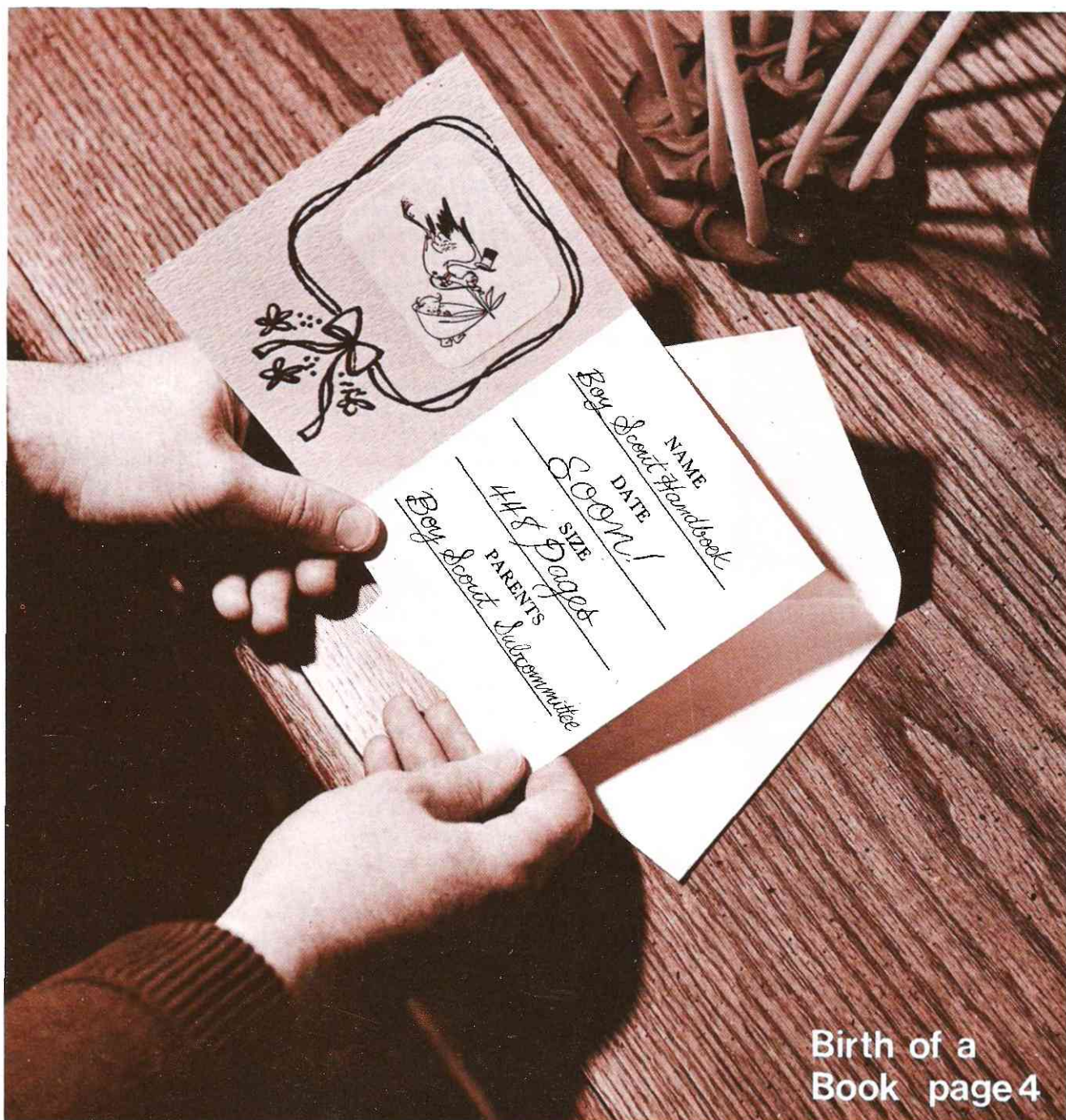


the scout leader

VOLUME 45 No 8

APRIL 1968



Birth of a
Book page 4

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MESSAGE FROM THE NEW CHIEF EXECUTIVE



It is with keen anticipation that I look forward to serving Scouting as the Chief Executive. I am most grateful to the National Council for providing me with the opportunity in this exciting and stimulating era of change.

It has been my privilege over the past twenty-two years to serve as a Scout executive under the leadership of Dr. John Stiles, Major-General Dan Spry and Fred Finlay. During this period the Movement has grown from a membership of 98,477 to a membership of 326,466. This also has been an exciting period of development in Canadian Scouting, with the post-war re-organization, the World Jamboree in 1955 at Niagara-on-the-Lake, the many Canadian Jamborees and what, to my mind is probably the most important, the decision to research and change the program of the Boy Scouts of Canada in order that we could prepare for the future in a rapidly changing society. The particular decision to carry through this research has now brought about the revised Wolf Cub Program, the Venturer Program for youth fourteen to seventeen and the new Boy Scout Program which comes into effect in September of this year. There are also plans to take a close look at the Rover Scout Program. All these are exciting changes and provide the opportunity for Scouting in Canada to prepare for tomorrow by taking action today. I personally welcome the challenge to serve with you and help to contribute to the welfare of the youth of Canada. I look forward to the opportunity of visiting all provinces and meeting you personally, when we can discuss our mutual problems.

I can find no better words to sum up this short article than a quotation from B.-P.'s *Outlook* when he wrote the following in October 1936:

"We have set ourselves a noble task which only needs a spot of courage and persistence to carry it through to success. Let us tackle it, with all the joy of the adventure in these dangerous times, to build up with the help of God a valuable breed of young citizens for the future safety, honour and welfare of our nation."

Fellow Scouters, good Scouting to you all.

The Scout Leader

For all adults affiliated with the Boy Scouts of Canada to inform, instruct, and inspire about the Cub, Scout, Venturer and Rover Scout Programs.

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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 address 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 Council, Boy Scouts of Canada, P.O. Box 5151, Stn. F., Ottawa 5, Canada.

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AN IMPORTANT YEAR

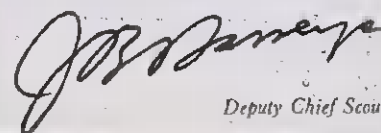
Now that we are well on our way into 1968 let me first of all send you greetings and every good wish for the New Year.

It is an important one for we will see the formal introduction of the new Scout program on September 1 and a change of this magnitude will not come about easily nor in a matter of days or weeks. While I feel that most of us know we face a difficult task if we are to achieve the degree of success we must strive for, those who attended the National Workshop - myself among them - during the first week of January began to realize the broad area of impact this new program would have on so many facets of our structure and activities.

One of the first effects will be to provide an urgent need to bring into full operation our Venturer program which has languished in some locations, mainly, perhaps, because our attention was focussed on the established programs and special activities associated with Centennial Year. I hope, now that all the material is available for the Venturer program and it is no longer a trial program, we will press on with it. It has so much to offer our young men.

Another effect will be the necessity to take a hard look at our organization, particularly at the local level, to ensure that group committees and district councils are so structured to best meet the needs of the new programs. This will include sponsorship and arrangements for resource persons as well. Certainly the matter of recruitment of counselors and advisors will pose an additional problem and local organization to take care of this function may require an overhaul.

There are a number of other problem areas, but I came away from the National Workshop in a very optimistic frame of mind for I knew from that experience that we had some 160 very experienced Scouters who had worked hard during the various sessions, had examined the program from all angles and in depth, and were now returning to their provinces and overseas to pass the word along. To those individuals my very best wishes for success. They carry a heavy responsibility and I know you will all try to lighten the load.



Deputy Chief Scout

Gestation periods vary for most of God's creatures. The time lapse between conception and delivery is sometimes short, sometimes prolonged - it's a relative thing. When it comes to books it always seems to be overdue and in many cases the only way that delivery can be induced is by Caesarean section (crash program).

