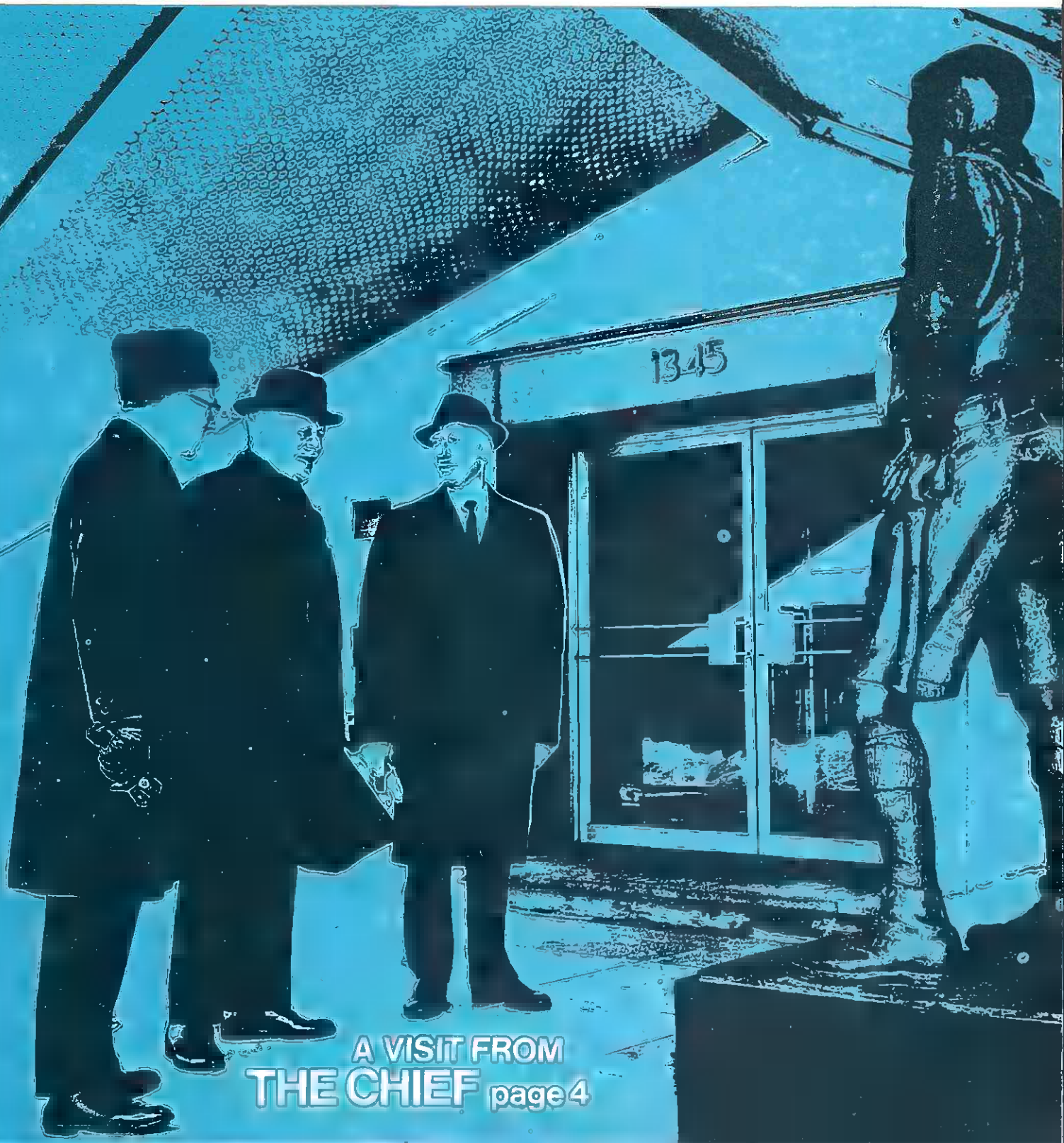


the scout leader

VOLUME 45 NO. 7

MARCH 1968



A VISIT FROM
THE CHIEF page 4

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LETTERS to the editor

Pack Twinning

...The other day my mind was sparked by an idea that seemed so simple I wonder if any one has ever tried it, or if not, why not? We Cub leaders in the city must face the problem that many of the tests in the star work are outdoor activities, but where can we find the outdoors that are suitable for these activities? Just as I used to face the fact that Cubbing in the country presented difficulties because many of the tests and activities were aimed at the city Cub. What is the solution? Why couldn't a country pack and a city pack twin themselves, and visit back and forth on Saturdays for the appropriate events? I have the advantage of having the opportunity to take Cubs to the farm where I have been working, but how many other Akelas can do this? How many country Akelas know the connections for tours through this industry or that one?

How could it be set up? What channels must be followed? Who would be the first person to contact? Has this ever been tried before? What were the results, the problems, the reactions? These questions I can't answer, who can?

BOB RAYMOND
Cubmaster
Islington, Ont.

Though not entirely new the idea is a good one. Perhaps someone can help Mr. Raymond. Ed.

You're Welcome

At this time, when local united appeals, united funds and community chests are beginning another year of service to their communities, it seems most appropriate to extend our thanks to you for the support you gave in **The Scout Leader** to united campaigns, this past autumn.

When all returns are in, Canada's 140 united appeals, united funds and community chests will have raised well over \$47 million for some 2,200 health and welfare agencies. The assistance you gave in the October edition of **The Scout Leader** helped make our generous Canadian public more aware of the needs which united campaigns and their member agencies help meet. Thank you, on behalf of all united campaigns across Canada.

DONALD C. CARLISLE
Chairman
Public Relations Committee
Community Funds and Councils of Canada
Ottawa, Ontario

We also acknowledge letters of thanks from the following: United Community Services, Kamloops, B.C.; United Appeal, Ottawa, Ontario, United Appeal, Hamilton, Ontario; United Way, Winnipeg, Man.; United Community Fund, Edmonton, Alberta; United Community Services, Windsor, Ontario; United Appeal, Regina, Sask.; United Community Services, Belleville, Ontario; Community Chest, Lethbridge, Alberta. Ed.

Scouting's Silent Section

The Boy Scouts of Canada really do have a "silent section". They are not quite in the line of G-2, the F.B.I. or MI-5. They do operate with minimal assistance and sometimes even negligible assistance from Scout headquarters. The members in the majority of cases set their own projects, programs and manage their own finances all with only token guidance from their leaders. Yet the group is readily available for "service" to Scouting and the community. At times a request for assistance is made on extremely short notice and the "silent ones" re-schedule their own personal and group activities if possible. Appreciation for such help is often never expressed. At times annoyance might be shown by the requesting party, in spite of their own short sightedness in planning, if the "silent section" is not able to oblige.

The foregoing are some of the situations experienced by the Rover section, the group that is not even acknowledged to exist in a recent national Boy Scouts of Canada advertising poster. This poster is on public display and mentions that young Canada can take advantage of Cubs, Scouts and Venturers.

Concern is prevalent among Rovers that Scouting is slowly undermining their section by no mention in national advertising, meager or no assistance from professional Scouting, and in many instances a failure to make allowance for adequate representation on many councils, committees and boards that could have a bearing on the effectiveness of the Rover Movement.

By way of their own set activities and their service projects the members of the Rover Movement are acquiring leadership training not found elsewhere in the Scout program. Thus these young men are a prime source of well-trained future leaders. Perhaps they will not be available immediately since they still have to establish themselves in their own private lives, but they should leave Scouting with a well-rounded, satisfied opinion. This latter part is not necessarily always apparent under present conditions in the Movement. Some attempt should be made as soon as possible to establish a better liaison between the Boy Scouts of Canada and Rovering since they are in fact in the same business, the training of our young men.

The average member of the Rover Movement has the dormant strength to make Canadian Scouting a real rock of an organization. The apparent creeping practice of ignoring these individuals may eventually turn them into modern-day "angry young men". Action to turn neglect into encouragement is required now. The properly run Rover crew usually runs silently with a minimum of fanfare. But like all young people, they do appreciate being acknowledged and not ignored.

N. T. CHRISTIE
Calgary, Alberta

How about it out there in Rover land? We don't think all of you are silent, rejected and angry. Do you agree or disagree with Mr. Christie? Ed.

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 RIGHT HONOURABLE
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It does not seem possible.....

that fourteen years have passed since I wrote a guest editorial in *The Scout Leader* as the newly appointed Chief Executive Commissioner. In that March 1954 issue I wrote, "I count it a great honour and privilege to have been given the opportunity to spend the rest of my working days in full-time service to the youth of this great country." In retrospect, it has been truly a great honour and privilege for me to serve to the best of my ability the youth of Canada.

