned up unsanitary areas.

. . . It is not enough to give lip-service by saying that the object of Scouting is to make each Scout, ultimately, a good citizen. We must give him some practical objective so that while they are Senior Scouts they will realize the . . . functions and responsibilities of being a true citizen. . . .

The main problem in African Scouting today concerns the formation of Scout groups. In his report on the establishment of Scout centres in West Africa, Jean Esteve, Président du Scoutisme Français, made this observation:

. . . Traditional Scouting, as it is practised in industrialized countries, has to be adapted to the needs of Africa. We consider that it is by . . . the formation of stable Scout groups that we shall allow African Scouting to find its own way. . . .

Ben Zouaghi Abdullah of Tunisia, Président du Conseil Supérieure, spoke to delegates on Rover activities in his country. Here is a summary of his remarks:

Rovering has been relatively successful in Tunisia, whereas elsewhere it has been failing.

This conference should ask itself why this is so—why Scouting holds such little appeal for older youths.

I suggest it is because we have been slow to reconcile the concept of life held by young people today with the concept we would like them to hold.

Youth today wants to upset the old scale of values, established after centuries of social evolution. They do not want to be bound by tradition and conformity. They want new concepts and new ideas, while we cramp ourselves by adhering to traditional concepts.

We must compromise. We must sacrifice form for foundation. It will hurt, but Scouting shall survive.

Giving up short pants is of no consequence. We can also accept the fact that the week-end camp sometimes seems nothing more than a frivolous picnic.

What we cannot yield, however, is our interpretation of the basic law of Scouting. *This* must be respected.

In dealing with Rovers in Tunisia, we tend to stress certain aspects of the law—civics and a sense of responsibility. This fosters social conscience in these young men.

Our next step is to provide a programme that reconciles the aspirations of modern youth with the demands of Scouting and the individual national situation. (Do you live in an industrialized country or in an under-developed area?)

Rovers should consider their country's economic and social structure before deciding where they can best help promote a better society.

Tunisia, with its economic and illiteracy problems, offers Rovers wide possibilities for action.

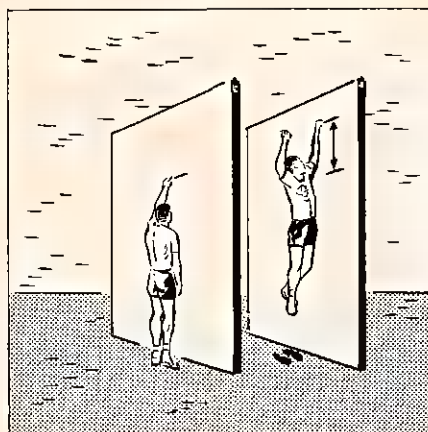
We consider that any young person who is not interested in the great problems of his age, either national or international, and who refuses to participate in finding solutions to these problems will ultimately become an adult who is of no use either to himself or to society.

Active participation by our Rovers in the social and economic life of our country—creating public libraries in backward areas, collaborating with the government in archaeological excavations and instituting literacy campaigns—is the crowning achievement of Scout training.

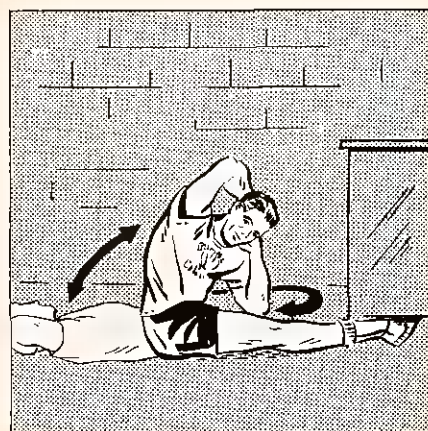
Fit For Track

Encourage your Scouts to undertake the following tests and exercises prior to the Scout Olympics. These exercises will help prepare them for Track and Field meets. A word of warning - not all bodies are built for this type of activity. Before these exercises are carried out have your boys get a medical check-up if they have not already done so. See if your boys can meet the tests tabulated below. Do this after a period of training.

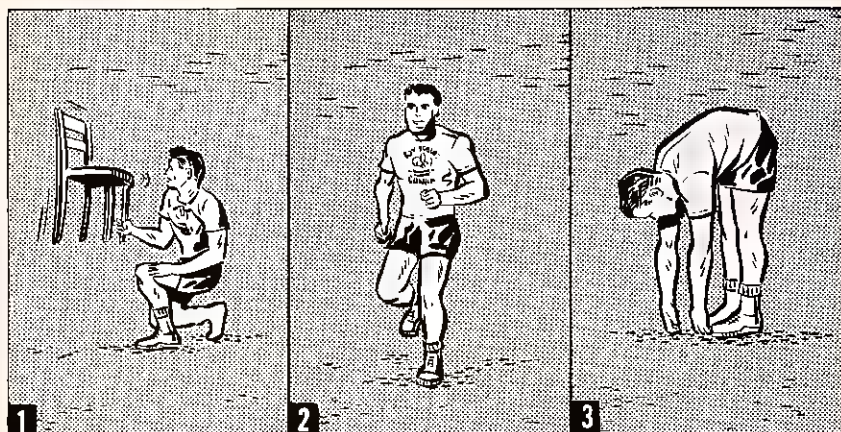
Age	11-12	13-14	15-16	17 and over
Push-ups	12	15	18	21
Pull-ups	4	5	7	9
Sit-ups	37	44	50	50
Jump & Reach	11"	13"	16"	19"



Jump and Reach. Face the wall, reach upwards and touch the wall as high as possible without lifting heels. Stand with the side to the wall, jump vertically and touch with the same hand. Subtract 1st measurement from the highest second for your score. Check table for target.



