

MAY 1966 VOL 43 No9

the scout leader





A MESSAGE FROM THE DEPUTY CHIEF SCOUT

Greetings! I am delighted to have the opportunity of establishing contact with Scouters at all levels across Canada through The Scout Leader. I hope to meet many of you during my tenure as Deputy Chief Scout. Unfortunately, there are others that I will not come to know personally but at least you will be aware of the thoughts that are uppermost in my mind during this important and exciting period for Scouting in Canada.

By the time you read this column, I will have completed a tour of Newfoundland and the Maritime provinces, followed by visits to Saskatchewan and Alberta. I was disappointed at having to forego an invitation to be present at the Ontario Annual Meeting; however, I hope to visit that province later this year. A very severe snow storm led to the cancellation of the Manitoba Annual Meeting during early March. Happily, a second attempt was successful and I saw many old friends at Winnipeg. Their Annual Meeting marked the Jubilee Anniversary of Scouting in Manitoba.

As for the far west, I am looking forward with keen anticipation to a few days at the B.C. Adventure Jamboree in July. I have already attended several functions in Quebec, including the Annual Meeting. Finally, I hope to visit some districts and individual troops, as the opportunity arises, to keep in touch with "the grass roots".

Aside from my plans to see as many of you as possible in person, I would like to devote the remainder of my remarks to some of the problems we are facing and conclude with a reference to camping which is featured in this issue.

We are going through a period of self-examination and assessment on a scale not experienced before in Canada. This is not only healthy but essential in a rapidly changing world. What has led to this examination? There are a number of reasons. As in most organizations there are differences in viewpoint between those who might be called conservatives or traditionalists and those who may be referred to as progressives, not the kind of progressive who desires change for change's sake, but one who feels that policies and ways of carrying out the aims of the organization concerned may have become outdated. On the one hand you will hear the comment, "If we make this change it will depart from the aims of the founder". And an easily predictable reply, "What we are doing is old fashioned". There can be no denying the fact that whatever views we may hold, membership in Canadian Scouting was not only declining in terms of the growth in that age group eligible to belong, but also decreasing in actual numbers. Even worse, we were losing large numbers of teenage boys. Unless we subscribed to the view that more boys were not measuring up to the standards required in Scouting, and I do not feel this is the case, then we faced the problem of "why". We had to satisfy ourselves about certain basic matters.

First, do the fundamental principles and values as set out by the founder still express the criteria by which we judge an individual to be a responsible citizen, one who contributes to the wellbeing of his community and country, is mindful of the needs of others and appreciates their views and aspirations while improving himself and making best use of his talents, who embraces the positive values of love, harmony, tolerance and justice and rejects the negative values springing from revenge, hate, greed and envy? The answer is a resounding "yes". You

and I know it, and our views are shared by the great majority.

Secondly, knowing the tremendous appeal Scouting has had for boys in the past, have the boys changed in respect to their basic needs and desires? By experience and direct observation, the answer is an emphatic "no", and my observations are a cross section of various settings: rural, suburban, city dwellers, the haves and have-nots, the white, the Eskimo, the Indian. All have widely varying physical, cultural and religious backgrounds. Each retains an intense desire for physical contact with nature, an instinct to enjoy the sights, smells, noises and feel of the natural world, a sense of adventure, a desire to be independent, the need to succeed, to gain a sense of achievement and thereby to take his place amongst his peers. He needs self-respect and self-confidence, social approval and a sense of belonging coupled with affection. Finally, he needs personal faith to guide him in his relations with others and to give him a sense of individuality and his destiny in the overall scheme of things. No, boys have not changed. They are highly motivated to the finer things, although to be fair, on occasion there may be an element of doubt—but then, this is the process of growing up.

What has changed is the environment in which we live. In a subsequent issue, I shall put forward some thoughts on the changes that have taken place, the impact they have had on the general outlook of our young people and the need to revise our program. I will tell what we are doing about it and what we intend to do. Articles dealing with these aspects have already been presented to you in this publication. Provision for the timely updating of the program on a continuing basis, keeping in mind the need for flexibility, is also a requirement.

Later on, I would like to discuss with you the matter of character and leadership of which much has been spoken and written over the years; I will follow with some reflections on the patrol system, the benefits which accrue from working in small groups, the role of the non-uniformed volunteer, and so on.

But now, a word on camping. Camping is not synonymous with Scouting, but it is one of the essential parts of the Scout programme. The camping policy was revised in 1962, but a further study is currently underway. Certain proposals have been put before the National Executive which emphasise the many forms that camping may take.

Whatever changes we may make in policy, a recent article by a well-known Canadian, an outdoors man himself, sums up much of what I have in mind when I think of camping as it applies to Scouting: "It has always seemed to me that Canada is one country where the Boy Scouts should flourish and thrive. The very nature of our vast and sprawling land is such that some familiarity with the wilderness should be almost second nature to our youth. A love of the wild and lonely places of his country can't help but make a youngster a better and more rounded Canadian. Let him hear the winds in the pines and the tumbling laughter of the rapids and the lonely call of a loon on a northern lake and he will recognize that there is another kind of national anthem here which is much more deeply stirring than the kind that can be written down in words or notes of music."

I am certain that our basic policy for camping will always contain this central theme.

Deputy Chief Scout

THE IDEA MAGAZINE FOR ALL SCOUTERS AND ADULT LEADERS OF THE MOVEMENT

CHIEF SCOUT
HIS EXCELLENCY GENERAL
THE RIGHT HONOURABLE
GEORGES P. VANIER, D.S.O., M.C., C.D.
DEPUTY CHIEF SCOUT
AIR VICE MARSHAL JAMES B. HARVEY,
A.F.C., C.D.
CHIEF EXECUTIVE
FRED J. FINLAY
DIRECTOR OF PUBLICATIONS SERVICES
SYDNEY YOUNG
EDITOR
J. DAVID AITKEN
ASSISTANT EDITOR
WENDY HAVARD

Contents for May 1966

Amory Adventure Award	19
Camping with a Tradition	20
Coming Events	6
Growing Pains	17
Jungle Trails	4
Leadership: A Major Dimension in Camping	8
Muscle Tournament and Scout Olympics	12
Program Planning Guide for June	
Cubs	11
Scouts	16
Rovers	23
Scout Law (1), The	7
Scouters Bookshelf	22
Scoutscope	15
Why all the Fuss about Fitness?	10

THE SCOUT LEADER is published monthly, except for the combined issues of June-July and August-September, by the National Council, Boy Scouts of Canada. Authorized as Second Class Mail by the Post Office Department, Ottawa, and for Payment of Postage in Cash. THE SCOUT LEADER is sent to Cubmasters, Scoutmasters, Venturer Advisors, and Rover Scout Leaders as part of their registration. They should direct sales changes and inquiry on mail service to the Scout council office where they are registered.

To all others, subscription rate in Canada — \$1.00 per year; outside Canada — \$1.50 per year. Address subscriptions, manuscripts, advertising and other correspondence to: National Headquarters, Boy Scouts of Canada, P.O. Box 3520, Stn. C, Ottawa 3, Canada.

CHANGE OF ADDRESS: To avoid missing copies, please send your change of address at least six weeks before you move, to the above address, giving us both your old and new address and an address label from one of your copies.

The policy of the Boy Scouts of Canada prohibits selling in the uniform or in the name of the Boy Scouts of Canada unless the product or service offered for sale has been approved by the National Executive Committee.

The selling of any product must be done on its own merits. The advertisement of any product or service does not indicate approval by the National Executive Committee unless so stated.

Certain advertising in The Scout Leader may contain offers of sales plans for individuals. The Boy Scouts of Canada does not assume any responsibility by warranty or otherwise with respect to the products offered in advertisements in the magazine. However, to the best of our knowledge, the value of such products is commensurate with the selling prices suggested. All advertisers in this magazine are familiar with the official policies of the Boy Scouts of Canada and have indicated their willingness to abide by them.

Anyone receiving information or literature in conflict with these policies should immediately notify the director of publication services, P.O. Box 3520; Postal Station 'C', Ottawa 3, Ont.

TAKE TIME...



An unknown writer reminds us to take time for friends.

We meet many friends through Scouting — some old, some new. Take the group we have this month: Deputy Chief Scout Jim Harvey, who has such boundless faith in the great heart of Scouting and in the potential of Scouters; Don and Mary MacMillan and Ted Capps, producers of imaginative Cub programs; Hedley Dimock, idea-primer and counsellor to thousands of Canadian youth leaders; Terry Holroyd and Matthias Laucht, spokesmen in a dialogue as old and as young as man; and Felix Danton, Scouter extraordinary whose Scouts were on the "Go-go-go!" long before most North Americans ever heard of a discotheque.

As the writer says, time for friends is a source of happiness. Much of the happiness these friends share with us can be shared with the Scouters and boys whom we are privileged to serve. Take time . . .

Meanwhile, here are a few messages.

Channels, Please!

A recent letter from a provincial Scout council asks us to remind Scouters wishing to communicate with Scout council offices outside their own area that they should not write direct but should follow official channels. See P.O. & R. page 105.

Correspondence with National Program Subcommittees and the editors of The Scout Leader and Canadian Boy may be carried on direct.

Questionnaires, Please!

We urge all those who were asked to take part in The Scout Leader readership survey and who have not yet completed and returned their questionnaires to do so immediately.

Again, We Ask

Groups and councils who have not yet written to the editor about proposed centennial projects are urged to do so immediately.

David Aitken

Editor

JUNGLE TRAILS

*A Cub adventure
from Nova Scotia*

4

by Don and Mary MacMillan with Ted Copps

photos: COURTESY DARTMOUTH FREE PRESS

A jungle atmosphere is exciting. Games of skill are always fun. Put the two together and you have an exciting day that your Cubs will never forget.

The theme of the day's outing is adventure. To get over the courses, every boy must make full use of his imagination, skill and powers of observation. The events will be a combination of tests for proficiency badges and star work.

We tried the following program and can recommend it whole heartedly!

Through the Jungle (Obstacle Course)

(a) **TIRE CRAWL**—Crawl through six tires of various sizes. (timed)

(b) **STEPPING STONES**—Cross a distance of twenty feet on flat stepping stones. Each boy across without falling off the stones receives one point.

(c) **WALKING A LOG**—Walk a log about eight inches in diameter for a distance of twelve feet. The log to be three inches above the ground. (one point)

(d) **LADDER CLIMB**—Have boy climb to top of ladder and back down, sixteen feet approximately. Timed, from ground up and back.

(e) **JUMP A BROOK**—Boys must jump over a ditch three feet six inches wide. They may take a running

start (one point)

Being Banderlogs (Rope Event)

(a) *Climb down a cliff on a rope*— Boys to be shown how to go down a cliff using a rope. One point for each boy doing it properly.

(b) *Shin a Rope*— Shin up a rope twelve feet high and slide back down. One point for each to make it.

(c) *Cross a Monkey Bridge*— Have the boys walk a monkey bridge. One point to each one who gets across.