Many important changes have taken place in Scouting since 1954, all of which augur well for the future growth and vitality of the Movement.

We have recognized the need for critical self-examination and the importance of bringing our Scouting programs up to date to meet the needs of today's boy.

We have achieved closer relationship with other institutions and organizations and have acquired a greater appreciation of the interdependence of all youth-serving organizations.

We have recognized too that Scouting must relate more closely to the community it serves and that Scouting must make greater use of the resources of the community if it is to achieve its purposes.

Space does not permit me to enlarge on the changes which have taken place in the role of the Scout executive, but I do feel there is increasing understanding by both volunteer and professional alike of the part which each has to play in carrying forward the work of Scouting.

It is a matter of great personal satisfaction that I am turning over the office of Chief Executive to an experienced member of the professional staff and one who has an impressive record of service to the Movement. I am confident that everyone will give J. Percy Ross, the new Chief Executive, the same wholehearted support and warm friendship which it has been my happy privilege to receive.

My faith in the future of Scouting is undiminished. I am convinced that the aims and principles of Scouting are just as valid and perhaps more important today than they have ever been.

I leave this post firm in the conviction that our Movement will continue to play an important role in helping the youth of our country grow to physical, mental, moral and spiritual maturity.

Good-bye and Good Scouting.



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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.

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Anyone receiving information or literature in conflict with these policies should immediately notify the director of Publication Services, P.O. Box 5151, Postal Station F., Ottawa 5 Ont.

A VISIT FROM THE CHIEF

On Monday, January 22, His Excellency Governor-General Roland Michener, Chief Scout for Canada, made his first official visit to the National Headquarters building in Ottawa.

Mr. Michener, our third Canadian born Governor-General is the first holder of this office to have been a boy member of the Movement. He joined the 1st Red Deer Troop in 1911.

The Chief Scout was met at his car and escorted on the tour by International Commissioner L.H. Nicholson (formerly Deputy Chief Scout) and Chief Executive Fred J. Finlay.

Mr. Michener spent some time inspecting the museum located in the lobby of the Headquarters before touring the various services throughout the building. He was introduced to many members of the secretarial staff during his visit.

Following the tour the Chief Scout met with members of the executive staff in the boardroom where Commissioner Nicholson presented him with a lapel pin and a copy of *Scouts 68*.

Mr. Michener spoke of his travel plans for the coming year, which will take him to many parts of Canada. He expressed the desire to meet with members of the Movement where possible and offered his continued support and service.



5



The Finlay Years

by B. H. Mortlock

1954/1968



1959 ...and a visit with Prime Minister Nehru of India.

When Frederick John Finlay, Chief Executive of the Boy Scouts of Canada since January 1, 1954, steps into retirement on March 31, he will bring to a close his second career, which, like his first has been highly successful. On that day he will relinquish the heavy responsibilities which have been his lot for the past fourteen eventful years and will hand over his office to the new Chief Executive, J. Percy Ross, formerly provincial Scout executive in both British Columbia and New Brunswick.

Fred Finlay has literally spent a lifetime in Scouting. It all started back in 1916 when he joined the 63rd Glasgow Scout Troop in Scotland. It continued as a Scouting instructor in the Dominican Republic and later as a Cubmaster, Scoutmaster, area commissioner and finally the regional commissioner for the Greater Toronto Region.

Mr. Finlay's first career was in banking, having started as a youth with the Royal Bank of Scotland. In 1921 he joined the Bank of Nova Scotia and served for ten years in the Dominican Republic before coming to Canada in 1930. He was named a bank inspector in 1939 and secretary of the Bank of Nova Scotia in 1945. He relinquished this important post to accept the office of Chief Executive of the Boy Scouts of Canada.

Bert Mortlock is a twenty-five year veteran of the executive staff, former editor of The Scout Leader and presently director of Relationships and Information Services at National Headquarters.

An associate of the Institute of Bankers in Scotland, Mr. Finlay is also a Fellow of both the Canadian Bankers' Association and the Chartered Institute of Secretaries.

As one who has had the privilege of working for and with Fred Finlay throughout the fourteen years in which he has filled the top executive post in Canadian Scouting, I have had a better than average opportunity to see at first hand what has been accomplished in "The Finlay Years" - and it is an astonishing record.

For a start let us take a look at some statistics. When Fred Finlay took over on January 1, 1954 membership stood at 147,392 boys and leaders in some 3,100 Scout groups. In the intervening years that membership has more than doubled to 326,466 boys and leaders in nearly 6,000 Scout groups.

Perhaps another example of the tremendous growth in "The Finlay Years" is the record of Supply Services' sales. In 1953 sales totalled \$779,865. At the end of 1967 total sales had grown to more than \$1,800,000.

The executive staff, serving the Movement full time in some thirty-seven councils across Canada has grown from sixty-eight in 1954 to approximately one hundred and fifteen at the end of 1967.

Looking back over these fourteen years in a cursory way, one would likely conclude that they had been relatively successful years but not very exciting.

Well, the record suggests otherwise. Let's go back and briefly touch on some of the highlights.

In 1954 Fred Finlay presided over the National Staff Conference at Ashbury College in Ottawa; saw the initiation of the Scout executive's training course; took his Wood Badge at Gilwell Park in England and visited the overseas groups.

The next year he was more than fully occupied as Canadian Scouting played host to more than 12,000 Scouts from more than seventy countries at the 8th World Jamboree at Niagara-on-the-Lake, Ontario and the 15th World Conference which followed in Niagara Falls.



1963 ...a meeting with the then, Crown Prince Constantine of Greece.

The following year he inaugurated two new departments at National Headquarters - Research and Relationships. It was the Research Department which conducted the necessary surveys which led to a six-year study of Scouting in all its phases, and which has resulted in the new Five Star program for Cubs, the new Venturer Section for the age fourteen to seventeen group, and the new Boy Scout program to be implemented in September this year. Also in 1956 the Scout conservation scheme got under way.

In 1957 Canada sent large contingents to the Jubilee Jamboree, Indaba and Rover Moot in the United Kingdom and the Boy Scouts of America National Jamboree at Valley Forge. Fred Finlay was deputy contingent leader with the overseas contingent.

Three important events in 1958 were the 16th World Conference at Cambridge, England, the coast-to-coast tour of Lord Rowallan, Commonwealth Chief Scout and the National Staff Conference held at Bristol, Quebec.

The World Jamboree in the Philippines was a highlight in 1959 and Canada sent nearly one hundred boys and leaders with Mr. Finlay once again acting as deputy contingent leader. He was also Canada's lone representative at the 17th World Conference held at Delhi, India. Nearly five hundred attended the 3rd Canadian Rover Moot in Alberta the same year.

In 1960 those of us at National Headquarters watched almost daily as the new National Headquarters rose on its foundations, and by year's end, staff and equipment had moved in.

Early in the next year the Chief Scout, General Georges P. Vanier, Governor-General of Canada, formally opened the new building, the commemorative stone for which had been laid by his predecessor, the Rt. Hon. Vincent Massey. In February Mr.



1964 ...the first issue of Canadian Boy was presented to Governor-General Vanier.

Finlay represented Canada at the Inter-American Scout Conference, Caracas, Venezuela. He attended the 18th World Conference, Lisbon, Portugal the same year. The 3rd Canadian Jamboree was also held in 1961, at Connaught Ranges in Ottawa.

"The Finlay Years" continued in 1962 with the 4th National Rover Moot, hosted by Scouts Catholiques du Canada at St. Roch-de-Mekinac and attracting a record attendance of seven hundred.

Highlight of 1963 was the 11th World Jamboree at Marathon in Greece. Canada sent four hundred to this Jamboree and was well represented at the 19th World Conference which followed on the Island of Rhodes. Mr. Finlay attended both.

Another colourful ceremony in the same year was the presentation by the Philadelphia Council of the Boy Scouts of America of the famous Tait Mackenzie statue "The Boy Scout" which adorns the main entrance to National Headquarters.

In the next few years the pace accelerated. There

was introduction of "Canadian Boy" magazine and the National Staff Conference at Banff in 1964; the introduction of the new Five Star Cub program and the 20th World Conference in Mexico City in 1965; the start of Venturing in 1966 and the approval of the new Boy Scout program in 1967.

And crowded into that spectacular Centennial year of 1967 was the 12th World Jamboree in Idaho, U.S.A. to which Canada sent 1,200; the 21st World Conference at Seattle; the 4th Commonwealth Conference at Vancouver; the visit and cross-country tour of Sir Charles Maclean, Commonwealth Chief Scout and the operation of the Scout Pavilion and Hospitality camp in connection with Expo. There was the visit of the grand lady of world Scouting and Guiding, Lady Baden-Powell; the sailing and canoe



1965 ...20th World Conference in Mexico City.

regattas, the swim meet, archery and rifle competitions, all held in connection with Expo '67.