The new **Boy Scout Handbook** (that's what we call it for convenience as it hasn't been given its official name yet) is certainly in the crash program stage. The whelping tongs and rubber gloves are at the ready, hot water is on the stove, the midnight oil is being burned at both ends and the impatient, nervous delivery team has finally completed the manuscript. Design, layout, art and photography are all on the way.

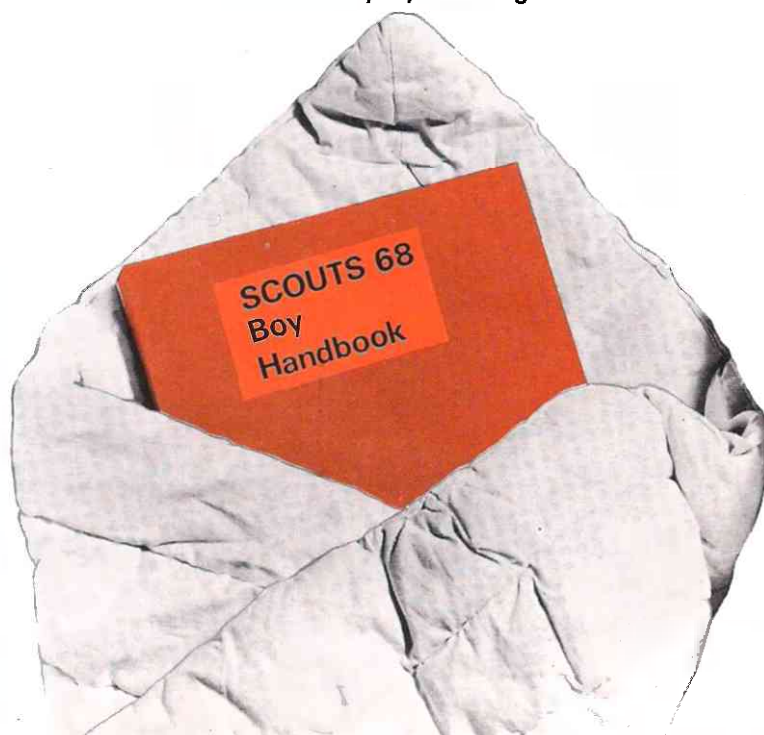
The book started as only a gleam in the Boy Scout Subcommittee's eye a few years ago. A small team of writers started work on the baby way back last spring, went through the usual labour pains and they are now hoping for a painless delivery about the end of August. No complications seem to be setting in at this stage - authors and manuscript are doing fine.

The new handbook is designed to be the Scouts' and Scouters' primary fact and resource book for badge information, general knowledge, explanation of how the new Boy Scout program operates for them and how it works in the patrol and troop. The book will be an all-inclusive publication taking the boy from Investiture through all the major areas of achievement badges. With a few exceptions such as agency badge instruction (first aid, swimming, life-saving) this book will have all the information a Scout needs to achieve his goals in the new program. Scouters will find the book a real aid in helping them put across the program.



The Birth of a Book

by Syd Young



Let's flip off the diaper and see what this kid looks like: size - 448 pages; colour - two colours throughout, full colour cover; illustration - hundreds of sharp photographs and crisp drawings; size - 8 inches by 5 1/2 inches.

So much for his vital statistics - what's he really like when you get to know him? He's got all the equipment a real Boy Scout handbook needs. Twelve big fact packed chapters starting with "From Sea to Sea" which includes Investiture requirements, uniform, badges, religion in life, achievement badges and awards, challenge badges and awards, the patrol, troop and Scouters.

"Scoutcraft" captures the spirit and flavour of the past and presents the latest information on outdoor living, hiking and camping, rope work, map and compass, fires, cooking, weather and survival.

"Personal Fitness" concentrates on health, exercises, sports, public health.

"First Aid and Emergencies" is self explanatory. The emergency section however, covers most camp and community emergency situations in a positive way. That is - how to prevent the accident as well as how to deal with it. Casualty simulation is another interesting aspect of this chapter.

The chapter on "Leadership" gives many tips on working with groups, use of resources, planning and running events, how to put ideas across.

"Home and Community" covers most of the areas in the Citizen badge ranging from values and attitudes in the home, through the local community, provincial, national and throughout the world.

"Conservation" is an absorbing chapter on all phases of the subject plus nature lore with many practical and interesting projects.

"Water Activities" deals with swimming, drown proofing, lifesaving, water skiing, skin diving, any-

thing that has to do with fun in or on the water. Which leads quite naturally to.....

"Boating" and such topics as canoeing, sailing, outboards, rules of the road and safety afloat, navigation, maintenance and repairs.

"Winter Scouting" winds it all up with activities in the snow, clothing, food, shelter, equipment, survival and emergencies.

The book closes with a complete listing of all achievement and challenge badge requirements and a handy, quick reference index and bibliography.

So there's what the new baby will look like, more or less. The manuscript was carefully prepared with the advice and consultation of experts and authorities. Special attention was given to keeping the words and the language of the Scout-age boy. The text is profusely illustrated (as they say in the trade) with two-colour drawings and photographs that show a Scout exactly how to do the skills described in the text. We know that the new **Boy Scout Handbook** will be bigger and better suited to today's Scouting than was his brother **Tenderfoot to Queen's Scout**; he's taken most of the characteristics of his older cousins **Sea Scouting** and **Winter Scouting**; he's benefitted from today's modern upbringing and pre-press care by utilizing lots of illustrations, legible type, smart design and interesting writing.

Look for further information on his progress, watch for the birth announcement and sometime this August rush down to your friendly distributor or council office and bring him home. He'll be a welcome addition to your family.

The author is the director of Publication Services, National Headquarters and is responsible for the editing and production of the new handbook as well as being one of its authors.



Every child needs a friend who will laugh at his jokes and understand his hopes and fears. And when a youngster gets into his teens, he needs a friend even more. No matter how warm and good his relationships with his family are, he now finds it difficult to confide fully in either his mother or his father. What's more, adolescents face new pressures from the world and they are almost always beset by anxieties about their capacity to measure up to what they think is expected of them. A teenager knows that his friends are not as likely to be as critical of his shortcomings as his parents might be. After all, he and his companions are all in the same boat.

Parents need to accept their youngsters' attachments with understanding and patience, realizing that however foolish or excessive a teenager's speech and behavior seem to be, the passwords and hallmarks of his private world help the adolescent function in the larger adult world. So parents should learn to put up with the endless telephone conversations, the giggly, slumber parties teenage girls are addicted to, and the habit indulged in by both boys and girls of forming groups and cliques.

Within the adolescent group, a youngster feels most secure if he has a best friend to pair off with. The two intimates discuss acquaintances, plot techniques for attracting the opposite sex, and plan ways to improve their appearance and cover up their shortcomings. Girls compare themselves with others and set goals which may not be those their parents would like them to have but which are likely to be closer to parental desires than is sometimes realized.

Just as the group comes to be like a family, so the best friend becomes in some degree a substitute mother. In an interview with a counselor, a fifteen-year-old explained that her friend, Amy, kept her out of trouble by not letting her go out with the wrong boys. "I can tell Amy everything that happens to me," she said. "I can even talk to her about my bad points and she helps me figure out what to do." Occasionally even the quarrels and warm reconciliations that mark the girls' relationships with their mothers are duplicated with best friends.

The best friend not only helps a girl emerge from complete dependence on her mother, but also prepares her for later friendships with boys and for eventual marriage. One of the unfortunate aspects of going steady too soon is that a girl might spend her leisure hours more profitably in a pleasant "call me up when you get home" association with another girl. One girl expressed this when she said, "Boy friends, even steady ones, come and go, but with a real girl friend you know where you stand. She stays with you."