(d) *Cross a Rope Hand over Hand*— Cross a distance of twelve feet using only hands on a rope seven feet above the ground. One point

(e) *Tie a Bowline around Himself*— Throw each boy a line and he must tie a bowline around his waist to be rescued from a hole. Two points each.

Teachings of Bagheera (Observation)

(a) *Observe Animals*—Have the boys follow a trail where animal cutouts are placed in their natural surroundings. One point for each animal seen and identified.

(b) *Observe Birds*—Use same trail, have bird cutouts to be identified. One point each.

(c) *Observe Flowers*—Place plastic or crepe flowers along the trail. One point for each seen and identified.

(d) *Marked Trees*—Have trees along trail tagged and the boys must identify. One point each.

Chil, The Kite (Signalling)

(a) *Send a Simple Word*—First circle. Boy will pick up a printed card from cards and send the word to the judge. One point for each word sent correctly.

(b) *Identify Letter*—Each boy in turn will run up and pick from the pile one card. Each card will have a stick figure of one letter in the first circle. The boy will identify the letter. Each boy will have two turns. One point for each one right.

Shere Khan's Mistake (First Aid)

As Shere Khan crawled up to the woodcutter's fire to spring on a human, he burnt his foot on a coal, because he wasn't being careful. Now we have here a man who wasn't careful in the woods and like Shere Khan, he is hurt. Do you know what to do for him? Tell them that they are alone in the woods.

(a) See if they send for adult help.

(b) Know how to bandage a simple cut.

(c) Know how to stop a nosebleed.

(d) How to apply direct pressure to a cut.

(e) What to do if his clothes are on fire.

(f) How would he be if treated for shock, (not electric). The six would get one point for each thing done correctly. There would be a dummy made up and placed along the trail.

Wolf's whiskers. (Sense Training)

(a) *Smells*—Identify six smells. Have six paper bags tied on a line. Have spices, coffee etc. in bags. Boys must smell only and identify. One point for each smell identified by six.

(b) *Kim's game*—Have six observe twelve objects

Donald MacMillan is Assistant District Commissioner for Cubs; Mary MacMillan and Ted Copps are District Cubmasters. They serve in the Dartmouth East District.

for one minute. Cover the objects and have the boys write down as many things as they can remember. One point for each correct answer.

(c) *Scavenger Hunt* - Have boys search for ten objects that can be found in immediate area, i.e. fir twig, pine cone, etc. One point for each object found in five minutes.

(d) *Objects in a Bag* - Have twelve (common everyday things) in a bag. Allow each boy to feel in bag in turn and tell his sixer what he has felt. Each boy to try to identify an object. One point each.

Trick Reading)

Pop Bottle Trail - Follow a trail of pop bottle caps over a distance of one hundred yards. Count the caps on the trail. The points scored are the number of caps counted.

Remember The Wolf Is A Hunter. Go Forth And Get Food Of Thine Own (Following Directions)

(a) *Compass* - Follow a course by compass from point to point following compass bearings and distance to travel supplied on cards. Ten points to six if they can follow directions to correct destination.

(b) *Treasure Hunt* - At a starting point have as a clue a riddle; direction etc. for the six to follow. The boys must follow these clues from point to point until they find the treasure. The six will receive ten points and the treasure (bag of jelly beans) when the treasure is found. Fifteen minutes allowed for this event.

A Cub Keeps Fit (Physical Fitness)

(a) Each boy walks thirty feet on stilts over a marked course. One point for each Cub who is successful.

(b) *Sit Ups* - Each Cub will do thirty sit ups. Five points for each to do so.

(c) *Fire Bucket Relay* - Each six will line up in relay formation. On go, the first boy runs up to a bucket of water and carries it to the next boy in line. The boys pass the bucket down one side of the line and up the other. This boy carries the bucket to the front and goes to the rear of the line. The next boy carries on etc. The boys must not spill the water. They start with fifty points and lose a point each time they spill any.

A Cub Carries A Message (Bicycle Message) (verbal)

Each boy in turn is given a message of fifteen words and must carry it by bicycle over a given route and deliver it correctly. One point for each message given correctly.

"Softly, Softly, catchee monkey"

Stalking - Boys try to sneak up and pin a rope tail on a monkey cutout without being tagged by a guard. A person guards the monkey. If he sees a boy, he tries to tap him and if he does the boy loses his tail. Five points for each tail pinned on without the Cub being caught.

Alternate Event For All

Messages - Each boy in the six is given the same message of about fifteen words. He must start at a given point and carry the message through "enemy" lines back to his base about 200 yards away without



Through The Jungle



Wolf's Whiskers



"How do you do?"

being caught. The "enemy" are four Scouts or adults who are watching the boys come through. The message runner is "dead" when the enemy snatches his neckerchief which has been stuck through his belt. He must deliver the message correctly. Two points for each boy who gets through and another three points if he gives his message correctly.

Each pack is represented by a six. These boys should not be picked for their skill but should constitute a natural six. If someone is away because of illness his replacement must be a boy of equal standing.

Each six must be accompanied by a leader who is forbidden to assist the boys during the events.

continued on page 6



ATTENTION:

SCOUT LEADERS

A DAY AT **Fantasy Island**

AN IDEAL FIELD TRIP FOR
YOUR GROUP

SPECIAL GROUP RATES

\$1.50 per person for groups of 25 or more.
Up to 6 Supervisors free with each group.
(Regular price \$2.00 per person).

NEW! Tarzan Zerbini and his Lions
Plus a complete Circus Show
16 Rides - 20 Attractions

ONE PRICE INCLUDES **EVERYTHING**

HOURS: 10 AM to 9 PM
May 21-June 25—Open Weekends
Then—daily 'til Sept. 5th.

Name of Group
Name of Leader
Address of Leader
How Many in Group (Approx.)
Date of Field Trip
Do You Wish A Picnic Area Reserved

Clip and mail to:

Fantasy Island

Grand Island, New York

Jungle Trails

continued from p 5

The events are arranged so that a boy at any level in his Cub work may participate. Everyone can have fun trying even if he cannot do all the tests well.

This is an all-day project beginning at nine o'clock. The first event involves registering and leaving lunches at the cook house under a group name. Each boy brings his own lunch to be eaten during the "Red Flower" or camp fire part of the programme.

Every Six receives a map of the area showing where each event will take place. When they have finished an event, they go on to the next at their own speed. Only the "Red Flower" event is held at a specific time. An approximate length of time is stipulated for each part of the course.

Food is an important part of having fun and, needless to say, is not forgotten. The "Red Flower" event consists of a fire lighting in the open. It should take place between 11:30 a.m. and 12:30 p.m., with fires lit in open places prepared by the leaders. Wood should be supplied.

The steps are:

1. lighting a fire and boiling a kettle of water (one pint). This is a timed event and a kettle is provided.

2. eating their dinner.
3. extinguishing the fire.
4. cleaning up the area.

When the afternoon's events are over, the boys relax with a bonfire and weiner roast. They deserve it! ♣

Coming events

Do your boys know about these?

British Columbia -

Yukon Provincial

Jamboree Penticton, B.C. July 9-16, 1966

10th Scottish International Patrol

Jamborette Blair Atholl July 19-29, 1966

Icelandic Jamboree Iceland July 25-Aug. 1, 1966

6th National Boy

Scout Sailing

Regatta Calgary, Alta. Aug. 4-11, 1966

Explorer Delegate Indiana University Aug. 14-18, 1966

Conference Bloomington, Indiana

5th Canadian

Rover Moot Parksville, B.C. Aug. 24-31, 1966

12th World Farragut State

Jamboree Park, Idaho

U.S.A. Aug. 1-9, 1967

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).

C R E S T S



EMBROIDERED by the manufacturer of official Boy Scout badges.

Ideal for TROOPS, DISTRICTS, CAMPS and JAMBOREES—a perfect mate to official uniform insignia.

Custom Made to your design and colours on washable twill using colour fast yarns. Free art work supplied. Send for Samples and Price Lists.

STANLEY A. GRANT Limited

BOY SCOUT DEPARTMENT

134 Park Lawn Road • Toronto 18 • Ontario

THE SCOUT LAW I

by John Peterson

The Scout Law has been re-written and revised many times. It has been re-written every time it has been translated into a language other than English. It has also been re-written in English, when the Americans and Commonwealth countries have adopted Scouting, adapted the law to their way of life, and expressed it (and the commentary) in the way that they use English. There are two problems in translating the Law: first, how does the Law fit the way of life. To take an obvious example: "A Scout is loyal to the Queen" must be adapted where there is a Republic. In some Republics it may not be appropriate to express what is meant by attaching loyalty to the head of state. He may serve for a term of years, and, for that reason, people feel loyalty, it may be, to a constitution and not a person. The second problem is with words. Just how do you say, "stick to them through thick and thin" or translate "snob" or "thrifty"—problems that we have all laboured with at school.

The Scout Law of English Scouts has also been revised, for times change. Thus, for obvious reasons, boys do not currently promise to be loyal to the King. And 1908 is half a century and two world wars away.

How relevant is the Scout Law for Scouting in the Seventies. Does it set out what Scouters want to teach, now and over the next decade? What do boys make of it, how relevant do they feel it to be their Scout Life and their wider obligations? What are the pitfalls and difficulties in teaching it? How do you tailor the Scout Law for boys of today, efficiently, to meet the aims of Scouting?

Some indication to the answers to the last two questions might be found among the material that the Movement provides for Scouters.

I went twice to the Scout Shop (on Saturday mornings) to ask for "a Guide for Scoutmasters teaching the Scout Law." I was told there was none (other

than the notes attached to each law in *Scouting for Boys*). One assistant remembered that there had been a statement, now out of print, but that was "against Communism."

On the second occasion I went into the Guides' Shop too, and found, without difficulty, *The Guide Way of Life* (suggestions for teaching the Promise and the Law). It is not dated, but from internal evidence was first published by the Church of Scotland Youth Committee in the sixties. The Guide Adviser, Imperial Headquarters, provides the Introduction. "This Book," she says "gives many excellent ideas on the Promise and Law." Her next-to-last paragraph reads "Guides are readily responsive to training on the Promise and Law, provided the Guider is natural and does not use a "special" voice. Very occasionally some girl may giggle when something she cares about is mentioned. Do not let this worry you. It shows that she is growing emotionally, just as her short skirt shows she is growing physically, and provided an easy and natural atmosphere is maintained the giggles soon pass." Accordingly, I turned to the chapter on the tenth Law. It begins with the question "We often apply the word 'pure' to snow, the snow-drop, the lily, the dawn, a little child, Why?" The heart (but not the physiological one) is mentioned many times the hand once. Surprisingly, and yet on good grounds, more is said about the body under "A Guide is Thrifty." "How do you take care of your body? Every Guide knows the answer to that question! Good food and plenty of sleep in an airy room and suitable clothes build up bodies. So does exercise—walking, running, skipping."

The introduction suggests that one question discussed in Patrols and summed up with the whole Company, would be enjoyed by the Guides, and would let the Guider know what the Guides themselves were thinking.