In all these things Fred Finlay played a part, for it is one of the essentials of the office of the Chief Executive that he have his finger on the pulse of all that is happening in the Movement.

So over these fourteen years he has attended countless committee meetings, visited hundreds of communities both across Canada and overseas; spoken at innumerable meetings and gatherings of all kinds; played an active part, not only in Canadian Scouting but in continental and world Scouting also.

This of course is only a partial review of "The Finlay Years" but perhaps it will serve to illustrate the contribution this man has made to Scouting and the measure of the man who has served as Chief Executive of Canadian Scouting over these years.

He has brought to his task a lucid mind, his own great abilities and above all a sense of purpose and dedication which has served to enhance both the principles and purposes for which Scouting exists in Canada.

Perhaps Mr. Finlay will forgive me if I quote from the news letter of another bank - The Royal Bank of Canada - in which recently appeared these applicable quotes: "To retire is merely to stop doing one thing and start doing something else. It is like moving from kindergarten to public school; from high school to university; from bachelorhood to marriage. It marks the end of a stage in life - but it is a commencement too."

When Fred Finlay steps down on March 31, we are confident that it will be but the commencement of a third career - and that this country will continue to benefit from his judgment and talent, as it has from the two careers which have preceded it.



CAMPING TODAY

Its Resistance to Change

by Hedley G. Dimock

Part I

Camper Development

The purpose of this article is not to inform you of new developments in the Applied Behavioral Sciences and their implications for camper development, but rather to encourage change in present practices. This decision is based on my feeling that we know considerably more than we practice in camps and that improved practices are more related to experimentation and change than increased knowledge and understanding.

Camping, as I have seen it in the United States and Canada during the past thirty years, has not responded to the tremendous changes taking place in most aspects of our society. There is very little professional writing in the camping field and judging from the sales of books on camping, very few directors do much reading. Certainly the important publications in the behavioral sciences have had little following among camp personnel. The knowledge explosion that has affected almost every other professional field has not affected camping.

Professional training includes too few in the camping field and once in the field few camp people continue with professional training activities. Camps make very little use of outside resources or consultants. Camping tends to be a closed field with relatively little influence from other professions.

Research and experimentation are usually seen as not relevant and are given low priority in the camping field. Few camps use any systematic, objective methods in evaluating their camp programs. Consequently, too many camp staff have had one year of camp experience a number of times.

During the 1930's camping led the educational movement with its flexible, experimental, child-centered approach. Now school teaching has caught up and taken the lead with activist educational methods, ungraded schools and working to level programs. It seems to me that in the distant past camping made an excellent reputation for itself and spending a summer at camp was seen as worthwhile by "with it" youth. Recently, camping has been resting on its oars - standing on its traditions and laurels. It has tried to put old wine into new bottles by taking traditional programs and giving them new names or, in other words, jazzing up the camp program. These efforts fail to fool the campers for more than a few weeks. Camps have become institutionalized around former successes and are resistant to change. There are many signs that camping has lost its creativity and enthusiasm and has slumped on the educational front. **I am gravely concerned that residential camping is being phased out of playing a significant role in the education and development of our youth.**

Resistance to Change

People have a built in resistance to change which

is normal and essential to development of a healthy personality. It is this resistance to change that provides for equilibrium and security in an individual as he encounters the numerous situations in life which pressure him to adapt and to adjust. In organizations, resistance to change is also essential as it provides an opportunity to evaluate present practices and make sure that the baby does not get thrown out with the bath. Generally speaking, resistance to change can be seen as a defense against pressure to adapt, adjust, or do things differently. It is most likely to exist when things look difficult, beyond our control, threaten our position, reputation and security. We then behave defensively and as our anxiety increases, we behave more defensively.

Our goal in working out a healthy adjustment to change is to increase our anxiety tolerance level. A basic starting point in raising our anxiety tolerance level is to increase our trust in people and believe that they will help us to work things out. When we encounter situations where our present practices seem inappropriate and new ways of doing things are implied, we need to clearly identify the risks involved in these new practices. As we identify and clarify the risks and test them out we are best able to deal with them and hence consider change. For example, it is a well-known and accepted principle that students learn best when they are involved in the evaluation or grading process. However, for me, to let students grade themselves involves a number of risks. Basically, they may decide that they should all get A's and B's and this might not be accepted by the Administration and could become a joke among other students and faculty. For me to move towards students being more involved in the grading process has been a gradual process over several years of checking the possible risks and being prepared to risk a little more. As my anxiety tolerance level grows and I am more able to accept the risks then my behavior and practices change. My attitudes about educational method have been the same for many years but haven't been supported by my practices. Only an increased anxiety tolerance level has enabled change in practices to occur.

The following chart shows the affect of defensive behavior on camper development by comparing two different models and the assumptions on which they are based.

Continued...

Dr. Dimock is Chairman of the Department of Applied Social Science and Director of the Centre for Human Relations and Community Studies at Sir George Williams University, Montreal, Quebec. During the past fifteen years he has worked with many camping groups and associations in the U.S. and Canada, and has been a consultant to several camps. This paper was presented to the Canadian Camping Association meetings and we thank Dr. Dimock for according us permission to reprint.

TWO MODELS OF CAMPER DEVELOPMENT

Dominating Model	Participative Model
<p>Area: Organization and procedures.</p> <p>Practice: Staff assume responsibility for camper learning, activities and fun; and regulate their behavior to conform to the camps' traditions.</p> <p>Assumptions supporting practice:</p> <ul style="list-style-type: none"> (a) Campers are inexperienced and immature. (b) Staff are best able to organize all aspects of camp experience. (c) Campers' interests are frivolous, unimportant, and possibly harmful. (d) Campers will enjoy camp and develop as individuals if experience is properly planned and experienced. (e) Campers want to be led and directed. 	<p>Area: Organization and procedures.</p> <p>Practice: Campers are given responsibility to set up organization and procedures within general structure, and staff facilitate planning and decision making, and establish a supporting climate.</p> <p>Assumptions supporting practice:</p> <ul style="list-style-type: none"> (a) All campers have certain areas where they are able to make useful and practical decisions. (b) Campers are able to organize balanced, comprehensive experiences with great potential for their own growth. (c) Campers' interests are as much attuned to the real needs of life today as the staff's. (d) Campers are interested in taking leadership and responsibility for their own experiences.
<p>Area: Program planning.</p> <p>Practice: Program is planned based on the experience of the staff and the tried and tested traditions of the camp. The program is broad and challenging and sure to interest every red blooded camper.</p> <p>Assumptions supporting practice:</p> <ul style="list-style-type: none"> (a) Successful program is an end in itself. (b) Combined experience of staff and camp traditions most likely to produce meaningful and worthwhile programs. (c) Campers need to be exposed to programs and activities with which they are not familiar in order to develop new interests and broaden their skills. 	<p>Area: Program planning.</p> <p>Practice: An assessment of interests, cooperative planning based on group consensus, and staff perform facilitating and guiding functions.</p> <p>Assumptions supporting practice:</p> <ul style="list-style-type: none"> (a) Program is a means to an end - planning involvement and joint responsibility are more important than the activity. (b) Campers have a wealth of ideas about camp programs and can set them up in fresh and creative ways that are unusually stimulating and worthwhile. (c) The natural curiosity and imagination of campers for new and different experiences is unlimited.

Summary of Differences Between Models

There are many ways of looking at the differences between these models, but the one that makes most sense to me is based on the assumptions I have described about defensive behavior being the basis of resistance to change. The dominating model is defensive; it is based on anxiety and the need to dominate and control. The assumptions in the dominating model see people as not able to be trusted or to assume responsibility for themselves. The assumptions in the participative model are sharing oriented, based on trust and show a readiness to free people up and support them. The dominating model sets up blocks to camper growth and is restrictive. The participative model encourages and facilitates camper growth. **Therefore, when we look to see the effects of camp programs on camper growth and development the major dimension is the extent to which the camp is dominating or participative in its orientation.**

My assumption in this paper has been that knowledge and intellectual agreement with educational principles do not make for change in organizations and programs. If I believed that this were the case, I would at this point systematically document all of the practices in my participative model with recent research in the behavioral sciences. However, this data has generally been available in the camping field for forty years and is updated in my recent book on **Group Development**. Rather, my theory, which is based on the behavioral sciences, is that the best method of encouraging change is to reduce risks of making that change (or reduce the forces restraining that change). Consequently, the most helpful thing for the reader to do, if the above discussion has made any sense to him and stimulated any interest, is to consider his own anxieties about giving campers more freedom and responsibility. The

best way to do this is to write out a list of possible problems and risks that would be created by moving toward a participative model program in your camp.