The friendly pairs seen in the high-school corridor, at the snack shop, or in your own living room may make you wonder sometimes why such different types are drawn together. A real need, rather than mere chance or propinquity, is usually the reason.

Among boys, a similar taste in sports or hobbies or studies is a frequent tie, but rarely the only one. "The nice thing about my friend is that he's athletic.



what teenage friendships are all about

We're on the football team together...He's a star and he got the coach to let me play." is typical of a boy's measure of his friend's worth. Boys are prone to boast of courage and virility - boast which may have little basis in fact. Two friends will enjoy daring each other to play hookey or call a girl on the phone.

Girls, too, may become friends because they share the same interests in studies or because they talk the same language. Or they may become friends be-

NFB PHOTO
FAIRBRIDGE FARM SCHOOL - BRITISH COLUMBIA



They give adolescents the chance to air their complaints, work out their doubts and uncertainties, bolster each other's morale.

by Edith G. Neisser

Author of *"Mothers and Daughters: A Lifelong Relationship"*

Parents' Magazine, New York, July, 1967

cause each needs the other to build her up. Margie and Linda are cheery, easy-going ninth graders. Their fears and their hopes are similar. When they go to the movies with a pair of boys, each member of the foursome feels protected by the presence of her or his best friend.

Frequently, a very attractive girl and a very plain one become intimate friends. It may be that the more attractive girl enjoys the admiration of her

plainer companion and she, in turn, gains more social contacts than she might on her own. From such opportunistic and superficial beginnings, genuine friendships often develop.

Among boys, the combination of opposites is also common. One may bring brains, the other brawn to the partnership. The stronger boy feels more competent as he protects the weaker one. He finds the attentions of the brainy one agreeable and probably secretly respects the ease with which his friend handles a research theme or a chemistry experiment. The weaker one, beside having his morale raised because his brawnier companion likes him, becomes more courageous, knowing he has a friend to back him up.

Anger and jealousy can flare up between best friends. Peggy may feel she has been humiliated beyond endurance if Jane chooses another girl as a partner in a school project. Similarly, a boy may feel slighted, too, if his favorite companion neglects to consult with him before making any kind of substantial purchase.

Inseparable friendships may be marked by rifts and reconciliations. Intense as the loyalty of teenagers to each other is while the intimacy lasts, the self-centeredness of each party limits the friendship. When the youngster's needs are outgrown he may terminate the friendship without concern or guilt about the other's feelings. Sometimes the very demandingness of the one with the more acute need will cause the breakup.

Of course, some friendships are made of stronger stuff. Many grown men and women can say with pride of a close friend: "We've known each other since high school and we've always been good friends."

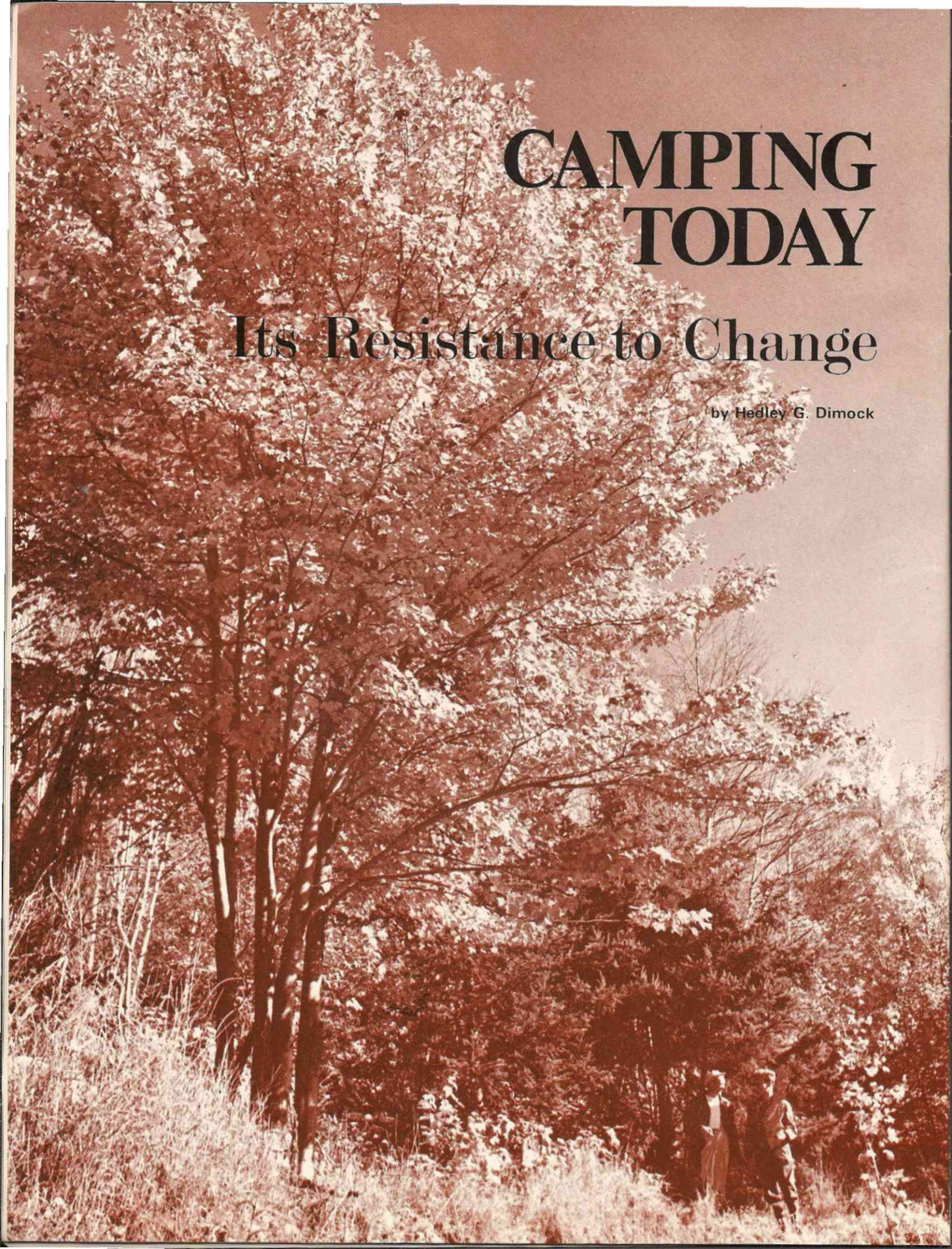
Some youngsters fail to find a close friend or are afraid to risk confiding in someone of their own age, and prefer to form a kind of imaginary companionship. The "Dear Diary" who can be trusted to reveal no secrets may replace or supplement a livelier confidante.

Most parents want their children to have a happy social life. At the same time, they'd like their youngsters to be moderate rather than intense in their relationships. But moderation is not part of the emotional makeup of the young. "You just don't want me to have any friends," Susie wails when her mother suggests that Susie hardly needs to spend forty minutes on the phone with Joan whom she just left half an hour ago and will see again first thing tomorrow.

If you keep in mind, however, that the ability to make and keep a friend is a sign of emotional well-being, you will probably find it easier to endure the more exasperating manifestations of teenage friendship.