Is it known what Guides are thinking? Or Scouts? Are adults in the Movement today as certain what to teach (and how to go about it) as half a century ago?

continued on page 14

LEADERSHIP



...A Major Dimension in Camp Effectiveness

by HEDLEY G. DIMOCK

Groups are a powerful force in developing an individual's social skill and determining his success and happiness in life. Through the group experience that camps offer, an individual may meet many of his psychological needs, develop behaviour skills which contribute to his good mental health, learn social skills including those of democratic decision making, and acquire the norms and customs of his society. Through group membership some modification of his behaviour and attitudes will take place. As an individual tries out various forms of behaviour in his group he is able to work out an accurate and realistic concept of himself and develop the flexible behaviour that will result in a well-adjusted person who is successful in his relations with others. A major dimension affecting the growth of the group and its influence on the members is the leadership provided by the counsellor.

Hedley Dimock is Chairman of the Dept. of Applied Social Science at Sir George Williams University, Montreal. This is a reprint of an address he gave in 1964 to the Camp Directors' Seminar Alberta Camping Association. Reprinted with kind permission of Canadian Camping magazine.

Nearly everyone in camping has ideas about what the characteristics of successful counsellors are and how these counsellors can be motivated to do their best work. In the past twenty years, research in camping and the social sciences has shed a great deal of light on qualities of effective leadership and the conditions encouraging the full use of leadership potential.

It is popular belief that a person is a successful leader because of certain personality traits or leadership qualities which he has and which other people do not have. Some people believe that these men are born with qualities for great leadership and will be leaders regardless of what enterprises they undertake. Hence, it used to be a common practice for camps to take campus or athletic leaders to camp with the expectation that they would be successful staff.

The early studies of leadership therefore attempted to identify the characteristics of leaders. If these characteristics could be identified, then real leaders could be singled out and put to work improving the productivity of groups. The studies of the personality of leaders

have been disappointing as they have failed to find any consistent pattern which distinguishes leaders from non-leaders. This research led to the conclusion that leaders do not have particular personalities or traits, identifiable at this time, that separate them from other people. The "leaders are born" theory of leadership has been abandoned because of lack of scientific support. The theory most widely accepted by social scientists sees leadership as a function of the situation as it interacts with the personalities of the members, and their needs or tasks. Leaders have certain personality traits that likely increase the probability of their taking on leadership functions, but their success as a leader is largely dependent upon the situation.

A person who is a leader in one situation may not be a leader in another, and a person who gives leadership to one group may not be a leader in a different group. Joe may be the person in the group most able to lead them on a hike, but Bill is the most able to organize a skit night. The

campus athlete may be scared of the woods or find it hard to be patient with rowdy ten-year-olds.

During the second world war the O.S.S. ran an extensive programme to help them locate potential undercover agents for espionage work, and since the war the U.S. Navy has carried out numerous leadership studies at Ohio State University and elsewhere. These studies have supported the conclusion that people who are leaders in one situation may not be leaders in another. Although there are certain characteristics and behaviour patterns that enable a person to take leadership more successfully, these in themselves are no guarantee of leadership. Those who give leadership in one situation may or may not give leadership in another but, in any case, their leadership potential is more related to their social experiences than to the characteristics with which they were born.

Leadership is best defined as "doing something that helps solve a problem or accomplish an objective." A group's objective may be the achievement of some specific goal (task) or maintaining and developing itself as a group (group building). The counsellor or campers perform leadership functions by helping the group in one or both of these two areas; however, some individuals who do not contribute task or group building functions may also influence the behaviour of the group. If such an individual is well accepted by the group or the group is in an excited state, his behaviour may be contagious. The situation in which a group finds itself determines to some extent what leadership acts will be needed at any given time and who among the members will perform them. Any member who helps the group achieve its goals, or influences the behaviour of the group, is a "leader". Most members are leaders of the group at one time or another, hence, we must study a corps of leaders and differentiate among members according to the amount of leadership they contribute to the group. In some groups the organization and structure may be such that members expect one person to give leadership and he may, therefore, stand head and shoulders above the others as leader. For our purpose, we should think of leaders as those members in a specific group situation who provide a large share of the leadership acts.

Some Characteristics of Leaders

Every individual of a group is more or less a leader in that he affects the behaviour of the group, but some individuals tend to lead more frequently than others. Research has turned up

some characteristics which may make certain individuals especially prone to giving leadership to a group, and these are the ones camps want as counsellors.

In youth groups, physical size has some relation to leadership potential, and it is likely that this is related to athletic success where size is an important factor. In adult groups, size (height or weight) does not appear related to leadership acts. Members most active in leadership roles generally have more energy (and likely better physical health), and are more tidy and attractive in appearance than the other members of the group. "Leaders" usually have slightly greater personal capacity such as intelligence, insight, fluency of speech, initiative, ambition, soundness of judgment and originality.

In an extensive study of high school basketball teams and several other adult groups, Fielder found that the "leaders" of effective groups had a certain social distance from their followers. Other studies focus on this point and suggest that members who are well accepted by the group, but are slightly aloof in that they don't act like "one of the boys", are the most likely to perform leadership acts. It is not that members will not respect a person with whom they are too familiar, but rather that a "leader" who is too close to his followers finds it hard to reach decisions without being influenced by his feelings. People most effective in inter-personal relations are able to differentiate among members of a group along a variety of personality dimensions. The best basketball captain can describe a comprehensive set of weaknesses and strengths for each team player and does not tend to see several players as "about the same".

Acceptance or popularity in a group seems to be a prerequisite to the successful completion of leadership acts. Sociometric methods for determining acceptance have been rather accurate in predicting degree of leadership. A high sociometric position contributes to leadership by providing individuals with a receptive audience, a channel for influence and communication, and some prestige or power in the eyes of others. Social-economic status is an important factor affecting acceptance in many groups.

In Stogdill's (1957) extensive studies of leadership four factors appeared to effectively describe leader behaviour: consideration; initiation of structure; production emphasis; and sensitivity (social awareness). Showing consideration for other group members accounted for fifty percent of the leadership dimensions. People who identify and respond to the emotional needs are most likely to provide group leadership.

Members who are above average in leadership show more empathy or understanding of others and are also more accurate in ability to judge other members' feelings and opinions on issues relevant to the group.

Research also indicates that the person who does most of the talking is most likely to influence the group and become accepted as a leader providing he doesn't talk so much that he antagonizes the other group members. It is likely that those who emerge as leaders are more vocal and dominant, and push the group toward its goals. They may assume these roles because they are more highly motivated to the group's tasks than other members or they may have greater needs to control the group and exercise power. Certainly, any member who can communicate more frequently or in any way controls communication in the group (such as the discussion chairman) is more likely to be a "leader" than one who does not. Bavelas (1960) has manipulated leadership among members of experimental groups by shifting the channels of communication to flow through various members in order to illustrate this principle.

In summary, then, camps looking for effective leaders for their staff positions would do well to consider the following criteria:

1. normal or above intelligence
2. emotional and social maturity (social sensitivity)
3. ability to observe and discriminate among people
4. competence in personal relationships (shows consideration and initiates structure)
5. empathy and understanding of others feelings and responses
6. ability to communicate openly and freely.

Style of Leadership of the Camp Counsellor

Some counsellors encourage campers to share the leadership functions in the group and assume whatever responsibility is within their capacity. Other counsellors tend to dominate the group, give direction for all activities and accept all responsibility for what happens (good and bad). The former is referred to as group-centered or democratic, while the latter is dominant leadership which is basically autocratic.

Countless studies have measured the differences in effect on group behaviour

Why All The Fuss About Fitness?



by S. A. DAVIDSON

It is true that most of us are pretty careless about our attention to this marvellous human machine we call a body. I am quite sure we spend more money on the maintenance of our automobiles than we do on maintaining good health.

Will you pardon me if I become critical of our so-called high standard of living? We, in North America, are supposed to be enjoying the highest standard of living in the world.

I question several things about this. First, I question the measuring stick used to determine the standards.

Second, I question whether we are "enjoying" it.

And thirdly, I question its cost. And I don't necessarily mean monetary cost.

What about the cost in mental breakdowns, in moral and spiritual deteriorations?

Now, I don't feel qualified to speak in these areas, but I do feel qualified to speak about its effects on the physical fitness of Canadians.

You might well ask, "Why all this fuss about fitness?"

Increased attention to fitness in past decades has been most closely related to military expediency in every civilization. As each war came and went, the ebb and flow of fitness emphasis also waxed and waned.

But there are more fundamental factors at work today. Even the most restrained and conservative observer must be aware of the rapid and even radical changes that are reshaping our Canadian way of life. Changes that have minimal movement as a by-product. Many of these changes are less than ten years in the making.

REPRINTED BY PERMISSION FROM HEALTH MAGAZINE

The advent of almost universal television; the tremendous mobility of a nation on wheels; the population explosion and its resultant crowding of families and children into smaller spaces; the elimination of sidewalks in many residential areas and the almost universal tendency to haul children to and from school, the corner grocery, the drug store, the theatre, and everywhere in general, are taking a toll.

The parental tendency to conform, to be overly indulgent, to accept poor nutritional habits, and to be overly protective in some ways while neglecting protection in others, has left its mark on today's children.

One would almost conclude that basic movement and physical activity are passé, a heritage of more primitive times now no longer needed, or considered to be outmoded in an age of automation and academic and scientific accomplishment.

But the real nature of children has not changed. Each boy and girl has a driving compulsion toward vigorous activity, a hunger for movement as strong as the need for food and sleep. An elementary knowledge of the laws of growth and development can bring a parent or teacher to only one conclusion. The elimination or curtailing of physical activity leads to improper structural development and early decay. Allowed to continue and become a way of life from early childhood through adolescence, such a lack of activity could have alarming results.

I look on physical education as a branch of preventive medicine, if you will, and I say that it is an essential need for children and youth in particular, if we are to build a dike against the erosion of a society which is fast becoming decadent—morally, spiritually and physically.

continued on page 16

• JUNE • PROGRAM PLANNING GUIDE FOR CUBS

SERVICE THROUGH FITNESS

Sports or Field Day

Ask sports-minded fathers to develop and run a program based on the requirements for the Athlete, Personal Fitness and Team player badges. Reserve playing space now. Make sure water and wash room facilities are readily available.

Invite families to attend and end the program with picnic supper.

Splash party

Arrange for the pack to have one or more periods at a local swimming pool. Put the Cubs through their paces and rate their ability according to the requirements of the Swimmer badge. Give each Cub a card showing his standing and have each work, with the help of parents, to improve his ability during the summer holidays.

Physical Health badges

Encourage each Cub to work towards completing at least one of the physical health badges during the summer.

Six/Individual Activities

Personal Fitness

For those Cubs who are following the Five Star Scheme, working towards completion of any or all of the Red Star requirements will help them to keep fit.

Medical/Dental check

Cubs, as small boys, are somewhat apprehensive about medical/dental checks. Perhaps a doctor/dentist could talk to the pack in a positive way about the importance and reasons for periodic medical/dental checkups.