I would like to encourage a consideration of the risks around the participative model by telling you of the risks in it that concern me most. First, democratic decision making takes a great deal of time. The more we work towards consensus rather than majority vote the longer it is likely to take. Consequently, in moving to a participative model disproportionate amounts of time are used in the decision making process. Second, changes in any part of an organizations' structure usually require changes in other parts and one of the nagging administrative requirements is the likelihood of having to revise the budget. It is not that a participative model necessarily requires more money but it changes the priority in the camp and therefore money needs to be spent differently. I personally find it a chore to be flexible around budgeting and to always be revising it. And lastly, it seems to me that the participative model often raises some real questions in the minds of the staff as to what they are really contributing to other people's growth. Sometimes I have this concern myself. If I have worked hard and have been very active and directive and have really taught other people something I often have a pretty good feeling at the end of the day. If, on the other hand, I have simply facilitated problem solving and encouraged other people to think through their own problems and forthcoming actions I sometimes wonder what I have really contributed. In any case, the more you are able to identify those areas that concern you the more likely you are to become aware of your anxiety tolerance level and be able to deal with it and the resistance to change it produces.

(Continued next month)

CONSERVATION

When you see a vapor trail streaming behind a speck in the sky - consider whether these out-of-this-world things would be possible without the natural resources of our earth: its air, water, minerals, soil, plants and animals?

Sure, we live in a space age. But our necessities for life come from the earth - we are still earth-bound. Our high standard of living and strength as a nation are due largely to our bountiful supply of natural resources. Conserving these resources is something that should concern each of us - which is why conservation is an important part of the program of the Boy Scouts of Canada.

Conservation simply means the intelligent use of our total environment; using our natural resources so we'll have the things we need for as long as possible. It means restoring resources we have abused: worn-out soils and polluted air and waters. It means planning for the best use, for the most people, for the longest time, of all of our resources.

Conservationists put all resources in two categories: non-renewable and renewable. In the first are such things as coal, gas and oil and minerals that once used up are gone forever. These must be used carefully. The second group includes such resources as forests, wildlife, water and soil. These may be renewed with proper use and management practices. Many problems exist because men don't fully understand the actual relationships existing among all resources or because they interfere with or interrupt one or more of these relationships.

OUTDOOR CODE

The following is the Outdoor Code for South African Scouts.

1. I will treat the Outdoors - our veld, rivers and mountains - as a heritage to be cherished and protected and to be enriched for our own greater enjoyment and for future generations.
2. I will learn to understand Nature and her ways.
3. I will learn how to practise conservation of soil, water, forests, grasslands and wild life and urge others to do the same.
4. I will treat public and private land with respect, remembering the use of the Outdoors is a privilege.
5. I will prevent fire, and build my own fire in a safe place, and be sure it is out before I depart.
6. I will keep my rubbish out of South African waters, fields, woods, veld and roadways.
7. Whatever I take from Nature for my own use, I will endeavour to return a share of her bounty.

by R. E. Milks, Assistant Director, Relationships and Information Services. Our thanks to Veld Lore (South Africa) for the articles taken from their Conservation issue.

EDUCATION FOR CONSERVATION

Many business firms such as pulp and paper producers distribute pamphlets and booklets on conservation. Check the **Venturing** handbook.

Projects, involving research and study of such things as trees, animals, birds, fish, are of great value to Scouting. Scouts by work-

ing on these in small groups, derive many benefits.

- . They are working with a group of friends.
- . They have the opportunity to learn from or share knowledge, with others.
- . Opportunities for leadership will likely be available to each member.
- . A sense of satisfaction can be achieved when the results of their work are seen by others.
- . New knowledge and skills can be developed.



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VISUALS

If pictures say more than words - displays may do more. By small groups such as patrols or sixes, prepare displays to tell the conservation story.

Develop a Conservation Corner

Patrol or Troop Activity: This, indeed, should be a permanent part of the patrol den or troop room, for it is a "visual training aid" of great and permanent value. The material in your Conservation Corner can be linked, in part, to test and badge work. The sketch

gives you some idea of what it would look like. Here are ideas for typical wall and table exhibits:

1. Show different samples of soil such as silt, clay, sand, rich loam - in labelled glass jars or bottles.
2. Display different labelled rock samples, and note where they occur in your area.
3. Show specimens of crops (or illustrations) that have conservation uses - such as various grasses, clover, lucerne, etc.
4. Display bottles of various fertilizers, with notes on their uses on the bottle labels. Include compost. A nurseryman will guide you.
5. Press and display leaves, and mount samples of bark, twigs, berries and fruits that grow locally - with notes as to uses that will range from food for wild life to food for humans, and other uses.

6. Collect good pictures from newspapers and magazines and the like, relating to contouring and terracing farm lands, dam building and endless other conservation subjects, including wild life.
7. Mount and display a collection of bird feathers found in the vicinity and identify them. Also shed snakeskins, with notes on the role played by snakes in keeping down rodents, etc. You can also include plaster casts of animal spoor; and many other things, like sea shells.

These are just ideas to get you started. Obviously, many exhibits will be collected on hikes and in camps and on fishing expeditions and so forth. Setting up a Conservation Corner is an outdoor venture, with a series of expeditions to be planned into the patrol and troop programs.

ACTIVITY

Lay Out a Miniature Nature Trail

Patrol or Troop Activity: Ideal for troop camps, public demonstrations of Scouting activities, etc. Using more permanent signs, and a system of arrows, the Nature Trail can also be set up as a permanent feature in suitable country...such as in permanent Scout training camps. You need a wooded area with trees and shrubs, one-quarter of an acre or more in extent. You also need: 100 feet

or so of garden twine; a few dozen stiff white cards for signs; wax crayons or felt pens. The object is to stimulate interest in nature study, as a part of the conservation picture. It's an ideal feature for a function such as a district field day or fete, for any small park lends itself to a Nature Trail.

To lay out a Nature Trail, select a suitable starting point. Tie one end of the twine to a tree trunk or other suitable starting place, about four feet up the trunk. Fix a sign: **START HERE - FOLLOW THE STRING.**

The twine is then zig-zagged through the area at a height of about four feet. Every fifteen or twenty feet or so - whenever a

suitable nature study subject is located by prior observation - a card is affixed to the twine, carrying brief text which deals with that subject. Subjects will include items such as insect life; nests; burrows; rocks; berries; fungi; harmful plants like "Green Cancer" growths; beneficial trees and shrubs; grasses; and so forth. A few small transparent bottles and boxes will be useful for exhibiting insect and other specimens along the trail. Anti-litter and anti-fire signs, and signs like **GUARD THE BEAUTY OF OUR LAND**, should be affixed at appropriate places.

Nature Trail Rangers should be on duty along the trail - young naturalists who can explain things, and answer questions.

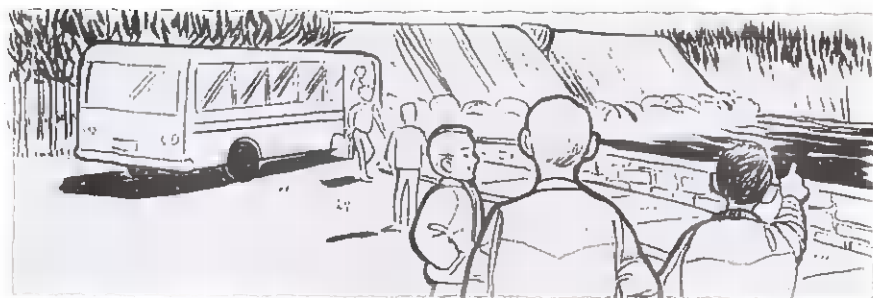


13

TOURS

Patrol or Troop Project: Plan a program of tours to areas of conservation activity. You can hike, bike or organize car or heavier transport; you can if desired make it a Scout-organized all-family outing. Co-operate in advance with local authorities, or agricultural or business bodies concerned, and arrange for a skilled guide to conduct your tour. Here are suggestions for Conservation Tours:

1. Any special conservation project in your locality.
2. A nature reserve.



3. A dam or stream development.
4. An example of serious soil erosion.
5. A forestry project or well-managed plantation.
6. A sugar cane farm and refinery; or fruit or similar undertaking.
7. Any well-managed farm.
8. A bird sanctuary.
9. Fish hatchery.
10. Nursery.
11. Botanical gardens.
12. Sawmill, hardboard factory, paper pulpmill or similar enterprise.
13. A large-scale composting operation.