No mother enjoys being pushed aside in favor of a teenager, but a daughter's adolescence is hardly ever smooth sailing for a mother. The parent who can tolerate the fact that her daughter confides less

(Continued on page 22)



CAMPING TODAY

Its Resistance to Change

by Hedley G. Dimock

In starting off this second part, I would like to make it very clear that I feel the Camp Director affects all aspects of the camp operation and that he certainly influences the growth opportunities for each camper. This is not to belittle the role of the counselor, but a good counselor can't operate effectively in a restrictive camp climate. In our work with organizations through the Centre for Human Relations and Community Studies at Sir George Williams University we have found that any kind of change which is going to affect an organization must start at the top. If the top people in the organization are not involved in the change and supporting it, it has very little likelihood of succeeding. **If training, experimentation and change in your camp is not going to start with the camp director, you might just as well forget it.**

In Part I the dominating model represented an anxious, defensive person. The more anxious we become the more likely we are to attempt to dominate and control the situation. A camp director who runs around camp and tries to have his finger on everything is likely an anxious and insecure person. On the other hand the participant model is when we are at our highest anxiety tolerance level. When we feel most secure and comfortable we are most likely to delegate authority and responsibility, and encourage others to participate in decision making. Hence, we have anxious and fearful at one end of the continuum and secure and trusting at the other end.

I have not attempted to support the assumptions underlying the participative model in Part I and Part II as I have found that facts, research, and expert opinions have little influence on our behavior or practices, especially if the implied new behavior or practices create anxiety. "Proof", as we can put it has little influence on behavior - we are not really rational people. For example, we have known for many years that the lecture method is among the least effective in helping people learn, yet we continue to use it especially at the university level. Further proof about the effectiveness of the lecture method is not likely to change the teaching methods of university staff. However, reducing anxiety around experimenting with new methods may well do so. Certainly if we belittle people's ideas, tear down their assumptions and ridicule their points of view we will only make them more anxious and thus increase their resistance to change.

I think I can illustrate this best by supposing that I represent the participative model and that you represent the dominating model. This could be likened to a tug of war then with you pulling on one side of the rope and me on the other. The extent to which I attempt to support and strengthen my point

of view is the extent to which I am pulling harder and harder on the rope. My assumption would be that if I did this you would dig your heels in harder, throw your weight back more and do your very best to resist my pulling. In other words, the harder I pull the more you are going to resist and if I am able to pull you forward it will probably be with your face in the dirt and your total body doing its best to restrain the pulling. On the other hand, if I stop pulling, so must you and you are much more likely to take a step forward when you are at ease and standing straight up. Hence, I see my role in facilitating change as one of helping people feel more secure and more relaxed in talking about change and that any change made would be at their own initiative.

Let us now consider the two models that highlight the extremes of camp directors' leadership. As in Part I, one of the two models is defensive in its orientation and represents camp directors who are quite anxious and are not able to trust others. The participative model represents directors with a high anxiety tolerance level who are able to see others as human beings much like themselves.

At this point each reader should compare the two models and the assumptions on which they are based and then think of all the possible weaknesses or drawbacks to the participative model. These weaknesses represent the risks we see and are the basis of our resistance to more participative methods. The greater number of risks we find in participative behavior and the more serious we take these risks, the more likely we are to be defensive and resist any change toward participative leadership. If we can examine our list of risks and increase our ability to tolerate and deal with them, the more likely we are to experiment with participative methods to see if they really do bring better results.

Some camp directors may assume that to adopt more participative methods may bring about a great deal of change in their camp programs. Actually, if their program is a carefully thought through one and is built on people's best needs and interests then providing people an opportunity to make their own decisions about the program will most likely end up with a reasonable facsimile of the existing program. Only as a program does not meet needs and interests are the people who are involved in that program likely to radically change it. From my point of view, then, the more we are worried that our program may be out of date and not in our campers best interests, the more we are anxious about the risks of sharing our power and control. Conversely, the more secure we feel with our present program the more we are able to tolerate the risks of possible changes.

MODELS OF DEFENSIVE AND PARTICIPATIVE CAMP LEADERSHIP

Defensive Model	Participative Model
Area: Organization and procedures. Practice: Director responsible for general organization of camp, tries to orient staff to camp's objectives, tries to stimulate their efforts, and controls their actions to fit into the needs of the camp. Assumptions supporting practice: (a) Staff generally do as little work as possible. (b) Staff need direct leadership to channel their work in appropriate directions. (c) Staff are not very interested in camp goals and camper needs.	Area: Organization and procedures. Practice: Director delegates responsibility for general organization to total staff, helps staff to work out organization and decision making procedures, and establishes supportive climate to promote staff development. Assumptions supporting practice: (a) Staff are anxious to do a good job and will work hard to achieve their goals. (b) Motivation, and potential for development are found in all staff and only await the appropriate conditions to be released. (c) Staff are interested in helping others and working cooperatively toward mutually agreed on goals.
Area: Work assignment and regulations. Practice: Work assignments made by the director based on his best judgement. Rules and limits governing staff expectations, time off, curfew, etc. are built in by director based on his past experience of necessary controls. Assumptions supporting practice: (a) Staff want to get away with as much as possible. (b) Director knows what is best for staff. (c) Staff judgements immature and inexperienced - not trustworthy. (d) Staff are not interested and able to enforce standards.	Area: Work assignment and regulations. Practice: Staff participate in establishing work assignments, and other regulations affecting work and their conduct in camp, and they are jointly responsible for regulating agreed on practices. Assumptions supporting practice: (a) Staff are trustworthy and will make decisions in best interests of all. (b) Staff are interested in being more self determining (less dependent) and are highly motivated to work out practical regulations. (c) Peer group sanctions are a powerful force on conformity to group standards. (d) Staff are most likely to become highly involved in a camp program that they have participated in creating.

In Conclusion

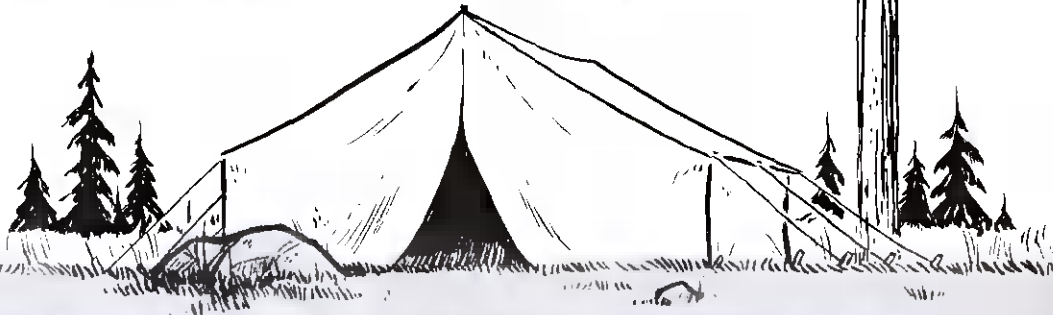
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In summing up I would like to make two other comments, which may help us to put some of this into perspective. It is quite true that in moving from defensive leadership towards more participative methods, the role and function of the camp director changes. In the participative model, the director becomes more of a trainer and consultant for as more responsibility for the operation of the camp is delegated to the staff it becomes increasingly important for them to have the skills and resources available to do the job. The camp director as an educator and likely the more experienced person in camp becomes one of the most useful and much needed resources to the camp. For example, it has been my experience that through the pre-camp training program counselors may agree on working towards participative model. As the campers arrive they are very enthusiastic about involving campers in many of the program decisions and around the house-keeping chores in the cabin. Though committed to a participative decision making process they find the process is very difficult and time consuming. In one instance the counselors return to the director after a few days of camp and pleaded for more help in working with campers around the decision making process. They wanted more skills in problem solving and guiding group discussions in order that their planning sessions could become manageable. Without the ability to work through problems to a decision the campers and the counselors had found that they were extremely frustrated and were ready to return to the old "let's have somebody tell us" method.

The camp director also takes on more consultative functions as he works with his senior staff around the problems and experiences they are encountering in their work. The time that he may have spent previously in planning programs himself he now spends in working with his staff as they try to become more involved in the planning process and endeavor to make use of the resources of the camp director.