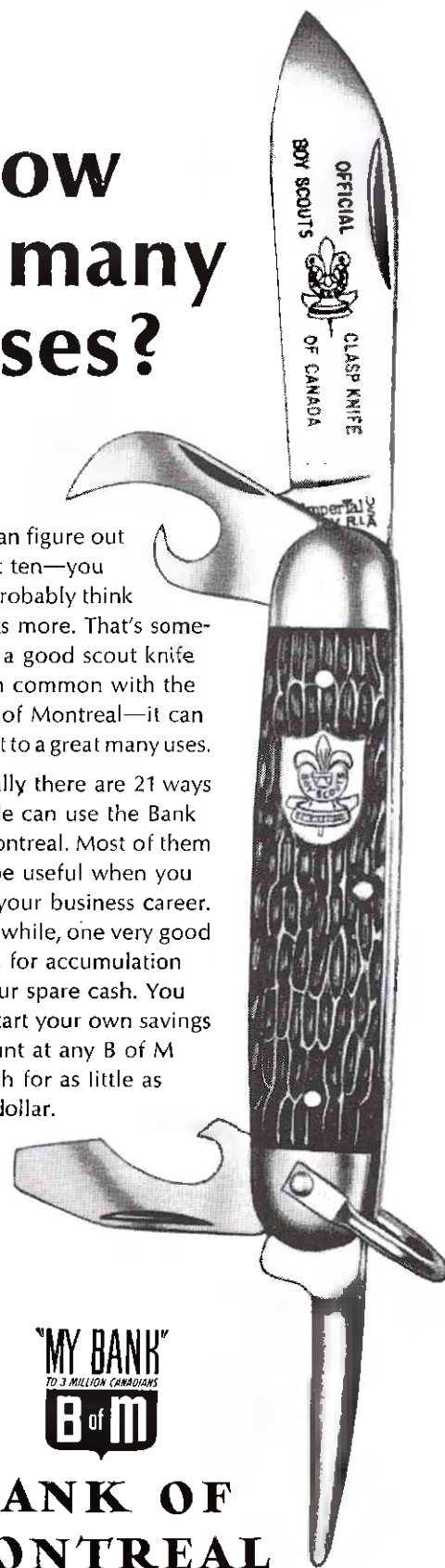
Home gym

Red Star Requirement #Ten in the revised edition of The Way to the Stars, has some ideas on equipment for a home gym. Mention this at a pack meeting and encourage Cubs to work with their Dads to build and use one or more of the items.

how many uses?

We can figure out about ten—you can probably think of lots more. That's something a good scout knife has in common with the Bank of Montreal—it can be put to a great many uses.

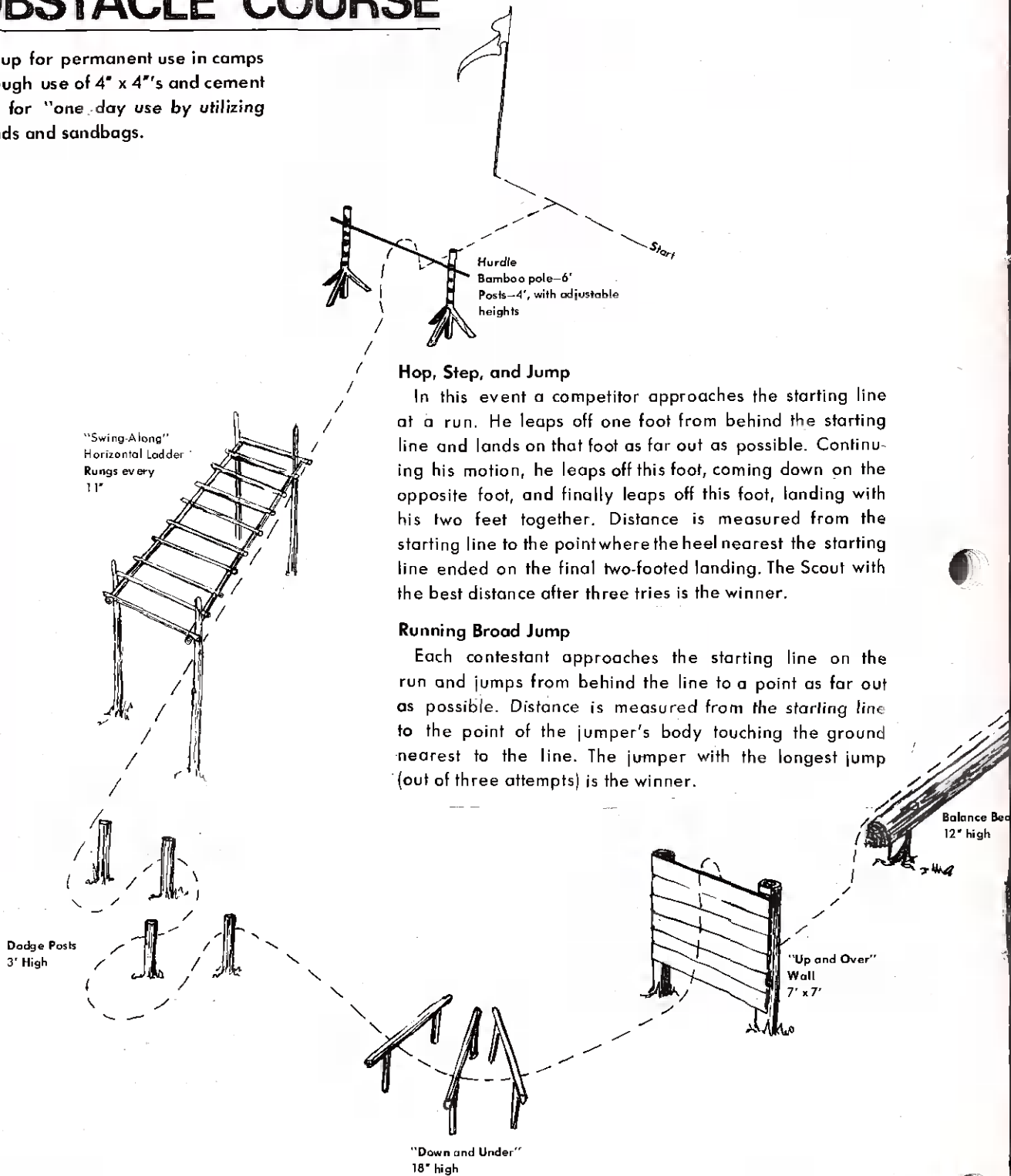
Actually there are 21 ways people can use the Bank of Montreal. Most of them will be useful when you start your business career. Meanwhile, one very good use is for accumulation of your spare cash. You can start your own savings account at any B of M branch for as little as one dollar.



**BANK OF
MONTREAL**
Canada's First Bank

OBSTACLE COURSE

Set up for permanent use in camps through use of 4" x 4"s and cement —or for "one day use by utilizing stands and sandbags.



Hop, Step, and Jump

In this event a competitor approaches the starting line at a run. He leaps off one foot from behind the starting line and lands on that foot as far out as possible. Continuing his motion, he leaps off this foot, coming down on the opposite foot, and finally leaps off this foot, landing with his two feet together. Distance is measured from the starting line to the point where the heel nearest the starting line ended on the final two-footed landing. The Scout with the best distance after three tries is the winner.

Running Broad Jump

Each contestant approaches the starting line on the run and jumps from behind the line to a point as far out as possible. Distance is measured from the starting line to the point of the jumper's body touching the ground nearest to the line. The jumper with the longest jump (out of three attempts) is the winner.

TOURNAMENT

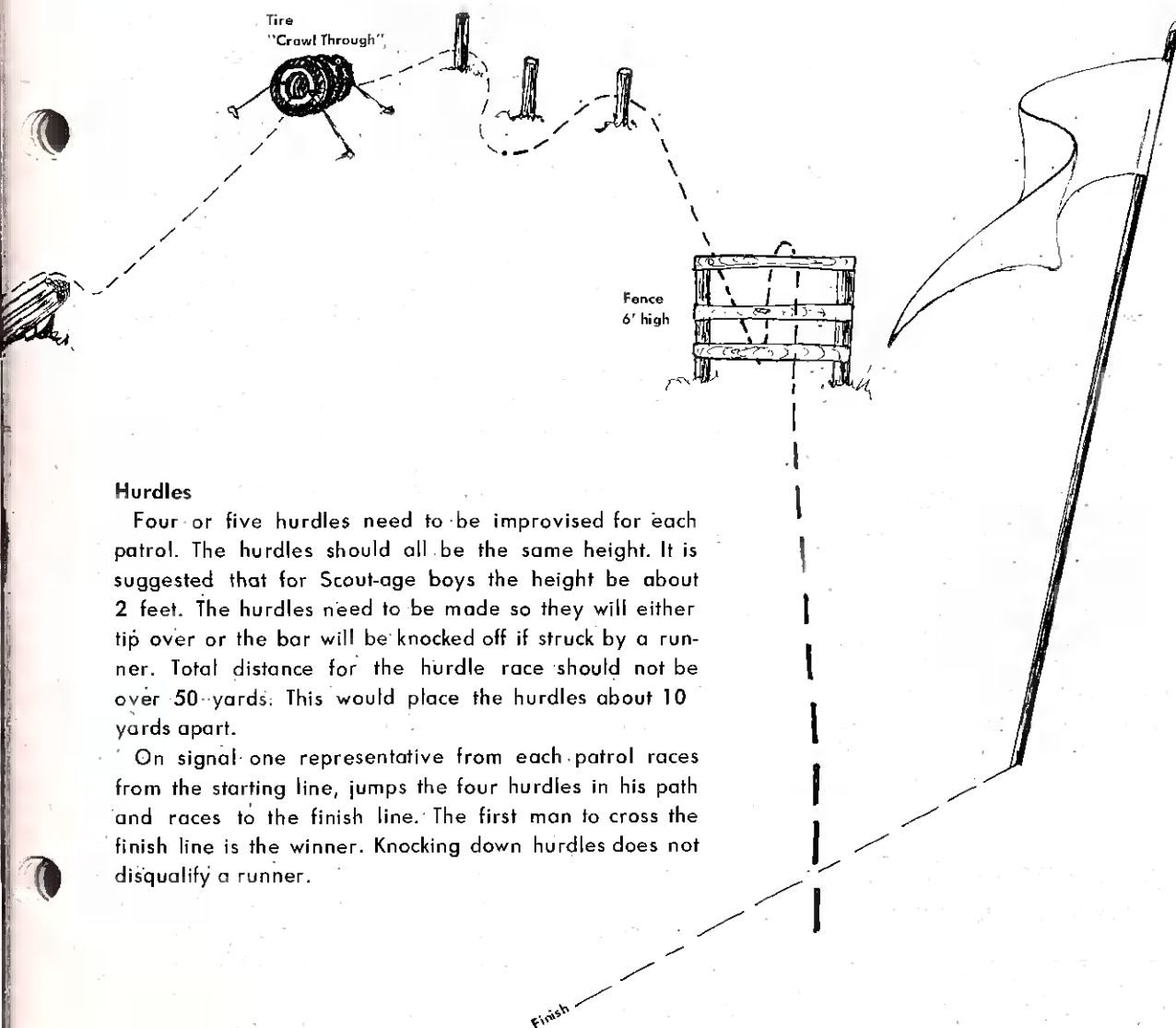
SCOUT OLYMPICS

High Jump

Two uprights and a crossbar are required for this event. The bar is set at a height at which most competitors will succeed. Each entrant is permitted three attempts to clear the bar at this height. If a Scout makes it on any jump, he is eligible to try the next height. When all have made it—or have been eliminated at one height—raise the bar and repeat. The Scout who remains as the last to be eliminated as the bar keeps going up in height is the winner.