Carry litter-bags in the vehicles. Issue the Outdoor Code to everyone. Take notebooks, cameras, to log important information gained. Stop-over at a beauty spot for lunch - and, as a Conservation Good Turn, clean up the litter you are certain to find there.

INSECT ZOO

sects can be 'caged' in jars as illustrated. A sprig of their natural food is inserted in a small water-filled jar, with a light packing of cotton wool placed around the stem of the plant to prevent insects falling in the water. Place a large wide-mouthed jar over the small jar, as shown, with a match under the rim of the inverted jar to allow air circulation.

For guidance - if no entomologist is available - consult books on insects. Accompany your display of live insects with illustrations of insect-eating birds and other wild life in your locality. Complete your

display with cards boldly lettered as follows:

INSECTS DO AS MUCH DAMAGE TO TREES AND CROPS AS VELD FIRES!

AN INSECT-EATING BIRD WILL OFTEN EAT ITS OWN WEIGHT OR MORE IN INSECTS, EVERY DAY!

SOME BIRDS ARE ALSO VALUABLE AS ENEMIES OF MICE, RATS AND OTHER DESTRUCTIVE ANIMALS!

Note: Some insects are **beneficial**, and a local expert can advise you. Display some of these too, with appropriate labels and brief notes.

Set Up an Insect Zoo

Patrol Activity: An insect zoo is a fascinating patrol den display, and is also suitable for display at appropriate functions. Captured in-



NATURE HUNT

Patrol or Troop Project: If crowd is large, break up into patrol-size groups of six to eight, each group with a leader. The object is to conduct a Nature ramble over a trail previously reconnoitered by a small, knowledgeable advance party. Before the patrols set out, brief everyone on what to look for, and show them how to collect and record specimens, nature information, etc. If you aim to take plaster casts, it may be necessary in advance to instruct beginners - and you will have to add the plaster,

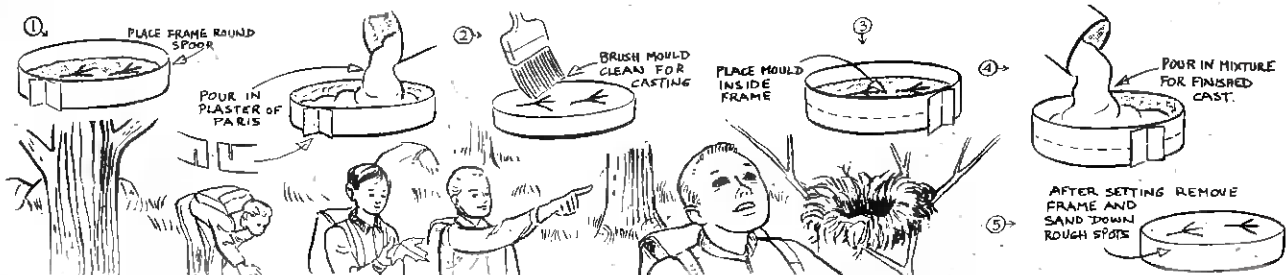
etc., to the list of gear you issue in advance. Nature hunters should collect specimens and record evidence of this kind:

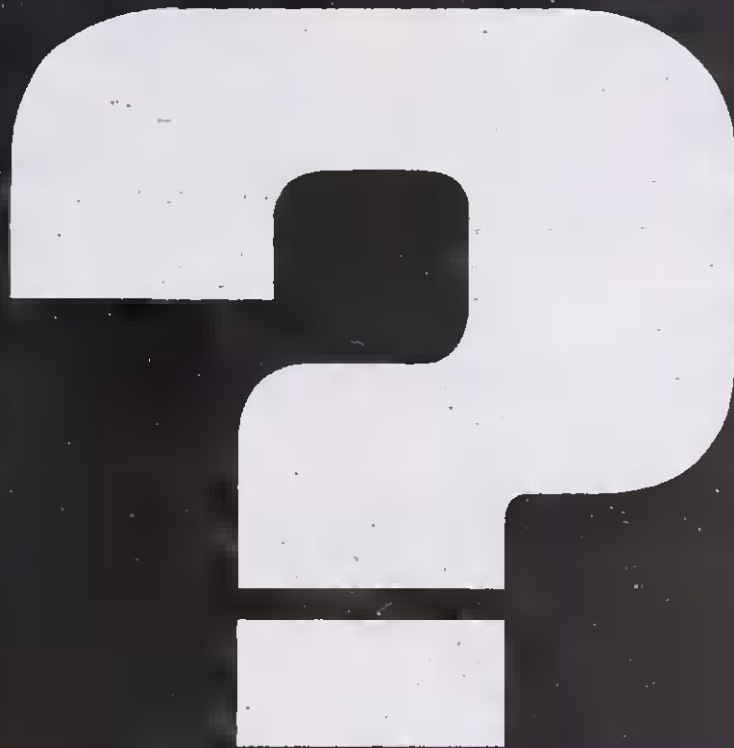
1. Plaster casts of bird and animal spoor.
2. Feathers of wild birds found, and identified.
3. Shed snakeskins.
4. Insect specimens. Leaves, leaf prints, berries, etc.
5. Uninhabited, deserted bird nests.
6. Bird calls, and birds sighted.
7. Photos and/or sketches of flora and fauna.

The trail should not be a long one - the object is to explore it thoroughly. You can run an interpatrol competition, with points

given for size and variety of collection, etc. Make sure everyone has a copy of the Outdoor Code before you set out. If you have a lunch-time stopover, or end up with a braai and campfire, be sure you leave no litter - and drop no litter along the trail.

Typical Gear for Nature Hunts: Plaster of paris; jam tin for mixing; card strips for mould, etc. Camera. Binoculars. Envelopes for feather and other specimens. Match boxes and other containers for insect and similar specimens. Botany-type hardback exercise book; pencil; eraser. Use haversack or school satchel for carrying gear, refreshments, nature reference books such as bird book, etc.





everybody does it

When Johnny was six years old, he was with his father when they were caught speeding. His father handed the officer a \$5 bill with his driver's license. "It's O.K., son," his father said as they drove off. "Everybody does it."

When he was nine, his mother took him to his first theatre production. The box office man couldn't find any seats until his mother discovered an extra \$2 in her purse. "It's O.K., son," she said, "Everybody does it."

When he was twelve, he broke his glasses on the way to school. His Aunt Francine persuaded the insurance company that they had been stolen and they collected \$27. "It's O.K.," she said, "Everybody does it."

When he was fifteen, he made right guard on the high school football team. His coach showed him how to block and at the same time grab the opposing end by the shirt so the official couldn't see it. "It's O.K., kid," the coach said. "Everybody does it."

When he was sixteen, he took

his first summer job at the big market. His assignment was to put the over-ripe tomatoes in the bottom of the boxes and the good ones on top where they would show. "It's O.K., kid," the manager said. "Everybody does it."

When he was eighteen, Johnny and a neighbour applied for a college scholarship. Johnny was a marginal student. His neighbour was in the upper three per cent of his class, but he couldn't play right guard. Johnny got the assignment. "It's O.K.," they told him. "Everybody does it."

When he was nineteen, he was approached by an upper classman who offered the test answers for \$3. "It's O.K., kid," he said. "Everybody does it." Johnny was caught and sent home in disgrace. "How could you do this to your mother and me?" his father said. "You never learned anything like this at home." His aunt and uncle were also shocked.

If there's one thing the adult world can't stand, it's a kid who cheats. **Author Unknown**



The newspaper is a multiple medium and it is this multiple nature that makes it such an all important public-relations tool.

How many times has your city editor told you, apologetically of course, that your press release was "unsuitable"? Chances are, if you visit him frequently, you have heard this complaint often.

Do not despair, it happens to many people, and there is a cure.

The city editor of any newspaper is a very busy man. What he probably means is that your news is unsuitable for those pages for which he is responsible.

Before you run to your city editor, study your story objectively. If it is honest-to-goodness news, a story of general interest to your entire community, then the city editor is indeed your man. Chances are, however, you will find many "slants" to your story; "slants" that will make it equally interesting to many other people on the newspaper staff.

The following general guidelines should be helpful: (1) news of general interest goes to the city editor; (2) humorous, or human-interest stories are usually good bets for your paper's local columnist; (3) sports stories? - where else!; (4) stories involving mothers, or even families will generally be acceptable in the women's department; (5) extra special events such as Boy Scout Week may make a trip to the editorial writer's desk worth your while; and (6) the simple statement of a fact, or a thank you to your paper, or community, will probably be best handled by a letter to the editor.