My second comment is in regard to the way people respond to the participative model of camp leadership. Some people grab right on to it saying it is entirely true and they must implement it in their camp next season. Other people are quite skeptical about the participative model and are cautious about trying new methods in view of their present successes. I am most interested in the latter group. People who can quickly take a whole new approach to their camping experience can shed it just as quickly. However, people who are cautious but are prepared to move forward on a thoughtful basis are much more likely to stick with it and work out a combination of their successful former practices and the more participative procedures. Resistance to change is a strong and healthy asset of a camp director as long as it is not an outright rejection of change. Moderate resistance safeguards learnings derived from experience and prevents opportunistic and haphazard fluctuations of practices. Thus when more participative leadership methods have been adopted they too will be protected by healthy resistance to change. It seems only fair to end on this positive note in conclusion of this article on camping today - its resistance to change.

THE PLUS FACTOR IN CAMPING



True or False?

- ☐ ☐ Only backwoods camping is true SCOUT camping.
- ☐ ☐ SCOUT camp is a training camp - not a holiday camp.

Did you answer true? If so, read on, for the plus factor of camping is to emphasize the variety of experiences that camping can provide.

There are:

Activity Camps

Camp facilities are used for eating and sleeping but with emphasis on other outdoor activities - boating, swimming, sailing, mountain climbing.

Adventure Camps

Advanced camping for special activities such as survival or voyaging by canoe.

Pioneer Camps

Emphasis is placed on skills required for camping in a backwoods setting.

Travel Camps

Camping en route during a trip.

Think of the possibilities - a stay at a cabin in the woods, trailer camping, canoe tripping, camporee and jamboree experiences, hiking camp, cruising - and provide a different camping experience for your boys this summer.



Camping Opportunities Available This Year

- | | |
|----------------|--|
| July 16-26 | 11th Scottish International Patrol Jamborette - Blair Atholl, Scotland |
| July 29-Aug. 9 | Irish International Scout Camp - Wespport, Ireland |
| July 30-Aug. 8 | Sea Scout and Guide Camp - Vassaro, Sweden |
| Aug. 3-10 | Arctic & Northern Jamboree - Yellowknife, Canada |
| Aug. 9-18 | Swedish National Camp - Vastervik, Sweden |
| Aug. 17-24 | 1st Ontario Jamboree - Kelso Conservation Area near Milton, Ontario |



Values Plus

B.-P. spoke of camping as "the Scouters' great opportunity" and said "in camp you will learn more about the Cubs, in a few days, than in many months of ordinary meetings". Camping can provide boys with a unique opportunity for growth and help them to:

- learn to work and play together
- assume responsibility as members of a camp group
- develop concern for the welfare of others
- come to understand the natural environment
- learn to take care of themselves
- develop health and fitness
- learn new skills
- develop independence and individuality.

Camping should be an enjoyable experience and the plus factor value is to satisfy the needs of your boys for enjoyable, adventurous activity in the out-of-doors.

Special Themes Plus

Here are some ideas and themes to use as a part-day or a full-day camp program:

Indian Day
Nature Ramble
Water Olympic Day
Pirate Day
Wide Games
Field Day
Treasure Hunt

13

Boys Plus

Greater numbers of parents are involved in camping and related activities through the tremendous increase in cottages, family camping, trailering and cruising. Why not take advantage of the "expertise" of dads through a weekend "father and son camp". Have the dads undertake the program, which could include a father-son ball game, fishing, historic hike, rock collecting and similar activities.

*This Program Centre was prepared by
L. C. Wilcox, Assistant Director, Program Services, National Headquarters.*

Activities Plus

Here are more than eighty activities to draw from to help provide appealing camp programs.

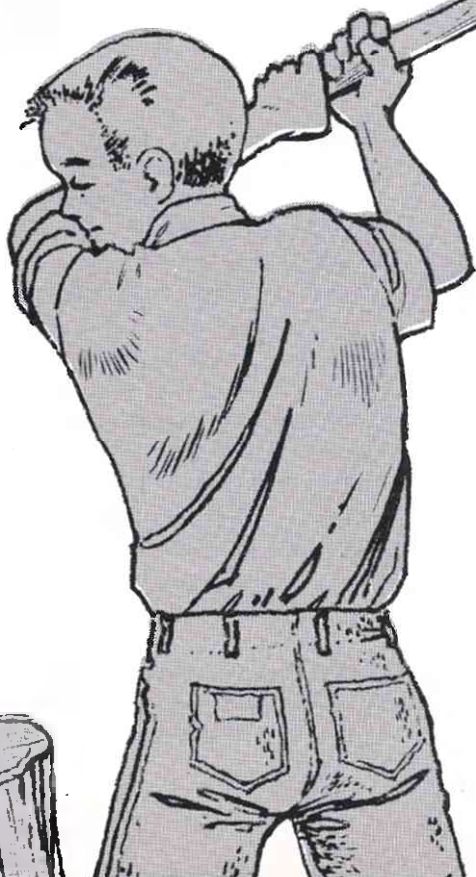
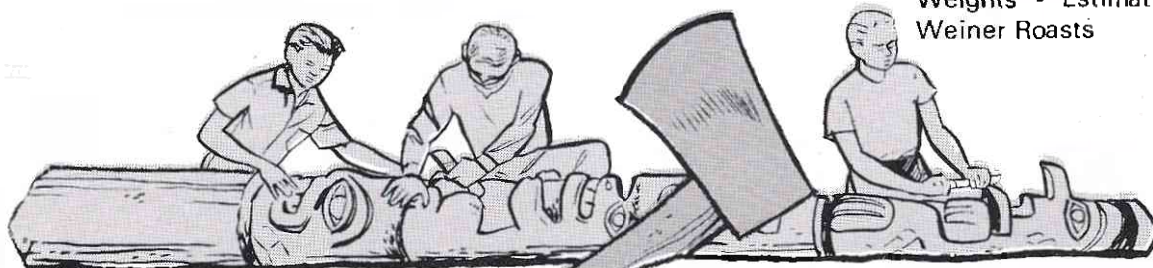
Altar Fire
Animal Tracks
Animals - Recognition and Habits
Axemanship
Bivouac
Birds - Recognition and Habits
Boating
Cabin Building
Camping
Camp Beds, Making

Camp Kitchen, Making
Canoe Tripping
Carving
Charcoal Cooking
Climbing Trees and Walls
Collections
Compass
Cooking - Roasting, Frying, Baking, Foil, Backwoods, etc.
Corn Roasts
Cruising
Dam Building
Distances - Estimations
Diving
Drown Proofing
Emergencies
Equipment - Lists, Maintenance
Exercises
Exploring
Fire Fighting
Fire Lighting
Firewood Chopping

First Aid in Camp
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Hiking
Indian Lore
Lanterns and Stoves, Use of
Lifeline Throwing
Lifesaving
Light Weight Camp
Lost Procedures
Map Making and Reading
Marksmanship
Menus and Food - Preparation
Mountaineering
Nature Log
Nature Study
Observation
Orienteering
Pack Board, Making
Pathfinding
Photography

Physical Development,
Record of Pioneering
Plants - Recognition and Uses
Plaster Casts
Raft Making
Rambling
Sailing
Sanitation, Making Pits
Shelters
Signalling
Sketching
Skin Diving
Sports
Stalking
Star Gazing
Survival Training
Swimming
Tent Pitching
Tin Can Cookery
Tracking
Treasure Hunt
Tree House
Tree Planting
Tree Recognition
Water Skiing
Weather Lore
Weights - Estimations
Weiner Roasts

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Scouts 68 Plus

The introduction of Scouts 68 has implications to camping, camporees and similar events.

Inter-patrol competition has been an integral part of camping and camporees - with emphasis on camping skills. Now that patrols are to be organized on the basis of similar age and ability, this idea is not practical. A patrol of eleven-year-olds should not be expected to compete against a patrol of fourteen-year-olds. When inter-patrol competition is desirable, it should be between patrols of similar ability.