Sit-Ups. Lie flat on your back with feet under a bureau. Sit up and touch right elbow to left knee...back to prone position, then up and touch left elbow to right knee. Check table for number of times.

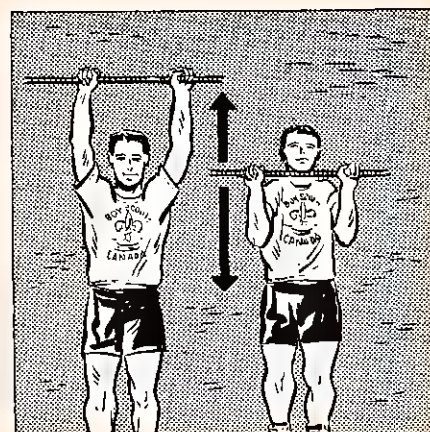
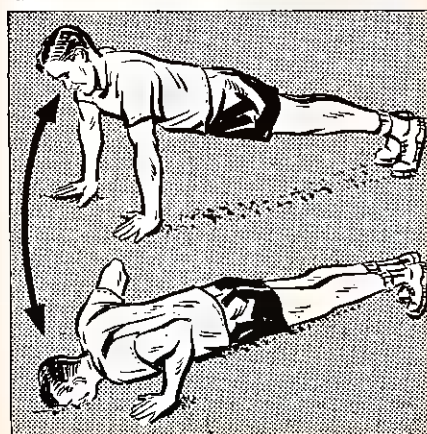


Chair Lift. (Figure 1) Lift a chair by the back leg then by the front leg; try this with both right and left hand.

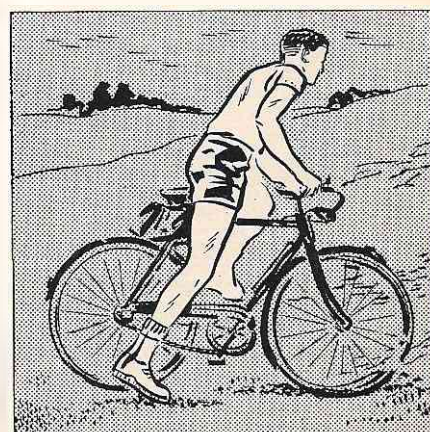
Running Jog. (Figure 2) Practice for 6 weeks, work up distance and speed gradually.

Toe Touching. (Figure 3) Remember to keep knees straight and to bend from hips. Practice until able to touch knuckles to the floor.

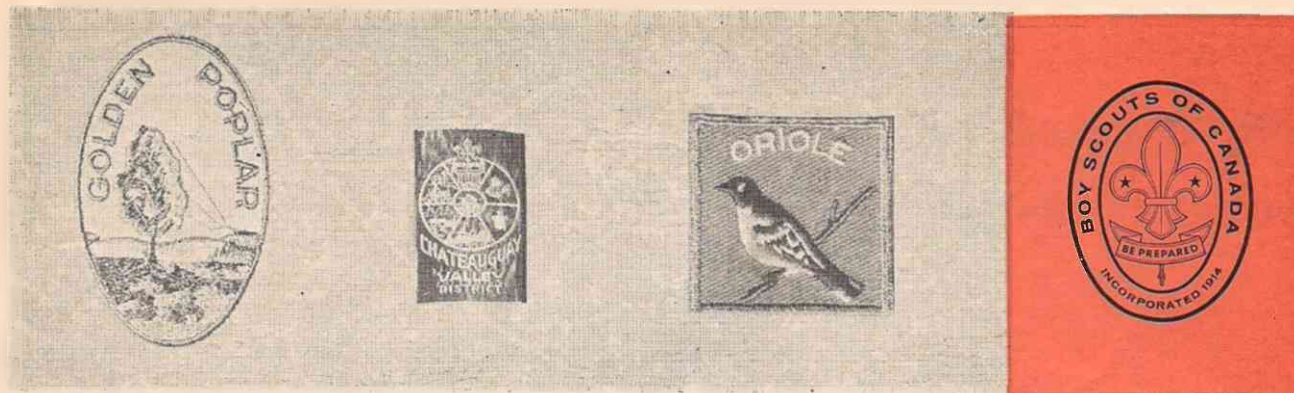
Push-Ups. Body straight, and arms stiff supporting the body weight. Bend elbows and lower body until your nose touches floor (don't cheat), keep your back straight and do not permit your chest to touch floor...push-up to start position. Check table for number of times.



Pull-Ups. Straight arm hang with back of hand towards face, raise body until chin is above bar. Lower to straight arm hang. Check table for number of times.



Keeping Fit. Walk, trot or travel by bike whenever possible. Travelling by car does not provide the necessary exercise to maintain fitness.



Left: Golden Poplar District, south of Red Deer, Alta., was formed in 1961 when it broke from Red Deer and Parkland Districts. It is named for the black poplar tree (cottonwood) which is common throughout the area. The badge is the result of a contest in the district and shows a poplar tree in green and gold.

Center: The Chateauguay Valley District on the outskirts of Montreal extends to the American border. The badge, represented by a 'wheel of progress', depicts the many industries and rapid growth of the area.

Right: The Oriole District in Toronto chose as its badge the bird from which it derives its name. The Baltimore Oriole, in black, orange and white, is shown standing on a brown twig.

CANADA'S *Colourful* DISTRICT BADGES

Part 31



Do not write to any Scout office about badges or mailing lists to be used in making a collection of badges because they are unable to handle such requests.

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