Equally important, and self-explanatory, are special columns, such as "Coming Events"; and special pages, such as "The Youth Page". Your paper may well have other "special departments": learn what they are.

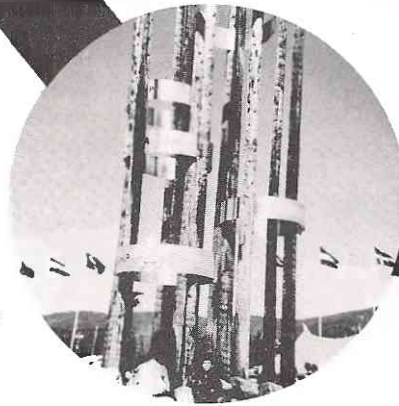
ROCKIES



GREAT DIVIDE



SASKO-JAMBO



IDAHO

Burlington, Ontario's Lyle Morrow is no slouch. When he goes on vacation, he believes in taking the kids along, even if the 'family' includes twenty-nine rollicking, frolicking Scouts and the 'vacation' spans nearly 8,000 miles of Canada.

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The whole idea was Lyle's Centennial Project, and that of his First Port Nelson Scout Troop in Burlington. He took his boys to Vancouver and back in a school bus. And what a wild trip it turned out to be!

"Purpose of the trip," Lyle says, "was to allow the boys, who ranged in age from ten to fourteen, to see and get to know more about Canada and its people. The group was made up of twenty-nine Scouts, two leaders and myself, a Scout father. My role was that of chief bus driver and equipment manager. We travelled in a new forty-four passenger bus pulling a trailer loaded with camping equipment."

To get the show on the road, Lyle's boys took a shakedown trip through the countryside north of Burlington. Every mile or so they'd pull off the road, set up camp, get all their gear ready for a meal, then tear it all down again, climb back in the bus and move up the road another mile or so to do it all over again. "We got to know that bus and our gear backwards and forwards by the end of that day".

Lyle's own son Tom, eleven, made the trip. "A lot of the kids had never been away from home before, and the tears started just as we were pulling onto the Queen Elizabeth Way towards Toronto. By the time we'd been on the road for a couple of hours, though, everyone felt a lot better".

The bus swung north to the Trans-Canada Highway. At Kakabeka Falls west of Port Arthur, the boys got their first taste of the basic life. "We camped miles from anything," Tom recalls. "And the mossies were waiting for us. Clouds of them. One of my chums got 150 bites on each leg. For awhile we were pretty worried about him."

Swinging on across the prairie, with a brief stop off at the Saskatchewan Jamboree, the Centennial busketeers put in twelve hours on the road at a stretch, often making camp after midnight. "Our longest day," Lyle says, "saw us cover 535 miles from Cypress Hills, Sask. to Calgary. We camped in the rain".

What do kids do on a five-hundred mile trek in a cramped school bus? They do everything, from reading, playing cards and singing - to the accompaniment of two guitars - to endlessly scribbling in diaries. Many of the boys just passed the hours sleeping.

It was at their camp near Banff that the bear dropped by. As Tom remembers the incident, "We were driving back to camp after sightseeing in the mountains, when we saw this black bear sniffing around our tents. When dad and one of the leaders got out of the bus the bear stood up on its hind legs and ambled off. Luckily it didn't tear into our equipment. If we'd arrived a few minutes later maybe we wouldn't have been so lucky."

And the equipment they had! It could have outfitted an expeditionary force. Start off with ten Baker tents, patrol boxes for five six-man patrols, enough grub to feed a modest-sized battalion, and enough washing to keep a Chinese laundry happy for days.

"My dad and the leaders patronized only the best coin-laundries. They'd take three and a half hours to do all our laundry. At one town they had socks, shorts and other stuff in all eighteen washers. The ladies in the place must have thought he'd been saving up for a year."

At Banff the boys got their first real taste of high-mountain country. "We took the Sulphur Mountain cable lift," Tom says. "I don't know about the other guys, but I was plenty worried. The mountain was so steep there were only three towers supporting the cable. We seemed to be going straight up. I kept thinking, Hamilton Mountain is nothing

BURLINGTON



Operation Bustour

by George A. Newall

like this!"

If spectacular scenery was plentiful, so was wildlife. The bus stopped for a few hours at the Alberta Game Farm near Edmonton. There the boys viewed animals at home in their own kind of country: the hot, dry plains. Lions from the African veld walked under the same sun as the buffalo and wolves from Canada's west. A number of animals, like one elephant, wandered around the park without any hindrance.

At Elk Island National Park, also near Edmonton, Lyle had to pull the bus up short to avoid a herd of forty-odd buffalo that chose that particular spot to cross the road.

"Some experiences the boys had a hard time fathoming," Lyle says. "Like walking across fields of ice hundreds of feet thick in the morning, and swimming in hot sulphur baths in the afternoon. And the scenery was breathtaking. Cameras snapped at every turning of the road, and the diaries were always close at hand. By now all thoughts of homesickness were behind us."

In British Columbia the troop's problems began. Lyle got a call from the bus company back in Ontario. Had he experienced trouble with the steering. After hundreds of miles of high-altitude driving Lyle was happy to say he hadn't. The bus company was recalling all busses of Lyle's model, the company representative said, so would Lyle please turn around and come home to have the steering adjusted.

Lyle explained that the trip was laid on for twenty-four days, and the troop wanted no part of turning back. Could the necessary parts be flown to Vancouver? This was agreed upon, and once the bus arrived in the Gateway to the Pacific, the steering was adjusted and rectified - all through one night.

Vancouver. Nearly all the boys had never swum in salt water. The Pacific was to be their first such baptism, an ocean 3,000 miles from their homes.

"We had a deal with the boys," Lyle says. "In every big city we'd hit, whether Winnipeg, Edmonton or Vancouver, we'd let the kids off downtown and agree to meet at a predetermined spot in two hours. This way they got to know the heart of the city, its streets and sights and people. The one stipulation was that they had to walk in pairs. The arrangement worked well; in Winnipeg it even got us a radio interview."

Highlight of the Centennial tour came on the return trip, when the boys arrived at the World Jamboree at Farragut State Park in Idaho. "The people there were terrific," Tom says. "50,000 visitors and 14,000 Scouts, from all over the world. All the guys in our group were swapping yarns and badges with the other Scouts."

One detail of the trip that could have caused trouble, actually ran like a well-oiled mechanism. That was feeding. Food supplies were purchased daily and doled out to each patrol leader. He was then responsible for cooking his patrol's meals and incidentally for the rigging of any tents or equipment. Keeping thirty-two bodies and souls together thus became a workable routine.

The weather that had been generally fair throughout Canada turned magnificent for the return trip through the States. "We camped under the stars the last six nights," Lyle says. "We didn't even need wind-breaks."

At last, after twenty-four days on the road and 7,277 miles and 1,000 gallons of gas after leaving Burlington, the pooped troop emerged from the Canadian side of the Detroit Tunnel for the last dash home. The tour had cost each of the boys \$125, but their own Centennial project repaid them far beyond any measure.

George Newall is with the Public Relations Department of Westinghouse of Canada and is a freelance writer and a supporter of Scouting in his spare time.



Ask for these books at your favourite bookstore or library.

scouters bookshelf

RICKENBACKER by Edward V. Rickenbacker. 600 pages. Prentice-Hall of Canada Ltd. \$9.50

The world of the childhood of Eddie Rickenbacker was one on the brink of the great automobile age and he wanted to be and did become part of it. He built, sold, repaired and raced them. With America's entry into World War I he became their top air ace with the famous 94th Squadron. Following the war he re-entered the automotive industry, developed the famous Indianapolis Speedway and built one of America's great airlines. With the coming of World War II he again served his country and despite a number of air crashes, one in which he spent twenty-three days on a raft in the Pacific before being rescued, lived to tell his own amazing story.

INSIDE S.O.E. by E. H. Cookridge. 640 pages. The Ryerson Press. \$11.50.

An ideal gift for the reader of spy fiction because for the first time the real story of the famous British Special Operations Executive is told by one who served in it. Organized in 1940 by Winston Churchill and ordered to carry the war into Nazi-occupied Europe by sabotage and subversion, its members carried out deeds of incredible bravery and daring. Despite friction between departments of government and allies, its contribution to the war effort was tremendous. A director of the Boy Scouts World Bureau for fifteen years, Col. John Wilson, who headed up the Scandinavian section of S.O.E. from 1942 on, is mentioned prominently throughout the book for his help

in the creation of the first "school for danger" from which grew the complex system of sixty S.O.E. Special Training Schools in many parts of the world.