The focus for camporees might well be changed to that of providing opportunities to learn new skills - having patrols visit a series of "bases" to practice cooking, pioneering, shelter building and similar skills.

CAMP FIRE SONGS

All boys love to sing. With the warmer weather just around the corner, your group will be able to hold their sing-songs outside once again. Here is a group of songs that your boys will enjoy.

Like its neighbour, the popular cut-out page of games, the page of songs may be inserted in your record book.

Important: Words or music of copyrighted songs cannot be published in this series, however, we believe that there are many others that can be shared.

PORRIDGE TRAGEDY

(Tune: Clementine)

In a camp down in the country,
Dwelt some Cubs on holiday,
Twenty-three there were in number,
Quite enough to take away.

Chorus:

Oh my goodness, oh my goodness,
Oh, my goodness, Mowgli dear,
You have been and gone and done it,
Now we shed a silent tear.

In the camp there was a Wolf Cub;
Who was like most little boys,
He was either up to mischief,
Or was kicking up a noise.

Rose he early every morning,
At precisely half-past four,
Then he'd go and shout his war cries,
Far too near Akela's door.

Then Akela, then Akela,
Soon began to rant and roar,
Just because that silly Wolf Cub,
Wouldn't let him be and snore.

So he made the early riser,
Take the porridge spoon and stir,
First explaining how to do it,
Lest an accident occur.

Then the Wolf Cub, very anxious,
Thought the porridge he would smell,
Put his head into the dixie,
Lost his balance and in he fell.

Saw his head above the porridge,
He was looking mighty red,
How he wished that he'd kept silent,
And kept his little bed.

When the Cubs went down to breakfast,
There were only twenty-two,
Tho' Akela called it porridge,
They all thought it was stew.

ACTION GAMES

This month's selection of games may be played inside or outside. We hope they will prove to be exciting and enjoyable for your pack or troop.

We are sure that your Cubs and Scouts must have their own favourite games. Please send us details of the games so that others can share them.

If you cut along the dotted line around the instructions below and punch a hole in the six circles down the left side, you will have a handy page to place in your leader's pocket record book.

Balloon Football

Equipment - One or two blown-up balloons.

Troop in two teams, seated on floor, facing each other with feet touching. Leader drops balloon between two teams. Players hit balloon with hand, attempting to hit it past the other team so they cannot return the balloon. If the balloon goes behind a team so a player cannot reach it a goal is counted for the opposing team. Feet must be touching opposing player's feet at all times. If the balloon goes to the side of the team and cannot be reached, it is considered out of bounds and no goal is counted.

Lost Shoe Relay

Heave everybody's shoes into one pile, and as the recipe books say, stir thoroughly. Line up each patrol in single file as for relay races and turn 'em loose. The idea is to find your own shoes, put these on, and run back to touch off the next man. Try this as a surprise some time.

Hunt the Rabbit

This "fun" game still has good value in observation training. Everyone leaves the room, and a "rabbit" is hidden somewhere in plain sight. The "rabbit" may be a toy rabbit, or any other object may be used instead.

As the boys return to the room everybody tries to locate the "rabbit". When they see it they sit down quietly and watch the others continue their search. Last man to see it gets three groans, or may be otherwise penalized. First man may hide the "rabbit" next time.

STOP PRESS

Training Units

Training units printed since January, 1968 are now available from Supply Services, price 20 cents each.

The Role of the Section Scouter	HL-001-18
Getting to Know Boys	IZ-001-18
Films and Tape Recordings	TI-002-08
Training by Consultation	TI-009-08

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Back-to-Back Relay Race

Pairs of Scouts or Cubs in each patrol or six, stand back to back and link arms. One runs forward the other backward to a given point.

If any Scout or Cub permits his feet to be dragged along the ground, he starts again from that point.

All you Wolf Cubs, old and youthful,
 Bear in mind this story sad,
 Never spoil Akela's slumbers,
 Lest your fate should be as bad.

Yet another splendid moral,
 Just to make this song complete,
 If you must inspect the porridge,
 Get a chap to hold your feet.

Fetch and Carry

Pack in relay formation. The first and second players in each team join hands. When the whistle blows they run to the goal line. The first remains there while the second hurries back and joins hands with the third player. These two run to the goal line... the second remains and the third returns for the fourth, etc. First team with all players at the goal line, wins.

Sense of Balance

This game can be played as a relay race. Place a bottle on the floor and the Scout (or Cub) sits upon the bottle with the neck pointing toward the feet. Cross one foot over the other, so that only one heel is touching the floor.

While thus balanced put on belt and scarf and wobble without rolling sideways and touching the floor with a hand. (Any Scout touching the floor with a hand must start again).

When correctly dressed the Scout picks up the bottle and carries it to his teammate at the other end. Continue until all Scouts have had a turn.

IF YOU'RE HAPPY AND YOU KNOW IT

If you're happy and you know it,
 clap your hands (2)
 If you're happy and you know it,
 then your life will surely show it,
 If you're happy and you know it,
 clap your hands.
 If you're happy and you know it,
 slap your knees, etc.
 If you're happy and you know it,
 stamp your feet.
 If you're happy and you know it,
 shout hooray.
 If you're happy and you know it,
 do all four.

I HAVE A LITTLE PUPPY

(Tune: MacNamara's Band)

I have a little puppy,
 He has a stubby tail,
 He isn't very chubby,
 He's skinny as a nail,
 He'll always be a puppy,
 He'll never be a hound,
 They sell him at the butchers store,
 For thirty cents a pound.

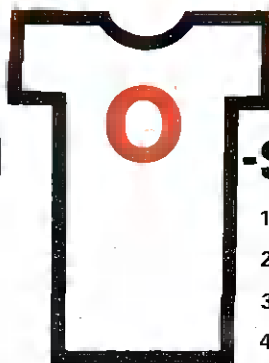
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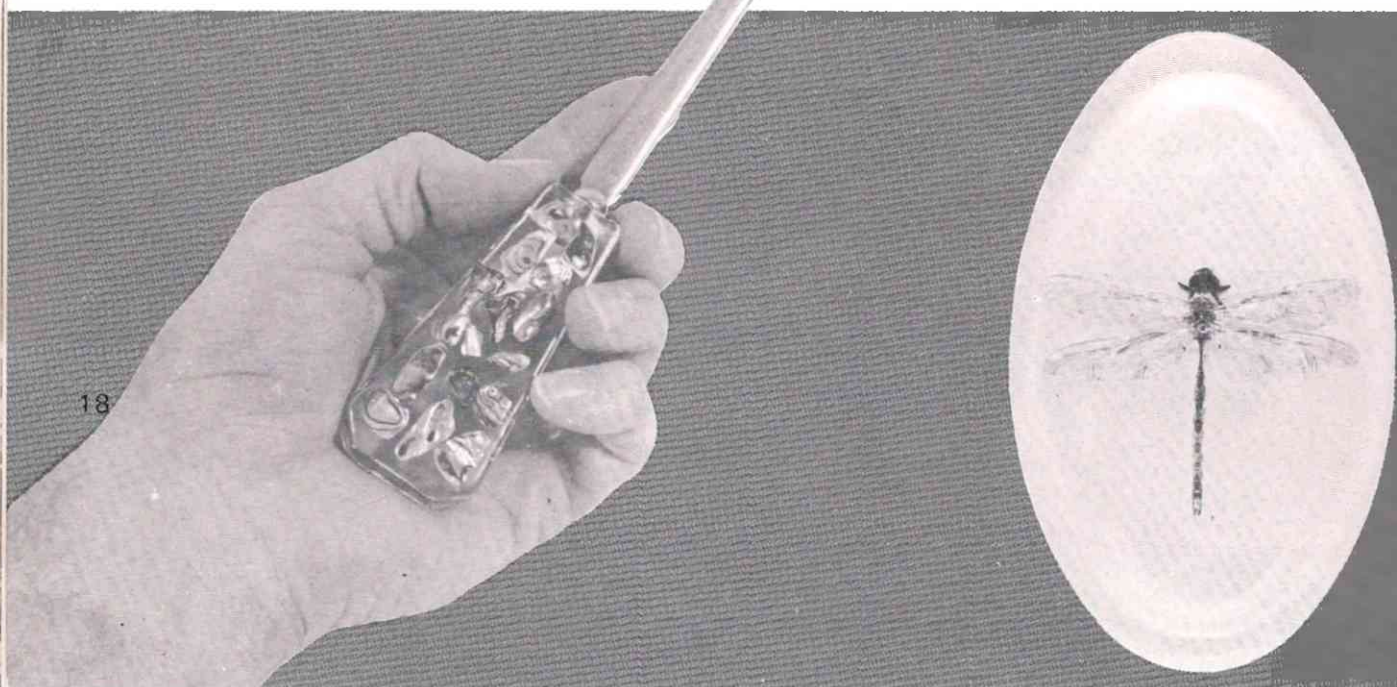
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plastic