Relays

A relay team consists of four Scouts from a patrol. Since a circular track probably isn't available, space the relay team members along a straight course. For a 200-yard relay event, for example, team members would be 50 yards apart. At the starting line each player is given a baton (a stick that is passed from team member to team member). The first player runs to the second and passes the baton to him; this player runs to the third, and so on. The first team to carry the baton from starting line to finish line is the winner. In the regular track event, there is a defined baton passing area for each runner, but this will only complicate the simple event suggested here.



Hurdles

Four or five hurdles need to be improvised for each patrol. The hurdles should all be the same height. It is suggested that for Scout-age boys the height be about 2 feet. The hurdles need to be made so they will either tip over or the bar will be knocked off if struck by a runner. Total distance for the hurdle race should not be over 50 yards. This would place the hurdles about 10 yards apart.

On signal one representative from each patrol races from the starting line, jumps the four hurdles in his path and races to the finish line. The first man to cross the finish line is the winner. Knocking down hurdles does not disqualify a runner.

These questions are simple enough to ask; but very difficult to answer. The Movement is large and heterogeneous. It embraces boys from town and country, the progressive and conservative, and of all varieties of religious conviction and many varieties of Scouters.

The Guide Way of Life is no doubt very suitable for some Guides – and possibly some Scouts. How many? And how many are there of the others and what is suitable for them.

These questions cannot be answered from the study table. One can begin to decide there, however, just what questions one could usefully aim at getting answered. These articles are nothing more than sighting shots. After some general observations, they proceed more or less regularly, by taking each Law (and its commentary) in turn, beginning with the 1908 version and noting the changes that have been made. They are then compared with the French and United States versions. It ought, perhaps, at the outset, to be said that practically all of the French commentary, though differing widely from that of the English version, comes from translated quotations of Baden-Powell's writings.

By way of introduction, it may be noted that the arrangement of the Promise and Law has a general resemblance to that part of the Catechism (in the *English Prayer Book*) that follows the ten commandments.

Question. What dost thou chiefly learn by these

Commandments?

Answer. I learn two things: my duty towards God, and my duty towards my Neighbour.

The Scout makes three promises; but the third, to obey the Scout Law, is, in a sense, how the Scout carries out his second promise – to help others.

The United States Law does not accept this separation, for their last (twelfth) Law is "He is reverent towards God. He is faithful in his religious duties and respects the convictions of others in matters of custom and religion." This is, of course, a much wider statement than the English one, explicitly stating the proposition of tolerance which the Movement must maintain. There is no problem, for the Americans, of the Established Church.

These articles are limited to a consideration of the English Law. The French and American ones are taken only to illuminate the English Law. The existence of the American twelfth Law is, therefore, not taken as an opportunity to reopen the question, publicly debated in 1954, of the non-believing boy.

It is not clear whether the Catechism was the factual source of the Law. Were this so, certain nuances might be explained; but contextual proof is probably not possible for there is bound to be much in common in any set of rules of conduct. Russian children for example, receive on their first day at school, the Book of Twenty-one School Rules. These include working hard, serving the country, respecting elders, not smoking, not gambling – as well as keeping the class tidy, removing spoons from cups before drinking and placing bones on plates not on tables.

When compared with the Catechism, certain differences emerge. Following, possibly, the once commonly accepted psychological teaching of Stanley Hall, the Law is the rule of a brotherhood, largely for its internal organisation. Unlike the catechism, no mention is made of parents or of temperance, soberness, and chastity. Schooling and learning disappear and so, too, does work as something to be done. The trend has been for the English, Americans and French to restore these.

Like the Catechism, too, duty is emphasised to the exclusion of curiosity and initiative. This last is parcelled out to the motto. (To say that something is not contained in the Law, is not to say that it does not find its place in the Scout Movement and its teaching. The French commentaries, to which attention was drawn earlier, illustrate this.)

Comparison with the Catechism does not help to explain the order of the Laws. It is not self-evident and, on the face of it, the seventh and eighth appear to be misplaced. No doubt there is some explanation, but an order represented by the three following sentences might be more obviously coherent: A Scout is honourable (1), loyal (2), obedient (7), and cheerful (8). He is a friend to all (4), useful, helpful (3), courteous (4), and a friend to animals (6). In his personal habits he is thrifty (9), and clean (10).

To be continued



BADGES

DRESS CREST EMBROIDERY CO.

1031 LILIAN STREET – WILLOWDALE, ONTARIO

MANUFACTURERS & DESIGNERS
OF SWISS EMBROIDERED CRESTS
AND BADGES

PROVINCIAL BADGES

DISTRICT BADGES

JAMBOREE CAMP UNIFORM AND
EVENT BADGES

WE SUBMIT FREE PRODUCTION SAMPLES
ART WORK (SKETCHES) & QUOTATIONS
QUALITY UNIFORMITY AND LOWEST
PRICES IN CANADA

**The Longest Lasting and Most Economical
Crests on the Market**

SCOUT SCOPE

GRAETZ



New Quebec Service Centre

Construction of a \$600,000 service centre of the Quebec Provincial Council, Boy Scouts of Canada has started at Dorval. Cost of the land and building that has a floor area of 31,000 square feet was the gift of a single donor.

LDS Encampment Planned

An international five-day encampment for LDS Boy Scouts from Idaho, Washington, Oregon, Montana and Canada is being held from July 28 to August 1, 1966 at Farragut State Park, near Coeur d'Alene, Idaho.

About 3,000 Scouts including 1,000 Canadians are expected to be present. Events will be conducted by the MIA general superintendency, the Canadian Scouting Committee of the Church, and the Boy Scout Committee of the YMCA.

Scouts Revive History

The Southern Alberta Region of the Boy Scouts of Canada has been awarded the Canadian Historical Society citation for its contribution to local history. With the aid of maps, the boys located the circles of stones which were used to mark the old "Whoop-up Trail". They then whitewashed the stones to make them clearly visible.

Youth On The March

Eleven thousand Boy Scouts, Girl Guides, Wolf Cubs and Brownies take part in the annual Scout-Guide Parade in Hamilton, Ont. On Saturday, May 28, 1966, Air Vice Marshall, James B. Harvey who is Deputy Chief Scout for Canada will take the salute. This is considered to be the largest annual youth parade in North America.

Citizenship Award

Wally W. Selby, District Commissioner, Kingston District District recently received an award from the city of Kingston because of his work with the youth of that area.

An Apple A Day

The Mountain View United Church troop in Moncton, N.B. dreamed up this enormous float to promote Apple Day.



BOURGEOIS

WAMBOLDT-WATERFIELD



Showing the Colours

The first flag pole donated by former alderman John Van Herk and the tenth Dartmouth Scout troop was initiated outside the Dartmouth, N.S. Tourist Bureau in July.

The second pole was donated to St. Paul's Church where the tenth Dartmouth hold their meetings. Mr. Van Herk and the Troop prepared the poles from trees grown on the troop's property.

Prepare To Be Assessed

A thorough assessment of the world Scouting movement will be made under a grant by the Ford Foundation.

Fifty-eight years after the first experimental Boy Scout camp was set up in Britain by Lord Baden-Powell, Scouting is at a crossroads. The world-wide migration of people from rural areas to the cities, the changed content of public education, and the rise of national and international youth movements, have all helped convince Scout leaders of the need to review the basic philosophy and methods of the Scouting movement.

The Graduate Institute of International Studies, in Geneva, will assess the present state of the Scouting movement with the aid of a \$50,000 grant from the Foundation. The fifteen-month study will review such questions as the impact of urbanization on Scouting, the increased interest of young people in scientific and technological subjects, the role of Scouting in assisting self-help projects in the developing countries, and specific problems of leadership, finance, and organization.

Rovers Show the Way

The Sommerville Rover Crew received a Volunteer Service Award from Mrs. Franklin, Co-ordinator of Volunteer Service of Woodlands School for the retarded in New Westminster, B.C.

For the past year, this crew has helped provide volunteer leadership for the school's youth through film showings, games, yarns and other services on a twice monthly basis. The crew members decided upon this project by themselves and arranged it without adult involvement.



ARTHUR EDWARDSON

RCAF



Fiftieth Anniversary

To mark fifty years of Cubbing in Canada, 184 Orillia district Cubs, leaders and officials visited Camp Borden. They were shown the RCAF Fire Fighter School, Airborne Electronics Technicians School, and the Worthington Park and Museum in the Army camp. The day ended with a grand howl in No. 10 Hangar.

All Assistants in Manitoba and NW Ontario Subscribe to the Scout Leader

This year every registered assistant Section Scouter in Manitoba and Northwest Ontario—more than 900 of them—are receiving paid up subscriptions.

We welcome these new readers and we congratulate the men on their provincial council who made this service possible for a one-year trial. This is the first provincial council to adopt The Scout Leader's Every Scouter Plan.

The plan was initiated a few years ago by the Maple Leaf Regional Council in Europe and has since been adopted by district councils in Oshawa and Windsor, Ontario.

We're Growing, Too!

The name of the 4,000th current paid-up subscriber was recently added to The Scout Leader mailing list. He is 38-year-old Nick Gaug, a new Assistant Cubmaster at the St. Clare group in Montreal.

He and District Commissioner D. Arscoff who sent in the subscription have received souvenirs marking the occasion.

A year ago there were 2,945 subscribers. Total circulation is now 19,500.

Reserve Cub Pack Gets First Charter

Nine young Cubs from the Penticton Indian Reserve were presented with their first charter January 12, 1966. They may now call themselves official members of the first N'Haath Wolf Cub Pack.



PENTICTON HERALD

JUNE **PROGRAM** **PLANNING GUIDE FOR** **SCOUTS**

SERVICE THROUGH FITNESS

Scouting can make a vital contribution to the physical well-being of a large number of Canadians through the provision of a well-rounded program of vigorous physical activity and emphasis on good health. Here are some program ideas to help in the development of June's program theme of "Service through Fitness".

In order to stimulate interest in improving physical fitness, every effort should be made to find ways of motivating Scouts in fitness; use of competitive activities, games and the Personal Fitness badges are helpful.

Arrange for each Scout to have at least one annual medical and dental examination.

Encourage the use of the 5BX plan. Home gyms can be provided at little cost—many homes today provide space for basement or backyard gyms. Fitness equipment, horizontal ladders, chinning bars, climbing ropes, balance beams, weight lifting—bar bells, dumbbells, can all be improvised.

Roller skating, table tennis, bowling—all have a place in program. What about a Troop table tennis tournament or bowling night? Some Scouts might be interested in tennis, badminton or golf but have not the chance through other organizations to pursue these interests.