PRACTICAL PILOTING AND SEAMANSHIP, by Garth Griffiths. University of Toronto Press. \$12.50.

This excellent publication follows closely the famous Chapman book, *Piloting Navigation and Small Boat Handling* but has the added advantage that it is wholly Canadian.

Written by a distinguished charter member of the Canadian Power Boat Squadrons, it covers all of the information that the amateur seaman would require and is applicable to any size or type of boat. The first section of the book, Fundamentals, offers a basic minimum of information which the beginner can apply to enhance his safety and enjoyment. In the second part, Seamanship is further explored and the final part deals with additional aspects of the subject of piloting. The book is well illustrated with line drawings and photographs that show various pieces of equipment and boating situations.

This book would be invaluable to all those giving leadership in Sea Scouting.

36 CHILDREN by Herbert Kohl. 227 pages. General Publishing Co. \$6.95.

In September 1962 a young school teacher faced a class of thirty-six students, twenty girls and sixteen boys in a dirty, run-down East Harlem, New York school. His problem - to teach these remote and resistant Negro children. Because the set

curriculum was totally unrealistic to the realities of life he tried to communicate with the children by having them write of their life and experiences. Most of the youngsters responded to his understanding and came alive through their writings, which are included in this book along with Mr. Kohl's personal experiences.

SCOUTS INDEED by David Harwood. 180 pages. Clarke, Irwin & Co., Ltd. \$3.85.

In his first book *Scouts in Action*, Mr. Harwood wrote of the courage of members of the Movement. *Scouts on Safari* covered unique Scouting expeditions and in this his third and latest book he writes of the variety of Scout activities. He has surely captured the spirit and range of modern Scouting in such stories as the adventures of two New Zealand Queens' Scouts who joined the staff of the Scott Base in the Antarctic, The Shoe Shine Boys and There's Music in the Air (the story of a gang show). The book is well illustrated with line drawings and photographs.

THE SCOUT OATH IN ACTION by Walter MacPeck. 128 pages. Abingdon Press. \$1.35.

An ideal book for use by parents, teachers and leaders of youth. It contains many inspirational items intended to personify and interpret the spirit of Scouting and life in general.

Written by a long-time member of the national staff of the Boy Scouts of America, Walter MacPeck has recently retired as assistant to the director of the Editorial Services at their National Office, New Brunswick, New Jersey.

This is a companion volume to *The Scout Law in Action* published in 1966.

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CAMP FIRE SONGS

Boys of all ages love to sing. Try these songs, you will only have to teach the words, the tunes are all familiar. If your Cubs and Scouts have songs they especially enjoy, send them along to the editor.

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.

THE THREE LITTLE PIGS

(Tune: Polly-Wolly-Doodle)

○ A jolly old sow once lived in a sty,
And three little piggies had she.
And she waddled about, saying
"Umph, umph, umph",
While the little ones said, "Wee, wee".
"My dear little brother",
said one of the brats,
"My dear little piggies", said he,
"Let us all in the future say,
"Umph, umph, umph".
'Tis childish to say, wee, wee".

○ Then these three little piggies
grew skinny and lean,
And lean they might very well be;
For somehow they couldn't say
"Umph, umph, umph",
And they wouldn't say "Wee, wee".
A moral there is to this little song;
A moral that's easy to see;
Don't try when you're young to say
"Umph, umph, umph",
When you only can say, "Wee, wee".

BIRDS IN THE WILDERNESS

(Tune: The Old Gray Mare)

○ Here we sit like birds
in the wilderness,
Birds in the wilderness,
Birds in the wilderness,
Here we sit like birds
in the wilderness.
Waiting for our eats,
Waiting for our eats,
Waiting for our eats,
Here we sit like birds
in the wilderness,
Waiting for our eats.

ACTION GAMES

Games are a lot of fun at any time of the year. We hope this set of games will prove to be exciting and fun for your pack or troop.

We are running out of games. If your boys have any favourites please send them in so that others may share them.

If you cut along the dotted lines 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.

Partner Tag

○ All of the players but two hook arms in couples. Of the two who are separate, one is IT, the other the runner. The runner may save himself by locking arms with either member of any couple he chooses. When the runner has chosen a partner the third member becomes the new runner and the game carries on. For large groups have more than one runner and chaser. Change IT (chaser) from time to time if he does not succeed in tagging the runner.

Kim's Game

○ Thirty-six objects, can be pictures glued to cardboard, are placed on the ground at a certain distance from the boys. Each team sends up one boy at a time to take a look. This boy runs back to pack and tells of an object, next runner is sent up, etc. Keep runners and to-run boys separate. Number of boys will determine how many objects you will need on the cardboard.

Memory Testing

○ Scouts or Cubs are lined up. The Scoutmaster tells them they must not move until he says MOVE. He then gives a number of orders, i.e. left-turn, about-turn, right-turn, about-turn. This brings them back to the original front, but can be varied. He then gives the word MOVE. Winning patrol or six is the one who has the most boys facing in the right direction at the end of the turns.

○ **Note:** This can be varied by substituting the (?) paces forward and (?) paces backward.



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"Kill the Rattlesnake"

The pack stands in a big circle. In the centre are two Cubs, blindfolded. One, the Hunter, has an old stocking stuffed with paper. The other, the Rattlesnake, has a tin with a lid on - containing small pebbles. The Hunter starts the game by shouting "Rattlesnake!" The Rattlesnake "freezes" on the spot, and shakes his tin of pebbles. The Hunter rushes to where he thinks the sound comes from and takes a swipe at the Rattlesnake. If he misses, the Rattlesnake then moves silently away, and again the Hunter calls "Rattlesnake!" This continues until the Hunter hits the Rattlesnake - with a time limit of two minutes. When the Hunter is successful, the two change places. After two minutes, the next two Cubs in the circle have their turn.

Checker Slide Relay

Equipment - one set of checkers.

Teams lined up in relay formation. About ten feet in front of each team is a "bulls-eye" chalked on the floor with three rings. Outside ring is marked 5, the next 10 and the inner ring 15. At "GO" first man takes a checker and slides it along floor toward bulls-eye attempting, of course to get it in the highest counting ring. He then goes to back of line and next player slides a checker. Game is over when all the checkers are used, or when everyone has had a turn. Points are then counted up. Highest score wins. **Variation:** Draw only one series of circles. All slide checkers at same circle. Then there is the added excitement of possibly knocking someone else's checker out of the circle.

THERE ARE EATS

(Tune: Smiles)

There are eats that make us happy,
There are eats that make us chew;
There are eats that take away our pleasure
Such as hash and pork and beans and stew,
There are eats that give us indigestion,
There are eats that put us all to bed,
But the eats that make us all so happy,
Are the eats we've just been fed.

NO FROWNS

(Tune: Home Fires Burning)

What's the use of frowning,
Grouches merit drowning,
Miles of smiles are what we need,
For you and me.

Here's a hearty handshake,
Let us all good friends make,
Sing and bring goodwill to all,
Who are here tonight.

SCOUTER'S SMILE

(Tune: Irish Eyes)

When Scouters all are smiling,
Sure it's like a morn in spring,
For amid their joy and laughter,
You can hear the music ring;
When all the crowd are happy,
And the night seems bright and gay,
With that fine old Scouting spirit,
Sure it wins you right away.

THE LADIES

(Tune: Auld Lang Syne)

We want to thank you ladies all;
You've more than done your best,
And that's the reason why we sing
So full of fun and zest.

Let's give three rousing cheers for those
Who served this banquet fine,
The men excel in certain things,
But here's where ladies shine.

INTRODUCING A SPEAKER

Adapted from Exploring manual, B.S.A.



Almost every Scouter at some time or another is called upon to introduce a speaker. At parents' and leaders' gatherings, training courses, religious affairs and service club luncheons you may find yourself on the spot to present another person to address the group.

Are there rules to follow? Are there amenities or social courtesies that must not be overlooked? Do you have to tell a funny story or anecdote? Just what should you say?

Well, there are a few things to keep in mind whether you are an experienced master of ceremonies or a hesitant amateur. Here are some suggestions for you that will help both the speaker and the audience enjoy each other - and feel a bit more kindly toward you.

. Prepare yourself with advance information about the speaker. Any audience deserves to know something of the speaker's background and by what right he is addressing them on a particular subject. Some speakers or their organizations provide biographical material. Perhaps a telephone conversation with the man himself a day or so before the meeting will suffice.

. In your introduction, give short answers to the following questions:

Who is this man?

What is his position, connection or authority?

What is he going to talk about?

What has the subject to do with us?

Omit clichés - stale, stilted phrases, such as "a speaker who needs no introduction," "we are gathered here tonight."