Boys love the "chemistry" aspect of measuring, mixing and pouring materials. materials which allow them to develop their own original ideas. Clear Casting Resin is not a difficult material to work with - yet, it provides the enthusiastic Scout with a challenging project from which he can gain a true sense of satisfaction.

Casting Resin is a liquid polyester material that will solidify to a rock-hard plastic when a catalyst is added. It provides young "collectors" and nature enthusiasts with an excellent medium for preserving coins, rocks, stamps, shells, insects, leaves, etc.

Materials used with Casting Resin are economical and easy to come by. Because the resin is in a liquid state, it is necessary to

pour it into a **mould** for it to harden. Sturdy, re-usable polyethylene and ceramic moulds are available; or, plastic and glass household utensils may be used. Along with the resin and moulds, you will need disposable mixing cups (imprinted with measurements), small wooden sticks for mixing and a well-illustrated, basic instruction book. These supplies, along with supplementary material such as colour dyes, marble additives, etc., are available from Lewiscraft and from most hobby shops.

When working with a group, it would be well to have each boy experiment first with a small casting. This will help him to understand the procedure involved and

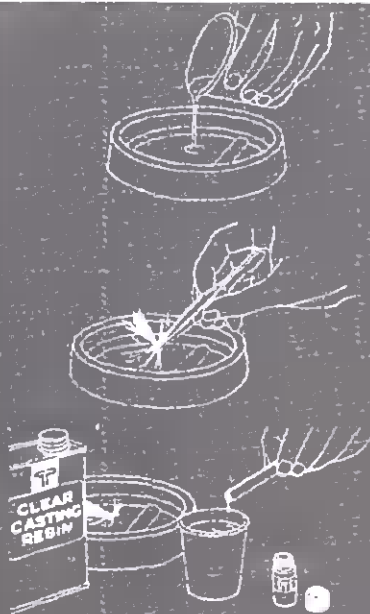
will prepare him for embedding objects.

To Make an Experimental Casting: Measure out a small amount of resin - 1 to 2oz. - into a disposable mixing cup and add the catalyst (the amount of catalyst added is in proportion to the thickness of the casting; complete mixing instructions come with each tin of Casting Resin). Stir the resin and catalyst well. but **slowly**, to avoid air bubbles. Pour the mixture into a small mould.

At room temperature, resin will "gel" in about thirty to forty-five minutes. Some heat will be given off during the hardening process. Allow the casting to cure overnight before trying to release it from the mould. the surface

magic

by Mary Ellen Perkins



Embedding

1. Pour surface layer of resin (approx. 1/4" thick).
2. Place object to be embedded on the gelled surface of the previous layer, pour and seal with a second layer of resin.
3. Pour a third and final layer of resin (add opaque dye if desired).

must be completely tackfree and "click-hard" (test it with your fingernail). To remove the casting, simply turn the mould over and apply pressure with your thumbs to the top of the mould; the casting will slip out easily. Wash the mould with soap and water. With proper care, moulds can be used again and again.

Embedding

Once your group of boys has mastered the basic casting principles, they can begin embedding articles. This follows the same procedure as above, except that the casting is made in a series of three layers - one to form the top of the casting, a second to seal the embedded article and a third to form the bottom of the casting.

Once again it is a good idea to begin slowly - perhaps by having each boy embed a penny or small pebble. This way he won't run the risk of damaging something of value, should he make an error in his project. Remember - once an object is embedded in Casting Resin, it's there permanently; there is no way that it can be removed.

Projects with Casting Resin will provide your Scouts with hours of creative activity, and will reward them with finished objects of which they can be truly proud.

Books Available on Casting Resin

Casting in Clear Plastic.. \$1.00
Liquid Plastic Artistry.... \$.69
Plastic Casting. \$1.50

These are excellent books for the beginner, outlining materials and procedures involved in working with Casting Resin. Several different types of projects are described.

How to Preserve Animal and Other Specimens in Clear Plastic.....

\$1.50
 This book contains detailed instructions on preserving various types of specimens, and preparing them for embedding. Also contains information on constructing your own moulds.

We thank Lewiscraft of Toronto for this interesting article on casting in clear plastic. More information can be secured by writing them at 284 King St. West, Toronto 2B.

A Trip to Texas

Following a conference held in Brandon, Manitoba, of delegates interested in the development of the International South-North Highway, Mr. Louis Woodall, chairman of the conference, wrote from his home in Hamilton, Texas to ask the Brandon Chamber of Commerce if it would be possible to obtain the loan of a Canadian Boy Scout uniform to be worn in the Christmas parade.

Brandon officials decided that a live Scout would be a better idea and the Rotary Club agreed to pay the air transportation.

Gordon Mitchell, a Queen's Scout was selected. Armed with a Canadian Flag and a Manitoba Flag and numerous other tokens he left for Texas. Gordon was met on the way and royally entertained at Minneapolis before continuing his journey. He was met at journey's end by Mr. Woodall and from that moment was feted and entertained beyond all imagination. He took part in a big parade dressed in his Scout uniform (on a float), and was made honorary Chief of Police. He was also interviewed on T.V.

On his return he was guest speaker at a meeting of the Rotary Club where he displayed the gifts he received - a fur felt hat, high jack boots, a leather jacket and other things.

Gordon had an unforgettable experience and in the process left a fine impression of 'The Canadian Boy'.

Were You in the 66th Toronto?

The 66th Toronto is planning a birthday reunion in 1969 to celebrate its 50th Anniversary.

Scoutmaster Bob Brown is anxious to get in touch with as many ex-members as possible, so if you qualify write him at 42 Reid Manor, Toronto 18.

NEW WESTMINSTER COLUMBIAN



Christmas Good Turn

Christmas for an eight-year-old, New Westminster boy was brightened by the visit of roving members of the 2nd New Westminster Bear Cub Pack in the pack's annual Christmas rounds of St. Mary's and Royal Columbian Hospital.

The Cub pack, sponsored by the Sixth Avenue United Church, has made hospital visiting a regular thing for a number of years now.

GALT EVENING REPORTER



Visiting Scouts

Six Boy Scouts and two leaders from Campton, Kentucky, arrived in Preston, Ontario during the Christmas season for a yuletide visit with members of St. John's Anglican Church, 3rd Preston Scout Troop.

One of the visiting Scouts found an unexpected surprise when he arrived at the home of his billet. Santa had left a pres-

ent under the Christmas tree for him, and it turned out to be a space-age clock. He is seen showing it to his Canadian friend who in turn showed him his camera.