Try to work the following into troop and patrol programs: swimming, bicycling, hiking, mountain climbing, boating, canoeing, fishing, water skiing, hunting gymnastics, handball, baseball, soccer, volley ball.

Plan a "Muscle Tournament", using the illustrated centre page in this issue for ideas, or organize a troop fish derby.

There are many organizations that Scouters can turn to for assistance in health and fitness—health departments, boards of education, community recreation and parks departments, Red Cross, St. John's Ambulance, Royal Life Saving, local medical associations, child care services, athletic leagues and clubs, youth agencies—Y.M.C.A., 4-H Clubs, police associations. For additional resource material, get a copy of "Leaders Information Kit on Fitness Through Scouting"—available at 75¢ from Boy Scouts of Canada, Supply Services.

Why All the Fuss About Fitness (cont'd from p. 10)

It is my confirmed belief that activity is essential to the healthy growth of all animals, including man. Considerable research has been done to substantiate this belief, and these studies show that children and youth who participate in many activities and who produce the most schoolwork of various kinds, are those who, on the average, are physically strong and energetic, not given to absences from school.

Other studies show that regular physical activity produces organic changes, particularly in the lungs and circulatory system, some of which improve the function for normal living and are protective against stress and strain.

Psychiatrists also give whole hearted support to the values of physical activity, based on clinical evidence. They feel that what a child gains through play is not practical skills but an inner balance on which depends his future emotional development and the success of his relationships with other human beings. The famous Menninger has often said that good mental health is directly related to the capacity and willingness of an individual to play.

We know that the status of the school child in relation to his peers is dependent to a great extent upon his motor skills and his behaviour in game situations. A child soon learns that he will be judged by what his body accomplishes.

In summary, there is an abundance of research and

authoritative medical opinion to substantiate the great need for planned and constant play and activity experiences for children of all ages as a necessary ingredient for a long and happy and healthy life. Without much doubt, there is a close correlation between good personal health, vigour and physical fitness and academic and educational progress.

If we are to continue allowing and encouraging children to sit and watch television and movies, sit and ride to school, and sit most of the time they are in school and at home, there can be only one final result—a softening of their physical fibre and a slowing down of their capacity for academic achievement. The penalty of disuse and inactivity is atrophy, erosion and decay.

Fortunate indeed is the child whose parents know and understand the growth and emotional problems of children and who plan and encourage vigorous activities equal to their needs. The school cannot possibly meet the total physical needs of young children. Their out-of-school hours must be channeled into developmental and constructive opportunities.

Parents are becoming increasingly interested in the proper kind of home and backyard play apparatus, and in having family experiences in the great outdoors—camping, hiking, fishing, activities in the mountains, in the waters of our Canadian lakes, or simply in neighbourhood parks.

Let us hope the trend will continue. ❁

ADVENTURER FEATURE

by Wendy Havard

Like any young movement, the Venture project is having its share of "growing pains".

The trials and tribulations of the 76th Winnipeg troop stand as a good example of what to expect.

On the 1 January, 1966, a Venturer section was established after a meeting of the Court of Honour. At this date it is still trying to combine into a working unit. Mr. Holroyd, scoutmaster for the 76th troop retains doubts about the transition but says these doubts are fast disappearing because of "the spirit and desire to succeed engendered by the "Venturers".

His troop had always experienced difficulties because of frequent changes in leadership and a large difference in the boys' ages. There were six boys of fourteen years and over, two of thirteen and the remaining eleven or twelve year olds.

GROWING PAINS

The senior boys had often shown evidence of initiative, diligence and perseverance. Collectively and individually, they outlined the ideas of their patrols at the Court of Honour, to be subjected to the 4W test—what, why, when and where.

When the Venture program was brought to their attention, they quickly grew enthusiastic. They were held back from applying to operate a Venturer section on two counts:

1. The wish not to interfere with the established year's program.
2. A desire for more details.

They gained insight from Mr. "Bud Jackson," advisor to an operating Venturer section. Finally, they expressed their desire to adopt the Venturer programme into the group, before the Court of Honour.

The opinions of the boys are adequately summed up in a letter sent by Scout Matthias Laucht to the Group Committee of the 76th Scouts.

"... Our troop has twenty-four boys ranging in age from eleven to thirteen and the six of us ranging from fourteen to sixteen. Any program can only be designed, more or less, to suit the majority which is as it should be. That leaves us in the cold.

"We have already formed our own patrol to enable us to work on our own level but is this enough? All six of us have either completed or are very close to completing the Second Class grade requirements. The possibilities for doing advanced work are very limited as long as we are with the troop. Three of us are in grade nine and three more are in grade eleven. The rest of the troop is in grades six, seven and eight. Can people who will be entering university in one year's time form lasting friendships and become buddies to boys just out of elementary school? It would not be impossible for these two factions to work together. We have done so up to now, but it is not fair to everyone concerned to have the troop split into these two unequal parts. Neither side gets full benefit from Scouting, especially the minority group."

[The Venture Section would eliminate the problem of age difference. It would also allow a more flexible program and goal.]

The opposing viewpoint is outlined in a letter by Mr. Holroyd, the scoutmaster. "... I ... am reluctant to see the new section operate within the group for the following reasons:

a) The departure of the senior boys would impair the functioning of the troop as a whole, for it was felt that the younger members, were, ... not ready to assume the responsibilities ...

b) The troop has always had difficulty in procuring new leaders. When the potential Venturers said they wanted the Scoutmaster to become Advisor to the new section, the shortage of leaders became apparent. Only one scoutmaster would be left for the troop, and although this is not uncommon, it is not ideal for either boys or leader.

c) Certain aspects of the long range plans for the troop would have to be held over, as the very nature of some of the projects evolved from the cumulative experience of the senior boys.

d) The suggested program for the new section was almost nonexistent and untried to any great extent. ... it left many unanswerable questions, ... which could lead to disaster, and

e) There arose a personal conflict as to where my own duties and loyalties lay: with the young or with the old?"

With Mr. R. Keith as Group Committee Chairman, the cause and effects of establishing a Venture section within the groups were debated in the Court of Honour. The question of advisor was also debated and the boys were made fully aware of their own involvement.

"after an hour and a half of deliberation and twenty-nine votes, it was recommended that approval be sought to establish a Venturer Section to (a) benefit the older boys on their individual journeys to adulthood, and (b) to pave a way for the others in the future."

Subject to approval by the councils, the scoutmaster

was to be the Venturer Advisor. With the wisdom of the experienced Scoutmaster, Mr. Holroyd writes "... irrespective of what my own feelings may be, adults are in Scouting to ensure that the rules of the game are followed in accommodating the wishes of the boys and this should be considered at all times.

"Should we fail in the purpose of Venturing, then anything we may have lost will be compensated by the lesson learned from our mistakes.

"Should we succeed, then not only will the founding members benefit as they go through adolescence, but also a firm foundation will have been laid to help future boys shape their own lives for the years to come."

and individual growth of group-centered and dominant leadership. These studies, carried out in children's groups, classrooms, business and industry and in family groups all agree that group-centered leadership is most likely to achieve the desired objectives in these different situations. In specific reference to youth camp groups, group-centered counsellors are most likely to help campers enjoy the experience; develop friendly, co-operative and socially constructive relationships; become more self-reliant and responsible, showing initiative and creativity in new situations; and develop more stable emotional characteristics (less susceptible to character or behaviour disorders). It is also clear that group-centered leaders develop more healthy groups that have a more positive influence on their members than do dominating leaders.

Research has also shown that supervisors (and we can assume that camp directors fit this conclusion) who are group-centered have workers who produce the most, have the highest morale, and the lowest rate of absences and turnover. These supervisors, by co-operating closely with their work group and involving them in decisions which affect them, are also most able to experiment with more effective methods. The implication here is that the leadership orientation of the camp director and senior staff are very important to the morale and work relations of camp. Actions speak louder than words, and their supervisory behaviour may determine more of what their staff do than they suspect. Group-centered leadership cannot flourish in a dominating climate established by the senior staff.

Finally, we can be pretty sure that counsellors who use planned or systematic methods in working with their cabin groups are likely to be more effective than counsellors who operate on impulses of the group. Systematic methods are based on the assumption that a thoughtful analysis of the group's situation (backed up where possible with objective measurements) that leads to some experimental action plan that will be tried out and evaluated is the application of the scientific method to group work.

Let us then add to our previous six criteria of effective camp counsellors the following:

7. ability to share leadership with campers (does not dominate group and make them dependent on him)
8. able to help campers make their own decisions, plan their own programme, etc.

9. can use systematic group work methods and benefit from training and supervision in these methods.

The Tenth Criterion of Effective Camp Leadership

Now there is one very important criterion of effective camp leadership that must be added to complete the list of ten. I have left it 'till last as most of you know very well what it is. It is, of course, knowledge and ability

in camp-related skills. A leader may have all of the above nine criteria but until he has the tenth he is not fully able to utilize his potentialities nor the potentialities of our wonderful camp settings. The would-be camp leader needs a certain minimum repertoire of camp skills—enough to enable him to relax and feel comfortable in a rugged, out-of-doors camp setting and to help campers develop similar competence in a camp setting which leads to security, confidence and recognition. In summary, then, camp staff need to be compatible with camp life and technically competent in camping skills.

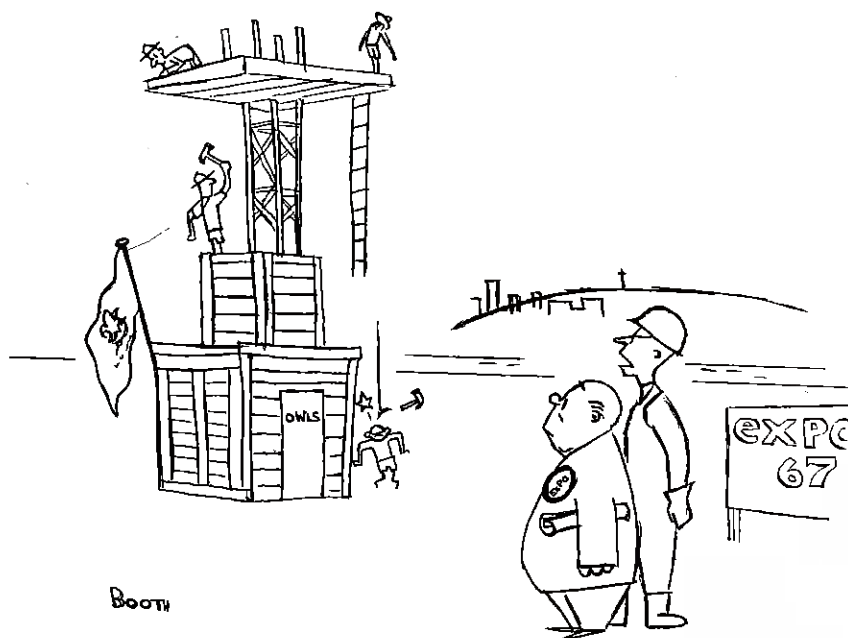
10. compatible with camp life and technically competent in camping skills.