Be brief, you are the introducer, not the speaker. Don't give the appearance of stealing the guest's thunder. However, you will save time for him and pave the way for him to get into his presentation promptly by answering these questions:

In general, why is this subject interesting.

In particular, why is it of interest to **this** audience?

Why is it of interest **at this time**?

Why is this speaker the one to present it? Give the speaker and his ability to handle the subject a sincere build-up, but don't put him on the spot by overselling him.

Unless you are a real comedian, it's best to avoid joke-telling. Your choice of a story may throw a curve at the speaker that may place him at a real disadvantage with his audience. Repartee is a high brand of humour, but those who indulge in it ought to know each other very well.

. Save the speaker's name for the last word of your introduction. Since his name is usually recognized as the signal for him to rise and come forward, don't embarrass him by giving it until you are ready for him. Make his name definitely the climax by pausing before it, saying it clearly and raising your voice a bit: "Gentlemen, I present (short pause) Mr. Donald Tedford!" Remain facing the audience while saying the name; then quickly turn to the speaker for his acknowledgment. Be sure to pronounce his name properly and give his title correctly.

Introducing a speaker is not an insignificant assignment. Properly done, it not only contributes to a better meeting but can also give lots of fun and satisfaction to the individuals involved. As the Wolf Cubs say, "Do your best."

Before and After

When the Scouts of the 2nd Cooksville, Ontario Troop decided to carve a totem pole for the city's Huron Centennial Park they first visited the Curve Lake Indian Reserve to see how the Ojibwa Indians carved their poles and had a pow-wow with the Chief.

Thirty boys worked on the painting and carving of the pole with supervision from A.S.M. Ed Ryan. It took them two and one-half months, on and off, to finish their totem pole. It now stands in front of the Centre at Huron Park.



The photo above shows the boys working on the totem and the photo below shows them erecting the totem in the park.

2ND COOKSVILLE TROOP PHOTOS



Reward for a Hero

Venturer Murray Roy Biggar of New Glasgow, N.S., who was awarded the Silver Cross at a recent Government House Investiture has been further honoured by the Carnegie Hero Fund Commission in the form of their Bronze Medal and a cash award of \$500. Murray was instrumental in saving the life of an eleven-year-old boy after he had fallen into the Northumberland Strait.

3RD WATERDOWN CREW



Rover 500

Plans for the 1st Ontario Provincial Rover Car Rally are going forward and invitations have been extended to all other provinces to enter a team to compete. The 500 is now prepared to handle one hundred competing vehicles from Ontario and one team and vehicle from each of the other nine provinces.

In the above photo, John Clark, assistant provincial commissioner, Rover Scouts, Ontario, is shown with John Young of the 3rd Waterdown Crew checking the rally route. In the foreground is the top prize, the K.W. Walsh Trophy and the miniatures that will be presented to the winners. Plans have also been made for second- and third-place trophies. Watch for a feature word and picture story on the 500 in the June-July issue of *The Scout Leader*.

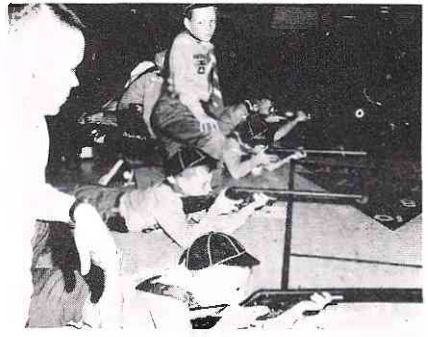
Obedient Pups

Do you have a dog that lacks obedience? If so, why not follow the lead taken by the Windsor District who opened a dog-handling and obedience course for Boy Scouts with dogs in Windsor. The ten-week course began Wednesday, December 6 at Scout Service Centre. The instructor of the course is Mrs. Ernest Marks, a member of the Essex County Kennel Club.

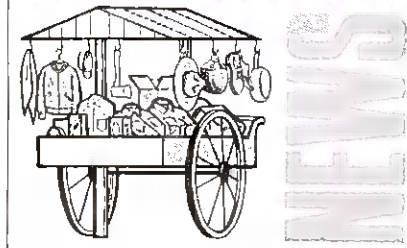
Ready, Aim, Fire

Members of the Hespeler, Ontario police department are seeing that boys who want to learn to shoot, do so, correctly and safely. Every Thursday evening they devote part of their time to instructing the boys of the 3rd Hespeler Cub Pack. A shooting range is set up and police officers show the boys how to handle the rifles and care for them, how to shoot correctly and observe safety precautions.

GALT EVENING REPORTER



SUPPLY SERVICES



The full-page advertisement on the back of this issue of *The Scout Leader* indicates we are thinking ahead on your behalf - many groups were disappointed at being unable to take advantage of Scout Calendar '68. Get the wheels rolling early on your SCOUT CALENDAR '69 fund-raising projects. Posters and promotional folders will soon be in the hands of Scout councils. Write for your supply today.

As with many others in Canadian Scouting, Supply Services will be busy in the next few months preparing for the new Scout program which becomes effective September 1. We will endeavour at all times to keep you up to date on changes. The first slight change is that PATROL

KNOTS and PATROL FLAGS will be available through Scout offices and Supply Services ONLY after March 1.

A SCOUTS 68 CREST has been designed and will be available shortly for general sales.

The all new, official WOLF CUB WATCH is now available (see ad on opposite page). It is made by Bulova and carries their guarantee of fine workmanship. The luminous dial shows the Wolf Cub Crest. An ideal gift item for a Wolf Cub.

The VENTURER SASH, TIE and JACKET will be available soon. Watch for further information in the April SUPPLY SERVICES NEWS.

We can report little progress regarding the recently authorized NATIONAL NECKERCHIEFS for Scouts and Cubs. Problems with cost and procurement are causing delay. An announcement will be made immediately when information is available.

Notifying the availability of the ADULT TRAINING RECORD BOOK for use with the new Adult Training Program announced in the February *Scout Leader*. Its catalogue number is 25-409, price 25 cents.

Coming soon - something entirely new from Supply Services - a BERET SHAPE. An inexpensive gadget for keeping your beret ship-shape. Watch for further information.

PART II WOOD BADGE COURSES 1968

(scheduled
to date)

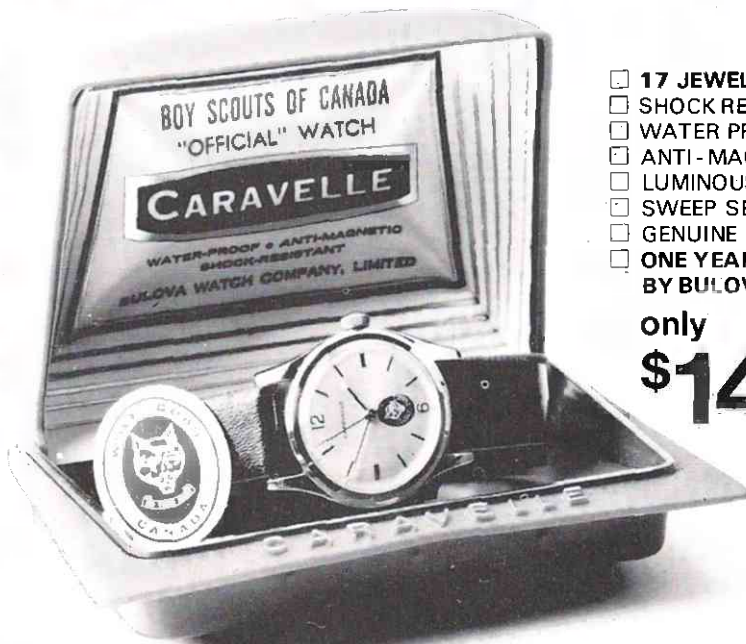
Ontario

Pack Scouters	May 3-5, 10-12, 17-19 May 31 - June 1, 7-9, 14-16 July 6-12	Blue Springs (near Acton) Woodland Trails (near Aurora) Blue Springs
Troop Scouters	May 10-12, 17-20, 24-26 June 22-30 July 6-14	Woodland Trails Lakefield Blue Springs
Crew Scouters	Sept. 13-15, 20-22, 27-29	Blue Springs
Venturer Advisors	Weekends, Fall 1968	Near Toronto
Combined Pack and Troop Scouters	May 25 - June 1 Aug. 30 - Sept. 2, 20-22 Oct. 4-6	Camp Tillicum (near North Bay) Near Ottawa Near Ottawa

British Columbia

Combined Wood Badge Course - pack, troop, venturer advisors, com- missioner staff members, service team members in- cluding instructors and examiners whether uni- formed personnel or not.	July 20-27	Camp Hughes near Prince George
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