The boys of both troops joined the 2nd Preston Scouts in a pot-luck Christmas party. They also had an overnight stay at Peacehaven Camp.

It was a first visit to Canada for many of the Kentuckians who had played host to the 3rd Preston Scouts last July. They are planning to return again next June for a two-week visit to Ontario.

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SUPPLY SERVICES

May we remind customers that, in their own interests, **they should not request orders to be shipped C.O.D.** We discourage this procedure as it causes delay because of the special handling required (by the Post Office and Supply Services) and because it is quite expensive - minimum 50 cents.

Now available through your distributor or Scout office - an attractive "SCOUT 68" CREST for new program enthusiasts - red background, black and white letters, gold border. Just right for wearing on jacket or windbreaker. Only 35cents.

VENTURERS - your REVERSIBLE JACKETS are here at last. You'll be receiving a coloured brochure via your counselor soon, describing this smart blue and tan garment. It has the Venturer crest attached and all sizes retail for only \$13.95.

Also available is the VENTURER SASH for attaching awards, insignia, etc. and the VENTURER TIE. See them at your distributor today.

The very popular CUB PLASTIC MONEY BANK has been discontinued because of procurement problems.

It's the time of year for KUB KAR rallies and races. These are becoming very popular events across the country. How about your boys? Utilize the KUB KAR KIT, catalogue number 71-105, price 85 cents. It is a do-it-yourself handicraft item which will assist Cubs in their star work.

Another item getting popular is the BIRDHOUSE KIT, catalogue number 71-106, price \$1.25. Now is the time for boys to get ready to welcome their feathered friends. How about a troop or pack spring project?

Two more books have been discontinued by the publishers in England - these are: **Book of Cub Games** - by Barclay 20-651 **Outdoor Games for Scouts** 20-660

PACK SCOUTERS

WE NEED YOUR HELP

ON THE BIENNIAL REVIEW OF THE

WOLF CUB FIVE STAR SCHEME

The Wolf Cub Subcommittee of the National Program Committee is now working on the biennial review of the Wolf Cub Five Star Scheme. Their multi-pronged approach includes setting up ten task groups of leaders and others across the country; developing a questionnaire for Cubs to be published in the March/April issue of **Canadian Boy**; sending a questionnaire to all Scout executives across the country; developing a questionnaire directed to selected parents of Cubs and seeking help informally and formally from pack Scouters across Canada.

Will you help us on this important matter? Take a few minutes now to examine the following questions. Call and discuss the questions with your fellow leaders. Complete the form and send it to: The Wolf Cub Subcommittee, Boy Scouts of Canada, P.O. Box 5151, Stn. 'F', Ottawa 5, Ontario.

1. What do you like about the Five Star Scheme?	2. What don't you like about the Five Star Scheme?	3. Check the star area that you think your boys like best and like least. <table style="width: 100%; border: none;"> <tr> <th style="text-align: left;">Best Liked</th> <th style="text-align: left;">Least Liked</th> </tr> <tr> <td>☐ Blue</td> <td>☐</td> </tr> <tr> <td>☐ Black</td> <td>☐</td> </tr> <tr> <td>☐ Green</td> <td>☐</td> </tr> <tr> <td>☐ Red</td> <td>☐</td> </tr> <tr> <td>☐ Tawny</td> <td>☐</td> </tr> </table> On what basis did you make the above choice?	Best Liked	Least Liked	☐ Blue	☐	☐ Black	☐	☐ Green	☐	☐ Red	☐	☐ Tawny	☐
Best Liked	Least Liked													
☐ Blue	☐													
☐ Black	☐													
☐ Green	☐													
☐ Red	☐													
☐ Tawny	☐													
4. How do you make use of parents and community resources and personnel in putting over the Five Star Scheme?		6. Any additional comments on the Five Star Scheme?												
5. Comment on the following guides in helping you and your fellow leaders put over the Five Star Scheme. a) The Way to the Stars b) Star and Badge Activities (Pack Scouters' Series #6)														
7. Check location of your pack city centre ☐ city suburb ☐ town ☐ country ☐ other (specify) -----	8. Personal information Years of (leader) service ----- Year of birth ----- Sex ----- Rank ----- Occupation -----													

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Note -

You will need additional space, so put your comments on a separate sheet of notepaper.





WHAT TEENAGE FRIENDSHIPS ARE ALL ABOUT

in her, and leans less on her judgment, is likely to find that she is not losing her child at all. In time of need the girl will turn to her mother. Indeed, when she comes back, mother and daughter will probably be far more comfortable than they were as anxious parent and rebellious little girl. Most parents find it easier to justify a boy's emancipation from his parents as childhood passes but mothers and fathers of sons are also called on to exercise a considerable degree of forbearance when their boys begin to turn away from them.

Parents sometimes question the desirability of a daughter's friend on the grounds that the two girls do nothing but talk about boys. But pre-occupation with the opposite sex is normal and the prelude to a socially acceptable dating relationship. Similarly, boys brag to each other as a forerunner to trying to impress girls.

22 "Why does my son (or my daughter) always pick the dumbest, or the toughest kid in the class?" is a frequent parental complaint. Parents can misjudge their children's friends, underrating them unjustly. They may also overrate youngsters. Just because a boy or girl has ingratiating manners and comes from a good family does not necessarily guarantee his having the more fundamental virtues, or much of anything to recommend him to your child.

If, after a careful assessment of your reasons, you feel an association is downright dangerous, you might ask yourself whether your son or daughter seems time after time to select companions who are headed for trouble. If your youngster does have such a tendency it is probably symptomatic of some difficulty of his own. Although anybody can make one mistake, youngsters who are themselves in good emotional health usually are not repeatedly attracted to those who are seriously out of line. In such cases, not the bad influence of others, but some anxiety or resentment of a child's own may be the root of the trouble. Perhaps he needs professional help to set him on the right path.

Building up a boy's or girl's self-confidence, letting him know you see him as a trustworthy individual may do more than prohibitions or lectures to help him choose his companions wisely. Actually, children tend to live up to parental expectations more readily than to parental demands. A boy or girl with a healthy amount of self-respect is far less likely to select a troublemaker or a seriously anti-social character as an intimate than is one who has despaired of winning approval from respected adults.

Time for a youngster to loaf and chat with his friends is essential. Some children miss out on the pleasures of close companionship just because their days are overcrowded with lessons, chores, scheduled appointments - each good in itself but in the aggregate self-defeating. The aimless "fooling around" that is so abhorrent to time-conscious adults is the stuff out of which adolescent friendships are made.

Parents can respect the adolescent's need for a best friend as part of the natural process of growing up. By not being too critical, by keeping hands off unless specifically invited into a situation by a youngster, parents can help their teenagers develop the capacity to make and keep loving friendships.



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Georgia Tech's Huddle—Lick offs and making the kicking punts.
The Running Back—Bud Wilkinson shows the various techniques and ball exchange.
The Quarterback—outlines how a quarterback passes a football and starts and ball exchange.
Tackling—Harrell Royal teaches proper hitting technique through the tackle and game tackling.
Carrying A Football—includes information on running, blocking, when receiving.
Throwing the Football—how to successfully throw on the field.

basketball films

Individual Skills—proper action for defensive players.
Individual Offense—three passing, shooting, dribbling.
Team Offense—demonstrates team offense and defense, free throws and layups.
Defensive Basketball—the fast break.
The Fast Break—various fast-breaking situations.
Pressing Defense—shows how strategy can jump shot and various situations.

track film

The Sprinter—The Tigerbelles, famous more international and other teams in the motion picture to show the speed to success in the sprint.

water skiing film

baseball films

Butler and Butler

Pitching

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Hitting a Baseball

general interest films available

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excellent films on a wide range of interesting subjects—water skiing, football, basketball, a Boy Scout Jamboree, Africa's big game, etc.

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