Other Camp Research

In the past few years my colleagues and I have done considerable research in identifying characteristics of success-

ful camp and agency leaders (to improve selection), using these characteristics as the focus of training programmes, and then measuring change toward these characteristics.

Out of some fifteen areas of attitude or behaviour we found four that correlated significantly with success on the job. These were group-centered leadership attitudes, non-authoritarian beliefs, flexible as opposed to rigid attitudes, and a friendly or accepting orientation to others. Counsellors who ranked high on these qualities tended to be identified most frequently by senior staff as the best counsellors. Training programmes in camp, in Sir George Williams University classes, and in training laboratories have been conducted focusing on these attitudes and behaviours as training goals. Most of these programmes have significantly modified or developed these characteristics in the desired direction. We now have a fairly extensive body of knowledge on some of the factors in training that are most likely to contribute to more effective leadership and are increasingly more able to design leadership development programmes. In any case, we can be relatively certain that these dimensions are not unchangeable—that people can participate in training programmes which will help them change their attitudes and beliefs in order that they may work more effectively in group situations. ✻



"They say they're building their own pavilion."

Scouts!

This Year....Try for the

AMORY ADVENTURE AWARD

The Amory Adventure Award is awarded annually to the team which displays the most initiative in conceiving, planning and executing an out-of-doors adventure activity under the following conditions:

1. Competitors: Open to teams of not less than four and not more than ten members of the Boy Scouts of Canada who are in the age group 11-17 years inclusive at the time of the activity. The competition is not open to Rover Scouts.

2. Adults: Persons 18 years and over may not take part in the planning, preparation or execution of the activity but may be consulted. They may accompany the team during its activity only:

(a) when the law demands it; e.g. driving a vehicle, entering restricted areas, etc.

(b) as an instructor or supervisor, if learning a skill is required for the activity,

(c) when safety demands it.

In such cases, these persons must limit their participation to their specific function.

3. Dates: May 1 to December 31, 1966.

4. Entries: To be submitted on the attached entry form, to be received at Boy Scouts of Canada, National Headquarters no later than September 15, 1966.

5. Fees: \$2.00 per team to be submitted with entry form.

6. Duration: The adventure activity must last a minimum of 72 hours, of which at least 60 hours must be consecutive.

7. Logs: Each team will submit an illustrated log which will:

(a) state the group number; name and address of Scouter; and name, age and address of each member,

(b) state the purpose of the activity,

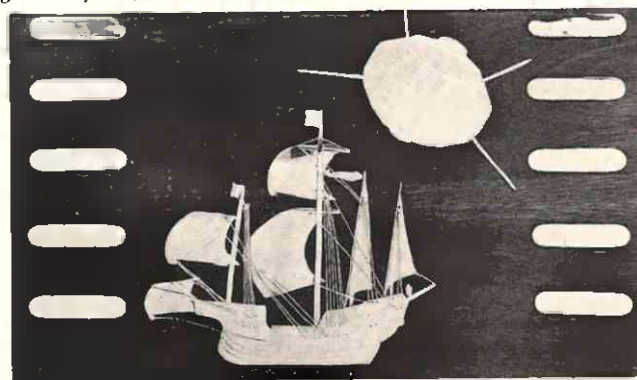
(c) indicate how and why the activity was chosen,

(d) record details of planning and preparation,

(e) provide a statement of expenses,

(f) provide a day-by-day account of the activity.

8. Deadline: Completed logs to be received at Boy Scouts of Canada, National Headquarters no later than January 31, 1967.



AMORY ADVENTURE AWARD

ENTRY FORM

Please enter teams representing Group for competition for the Amory Adventure Award.

Enclosed is \$2.00 per team, totalling \$.

Address future correspondence to:

NAME _____ (Block letters)

Address _____ (Block letters)

Date _____ Signed _____

Address _____

Note: Send this form with M.O. or cheque payable to Boy Scouts of Canada, P.O. Box 3520, Stn. C Ottawa 3, Ont.

Camping with a Tradition

by Felix A. Danton



Outdoor Action With Variety and Imagination

20

The other day someone asked us what helps to make a Troop successful. Without hesitation we answered—tradition. Granted, of course, that the Troop has been in operation for a few years. Ours was organized in 1925. Nevertheless, even a new group can begin to build tradition. It can begin to plan and carry out certain activities that have a wide appeal and then repeat them from time to time.

In 1932, we decided upon a one-day stand where all the patrols would take part in a series of contests and events, such as tent pitching, signalling, handicraft (building a crane and making two pot holders, using only a knife and axe) firebuilding and waterboiling, cooking three meals, map making, tracking, a campfire program and inspections. After a careful review of the program, we realized it just couldn't be done in one day, so we wound up going out to our council camp for a week-end. This was the beginning of what we officially call our Annual Patrol Encampment, but more commonly "May Camp."

From its inception it has been strictly a Patrol camp. Everything from requesting equipment from the Troop Quartermaster to purchasing food and making a financial accounting is up to the Patrol Leader and his

Patrol. The general program, including the menu, is agreed upon a couple of months in advance. Patrols have options in the matter of the menu, so long as the basic pattern is followed.

Purpose of the Encampment

The purpose of the encampment is stated, year after year, in the bulletin giving details of the camp: "The purpose of this Encampment is basically a training camp to put into real practice patrol organization and patrol camping. Fun, adventure and tradition are the by-products of these camps."

We stress the idea that every member is expected to attend and just can't afford to miss the camp. In practice this is exactly what happens—everyone goes. We have had as many as fifty boys in camp!

Program Varies Slightly

The program content varies only slightly from year to year. The basic elements are: an inspection of equipment, both personal and patrol; a handicraft project in which axemanship and lashings are involved; tent pitching, cooking for one or two days. Our camps are now held to include, if possible, May 30, which is called Memorial or Decoration Day in the northern states. We honour the men who have given their lives in the service of our country. In fact, a short Memorial Day service is held at the flagpole. Sometimes we get an extra day of camp, when the holiday falls on Monday or Friday. This means additional

Felix A. Danton is Scoutmaster of Troop 250, Boy Scouts of America, Cleveland, Ohio. The troop is sponsored by Post No. 1655, Catholic War Veterans.

meals have to be cooked.

When we have the extra day in camp, there is usually an afternoon devoted to field events, including firebuilding, water boiling, stove throw, hiking mystery project, signaling, games, a troop campfire and a patrol campfire. The troop campfire skits or stunts are judged. A final inspection of personnel, equipment and grounds is included, and then a final closing at the flag pole with a flag lowering ceremony and announcement of the winning patrol. Everything is judged and patrols are awarded points. Winners receive a streamer to be attached to their Patrol standard. Some years we have provided special neckerchief slides to each member participating in the encampment.

Themes

For the past eight years, the encampment has adopted a "theme". In 1957, observing the 100th birthday of the founder, it was called the Baden-Powell Encampment, stressing again patrol action and patrol participation. In 1958, we adopted "Camping in the Rain". It seems everytime we go to camp it always rains, so we decided to fool the rain gods and planned everything for rain. You guessed it! It only rained for a few minutes that year, but we had fun being prepared.

In 1959, it was the Lincoln Encampment, honouring the sixteenth President of the United States, and we stressed the idea of campfire skits honouring Lincoln. We even had a 'war game' (reminiscent of the Civil War) in the afternoon, involving camouflage, trailing, etc. In 1960, when we observed the silver jubilee of our May Camps—25 years—we included a 'silver rush', a buck saw contest, hand axe skill event and tent peg making. In 1961, the theme was 'Hit the Trail' and one of the features of the camp was a five mile hike, including cooking on the trail.

In 1962 it became a western camp, and the boys were allowed to dress up in western costumes one afternoon, each patrol wearing a special neckerchief, cowboy hats, etc. A rodeo was the main event for the field day program and included rope spinning, log hauling, log chopping, Indian hoop and spear game, fire by friction, etc. And, of course, the campfire program featured western songs and music—it was a great success.

Then came 1963 and we really went way out—it became the Pan-American Jamborette. The five patrols of the Troop saluted five of our Latin American neighbours, Argentina, Brazil, Chile, Mexico and Panama. There were gateways, costumes, flags, meals, games and songs all representative of the country the patrol had selected.

Foreign Scouts Help

We were able to locate a former Scout from Chile and one from Brazil, living in Cleveland at the time, and invited them to visit our Troop meeting. They spent an entire evening talking to one particular patrol and then to the entire troop about life and Scouting in their respective countries. One of the young men showed picture slides of his home and city. The

response of our Scouts and Patrols to this particular camp with its Latin American theme was a real revelation to us—the boys went all out.

In 1964, it was an 'Early American' theme featuring meals, skills, games and activities. And then came 1965!

The sensational Polynesian May Camp—the Patrols selected Hawaii, Maori and the Samoan cultures.

We located a young Scout from New Zealand in one of the suburbs of Cleveland. He came to a Troop meeting, in uniform, to tell us about life in his country and about Scouting. We were also able to locate a young lady, a student nurse in one of our colleges, who came from American Samoa. She spent several hours with the Patrol that had selected that culture and told about life in that faraway land.

Patrols had gateways in front of their camp at the encampment. One had a tiki in front, lit by candle light at night. Several boys even dressed up in native costumes and demonstrated a dance. The food was exotic. On Sunday afternoon, when the parents came out for the field day, the ladies were decorated with a lei. It proved to be one of the finest camps we have ever held.

Church services are always included in the camp program, with services held in camp or with Scouts travelling a couple of miles to the nearest town for church.

Since 1945, a junior leader had been the director of the May Camps, assisted by the Patrol Leaders and other troop officers. The Scoutmaster serves as advisor.

The World Jamborette

In 1953, our Troop had the privilege and pleasure of visiting the 21st London, Ontario Troop (we flew there and back) and camping with them. The following year, they returned the visit and camped with us. This was our 'World Jamborette'. With the presence of the Canadian Scouts, it was truly a world brotherhood. Our patrols had selected France, Italy, Norway, Switzerland and Mexico and again there were gateways, costumes, flags and meals. We invited a local Indian Dancing group to give a full scale program of Indian dancing. We had an international campfire and it was a wonderful experience. We still talk about it. Again the patrol pattern was followed and the Patrol Leader was the man of the hour.

Conclusion

Our May Camps are probably the most popular activity we hold—next to summer camp, of course. Whenever we get a group of former Scouts together, invariably the conversation will drift around to some particular May Camp—about the fun—the goofs—the unexpected incidents. It has without a doubt built good spirit, good Scouting and most important of all, good Patrol organization and esprit de corps. It takes work, planning, direction research and some skill. But give the Scouts a challenge and you can be almost certain they will make every effort to meet it. Good Scouting and Good Camping to all of you. ✿

SCOUTERS BOOKSHELF



Ask for these books at your favourite bookstore or library.

Remember Yesterday by Pierre Berton. 128 pages. The Canadian Centennial Publishing Co. Ltd. \$2.95 (\$3.95 deluxe)

This is the second volume in the bright, new, large-format (8½" x 11") Canadian Centennial Library series. It is a fascinating national family album.

Following an opening chapter that tells the story of the development of the photographic art in Canada, the book is in five parts: Pre-confederation, the "horse and buggy days" 1867-1900, the "age of faith" 1900-1920, the "fat years and the lean" 1920-1945, and the nuclear age 1945-1965.

Berton's selection of more than 150 photographs mercifully spares the reader from dull textbook views of politicians, national events and picture post card scenes. Imaginative choice and layout of pictures showing the range of "ordinary people" involved in the life of the country make the book a delightful record of our grandparents, parents and our younger selves.

The text and photo captions show Berton's sense of the dramatic, his engaging humour, and his passion for seeing things as they are, and not as others might wish them to be.

Note: Available by subscription only. For information write publisher at 10 Waterman Avenue, Toronto 16, Ont.

Anyone Can Backpack in Comfort by James Ralph Johnson. 145 pages. Musson Book Co., \$3.85

Here is a book to convince anyone, old or young, active or sedentary, that backpacking is for him. The author has compiled all the information needed to make any hike a success: tips on conditioning, weather conditions in the mountains, cooking at all altitudes, proper carriage of the pack, suitable clothing, pack-trip foods and excellent trail maps. Ralph Johnson's enthusiasm is catching and should inspire many more people to take to the trail.

Through the Microscope by M.D. Anderson. 156 pages. Doubleday Canada Limited. \$6.95

This story of the development of microbiology shows how man's knowledge has expanded since the first microscope was invented in the 17th century. Today the electron microscope helps scientists push back new frontiers in this work.

The opening chapter carefully explains how a microscope works. After a chapter describing plant and animal cell structure the book tells the fascinating story of microbes—how they were discovered and how they work, some for man and some against him.

Finally the book describes viruses, the

use of the electron microscope and the main features of life inside a typical animal cell.

Like other volumes of the Nature and Science Library of the Natural History Press, the book's large 7¼" x 10¼" pages are vividly illustrated with more than a hundred photos and drawings, many in full colour.

It is an excellent book for anyone who is interested in understanding plant and animal life.

Strange Tales of Canada by Louise Darios. 162 pages. Ryerson Press. \$3.95

The collector of ghost stories and folk tales will want this entertaining little book. It contains an assortment of tales from Canada's early history, one for each province. There is enough humour, pathos and suspense to encourage anyone to take a greater interest in Canadian folklore.

Bluenose by Brian and Phil Backman. 112 pages. McClelland and Stewart Limited. \$6.95

This is the tale of a ship loved, lost and reborn. The salt air and sea gull's cry is all that is missing from this fascinating story. The Bluenose, a unique example of Canadiana, is the only ship in modern history to grace a nation's coinage and yet few Canadians probably know why she is there or the story behind the vessel itself.

The book follows her beginning on the drafting board of a self-taught marine architect, to her construction on the slips of Lunenburg shipyard by Nova Scotia craftsmen using native timber; on to the races against international competition in which she was never defeated and finally to her death on a reef off the coast of Haiti in 1946.

Strangely enough the story doesn't end there. Seventeen years later, friends who sailed with her in spirit and in fact, transformed a dream into reality and the book tells how they did it.

On July 24, 1963, Bluenose II, was launched from the same shipyards in Lunenburg. Built from the original plans, she carried on in the proud tradition of her predecessor.

In addition to the vivid and concise word story of the two vessels, the authors present a complete picture history. Included is a 24-page portfolio from the collection of one of the greatest marine photographers, W. R. MacAskill.

Best Book of Stories of Boys and Girls Edited by Pauline Rush Evans. 284 pages. Doubleday Canada Limited. \$3.95

This anthology has thirty short story extracts from the best loved pages of this century's American literature. The stories

serve to introduce a remarkable variety of young fictional characters who are admired by millions of readers.

Here are Tom Sawyer, Huck Finn, Penrod Schofield, Eddie Wilson, Henry Huggins and many others, including their female counterparts. They are a special group whose stories are an entertaining part of North American folklore.

Most of them get into trouble and manage heroically to survive. Their ability to do this and to disarm their elders is what makes them perennial favourites in the world of storytelling. They have a special kinship with young readers through the feelings they experience and the ways in which they express themselves.

Cubs and Scouts will find many new friends in these well told stories.

Of special interest in the field of human relations and leadership skills, here is a review from the Adult Leader Training Subcommittee.

Leading Teen-age Groups by Dorothy M. Roberts. G. R. Welch Co. Ltd., \$4.25

Reviewed by E. D. Erickson, Lethbridge, Alberta and William Speed, Halifax, Nova Scotia.

How to Work With Teen-age Groups by Dorothy M. Roberts. G. R. Welch Co. Ltd., \$1.10

Reviewed by H. Goodfellow, Sault Ste. Marie, Ontario and R. Chandler, Don Mills, Ontario.

The latter book is generally a digest of the more complete work *Leading Teen-Age Groups*.

The books deal with the teen-ager as he appears and as he is. Various kinds of teen-age groups are described and suggestions are given for leadership and program.

These volumes can be very useful to any person who is in a leadership capacity in the Scout Movement, but especially to those in direct contact with teen-age boys in that:

(1) their explanation of the teen-ager as he is, compared to what he seems to be, will help any leader to better understand those he is called upon to lead;

(2) the sections on leadership, if observed, will help him to see and develop the leadership qualities of those in the group; and

(3) the sections on programs and program planning may help him with ideas that can be used in an older boy program, when the group appear to have become tired of what they are doing and begin to look for some variety.

These books will be of particular value to Venturer advisers and others helping Venturers to establish themselves.



CANOE TRIPS
ALGONQUIN PARK
ONTARIO

Complete Outfitting Service & Base for Canoe Trips in Alg. Park; 2100 Lakes in 3000 Sq. Miles of Wilderness Area; 3 hr. drive from Toronto; Special Rates for Scouts & Groups; Open May 1 - Oct. 15; Write—**ALGONQUIN OUTFITTERS, Box 5, Oxtongue Lake, Ontario**

- JUNE - PROGRAM PLANNING GUIDE FOR ROVERS

SERVICE THROUGH FITNESS

Taking part in the 5th Canadian Rover Moot this summer? If so, you had better do some planning now. The topic is not travel arrangements and finances! It's you!

The Moot program involves a variety of challenging activities. Rovers from all of Canada will engage in hikes, competitions and other events. How will you make out? Will this be your comment?

"Those last few miles were tough, but we made it! We never would have if we hadn't travelled light and been in good condition!"

Toughen Up

Don't wait until the week before the moot to get ready for it. Muscles need gradual toughening up to become trail muscles.

Use the 5-BX (or another system) to build up good muscle tone. Supplement this with swimming, hikes, runs and stretches of back packing. Plan some outings so that your body is both fit and tanned.

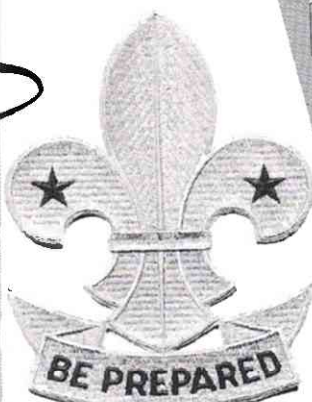
Shakedown

Shakedown means inspection and practice with equipment and menus far enough ahead of the Moot to allow corrections. It is more valuable than a last minute check (which should be made).

For a shakedown, use the equipment you plan to have at the Moot and the food for the out trips. Practice cooking with lightweight foods. Whether dehydrated or freeze-dried, they form a wide variety. While they cost a little more, up to 99% of the water has been removed, making them a worthwhile purchase. A half pound freeze dried steak weighs only two ounces. These foods are easy and quick to prepare, simply by first replacing the water. Not only are they light to carry - they make delicious eating!

Fitness Competition

One of the best competitions to check endurance and strength is an orienteering race. You are given five or more checkpoints and a map and compass. Take any route, the straight line may not be the quickest. The person or team completing the route in the shortest time wins! Make it a little more of a test by adding a pack with a minimum load of twenty pounds. Any takers?



EMBROIDERED EMBLEM

BEAUTIFUL GOLD COLOUR
IDEAL FOR CAMP FIRE ROBES
8" - \$3.00



CUB AND SCOUT SIGN CRESTS

COLOURFULLY
RENDERED HANDSOMELY
DESIGNED ONLY 35¢ EA.



CUBOREE AND CAMPOREE CREST

Your boys will want to
participate.....just 35¢

AVAILABLE FROM

**LEADERS ...here's
the way to stimulate participation
in your programs!**

GIVE THEM AWARD RIBBONS!

JUST RIGHT FOR FIELD
DAYS AND PROJECTS
only \$1.00 doz



SPECIAL ACTIVITY AWARDS

COLLECTION INCLUDES CRESTS FOR
SWIMMING/DRIVING/SAILING/CAMPING
GUNHANDLING AND HIKING BESIDES
2 ILLUSTRATED 35¢ ea.

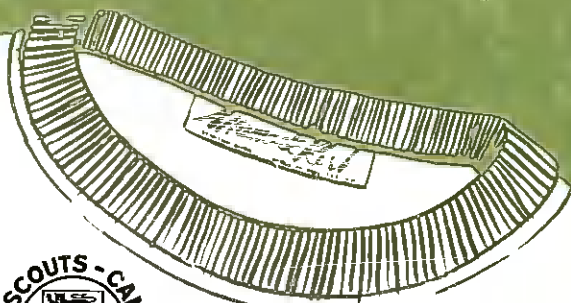


SCOUT OFFICES or direct from
BOY SCOUT SUPPLY SERVICES

P.O. Box 3520, Postal Station C.
Ottawa 3, Ontario

YOUR GROUP CAN ENJOY CUSTOM CRESTS ON YOUR

TSHIRTS!



A WONDERFUL IDEA FOR YOUR
SUMMER CAMPER PROGRAM...
T-SHIRTS PRINTED WITH YOUR
PERSONAL GROUP CREST
WILL SPARK
"PRIDE IN THE PACK!"
CONSIDER CUSTOM-CRETING
THESE QUALITY WHITE COTTON
T-SHIRTS, SIZED FOR CUBS, SCOUTS,
AND ROVERS

ORDER FORM

NAME OF GROUP _____
SHIP TO _____
ORDERED BY _____
OUR CREST DESIGN IS ENCLOSED _____
QTY. _____
ATTACH TO SLIP IF ORDER IS MORE DETAILED

CLIP 'N ORDER NOW

ORDER NOW

T-SHIRTS WITH CRESTS IN

1 COLOUR Minimum order 36 \$1.50 ea.
2 COLOURS Minimum order 72 \$1.65 ea.
3 COLOURS Minimum order 120 \$1.75 ea.
4 COLOURS Minimum order 120 \$1.85 ea.

SUPPLY



SERVICES

AVAILABLE THROUGH
SCOUT DISTRIBUTORS
OR
BOY SCOUTS OF CANADA
SUPPLY SERVICES

P.O. Box 3520, Postal Station C, Ottawa 3, Ontario